

AJMR

ISSN (Online) : 2278 - 4853

# Asian Journal of Multidimensional Research



*Published by :*  
**www.tarj.in**

**AJMR**

ISSN (online) : 2278-4853

Editor-in-Chief : Dr. Esha Jain

Impact Factor : SJIF 2021 = 7.699

Frequency : Monthly

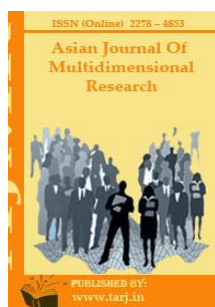
Country : India

Language : English

Start Year : 2012

Published by : [www.tarj.in](http://www.tarj.in)Indexed/ Listed at : Ulrich's Periodicals  
Directory, ProQuest, U.S.A.E-mail id: [tarjjournals@gmail.com](mailto: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.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



| SR. NO. | PARTICULAR                                                                                                                                                            | PAGE NO. | DOI NUMBER                     |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------|
| 1.      | PERFORMANCE OF PRADHAN MANTRI MUDRA YOJNA (PMMY) IN HARYANA STATE<br>Dr. Rupesh Roshan Singh, Anita Bindal                                                            | 19-28    | 10.5958/2278-4853.2021.00200.7 |
| 2.      | SOCIO-PSYCHOLOGICAL ASPECTS OF A PERSON'S ATTITUDE TO HIS MENTAL HEALTH<br>M. T. Isakova                                                                              | 29-36    | 10.5958/2278-4853.2021.00194.4 |
| 3.      | ACID-THERMAL PROCESSING OF PHOSPHATE RAW MATERIALS<br>Nazirova Rakhnamokhon Mukhtarovna, Mirsalimova Saodat Rakhmatjanovna, Shamatov Erkin Bahodirovich               | 37-42    | 10.5958/2278-4853.2021.00195.6 |
| 4.      | METHODS FOR PRODUCING BUTYL ACETATE<br>Nazirova Rakhnamokhon Mukhtarovna, Mirsalimova Saodat Rakhmatjanovna, Isakov Burhon Shuhratjonogli, Rakhmanov Ortik Komilovich | 43-46    | 10.5958/2278-4853.2021.00196.8 |
| 5.      | THE YEARS OF THE SOVIET GOVERNMENT IN THE STATE FARMS OF UZBEKISTAN SOCIO-ECONOMIC LIFE<br>H.O Khushvaqtov                                                            | 47-50    | 10.5958/2278-4853.2021.00197.X |
| 6.      | THE ROLE OF ICESCO IN THE DEVELOPMENT OF EDUCATION, SCIENCE AND CULTURE<br>Shakhzod Timurovich Khatamov                                                               | 51-56    | 10.5958/2278-4853.2021.00198.1 |
| 7.      | THE TATAR PRESS AND TURKESTAN JADIDISM IN THE RESEARCHES OF BEGALI KASIMOV<br>Umriniso Rahmatovna Toraeva                                                             | 57-61    | 10.5958/2278-4853.2021.00191.9 |
| 8.      | A LINGUISTIC APPROACH TO CONCEPTUAL RESEARCH<br>Nargiza Rustamovna Umarova                                                                                            | 62-66    | 10.5958/2278-4853.2021.00199.3 |

|     |                                                                                                                                                                                                                           |         |                                |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------|
| 9.  | ON THE ISSUES OF CREATION OF DICTIONARIES ON THE DISCIPLINE "INITIAL MILITARY EDUCATION" FOR UNIVERSITY STUDENTS<br>Mamadjanov Alisher Muratovich                                                                         | 67-69   | 10.5958/2278-4853.2021.00192.0 |
| 10. | NATIONAL POTENTIAL OF CULTURAL CONSTANT<br>Mamadjanova Gulmira Musinovna                                                                                                                                                  | 70-72   | 10.5958/2278-4853.2021.00193.2 |
| 11. | THE ROLE OF THE EAEU AND THE "ONE BELT – ONE ROAD" IN CENTRAL ASIA<br>F. Sh. Nurullaev, L. I. Shakirova                                                                                                                   | 73-75   | 10.5958/2278-4853.2021.00205.6 |
| 12. | PROJECT ACTIVITY OF STUDENTS IN THE INFORMATION AND EDUCATIONAL ENVIRONMENT OF THE PROFESSIONAL COLLEGE<br>Abidova Zarnigor Kamiljanovna                                                                                  | 76-80   | 10.5958/2278-4853.2021.00202.0 |
| 13. | AUDIO-LINGUAL TEACHING METHOD WITH DIGITAL LANGUAGE LABORATORY<br>Rustamova Adash, Bakhrudinova Odina, Juraboyeva Gulmira                                                                                                 | 81-87   | 10.5958/2278-4853.2021.00203.2 |
| 14. | DRAWINGS OF DOMES AND ARCHES IN THE MANUSCRIPT OF JAMSHID AL-KASHI "KEY OF ARITHMETICS"<br>Mirkhanova Manzura Abbasovna                                                                                                   | 88-91   | 10.5958/2278-4853.2021.00204.4 |
| 15. | THE ROLE OF INTERACTIVE METHODS IN TEACHING GERMAN<br>Gulsora Maripova                                                                                                                                                    | 92-94   | 10.5958/2278-4853.2021.00210.X |
| 16. | PHYSICOCHEMICAL STUDIES OF THE PRODUCTION OF DEFOLIANT BASED ON MAGNESIUM CHLORATE AND AMMONIUM THIOCYANATE<br>Kodirova Dilshodxon Tulanovna, Axmedova Surayyo Davlatbek kizi                                             | 95-100  | 10.5958/2278-4853.2021.00206.8 |
| 17. | SELECTION OF EFFECTIVE METHOD OF PARAFFIN PURIFICATION USING ADSORBENTS FROM LOCAL RAW MATERIALS<br>Mamadaliyeva Sadokat Valijanovna, Saydaxmedova Zulfiya, Tojiboeva Rayxonoy                                            | 101-105 | 10.5958/2278-4853.2021.00208.1 |
| 18. | DEVELOPMENT OF SPECTROPHOTOMETRIC METHODS FOR THE DETERMINATION OF COPPER (II) IONS BY NEW AZO REAGENT BASED ON PYRIDINE<br>Turabov Nurmukhammat, Todjiev Jamoliddin, Razzokova Surayyo, Nazirov Shohjohon, Tuliye Bexruz | 106-113 | 10.5958/2278-4853.2021.00207.X |
| 19. | THE USE AUTHENTIC MATERIALS IN ESP CLASSROOMS<br>Zokirova Zulfiya Tursunovna                                                                                                                                              | 114-119 | 10.5958/2278-4853.2021.00209.3 |



|     |                                                                                                                                                                                                  |         |                                |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------|
| 20. | DEVELOPMENT AND LIBERALIZATION OF SMALL BUSINESS AND PRIVATE ENTREPRENEURSHIP IN THE REPUBLIC OF UZBEKISTAN<br><br>Sanjar Sabirjonovich Sabirjonov,<br>Bobur Sobirjon o'g'li Toirov              | 120-123 | 10.5958/2278-4853.2021.00211.1 |
| 21. | A STUDY OF TEACHING EFFECTIVENESS, SCIENTIFIC ATTITUDE AND ACHIEVEMENT IN GEOGRAPHY AMONG HIGHER SECONDARY SCHOOL STUDENTS<br><br>Mr. Faiyaz Ahammad                                             | 124-136 | 10.5958/2278-4853.2021.00235.4 |
| 22. | THE PROBLEMATIC STRUCTURES OF SPEECH IN FORMING DIALOGICAL UTTERANCE<br><br>Gavkhar Nurislamovna Tukhlieva                                                                                       | 137-142 | 10.5958/2278-4853.2021.00212.3 |
| 23. | METHODOLOGY OF ORGANIZING SPORTS ACTIVITIES FOR TEENAGER GIRLS AND WOMEN<br><br>Bekhzod Zoirovich Kasimov,<br>Dilmurod Nusratovich Rakhmonov                                                     | 143-147 | 10.5958/2278-4853.2021.00213.5 |
| 24. | LOCATION OF CENTRAL ASIAN PEOPLES ON GUILLAUME DELIL MAPS<br><br>Akbar Olimboyevich Sultonov                                                                                                     | 148-152 | 10.5958/2278-4853.2021.00214.7 |
| 25. | DEVELOPING STUDENTS' "IMAGINATION" AND "CREATIVE THINKING" SKILLS USING THE "MIND MAP" TO EXPLAIN "THE NATURE OF LIGHT"<br><br>Ganiev A.G                                                        | 153-161 | 10.5958/2278-4853.2021.00215.9 |
| 26. | EDUCATIONAL TECHNOLOGIES IN THE PROCESS OF TEACHING IN A HIGHER EDUCATION INSTITUTION<br><br>Gulnoza Saydalieva                                                                                  | 162-166 | 10.5958/2278-4853.2021.00216.0 |
| 27. | CHARACTERISTICS OF PROTECTIVE BAGS USED IN THE GROWING OF GRAPES<br><br>Azizov A.Sh, Dehkanova Sh.Yu, Yusupov N.Sh,<br>Qahhorova S.A                                                             | 167-171 | 10.5958/2278-4853.2021.00217.2 |
| 28. | USING INDEPENDENT WORK TO IMPROVE THE EFFECTIVENESS OF TEACHING THE TOPIC «HALOGENS» IN THE SCHOOL CHEMISTRY COURSE<br><br>Ikromzhon Ibrokhimovich Kukanbaev,<br>Yulduzhon Begalikizi Sheralieva | 172-176 | 10.5958/2278-4853.2021.00218.4 |
| 29. | ARTISTIC INTERPRETATION OF AHMAD YASSAVIY IMAGE<br><br>Guzalkhan Mukhammadjonova                                                                                                                 | 177-182 | 10.5958/2278-4853.2021.00219.6 |

|     |                                                                                                                                                                                        |         |                                |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------|
| 30. | INFLUENCE ON UNIFORM AND DYNAMIC DEVELOPMENT ECONOMY THE INNOVATIVE DEVELOPING ACTIVITIES OF ENTERPRISES<br>Jakhongir Rasulovich Zaynalov, Susanna Seyranovna Alieva                   | 183-189 | 10.5958/2278-4853.2021.00220.2 |
| 31. | A STUDY OF KNOWLEDGE MANAGEMENT AND EMPOWERMENT OF THE PERSONNEL<br>Shiva Habibzadeh, Habib Valizadeh                                                                                  | 190-199 | 10.5958/2278-4853.2021.00236.6 |
| 32. | REGARDING THE TRANSFERENCE OF METAPHORS IN UZBEK NOVELS IN TURKISH TRANSLATIONS<br>Khayrulla Khudoyorovich Hamidov                                                                     | 200-205 | 10.5958/2278-4853.2021.00221.4 |
| 33. | METHODS FOR DETERMINING AND CLASSIFICATION OF FOOD QUALITY<br>Kurbonkul Mavlankulovich Karimkulov, Ikromjon Esanboyevich Uzohkov, Madraim Khasanovich Sarikulov, Azada Abdura khmanova | 206-211 | 10.5958/2278-4853.2021.00222.6 |
| 34. | RECREATIONAL ASSESSMENT OF NATURAL LANDSCAPES OF JIZAKH REGION<br>Lutfullo Ibragimov, Dostonjon Ubaydullayev, Bekhzod Musayev                                                          | 212-217 | 10.5958/2278-4853.2021.00223.8 |
| 35. | ON THE ISSUE OF STUDYING THE KOREAN LANGUAGE ON COMMUNICATIVE LEVEL (BASED ON THE STUDY OF THE KOREAN LANGUAGE IN UZBEKISTAN )<br>Natalya Kim                                          | 218-222 | 10.5958/2278-4853.2021.00224.X |
| 36. | SEMANTICS OF COMPETENCE IN PEDAGOGY AND COMPARATIVE DIALECTOLOGICAL COMPETENCE IN RUSSIAN AND UZBEK LANGUAGES<br>Madina Nosirovna Musurmankulova, Nilufar Rajavaliyevna Azizova        | 223-229 | 10.5958/2278-4853.2021.00225.1 |
| 37. | SEYFULGABIT MAJITOV – OUTSTANDING EDUCATOR, MENTOR AND PUBLISHER OF SAMPLES OF KARAKALPAK CHILDREN'S FOLKLORE<br>Seydin Amirlan                                                        | 230-237 | 10.5958/2278-4853.2021.00226.3 |
| 38. | THE ROLE OF HUMANITARIAN AND LABOR DILIGENCE IN YOUNG EDUCATION IN THE SPIRITUAL HERITAGE OF SHEIKH KHUDOYDOD VALI<br>Navruz Baxronovich Muzaffarov                                    | 238-241 | 10.5958/2278-4853.2021.00234.2 |

|     |                                                                                                                                                                                                            |         |                                |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------|
| 39. | DISTANCE EDUCATION AS AN INNOVATIVE TECHNOLOGY<br>Shahobiddin Abdurayimovich Khudayberdiev, Zoir Makhmudovich Zufarov, Makhsuda Abdusattarovna Tillyashaykhova, Gulandom Abdujabbarovna Samigova           | 242-247 | 10.5958/2278-4853.2021.00227.5 |
| 40. | MICROBIOTA OF CONIFEROUS CROPS IN THE CONDITIONS OF THE ANDIJAN REGION<br>Siddikova N.K, Mirzaitova M.K                                                                                                    | 248-255 | 10.5958/2278-4853.2021.00232.9 |
| 41. | <b>REMOVED DUE TO TECHNICAL REASONS</b>                                                                                                                                                                    |         |                                |
| 42. | THE IMPORTANCE OF ELECTRIC LIGHTING AND RADIATION SYSTEMS IN INCREASING THE EFFICIENCY OF FISHING FARMS<br>Takhir Mirzanovich Bayzakov, Kamoliddin Bakhritdinovich Nimatov, Azizbek Botirovich Imomnazarov | 262-265 | 10.5958/2278-4853.2021.00229.9 |
| 43. | TRADITION AND ORIGINALITY IN THE CONTEXT OF TURKISH LITERATURE (ON THE EXAMPLE OF THE CREATIONS OF ABDULLA ORIPOV AND IBROYIM YUSUPOV)<br>Ulug'bek Berdibayev                                              | 266-270 | 10.5958/2278-4853.2021.00228.7 |
| 44. | PROCEDURE FOR DETERMINING THE RESISTANCE OF OLIVE VARIETIES TO WINTER FROSTS<br>Yuldasheva G.T, Xatamova X.K, Kimsanova X.A, Botirov Sh.T, Shokirjonov B.B                                                 | 271-281 | 10.5958/2278-4853.2021.00233.0 |
| 45. | THE PROBLEM OF CREATIVE INDIVIDUALITY IN LITERATURE (BY THE EXAMPLE OF THE SCIENTIFIC HERITAGE OF PROF. B. SARIMSAKOV)<br>Zarina Rahmonova                                                                 | 282-286 | 10.5958/2278-4853.2021.00230.5 |
| 46. | THE PROCESS OF GROWTH OF VEGETATIVE ORGANS OF OLIVE SEEDLINGS IN PROTECTED AREAS DURING THE DEVELOPMENT PHASE<br>Yuldasheva Kh.T, Soliyeva M.B, Daminov X.E, Botirov Sh.T, Mamadjanova G.S                 | 287-293 | 10.5958/2278-4853.2021.00231.7 |
| 47. | THE IMPORTANCE OF MEDICINAL PLANTS TO STOP BLEEDING<br>Omonova Gavhar Sultonovna, Omanova Anagul Sultanovna, Otajonova Dilfuza Otabekqizi                                                                  | 294-296 | 10.5958/2278-4853.2021.00238.X |
| 48. | TEACHING RUSSIAN AS A FOREIGN LANGUAGE FOR STUDENTS WITH THE LANGUAGE OF STUDY<br>Mirakhmedova Iroda Anvarovna                                                                                             | 297-300 | 10.5958/2278-4853.2021.00240.8 |

|     |                                                                                                                                                                                                             |         |                                |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------|
| 49. | THE SPIRIT OF WOMEN IN MUAZZAMKHON'S WORK<br>Saydalieva Nasiba Farhodovna                                                                                                                                   | 301-303 | 10.5958/2278-4853.2021.00239.1 |
| 50. | THE CURRENT SITUATION IN THE DISTRICT OF LOWER ZARAFSHAN PLANT SPECIES - ECO-INDICATOR<br>Anvar Rasulov                                                                                                     | 304-307 | 10.5958/2278-4853.2021.00241.X |
| 51. | A STUDY OF DESIGNING THE CONCEPTUAL MODEL FOR THE ASSESSMENT OF ENTREPRENEURIAL OPPORTUNITIES IN LIFE INSURANCE INDUSTRY IRAN<br>Jahangir Yadollahi Farsi, Alireza Daghighi Asli, Vali Ollah Nazmi Sharamin | 308-328 | 10.5958/2278-4853.2021.00258.5 |
| 52. | THE REFLECTION OF IDEAS ABOUT SCIENCE AND EDUCATION IN THE SPIRITUAL HERITAGE OF ISLAM<br>Rajabboev Jurabek                                                                                                 | 329-334 | 10.5958/2278-4853.2021.00242.1 |
| 53. | THE ROLE OF ICT IN THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS<br>Abdullaeva G.S                                                                                  | 335-340 | 10.5958/2278-4853.2021.00248.2 |
| 54. | SOME INVERSE PROBLEMS FOR THE HYPERBOLIC EQUATION<br>Abulov M.O                                                                                                                                             | 341-353 | 10.5958/2278-4853.2021.00249.4 |
| 55. | SCIENTIFIC AND PEDAGOGICAL BASES OF PROFESSIONAL COMPETENCE TRAINING OF TEACHERS<br>Bakhodir Saydurasulovich Abdurasulov, Bakhodir Khudaykulovich Khodjakulov                                               | 354-358 | 10.5958/2278-4853.2021.00250.0 |
| 56. | WAYS TO DEVELOP STUDENTS' CREATIVE THINKING SKILLS IN PRIMARY SCHOOL TECHNOLOGY LESSONS (BASED ON PEDAGOGICAL TECHNOLOGIES)<br>Dilorom Sharifovna Yakibova                                                  | 359-363 | 10.5958/2278-4853.2021.00251.2 |
| 57. | CREATION OF ISSUES OF SCIENTIFIC MENTALITY AND PERCEPTION OF YOUNG PEOPLE IN THE SPIRITUAL HERITAGE OF THE EAST<br>Rajabboev Jurabek                                                                        | 364-367 | 10.5958/2278-4853.2021.00246.9 |
| 58. | INFLUENCE OF SEEDING TIME ON THE DEVELOPMENT OF THE ROOT SYSTEM OF CHICKPEA VARIETIES<br>Elnura Iskandarovna Khamdamova, Guzal Asrorovna Suvonova, Ezozkhon Zokirovna Isokova                               | 368-372 | 10.5958/2278-4853.2021.00252.4 |



|     |                                                                                                                                                                                       |         |                                |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------|
| 59. | THE ROLE OF NATIONAL AND COMMON-HUMANITYVALUES IN THE EDUCATION OF YOUTH<br>Erkin Haitovich Bobomurodov                                                                               | 373-376 | 10.5958/2278-4853.2021.00253.6 |
| 60. | THE ROLE OF LITERATURE AND ART IN EDUCATING THE SPIRITUAL AND MORAL VIRTUES OF A DEVELOPED GENERATION<br>Fahriddin Nuriddinovich Khalilov                                             | 377-382 | 10.5958/2278-4853.2021.00255.X |
| 61. | A REVIEW ON AMELIORATIVE ROLE OF FOODSUPPLEMENTS IN CANCER<br>Geeta Rawat, Charu Saxena                                                                                               | 383-390 | 10.5958/2278-4853.2021.00247.0 |
| 62. | IMPLEMENTATION OF A COMPETENCY-BASED APPROACH TO TEACHING MATHEMATICS<br>Mahfuza Abduvoyitovna Babayeva                                                                               | 391-394 | 10.5958/2278-4853.2021.00254.8 |
| 63. | POETS WITH ROJIYPSEUDONYM<br>Makhsuda Rakhmatovna Berdimuratova                                                                                                                       | 395-402 | 10.5958/2278-4853.2021.00256.1 |
| 64. | COMMUNICATIVE AND PRAGMATIC FUNCTIONS OF SEGMENTED STRUCTURES<br>Markhabo Egamberdiyevna Umurzakova                                                                                   | 403-407 | 10.5958/2278-4853.2021.00257.3 |
| 65. | CONCEPT BASIS OF THE STUDY OF PROBLEMS OF NATIONAL IDEOLOGY IN THE CONTEXT OF GLOBALIZATION<br>Mohira Khasanovna Toshbekova                                                           | 408-414 | 10.5958/2278-4853.2021.00260.3 |
| 66. | THE IMPORTANCE OF FUNGICIDES AND STIMULANTS IN PREPARING SEED GRAINS<br>Davronov Qaxramonjon Anvarjonovich, Saminov Avazbek Alimardon o'g'li, Xusanboyev G'ulomqodir Abduqodir o'g'li | 415-419 | 10.5958/2278-4853.2021.00272.X |
| 67. | VERBAL AND NONVERBAL MEANS OF INFLUENCE IN ADVERTISING TEXTS<br>Qudratova Sh.Q, Yigitaliyeva M.A                                                                                      | 420-425 | 10.5958/2278-4853.2021.00273.1 |
| 68. | A STUDY OF ORGANIZATIONAL COMMITMENT: A MEDIATOR OF THE RELATIONSHIP BETWEEN JOB SATISFACTION AND JOB PERFORMANCE IN THE COMMERCIAL BANKS IN SRI LANKA<br>U.W.M.R. Sampath Kappagoda  | 426-437 | 10.5958/2278-4853.2021.00281.0 |
| 69. | ENDOMETRIOSIS: RELEVANCE, CLINIC AND TREATMENT<br>Tishabaeva Nargiza Alimdjanovna                                                                                                     | 438-443 | 10.5958/2278-4853.2021.00274.3 |
| 70. | THE OCCURRENCE OF METAPHORICAL NOMINATION IN THE SPEECH OF UZBEK CHILDREN<br>Munavvara Abdujabbarovna Kurbanova                                                                       | 444-448 | 10.5958/2278-4853.2021.00261.5 |

|     |                                                                                                                                         |         |                                |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------|
| 71. | SCIENTIFIC AND PHILOSOPHICAL ASPECTS OF INNOVATIVE MENTALITY AND CREATIVITY<br>Rajabboev Jurabek                                        | 449-451 | 10.5958/2278-4853.2021.00244.5 |
| 72. | ISSUES OF INCREASING THE QUALITY OF MASTER TRAINING BASED ON A COMPETENCE APPROACH<br>Abelkosimova Mukharram Khamidovna                 | 452-455 | 10.5958/2278-4853.2021.00275.5 |
| 73. | THE ESSENCE AND PECULIARITIES OF THE FORMATION OF ENTREPRENEURIAL SKILLS IN THE DEVELOPMENT OF SMALL SCALE BUSINESS<br>Nargiza Talapova | 456-459 | 10.5958/2278-4853.2021.00276.7 |
| 74. | THE ROLE OF INFORMATION COMMUNICATION TECHNOLOGIES IN INCREASING THE SOCIAL ACTIVITY OF YOUTH<br>Botirjon Mallabaev                     | 460-463 | 10.5958/2278-4853.2021.00277.9 |
| 75. | THE ISSUE OF CALQUING IN CHINESE TERMINOLOGY (ON THE EXAMPLE OF MILITARY TERMS)<br>Nargiza Abduvakhidovna Imomiddinova                  | 464-470 | 10.5958/2278-4853.2021.00262.7 |
| 76. | VIEWS OF THE JADID PLAYWRIGHT GHULAM ZAFARI ON THE HISTORY OF ORIENTAL MUSIC<br>Olim Usmonov                                            | 471-476 | 10.5958/2278-4853.2021.00263.9 |
| 77. | WORKING WITH READING IN GFL LESSONS<br>Pardayeva Shohodat Norqulovna,<br>Guljahon Jurabekovna Umrzoqova                                 | 477-481 | 10.5958/2278-4853.2021.00264.0 |
| 78. | STRUCTURAL ANALYSIS OF FOOD REALIAS IN ENGLISH AND UZBEK LANGUAGES<br>Shahzoda Zokirova                                                 | 482-486 | 10.5958/2278-4853.2021.00265.2 |
| 79. | APPLICATION OF THE TURKIC LAYER IN THE LEXEME OF THE EPICS OF "MALIKA AYYOR"<br>Umarov I                                                | 487-493 | 10.5958/2278-4853.2021.00267.6 |
| 80. | ALPHABET REFORMS IN UZBEKISTAN IN 20-30S AND ELBEK'S SERVICES IN THIS REGARD<br>Shoira Erkinovna Bobomurodova                           | 494-497 | 10.5958/2278-4853.2021.00266.4 |
| 81. | A STUDY ON MANAGEMENT OF MSMES DURING GLOBAL CRISES OF PANDEMIC COVID-19<br>Ram Milan, Ehtesham Ahmad, Zaibun Nisa                      | 498-511 | 10.5958/2278-4853.2021.00279.2 |
| 82. | HONING OF SPHERICAL SURFACES OF ALLOY STEEL PARTS<br>Umida Shaozimova , Abdulaziz Tursunov                                              | 512-515 | 10.5958/2278-4853.2021.00268.8 |

|     |                                                                                                                                                                          |         |                                |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------|
| 83. | <b>ETHNO CULTURAL IDENTITY AND ITS FORMATION</b><br>Yosin Abdulbokiyeovich Ortikov                                                                                       | 516-522 | 10.5958/2278-4853.2021.00269.X |
| 84. | <b>TRAINING YOUNG PEOPLE CREATIVE, BEING ABLE TO CREATE INNOVATIVE TECHNIQUES</b><br>Rajabboev Jurabek                                                                   | 523-527 | 10.5958/2278-4853.2021.00243.3 |
| 85. | <b>ETIOLOGY AND PECULIARITIES OF THE PLANT WORLD IN “KISASI RABGUZIY”</b><br>Zilola Shukurova                                                                            | 528-533 | 10.5958/2278-4853.2021.00270.6 |
| 86. | <b>THE ISSUES OF STYLISTICS ON TRANSLATION OF HISTORICAL COSTUMES</b><br>Zuhra Ruzimat qizi Tursunbayeva, N. Khodjayeva                                                  | 534-543 | 10.5958/2278-4853.2021.00271.8 |
| 87. | <b>TECHNOLOGIES FOR USING FINE ARTS IN DEVELOPING STUDENTS’ ARTISTIC IMAGINATION</b><br>Botir Boltabaevich Baymetov, Iqboloy Ibrahimova                                  | 544-551 | 10.5958/2278-4853.2021.00259.7 |
| 88. | <b>TYPES OF TRANSFORMER OVERLOAD PROTECTION</b><br>Numonjonov Shakhzod Dilshodjon Ugli                                                                                   | 552-556 | 10.5958/2278-4853.2021.00278.0 |
| 89. | <b>COMMUNICATION, INTERACTION AND MANAGEMENT IN A CLASSROOM</b><br>Akmal Xamzaev, Shoirax Toxirgizi Khaydarova                                                           | 557-563 | 10.5958/2278-4853.2021.00283.4 |
| 90. | <b>METHODS AND ADVANTAGES OF MODERN SPECTROMETRIC ANALYSIS OF POWDER</b><br>Bakhriddin Kuziboy Ugli Nurmatov, Ugiloy Yakubovna Abdullaeva, Asilbek Azizbek ogli Alijonov | 564-567 | 10.5958/2278-4853.2021.00284.6 |
| 91. | <b>DYSTOPIC VISION OF MARGARET ATWOOD IN THE HANDMAID’S TALE</b><br>C. Nandhini Devi, Dr. Sumathy K Swamy                                                                | 568-571 | 10.5958/2278-4853.2021.00357.8 |
| 92. | <b>PROBLEMS ENCOUNTERED BY TEACHERS WHEN TEACHING WRITING SKILLS IN ENGLISH FIRST ADDITIONAL LANGUAGE</b><br>Norputatova Madina Alisherovna, Arziqulova Gulchiroy        | 572-574 | 10.5958/2278-4853.2021.00282.2 |
| 93. | <b>ART SPROUTS</b><br>Dildora Hamidova                                                                                                                                   | 575-578 | 10.5958/2278-4853.2021.00285.8 |

|      |                                                                                                                                                                                            |         |                                |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------|
| 94.  | LINGUA-CULTUROLOGICAL LACUNAE IN MEDIA TEXTS<br>Dilorom Khaydarova                                                                                                                         | 579-582 | 10.5958/2278-4853.2021.00321.9 |
| 95.  | SEMANTIC RELATIONS OF SYNONYMY IN PHONETIC TERMINOLOGY<br>Dilrabo Alimjanovna Rakhmatullayeva                                                                                              | 583-587 | 10.5958/2278-4853.2021.00286.X |
| 96.  | ANALYSIS AND CLASSIFICATION OF ELECTRONIC DOCUMENT MANAGEMENT SYSTEM<br>Elmurod Tursunaliogli Astanaliev                                                                                   | 588-593 | 10.5958/2278-4853.2021.00288.3 |
| 97.  | INTERRELIGIOUS DIALOGUE IN MODERN UZBEKISTAN<br>Faniya Abzalovna Akhmedshina                                                                                                               | 594-601 | 10.5958/2278-4853.2021.00287.1 |
| 98.  | USE OF GENERALIZED ESTIMATES TO PREDICT THE DISEASES RESISTANCE OF WHEAT VARIETIES<br>Fayzulla Yusupovich Shodiyev,<br>Erkin Abdirashidovich Eshboyev,<br>Elyor Hayitmatovich Egamberdiyev | 602-610 | 10.5958/2278-4853.2021.00289.5 |
| 99.  | SEMANTIC STRUCTURE OF UNITS EXPRESSING GEOGRAPHICAL CONCEPTS<br>Ikrom Khushboqovich Islomov                                                                                                | 611-615 | 10.5958/2278-4853.2021.00290.1 |
| 100. | IMPROVING THE SPIRITUAL IMMUNOLOGICAL EDUCATION OF ACADEMIC LYCEUM STUDENTS SPECIFIC ISSUES<br>Kamalova H, Tuychieva H                                                                     | 616-620 | 10.5958/2278-4853.2021.00322.0 |
| 101. | AN EMPIRICAL WORK LIFE BALANCE STUDY ON CONTEXT OF WOMEN EMPLOYEES<br>Ms. N. Sheethal, Prof. J. Katyayani                                                                                  | 621-628 | 10.5958/2278-4853.2021.00356.6 |
| 102. | ARTISTIC AND COMPOSITIONAL FEATURES OF HARVEST SONGS<br>Laylo Omonovna Turaeva                                                                                                             | 629-634 | 10.5958/2278-4853.2021.00291.3 |
| 103. | CONSTRUCTION OF "BIBIKHONIM JOME MOSQUE" BY AMIR TEMUR AND ARCHITECTURAL SOLUTION OF THE MOSQUE<br>Maftuna Alisher qizi Khasanova                                                          | 635-641 | 10.5958/2278-4853.2021.00300.1 |
| 104. | A MASTERPIECE OF THE AVANT-GARDE ERA IN RUSSIA – MELNIKOV'S HOUSE<br>Malika Takhirovna Makhmudova                                                                                          | 642-647 | 10.5958/2278-4853.2021.00299.8 |

|      |                                                                                                                                                                                                                                          |         |                                |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------|
| 105. | WAYS OF FORMATION OF ECOLOGICAL CULTURE IN CHILDREN OF PRIMARY AGE<br>Lobar Abdimannobovna Muxtarova                                                                                                                                     | 648-652 | 10.5958/2278-4853.2021.00298.6 |
| 106. | USE OF THE INTERACTIVE METHOD IN DAF LESSONS<br>Mamasharif Xalikhovich Pardayev, Mahkam Usmonovich Quvvatov                                                                                                                              | 653-657 | 10.5958/2278-4853.2021.00297.4 |
| 107. | PHILOSOPHICAL ANALYSIS OF THE CONCEPTS OF PROPAGANDA AND AGITATION<br>Mansur Tuychiyevich Vakhabov, Shakhodat Berdanovna Vakhabova, Jamila Badridinova Sayfuddinova                                                                      | 658-665 | 10.5958/2278-4853.2021.00296.2 |
| 108. | ISSUES OF FORMATION OF ECOLOGICAL KNOWLEDGE AND CULTURE IN PRESCHOOL EDUCATIONAL INSTITUTIONS<br>Marhabo Khudaykulovna Kilichova, E'zozaxon Muzaffarovna Hamrayeva                                                                       | 666-670 | 10.5958/2278-4853.2021.00295.0 |
| 109. | THE USE OF DIFFERENT RATES OF POTASH FERTILIZATION IN THE PREVENTION OF BLACKHEADS IN WHEAT<br>Matlubakhon Azizaliyeva Yakhyokulova, Muzaffar Mirzarakhatovich Turgunov, Ulugbek Nematzhonovich Nabiev, Kunduzkhon Turgunbaeva Dzhuraeva | 671-674 | 10.5958/2278-4853.2021.00294.9 |
| 110. | ASSOCIATIVE ANALYSIS OF WORDS DENOTING COLOR IN THE UZBEK LANGUAGE<br>Nargiza Shikhnazarovna Akhmedova                                                                                                                                   | 675-678 | 10.5958/2278-4853.2021.00293.7 |
| 111. | A STUDY ON SOCIAL MEDIA MARKETING PODCAST OF FOOD AND BEVERAGE BRANDS WITH REFERENCE TO TAMILNADU<br>P. Vijayalakshmi                                                                                                                    | 679-686 | 10.5958/2278-4853.2021.00358.X |
| 112. | SPECIFIC FEATURES OF THE USE OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN INCREASING THE FINANCIAL LITERACY OF STUDENTS<br>Nasiba Sherbayeva Jumanova                                                                                       | 687-691 | 10.5958/2278-4853.2021.00292.5 |
| 113. | ROLE OF MIGRATION IN THE FORMATION OF KHOREZMIANS IN THE TERRITORY OF THE LOWER AMUDARYA (VII-V BC)<br>Nilufar Bobojonova, Kudrat Yuldashevich Masharipov                                                                                | 692-695 | 10.5958/2278-4853.2021.00309.8 |
| 114. | INFLUENCE OF "THEMATIC PARKS" TO THE DEVELOPMENT OF TOURISM IN UZBEKISTAN<br>Nilufar Mannopova, Aziz Mannapov                                                                                                                            | 696-704 | 10.5958/2278-4853.2021.00308.6 |

|      |                                                                                                                                                                           |         |                                |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------|
| 115. | EVOLUTIONARY DEVELOPMENT OF THE CONCEPT "HAPPINESS" IN CHINESE LANGUAGE (ON THE EXAMPLE OF MODELS)<br>Noiba Abbaskhonovna Valieva                                         | 705-710 | 10.5958/2278-4853.2021.00306.2 |
| 116. | FEATURES OF DESIGNING INTERIORS OF RESTAURANT ESTABLISHMENTS<br>Nilufar Rovshanovna Mannopova,<br>Munavvar Bakhodirgizi Kamolkhodjaeva                                    | 711-715 | 10.5958/2278-4853.2021.00307.4 |
| 117. | CORPUS OF PARALLEL TEXTS - AS ANEFFICIENT WORKING TOOL OF A MODERN TRANSLATOR<br>Orzubek Rakhmanovich Anarbaev                                                            | 716-722 | 10.5958/2278-4853.2021.00305.0 |
| 118. | GEOPOLITICAL IMPORTANCE OF THE CHINESE-PAKISTAN ECONOMIC CORRIDOR<br>Tursunpulat Nasirov                                                                                  | 723-726 | 10.5958/2278-4853.2021.00320.7 |
| 119. | CROSS COUNTRY ANALYSIS OF REGIONAL COOPERATION IN FOREIGN COUNTRIES<br>Ravshan Alimovich Sattarov                                                                         | 728-732 | 10.5958/2278-4853.2021.00304.9 |
| 120. | MODERN MUSEUMS CULTURAL HERITAGE FOR FUTURE YOUTH<br>Saipova D.Sh                                                                                                         | 733-737 | 10.5958/2278-4853.2021.00303.7 |
| 121. | AN ADAPTIVE AND INTELLIGENT E-LEARNING ENVIRONMENT USING FUZZY LOGIC<br>Karthikeyan.D, S.Ganeshmoorthy                                                                    | 738-749 | 10.5958/2278-4853.2021.00359.1 |
| 122. | LIGHT IN THE MODERN WORLD<br>Shakhnoza Furkatovna Tursunova                                                                                                               | 750-756 | 10.5958/2278-4853.2021.00302.5 |
| 123. | THE HISTORY OF THE CREATION OF DENIM, BRANDS AND DEVELOPMENT OF THE PRODUCTION OF JEANS<br>Sharipova S.T, Nigmatova F.U, Gulamov O.M,<br>Raxmanova Z.V, Habibullayeva M.Z | 757-768 | 10.5958/2278-4853.2021.00301.3 |
| 124. | ETHICS OF K.S. STANISLAVSKY<br>Shavkat Shukhratovich Rasulov                                                                                                              | 769-774 | 10.5958/2278-4853.2021.00319.0 |
| 125. | CONCEPTUALIZATION OF SEGMENT OF TIME IN UZBEK LANGUAGE<br>Sherzod Khalikulovich Djabbarov                                                                                 | 775-782 | 10.5958/2278-4853.2021.00318.9 |
| 126. | RESIDUAL FIBER STUDY IN FIBER-SEPARATED SEEDS<br>Sokhibjon Rejabboev, Rustam Muradov,<br>Akramjon Sarimsakov                                                              | 783-787 | 10.5958/2278-4853.2021.00317.7 |

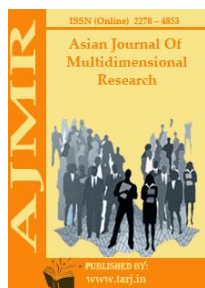


|      |                                                                                                                                                                |         |                                |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------|
| 127. | <b>THE BALANCE OF LANGUAGE AND SPEECH IN THE UZBEK THEATER</b><br>Umidaixon Boltaboeva, Zoxidjon Abdunazarov, Shamsiddin Usmonov                               | 788-792 | 10.5958/2278-4853.2021.00316.5 |
| 128. | <b>REPRESENTATION OF THE RELATIONSHIP BETWEEN MAN AND NATURE IN UZBEK LITERATURE</b><br>Tukhtaeva N.N                                                          | 793-798 | 10.5958/2278-4853.2021.00315.3 |
| 129. | <b>THE FUNCTIONS OF THE DATIVE CASE IN THE USE OF GERMAN VERBS</b><br>Ural Akhmedovich Inomov                                                                  | 799-803 | 10.5958/2278-4853.2021.00314.1 |
| 130. | <b>INJURIES AND PATHOLOGICAL CHANGES CAUSED BY PHYSICAL EXERTION</b><br>Yuldasheva K.A                                                                         | 804-807 | 10.5958/2278-4853.2021.00313.X |
| 131. | <b>IMPACT OF MONEY SUPPLY ON EXCHANGE RATE IN NIGERIA: (1980 – 2011)</b><br>Emeka J. Okereke, Ezeji .E Chigbu, Ofili, Obinna Augustine                         | 808-818 | 10.5958/2278-4853.2021.00351.7 |
| 132. | <b>THEORETICAL FOUNDATIONS OF INTERACTIVE LEARNING IN MATHEMATICS LESSONS IN PRIMARY SCHOOL</b><br>Laziza Gaybullayeva Rasulova, Parvina Khuseynovna Radjabova | 819-823 | 10.5958/2278-4853.2021.00354.2 |
| 133. | <b>SECOND LANGUAGE LEARNING: ISSUES AND IMPLICATIONS</b><br>Zafar Kholkhodjaevich Abdullaev                                                                    | 824-827 | 10.5958/2278-4853.2021.00312.8 |
| 134. | <b>STYLISTICS AS A SCIENCE OF A LANGUAGE</b><br>Zebo Meliyevna Nizomova                                                                                        | 828-832 | 10.5958/2278-4853.2021.00311.6 |
| 135. | <b>FEATURES OF THE PLURAL FORM OF IQAN DIALECT</b><br>Zokhira Riskulovna Khidralieva                                                                           | 833-836 | 10.5958/2278-4853.2021.00310.4 |
| 136. | <b>VISUALIZATION OF THE STRUCTURE OF THE LOCATION OF SAMPLE OBJECTS BASED ON GENERALIZED ESTIMATES</b><br>Alisher Khasanovich Khurramov                        | 837-845 | 10.5958/2278-4853.2021.00323.2 |
| 137. | <b>INFORMATION COMMUNICATION TECHNOLOGIES WILL BE USED IMPROVING THE PROFESSIONAL COMPETENCE OF ENGINEERS AS A FACTOR</b><br>Avazov J.D                        | 846-852 | 10.5958/2278-4853.2021.00324.4 |

|      |                                                                                                                                           |         |                                |
|------|-------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------|
| 138. | INTERACTION OF KINDERGARTEN AND FAMILY IN MODERN CONDITIONS<br>Zamirakhon Jumanovna Toshmatova                                            | 853-860 | 10.5958/2278-4853.2021.00326.8 |
| 139. | INCREASING THE FUNCTIONAL INDICATORS AND WORKABILITY OF MUSCLE STRENGTH OF YOUNG WRESTLERS<br>Chorshamiyev N.A                            | 861-865 | 10.5958/2278-4853.2021.00325.6 |
| 140. | REGIONAL SPECIFICITY OF CONSTRUCTION TRADITIONS IN THE ETHNOCULTURAL PROCESSES OF THE UZBEK PEOPLE<br>Dilmurod Tursunmuratovich Mallaev   | 866-870 | 10.5958/2278-4853.2021.00327.X |
| 141. | CLIMATIC WATER BUDGET – A CASE STUDY OF RAHATA TAHSIL IN AHMEDNAGAR DISTRICT (MH)<br>Prof. B.K. Wani, Dr. V.S. Bhagat                     | 871-878 | 10.5958/2278-4853.2021.00355.4 |
| 142. | REFLECTION OF ETHNO-TRADITIONALISM IN THE NATIONAL COSTUMES OF UZBEK FOLK MASTERS<br>Gayrat Abdulkhakimovich Mamarajabov                  | 879-882 | 10.5958/2278-4853.2021.00330.X |
| 143. | RELEVANCE OF ENGLISH LANGUAGE SCIENCE AND TEACHING STRUCTURE<br>Ibragimov X.I., Salimova Z.K                                              | 883-887 | 10.5958/2278-4853.2021.00331.1 |
| 144. | INFLUENCE OF ITS TECHNOLOGIES ON CONTEMPORARY ART<br>Gayrat Talipovich Abdullakhodjaev                                                    | 888-892 | 10.5958/2278-4853.2021.00332.3 |
| 145. | BASING DIMENSIONS OF FRONTAL PLUG CORNER CUTTER<br>Sherzod Baxtiyorovich Kurbanov,<br>Oliya Salomovna Nurova, Mamura Saitkulovna Salomova | 893-896 | 10.5958/2278-4853.2021.00333.5 |
| 146. | THE DEVELOPMENT AND RISE OF CRAFTS AND TRADE IN TERMEZ IN THE IX-XII CENTURIES<br>Saypulla Narzullaevich Tursunov                         | 897-900 | 10.5958/2278-4853.2021.00341.4 |
| 147. | NATIONAL FEATURES OF TRADITIONAL DISHES OF TAJIKS OF THE SURKHANDARYA OASIS<br>Sardor Sayriddin oglu Akhmedov                             | 901-904 | 10.5958/2278-4853.2021.00342.6 |
| 148. | THE ROLE OF THE MAHALLA IN THE SYSTEM OF SOCIAL PROTECTION OF THE POPULATION OF UZBEKISTAN<br>Fakhriddin Joylovich Yormatov               | 905-909 | 10.5958/2278-4853.2021.00328.1 |
| 149. | ETHNIC HISTORY OF THE AREA WHERE HUNDREDS (ZHUZES) ARE LOCATED IN THE SURKHANDARYA OASIS<br>Otabek Yuldashevich Dulanov                   | 910-913 | 10.5958/2278-4853.2021.00343.8 |

|      |                                                                                                                                                                                                         |         |                                                                  |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------------------------------------------------------|
| 150. | ARCHITECTURAL PROJECT – AS AN OBJECT OF COPYRIGHT<br>Nodir Yunusovich Alimov                                                                                                                            | 914-918 | 10.5958/2278-4853.2021.00344.X                                   |
| 151. | A STUDY OF ANALYSIS OF THE DROPOUT TREND IN GOVERNMENT GIRLS PRIMARY SCHOOLS IN DISTRICT MARDAN (PAKISTAN)<br>Dr.Syed Wajid Ali Shah, Syed Muhammad Amir, Dr.RaisatAli, Dr. Sajjad Hayat Akhtar         | 919-926 | 10.5958/2278-4853.2021.00352.9                                   |
| 152. | APPLICATION OF NEW PEDAGOGICAL TECHNOLOGIES IN THE ART OF MUSIC<br>Nilufar Adkhamovna Ibragimova<br>Alisher Alikulovich Berikbaev                                                                       | 927-932 | 10.5958/2278-4853.2021.00345.1                                   |
| 153. | THE ROLE OF THE QURAN AND HADITH LANGUAGE IN THE FORMATION OF ARAB LEGAL TERMINOLOGY<br>Laziza Abdulkakhkharovna Abdulkasimova                                                                          | 933-938 | 10.5958/2278-4853.2021.00360.8                                   |
| 154. | BIOECOLOGICAL FEATURES AND SIGNIFICANCE OF HIGHER AQUATIC PLANTS OF THE SYR DARYA BASIN<br>Muminova R. N, Tashmatova Sh. R                                                                              | 939-943 | 10.5958/2278-4853.2021.00346.3                                   |
| 155. | EFFECTIVENESS OF NEBULISEROTHERAPY IN REFLUX-ASSOCIATED ASTHMA<br>Khazratov U. X, Narziev Sh. S, Tosheva Kh. B                                                                                          | 944-948 | 10.5958/2278-4853.2021.00347.5                                   |
| 156. | TECHNOLOGY OF EDUCATIONAL PROCESS IN SCHOOL TECHNOLOGY EDUCATION<br>Khanifa Meleyvna Berdieva                                                                                                           | 949-956 | 10.5958/2278-4853.2021.00349.9                                   |
| 157. | THE ROLE OF COGNITIVE PSYCHOLOGY IN THE ELIMINATION OF DESTRUCTIVE BEHAVIOR<br>Khadichaxon Gulyamutdinovna Sharafutdinova, Fazilat Karshievna Kulmamatova, Sarvinoz Haydarova                           | 957-964 | 10.5958/2278-4853.2021.00348.7                                   |
| 158. | BIOECOLOGICAL FEATURES OF THE BRACANOID FAMILY IN FERGANA VALLEY<br>Shohista Qobiljonovna Yuldasheva, Nigora Erkinjon qizi Ahmadjonova                                                                  | 965-968 | 10.5958/2278-4853.2021.00340.2                                   |
| 159. | DEVELOPMENT OF SKIN PROCESSING TECHNOLOGY AND THE BASIS OF THE SYNTHESIZED AMINO CONTENT SURFACTANT<br>Khalil Habibullayevich Usmanov, Abror Olimjon ogli Homidjonov, Nizom Adashaliyevich Ismatullayev | 969-973 | 10.5958/2278-4853.2021.00339.6<br>10.5958/2278-4853.2021.00339.6 |

|      |                                                                                                                                         |           |                                |
|------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------|
| 160. | STUDY OF THE CATALYTIC CONVERSION OF DIETHANOLAMINE AND THE SCHEME OF THE FORMATION OF INDIVIDUAL PRODUCTS<br>Megli Dzhumaevich Safarov | 974-986   | 10.5958/2278-4853.2021.00338.4 |
| 161. | GRAMMAR SKILLS AND ITS USE IN GFL LESSONS<br>Ruzigul Mirzakulovna Karshiyeva                                                            | 987-990   | 10.5958/2278-4853.2021.00337.2 |
| 162. | PRACTICAL LESSONS IN TECHNOLOGY: CHARACTERISTICS OF ORGANIZATION AND CONDUCT<br>Shomirzayev M.Kh                                        | 991-1001  | 10.5958/2278-4853.2021.00336.0 |
| 163. | PEDAGOGICAL FUNDAMENTALS OF CREATIVE IMPROVEMENT FOR ECOLOGICAL CONCEPTS IN PRIMARY CLASS PUPILS<br>Surayyo Kahramon kizi Eshboeva      | 1002-1007 | 10.5958/2278-4853.2021.00335.9 |
| 164. | THE QUALITY OF CLINICAL EXAMINATION OF PATIENTS WITH NEUROLOGICAL DISEASES IN FAMILY POLYCLINICS<br>Zamira Khikmatovna Babajanova       | 1008-1012 | 10.5958/2278-4853.2021.00334.7 |
| 165. | DESCRIPTIVE SKILLS OF JAPANESE WRITERS<br>Zuhra Hatamjanovna Nasirova                                                                   | 1013-1017 | 10.5958/2278-4853.2021.00329.3 |
| 166. | CONCEPT OF WORD FREEDOM AND ITS ESSENCE<br>Oripov Khasan Abdivakhobovich                                                                | 1018-1021 | 10.5958/2278-4853.2021.00353.0 |
| 167. | WEBSITES, SOCIAL NETWORKS REFLECT THE INTERNATIONAL RELATIONS AND IMAGE OF THE COUNTRY<br>Nafosat Aktamovna Erkaeva                     | 1022-1026 | 10.5958/2278-4853.2021.00350.5 |



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



DOI: **10.5958/2278-4853.2021.00200.7**

## PERFORMANCE OF PRADHAN MANTRI MUDRA YOJNA (PMMY) IN HARYANA STATE

**Dr. Rupesh Roshan Singh\*; Anita Bindal\*\***

\*Associate Profession,

\*\*Ph.D. Research Scholar,

R.K Mittal School of Business,

Lovely Professional University, Pahgware, Punjab, INDIA

### ABSTRACT

*People are depending upon small scale businesses as their source of livelihood in India. Most of the individuals depend on unorganised sectors for loans and other credit facilities have high rate of interest unexpected and unbearable terms and conditions. This kind of problem leads these poor people to fall in debts. Majority of this sector does not have any formal source of investment. In a Developing country having large population like India, small business units play a significant role not only in contributing to nation income but also by providing employment to a large demographic profile. Government of India launched Micro Units Development and Refinancing Agency known as MUDRA in 2015 for providing institutional financial support to micro and small enterprises.*

*PMMY is one of the most important schemes of promotion of financial inclusion in India. Under this scheme, people can take easily a loan up to Rs. 10 lakh to start their businesses. This paper aims to highlight the overview, product offered, and performance of PMMY in India especially in Haryana. This paper focuses on the development of PMMY with respect to the industries of Haryana.*

**KEYWORDS:** *Pradhan Mantri Mudra Yojna (PMMY), Government Of India (GOI), MUDRA Bank, Micro Small And Medium Enterprises (MSME), Gross Domestic Product (GDP), Self Help Group (SHG), Micro Unit Development And Refinance Agency (MUDRA), Micro Finance Institution (MFI).*

### INTRODUCTION

In a Developing country having large population like India, small businesses play an important role not only in contributing to nation GDP but also by providing employment to a large no of people. In India micro and small industries provide employment 460 million

people in the country, of which 262 million people are self-employed. Micro Small and Medium Enterprises (MSME) contributes around 8 percent to GDP. The small businesses in the country are largely unorganized but employ a sizeable labour force (ASSOCHAM INDIA, SMERA Ratings Limited, 2015). Small businesses are not in a position to play their role effectively due to various constraints. Raising finance is one of the biggest problems for this sector. The scarcity of financial assistance and inadequate availability of credit facilities due to the weak credit worthiness of small businesses are the major causes of this problem.

To overcome these constraints Government of India (GOI) has been introduced a number of financial inclusion initiatives such as Pradhan Mantri Mudra Yojana (PMMY), Pradhan Mantri Jan Dhan Yojana (PMJDY), Pradhan Mantri Jeewan Jyoti Beema Yojana (PMJJBY), Pradhan Mantri Surakhsha Beema Yojana (PMSBY) and Atal Pension Yojana (APY) etc., for the weaker section, low income groups, small business man and micro enterprises.

For providing financial assistance to micro and small business units the government of India launched a scheme on 8th April 2015 called Micro Unit Development and Refinance Agency, or MUDRA. The guidelines of PMMY issued by Department of Financial Services (DFS), GOI indicated that all banks are required to give the loan to microenterprises engaged in manufacturing, processing, trading and service sector activities, for a loan upto ` 10 lakh. Further, it was also advised that the loan may be given in three categories, i.e. Loan upto ` 50,000 under Shishu; ` 50,000 to ` 5 lakh under Kishor; and ` 5 lakh to ` 10 lakh under Tarun.

### OBJECTIVES OF THE STUDY

1. To study the overview Pradhan Mantri Mudra Yojana
2. To define various the various Mudra Product under PMMY
3. To evaluate the performance of loan sanction under different mudra product to small business units in Haryana year wise

### RESEACH METHODOLOGY

The data is collected from the secondary sources like newspapers, magazines various websites including website of MUDRA Yojana. Annual Report of MUDRA state wise performances for presentation in tables & its analysis.

### REVIEW OF LITERATURE

Some relevant research studies focus on empirical analysis on their specific areas:

**Dish Bhanot, Varadraj Bapat and Sasadhar Bera (2012)** have concluded level of financial inclusion in north-east India remains very low. Income, financial information from various channels and awareness of self help groups (SHGs), and education are influential factors leading to inclusion. Nearness to post office increases the likelihood of inclusion. Factors like area terrain and receipt of government benefit individually do not facilitate inclusion.

**Mol S.TP (2014)** has explained that there are certain problems like financial Illiteracy, lack of awareness and customer acquisition is high. Reserve Bank of India has initiated various initiatives to enhanced financial inclusion. Information and communication technology offers the opportunity for the banks to enhance financial inclusion for the people who are unbanked.



**Verma S (2015)** has focused that the scheme of MUDRA Bank will not only cater to the financial problems of MSMEs but also give moral support to large young population to materialize their dreams of becoming an entrepreneur.

**Gupta (2015)** studied the concept, role, rational and responsibility of MUDRA Yojana. The study also focused on offerings and functioning of MUDRA Bank. The study concluded that MUDRA will be a step towards mass entrepreneurship development, employment generation and higher GDP growth.

**Rudrawar, M. A. A., & Uttarwar, V. R. (2016)** has concluded that the desired transformation can be achieved from PMMY scheme. If applied properly at the bottom level, it may act as a game changing idea and may increase, boost and prosper the Indian economy. It should include less documentation and easily accessible. In coming few years, MUDRA will be a catalyst for development of employment, GDP and entrepreneurship at large.

**Mohapatra (2016)** has done a study on role of MUDRA bank in financing Non-Corporate Small Business Sectors. This study describes MUDRA as an apex agency that regulates financial intermediaries namely MFIs & NBFCs to finance people at the bottom of the pyramid by offering adequate credit at affordable rates. The paper has recognized the distinct effort of MUDRA bank is rekindling entrepreneurship by providing easy and timely credit to the budding entrepreneurs and enhancing the last mile financiers who are financing small businesses for non-farm income activities. The author concludes that creation of MUDRA scheme is a welcome step in addressing the need of the marginalized sections of population in the country.

**Kumar(2017)** has studied the major traffic jam to the growth of entrepreneurs in the Non-Corporate Small scale industries is the lack of financial support to this sector. Majority of this sector does not have any formal source of finance. In India, small business units play a significant role not only in contributing to nation income but also by providing employment to a large no of people. After identifying the significance of self employment people and small business units, government of India launched MUDRA Yojana to deal with the financial and other constraints. MUDRA Bank will associate with local coordinators and provide finance to micro and small industries.

**Mahajan (2018)** has concluded that, the Mudra Scheme is trying its best to improve the status of women launched which focus solely on entrepreneurs. The schemes will contribute to the well-being the individuals engaged in small scale industries which will positively affect the progress of the whole economy and other backward sections of the society especially those who are not well educated and semiskilled. The financial support in the form of various loans encouraging them to start new ventures and there by empowering them.

**Prakash and Devaki (2018)** have concluded that, MUDRA Yojana is the most recent scheme to boost up the small and micro business units in India. This scheme has been taken to focus exclusively on entrepreneurs. This type of scheme will help the individuals who engaged in small scale industries which will positively shape the progress of the economy as a whole. MUDRA as a financial tool is found very effective in its early stages across the country.

## 1. MUDRA – AN OVERVIEW

Micro Unit Development and Refinance Agency (MUDRA) has been setup for ‘funding the

unfunded'. It was set up through a statutory enactment which would be responsible for developing and refining MFIs which are in the business of lending to micro and small business units engaged in manufacturing, trading and service activities.

According to the financial services secretary **Hasmukh Adhia**, MUDRA is an NBFC and a part of SIDBI and will later take the form of a bank through a bill within one year. MUDRA bank will provide credit of up to Rs. 10 lakh to small entrepreneurs and act as a regulator for Micro-Finance Institutions (MFIs). MUDRA Bank will also refinance Micro-Finance Institutions (MFIs) through Pradhan Mantri Mudra Yojana (PMMY). The main motive behind set up of Mudra Bank is, to encourage entrepreneurs and small business units to expand their competences and operations, to diminish over indebtedness and to provide formal and easy system of credit.

### **MUDRA – KEY OBJECTIVES**

MUDRA has following important objectives to encourage entrepreneurship and micro and small business unit to expand their operations.

1. Regulation: Regulation of lender and borrower of micro-finance and to provide stability by ensuring regulation and inclusive participation in micro-finance system.
2. Cooperation: To cooperate in financing and lending activities of microfinance institutions (MFIs), and other lending agencies who provide credit to small traders, retailers, self-help groups and individuals.
3. Performance: To registration of all MFIs and to introduce a performance level (performance rating) and system of preferential treatment for first time. This will help in assessment before taking loan and to reach that MFI which will meet the borrower's needs and whose oldest record is the most satisfactory. This will increase the competitiveness of the MFIs. Borrowers will benefit from it.
4. Guidelines: To provide infrastructure guideline to borrowers, by implementing them business failure can be avoided and appropriate measures can be taken timely. MUDRA will help in making acceptable procedure or guidelines to follow for recover the money owed in case of default.
5. Standards: Development of standard set of covenants governing last mile lending to micro units, which in the future will be the backbone of the micro-business.
6. Guarantees: Formulating and running a credit guarantee scheme for providing guarantees to the loan given to micro business units.
7. Monitoring: To monitoring of capital distributed and promoting right technology solutions for last mile.
8. Effective system: Creating a good architecture to develop an effective system for last mile credit delivery to micro business units under the scheme of Pradhan Mantri MUDRA Yojana (PMMY).

### **2. MUDRA – PRODUCT AND OFFERINGS**

MUDRA will be providing refinance to micro business under the Scheme of Pradhan Mantri

MUDRA Yojana (PMMY). The other products are for development support to the sector. The bouquet of offerings of MUDRA is depicted below. The offerings would be targeted across the spectrum of beneficiary segments.

Borrowers are divided into three categories under MUDRA based on the stage of growth and funding needs of an entrepreneur or a micro unit. The initial products of MUDRA are as follows:

1. **Shishu:** The business units that are just started are covered under this category. Business units under this category can get a loan up to Rs. 50,000.
2. **Kishore:** Business units that are set and in medium stage can get Rs. 50,000 to Rs. 5 lakh of loan cover from MUDRA.
3. **Tarun:** Good established business units that need more funds to raise business cover under this category and get loan cover up to Rs. 10 lakh.

It should be noted that at least 60% of the credit flows to Shishu Category Units and the balance to Kishor and Tarun Categories are ensured.

Within the framework and overall objective of development and growth of Shishu, Kishor and Tarun Units, the products being offered by MUDRA at the rollout stage have been designed to meet requirements of different sectors / business activities as well as business / entrepreneur segments. Brief particulars are as under:

- Sector / activity specific schemes
- Micro Credit Scheme (MCS)
- Refinance Scheme for Regional Rural Banks (RRBs) / Scheduled Co-operative Banks
- Mahila Uddyami Scheme
- Business Loan for Traders & Shopkeepers
- Missing Middle Credit Scheme
- Equipment Finance for Micro Units

MUDRA would also adopt a credit plus approach and take up interventions for development support across the entire spectrum of beneficiary segments. The highlights of such proposed interventions / initiatives are as follows:

- ✓ Supporting financial literacy
- ✓ Promotion and Support of Grass Root Institutions
- ✓ Creation of Framework for “Small Business Finance Entities”
- ✓ Synergies with National Rural Livelihoods Mission
- ✓ Synergies with National Skill Development Corporation
- ✓ Working with Credit Bureaus
- ✓ Working with Rating Agencies

MUDRA is launched with an objective to boost the small business in the country so that a large number of peoples can get their livelihoods and to contribute in the GDP of the

country. The major constraints of development of small business are unavailability of finance at required time, lack of skill development, knowledge gaps, lack of financial literacy, lack of growth orientation etc. One of the most significant constraints in formation and growth of small business units is the very difficult process to avail credit facilities. Small business units generally face lot of challenges to get loans from Banks. So, they required to taking high-cost loans from financiers or money lenders. To remove this type of financial restraints government of India launched MUDRA with a corpus of Rs. 20,000 crore, and credit guarantee corpus of Rs. 3,000 crore. MUDRA would benefit small manufacturing units, shopkeepers, fruits and vegetable sellers, hair salon, beauty parlours, truck operators, hawkers, artisans in rural and urban areas with financing requirements up to Rs. 10 lakh depends upon the business categories (i.e. Shishu, Kishore and Tarun ) of the business unit or entrepreneur. For getting loan under MUDRA Yojana business units or entrepreneurs have to contact their nearest public or private banks or RRBs or other authorized NBFCs/MFIs with their business plan. After sanctioned the loan from MUDRA Yojana, Business units/ entrepreneurs will get a MUDRA Card like credit card which can be used for purchasing business raw materials etc. the Card's limit will be 10% of the loan amount subject to maximum Rs. 10,000.

### 3. Given below the Performance of Mudra Yojana in Haryana Year wise:

As per the Report, in 2019-20 the Total number of sanction is estimated 206567 which are lesser than total number of sanction of 2018-19. It has recorded 1081972 total sanctions in 2018-19, the Total number of sanction is 1081972 which is higher than total number of sanction of 2017-18. It has recorded 786328 total sanctions. It is also found that disbursement of Shishu loan is higher than Kishor and Tarun. In 2015-16 under Shishu Category 693408 were sanctioned and for Kishor and Tarun 39525 and 39525 respectively.

| 2015-16 | Type                                                       | No Sanctions | Of | Sanctioned Amt | Disbursement Amt |
|---------|------------------------------------------------------------|--------------|----|----------------|------------------|
|         | <b>Shishu<br/>(Loans up to Rs. 50,000)</b>                 | 693408       |    | 1397.52        | 1371.96          |
|         | <b>Kishor<br/>(Loans from Rs. 50,001 to Rs. 5.00 Lakh)</b> | 39525        |    | 885.40         | 847.43           |
|         | <b>Tarun<br/>(Loans from Rs. 5.00 to Rs. 10.00 Lakh)</b>   | 12602        |    | 976.35         | 933.23           |
|         | <b>Total</b>                                               | 745535       |    | 3259.27        | 3152.62          |
| 2016-17 | Type                                                       | No Sanctions | Of | Sanctioned Amt | Disbursement Amt |
|         | <b>Shishu<br/>(Loans up to Rs. 50,00)</b>                  | 652844       |    | 1499.67        | 1460.35          |
|         | <b>Kishor<br/>(Loans from Rs. 50,001</b>                   | 47513        |    | 1050.82        | 992.33           |

|  |                                                              |        |         |         |
|--|--------------------------------------------------------------|--------|---------|---------|
|  | <b>to Rs. 5.00 Lakh)</b>                                     |        |         |         |
|  | <b>Tarun<br/>(Loans from Rs. 5.00 to<br/>Rs. 10.00 Lakh)</b> | 16265  | 1293.04 | 1244.91 |
|  | <b>Total</b>                                                 | 716622 | 3843.53 | 3697.59 |

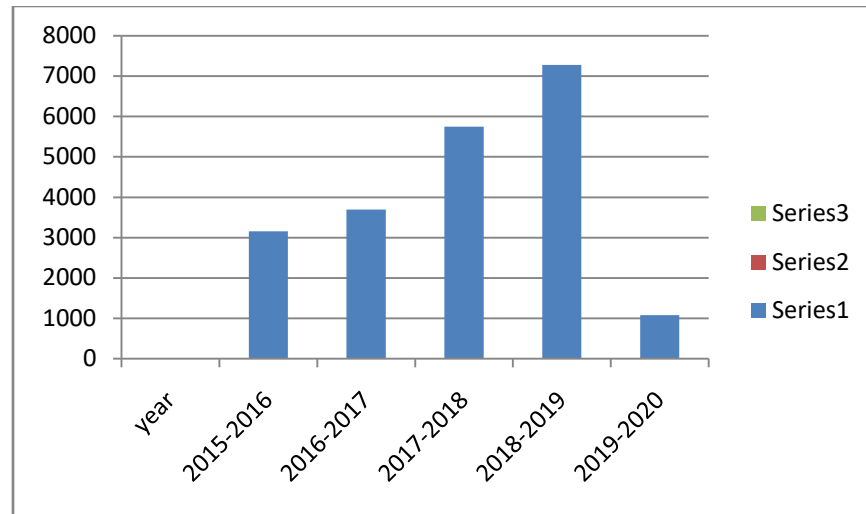
| 2017-18 | Type                                                           | No Sanctions | Of | Sanctioned Amt | Disbursement Amt |
|---------|----------------------------------------------------------------|--------------|----|----------------|------------------|
|         | <b>Shishu<br/>(Loans up to Rs. 50,00</b>                       | 660709       |    | 1791.08        | 1757.46          |
|         | <b>Kishor<br/>(Loans from Rs. 50,001 to<br/>Rs. 5.00 Lakh)</b> | 98920        |    | 2118.54        | 2023.27          |
|         | <b>Tarun<br/>(Loans from Rs. 5.00 to<br/>Rs. 10.00 Lakh)</b>   | 26699        |    | 20.78          | 1964.31          |
|         | <b>Total</b>                                                   | 786328       |    | 5940.40        | 5745.03          |

| 2018-19 | Type                                                           | No Sanctions | Of | Sanctioned Amt | Disbursement t Amt |
|---------|----------------------------------------------------------------|--------------|----|----------------|--------------------|
|         | <b>Shishu<br/>(Loans up to Rs. 50,00</b>                       | 916742       |    | 2604.10        | 2552.51            |
|         | <b>Kishor<br/>(Loans from Rs. 50,001 to<br/>Rs. 5.00 Lakh)</b> | 133072       |    | 2491.65        | 2388.31            |
|         | <b>Tarun<br/>(Loans from Rs. 5.00 to Rs.<br/>10.00 Lakh)</b>   | 32158        |    | 2430.57        | 2340.71            |
|         | <b>Total</b>                                                   | 1081972      |    | 7526.32        | 7281.53            |

| 2019-20<br>Provisional | Type                                                           | No Sanctions | Of | Sanctioned Amt | Disbursement Amt |
|------------------------|----------------------------------------------------------------|--------------|----|----------------|------------------|
|                        | <b>Shishu<br/>(Loans up to Rs. 50,00</b>                       | 182603       |    | 523.63         | 515.07           |
|                        | <b>Kishor<br/>(Loans from Rs. 50,001 to Rs. 5.00<br/>Lakh)</b> | 20085        |    | 314.55         | 285.68           |
|                        | <b>Tarun<br/>(Loans from Rs. 5.00 to Rs. 10.00 Lakh)</b>       | 3879         |    | 308.51         | 276.17           |
|                        | <b>Total</b>                                                   | 206567       |    | 1146.69        | 1076.92          |

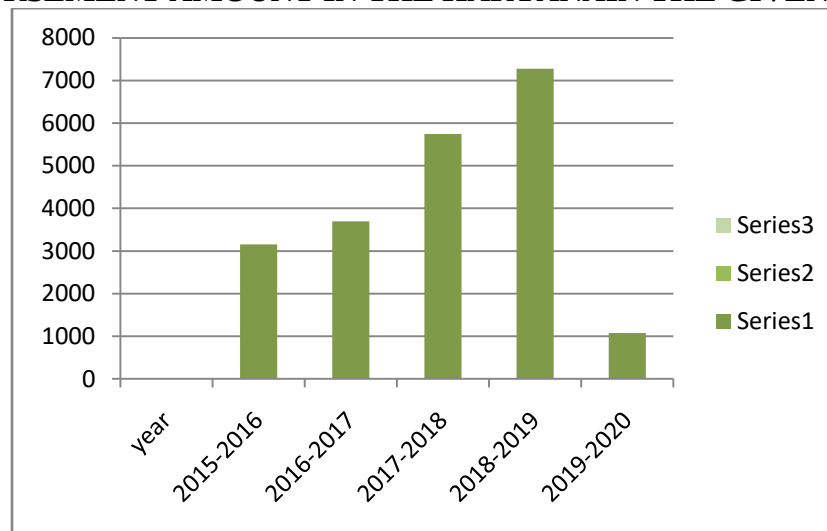
### Trend Analysis of Performance of MUDRA scheme in HARYANA

**FIGURE3. 1: GRAPHICAL REPRESENTATION OF TREND ANALYSIS OF TOTAL NUMBER OF SANCTIONED IN THE HARYANA IN THE GIVEN YEARS**



The above analysis depicts that Mudra scheme was started with vigour but has slowed down with the years it is found that total numbers of sanctions have dropped in Haryana and trend forecasting also reveal that it will go down further in years to come. It shows that in 2015 -16 the total number of sanction was 745535 and in current financial year provisional sanction is 206567. Subsequently it shows that there are chances of falling down of number of sanctioned for MUDRA loan in 2020-2021

**FIGURE3. 2: GRAPHICAL REPRESENTATION OF TREND ANALYSIS OF TOTAL DISBURSEMENT AMOUNT IN THE HARYANA IN THE GIVEN YEARS**



The above graph represents trend forecasting of amount disbursed in Haryana since 2015-16. It reveals with the drop in the number of sanctioned application there is a fall in disbursement of amount in the state. Through government of Haryana has taking various steps to enhance the awareness among the masses. There is a trend forecast that it will goes down in 2019-20 as well.



## CONCLUSION

We have concluded from the study that due to PMMY there is a bigger change in the area of micro finance. This scheme will promote competition to give credit support to this weaker section, low income group and this unfunded population. Government of India started MUDRA scheme to formally support small scale enterprises so that they can participate in mainstream financial activities and directly contribute to Indian economy. PMMY scheme will contribute to the well-being of the individuals engaged in small scale industries which will positively affect the progress of the economy as a whole. MUDRA creates a vision of formalizing the informal and thereby funding the unfunded. The PMMY scheme is sure to take our nation forward to the future and make India a more sustainable developed country. It recognizes that due to launch of this scheme financial inclusion has increased towards positive direction. The desired results achieved from this scheme. If it is implemented properly at the poor people, it may work as a game changing financial inclusion initiative of Government of India and may boost the Indian economy.

## REFERENCES

1. MUDRA -Micro Units Development & Refinance Agency. (2015, December 1). Retrieved December 14, 2015, from [www.pmawasyojana.in: http://www.pmawasyojana.in/2015/12/mudra-scheme.html](http://www.pmawasyojana.in/2015/12/mudra-scheme.html)
2. PM launches MUDRA Bank to fund small businesses. (2015, April 9). New Delhi: Business Standard.
3. PM launches MUDRA Bank to fund small businesses. (2015, April 9). Retrieved December 15, 2015, from business Standard Website: [http://www.business-standard.com/article/economy-policy/pm-launches-mudra-bankto-fund-micro-finance-institutions-115040800189\\_1.html](http://www.business-standard.com/article/economy-policy/pm-launches-mudra-bankto-fund-micro-finance-institutions-115040800189_1.html)
4. ASSOCHAM INDIA, SMERA Ratings Limited. (2015) Small Business financing through MUDRA Bank - The Way forward nurturing the start-ups for building the economy. New Delhi.
5. Benefits of Mudra Bank- How to Take Loan from Mudra Bank. Retrieved December 14, 2015, from <http://www.15august.in/>: <http://www.15august.in/2015/04/benefits-of-mudra-bank-how-to-take-loan.html>
6. Dubbudu, R. (2015, October 26). Here is all that you need to know about the MUDRA Loans. Retrieved December 15, 2015, from <https://factly.in/>: <https://factly.in/here-is-all-that-you-need-to-know-about-the-pradhan-mantri-mudra-yojana-loan/>
7. Mudra Offerings, State Wise PMMY Report. Retrieved December 20, 2015, from MUDRA Website: <http://www.mudra.org.in/>
8. Venkatesh, J., & Kumari, R. L. (2015, July). PERFORMANCE OF MUDRA BANK: A STUDY ON FINANCIAL ASSISTANCE TO MSME SECTOR. International Journal of Research in Economics and Social Sciences, 5(7), 185-191.
9. Roy, A. K. (2016) Mudra Yojna – A strategic tool for Small Business Financing. International  
1. Journal of Advance Research in CS and Management studies 4(1), ISSN – 2321-7782.

10. Rudrawar, M. A. (2016) an Evaluatory Study of MUDRA Scheme. International Journal of Multifaceted and Multilingual Studies
11. Kumar, S. (2017) Impact of MUDRA Yojana on financial inclusion. International journal of science, technology and management, ISSN (O) 2394-1537, ISSN (P) 2394-1529 , 165-169.
12. Manish Agarwal, R. D. (2017) PRADHAN MANTRI MUDRA YOJNA: A CRITICAL REVIEW. Parikalpana - KIIT Journal of Management, 97-106.
13. Mahajan, A. (2018) an analysis of performance and impact of MUDRA Yojna under PMMY in the year 2016. Research Journal of Management Sciences, Vol. 7(3), 1-5.
14. Dr. M Prakash, B. D. (2018) A study on the performance of mudra in Tamil Nadu. International Journal of Multidisciplinary Research and Development, Volume 5; Issue 1, 200-201.
15. PMMY Report. PMMY Performance: 2016 – 17. Overall performance. [www.mudra.org.in](http://www.mudra.org.in) April 2017.
16. PMMY Report. PMMY Performance: 2017 – 18. Overall performance. [www.mudra.org.in](http://www.mudra.org.in) April 2018.
17. PMMY Report. PMMY Performance: 2018 – 19. Overall performance. [www.mudra.org.in](http://www.mudra.org.in) April 2019.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00194.4**

## SOCIO-PSYCHOLOGICAL ASPECTS OF A PERSON'S ATTITUDE TO HIS MENTAL HEALTH

**M. T. Isakova\***

\*Ph.D Associate Professor,  
Department of Psychology,  
Ferghana State University, UZBEKISTAN

### ABSTRACT

*Mental health of a person depends on many factors, the main part of which is mental states. The human psyche is associated not only with human physiology, but also with the outside world. We tried to prove that a person's mental health depends not only on external factors, but also on his attitude towards his own health. Many factors affect a person's mental health. In this article, we began to study and analyze a person's attitude to their own health as a socio-psychological factor.*

**KEYWORDS:** *Health, emotional and motivational-behavioral, a person's attitude to their own health, value motivation, cognitive level.*

### INTRODUCTION

The emotional, cognitive and volitional components of relationships studied by V.N.Myasishchev correspond to three mental areas defined by modern psychology - cognitive, emotional and motivational-behavioral. It is also important to take into account the time factor when analyzing attitudes towards health, which requires studying its formation and dynamics. Relationships between people are not immutable; they are dynamic in nature and change regularly as a result of learning new life experiences. Relationship variability is an inevitable rule, not an exception. However, correcting the negative aspects of a specific relationship is a long and sometimes very painful process for a person involved in overcoming internal conflicts and negative emotional experiences. In this regard, the formation of the correct attitude to health is important at different stages of personality development.

It should also be noted that a person's attitude to their own health affects the functioning of the internal mechanism for managing activities and behavior in this area. However, the relationship management function plays a key role only at a certain stage of ontogenesis and is improved through the accumulation of social and professional experience.

Thus, a person's attitude to their own health, on the one hand, reflects a person's life experience, and on the other, has a significant impact on his behavior. Thus, it can be considered as one of the main problems, the solution of which should be influenced by a psychologist in the field of health psychology. However, a comprehensive study of the characteristics of people's attitude to health requires a differentiated approach to the work of psycho-correction.

### EXPERIMENT PROGRESS

During the experiment, we tried to study the psychological characteristics of a person's attitude to their own health. We have conducted a questionnaire survey "Attitudes towards health" (the questionnaire is given in the appendix). The experiment involved 929 respondents of different age and gender.

They were asked to mark one using seven closed-ended questions.

- 1 - Strongly disagree or doesn't matter.
- 2 - Disagree, it doesn't matter.
- 3 - I am rather dissatisfied than agree.
- 4 - I don't know (I can't answer).
- 5 - On the contrary, I more than agree with anything.
- 6 - Very important to me, I agree.
- 7 - Definitely important, I totally agree.

They were asked to select and mark only one answer for each question. It was also noted that the third question should be noted that there are no answer options. Several blank lines are highlighted for the answer. It was shown that blank lines were also missing for additional answers to questions 5, 8, 9 and 10. The responses to the questionnaire were studied in the following stages:

- The questionnaire "Attitudes towards health" consists of 10 questions related to cognitive, emotional, and behavioral and value motivation. The results were based on a qualitative analysis of the data from the questionnaire carried out at several levels.
- Each proposal was analyzed separately.
- Data analysis was carried out for each question. (All statements included in this question have been commented)
- Each block or scale of questions was considered separately (all questions and statements included in this dimension were analyzed)

### DISTRIBUTION OF ATTITUDES TOWARDS HEALTH

| Name of the scales | Numbers of the answers |
|--------------------|------------------------|
| Cognitive          | 3, 4, 5                |
| Emotional          | 6, 7                   |
| Behavioral         | 8, 10                  |

Motivational principles

1, 2, 9

At the cognitive level, the level of awareness or competence of a person in the field of health is determined by the main and secondary factors that explain the role of human health in ensuring activity in the field of health and longevity. Our observations show that a person's mental health depends primarily on his or her thinking, that is, on how we think. Not every person can be indifferent to their own health, they evaluate it with their own views, and we all have the precious power to maintain ourselves, our health at certain norms and levels. For example, in the scorching summer heat, we do not go without sunscreen and do not sit outside on a cold winter day, we wisely use all means of self-defense. But even so, why is a person sometimes frivolous about his health? It is advisable to exercise, exercise daily, balance physical and mental work, eat on time and on time to sleep to protect eyes, ears and, if necessary, the body from emergencies, bad words, poor eyesight and physical condition. We all know about the dangers of smoking, drinking alcohol, but we deliberately violate the rules of maintaining health at every step. What, our mind, our thinking is contrary to our body? Today it has become even clearer that not everyone can remain indifferent to their own health in the face of a pandemic that is gripping the world with its own test. But everyone has different views and approaches to the problem of health and protection, which differ depending on the prevalence of cognitive, emotional, behavioral and value motivations. It is in such situations that we look at and analyze our attitude towards our own health according to the survey results.

## RESULT

The health attitude questionnaire was developed by R.A. Berezovskaya and is the first indicator (1- "Different aspects of a person's life are assessed differently. Rate how important the following values are for you at the moment", 2- "What do you think is important for success in life? What is necessary?" "Why don't you take care of your health enough or regularly?"): Value motivation - the desire to maintain and improve health reveals a certain level of value. It is also an indicator that allows you to describe the characteristics of motivation in the field of a healthy lifestyle and the main reasons for the lack of adequate medical care. Analysis of answers to the first task allows us to assess the place of health in the individual hierarchy of terminal values. We tried to analyze the results by gender, information, place of residence and family experience of the respondents. The results are shown in the figures below.

**FIGURE 1. THE LEVEL OF VALUE-MOTIVATIONAL RELATIONSHIPS IN RELATION TO HEALTH**

| №              | Type      | N   | Motivational-principles |          |
|----------------|-----------|-----|-------------------------|----------|
|                |           |     | Moderate                | T-test   |
| Gender         | M         | 354 | 118,44                  | 4,231*** |
|                | F         | 575 | 122,89                  |          |
| Academic leve  | Higher    | 216 | 120,46                  | 0,78     |
|                | Secondary | 713 | 121,42                  |          |
| Place          | City      | 348 | 122,07                  | 0,01     |
|                | Village   | 581 | 120,67                  |          |
| Martital scale | -10       | 528 | 122,60                  | 3,2**    |
|                | 11+       | 401 | 119,30                  |          |

Figure 1 examines the high importance of health (especially terminal health) in the individual hierarchy of values, the degree of formation of motivation to maintain and strengthen health. Respondents assessed health as a value motivation, answering questions 1-2 and 9 of the questionnaire. As shown in Figure 1, the sex-to-health ratio showed the result  $T = 4231$ , that is, the difference in the values of motivation between the sexes was significant. We can observe that women value health as a value motivation compared to men. However, for men this value was lower than for women, which is also related to the fact that men believe in their physical strength and perceive themselves as strong individuals. They found that the 120.46 average in tertiary education and the average in secondary education had little difference in assessing health as a value motivation, which means that education level did not affect this value. As for urban and rural areas, in urban areas (urban-122.07, rural-120.67) this value turned out to be higher than among rural residents. With regard to family experience, the difference in the values of motivation between families with 10 years of family experience and families with higher family experience was  $T = 3.2$ . According to him, we observe that the views of health as a value motivation prevail among family members with a marriage experience of up to 10 years. As family experiences increase, the decline in attitudes towards this value motivation is likely to be related to their lack of regular medical check-ups and their increasing role in social performance.

The overall results of the cognitive health manifestation experiment are presented in Figure 2 below.

**FIGURE 2. COGNITIVE LEVEL OF ATTITUDES TOWARDS HEALTH**

| №              | type      | N   | Cognitive |          |
|----------------|-----------|-----|-----------|----------|
|                |           |     | Moderate  | T-test   |
| Gender         | M         | 354 | 62,68     | 4,429*** |
|                | F         | 575 | 66,15     |          |
| Academic level | Higher    | 216 | 62,62     | 3,174**  |
|                | Secondary | 713 | 65,5      |          |
| Place          | City      | 348 | 64,83     | 0,00     |
|                | Village   | 581 | 64,83     |          |
| Marital scale  | -10       | 528 | 65,60     | 2,24**   |
|                | 11+       | 401 | 63,80     |          |

Cognitive level of attitudes towards health “Rate how information from these sources affects your awareness of your health” and “Which of the following factors do you think has the most significant impact on your health?” Was determined using the answers to questions 4-5. The difference in the responses of men and women in this area was  $T = 4\,429$ , and it was observed that the cognitive assessment of women's attitudes towards health (66.15 on average) was higher than that of men (62.68 on average). This means that women are more likely than men to be aware of various sources and learn more about their health than men. We can point to the fact that this has led many women to abandon their social role as responsible for the health of their families in the family at all times. Education level  $T = 3174$ , that is, people with secondary education are more likely to have knowledge and information related to health than people with higher education, and they are not indifferent to news in this regard. The difference in the

cognitive assessment of health in family experience was  $T = 2.24$ , i.e., the differences were practically insignificant, but the predominance in this area of family members with more than 10 years of marriage was associated with lifestyle related to childcare and fertility. ... Life expectancy can have a correlation effect. The respondents living in urban and rural areas are not aware of the influence of popular science books, friends, acquaintances, newspapers and magazines, doctors (specialists), mass media (radio, television) on their health awareness. The example of people who are mentally and physically healthy, have made a healthy lifestyle a principle of life and have achieved great success in this endeavor, which is shown in the media, is quite impressive. Because a person seeks to put himself in the place of this exemplary person and wakes up with the thought: "I will be just as healthy." Thus, the recent disappearance of the difference in the circulation of information in the regions is evident in the absence of a difference between them.

The respondents' awareness of their health reflects this primarily because they are aware of the risk factors for their health and understand the role of health in active and long-term vision. These questions are about relationships related to a healthy lifestyle that affect, rather than affect, a person. It was revealed that the level of development of a person's spirituality correlates with the level of his psychological health, because the more spiritually active a person is, the more spiritually stable he is, the more conscious his attitude towards himself and his health. M. According to Jodod, a positive attitude and self-acceptance, self-awareness, personal autonomy, the ability to interact constructively with other people, as well as a realistic perception of a person's qualities, abilities and needs are the motives of psychological health.

We will consider the answers to questions that reflect the emotionality of the respondents, which allows them to assess the level of their concern for their own health, their ability to rejoice and enjoy health (questions 6, 7). We were able to determine and compare the level of anxiety associated with experiencing emotional experiences, including health and anxiety (deterioration in well-being). The averages allow us to identify both the most common emotional health-related experiences and the unusual ones. It is safe to say that a change in well-being leads to a change in the emotional state of the respondents. Emotionally, an acceptable level of self-care is the ability to enjoy and enjoy your health. To explore the emotional aspect, ask yourself, "How do you feel when you are in good health?" and "How do you feel when you know your health is deteriorating?" Questions 6-7 are given. In Figure 3 below, we review the results obtained from the experiment.

**FIGURE 3. EMOTIONAL LEVEL OF ATTITUDE TO HEALTH**

| №              | type      | N   | Emotional |          |
|----------------|-----------|-----|-----------|----------|
|                |           |     | Moderate  | T-test   |
| Gender         | M         | 354 | 94,09     | 5,281*** |
|                | F         | 575 | 99,88     |          |
| Academic level | Higher    | 216 | 95,21     | 2,518**  |
|                | Secondary | 713 | 98,42     |          |
| Place          | City      | 348 | 97,75     | 0,02     |
|                | Village   | 581 | 97,63     |          |
| Martital       | -10       | 528 | 98,30     | 1,41     |



|       |     |     |       |  |
|-------|-----|-----|-------|--|
| scale | 11+ | 401 | 96,80 |  |
|-------|-----|-----|-------|--|

The results of the study show that for the majority of female respondents, a sense of well-being in relation to their health is accompanied by strong positive emotions. The difference between the respondents of both sexes was  $T = 5281$ . In this regard, it was noted that women are more likely than men to be satisfied with their health, emotional well-being, and this greatly affects their lifestyle. When the respondents analyzed how they relate to the attitude of respondents with higher and secondary education to their health, the difference was  $T = 2.518$ . When analyzing the answers, the majority of respondents showed a sense of anxiety in reports of deteriorating health. Depression, severe nervousness and anxiety in female respondents, often mood disorders, while in male respondents, sadness, severe nervousness and anxiety are almost mild. Men feel lighter than women when their health deteriorates. However, there are no regional differences. In terms of family experience, the greatest emotional impact on health was observed in family members with a family history of up to 10 years, with a relatively small difference.

Our next challenge is a behavioral question: "Are you taking any steps to maintain your health?" "Determine how regularly you do it. Why are you not taking care of your health enough or regularly? ", "If you feel unwell, then you ... "Let's look at the results of the answers to questions 8 and 10. These are actions and actions that are compatible with a healthy lifestyle, supporting a person's mental and physical health. When determining the level of adherence to a healthy lifestyle, the respondents regularly assessed what exactly they would do and what they would do to maintain and strengthen their health. The data obtained indicate the level of activity related to health, the formation of a culture of self-defense and self-preservation among the respondents.

**FIGURE 4. BEHAVIORAL LEVEL OF ATTITUDES TOWARDS HEALTH**

| №              | type      | N   | Behavioral |         |
|----------------|-----------|-----|------------|---------|
|                |           |     | Moderate   | T-test  |
| Gender         | M         | 354 | 67,82      | 2,011*  |
|                | F         | 575 | 69,81      |         |
| Academic leve  | Higher    | 216 | 66,41      | 3,037** |
|                | Secondary | 713 | 69,86      |         |
| Place          | City      | 348 | 68,79      | 0,02    |
|                | Village   | 581 | 69,22      |         |
| Martital scale | -10       | 528 | 71,70      | 6,5***  |
|                | 11+       | 401 | 61,50      |         |

Are you taking any measures to maintain your health? Please answer the question how to take regular measures, exercise, and exercise, avoid bad habits, diet, sleep and rest, take a bath regularly, exercise, etc. to maintain your health. We see that women's movements are slightly higher ( $T = 2.011$ ), for example, visiting sports clubs, visiting a doctor for prophylaxis. This means that there is little difference between the sexes and it has been observed that women are always active in this regard. If the respondents' health deteriorates, they first turn to their parents, relatives, friends and relatives. It is easier for children to turn to their parents for help, especially if the family has stable emotional relationships. Every third respondent who ignores his health

does not pay attention to the deterioration of his general condition. Perhaps it could be a reaction to fear or unexplained somatic changes. According to the data, the difference was  $T = 3037$ , while people with secondary education were slightly more active. This means that representatives of middle class families, always paying close attention to their health, can express their concerns to the judges. In higher education, however, we have noticed that this process is relatively passive. This suggests that they may not be able to devote time to their own health and share their problems with professionals, colleagues, and not with relatives in the family. When we differentiated by region, the difference was  $T = 0.02$ , and it was noticed that there is a slight difference in rural compared to urban in terms of health promotion and notification of relatives in case of problems. Thus, the fact that physical activity in rural areas is perceived as a guarantee of health, and the emphasis on strengthening it is higher, shows that this lifestyle is combined with regular physical activity, and regular activity forms their internal attitude to their health. Differences in family experience were  $T = 6.5$ , and respondents with married life under 10 years of age informed their doctor, parents, relatives and friends that they would seek psychological support if their physical and mental health deteriorated. This led to an independent analysis of the will, mental and physical state of each person as the family experience increases and there is no information about it for others, and problems in this area are more common among young families. Thus, it has been shown that the attitude towards health and the ability to independently solve problem situations are compatible with social experience and a person's lifestyle.

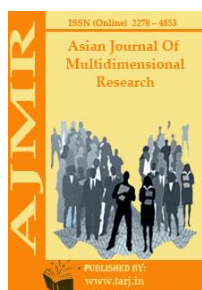
## OUTPUT

When a person is healthy, his need for his own health is not felt, because he is healthy. The respondents think of themselves relatively less during periods of health. However, deterioration in health can lead to the emergence of negative emotions in the psychological state of any person. There is a difference in health attitudes by gender, and women are more likely to be nervous during illness than men. This condition is assessed by the fact that women are emotionally active, need support from others, and quickly lose self-confidence. By the nature of the mentality, men perceive themselves as representatives of the stronger sex and try not to show their weakness, which leads to the fact that they do not identify problems with their health. In addition, men's self-confidence is higher than that of women. In general, women and people with secondary education people who living in rural areas, members of the middle family have different health indicators in terms of cognitive, emotional, behavioral and value motivation, existing knowledge in the field of higher education and the influence of people on their interaction, married family. The internship experience may have influenced by their lower academic performance as much as possible.

## BIBLIOGRAPHY

1. Andreeva T.V. Family psychology: textbook. SPb.Rech, 2004.244s.
2. Aleksandrovsky, Yu. A. Through the eyes of a psychiatrist [Electronic resource]: Electronic journal "Psychological science and education." - 2012. No. 4. Access to the magazine
3. Aleshina, Yu. E. Family development cycle: research and problems [Text] / Psychology of the family. Reader: textbook. Manual for the departments of psychology, sociology, economics and journalism. - Samara: Publishing house "Bahrah-M". - 2002. -- 356 p.

4. Leites, NS On the problem of sensitive periods of human mental development // Principle of development in psychology. - M., 1978. -- S. 18-23.
5. M. Isaqova., Socio-Psychological Factors Are the Effect Of person's Mental Health. European Journal of Molecular & Clinical Medicine, 2020, Volume 7, Issue 3, Pages 4699-4718
6. Sánchez-Villegas A, Delgado-Rodríguez M, Alonso A, et al. Association of the Mediterranean dietary pattern with the incidence of depression: the Seguimiento Universidad de Navarra / University of Navarra follow-up (SUN) cohort. (2009). Archives of General Psychiatry. 66: 1090-1098.
7. Akbaraly TN, Brunner EJ, Ferrie JE, Marmot MG, Kivimaki M, Singh-Manoux A. Dietary pattern and depressive symptoms in middle age. (2009). British Journal of Psychiatry. 195: 408-413
8. Li, Y., et al. Dietary patterns and depression risk: A meta-analysis. (2017). Psychiatry Research. 253: 373-382.
9. <https://www.mhanational.org/fitness-4mind4body-diet-and-nutrition>
10. <https://www.healthline.com/nutrition/worst-foods-for-your-brain#section8>
11. <https://www.health.harvard.edu/blog/nutritional-psychiatry-your-brain-on-food-201511168626>

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00195.6****ACID-THERMAL PROCESSING OF PHOSPHATE RAW MATERIALS**

**Nazirova Rakhnamokhon Mukhtarovna\***; **Mirsalimova Saodat Rakhmatjanovna\*\***;  
**Shamatov Erkin Bahodirovich\*\*\***

\*Associate Professor,

Doctor of Technical Sciences (PhD),

Department of "Technology of Storage and Primary Processing of agricultural products",  
Fergana Polytechnic Institute, UZBEKISTAN

\*\* Associate Professor,

Candidate of chemical sciences,

Department "Chemical technology",

Fergana Polytechnical Institute, UZBEKISTAN

\*\*\*Master student of group,

Fergana Polytechnic Institute, UZBEKISTAN

**ABSTRACT**

*The article describes the methods of phosphate-thermal decomposition of phosphate rock S.K. The conversion of phosphorus as a result of heat treatment under conditions of reduced conditions of a reduced rate of phosphoric acid is given. Condensed phosphates are highly concentrated fertilizers and have advantages over conventional low percent fertilizers in terms of savings in transport, storage and use. They are less susceptible to degradation in the soil, are distinguished by a long aftereffect and a higher coefficient of phosphorus utilization by plants.*

**KEYWORDS:** *Phosphorites, Polyphosphates, Thermal method, Metaphosphate, Acid ratios, Thermal dehydration.*

**INTRODUCTION**

There are three main directions for the processing of phosphorites into phosphorus fertilizers: acidic (using mainly H<sub>2</sub>SO<sub>4</sub> and H<sub>3</sub>PO<sub>4</sub>); thermal (defluorinated and fused phosphates) and combined thermal acid. The latter underlies the production of polyphosphates, or condensed phosphates, which are a mixture of salts of pyrophosphoric, tripolyphosphoric, tetrapolyphosphoric and others up to metaphosphoric acids. Its essence lies in the decomposition of phosphorite with orthophosphoric acid, drying the product at 100-105 °C, and then calcining it at various temperatures up to 1000 °C. In this case, dehydration of calcium orthophosphates

occurs with the formation of calcium polyphosphates. The advantage of the phosphoric acid-thermal method of processing phosphorites is the ability to process raw materials of almost any composition, even low quality, which significantly expands the raw material base of the phosphorus-containing fertilizers industry, and at the same time obtain products more concentrated in phosphorus and with better agrochemical properties. The advantage of this method is the use of unstaped extraction phosphoric acid, which is unsuitable for the production of fertilizers such as double superphosphate. The combination of acid decomposition with heating dramatically increases the reactivity of phosphoric acid and makes it possible to vary its rate within a wide range.

Condensed phosphates are highly concentrated fertilizers and have advantages over conventional low percent fertilizers in terms of savings in transport, storage and use. They are less susceptible to degradation in the soil, are distinguished by a long aftereffect and a higher coefficient of phosphorus utilization by plants.

The technology of obtaining fused calcium polyphosphates from Karatauphosphorites and extraction phosphoric acid from the same phosphorites, developed at the Institute of Chemical Sciences of the Academy of Sciences of Uzbekistan, is based on the acid-thermal method. The process was carried out at the pilot plant of the Kokand superphosphate plant, the main apparatus of which was a drying and smelting furnace with a capacity of 4-5 tons of product per day. Acid for the decomposition of phosphorite was taken in an amount of 100% of the stoichiometry for the formation of monocalcium phosphate. Then the pulp was dried and melted in a furnace at a temperature of 1100-1200 ° C. The melt was wet granulated. The resulting fertilizer contains 54-58%  $P_2O_5$  total. And 50-55%  $P_2O_5$  in an assimilable citrate-soluble form. The presence of impurities in the extraction acid, which hinder the process of conventional acid processing of phosphorites, in this case does not have any harmful effect on the quality of metaphosphates.

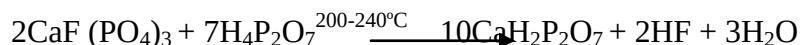
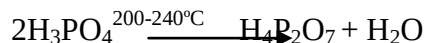
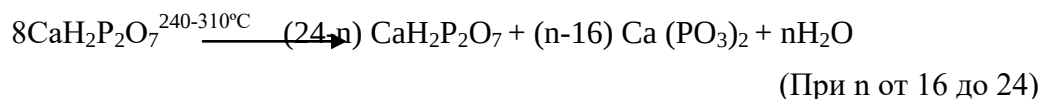
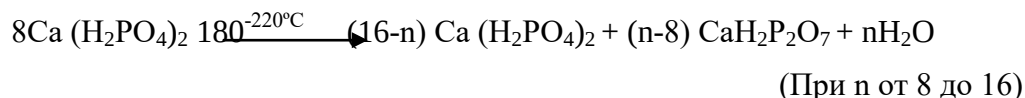
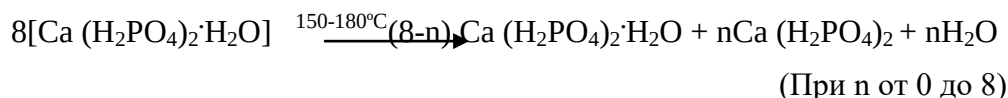
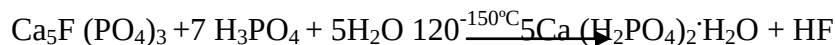
At the same institute, a low-temperature method for producing metaphosphate fertilizers from UK phosphorites and extraction phosphoric acid from the same phosphorites was proposed. According to this method, the decomposition of phosphorite is carried out with a mixture of sulfuric and phosphoric acids based on the production of monosubstituted phosphates of calcium, magnesium, aluminum and iron. The ratio of acids can be varied within wide limits, based on the required pulp consistency. Pulp drying is carried out at 200-250 °C. Calcination is recommended for one hour at a temperature of 350 ° C. It turns out a metaphosphate fertilizer with a content of 28-38%  $P_2O_5$ . The fertilizer is characterized by high solubility (96%) and good physical properties. This method was tested at the experimental plant of NIUIF (Research Institute for Fertilizers and Insectofungicides) using a two-stage technology to obtain granular material in RKSG (spray boiling dryer-granulator) and then dehydrate it in a fluidized bed apparatus. A distinctive feature of the technology is the use of the heat of gases after the apparatuses for the preliminary concentration of the extraction phosphoric acid in the foam-type apparatuses.

Acid-thermal processing of phosphate raw materials is widely used for the production of fodder defluorinated phosphates. The essence of the reactions and thermal transformations taking place during the processing of phosphate raw materials from various deposits are described in detail in the literature. According to the type of reactions taking place, the acid-thermal process of processing natural phosphates can be divided into three stages: 1) decomposition of the phosphate mineral (apatite) and impurities by phosphoric acid, introduced in an amount that reduces the molar ratio  $R = (CaO + MgO) / P_2O_5$  in the mixture to 2.7 -3.2. A further increase in the addition of phosphoric acid leads to a decrease not only in the defluorination temperature, but

also in the solubility of the product; 2) thermal dehydration of hydrophosphates formed in the first stage; 3) interaction of condensed phosphates formed in the second stage with apatite residue and impurities. The mechanism of the reactions occurring during the acid-thermal processing of phosphate raw materials largely depends on the features of the structure of the phosphate mineral, the type and amount of impurity minerals and their relative reactivity.

Thermal dehydration of single and double superphosphate also belongs to the thermal acid method. In both of these products, phosphorus is in the form of calcium monophosphate. And they are obtained using a 100% norm of an acidic reagent for the decomposition of phosphate raw materials to form calcium mono-orthophosphate. A large number of works have been devoted to their thermal dehydration. So, in the works, the superphosphate of the Kedain chemical plant was used, selected before the granulation stage and containing 20.3% of the assimilable form of P<sub>2</sub>O<sub>5</sub>. Drying it for 0.5 hours at a temperature of 180-2000C allows you to obtain a product with a content of 23-24% of total P<sub>2</sub>O<sub>5</sub>. And the ratio of the water-soluble form of P<sub>2</sub>O<sub>5</sub> to the total P<sub>2</sub>O<sub>5</sub> is higher than 90%. In the work, we used double superphosphate from the Gomel Chemical Plant, taken for research before the drying stage and having the composition (%): P<sub>2</sub>O<sub>5</sub>total. 42.3; P<sub>2</sub>O<sub>5</sub>св.41.8; P<sub>2</sub>O<sub>5</sub> water 37.2; P<sub>2</sub>O<sub>5</sub> free 2.3; H<sub>2</sub>O 22. It has been shown that to obtain high quality double superphosphate (P<sub>2</sub>O<sub>5</sub>total 52-54%; P<sub>2</sub>O<sub>5</sub>acc. 50-52%; P<sub>2</sub>O<sub>5</sub>water 41-43%; P<sub>2</sub>O<sub>5</sub>release 2-2.5%) it is advisable to dry it at 130- 1400C for 30-40 minutes.

The optimal mode of thermal dehydration of superphosphates from the point of view of the maximum content of assimilable and water-soluble forms of P<sub>2</sub>O<sub>5</sub> in them was also found in the works of the Tashkent Chemical-Technological Institute. The transformations that occur during rapid heating (above 6-10 degrees per minute) of superphosphate can be represented by the following equations:



It can be seen from the above data that heating superphosphate to 120 ° C practically does not increase the degree of decomposition of phosphate raw materials in it. The maximum degree of decomposition of phosphate raw materials is achieved at temperatures of 180-220 ° C. To increase the degree of decomposition of phosphate raw materials and the concentration of the assimilable form of P<sub>2</sub>O<sub>5</sub>, it is necessary to heat wet superphosphate at a rate of at least 6-10 degrees. in a minute. With slower heating, the rate of decomposition of phosphorite raw materials lags behind the rate of formation of insoluble condensed phosphates, as a result of



which the relative content of soluble forms of phosphorus does not increase or may even decrease.

Good results are obtained by rapid heating of the chamber superphosphate with its simultaneous humidification (or when introduced together with heating gases of water vapor). After the complete removal of the sorbed moisture from the deep layers of the granules during their heating, the additional decomposition of the phosphate raw material stops, and the formation of insoluble crystalline polyphosphates continues. This leads to a decrease in the concentration of the assimilable form of  $P_2O_5$  in fertilizers. Therefore, the residual moisture in the pores should be maintained at least 1-2%.

Fertilizers obtained at 180-220 ° C are water-soluble; the relative content of assimilable  $P_2O_5$  in them reaches 95-98%, which is 20-25% higher than in the original superphosphate.

The data obtained were checked at the Kokand superphosphate plant in a drum dryer with a diameter of 1.4 m and a length of 7.5 m at a heating gas temperature at the drum inlet of 850-925 ° C and a temperature of dehydrated fertilizer at the drum outlet of 150-220 ° C. In the process of dehydration in the drum, the percentage of decomposition of apatite increased from 93 to 97.6%, while 45% of  $P_2O_5$  was transferred to the water-soluble condensed form in the form of  $Ca / 2H_2PnO_3n + 1$ , 48% of  $P_2O_5$  remained in the water-soluble orthoform and only 4.2% of  $P_2O_5$  passed in a citrate-soluble condensed form. A fertilizer was obtained from superphosphate containing 19.7% of assimilable  $P_2O_5$ , in which the content of this form reached 24.4%. The concentration of fluoride in the fertilizer decreased from 1.1 to 0.25%.

As a result of the studies, the following optimal mode of superphosphate dehydration in drying drums is recommended: the temperature of the heating gases at the inlet is 800-900°C, the heating temperature is at least 10 degrees. Per minute, the residual content of sorbed moisture is 1-2%. When dehydrating single superphosphate, the temperature of the dehydrated fertilizer at the outlet of the dryer should be 200-220°C, when processing double superphosphate - 180-190°C. To implement such a regime at the existing drying plants, the temperature of the heating gases at the inlet to the apparatus should be raised to 800-900°C and the amount of superphosphate supplied to the dryer should be increased without any instrumental changes in the drying department.

Also, thermal acid processing of phosphate raw materials was carried out under conditions of a reduced rate of phosphoric acid. So, a patented method for producing concentrated water-soluble phosphoric fertilizers by decomposing phosphate raw materials with phosphoric acid followed by heat treatment of the resulting product, characterized in that, in order to reduce the consumption of phosphoric acid while maintaining the concentration of  $P_2O_5$  in the product and a low content of free acid, phosphoric acid is taken in an amount 98-55% of the stoichiometric norm, and heat treatment is carried out at 150-250 ° C. Phosphorite Karatau (27%  $P_2O_5$ ) and extraction phosphoric acid from apatite concentrate (29.5%  $P_2O_5$ ) with a weight ratio of 1: 3.2 (stoichiometric ratio 1: 5.64) are mixed in a stirring reactor and kept in the latter 60-90 min. The resulting slurry with a moisture content of 50-51% is pumped into the RKSG apparatus. In RKSG, the product is granulated and heat-treated. Heat treatment is carried out at 150-170 °C for 20-30 minutes. After heat treatment, the product is sent to a screen. Fraction 1-4mm is cooled and packed. The composition of the resulting product (wt. %):  $P_2O_5$  total. 48.8;  $P_2O_5$  usv. 46.0;  $P_2O_5$  water 36.8;  $P_2O_5$  free 0.7. The degree of decomposition of phosphorite is 94%.

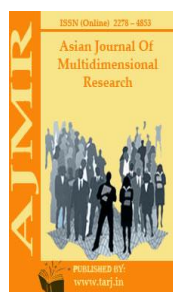


The above materials convincingly indicate that the acid-thermal method of processing phosphate raw materials will be acceptable for the Kyzylkum phosphorites and makes it possible to obtain highly concentrated phosphorus fertilizers and feed phosphates.

## LITERATURE

1. Nazirova RM, Tadzhev SM, Mirsalimova SR, Khamdamova Z. // Intensification of the process of obtaining complex fertilizers based on local raw materials // Scientific-methodical journal "Science, technology and education" - 2019-№ 9 (62) p.8-12. <https://cyberleninka.ru/article/n/intensifikatsiya-protsessa-polucheniya-kompleksnyh-udobreniy-na-osnove-mestnogo-syrya>
2. Nazirova RM, Tadzhev SM, Mirsalimova SR, Khudayarova D. // Intensive technology for producing NPK fertilizers based on washed dried concentrate of Central Kyzyl Kum // Scientific-methodical journal "Problems of modern science and education" -2019.-№2 (135), p.6 <https://cyberleninka.ru/article/n/intensivnaya-tehnologiya-npk-udobreniy-na-osnove-mytogo-sushyonogo-kontsentrata-tsentralnyh-kyzylkumov>
3. 2. Nazirova R.M., Tadzhev S.M., Mirsalimova S.R., Karimov D.D. // Complex fertilizers based on local raw materials // Scientific-methodical journal "Problems of Science". 2019. No. 11 (47), p. 25-28. <https://cyberleninka.ru/article/n/kompleksnye-udobreniya-na-osnove-mestnogo-syrya>
4. Abdurakhmonova N.K., Nazirova R.M., Mirsalimova S.R.//Phosphoric-potash fertilizers based on sulfuric acid Processing of phosphorite flour and potassium Chloride//. Academicia an international multidisciplinary research journal. 2020. vol 10.issue 10, october, page 252-255. <https://www.indianjournals.com/ijor.aspx?target=ijor:aca&volume=10&issue=10&article=036>
5. Nazirova RM, Tadzhev SM, Mirsalimova SR, Marufzhanov A. // Phosphoric-potassium fertilizers based on chamber superphosphate // International electronic scientific-practical journal "Modern scientific research and development" Ed. OLYMPUS, 2028. - pp. 614-617. <https://www.elibrary.ru/item.asp?id=37033732>
6. Nazirova R.M., Tadzhev S.M., Zakirov B.S., Tukhtaev S.S. // Obtaining NPK-fertilizer from washed dried phosphorite concentrate // UNIVERSUM: Engineering science: electron. Scientific. Zhurn. 2016. No. 10 (31). <https://cyberleninka.ru/article/n/poluchenie-npk-udobreniya-iz-mytogo-sushenogo-fosforitovogo-kontsentrata>
7. R.Nazirova, S.Tadzhev, S.Mirsalimova, Sh.Khamdamova. // Intensification of the process of obtaining complex fertilizers from local raw materials // Monograph. otv. ed. B.S. Zakirov. - Ufa: Omega science, 2019, 126 p. <https://www.elibrary.ru/item.asp?id=41588683>
8. M.Sobirov, R.Nazirova, Sh.Khamdamova, S.Tadzhev. // Intensification of the process of obtaining complex suspended fertilizers with insecticidal activity // Monograph. Fergana-Vinnitsa: NGO "European Scientific Platform", 2020.137 p. <https://doi.org/10.36074/tad-sob-naz-ham.monograph>
9. Ikramov, M., Nazirova, R., Mirsalimova, S., Tadzhev, S. // New types of suspended fertilizers based on local raw materials // Monograph. Fergana-Vinnitsa: NGO "European Scientific Platform", 2020. 123 p. <https://doi.org/10.36074/ik-na-mi-ta.monograph>

10. Roziqova D.A., Sobirov M.M., Nazirova R.M., Hamdamova Sh.Sh. //Production of nitrogen-phosphorus-potassium fertilizers based on washed hot concentrate, ammonium nitrate and potassium chloride//.Academicia an international multidisciplinary research journal. 2020. Vol 10.issue 9, September, page 215-220. <https://www.indianjournals.com/ijor.aspx?target=ijor:aca&volume=10&issue=9&article=029>
11. Nazirova R.M., Mirzaolimov A.N., Tadzhiyev S.M., Mirsalimova S.R. // Development of technology for nitrogen-sulfur liquid fertilizer based on local raw materials // Universum: technical sciences: scientific journal. - No. 8 (77). Part 3. M., Ed. "MCNO", 2020. - pp. 33-38. <https://cyberleninka.ru/article/n/razrabotka-tehnologii-azotno-sernogo-zhidkogo-udobreniya-na-osnove-mestnogo-syrya>
12. Nazirova RM, Tadzhiyev SM, Mirsalimova SR, Kodirova MR // Complex fertilizers based on nitric acid processing of unfortified phosphate rock in the presence of ammonium nitrate //. Universum: technical sciences: a scientific journal. - No. 6 (75). Part 3. M., Ed. "MCNO", 2020. - pp. 18-22. <https://cyberleninka.ru/article/n/slozhnye-udobreniya-na-osnove-azotnokislotoy-pererabotki-neobogashchennoy-fosforitnoy-muki-v-prisutstvii-nitrata-ammoniya>
13. Nazirova R.M., Khoshimov A.A., Tadjiyev S.M., Mirsalimova S.R. //Investigation of solubility kinetics and interaction of stabilizing additive in production of complex fertilizers based on granular nitrate and stabilizing additives//. Academicia an international multidisciplinary research journal. 2020. Vol 10.issue 5, may page 657-664. <https://www.indianjournals.com/ijor.aspx?target=ijor:aca&volume=10&issue=5&article=091>
14. Nazirova R.M., Tadzhiyev S.M., Khoshimov A.A., Mirsalimova S.R. // Study of physical and chemical properties of additives in the production of new types of complex stabilized fertilizers //. Universum: technical sciences: a scientific journal. - No. 5 (74). Part 2. M., Ed. "MCNO", 2020. - pp. 69-73.<https://cyberleninka.ru/article/n/izuchenie-fiziko-himicheskikh-svoystv-dobavok-pri-proizvodstve-novykh-vidov-slozhnykh-stabilizirovannykh-udobreniy>
15. Nazirova R.M., Tadzhiyev S.M., Mirsalimova S.R., Khoshimov A.A. // Complex fertilizers based on nitric-sulfuric acid processing of unenriched phosphate rock, ammonium nitrate and carbamide //. "Problems of modern science and education" scientific and methodological journal. Problemauki Publishing House. Moscow, 2020. No. 5 (150). pp. 20-25. <https://cyberleninka.ru/article/n/slozhnye-udobreniya-na-osnove-azotno-sernokislotoy-pererabotki-neobogashchennoy-fosfomuki-nitrata-ammoniya-i-karbamida>

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00196.8

## METHODS FOR PRODUCING BUTYL ACETATE

Nazirova Rakhnamokhon Mukhtarovna\*; Mirsalimova Saodat Rakhmatjanovna\*\*;  
Isakov Burhon Shuhratjonogli\*\*\*; Rakhmanov Ortik Komilovich\*\*\*\*

\* Associate Professor,

Doctor of Technical Sciences (PhD),

Department of "Technology of Storage and Primary Processing of Agricultural Products",  
Fergana Polytechnic Institute, UZBEKISTAN

<sup>2,4</sup> Associate Professor,

Candidate of Chemical Sciences,

Department "Chemical Technology",  
Fergana Polytechnical Institute, UZBEKISTAN

\*\*\*Master Student,

Fergana Polytechnic Institute, UZBEKISTAN

## ABSTRACT

*Butyl acetate is a universal solvent widely used in various industries, such as the leather and pharmaceutical industries. The article describes the ways to obtain butyl acetate in various ways: in-line and continuous. The material balance of the production of this product is also given. Butyl acetate (acetic acid butyl ester) is the most common solvent in the production and use of paints and varnishes. Dissolves cellulose ethers, oils, fats, chlorinated rubbers, vinyl polymers, carbiol resins, etc. The addition of butyl acetate together with a small amount of butyl alcohol prevents whitening of the lacquer films. It is a fragrant substance that is part of fruit essences and perfume compositions. It is used in the tanning industry as tannin.*

**KEYWORDS:** Butyl acetate, Solvent, Butanol, Column, Temperature, Reflux condenser, Vapor-liquid mixture, Distillate.

## INTRODUCTION

Butyl acetate (acetic acid butyl ester) is the most common solvent in the production and use of paints and varnishes. Dissolves cellulose ethers, oils, fats, chlorinated rubbers, vinyl polymers, carbiol resins, etc. The addition of butyl acetate together with a small amount of butyl alcohol prevents whitening of the lacquer films. It is a fragrant substance that is part of fruit essences and perfume compositions. It is used in the tanning industry as tannin. It is widely used in the

pharmaceutical industry for the separation of primary substances in the production of antibiotics, etc.

To obtain butyl acetate, technical acetic acid of any strength and synthetic butanol or synthetic rubber production waste (SK butanol) are used; the latter contains in the form of impurities unsaturated compounds (up to 9 %), hexyl and other alcohols. Less commonly used fermentation pure butanol.

In principle, the order of operations and instrumentation of the processes of butyl acetate production are the same as in the production of ethyl acetate. However, it has its own peculiarities due to the low solubility of butyl acetate in water (0.6 %), high boiling point both in pure form (126.2 ° C) and in an azeotropic mixture with water (90.2 ° C), as well as increased water content in this mixture (28.9 %) and an even higher content in the ternary mixture of butyl acetate - butyl alcohol - water (37.3 %). Butanol also boils at a higher temperature (117.7 ° C) than ethanol and forms an azeotropic mixture with a very large amount of water (42.5 %).

When pure grades of acetic acid and butanol are used as raw materials, the esterification is carried out in a continuous way. The catalyst is sulfuric acid or ion exchange resins. During esterification with sulfuric acid, an excess of either acetic acid or butanol is created in the reaction zone, and with ion-exchange resins, an excess of acetic acid is created.

Esterification of wood-chemical acetic acid, which contains a significant amount of osmolable impurities, is often carried out in a batchwise manner. You can also use a continuous method, but at the same time high-boiling ethers and impurities accumulate in the cube, so the apparatus has to be often stopped for cleaning.

**Periodic Esterification Method:** The esterification of butanol with acetic acid in a periodically operating PDA apparatus is carried out with an excess ratio of alcohol in relation to 100 % acid 1.3-1.4, but initially the reactor is loaded with a mixture of acetic acid and butanol containing only. 60 % of the required butanol; the amount of catalyst (sulfuric acid) 2 % The selection of the distillate begins after operating the column "on itself" to an acidity of 1-0.5 % and at a temperature at the top of the column of 89-90 ° C, directing its aqueous layer through, florentine into the ether, and the ethereal-alcohol layer back to the column. So the process is continued until almost complete - removal of water from the cube, that is, until a temperature of 98-100 ° C is reached, while simultaneously adding the rest of - butanol to it to a molar ratio with acetic acid of 1.2: 1, achieving exhaustion of acetic acid. Then the butanol - butyl acetate azeotrope fraction is distilled off and returned to the esterification.

At the end of the dehydration process, the column again works "for itself" (1-1.5 h) to accumulate a low-boiling fraction in it. In this case, the acidity of the mixture in the cube should be no more than 0.5%, and the ether content should not be less than 89%. If the acidity in the cube is higher, add the corresponding amount of butanol and continue the process. After that, the heating of the cube is stopped, low-boiling ether is lowered from the column through the condenser and from the cube through another condenser, and raw black ether is pumped out with an ether content of 89-90% and resinous substances up to 2 %.

The turnover of the esterifier with a total cube loading of 9.5 tons during the processing of synthetic acetic acid is 6-7.5 hours, and of raw wood-chemical acid 12-13 hours. The cube is heated through coils with steam at a pressure of 0.6—0.8 MPa.

When a weak raw acid is used, it is first strengthened by adding a small amount of butanol to the cube and distilling off the azeotropic mixture of butanol + water until the acidity in the cube is 50-60 %. After that, the esterifier is stopped, synthetic acetic acid or crude, the calculated amount of butanol, 1% sulfuric acid are added to the cube, and then the process proceeds as usual.

To produce grade butyl acetate (mainly based on synthetic acetic acid), black ether must contain at least 90 % butyl acetate and not more than 0.5 % acids. The balance of acetic acid during esterification, % of the load: up to 1.5 passes into the ester, 6—7.5 into the low-boiling ester, 88—90 into black ester, and the loss is 3—4. Useful use less than 94%.

Disadvantages of PDA: low productivity, overestimated consumption of raw materials, low quality of the resulting black ether, which contains on average only 88 % butyl acetate, the complexity of its refinement.

**Continuous Esterification Process:** The esterification process using high-quality raw materials with a minimum content of organic impurities is carried out in a single-column NDA. A large excess of acetic acid is maintained in the reactor: the mass fraction of acetic acid is not less than 55 %, butanol 2-4, ether up to 30 and water 8-16%. Acetic acid and butanol are fed into this mixture separately in the ratio (1.25-1.33): 1 by weight in 100 % expression, which corresponds to a molar ratio of about 1: 1. The amount of acetic acid and butanol supply is adjusted taking into account the composition selected distillate.

The initial charge of acetic acid in the esterifier is equal to 4-5 moles per 1 mole of butanol and sulfuric acid 2 % of acetic acid, followed by heating up the apparatus and operating the column "on itself" without product withdrawal for 1.5 h until the acidity of the distillate does not decrease. Above 0.1 % from this moment, the feed of the initial mixture into the boiler begins from which the vapor-liquid mixture enters through a bubbler into an esterifier with a capacity of 13 m<sup>3</sup>, connected by a crossover pipe to the bottom of a distillation column with a diameter of 1.2 m. At the same time, distillate is taken from the reflux condenser. At the beginning of the process, the distillate is directed through the dispenser entirely into reflux (to reduce its acidity), and then entirely into florentina. The ether layer of florentin partially goes into reflux, but mainly passes through the refrigerator and flows into the raw ether collectors with a mass fraction of butyl acetate of 92-95 % and an acidity of not more than 0.2 %. The ester lead from the bottom of the florentina is diverted for ether regeneration. In the case of a lack of water in the system of material flows (with the strength of the original acetic acid above 68 %), part of the ester water is added to the reflux. The temperature at the top of the column is  $90 \pm 0.5$  °C, in the reaction zone it is 106-PO °C, the excess pressure in the still is 6-7 kPa.

#### CONSUMPTION OF MATERIAL AND ENERGY RESOURCES PER 1 TON OF PRODUCTS BUTYL ACETATE

| Index                                     | 91 % | 99 % | 95 % |
|-------------------------------------------|------|------|------|
| Theoretical consumption of raw materials: |      |      |      |
| Acetic acid, kg                           | 620  | 512  | 470  |
| Ethyl alcohol, gave                       | 71,7 | —    | —    |
| Butyl alcohol, kg                         | —    | 642  | 671  |
| Actual consumption:                       |      |      |      |
| Acetic acid, kg                           | —    | 541  | 484  |
| Ethyl alcohol, gave                       | —    | —    | — ,  |

|                                         |        |       |        |
|-----------------------------------------|--------|-------|--------|
| Butyl alcohol, kg                       | —      | 670   | 678. : |
| Consumption of auxiliary materials, kg: |        |       |        |
| Sulfuric acid                           | -0,3 , | 4-    | -3     |
| Caustic soda                            | -0,3   |       |        |
| Soda ash                                | -3     | 10—12 |        |
| Sodium bisulfite 22.5%                  | -8     |       |        |
| Energy consumption: thermal energy, GJ  | -23    | 5-    | -6     |
| Electricity, kWh                        | -35    | 24-   | -25    |

This NDA works on high-quality raw materials continuously for 30-40 days (with periodic addition of sulfuric acid).

Then it is transferred to a batch mode to remove the remaining raw materials and stop for cleaning.

## LITERATURE

1. Butyl acetate GOST 8981-78.
2. Market for butyl acetate in Russia. Current forecast 2021-2025 Report.
3. Sviridov E.B., Dubovy V.K. "A book about polymers". Arkhangelsk. Northern (Arctic) Federal University. 2016. 392 s.
4. Vyridov VA, Kislitsin AN, Gulkhareva MI "Tekhnologicheskimicheskikhproizvodstv". M.
5. Timber industry, 1987.-352 p.
6. R.Nazirova, S.Tadzhiev, S.Mirsalimova, Sh.Khamdamova. // Intensification of the process of obtaining complex fertilizers from local raw materials // Monograph. otv. ed. B.S. Zakirov. - Ufa: Omega science, 2019, 126 p. <https://www.elibrary.ru/item.asp?id=41588683>
7. M. Sobirov, R. Nazirova, Sh.Khamdamova, S. Tadzhiev. // Intensification of the process of obtaining complex suspended fertilizers with insecticidal activity //. Monograph. Fergana-Vinnitsa: NGO "European Scientific Platform", 2020.137 p. <https://doi.org/10.36074/tad-sob-naz-ham.monograph>
8. Ikramov, M., Nazirova, R., Mirsalimova, S., Tadzhiev, S. // New types of suspended fertilizers based on local raw materials //. Monograph. Fergana-Vinnitsa: NGO "European Scientific Platform", 2020. 123 p. <https://doi.org/10.36074/ik-na-mi-ta.monograph>
9. Nazirova RM, Mirsalimova SR, Masobirova D., Khamdamova Sh.Sh "Concentrated complex crops based on local raw materials". European Scholar Journal (ESJ) Available Online at: <https://www.scholarzest.com>. Vol. 2 No. 2, February 2021, ISSN: 2660-5562, page 71-76.
10. E Concentrated phosphorus containing fertilizers based on local raw materials. Novateur publications JournalNX- A Multidisciplinary Peer Reviewed Journal ISSN No: 2581 – 4230. Volume 7, issue 2, feb. -2021.page 360-365.



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

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00197.X****THE YEARS OF THE SOVIET GOVERNMENT IN THE STATE FARMS OF  
UZBEKISTAN SOCIO-ECONOMIC LIFE****H.O Khushvaqtov\***\*Doctor of Philosophy (PhD),  
Historical Sciences, Tashkent State Agrarian University,  
UZBEKISTAN**ABSTRACT**

*This article highlights the archival materials and literature of the problem of the development of the galodsteppe and the provision of specialized personnel for agriculture in 1946-1970 in Uzbekistan. In addition, the article reveals the social, economic and cultural life of the resettled population, as well as problems. The Soviet government established a "medal" in order to prevent the deprivation of personnel sent to the reserve and gray lands, and to attract young professionals to work in a stable manner. According to the statute of the medal "For the development of protected lands", this award is at least in the designated area. Given to workers and employees who have worked for two years? The award was presented on behalf of the Presidium of the Supreme Soviet of the USSR.*

**KEYWORDS:** Communism, Dissatisfaction, Party, Guard, Religion, Atheism, Cadres, Obsolescence, Press, Desert, Resource, Enlightenment, Creed, National, Mentality, Assimilation, Migration.

**INTRODUCTION**

One of the main directions in the recent history of Uzbekistan is to convey to the younger generation the comprehensive impact of the Soviet era on the socio-economic and spiritual life and lifestyle of the peoples of the country and the reasons for its origin. Although so much time has passed, the policy of this period has not lost its inexhaustible complexity. PF-4947 of the President of the Republic of Uzbekistan dated February 7, 2017 "On the Strategy for further development of the Republic of Uzbekistan", adopted on April 21, 2017 "On improving the system of public administration in the field of ecology and environmental protection" and 2017 Decree No. PF-5134 of 4 August 2013 "On measures to radical improve the activities of the Ministry of Agriculture and Water Resources of the Republic of Uzbekistan" further improved the reforms in the history of agriculture and intensified efforts in this area [1].

It is known that on February 2, 1946 the decision of the Soviet government "About measures for development of cotton-growing in the Uzbek SSR" is accepted. The resolution emphasizes the need



to pay more attention to the development of protected and gray lands in Uzbekistan, the rapid introduction of newly developed lands into agricultural production and the provision of the agricultural sector with qualified personnel.

On the basis of the above tasks, in September 1946, the Soviet government adopted a resolution "On vocational and technical schools." Following this decision, more attention was paid to the provision of industrial enterprises in the country and the reserve and gray lands with qualified personnel. In a short period of time, in almost all regions of Uzbekistan, state plans have been adopted to meet the demand of industrial enterprises for workers and measures have been developed to implement them. As a result, "in 1946-1950, 39.8 thousand young workers were trained in the system of vocational schools alone. Of these, 28.5 thousand people were sent to industry, 7.5 thousand to construction, and 3.5 thousand to transport, 300 to agriculture. From 1946 to 1950, 74.1 thousand workers were trained to develop the protected and gray lands of Uzbekistan [2]. In 1948, 199.4 thousand specialists were transferred to the newly developed lands of Uzbekistan, in 1949 - 20.7 thousand, and in 1950 - 223.3 thousand specialists [3].

Most of the young specialists who graduated from vocational schools were sent to the newly formed *savkhozes* and areas with a shortage of staff. However, it should be noted that in many cases, new staff did not go to work in the designated places, and those who went tried to return. For example, "In 1971, during the inspections of the Republican Prosecutor's Office, 251 people graduated from vocational schools in Kashkadarya region alone and were sent to work in the newly developed regions. Of these, 117 specialists were sent to work at the Moscow state farm and the Akhunboboev collective farm in the Chirakchi district, but only 6 of the 117 specialists remained in their places of residence, the rest left less than a month later, and 111 did not return or transferred to other jobs. Which was" [4]. This is the main reason why specialists do not go to the designated places to work, which indicates that the conditions created for them are unsatisfactory.

There was a shortage of agricultural workers, especially in the newly developed areas. In addition, most of the employees who were trained or sent to work were people who did not have a good understanding of the agricultural sector and were ignorant of the science of farming and cotton growing. In many cases, low-quality specialists trained as a result of the pursuit of numbers failed to perform the assigned tasks. In particular, the "agronomists" sent to develop the reserves and gray lands were forced to learn the secrets of cotton growing from local farmers.

The Soviet government established a "medal" in order to prevent the deprivation of personnel sent to the reserve and gray lands, and to attract young professionals to work in a stable manner. According to the statute of the medal "For the development of protected lands", this award is at least in the designated area. Given to workers and employees who have worked for two years? The award was presented on behalf of the Presidium of the Supreme Soviet of the USSR. The list of candidates was signed by the chairmen of the collective farms, the secretaries of the party organizations, and the chairmen of the trade unions" [5]. It appears that the government has tried to use a variety of means to retain specialist staff in the newly developed areas. At the same time, in addition to instructions, farm managers were also given certain privileges. However, the issue of staffing has not been resolved. This dissatisfaction continued in later years. For example, "The problem of providing the Central Fergana Desert with specialists is not being solved. From 1953 to 1954, 107 graduates of universities and colleges were sent to work in Central Fergana. But most of the specialists work in other fields (mostly in trade)" [6]. This meant that they were forced to work in other areas where material interests were high.

The continuing shortage of staff on many farms is also due to the lack of the necessary housing stock, the lack of cultural and social facilities, and the lack of proper financial incentives. One-third of the average number of specialists, and sometimes even more, are renewed each year in the newly formed state farms. "Lack of opportunities for skilled workers and employees on farms creates financial difficulties" [7] the non-fulfillment of the housing construction plan for the relocated people is explained by the fact that the construction work is not well organized. The construction work required an average of 16.5 thousand people per day, while in practice an average of 6.7 thousand people were employed. The construction work was not carried out according to a strict plan. As a result, 3,467 families, or 19.2 percent of the displaced population, returned because the living conditions in the resettled areas were not organized at the required level [8].

"People who move to newly built houses in Mirzachul are not even given plots of land. Therefore, there is a growing demand for recruitment of specialists for newcomers, their placement and redistribution in urban-type settlements "[9]. The new type of housing, built mainly as two-story houses to accommodate the immigrant population, does not take into account the lifestyle and national mentality of the local population. We can compare this situation with the example of houses being built on the basis of standard projects being built in rural areas today.

Despite the expansion of access to health care and medical care in Uzbekistan, the problems in the health sector in the newly developed areas have not been resolved.

The situation in the trade system, including the establishment of public service facilities on the newly developed lands, was unsatisfactory. "The Galodnostepstroy department of the Sirdarya regional party committee discussed the lack of daily necessities in its stores and serious shortcomings in the kitchens"[10] in the newly established state farms, commercial enterprises and kitchens did not meet sanitary and hygienic requirements. Most of the sales staff were people who had nothing to do with the industry. The constant shortage of industrial and foodstuffs has led to many adverse events. It was customary to sell goods secretly, to betray the rights of buyers, and to be rude to them. In many cases, the lack of basic necessities in stores was overlooked by officials due to the incompetence or negligence of sales staff.

In conclusion, the spirit of distrust of the state and the party in the cadres of specialists, who moved without knowing the conditions of the newly developed territories, believing in various promises, led to an increase. As a result, the number of employees trying to lay off in newly established farms has increased, and even retreat processes have been observed. In addition to the above reasons, young professionals were dissatisfied with the existing working conditions, their dreams did not come true and the necessary living conditions were not created.

## REFERENCES

1. Decree of the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2017, Decree No. PF-5024 of April 21, 2017, Collection of Legislative Acts of the Republic of Uzbekistan, No. 6 of 2017. ([www.leg.uz](http://www.leg.uz)).
2. History of the Uzbek SSR, book IV, Tashkent, 1971. - 179 p.
3. Salyamov DA, Shapovalenko VI, Titeneva L G. History of the working class of Uzbekistan. II - vol. - Tashkent: "Science", 1965. – 177 p.
4. Soviet Uzbekistan, December 28, 1982.
5. Red Uzbekistan, October 23, 1956.
6. Ochilov N. Irrigation and land reclamation in Uzbekistan. (1946-64). - Tashkent., 1991. 25 p.

7. Kambarov N. Saving state farms. - Tashkent. 1972. - 45 p.
8. 837 - fund, 33 - list, 5753 - twenty years, 49 - sheets.
9. Mikheeva VV Anorkulov D.Sh. Deployment of labor resources and productive forces. - Tashkent. 1987. - 18 p.
10. Life Party.Journal. 1968 No. 4. April.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00198.1**

## THE ROLE OF ICESCO IN THE DEVELOPMENT OF EDUCATION, SCIENCE AND CULTURE

Shakhzod Timurovich Khatamov\*

\*PhD Student,

International Islamic Academy of Uzbekistan

E-mail: tiushakhzod@mail.ru

### ABSTRACT

*This article provides information the history of development ICESCO plays an important role in its huge social, spiritual and economic potential. International relations, including cooperation with the world's leading countries and international organizations, dissemination of the values of peace and justice, respect for human rights and freedoms in accordance with their vision through the prism of Islam, promoting cultural interaction and maintaining cultural diversity in Member States while preserving cultural identity and independence, issues of bilateral and multilateral cooperation in the priority areas of sustainable development, regional integration processes research is underway.*

**KEYWORDS:** ICESCO, Education, Science, Culture, Communication, Islamic Solidarity, Ninth Conference Of Ministers Of Culture Of The Member States Of The Organization Of Islamic Cooperation (OIC), Capital Of Islamic Culture, Scientific Heritage, Tolerance.

### INTRODUCTION

Nowadays, international organizations are playing an increasingly important role in the international legal order. They are active in virtually all fields of human activity; they regularly conclude international treaties and continuously interact with other actors of international law, they wield growing normative powers. For those working for or dealing with international organizations, a sound understanding of the law of international organizations thus appears indispensable. International organizations are the associations established under an international treaty for the achievement of certain goals and having appropriate bodies, which have the rights and obligations of member states and established under international law.

The idea of establishing an Islamic organization for education, science and culture first took shape in the minds of the leaders of the Islamic renaissance movement at the dawning of a new age with the awakening of the Islamic world. Since the middle of the 19th century and the

beginning of the 20th century, the prospect of creating such an organization entertained the highest hopes of many reformers and advocates of Muslim reunification and orderly action to serve the best interests of the Muslim Ummah.

One of the most striking examples of attempts by intergovernmental organizations to influence regional and world political processes is the Organization of the Islamic Conference (OIC), created in 1969 on the initiative of Saudi Arabia and uniting 57 Muslim states, including some CIS countries - Azerbaijan, Kazakhstan, and Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan. We also emphasize that the OIC is the largest Muslim organization whose declared objectives are such as, for example, “promoting the strengthening of Islamic solidarity”, “cooperation in economic, social, cultural, scientific and other important areas”, “supporting the struggle of all Muslims for ensuring their dignity, independence and national rights, promoting cooperation and understanding between Member States and other countries.

Islamic World Educational, Scientific and Cultural Organization (المنظمة الإسلامية للتربية والعلوم والثقافة) **ICESCO** was founded by the Organization of Islamic Cooperation (OIC) in May 1979. With 54 member states, its objectives include strengthening, promoting and consolidating cooperation among Member States (OIC) in the fields of education, science, culture and communication, developing applied sciences, use of advanced technology within the framework of Islamic values, consolidating understanding among Muslim people, and contributing to the achievement of world peace and security, particularly through education, science, culture and communication.

**ICESCO** Founding Conference was held in Fez, Kingdom of Morocco, on 9-11 Rajab 1402A.H./ 3-5 May 1982. Delegations representing the 28 founding Member States, along with representatives from Arab, Islamic and international organizations took part in the Conference. The Executive Council unanimously recommends the appointment of the late Prof. Abdelhadi Boutaleb as Director General of **ICESCO**, which recommendation received unanimous endorsement from the Founding Conference. The closing session of the Conference was marked by the attendance of the late King Hassan II of Morocco, who chaired it and who delivered a keynote address which was adopted by the conferees as major reference for the Conference.

Its headquarters are in Rabat, Morocco. The Director General is Dr. Abdulaziz Othman Altwaijri, also Secretary General of the Federation of the Universities of the Islamic World (FUIW). The working languages of **ICESCO** are Arabic, English and French.

**ICESCO**'s objectives are as follows: to strengthen, promote and consolidate cooperation among the Member States in the fields of education, science, culture and communication, as well as to develop and upgrade these fields, within the framework of the civilizational reference of the Islamic world and in the light of human Islamic values and ideals. Consolidate understanding among peoples inside and outside the Member States and contribute to the achievement of world peace and security through various means, particularly through education, science, culture and communication.

To publicize the correct image of Islam and Islamic culture, promote dialogue among civilizations, cultures and religions, and work towards spreading the values of justice and peace along with the principles of freedom and human rights, in accordance with the Islamic civilizational perspective.

According to the OIC, **ICESCO**'s objectives are to strengthen and promote cooperation among the Member States in the fields of education, science culture and communication; consolidate understanding among peoples inside and outside Member State; contribute to world peace and security through various means; publicize the true image of Islam and Islamic culture; promote dialogue among civilizations, cultures and religions; encourage cultural interaction and foster cultural diversity in the Member States, while preserving cultural identity and intellectual integrity.

In 1983, **ICESCO** and the Organization of Islamic Cooperation agreed on the development of a strategy for strengthening Muslim communities in the West. The document is entitled "Strategy of Islamic Cultural Action outside the Islamic World" (French: *Stratégie d'action islamique culturelle à l'extérieur du monde islamique*). The document was adopted at the Doha summit in Qatar in 2000 by the **ICESCO** member countries. In 2018, Jean-Frédéric Poisson publishes a book to comment on this text which is, according to him, "a true document of conquest" (French: *UN document de véritable conquête*).

**ICESCO** includes 3 organizations: The General Conference - is held once every three years. The Executive Council - consists of representative for each Member State, being versed in education, science, culture or communication

The General Directorate - is headed by a Director General. General Conference elects the Director for a three-year term.

The General Conference it is composed of the representatives of **ICESCO**'s Member States, appointed by their governments and specializing in education, science, culture or communication.

The General Conference meets in regular session once every three years; it may meet in extraordinary session. The Executive Council made up of one representative from each Member State, it lays down internal regulations for the Islamic Organization, except for those falling within the competence of the General Conference. The Executive Council also appoints the Deputy Director General upon his nomination by the Director General, for a three-year period, renewable once. The Rules of Procedure of the Executive Council set forth the nomination and selection procedures. The General Directorate it is headed by a Director General elected by the General Conference for a renewable three-year period, from among candidates of Member States. The Director General is the head of the administrative setup and is accountable to the Executive Council and the General Conference.

#### **The activities of ICESCO pursue the following objectives:**

- Encouraging and strengthening cooperation among member states, consolidating their actions in the field of science, culture, education and communication, as well as developing these industries within the framework of Islamic values and ideals;
- Strengthening mutual understanding between nations inside and outside the member states, achieving peace and security through the development of education, science, culture and communication;
- Propaganda of the correct image of Islam and Islamic culture;
- Facilitating dialogue among civilizations, cultures and religions;



- Dissemination of the values of peace and justice, respect for human rights and freedoms in accordance with their vision through the prism of Islam;
- Promoting cultural interaction and maintaining cultural diversity in Member States while preserving cultural identity and independence;
- Coordination of the activities of the specialized agencies of the Organization of Islamic Cooperation in the field of education, science, culture and communication, the member states of **ICESCO**;
- Promotion of cooperation and partnership of state and non-governmental organizations in the field of education, science and culture inside and outside the member states;
- Highlighting the specifics of Islamic culture, promoting its orientation in scientific research and educational programs;
- Development based on the complementarity of the educational systems of member states;
- supporting the efforts of institutions in the field of education, science and culture of Muslim states that are not members of **ICESCO**.

**ICESCO** operates in four areas: *education, science, culture and communication*. In the field of education there are several departments.

The Department of Education for All, Literacy and Adult Education has the following tasks: developing strategies and policies aimed at developing education in Islamic countries; curriculum development, modernization of teaching methods and training of specialists in the field of education; the preparation of books and educational materials to promote literacy and adult education; opening scholarship programs; providing material and technical assistance to adult education centers in Member States; encouraging cooperation and exchange of experience in the field of education for all and adult literacy among member states, Islamic communities and specialized organizations; assistance to States in their efforts to eradicate illiteracy. The Department of Planning, Research and Educational Technologies has the following tasks: to provide technical advice on the application of new educational methods; encouraging cooperation and exchange of experts between member states; research and development, statistics in education, science and culture; the organization of computer technology training centers in Member States; assisting Member States interested in introducing computer technologies into school programs.

The tasks of the Education and Sustainable Development Department: support of the national strategies and development plans of the Member States in the field of education, public health, environmental protection, human rights; providing education for certain categories of the population (for persons with disabilities, refugees, rural population, talented youth, etc.); maintaining women, childhood, motherhood, youth; training and retraining of teachers and administrative staff in order to improve the efficiency of their work; the provision of scholarships for training personnel for educational institutions.

Objectives of the department of higher education: promotion of research related to economic and social development, conducted within the framework of universities; adaptation of education to the requirements of the labor market; stimulating creative and innovative activities within universities; ensuring interchange between public and private higher education sectors;

development of higher education programs in accordance with the requirements of the Islamic Ummah; ensuring the equivalence of higher education diplomas of member states.

In the field of science there are also several departments. The following tasks were assigned to the development research department: encouraging scientists and researchers by providing grants; facilitating collaboration between research centers and the industrial sector; encouraging networking among research institutions in Member States; providing Member States with the necessary technology for research; increasing the involvement of women in research.

The tasks of the engineering and technology department: promoting the integration of new technologies through conferences, symposia and seminars with the participation of local and foreign experts; promotion of engineering and technology research at universities and research institutions; networking between universities and industry; opening of expert laboratories; using the Internet to promote Muslim science. The tasks of the department of scientific and technical education: the modernization of educational programs in the field of engineering and technology; development of educational materials on new technologies; training for teaching on new programs; connecting educational and research institutions to the Internet; the creation of virtual training centers in Member States.

The objectives of the department of sustainable development of the environment and natural resources: ensuring public awareness of the need to protect and preserve natural resources, address the causes of environmental degradation and climate change; raising public awareness of renewable and alternative energy sources, expanding their use; development of methods to combat drought and desertification; implementation of programs for the preservation of nature and natural resources, their inclusion in the strategies of ICESCO. The tasks of the department of social and human sciences include: the fight against poverty and unemployment; studying the impact of globalization on Muslim society in the economic and social spheres; raising public awareness of health, education, globalization issues; exploring ways to help the disadvantaged and improve the standard of living of the population.

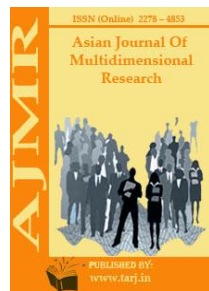
ICESCO has also published 34 issues of (Islam Today) journal in single print editions in Arabic, English and French; 109 issues of ICESCO newsletter released in separate Arabic, English and French editions; 25 volumes of the Annual Press File in Arabic, English and French; 17 volumes of Fi Al-Binaa Al-Hadary Li Al-Alam Al-Islamy; and 23 issues of the English-language ICESCO Journal of Science and Technology; in addition to other communication material. - 3313 scholarships were granted (up to end 2017) to students from Member States and Muslim communities worldwide to enable them to pursue their studies in different disciplines.

In conclusion, ICESCO has built a wide network of cooperation involving UN institutions and specialized agencies, international, regional and local organizations, national non-governmental organizations, academic and cultural institutions, Islamic associations and institutes, and national institutions in Member States, in addition to media, publishing and distribution institutions. The Organization entered into more than two hundred (238) cooperation agreements.

## REFERENCES

1. <https://www.icesco.org/en/2020/02/18/icesco-delegation-examines-in-uzbekistan-preparations-for-bukhara-celebration-as-islamic-culture-capital/>
2. Muslim communities and institutions and their role in projecting the image of Islam.

3. ISESCO is the future of the Islamic world in its educational, scientific and cultural perspectives
4. Guide to ICESCO-2016
5. Guide to ICESCO-2017
6. Guide to ICESCO-2018
7. <https://www.ICESCO-sharjah.com>



DOI:10.5958/2278-4853.2021.00191.9

## THE TATAR PRESS AND TURKESTAN JADIDISM IN THE RESEARCHES OF BEGALI KASIMOV

Umriniso Rahmatovna Toraeva\*

\*Bukhara State University  
UZBEKISTAN

Email id: niso2019@mail.ru

### ABSTRACT

*The present paper discusses the Tatar press and Turkestan Jadidism in the researches of Begali Kasimov. The paper gives detailed analysis and valuable information on the related work and it will look through researches conducted by Uzbek and international scholars. Furthermore, the newspapers, magazines and presses are taken as a main point of discussion.*

**KEYWORDS:** *Jadidism, Jadid literature, Mujaddid, revolutionary poetry, Tatar Literature, Russian Muslims, The Antichrist, Ulfat, Vaqt, Iroda.*

### INTRODUCTION

Significant researches have been conducted by Uzbek and international scholars on Jadidism and Jadid literature. Uzbek literary critics such as B.Kasimov, N.Karimov, Sh.Yusupov, U.Dolimov, Sh.Turdiyev, D.Quronov, N.Jabborov, B.Karimov, I.G'aniev, Sh.Rizaev, as well as the research of American scientists such as E. Allworth, A. Khalid, A. Lazzeri, French A. Benningson, German I. Baldauf, Italian Marco Buttino, Japanese H. Komatsu.

Begali Kasimov, a literary critic, studied the literature of the Jadid period. He studied the literature of 1905-1917 under the name "Revolutionary Literature" and "Revolutionary Poetry". He wrote research papers entitled "Revolutionary Poetry, Revolutionary Literature". He used the terms "social awakening" and "social liberty" instead of "national awakening" and "national liberation". Studying and researching this period required great courage from the scientist. For the first time, he studied the literature of a very complex period on the basis of concrete evidence [5:583].

He also conducted scientific research on the history of Tatar printing and its development. The heyday of the Tatar press along the Volga coincided with the period after 1905. With the proclamation of the Manifesto on Freedom of Speech and Conscience on October 17, newspapers and magazines began to appear. Although the movement began in 1809, the Tsarist government did not allow it for a long time. The author of the first Tatar novel, "Hisamuddin

Mullah" (1886), Musa Aqyigit went to Turkey to study at the "Mulkiya" University. This information is taken from the book "Tatarskayaliteratura X-IX veka – *Tatar Literature X-IX centuries*" by MX Gaynullin, published in Kazan in 1975, by Begali Kasimov in the book "History of Uzbek literature and literary relations". Also, in 1900-1908, Tatar intellectuals in St. Petersburg published a magazine called "Mirat". KamilMuti (1883-1940) published the magazine "Al asr-al jaded" ("New century") in Uralsk in 1904. The first newspaper in the Tatar language was "Nur", published in St. Petersburg on September 2, 1905. The newspaper continued its activities until 1914. The newspaper's editor was AtaulloBoyazidov. Well-known writer Sharif Kemal and journalist KabirBakir also worked there for some time. Sharif Kamal (1884-1942) worked with the famous Uzbek journalist MirmukhsinShermuhammedov (1895-1929) in the newspaper "World of Workers" in 1918-19 during the Civil War. KabirBakir (1880-1938) came to Tashkent after the February 1917 changes and published the newspaper UlugTurkiston. On January 5, 1906, the first issue of the Ulfat newspaper was published in St. Petersburg. Its editor, AbdurashidIbragimov (1857-1944), better known as Rashid Qazi, was the grandson of Ibrahim Akhund, an Uzbek family born and raised in Tyumen [3:107]. It is known that this man, who met IsmailbekGasprinsky while studying in Madinah in 1884, came the same year and opened a methodical school in his hometown. He traveled to many countries of the world and knew Turkestan as his homeland. He did a lot to bring the Muslims living in Russia, the Turkic peoples, closer to each other and to establish cooperation between them. He was one of the organizers of all three congresses of Russian Muslims in 1905-1906, and one of the founders of the "Union of Muslims". In 1917, Russian Muslims were sent to Stockholm to convey to the peoples of the world their aspirations for freedom and liberty, independence. He lived in Japan for the last 20 years of his life. In 1939, he was one of the intellectuals who succeeded in making Islam one of the official religions in the Japanese parliament [3:110].

## THE MAIN FINDINGS AND RESULTS

On January 15, 1906, the "Yulduz" (*Star*) newspaper was published in Kazan. The newspaper continued its activities for many years, but on June 21, 1918 it was stopped by the Soviets. The editor-in-chief of the newspaper was Ahmad HadiMaqsudi (1868-1941). For some time, a number of his plays, such as "The Antichrist", "Secrets of our city" were staged by Avloni's theater troupe "Turon", says researcher B. Kasimov. Aliaskar Kamal (1879-1933) was a temporary editor. It was published on February 1 under the name "Ozod" newspaper. Although the official editor is A. Apanaev, the main work was done by Aliaskar Kamal. On February 2, the newspaper "Vakt" was launched in Orenburg under the editorship of the famous writer FatihKarimi (1870-1937). The newspaper quickly gained fame in the Eastern world. One of his close associates was the famous religious and cultural figure RizoiddinFakhriddin (1858-1936). The newspaper has been debating the Union of Muslims, an association that recognizes and demands the rights of the Russian-dependent Turkic peoples for the first year in a row. Participants in the debate were Rashid Qazi (AbdurashidIbragimov), editor of the "Ulfat" newspaper, and RizoQazi (RjzoiddinFakhriddin), a representative of "Vaqt". The newspaper "Vakt" will run until January 26, 1918. 7309 issues were published. Turkestan paid great attention to its socio-political and social life. He covered a wide range of issues, from the domestic life of his brothers to their socio-political situation. From the styles of Bukhara carving to the replacement of V.L.Vyatkin'sUlugbek Observatory, the materials of the 2nd State Duma's discussion of the "State of Turkestan" were used in theatrical troupes led by Avloni and Siddiqi Ruhillo at the Colosseum in Tashkent. »Was given to the details of how he staged the opera. Many correspondents of the newspaper, such as KabirBakir, AhmadjonBektemirov,

Nuriddin Sayfulmulukov, Mahmud Budayli, worked in Turkestan. In addition, well-known artists such as Burhan Sharaf (Shia-Sunni conflict in Bukhara in 1910), Shahid Muhammadyorov (Mardikor events in 1916) came to Turkestan and published a number of articles on various events in the country. How many articles have been published under the name of “Idora” or under the signatures of “Sayyoh”, “BirMusofir”, “Samarkandiy”, “Bukhara”, “Kardash”, “Mukhbir”, sometimes without any name and pseudonym, and the life of Turkestan is reflected in real life, the rights of his brothers were demanded. In particular, we read the following points in an unsigned article entitled “Turkestan”:

“When reforms are carried out in Russia, let Turkestan die, and let it not die without it, but only if they are given full freedom to develop and enter civilization in accordance with their national and religious status”, he said. If they are going to slaughter their own needs, they should not have their mouths sealed. “If the government does not give it to the Turkestan’s voluntarily, it will never be forgotten that what happened in Poland, the Caucasus and Finland will one day die in Turkestan”. It reminds the descendants of the Jahangirs, who lived in this ancient land, has a glorious history, encourages them to be worthy of their ancestors: “Once upon a time, the people of half the world shouted” Labbayka and Sadayka! - They used to say. Timur’s finger-waving could be seen from the Volga and the Caspian Sea. What is Turkestan like now?!..., - B.Kasimov quotes anxiously written thoughts. In the article “Comrade’s Son” and “Lands of Turkestan”, he strongly criticized Russia’s colonial policy, in particular its policy of emigration. At the same time, he is worried that in 20-30 years Turkestan will become an internal Russia and Turkestans have not yet woken up from their slumber. “But in any case, we must work to save Turkestan”, he wrote. - If he is resurrected, it will be a reliable basis for Russian Muslims. Muslims will be able to rely on him when needed”. It is this sense of solidarity that forms the leading spirit of the articles on Turkestan. The newspaper also includes many articles by Turkestans such as Mahmudhoja Behbudi’s “Faryodi Turkiston”, “Duma and Turkestan Muslims” and Abdulkadir Shakuri’s “School and Education in Turkestan”. Behbudi sharply criticizes the poor state of science and education, and corrupt practices [3:107].

It’s like that: “Dear people, exclaims Ahmadjon Bektemirov, Isn’t it time to protect your blood (your own) and your rights like breast milk?! Otherwise, you will be lost among the nations and will be trampled underfoot by other nations” [3:107].

Elsewhere, he cries out for the plundering of a rich and beautiful country like Turkestan: “the old artifacts that have died here have been given to European tourists by greedy neighbors and Russian money. It is given to them as a gift and it is finished ... No one is a human being who does not feel sorry for the loss of his precious works” [3:107]. It is known that N. Ostrumov’s Tashkent newspaper “Turkestan Region Newspaper” protested against the statements of “Vakt”, that he looked for flaws in everything he said about Turkestan, and tried to discredit him in the eyes of the local people. In the 214th issue of the newspaper “Vakt” in 1907, Ahmadjon Bektemirov’s response to an article by a man named “Abdukhalil” published in the “Turkestan Region Newspaper” was published. This article was organized as if the Turkestans were defending themselves against the slanders of “Time”. We are free and free according to the conditions”, wrote Abdukhalil, who was pleased and grateful for his condition. Do you not know that the Turkestan region is inhabited by Russians from Russia, and as a result, many conditions are left untouched ... You have no rights. Even in this Turkestan region, you have no right to land ... you are in a cage”. It is obvious that the press in its time serves as the main source of truthful coverage of the interests of the nation, its present and future.



Today, along with Jadidism and Jadid literature, some work is being done to study Jadid studies. In particular, the topic of Jadidism was of interest not only to Uzbek scholars but also to Western researchers. German scientist Ingeborg Baldauf also conducted research on the same topic and shared his views with Uzbek scientists on the subject. No matter how hard we try to study Central Asian Jadidism, it, like all other "isms," is slowly fading away from us. This is not surprising: in our opinion, there is no one who can give a clear and complete picture of this social phenomenon, which has ruled for thirty years in the region, including Kabul and Kashgar, Bukhara and Almaty, Samarkand and Tashkent, says a German Jadid scholar. Ingeborg Baldauf. It is true that this thirty-year-old social phenomenon is a very complex process. Although it took place in different regions, the essence of the process is the same. This is the struggle for freedom and spiritual freedom. Although the participants had the same idea and the same goal, they belonged to different historical environments with very different socio-economic conditions and educational backgrounds, while they had departed from other paths of history. Due to such complexities, the study of Central Asian Jadidism was delayed. Consequently, serious research in this regard has not yet been conducted. Our less-than-perfect knowledge in this area is very superficial and has the weight to shed light on only certain aspects of the problem, and consists only of light-hearted conclusions that serve a specific purpose. I think that comparing such a social phenomenon with similar events outside the space and time we have chosen will save us from such shortcomings and help us to better understand the nature of Jadidism in Central Asia and some of its important aspects [6:190] [1:7-8].

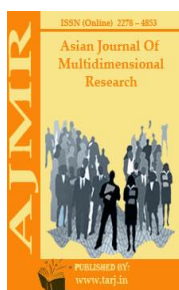
## CONCLUSION

Ingeborg Baldauf has a deep understanding of the subject and prefers to study the Jadid movement and Jadid literature. Assessing the Jadid movement in Central Asia in the process of reform and renewal in the Muslim world in the early twentieth century, the researcher gives the first definition of the word "Jadidism" by Adib Khalid: "Individuals who try to reform Muslim society through the use of modern means of communication and new forms of communication are called Jadids" [1:9-10]. According to the British researcher Edward Lazzeri: "The Tatar Jadid scholar Ismailbek Gasprinsky preferred to use the term "regulation" to call for reform. After Gasprinsky's death, Roji, a Central Asian fan, wrote a lament for him. In Mars, Gasprinsky is described as a "thinker". According to Muslims, the word "mujaddid" is used to refer to dignitaries. According to the hadiths, at the beginning of each new century, Allah would send a "mujaddid" to the Muslim community with the intention of helping to revive the traditions of the early days of the Islamic world. Ingeborg Baldauf's use of the word "mujaddid" in reference to Gasprinsky is not acceptable on the basis of its Islamic content. Because Gasprinsky said that he did not intend to restore the existing Islamic traditions, but to create a new reform system. In fact, the issue of terminology is another aspect. In both cases, Behbudi and Gasprinsky had a new outlook and a new way of life, a social and political development of the nation (emphasis added by U. Turaeva).

## REFERENCES

1. Baldauf I. (2001). *Drawings on the Uzbek literature of the XX century*. – Tashkent: "Manaviyat". – pp. 12-19. (Baldauf I. XX ASRo'zbekadabiyotigachizgilar.–T.: Ma'naviyat, 2001.B –12-19.)

2. *Jadid literature and historical events in the early twentieth century*. Jadidism. – Tashkent: Universitet, 1999. – pp. 26-28 (XX ASR boshida jadid adabiyoti VA tarixiy hodisalar. Jadidchilik. T.: Universitet, 1999, B – 26-28)
3. B.Qosimov. (2008). *History of Uzbek literature and literary relations*. — Tashkent: “Science and technology”. – pp. 104-118 (B.Qosimov. O`zbek adabiyoti VA adabiyaloqlar tarixi. — T.: «Fan va texnologiya», 2008, B – 104-118).
4. Central Asia in the early twentieth century: the struggle for reform, renewal, development and independence (Jadidism, autonomy, independence). *Proceedings of the International Conference*. – Tashkent: “Manaviyat”. 2001. – p. 14 (Markaziy Osiyo XX ASR boshida: islohotlar, yangilanish, taraqqiyot VA mustaqillik uchun kurash (jadidchilik, muxtoriyatchilik, istiqloлчаilik) Xalqaro konferentsiya materiallari, T.: Ma’naviyat, 2001. B-14)
5. Turaeva U. R. (2020) The Scientific Value of Research on Mirmukhsin Fikriy // *The American Journal of Social Science and Education Innovations*. – Tashkent. 2. – №. 08. – p. 583
6. Turaeva Umriniso Rakhmatovna. Study of Central Asian studies abroad. *Republican Multidisciplinary Scientific-Remote Online Conference on the Harmony of Science, Education and Innovation in Renewed Uzbekistan*. Part 5. – p. 190
7. [www.ziyounet.uz](http://www.ziyounet.uz) , [www.library.uz](http://www.library.uz)

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00199.3**

## A LINGUISTIC APPROACH TO CONCEPTUAL RESEARCH

**Nargiza Rustamovna Umarova\***

\*Associate Professor,  
Candidate of Philological Sciences,  
Fergana State University, UZBEKISTAN  
Email id: nargizaxonumarova0471@mail.ru

### ABSTRACT

*This article discusses the conceptual term as the most active and controversial term in modern linguistics and focuses on the importance of concepts and their verbalization in the linguistic perception of the world, in the expression of national and cultural features of language. Cognitive approach is one of the ways to know and interpret the natural phenomena related to language through language. Cognitive linguistics is a discipline that studies human cognitive activity. The main purpose is to determine the participation and share of the language system in the process of knowing the world.*

**KEYWORDS:** *Cognitive Linguistics, Concept, Linguistic Landscape Of The Universe, Mental Unity, Perception, Imagination, Linguistic Symbolism, Linguistic Sign, Unity Of Expression Of The Image Of The Universe.*

### INTRODUCTION

Cognitive approach is one of the ways to know and interpret the natural phenomena related to language through language. Cognitive linguistics is a discipline that studies human cognitive activity. The main purpose is to determine the participation and share of the language system in the process of knowing the world.

A concept is a concept directly related to the human factor in language. It is the intellectual, emotional goal of the human worldview. Conceptual content is expressed through language units combined with a common meaning, and they form a specific lexical-semantic field. It is known that in modern linguistics such terms as "field", "group", "paradigm" are used to describe the set of lexical-semantic units[1: 50-110].

### MATERIALS AND METHODS

In cognitive linguistics, great emphasis is placed on the study of the nature of the concept, as any attempt to study the nature of the concept leads to an understanding, interpretation of many

closely related concepts and terms. Therefore, first of all, linguistic terms such as “concept” and “meaning” require special interpretation. Distinguishing these terms is one of the most difficult and controversial issues in modern linguistics.

The more research there is on the problem solution mentioned above, the more perspectives there are. In the 1990s, Yu.S. Stepanov wrote: “The concept is that the concept has an orderly appearance, just like the meaning of the word, but they are considered in a different communication system; meaning is studied in the system of language, linguistics and logic[2:256].

In recent years, views on the issue have changed. It has been pointed out that concepts are in their place a mediator between words and an extralinguistic being, and that the meaning of a word may not be lost to the extent that it is organized as a concept.

According to V.I.Karasik, if a concept is a much broader concept than a lexical meaning [3:259], according to D.S.Likhachev, a concept interacts with a word and its meanings [4:3-9]. According to E.S.Kubryakova, the meaning of a word is formed as a concept in a way “connected with a sign”[5: 238].

In Russian, the words "concept" and "concept" have the same meaning, but now it is necessary to clearly distinguish between the terms "concept" and "concept", because although they are considered to be of the same order, they are not synonymous. If "the concept is the formation of intellectual, specific national features, its content plan contains all the knowledge about the object, and the means of expression - a set of language units (lexical, phraseological, paremiological, etc.)." A concept is a concept that is emotional, emotional, affective, surrounded by evaluation marks; it is a “bond” of imagination, concept, knowledge, association, experience, which comes with words and the concepts they express [6:135-142].

In addition, the number of lexical units enumerated in a concept is limited because a name that represents any reality cannot be a concept. The concept consists of the realities of existence, which are relevant and valuable for a particular culture, and there are a large number of language units that express them, these are important social realities in society, national values, including national holidays, national traditions. , proverbs and sayings, folk epics, epics.

Yu.S. Stepanov [7: 64-67] calls "notion" and "concept" the terms of various disciplines: "concept" is used mainly in logic and philosophy, and the term "concept" is used in the science of mathematical logic, and recently the term has been used in culturology and linguistics. Concluding the analysis of different views on the different aspects of these terms, it should be noted that most linguists consider the concept to be a concept with a much broader meaning than the lexical meaning; and some researchers believe that "the concept does not interact with a whole word, but with one of its meanings." In our opinion, "meaning", "notion", "concept" - these are terms that have different meanings. "Notion" and "concept" are two parallel terms that belong to different disciplines: "concept" is a term of logic and philosophy, and "concept" is a term of mathematical logic, culturology, linguoculturology, cognitive linguistics. "Concept", "meaning", "notion" are also incompatible. The concept forms a solid, rigid cognitive view with the object in existence, and it becomes more directly connected to the real world than to the meaning. The word, in its meaning, represents only a part of the concept. But the path to the concept is led more by the source of language, the word, the speech, the discourse.

At present, there are three main approaches to understanding the concept in linguistics. In the first approach to the study of the concept (one of its representatives is Yu.S. Stepanov) more attention is paid to the culturological aspect, where a whole culture is understood as a set of concepts and the relationship between them [8:256]. Concepts appear in the human mind not only on the basis of the lexical meanings of the word, but also on the basis of personal and cultural-historical experience of an entire nation. The richer the experience, the wider the boundary of the concept. In this case, the concept can manifest itself in many ways. After all, a concept means knowing the world and having your own idea about it. This term was originally used in linguistics. [9:437-439]

At present, in linguistics and linguoculturology there are many general theoretical developments of this concept, specific definitions of this or that concept. The concept has different interpretations, creating a complex mental structure. In the field of linguoculturology, which studies the relationship between language and way of life (culture), scientists have defined the concept as "the result of the collision of lexical meaning with meanings derived from human experience" [10:3-9], and interpreted as "the sum of cultures in the human mind", "imagination, concepts, knowledge, associations and experiences".

In cognitive linguistic research, concepts are interpreted as encyclopedic in nature, providing complex information about the thing or reality being expressed, as the ideal mental unit or mental resource of our mind [11:52-57].

In our opinion, the concept is a linguistic event, polished in the experiences and experiences encountered throughout human life. The concept is formed through language and in it is not only thought, but experienced. There is individuality in the concept, that is, the concept has a special appearance in the worldview of a person. From this point of view, it is no exaggeration to say that the concept emerges in the generalization of the worldviews of each language.

In this regard, it is necessary to emphasize the abstract nature of the linguistic unit, studying the essence of the verbal means of realization of conceptual information, which is the object of our study, and analyzing the language units that embody this concept. In agreement with the opinion of ES Kubryakova, Z.D. Popova and other researchers, the concept is abstract in nature, does not have its own material reference in the existing world, and is therefore quite subjective and abstract in nature [12:14-16]. The peculiarities of the essence of the concept, its implicit-associative representation in language, are associated with a high degree of generalization of the meanings of a large number of language units that express it.

In general, the interpretation of a conceptual social phenomenon is related to the realities that take place in society, and knowledge about the concept is recognized through the individual experiences of the speaker. This knowledge is stored in the form of a logically organized mental structure in the human mind, that is, in the form of a concept.

The main task of cognitive linguistics is the study of mental processes in the human mind in relation to linguistic activity, while the object of cognitive analysis is the language system, which is the source of knowledge, its application and transmission, and finally shaping tool (13:92).

The purpose of conceptual analysis is to identify the paradigm of concepts of cultural significance and to define their conceptual atmosphere. The object of such research is not only the ideas conveyed by individual words, grammatical categories, or texts, but also the use of

catacombous words and lexemes in fiction, describe the concept under study, structure it, basically allows you to identify the signs.

There are different approaches to the analysis of concepts and different ways to describe it. The following methodologies are relatively most commonly used:

Determining the semantic content of a keyword. The lexical representation of the concept is analyzed in various dictionaries. Also diachronic analysis is also used by many scholars: the collection of etymological information about the origin of a lexeme.

A verbalizer of this or that concept of different size and type analysis of the lexical paradigm: a) A synonymous series of keywords. The meaning of this analysis is to compare keywords with similar words, identification of differential features of the concept; b) Analysis of the lexical-semantic, lexical-phraseological, associative-semantic field of the keyword.

This method uses not only synonyms for keywords, but also antonyms, hyperonyms, also requires analysis of the core and periphery of the field; d) Keyword Derivation Area Analysis. The key is lexeme derivation analysis, the semantics of separated derivatives are studied allows for the identification of additional cognitive features of the concept.

Analysis of the material of paremy and aphorisms. In the study of the conceptosphere of language, users of this method study the national and cultural specificity of the relevant concepts, the reflection of the specific nature and content of the concepts in the conceptual sphere of a particular culture.

Analysis of the lexical compatibility of the word-representatives of the concept. Such an analysis is usually based on the material of artistic, journalistic texts and symbols that have a symbolic meaning in the concept helps to determine. Experimental methods are very effective in defining the content of the concept.

Definition of the concept - the definition of spiritual features; contextual analysis - the identification of associatively related spiritual features; etymological analysis; paremiological analyzes are used. These methods are used to illuminate the nature of the concept.

For the word to be "an idea that floats from the depths of human nature, to be the creator of an idea," it must be a "means of thinking" and a "feeder of thought." The motherhood of the word is ensured by the inner form that stands at the node that connects them. Therefore, finding the inner form is necessary not only to understand the meaning of words and sentences, but also to follow the process of creation of novelty, the process of meaning creation. While the "life" of a word is recognized as its application, that is, its adaptation to the various conditions of the text of communication [14: 127-130], with the creation of any new word, a new meaning and a new imagination emerge. Therefore, it can be said that any word first consists of three elements:

- A combination of sounds, that is, an outward sign of meaning;
- Imagination, i.e. the inner sign of meaning;
- Meaning itself [15:133]

## CONCLUSION

In our doctoral dissertation on "Linguistic and conceptual study the works of Alisher Navoi", we have effectively used these methods to describe concepts and categories, to determine the

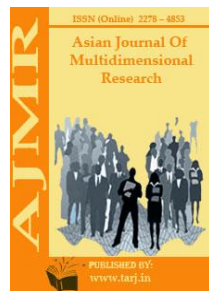


composition of the conceptsphere, to determine the etymological meanings of lexemes, to study historical samples of literary texts diagonally.

The purpose of conceptual analysis is to identify the paradigm of concepts of cultural significance and to define their conceptual atmosphere. The object of such research is not only the ideas conveyed by individual words, grammatical categories, or texts, but also the use of catacombous words and lexemes in fiction. describe the concept under study, structure it and allows us to identify the signs.

## REFERENCES

1. Kuznetsov A.M. From component analysis to component synthesis Moscow: Science, Institute of Linguistics, 1986. - S. 50-110.
2. Stepanov Yu.S., Proskurin S.G. World culture constants. - M.: Nauka, 1993. -- 256 p.
3. Karasik V.I. Linguistic personality: cultural concepts. - Volgograd; Arkhangelsk: Change, 1996. -- 259 p.
4. Likhachev D.S. The concept of the Russian language // Izv. AN. Ser. Lit. and lang. Moscow: RAS Publishing House, 1993.T.52. - No. 1 - S. 3-9.
5. E.S. Kubryakova The human factor in language: language and speech generation. - M.: Nauka, 1991. - 238 p...
6. Maslova V.A. Cognitive linguistics. - Minsk: National. Acad. Sciences Belarus, 2004. -- 228 p
7. Stepanov Yu.S. Constants. Dictionary of Russian culture. Research experience. - M.: Nauka, 1997.
8. Stepanov Yu.S., Proskurin S.G. World culture constants. - M.: Nauka, 1993. -- 256 p.
9. Umarova N.R. The interpretations of the notion "concept". www.eprajournals.com | Journal DOI URL: <https://doi.org/10.36713/epra2013/2020EPRAIJMR-P.437-439>; "Strategy of action" or the concept of Navoi's dream ship in the epic "Saddi Iskandariy" // FarDU. Scientific News, 2018. - №1. - B.61-64. [10.00.00 № 20]; Frame structure of the concept of "gold" in Navoi's epic "Saddi Iskandariy" // FarDU. Scientific reports, 2020. --№3. - B.151-156. [10.00.00 № 20]
10. Likhachev D.S. The concept of the Russian language // Izv. AN. Ser. Lit. And lang. Moscow: RAS Publishing House, 1993.T.52. - No. 1. - S. 3-9.
11. A.P. Babushkin Concepts of different types in vocabulary and phraseology and methods of their identification // Methodological problems of cognitive linguistics. - Voronezh: Nauka, 2001. -- S. 52-57.
12. Popova Z.D. Abstract concepts in the linguistic consciousness of the people // Philology and culture: Materials of the IV Intern. Scientific. Conf. April 16-18, 2003 - Tambov: TSU im. G.R. Derzhavin, 2003. -- S. 14-16.
13. Safarov Sh.S. Cognitive linguistics. - Jizzakh: Sangzor Publishing House, 2006. - 92 p.
14. Umarova N.R. THE CONCEPT "WORD" IN NAVOI'S WORKS // FarDU. Scientific News, 2020. - №4. --B. 127-130[10.00.00 № 20].
15. Potebnya A.A. Theoretical poetics. - M.: Higher school, 1990.- P.133.



**DOI:10.5958/2278-4853.2021.00192.0**

## **ON THE ISSUES OF CREATION OF DICTIONARIES ON THE DISCIPLINE "INITIAL MILITARY EDUCATION" FOR UNIVERSITY STUDENTS**

**Mamadjanov Alisher Muratovich\***

\*Ferghana State University,  
UZBEKISTAN

### **ABSTRACT**

*The article under discussion deals with the role and importance of lexicographical publications, in particular, the creation of different kinds of dictionaries, including special dictionaries at the faculty of military education of universities of the country in order to develop and improve students' speaking skills, increase positive motivation for the study of special disciplines, as well as work with training terminological dictionaries.*

**KEYWORDS:** *Special Disciplines, Creation, Dictionaries, University, Presentation, Development, Vocabulary, Speech-Thought Activity*

### **INTRODUCTION**

One of the most topical issues of the methods of teaching the Russian language in the Uzbek higher educational institutions is the use of different kinds and types of dictionaries to develop pupils' speech and thinking activity, improve their abilities and skills of working with the academic literature, dictionaries in particular, as well as increasing positive motivation for studying the Russian language. Teaching special disciplines in higher general educational institutions at the Faculty of Military Education requires from the teacher a constant search for effective teaching methods, rational ways of transferring knowledge to students in order to develop their speech and thinking activity, improve communication skills within the chosen speciality, as well as a cognitive activity. In this regard, of course, dictionaries play a great role, which, in our opinion, should become a handbook for the students [1].

Dictionaries," as I.S. Turgenev asserted, "are a treasure, a possession handed down to us by our predecessors, which we must cherish and master to the best of our abilities. With this statement of the writer, we should agree as dictionaries are indispensable aids in mastering comprehensive knowledge and tools to enrich vocabulary.

## MATERIALS AND METHODS

As it is known, there are two types of dictionaries: bilingual and multilingual. Bilingual dictionaries are used more often, as they have a great practical value, whereas multilingual ones are used in those rare cases when a word needs to have several multilingual equivalents or variants.

In university teaching practice at the Faculty of Military Education, professionally-oriented training dictionaries on the disciplines of the special training cycle are developed taking into account the specific content on the key disciplines of the real curriculum and the psychological and age-specific features of the young students, taking into account their future speciality profile, profession, acquire special value in the educational process. In the practical work at the university, there are constantly situations in which you need to give an explanation about a word, clarify its meaning, give an interpretation of a particular term or an unfamiliar word, i.e. to realize and formalize in speech those elements of language, which the teacher uses to a certain extent automatically.

In our opinion, a teacher should be able to reveal the meanings of words to students of different age groups and categories. However, observations show that even native speakers have considerable difficulty in semantizing vocabulary, especially in the absence of special skills. In this regard, we believe that it is important and necessary to present vocabulary materials correctly, concretely and clearly.

According to methodologists, the use of lexical units accounts for the largest percentage of errors at all stages of learning. One of the reasons for this is the lack of development of some issues of vocabulary presentation with the help of dictionaries. We believe that this statement is valid, which is why it is so important for students to be able to use the term correctly, knowing its definition, function in speech, etc. As a rule, the presentation includes the whole process of working on the vocabulary material. In doing so, the sanitization of a term or word is especially significant, which it is advisable to consider at least two stages [2]:

1. primary, one-time; situational semantization, when one of the elements of the word meaning structure is explained;
2. full, adequate semantization, which implies assimilation of all the necessary information about the meaning of a word.

Especially in working on terminological units, interpretation, i.e. explanation of a term is important and necessary, which consists of presenting students with information that allows them to use words in all kinds of activities. Interpretation of the term, i.e. explanation of the word, its full semantization, can be found in different types of dictionaries. For example, in the "Dictionary of the Russian language" (S.I.Ojegov), "Concise explanatory dictionary of military terminology" (V.G.Barsova), "Explanatory dictionary of foreign words" (N.Nikolaeva), "Encyclopedic dictionary", etc [3].

As the results of scientific literature review, analysis of the work of teachers of the special training cycle show, knowing the meaning of a word in all its rich connotations (word-formation possibilities, synonyms, antonyms, multivalued words, phraseology and stable combinations, epithets, proverbs and sayings, etc.) is the basis for mastering not only the historical and cultural heritage of society, enrichment of spiritual sphere of personality, but also, naturally, improvement of speech-reading abilities of students as well as the studied vocabulary from all

sides. In this sense, undoubtedly, educational dictionaries of terms and purposeful work with them will help. In order to get students interested in vocabulary work, it is necessary to give vocabulary work a practical orientation. It should be accessible to students taking into account their age and should be prepared. The above is applicable to all educational institutions, even more, relevant for higher educational institutions, since students deal not only with common words but also with lexical units included in the terminological core of the special vocabulary. This factor multiplies the professional motivation of students at different stages of vocabulary work (presentation, consolidation, actualization), as well as stimulates their cognitive abilities.

In this connection, in our opinion, today the need to develop lexicographic manuals and dictionaries for different specialties of students, i.e. dictionaries for a specific contingent of trainees with a full description of active vocabulary (in our case: military terminology) in the volume of its core and periphery for any communicative act acquires great importance [4].

### CONCLUSION

This work is an attempt to focus the attention of teachers-practitioners on the wide and active use of training dictionaries in the educational process in universities, in particular, the Faculty of Military Education, as well as to highlight comprehensively the problem and generalize the theoretical and practical experience in this direction. In addition, we believe that the options of work with dictionaries in higher educational institutions will help to implement the planned goals and plans in the practice of teachers; purposeful and systematic approach to solving this urgent problem, i.e. the use of various dictionaries in the educational process as one of the most important educational and cognitive sources of information and knowledge.

### REFERENCES:

1. Melnikova L.N. Making the lesson interesting // Teaching language and literature.- Tashkent, 2009, No. 2.- p.67.
2. Goncharova T.V. Work with the dictionary // Russian language, 2000. № 3. – p.82
3. Kondratieva V.A. Optimization of foreign language vocabulary assimilation. - Moscow: Higher School, 1994. – p.37
4. Davlatova G.N., Sultanova S.R. The study of lexical variants on a modular basis// J.: Teaching Language and Literature. - № 12. - 2020. - p.70-72.
5. Linguocultural text as a source of enrichment of professional speech of students// Proceedings of the 1st International Scientific Conference, April 14-16. - Tambov (Russia), 2020. - p. 124-128.



**DOI:10.5958/2278-4853.2021.00193.2**

## **NATIONAL POTENTIAL OF CULTURAL CONSTANT**

**Mamadjanova Gulmira Musinova\***

\*Teacher, Department of Russian Philology,  
Faculty of Philology, Fergana State University,  
Ferghana, UZBEKISTAN

### **ABSTRACT**

*The article under discussion deals with the cultural constant of the Russian language from a linguistic and methodological point of view. In addition, the article is devoted to the analysis of the role and features of cultural constant, which forms the core of culture - both global, regional and national and should be preserved as a cultural heritage.*

**KEYWORDS:** Culture, Ethnicity, Cultural Constant, Linguistic And Methodological Potential, Concept, Linguocultural Units, Constant, Cultural Nucleus.

### **INTRODUCTION**

Culture can be defined as a way of life of this or that nation or ethnic community. Undoubtedly, acquaintance with folk culture is a powerful means of human spiritual development. We believe that familiarity with the culture of people contributes to the development of the spiritual potential of every person. Active inclusion of the younger generation in the sphere of restoration of ethnic culture allows strengthening national immunity.

Many researchers believe that "tradition is a dynamic and self-developing phenomenon. Paul Ricoeur's expression is appropriate here: "All tradition lives through interpretation". Indeed, one cannot disagree with this thesis. For, the proper interpretation, explanation and commentary of national traditions and customs, national characteristics of the ethnic group, familiarity with another's culture, life and everyday life of the people in contact allows the formation of healthy intercultural communication in a multinational society.

Viewpoints of scientists, such as V.V. Vorobyov, V.A. Maslova, A. Vejbitskaya and others are of great interest, who study the peculiarities of the Russian linguistic picture of the world in comparison with the picture of the world of other peoples as a system of the national world-understanding. Units of structured knowledge have a national object-like nature. However, due to the leading role of the concept in the language linguocultural units represent the most valuable and accessible material for research at the present stage of development of scientific knowledge. Especially significant are the researchers' opinions on the national images of the world, which

are reflected in nominative units: in the vocabulary, in particular, linguocultural units, logoepestemes, constants.

One of the phenomena of culture is a constant. It should be noted that the term "constant" is thoroughly developed, however, in different directions this term acquires different filling and content.

The concept of constant has not been fully formed yet in modern linguistics and linguocultural studies. The term "constant" is borrowed by modern linguocultural studies from mathematics, so, as in mathematics, its main content should be such parameters as invariability, constancy, increased stability in a series of changing values.

As a philosophical category, a "constant" is a reality or idea that has been dominant over others for a long time. In Baroque culture in this sense the phrase "cultural constant" was perhaps first used in the works of the cultural scientist E. d'Ors.

The modern understanding of the concept "cultural constant" was substantiated by Academician Y.S. Stepanov. In essence, the linguocultural constants are concepts-archetypes. According to the theory of the scientist Y.S. Stepanov, concepts are:

- 1) "Bundles of representations";
- 2) Structures of knowledge;
- 3) Experiences, which cause human actions in relation to the objects of the universe.

According to D.S. Likhachev the conceptosphere of language and culture has a sign of identity of a constant and a concept: "the conceptosphere of language is in essence the conceptosphere of the Russian culture... National language is not only means of communication, a sign system for Russian culture". [4], which is the basis for the definition of the linguocultural concept.

Researchers emphasize the significance of the constancy of cultural concepts, which identifies the constant presence of concepts in the cultural consciousness of both the individual and the ethnic group. According to Y.S. Stepanov, "a constant in culture is a concept that exists constantly or at least for a very long time" [3]

For example, on the basis of the same cultural constants the most different pictures of the world (cognitive, linguistic, individual-author, etc.) are formed. In each of them cultural themes are interpreted in a peculiar way. It is known that for Russia and typical for the Russian landscape the tree is a birch, which is also considered to be a symbol of the Russian people the symbol of the Motherland. The significance of the cultural constant "birch" is due to the fact that it embodied the unity of such basic constants of Russian nature, love for the native land, the embodiment of femininity, feminine beauty.

## CONCLUSION

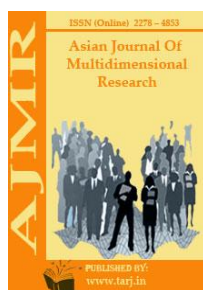
Thus, cultural constants can be considered as the dominant cultural topics, characteristic of a particular historical stage of culture. The study of the problem showed that there are different points of view on the concept and cultural constant, which indicates the existence of problems in addressing issues such as the definition of the concept of "constant", its features, functioning, etc.

In this regard, we believe that this problem is relevant and should be investigated more thoroughly.



**REFERENCES**

1. Likhachev D.S. Logical analysis of language. Cultural concepts. - M., 1993. - 250 p.
2. Lukov V. A. The concept of "constant of culture" in philosophical and cultural discourse // Humanitarian constants: proceedings of the conference: collection of scientific works. - M., 2008. - 101 p.
3. Kostina A. V. Theoretical problems of modern cultural studies: Ideas, concepts, research methods. - Moscow: Librocom, 2009. - 288 p.
4. Maslova V.A. Linguoculturology. - Moscow: Academy, 2001. – 183 p.
5. Stepanov Y.S. Constants. Dictionary of Russian culture: the experience of research. - Moscow: Language of Russian culture, 1997. - 824 p.
6. Kondakov I. V. Culture of Russia. - Moscow: Book House "University", 1999. - 357 c.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00205.6**

## THE ROLE OF THE EAEU AND THE "ONE BELT – ONE ROAD" IN CENTRAL ASIA

F. Sh. Nurullaev\*; L. I. Shakirova\*\*

<sup>1,2</sup>Kazan Federal University, Kazan, RUSSIAE-mail id: [nurullaev.fajzulla@yandex.ru](mailto:nurullaev.fajzulla@yandex.ru); [luis16@mail.ru](mailto:luis16@mail.ru)

### ABSTRACT

*The article shows how a new, powerful "players" appears in Central Asia and its relationship with the People's Republic of China and Russia, in the world economy and politics. In particular, the expanding economic interaction and intensification of trade, investment, production, technological and other exchanges between the countries and territories of Central Asia play a significant role in the dynamics of world economy development, the importance of which will increase in the near future. Besides, the role of Central Asia countries in the BRI, which passes through the majority of CA countries, is considered. The article shows how the CA countries relate to the BRI and EAEU, and what are the chances of this initiative to take a more significant role than other projects offered by European countries.*

**KEYWORDS:** BRI, EAEU, Trade, Investments, SCO.

### INTRODUCTION

David Kerr as «warm politics, cold public» aptly described the relationship between China and Central Asia. Given the no strings attached assistance offered by Beijing, the political elites of the Central Asian republics enthusiastically welcome Chinese investment and real assistance for the development of the region. Compared to the EU or other Western donors who demand burdensome and lengthy reforms, China has impressed Central Asia with its practical focus on building infrastructure and achieving results quickly, as well as its consistent non-interference in the internal affairs of Central Asian countries. As Sebastian Peyrouz noted, «the pragmatism of Chinese businessmen is often praised by Central Asian elites» The Chinese have proven that they can be a reliable supplier and partner that political elites can bring together at the right time. Not only does Beijing share the political elites' concerns about stability, but the influx of Chinese money also provides the elite with more political resources to consolidate their rule. As the shadow of the color of the revolution continues to loom over the authoritarian regimes in Central Asia; CA's political elites naturally emphasize the importance of stability before criticizing the record on human rights and democracy. It is precisely because of the Chinese principle of non-

interference in domestic affairs that they respect first, so local elites tend to be more receptive to aid provided by China than to aid provided by OECD and EU donors.

Along with Kazakhstan, Uzbekistan is one of the economic locomotives of Central Asia. Even during the years of isolationist policies under former President Islam Karimov, Uzbekistan sought to deepen trade and economic ties with China. In 2015, the volume of trade reached almost 3 billion US dollars, which exceeds the total volume of trade between Tashkent and Russia. In 2016, the volume of trade reached \$ 4.2 billion. The two countries agreed to increase bilateral trade by \$ 10 billion by 2020. Energy is an important component of bilateral cooperation, and in 2013, the two countries signed deals worth \$ 15 billion for the development of oil, gas and uranium deposits in Uzbekistan. Uzbekistan is an attractive economic partner for China, as it has one of the most diversified economies in Central Asia. In total, Chinese firms have invested about \$ 8 billion in Uzbekistan's economy since 1991. China also acted as a donor, providing grants of \$ 285 million. More than 700 companies, both Chinese and joint ventures, are engaged in the exploration of oil and gas fields, the construction of pipelines, transport infrastructure, telecommunications, textiles, irrigation and new energy sources in Uzbekistan.

China also sees the security model it has created in cooperation with Russia within the SCO as an important aspect of the Belt and Road initiative, considering that most of the SCO's members, observers and dialogue, partners are located along the ancient Silk Road. As an extensive multi-stakeholder scheme involving more than 120 States and 30 institutions and involving related investments in more than 80 countries, OBOR needs a peaceful environment conducive to regional development. Cooperation and interaction with Russia within the framework of the SCO contributes to the strengthening of security and stability in Central Asia, which contributes to the viability and sustainability of various initiatives, including the "One Belt, One Road" initiative, special economic zones, rail and road links, electricity networks and other infrastructure. Thus, it can be argued that the SCO and the Belt and Road initiative are mutually complementary, since their security and development goals are mutually complementary.

Russia's approach to Central Asia over the past two decades can be divided into three phases: in the first phase, which runs from the collapse of the USSR to the mid-1990s, Moscow did not have a clear policy on Central Asia - or at least one to deal with the rest of the former Soviet countries. The lack of interest and attention to Central Asia was ideological, political, economic, and even cultural. The second stage, in the second half of the 1990s, was marked by a shift and was based on the precepts of the «Primakov Doctrine», which sought - partly successfully, partly not - to return Russia to the role of a center of influence in its «district».

The third stage is associated with the coming to power of President Vladimir Putin in 2000 and the special attention paid, especially after September 11, to the intensification of Russia's participation in Central Asia in all aspects of relations. However, in an economic area that has a belated effect, Russia-Central Asian trade tripled between 2003 and 2007, from \$ 7 billion to \$ 21 billion, which has reached Russian investments up to the hydrocarbon sector.

Since the end of 2012, Moscow has written off significant amounts of debt from each of them, partially tied to Russia's agreement on military bases and facilities in each case. Uzbekistan and Turkmenistan, for their part, are seen as hard-to-control countries. Uzbekistan's withdrawal from the CSTO in June 2012 was a special catalyst, coupled with other security factors that suggested a shift in Russia's approach. Turkmenistan, with its debts and gas export promises, has become more dependent on China since 2010. However, Tashkent and Ashgabat also receive

considerable attention from Moscow, despite the numerous tensions that permeate both sets of relations with their northern neighbor. However, the ambitions in relations here are inevitably more modest than with other countries in the region. However, it should be noted that the true extent of Russia's bilateral relations with each of the Central Asian countries is also largely hidden from prying eyes, and it is difficult to capture it in full. This probably implies a desire for deeper ties with a narrower group of states, especially those that gravitate towards Kazakhstan, Kyrgyzstan and Tajikistan, mainly in the economic and security spheres, as well as relying on soft power tools (the Russian language, cultural influence, including through the media, etc.).

## CONCLUSION

Russia is no longer the number one trading partner for the five Central Asian states as a whole, and China has pushed it out of that role. At the same time, Russia's economic cooperation with the Central Asian countries is more multifaceted, covering such sectors as mining, construction, military-industrial complex, telecommunications, transport and agriculture.

In fact, the «Declaration on the Integration of the Development of the Eurasian Economic Union and the Chinese Silk Road Economic Belt» adopted in May 2015 gives Russia a unique chance to extend and give a multilateral character to its Eurasian strategy, formulated within the framework of the extensive strategy of the Eurasian Partnership. Therefore, in his address «The state of affairs in the country» in February 2019, the President of Russia V. V. Putin stressed more active participation in the «One Belt – One Road» initiative, including strengthening the external relations of the Eurasian Economic Union (EAEU) by establishing ties with the OBOR. Recognition within the framework of development that covers the whole of Eurasia and beyond is certainly a political incentive for the Russian-led Eurasian Economic Union.

## REFERENCES

1. Bengard Anastasia, «RustamZhunushov: Agricultural products are imported to the Kyrgyz Republic without control2 - 2016 [Electronic resource]: Internet resource-URL: <https://24.kg/>. (accessed 13.11.2020)
2. «The Eurasian Economic Union: Power, Politics and Trade» // Crisis Group Europe and Central Asia Report – N°24 – 2016.
3. Speech by Chinese President Xi Jinping at Nazarbayev University (full text). September 16, 2013 // [Electronic resource] Embassy of the People's Republic of China in the Republic of Kazakhstan. - URL: <http://kz.chinaembassy.org/rus/zhgx/t1077192.htm>(accessed 15.03.2020)
4. Agreement on the Accession of the Kyrgyz Republic to the Treaty on the Eurasian Economic Union of May 29, 2014 // Eurasian Economic Commission. Official Website. 2014. [Electronic resource]. - URL: [http://www.eurasiancommission.org/ru/act/integr\\_i\\_makroec/dep\\_razv\\_integr/Documents/Contract%20o%20connection%20KR.pdf](http://www.eurasiancommission.org/ru/act/integr_i_makroec/dep_razv_integr/Documents/Contract%20o%20connection%20KR.pdf) (accessed: 20.12.2018).
5. Treaty on the Eurasian Economic Union, [Electronic resource] – URL:[http://www.un.org/en/ga/sixth/70/docs/treaty\\_on\\_eeu.pdf](http://www.un.org/en/ga/sixth/70/docs/treaty_on_eeu.pdf) (date of access 03/14/2020)
6. Grachikov E. China in World Politics. – [Electronic resource] - URL: <http://www.geopolitica.ru/article/kitay-v-mirovoy-politike> (accessed 20.03.2020)

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00202.0**

## PROJECT ACTIVITY OF STUDENTS IN THE INFORMATION AND EDUCATIONAL ENVIRONMENT OF THE PROFESSIONAL COLLEGE

**Abidova Zarnigor Kamiljanovna\***

\*Bukhara Engineering-Technological Institute,  
Bukhara City, UZBEKISTAN

### ABSTRACT

*The introduction of modern information and pedagogical teaching technologies is one of the most important tasks of improving the training of qualified specialists in professional colleges. In this regard, there is an acute problem of selection and use of modern teaching technologies that improve the quality of the educational process. The paper presents some experience in the use of electronic educational resources in the organization of educational and project activities of students of professional colleges. On the example of the electronic remote platform Moodle, the stage-by-stage implementation of the components of the project activities of students in the course "Design and technology of light industry products" is considered.*

**KEYWORDS:**Project, Project Method, Project Teaching Method, Project Activities Of Students, Moodle Distance Platform, Electronic Educational Resources, Electronic Educational Environment.

### INTRODUCTION

Currently, the modern educational process is a search for new, more effective technologies, which is aimed at promoting and developing the creative abilities of students, the formation of skills for self-development and self-education.

The educational space periodically undergoes changes, which forces us to look for more and more innovative methods and forms of education. Skills and skills in such a changing society are becoming more important than knowledge. The formation of competence has become an integral part of the formation of a specialist. In modern pedagogical practice, many educational institutions actively use the project method as a model of the educational process, aimed at the self-realization of each student by means of developing his creative, intellectual abilities in the process of creating a certain "product" [1].

The project method of teaching is a method aimed at the development of creative and cognitive processes, critical thinking, the ability to independently acquire knowledge and apply it in practice,

navigate the information space. One of the features of the project method is that it is focused on the independent activity of students. , organized in the form of individual, pair or group work, the performance of which is limited to a specific time period.

The project activity of students involves the implementation of work not only on the awareness of a problem, but also on the process of its disclosure. Students are required to plan actions to work on solving a problem, formulate a hypothesis and an idea for a solution, clearly assign roles if the work is carried out in a group, describe the task for each member and the conditions of interaction.

The use of the project-based teaching method is carried out when a creative or research problem arises in the educational process, the solution of which requires students to use integrated knowledge in various fields, as well as the use of research methods. The peculiarity of the project-based teaching method lies in the fact that a significant issue is the theoretical, practical and cognitive significance of the results obtained. It provides for the development of a project, which is carefully planned in advance by the teacher and discussed by the students. The process of implementing a project in the educational process involves a detailed structuring of the content, highlighting and indicating the expected results at each stage.

E.S. Polat believes that the project is determined by a pragmatic focus on the result, “which can be obtained by solving a particular practically significant problem. This result can be seen, comprehended, applied in real practice. “This whole process is aimed at developing creativity and mastering the necessary material. There are different approaches to the classification of projects. E.S. Polat proposed the following typological features of projects, by the nature of the dominant activity in the project, which underlies the classification [2]:

–Search / exploration project/;

–Research / research project/;

–Creative / creative project/;

– Role / play project/;

–Applied practice-oriented project;

- Indicative project;

Subject-content area:

–Monoproject, within one area of knowledge;

–Interdisciplinary project, at the junction of various fields.

By the nature of project coordination:

–Direct (rigid, flexible);

- Hidden (implicit, imitating a project participant, typical for telecommunication projects).

The methodological organization of students' project activities contributes to the upbringing of independence, initiative, responsibility, increasing motivation and efficiency of educational activity. In the course of implementing the initial concept at the practical level, they will master the ability to choose adequate means of the task at hand, make decisions, including in situations of uncertainty. They will have the opportunity to develop the ability to develop several options



for solutions, to search for non-standard solutions, to find and implement the most acceptable solution.

Any of the following works can be the result of the project activity:

- Written work (essay, abstract, analytical materials, review materials, research reports, poster presentation, etc.);
- Artistic creative work (in the field of literature, music, visual arts, screen arts), presented in the form of a prose or poetic work, dramatization, artistic recitation, performance of a musical work, computer animation, etc.
- Material object, model, other design item;
- Reporting materials on a social project, which may include both texts and multimedia products.

It should be noted that in modern society, the level of education, graduates of professional colleges requires their readiness to master new knowledge and learning skills, attitude towards results, the ability to solve problem situations arising in production, as well as a creative attitude to the tasks set. In this regard, the integrity of the learning process in secondary specialized institutions should develop the necessary qualities of graduates and form the necessary competencies [3].

In scientific research T.I. Zakirova, considering the theoretical conclusions and foundations, as well as the methods of forming the competencies of students at the university, she comes to the conclusion that the formation of competencies is the need for the accumulation of the intangible form of students' capital and the response of the higher education system to the request of society, employers [4].

The author notes the following qualities that graduates of educational institutions should possess [4]:

- Generated innovative thinking and creativity;
- An independent organization of professional growth;
- Possession of integrated interdisciplinary knowledge;
- The ability to work in a team on projects;
- Practical experience in the development and implementation of research solutions.

The possibilities of electronic resources for educational purposes of the electronic information and educational environment of the college make it possible to significantly diversify the forms and types of organization of project activities in the learning process, adapt them to the capabilities and needs of each student, which has a beneficial effect on the growth of motivation and, as a result, the readiness of the group to implement project activities under these conditions [5].

Using the example of the electronic remote platform Moodle, we will consider the phased implementation of these components of the project activities of students on the example of the discipline "Design and technology of light industry products".

The first stage is motivational. Here it is important for the teacher to create a positive motivational attitude. The problem that students must solve should be relevant and interesting. At this stage, the topic is formed and the result is determined.

The second stage is preparatory. The concept of the project is being developed, tasks and an action plan are being formed, ways of joint activities are agreed upon, and divided into groups.

The third stage is informational and operational. This is where the project is being implemented. Material is collected; all information is processed, sorted. The role of the teacher at this stage is to coordinate, observe, make recommendations, and consult.

The fourth stage is evaluative. Project defense, collective discussion of the result, self-assessment of activities. This stage is very important, it solves several problems: the development of a scientific approach, the opportunity to demonstrate their achievements, replenishment of knowledge.

**Results of the Project:** In the process of preparing project activities, students with a large degree of independence research and apply in practice the theoretical materials passed in the classroom and studied in the process of performing independent work. This not only expands and consolidates their knowledge, but also contributes to the formation of professional competence. Thus, it is possible to fulfill the goals and objectives set before the start of the project activities of students.

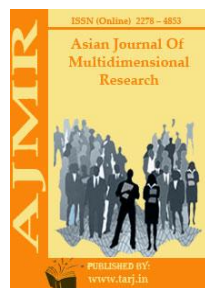
Project activity in an electronic environment makes the process more mobile (doing work anytime, anywhere), global (interaction with a large number of people, including experts from other cities, countries), independent (without the direct presence of a teacher), interesting (student is more interested in performing such work, since the electronic environment provides a large number of tools for its implementation), and therefore, allows to provide high-quality training of a modern graduate who has the necessary set of competencies for the implementation of future professional activities [6].

Thus, the use of electronic educational resources in the project activities of students can ensure the integrity of the pedagogical process, deepen knowledge in the study of special disciplines, develop skills in research and creative work, and become an incentive for students' cognitive activity. The project activities of the subjects of the educational process can be considered as a method of forming the competencies of college students (general cultural, general professional and professional) necessary for the further employment of college graduates, the methods of which are search practice, analysis skills, and independent research activities.

## LIST OF REFERENCES

1. Gordeev K.S., Jidkov A.A., Pasechnik A.S., Kokareva M.E., Yegorova M.I. Metodproektovkak sposobformirovaniyakompetentnostibudushegopedagogaprofessional'nog oobucheniya // Mejdunarodniystudencheskiynauchniyvestnik. - 2018. - No. 2. URL: <http://eduherald.ru/ru/article/view?id=18167> (dataobrasheniya: 08.04.2021).
2. Polat E.S. New pedagogical and information technologies in the educational system. - M.: Academy, 2003.
3. Abidov K.Z. Ispol'zovanie informatsionnykh tekhnologiy dlya metodicheskogo obespecheniya samostoyatel'noy raboty studentov professional'nykh kolledzhey. Materialy mejdunarodnoy nauchno-

- texnicheskoy konferensii: "Bezopasnost 'iproektirovanie konstruktsiy v mashinostroenii", Kursk, 2015.-S.71-74.
4. Ispol'zovanie informatsionnykh tekhnologiy dlya metodicheskogo obespecheniya samostoyatel'noy raboty studentov i spetsial'nykh kolledzheystv. Materialy mezdunarodnoy nauchno-texnicheskoy konferensii: "Bezopasnost 'iproektirovanie konstruktsiy v mashinostroenii", Kursk, 2015.-S.71-74.
  5. Zabelina H.A.  
Primeneniye metodov dlya formirovaniya professional'noy spetsializatsii i kachestv studentov - informatikov. // Materialy mezdunarodnoy konferensii-vystavki "Informatsionnyye tekhnologii v obrazovanii. - 2014 ". [Elektronnyy resurs]. - URL: <http://ito.su/main.php?pid=26&fid=3670> (data obrasheniya: 08.04.2021).
  6. Abidov K.Z.  
Sozdaniye matematicheskikh modelyey real'nykh protsessov na osnove komp'yuternykh tekhnologiy. Mezdunarodnaya nauchno-prakticheskaya konferentsiya: Real'nost' – summa informatsionnykh tekhnologiy. Kursk, 08-10 sentyabrya. 2016g. S. 32-34.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00204.4**

## DRAWINGS OF DOMES AND ARCHES IN THE MANUSCRIPT OF JAMSHID AL-KASHI "KEY OF ARITHMETICS"

**Mirkhanova Manzura Abbasovna\***

\*Senior Lecturer,

Department of Descriptive Geometry and Engineering Graphics,  
Bukhara Engineering Technological Institute, UZBEKISTAN

### ABSTRACT

*The article is devoted to the cultural scientific heritage of the great scientists of Central Asia, their contribution to modern natural science. The scientific views of the follower of Mirza Ulugbek Jamshid Al-Kashi in the field of geometry are substantiated. A scientific analysis of the design of domes and arches is given on the basis of the book "The Key of Mathematics" by Jamshid Al-Kashi. With the help of AutoCAD, the scientific views of Al-Kashi and his reflections in the field of geometric structures are justified.*

**KEYWORDS:** Key of Arithmetic, Manuscript, Geometric Constructions, Arch, Conjugation, Tangent.

### INTRODUCTION

Studying the great scientific heritage of our people is one of the main tasks of modern society. As is known from history, without studying the past, one cannot build the future. Along with the study of the life and work of famous scientists of the past, along with their names there are the names of scientists who have made a significant contribution to the development of science and culture. One of the representatives of the school of the famous scientist Ulugbek, Jamshid Al-Kashi, created scientific manuscripts devoted to the exact sciences. A native of the Iranian city of Al-Kashan, according to the research of historians of science, Jamshid Al-Kashi was born at the beginning of the last quarter of the 14th century. At the beginning of the 15th century, he was already a famous scientist. Samarkand at that time became one of the most significant cultural centers of the East. The famous scientist Ulugbek laid the foundation of a madrasah, built an observatory - he attracted a number of outstanding scientists. Among them is Jamshid Al-Kashi. He created manuscripts-scientific works devoted to the exact sciences. One of his scientific works was the manuscript "Key of Arithmetic", written by a scientist in 1427, devoted to mathematics, at the same time it contains geometric architectural problems. The key of arithmetic, a manuscript kept in the libraries of Berlin. Paris, St. Petersburg. The manuscript was translated into Russian in 1956 by the famous historian of science B.A. Rosenfeld. In his



manuscript "The Key of Arithmetic" (Miftah al-Hisab), as the author himself writes, consists of an introduction and five books, each consisting of several chapters. The fourth book is devoted to the measurement of geometric shapes and bodies, with their images given. The applied nature of the given tasks is interesting in that they are applied to the measurement of various architectural structures and their elements - arches, vaults, domes, stalactite surfaces, accompanying explanations with drawings. Figure 1 shows copies of pages from al-Kashi's manuscript stored in the St. Petersburg library. It is possible that the unique masterpieces of the architectural architecture of our country, created in the 15th and subsequent centuries, are based on these constructions. The eighth chapter - The architectural chapter of the "Key of Arithmetic" is of considerable interest for the history of science. The chapter contains an exposition of methods for constructing and measuring such architectural forms and structures that are widespread in the architecture of the countries of the near and Middle East, such as pointed arches, vaults, domes and stalactites.

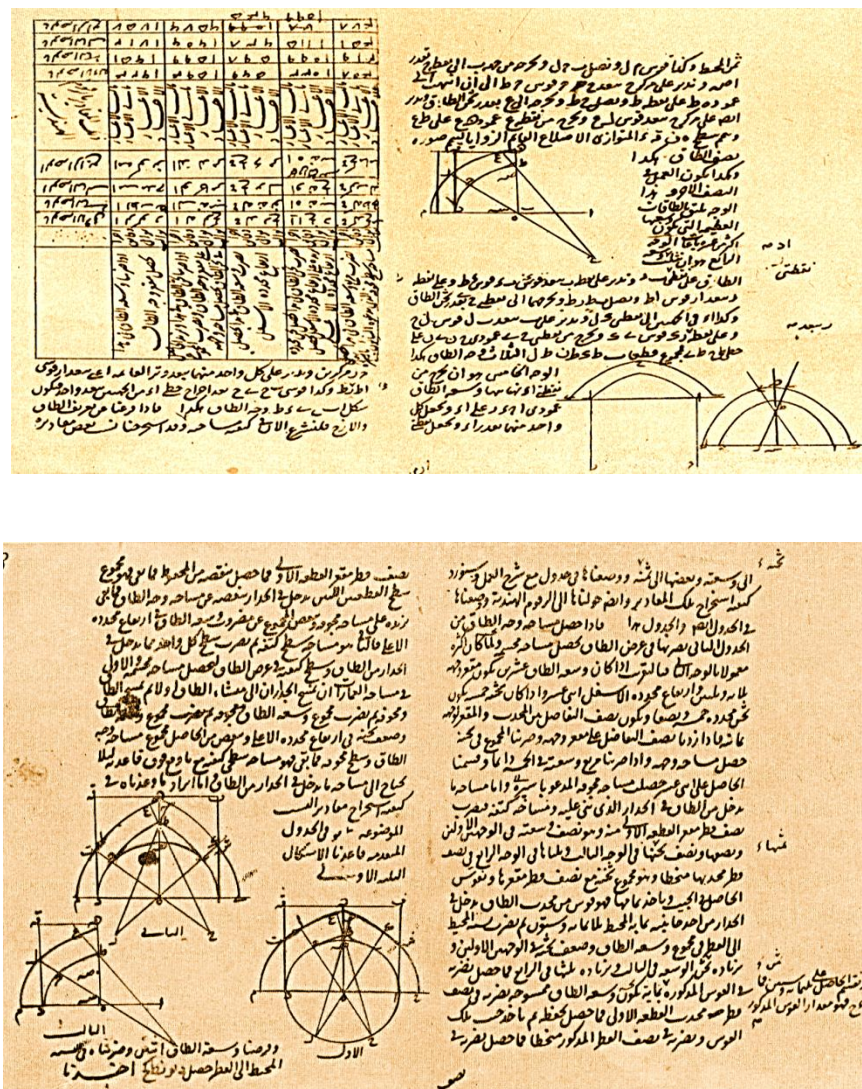


Fig. 1 Fragments of pages of the book Al-Kashi "Key of Arithmetic"

Consider one of the examples of constructing the facade of an arch (Fig. 2), described by the scientist himself: Let's describe the semicircle ABCD on the line AD, as on the diameter. This is

the width of the arch. Let's extend it (line AD) in both directions to points I, M at the distance of the arch thickness, which we choose arbitrarily. Point E is its center. We divide it into four equal parts at points A, B, Z, C, D. Draw half of the diameters BE, CE, continue them and put EG, EH on them, equal values AZ and CL, BK, equal to the thickness of the arch DM. Let us describe the arcs IK, ML from the center E, describe the arc CF from the center H to the distance HC and from the point G to the distance GB the arc BF, connect HF, GF and continue them to the points O, X at the distance of the thickness of the arch. Let us describe arc LO from point H, and arc KX from point G, and raise perpendiculars XN, ON to lines FX, FO. Sections AK, KF, FN, FL, LD form an arch. Let's construct an APQD surface with parallel sides (right angles). We made XN, ON straight rather than round for a purpose that will become clear (later). This facade is convenient when the span of the arch is from five to ten or up to fifteen cubits.

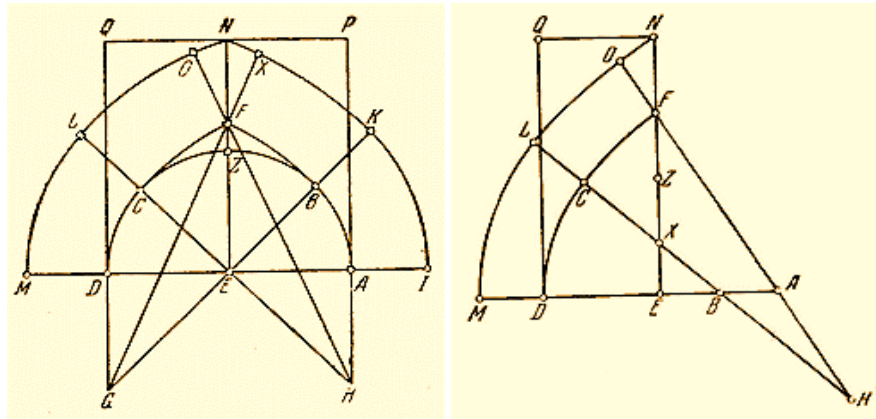


**Fig. 2 An example of constructing the facade of an arch from the book of Al-Kashi "Key of Arithmetic"**

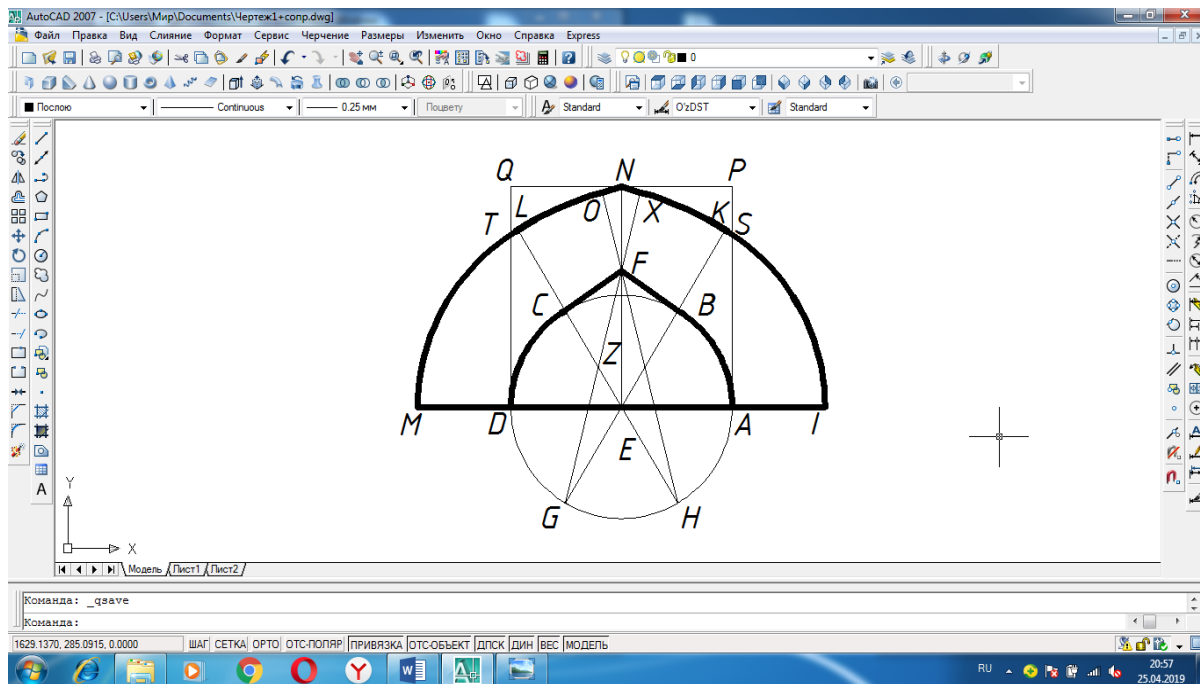


**Fig. 3 An example of building an arch in CAD Auto CAD**



Analyzing the stages of constructing the facade of the arch, we see that the tasks for geometric constructions are given - constructing concentric circles, dividing a circle into equal parts, drawing a perpendicular, constructing conjugations - that is, transitions from one arc to another, constructing a tangent to an arc of a circle.

Analyzing one of the constructions of the facade of the arch, we performed these constructions in the CAD program AutoCAD (Fig. 3).

Arches, vaults, domes became widespread in Russian and Western European architecture, while stalactites (mukarnas) are a specific architectural detail of the architecture of the medieval East. Stalactites are a system of multifaceted prisms with flat or curved faces located in several tiers and hanging one above the other. The cells formed by the combination of prisms create a picturesque play of light and shadow spots. In general, the stalactite compositions resemble the calcareous stalactites of caves, from where they got their name in Russian and Western European literature. Initially, stalactites were a constructive technique for moving from a room with a square base to an overlapping round dome. For this purpose, rows of brickwork, hanging over each other, were issued in the corners of the room. Subsequently, stalactites gradually turned into a decorative technique for filling the inner space of portal niches, decorating cornices, balconies of minarets, etc. stalactite compositions have a huge variety of artistic forms. Jamshid Al-Kashi describes the shape of stalactites: "This is a coating that has stepped edges. The surface of each of its faces intersects with the neighboring one at a right angle, at half a right angle, at one and a half right angles or at other angles. These angles are straight on a surface parallel to the horizon, a flat surface not parallel to the horizon rests on them, or two flat, or two curved surfaces. The edges, together with their coating, are called one cell. Adjacent cells, the bases of which are on the same flat surface parallel to the horizon, are called one tier. The greatest value of the facet base angle is called the stalactite modulus".

The author gives an image of stalactites decorating the passage of the minaret trunk to the balcony for the muezzin, who mentioned above the Ulugbek madrasah in Samarkand (Fig. 4).

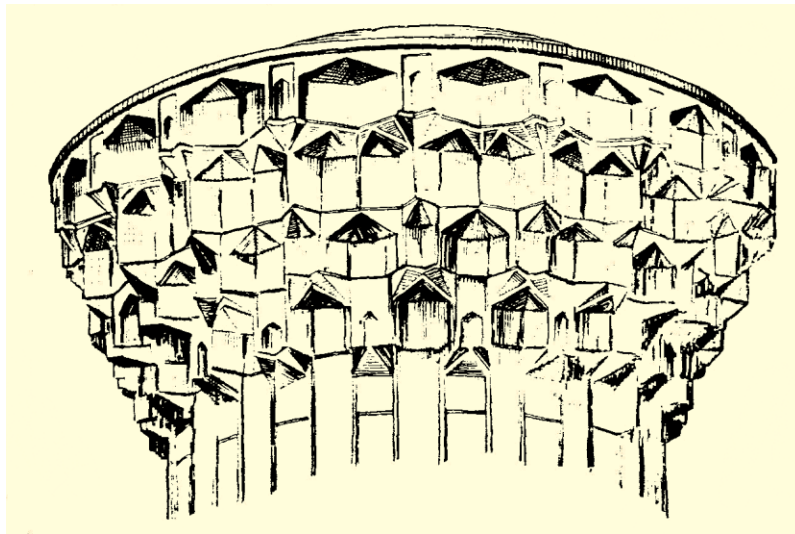


**Fig. 4 Fragment of the formation of stalactites (mukarnas)**

The significance of the manuscript "Key of Arithmetic" for the history of science is determined by the fact that architectural science knows very little about the preliminary design work that

preceded the construction of monumental structures in the medieval East. This manuscript is the first document known to science characterizing the mathematical substantiation of those methods of constructing the indicated architectural forms and structures, which were used by the architects of the medieval East to implement their architectural designs. From the above examples, we can conclude that the 15th century scientist Jamshid Al-Kashi in his manuscript "Key of Arithmetic" used geometric foundations in the design and calculation of architectural elements.

The manuscript of Jamshid Al-Kashi is proof of the scientific thinking of the Ulugbek era in the form of a textbook or manual for masters, on the basis of which unique masterpieces of architectural architecture of Central Asia and the East were built, in particular in the cities of Samarkand and Bukhara (Tilla-Kori madrasah, Ulugbek madrasah, etc. ). Our country is rich in historical architectural masterpieces of architecture that attract the attention of foreign tourists, as well as orientalists, historians of science. Below are examples of fragments of historical architectural structures with elements of arches, built in Bukhara in the 15th century: Figure 5 shows an image of the portal of a historical architectural monument in Honako Nodira Devonbegi, located at the Lyabi Yovuz ensemble; Figure 6 shows a decorative niche at the entrance of the Kalon Mosque.



**Fig. 5 Portal of the entrance of the historical architectural monument of Honako Nodira Devonbegi Bukhara, XV century**



**Fig 6 Decorative niche at the entrance of the Kalon Mosque Bukhara, XV century**

On the basis of the considered historical material devoted to the geometric design of arches and domes, restoration work of historical monuments of our country can be carried out; they can be used in the design of modern buildings and structures with elements of oriental architecture, in the study of the history of architecture and graphic disciplines. Studying the cultural and scientific heritage of our people and familiarizing them with the younger generation educates them in the spirit of patriotism, will give them the desire for new discoveries in science and creative activity.

## LITERATURE

1. Jamshid Giyasaddin Al-Kashi. "Key of Arithmetic" "Treatise on the Circle". Translated from Arabic by B.A. Rosenfeld - Moscow 1956 year
2. M. Akhadova, M.A. Mirkhanova, A.D. Kalandarov. Great Scientists of Central Asia and Their Works in Mathematics), Tashkent: Navruz, 2016.
3. Akhadova M.A., Mirkhanova M.A., Kalandarov A.D. Markazy Osiyoning mashur olimlari va ularning mathematician doir ishlari. - Toshkent: Navruz, 2016
4. Manzura A Mirkhanova, Shavkat F Kiyomov, Muyassar H Murodova, Soli N Badriddinov. Kompas-3D: A New Module of a Well-Known Software Paskage. ISSN:2350-0328/International Journal of Advanced Research in Science, Engineering and Technology/ Vol. 7, February 2020. 12998-13002. <http://www.ijarset.com/upload/2020/february/54-abrorov-29.pdf>
5. M. Mirkhanova, M. Murodova, Sh. Avlyakulova, R. Mukhammedova R. The Shape and position of curves of the second order. EPRA International Journal of Research and Development (IJRD). Volume:5/ Issue: 6/ June 2020 [https://eprajournals.com/jpanel/upload/731pm\\_63.EPRA%20JOURNALS-4693.pdf](https://eprajournals.com/jpanel/upload/731pm_63.EPRA%20JOURNALS-4693.pdf)
6. Yunus Hamidovich Axmedov, Shohida Babadjanovna. The use of digital technology in the computer-aided design of surface for architectural and construction ornaments and technical

forms. Journal For Innovative Development in Rharmaceutical and Technical Science. ISSN (0): 2581-6934. For Volum – 4, Issue – 03, Mar-2021 in JIDPTS International Journal. [https://jidps.com/paper\\_issue/the-use-of-digital-technology-in-the-computer-aided-design-of-surfaces-for-architectural-and-construction-ornaments-and-technical-forms/](https://jidps.com/paper_issue/the-use-of-digital-technology-in-the-computer-aided-design-of-surfaces-for-architectural-and-construction-ornaments-and-technical-forms/)

7. Pribytkova A.M. Architectural monuments of Central Asia. M: Planet Publishing House, 1971.

8. CentralAsiaarchitecture

([https://ru.qaz.wiki/wiki/Architecture\\_of\\_Central\\_Asia#Timurid\\_architecture](https://ru.qaz.wiki/wiki/Architecture_of_Central_Asia#Timurid_architecture))

9. General history of architecture. Volume 8 Architecture of the Mediterranean, Africa and Asia Yaralov Yu.S (ed.) M: 1969

10. <https://silkadv.com/ru/search/node>

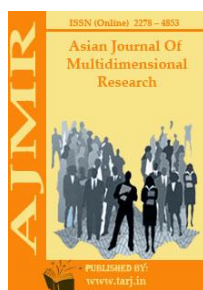
11. Мирханова М.А. О математических главах «Книги знания» великого среднеазиатского scholar Abu'Ali ibn Sina. Journal "Internauka" Scientific journal

№ 3(7) Февраль 2017 г. Часть 1, стр.28-30,

12. Abu Ali ibn Sina's treatise "The Measure of Reason" is an example of the development of technical

Thoughts and figurative writing in the Medieval East "Internauka": scientific

magazine - No. 14 (48). April 2018 Part 1 - M. Ed. "Internauka", 2018. pp. 34-37

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00203.2

## AUDIO-LINGUAL TEACHING METHOD WITH DIGITAL LANGUAGE LABORATORY

Rustamova Adash\*; Bakhridinova Odina\*\*; Juraboyeva Gulmira\*\*\*

\*Teacher,  
<sup>2,3</sup>Students,Samarkand State Institute of Foreign Languages,  
UZBEKISTAN

### ABSTRACT

*This paper is concerning audio-lingual pedagogy with digital language laboratory. The language laboratory is an essential input for effective teaching and learning and developments in information and engineering have made it possible to deploy this resource effectively in open and distance education. The analysis focuses on the core technology involved, the language skills to be developed, learning activities that the laboratory would enable the educator to explore.*

**KEYWORDS:** *Language Laboratory, Audio-Lingual Method.*

### INTRODUCTION

Listening skill joined of the language skills has a vital role to develop the power to form an endeavor to pay attention spoken English. Giving beginners plenty of listening practice before asking them to talk is more beneficial than getting them to talk from the very first stage. Listening alone isn't enough; the provision of listening material is incredibly helpful for the scholars. Within the earliest stage of learning, the scholars have to tend help in identifying where sentences, phrases, and words begin and end. In other words, they have help in recognizing a number of the structures of the language. The teacher can help them to try and do this by isolating word from their sentence context and putting them into phrase or sentences again.

Listening activities require big attention and high concentration to catch the meaning of utterance. Tomatis (2007:4) states that listening is not synonymous with hearing. Hearing is generally defined as a passive process in which sound is simply perceived. Moreover, listening is defined as an active, focusing process which allows for a quick and precise analysis of sound that is heard. According to Azies and Wasilah (2008: 81-82) through listening skill, the students are able to elicit the vocabulary, grammar, and good pronunciation. By using the vocabulary and grammar, listeners are able to construct good meaning perception of the message received in



their mind and express the ideas that are built from the mind perception in oral speech. In English language learning, the student who has good competence in listening skill will be easier to master another language skill.

Listening is an aural competence that is not easy to be mastered. Many students gain difficulties in mastering listening skill. Listening is an active skill, because listeners do not only receive the things, they hear but also do a great constructive work and interpretative work by integrating the information with the real world knowledge. There are two knowledge points of listening comprehension learning, that is the knowledge of the syntax of the target language and the knowledge of the real world (Richards (1987) in Fauziati (2002:118).

The teaching of listening skill can't be neglected from land instruction. During this context, it's very beneficial for teachers to develop learning and teaching strategies that their students possess their strategic listening skill, and therefore the integration of the language skills.

The function of the teacher isn't to inform the scholars what they must learn, but to assist them to pick out what they need to find out. The teacher becomes a facilitator of learning of private and social change by assisting the developing person at those points where assistance is requested. Teacher should have at their fingertips a collection of exercises, task or activities that they will use with their classes whenever they'll need English. It's really pleasure and positive experience to do various classroom activities because successful lessons rely on the employment of a spread of teaching methods.

### **The Language Laboratory and Language Skills Development:**

The four language skills are speaking, reading writing and listening. One basic consideration in putting in place an MLL (Multimedia language laboratory) is to determine which technological medium would be most appropriate for the language skills to be developed at a specific time. This can be necessary for 2 reasons. The laboratory is naturally computer aided, and a few technologies are more suitable to the acquisition of certain language skills than others as outlined below.

**Computers and Networks:** Computer-assisted instructional programmes aid reading and writing skills within the target language. Individual students or groups of scholars in an exceedingly classroom or laboratory can use this and communication between different groups is completed in real time. The responses would be read, and replies given in writing. they'd be aided with basic data processing programmes.

**Interactive Audio:** The digital audio capability within the laboratory with notebook computer, microphone for input, and headphone for output makes it a micro media unit. With CD-ROMS and hook-up special recorders and radio receivers, interactive audio provides facilities to show and test active listening skills.

**Video/Animation:** This is often the visual component which is extremely useful for training in cultural and paralinguistic information. And this can be added to the oral/aural components of other technologies. Video is helpful in developing listening skills and creating cultural awareness. Video with subtitles can enhance reading skills. Video enables students to look at the dress, food, climate and gestures of the target culture.

The pedagogical use of radio benefitted from the earlier use of the phonograph for delivering distance learning (Salaberry, 2001). Following this, this paper argues that the MLL (Multimedia



language laboratory) housing audiotapes, videotapes, and interactive digital videodisc (DVD) can provide very good listening guide for students and supply any language classroom with stimulating learning activities. Thus, students might be made to listen for main ideas, gist, just a segment, or for a specific fact in a programme or even jigsaw listening activities (Harmer, 2007) presented via the MLL. These ties into research indicating that a computer programme used in listening comprehension is a powerful tool for promoting second language acquisition (Grezel & Sciarone, 1994).

Though the most activities exhausted a language lab is listening, it can not be denied that effective listening is interwoven with the opposite language skills so good communication may be established. When an ESL student listens effectively, he/she will do communicative listening. He/she isn't just a passive listener, but he/she actively takes part within the interaction still. He/she would try and interpret what he/she has heard supported his/her background and his/her purpose in listening. Therefore, he/she would do the method of decoding in his/her mind. What's stored in his/her mind is that the meaning, instead of the linguistic form, of the knowledge or message he/she has heard. Therefore, to be able to decide what communicative listening tasks to incline to students, a lecturer should understand how the listening skill is expounded to the four components of communicative competence: grammatical competence, strategic competence, sociolinguistic competence and discourse competence.

The first component of communicative competence related to the listening skill is grammatical competence. Canale and Swain wrote that grammatical competence is very important because if somebody does not have the grammatical competence or does not master the grammar rules, he/she will not be able to use the language lab meaningfully (Canale et al., 1980, pp. 1-47). "Grammatical competence reflects knowledge of the linguistic code itself. It includes knowledge of vocabulary and rules of word formation, pronunciation, spelling and sentence formation" (Scarcella et al., 1992, p. 71) In other words, grammatical competence includes the ability to understand all aspects of language dealing with vocabulary and mechanics as well as with morphology and syntax. The word 'mechanics' in grammatical competence relates to basic sound of letters and syllables, pronunciation of words, intonation, and stress in listening. Therefore, so as to grasp what's heard, someone must understand and apply the principles of morphology and syntax; he/she should recognize the words heard and understand language mechanics that sit down with natural pauses, stress and intonation.

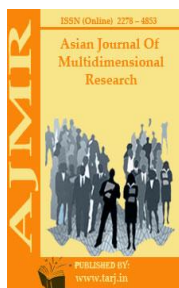
The second component of communicative competence related to listening skill is strategic competence. Scarcella et al., 1992 wrote that "strategic competence refers to the mastery of the communication strategies that may be called into action either to enhance the effectiveness of communication due to limiting factors in actual communication or to insufficient competence in one or more of the other components of communicative competence" (p. 72). Thus, by using the strategic competence, a person will act as if he understands the conversation he/she has with other person, although actually he/she does not. He/she might use the strategies such as topic shifts to avoid the conversation topic for which he lacks vocabulary to talk concerning, attention getters (for example: Hey! Look!) or pause fillers (um, let's see!). In listening, strategic competence is very important since it involves guessing the meaning of unknown words, terms or expressions heard during the conversation. The listener might use any clues that he/she can catch such as his/her background knowledge, his/her linguistic clues, etc for guessing the meaning of expressions he/she does not know. For an ESL student, guessing in listening is important so that the student will not have the false idea that he/she should know the meaning of

every single word if he/she wants to understand the overall meaning of an utterance. When a person is listening, he/she would “test out hypotheses” through “guessing from context clues” (p. 142); while guessing is actually important for hypothesis testing and comprehension monitoring. Therefore, guessing, which includes guessing the meaning of unknown words and guessing what would come next in the conversation, is very important in listening so that communication can progress smoothly. However, when it turns out that the guessing or the predictions are wrong, the listener should readjust differences and shift to a new hypothesis. To be able to make testing and adjusting hypotheses, the listener should have a high capacity of monitoring his/her own comprehension; that is, comprehension monitoring.

In listening, a listener also has to make prediction to keep the communication flow. This prediction might depend on the listener’s familiarity with “the clichés, collocations, idioms and proverbs commonly used; for example, “‘rosy’ often collocates with ‘cheeks’ or ‘jaded’ with ‘appetite’” (p.16). However, sometimes the predictions also depend on choices of vocabulary or grammar; for example, when the listener hears the word ‘but’ or ‘however’, he/she would expect to listen to something contrasted with the previous one. Another example, an introductory clause such as ‘There are two criteria for this’ would show “a corresponding discourse structure to follow” (p.16) In short, through interactive listening, a listener would also improve his/her mastery of syntax and vocabulary, as well as pronunciation; thus, he/she also improves his/her speaking, writing and reading proficiency.

#### REFERENCES

1. Canale, M. and Swain, M. (1980). Theoretical bases of communication approaches to 2nd language teaching and testing. *Applied Linguistics*, 1 (1), 1-47.
2. Grezel, J. D., & Sciarone, A. G. (1994). Computer Testing of Listening COMprehension. *Computer Edu*, 23(12), 125-132.
3. Harmer, J. (2007). *The Practice of English Language Teaching*. Third Edition. Harlow: Pearson Longman.
4. Salaberry, M. R. (2001). The use of Technology for Second Language Learning and Teaching: A Retrospective. *The Modern language Journal*, 39-56
5. Scarcella, R.C. and Oxford, R.L. (1992). *The tapestry of language learning*. USA: Heinle & Heinle Publishers.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00210.X**

## THE ROLE OF INTERACTIVE METHODS IN TEACHING GERMAN

Gulsora Maripova\*

\*Lecturer,

Fergana State University, UZBEKISTAN

Email id: maripovagulsora@mail.ru

### ABSTRACT

*This article discusses the role of interactive methods in teaching German language. Teaching any foreign language at the present time is impossible without the use of interactive teaching methods that provide students with the opportunity to interactively participate in the educational process interactively.*

**KEYWORDS:** *Interactive Methods, Role Play, Round Table, Discussion, Conversation, Problem Situation, Case Study.*

### INTRODUCTION

Today, when international relations are rapidly developing, economic ties are expanding, there is a need not only for highly qualified specialists, but also for those who have a sufficient level of knowledge of at least one foreign language in order to independently and quickly resolve emerging issues (for example, with business partners), or independently familiarize yourself with any primary source in a foreign language. In this regard, the problem of teaching and learning a foreign language, including German, which occupies the 7th place in the world in terms of use in international relations. Teaching German language at the present time is impossible without the use of interactive teaching methods that provide students with the opportunity to interactively participate in the educational process interactively.

### MATERIALS AND METHODS

The ideas of enhancing education were expressed by scientists throughout the entire period of formation and development of pedagogy long before it was formalized into an independent scientific discipline. The founders of the ideas of activation include ya. A. Komensky, J.-J. Russo, I.G. Pestalozzi, C.D. Ushinsky and others later works belong to B.G. Ananiev, L.S. Vygotsky, A.N. Leontiev, B.F. Lomov, S.L. Rubinstein and others. Teaching methods are ways of joint activities of a teacher and students, aimed at achieving their educational goals [1, 31]. Interactive teaching methods, according to A.A. Verbitsky and N.V. Borisov, these are teaching methods that encourage students to interactively think and practice; are divided into imitation

(game and non-game) related to the modeling of professional activity (business games, analysis of problem situations, etc.) and non-simulation (educational discussion, heuristic conversation, problem lecture, etc.) [2,14]. The interactive method is a form of interaction between the teacher and the student, in which the teacher and the student interact with each other during the educational process, and the students here are not passive listeners, but interactive participants in this process. An interactive teaching method is also closely related to the interactive method. Interactive learning is learning based on the direct interaction of students with the learning environment in order to gain new experience [3, 44].

Interactive teaching methods are interrelated joint activities of students and teachers, in which all participants in the educational process interact with each other, exchange information, jointly solve problems, simulate situations, evaluate each other's actions and their own behavior, immerse themselves in a real atmosphere of cooperation on joint problem solving [4, 9].

There are two mandatory requirements for interactive teaching methods: they must contribute to the activity of students in the educational process and ensure a deep understanding of the material being studied. Both requirements are closely related: trainees cannot be interactive in the learning process if they do not understand the material being studied, but they cannot understand it without being interactively involved in the learning process. These requirements play an important role not only in teaching, but also in education, as well as in the development of cognitive abilities of students.

The choice of interactive teaching methods to achieve goals and solve problems in the study of the German language is due to the need to form in trainees communicative competence and a set of general cultural competencies, which are necessary for the implementation of interpersonal interaction and cooperation in conditions of intercultural communication, as well as to ensure the required quality of education at all its stages...

Interactive methods in the process of teaching the German language, are implemented through competence-based and personality-activity approaches. These approaches will contribute to the development of a personality capable of productive communication with representatives of other cultures, the formation of students' abilities to carry out various activities using the German language, their readiness for self-development and self-education, as well as the realization of their creative potential. The specificity of teaching the German language determines the need for a wider use of interactive teaching methods.

## RESULTS AND DISCUSSIONS

*Role play* is an interactive method that allows you to learn from your own experience through a specially organized and regulated "living" in a life and professional situation. Role-playing game is used to solve complex problems of mastering new things, consolidating material, developing creative abilities, forming general educational skills, enables students to understand and study the material from different positions. An educational role-playing game is based on general game elements: the presence of roles, situations in which the implementation of roles takes place, various game objects. However, unlike other games, including games of an educational nature, role-playing game has individual features inherent only in this type of educational work, without which the game cannot be considered role-playing: modeling in a game close to real conditions, the presence of conflict situations, obligatory joint activity of the participants of the game, performing the roles provided for by the conditions of the game.

"Round table" is a method of interactive learning, one of the organizational forms of cognitive activity of students, which allows consolidating the knowledge acquired earlier in the field of language, to fill in the missing information, to form the ability to communicate, to teach a culture of discussion. A characteristic feature of the round table is the combination of a thematic discussion with a group consultation. Along with the interactive exchange of knowledge, students develop the ability to express thoughts, argue their views, justify proposed solutions and defend their beliefs. At the same time, information is consolidated and independent work with additional material, as well as problems and issues for discussion are identified. An important condition for organizing a "round table": it is necessary that it was really round, that is, the process of communication, communication, took place "eye to eye". The location of the participants facing each other as a whole leads to an increase in activity, an increase in the number of statements, the possibility of personal inclusion of each student in the discussion, increases the motivation of students, includes non-verbal means of communication, such as facial expressions, gestures, emotional manifestations.

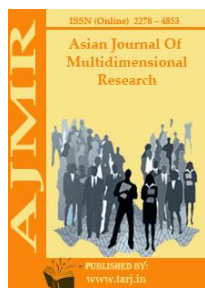
## CONCLUSION

Based on the foregoing, the following conclusions can be drawn:

- 1) Interactive teaching methods encourage students to interactively think and practice, allow them to become interactive participants in the learning process, and the student's activity is productive, creative, and exploratory in nature;
- 2) Role play and "round table" are the most effective and accessible interactive teaching methods in learning the German language and help to most productively solve the main task - to develop the communicative competence of students.

## REFERENCES

1. Bespalko V.P. Pedagogy and progressive teaching technologies. - M.: Publishing house IRPOMO RF, 2005. -- 336 p.
2. Verbitsky A.A., Borisova N.V. Methodical recommendations for conducting business games (for secondary specialized educational institutions). -M.: All-Union Scientific and Methodological Center for Vocational Training of Youth, 2010. - 47 p.
3. Clarin M.V. Innovation in Teaching: Metaphors and Models: Analysis of Foreign Experience Text. -M.: Science, 1997. -- 223 p.
4. Prilepo A.Yu. Formation of a healthy lifestyle for children in a preschool institution of additional education Text Abstract of the dissertation of the candidate of pedagogical sciences: / A.Yu. Sticky Barnaul, 2004 -- 23 p
5. Gulsora, M., & Nargiza, S. (2020). The use of innovative technologies in teaching german language ACADEMICIA: An International Multidisciplinary Research Journal, 10(11), 104-107.



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



**DOI:10.5958/2278-4853.2021.00206.8**

## **PHYSICOCHEMICAL STUDIES OF THE PRODUCTION OF DEFOLIANT BASED ON MAGNESIUM CHLORATE AND AMMONIUM THIOCYANATE**

**Kodirova Dilshodxon Tulanovna\*; Axmedova Surayyo Davlatbek kizi\*\***

\*Associate Professor,  
 Department of Chemical Technology Fergana Polytechnic Institute,  
 Candidate of Technical Sciences,  
 Fergana, UZBEKISTAN  
 E-mail: d.qodirova@ferpi.uz

\*\*Master's Degree Student,  
 Department of Chemical Technology Fergana Polytechnic Institute,  
 Fergana, UZBEKISTAN

### **ABSTRACT**

*The article presents data on the solubility of components in the system magnesium chlorate - ammonium thiocyanate - water, studied by the visual polythermal method in the temperature range from (-52.6 °C) to 50 °C.*

**KEYWORDS:** *Heterogeneous Phase Equilibria, Solubility Diagram, Defoliants, Desiccants. Physicochemical Properties, Crystallization*

### **INTRODUCTION**

Widely used in domestic cotton-growing defoliant - desiccants of inorganic origin, chlorates of sodium, magnesium and calcium, despite their low toxicity, low cost, have a "harsh" effect on cotton plants, causing burns of leaves and young bolls, which leads to clogging of cotton fibre, deterioration its quality and a decrease in the yield of raw cotton. In this regard, it is important to improve and expand the range of chlorate-containing preparations and develop, on their basis, highly effective defoliants, mildly acting on plants. In this aspect, it is of interest to obtain defoliants based on magnesium chlorate and ammonium thiocyanate. The presence of the latter in the composition of chlorates significantly increases the efficiency of defoliation, reduces the consumption rates and positively changes the nature of the action of the active components of defoliants. It should be noted that for the physicochemical substantiation and development of technology for obtaining low-toxic and highly effective defoliant based on magnesium chlorate, ammonium thiocyanate, it is necessary to know their joint solubility in complex water-salt



systems. Magnesium chlorate is the main and currently widely used cotton defoliant. A magnesium defoliant is produced under the name chlorate in the form of a six-water salt with a content of  $60 \pm 2\%$  of the main substance. The resulting product is highly hygroscopic, which requires storage in an airtight container. Pure chemical hexahydrate of magnesium chlorate is a colourless substance, the crystals of which are in the form of long rhombic needles or leaves. Relative density  $1800 \text{ kg/m}^3$ ; It partially melts at  $35^\circ\text{C}$  with the release of water and can turn into tetrahydrate [1,2,3]. Magnesium chlorate belongs to the group of low-toxic pesticides. LD50 for experimental animals corresponds to 3400-6700 mg/kg [1, 4, 5]. High physiological activity with a wide spectrum of action was found in various derivatives of hydrocyanic acid [7-9].

Of these, sodium and ammonium thiocyanates are of interest as a defoliant and desiccant. Sodium thiocyanate is a white crystalline substance, readily soluble in water, methanol, ethanol and acetone. The technical product is coloured pink or grey and may contain sodium sulfate and other salts as impurities. As a defoliant and desiccant, the drug "Debos" is used, which is 80% crushed to powder. "Debos" is recommended for the defoliation of lupine plants in the phase of yellowing of the root of the embryo of the seed and desiccation of plants with brown beans - the phase of yellow cotyledons at a consumption rate of 10-20 kg/ha [6, 10]. The drug for warm-blooded animals is moderately toxic, LD50 - for rats 500-1000 mg / kg [6,10,11].

Ammonium rhodanide is a white hygroscopic substance with a melting point of  $149^\circ\text{C}$ , very well soluble in water and alcohols, 62% dissolves in water at  $200^\circ\text{C}$ . In the by-product coke industry, thiocyanate ammonium is produced in the form of aqueous solutions containing salts of sulfuric and thiosulfuric acids as impurities. To combat weeds, it is used at consumption rates up to 300 kg/ha, and at higher rates, it has the property of a soil sterilizer against all types of weeds. Defoliation and desiccation of various crops with ammonium thiocyanate is carried out at consumption rates of 10-40 kg/ha [7,12,13].

## MATERIALS AND METHODS

For the study, we used recrystallized  $\text{NaClO}_3$ ,  $\text{NH}_4\text{SCN}$  grade "pure". Magnesium chlorate hexahydrate was obtained by reacting  $\text{MgSO}_4$  with calcium chlorate, taken in a molar ratio of 1:1, in an aqueous medium. As a result of the exchange reaction, an  $\text{Mg}(\text{ClO}_3)_2$  solution was obtained containing low-soluble calcium sulfate in the precipitate. After separation of the solution from the solid phase and removal of water under vacuum at a temperature of  $70\text{-}80^\circ\text{C}$ , a concentrated solution is formed, from which, upon cooling, transparent needle crystals of  $\text{Mg}(\text{ClO}_3)_2 \cdot 6\text{H}_2\text{O}$  are precipitated.

Ammonium nitrogen was determined by distillation according to Kjeldahl [14, 15], and thiocyanate ion - according to the method [16], the amount of ammonium nitrogen was determined according to the method [17]. The content of the chlorate ion  $\text{ClO}_3^-$  was determined by the volumetric permanganatometric method [18, 19]. Magnesium was determined by the volumetric complexometric method [20]. The study of phase equilibria in physicochemical systems was carried out visually - polythermal method [21].

The essence of the visual-polythermal method is to visually observe the temperature of the appearance of the first crystals with uniform and slow cooling or the disappearance of the last crystals with uniform heating and continuous stirring of solutions. The instrument for determining the solubility is a closed test tube, a glass stirrer, and a thermometer with a valuable division of  $0.1^\circ\text{C}$ . For uniform cooling, the test tube is placed in an outer test tube - a sleeve located in the cooling mixture. Heating is also carried out through a sleeve. Cooling is carried out

in Dewar's vessels with liquid nitrogen. The establishment of the composition and temperature of the nodal invariant points was determined by the construction of the projection of the polythermal solubility curves on the corresponding lateral sides of the system.

The points of composition corresponding to the isotherms of solubility were found by interpolating data from polythermal sections.

X-ray phase analysis was carried out on a Dron-3.0 diffractometer with filtered copper radiation at a voltage of 40 kV, the current strength of 20Ma, and a counter disk speed of 2 deg/min. [22,23].

Thermal analysis of the compounds under study was carried out on a Paulik-Paulik-Erdey system derivatograph [24, 25] at a heating rate of 10-12 deg/min, a substance sample of 150-200 mg, the sensitivity of galvanometers DTA-1/10, DTG-1/150, TG -200 in the temperature range 20-600 °C. Platinum-rhodium thermocouples isolated from substances were used. The analysis was carried out in platinum crucibles with a lid. The reference is calcined alumina. IR - the spectroscopic study of solid phases was carried out on an infrared spectrometer UR-20 in the frequency range 400-4000  $\text{cm}^{-1}$ . Samples were prepared by pressing with KBr. Viscosity measurements were carried out using a VPZh type viscometer with a capillary diameter of 1.52 mm. Accuracy of results:  $\pm 0.0001$ . 10-1 m/sec the specific gravity of the samples of the studied compounds was determined by the pycnometric method [26].

Results are presented with an accuracy of  $\pm 0.1 \text{ kg / m}^3$ .

## RESULTS AND DISCUSSION

There are no data on the solubility of the components in the magnesium chlorate - ammonium thiocyanate - water system in the literature. To characterize the behaviour of the initial components under polythermal conditions, this system was studied from  $-52.6$  to  $50^\circ\text{C}$  [27, 28, 29]. The binary systems that make up this system are well covered in the literature [2] and are consistent with our results. The system of magnesium chlorate - ammonium thiocyanate - water was investigated by six internal sections: of them, I from the side of  $\text{NH}_4\text{SCN-H}_2\text{O}$  to the  $\text{Mg}(\text{ClO}_3)_2 \cdot 6\text{H}_2\text{O}$  pole, and II-VI from the side of  $\text{Mg}(\text{ClO}_3)_2\text{-H}_2\text{O}$  to the top of  $\text{NH}_4\text{SCN}$  (Fig. 1). Based on the solubility polytherms of binary systems and internal sections, a polythermal diagram of the solubility of the  $\text{Mg}(\text{ClO}_3)_2\text{-NH}_4\text{SCN-H}_2\text{O}$  system from the freezing point ( $-52.6^\circ\text{C}$ ) to  $50^\circ\text{C}$ , at which ice crystallization fields are delimited, sixteen-, twelve-, hexahydrate magnesium chlorates, ammonium thiocyanate and ammonium chlorate. Four triple nodal points of the system have been established, corresponding to the joint crystallization of three different solid phases (Table 1). On the polythermal diagram of solubility within the crystallization fields, isotherms are plotted every  $10^\circ\text{C}$ . The projections of the polythermal curves on the sides of magnesium chlorate - water and ammonium thiocyanate - water were constructed. Thus, in the studied system, ammonium chlorate is formed as an independent solid phase, the formation of which was also observed in the study of the system sodium chlorate - ammonium thiocyanate - water.

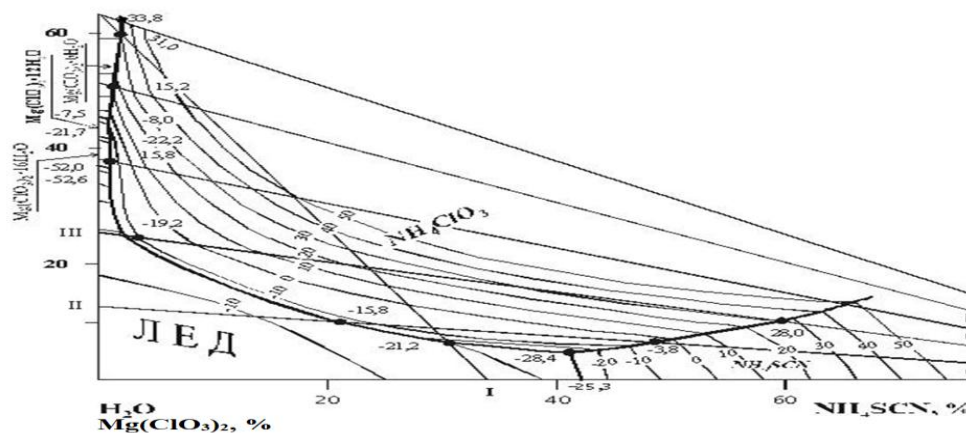
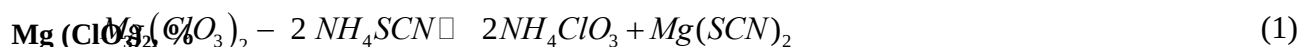


Fig. 1 Polythermal diagram of the solubility of the magnesium chlorate - ammonium thiocyanate - water system

The formation of ammonium chlorate in the  $\text{Mg}(\text{ClO}_3)_2$ -  $\text{NH}_4\text{SCN}$ - $\text{H}_2\text{O}$  system can be assumed as follows.

This system is a diagonal section of the quaternary reciprocal aqueous system  $\text{Mg}^{2+}$ ,  $2\text{NH}_4^+$  //  $2\text{ClO}_3^-$ ,  $2\text{SCN}^-$  - $\text{H}_2\text{O}$  in an aqueous medium, there is an exchange reaction between magnesium chlorate and ammonium thiocyanate.



As a result, ammonium chlorate and magnesium thiocyanate are formed. Due to the good solubility of magnesium thiocyanate in this system, its crystallization field in the studied temperature and concentration ranges of the initial components is not detected. The solubility of ammonium chlorate in this system is low compared to other components. In this regard, it easily crystallizes as an independent solid phase and its crystallization field occupies the main part of the polythermal diagram.

**TABLE 1 DOUBLE AND TRIPLE POINTS OF THE MAGNESIUM CHLORATE-AMMONIUM RHODANIDE-WATER SYSTEM**

| Liquid phase composition, % |                         |                      | Temperature<br>cris., °C | Solid-phase                                                                                                                                    |
|-----------------------------|-------------------------|----------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| $\text{Mg}(\text{ClO}_3)_2$ | $\text{NH}_4\text{SCN}$ | $\text{H}_2\text{O}$ |                          |                                                                                                                                                |
| -                           | 42,2                    | 57,8                 | -25,3                    | Ice + $\text{NH}_4\text{SCN}$                                                                                                                  |
| 4,8                         | 41,0                    | 54,2                 | -28,4                    | Ice + $\text{NH}_4\text{SCN}$ + $\text{NH}_4\text{ClO}_3$                                                                                      |
| 6,6                         | 48,8                    | 44,6                 | -3,8                     | $\text{NH}_4\text{SCN}$ + $\text{NH}_4\text{ClO}_3$                                                                                            |
| 10,4                        | 59,6                    | 30,0                 | 28,0                     | The same                                                                                                                                       |
| 6,8                         | 30,2                    | 63,0                 | -21,2                    | Ice + $\text{NH}_4\text{ClO}$                                                                                                                  |
| 10,4                        | 20,6                    | 69,0                 | -15,8                    | То же                                                                                                                                          |
| 24,8                        | 1,9                     | 73,3                 | -19,2                    | “ ”                                                                                                                                            |
| 36,5                        | 0,9                     | 62,6                 | -52,6                    | Лед+ $\text{Mg}(\text{ClO}_3)_2 \cdot 16\text{H}_2\text{O}$ + $\text{NH}_4\text{ClO}_3$                                                        |
| 36,9                        | -                       | 63,1                 | -52,0                    | Лед + $\text{Mg}(\text{ClO}_3)_2 \cdot 16\text{H}_2\text{O}$                                                                                   |
| 37,8                        | 1,0                     | 61,2                 | -15,8                    | $\text{Mg}(\text{ClO}_3)_2 \cdot 16\text{H}_2\text{O}$ + $\text{NH}_4\text{ClO}_3$                                                             |
| 41,6                        | 0,9                     | 57,5                 | -22,2                    | $\text{Mg}(\text{ClO}_3)_2 \cdot 16\text{H}_2\text{O}$ +<br>$\text{Mg}(\text{ClO}_3)_2 \cdot 12\text{H}_2\text{O}$ + $\text{NH}_4\text{ClO}_3$ |

|      |     |      |       |                                                                                                                                                   |   |
|------|-----|------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 42,0 | -   | 58,0 | -21,7 | Mg(ClO <sub>3</sub> ) <sub>2</sub> ·16H <sub>2</sub> O<br>Mg(ClO <sub>3</sub> ) <sub>2</sub> ·12H <sub>2</sub> O                                  | + |
| 44,9 | 0,8 | 54,3 | -8,0  | Mg(ClO <sub>3</sub> ) <sub>2</sub> ·12H <sub>2</sub> O+<br>Mg(ClO <sub>3</sub> ) <sub>2</sub> ·6H <sub>2</sub> O+NH <sub>4</sub> ClO <sub>3</sub> |   |
| 45,4 | -   | 54,6 | -7,5  | Mg(ClO <sub>3</sub> ) <sub>2</sub> ·12H <sub>2</sub> O+<br>Mg(ClO <sub>3</sub> ) <sub>2</sub> ·6H <sub>2</sub> O                                  |   |
| 50,8 | 1,2 | 48,0 | 15,2  | Mg(ClO <sub>3</sub> ) <sub>2</sub> ·12H <sub>2</sub> O+NH <sub>4</sub> ClO <sub>3</sub>                                                           |   |
| 59,6 | 1,9 | 38,5 | 31,0  | Mg(ClO <sub>3</sub> ) <sub>2</sub> ·6H <sub>2</sub> O+NH <sub>4</sub> ClO <sub>3</sub>                                                            |   |
| 62,0 | 2,0 | 36,0 | 93,8  | The same                                                                                                                                          |   |

## CONCLUSION

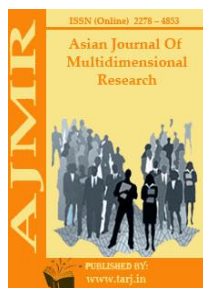
The minimum concentration of ammonium thiocyanate that causes crystallization of ammonium chlorate in the solid phase is 0.8%, and magnesium chlorate 4.8%.

Ammonium chlorate is more active than other chlorates. Therefore, the combined use of magnesium chlorate with ammonium thiocyanate is expected to increase the efficiency of defoliation.

## REFERENCES

1. Melnikov, N.N. Novozhilov, K.V., & Pylova, T.N. (1985). Pesticide Handbook. 351 s.
2. Kirgintsev, A.N. (1972). Solubility of inorganic substances in water. Ripol Classic.
3. Tukhtaev, S. Shammassov, R.E., & Kucharov, H. (1984). Solubility polytherm of the magnesium chlorate-water system. In Dokl. Academy of Sciences of the Uzbek SSR (No. 1, pp. 31-32).
4. Borisov, V. M. Novozhilov, K. V., & Yanishevsky, F. V. (1980). Reference book on the chemicalization of agriculture. 2nd ed., Rev. and add. Moscow: Kolos, 560.
5. Prof. L.A. (1968). Chemicalization of agriculture. Directory 2nd add. Publishing house, ed. Balyshev and Acad. S. I. Volkovich. M.: Publishing house "Science" .- 355s.
6. Zubkova N.F., Gruzinskaya N.A. (1991). Application and features of the action of defoliant and desiccants. Agrochemistry. (Eight). Pp. 126-143.
7. Melnikov N.N. (1968). Chemistry of pesticides. M.: Chemistry, 286 s.
8. List of chemical and biological agents for the control of pests, plant diseases and weeds and plant growth regulators permitted for use in agriculture for 1982 -1985. Moscow, 1982. Part 2. 127 s
9. Lazorin, S. N. Pannov, T. I., & Litvinenko, V. I. (1977). Neutralization of waste from coke plants. M.: Metallurgy.
10. Shemetova V.I. Comparative study of the effectiveness of defoliant in the cultivation of Lupine for grain: Author's abstract. dis ... Candidate of Science - x. sciences Zhodino: BelNIIZ. 1982.17 s.
11. Abdurashidova L.Kh. Tretyakova K.G. (1985). Foreign cotton growing. Tashkent. Tash. SHI. 95 p.

12. Afanasyeva, A.I. Gruzdev, G.S., Dmitriev, L.B., Zinchenko SA, K.V., & Slovtsm, R.I. (1992). Workshop on chemical plant protection. Textbook / AI Afanasyev, GS Gruzdev, LB, Dmitriev.
13. Application No. 3128420 Germany. Mittel zur Entblatterung von pflanzen / Rusch Reinhard, Taylor Kent (Shering). - No. p 3128420.5; declared 07/15/81; publ. 030283 // R. J. Chem. - 1984. -2 "O" 382 - p. 83.
14. Dragunov, S.S. (1933). Chemical analysis of fertilizers. M., Onti. 168 s.
15. Makarov M.V. (1975). Methods for the determination of nitrogen. Methods for the analysis of phosphorus and complex fertilizers feed phosphorus and complex fertilizers, feed phosphates. M. Chemistry, P.34-51.
16. Korostelev, P. P. (1962). Preparation of solutions for chemical analytical work. Academy of Sciences of the USSR. 311 p.
17. Mineral fertilizers. Analysis methods. GOST 20851.1.75.-M.: Publishing house of standards, 1977.56 p.
18. Magnesium chlorate. Technical conditions. GOST 10483-77. M.: Publishing house of standards, 1977. 5 sec.
19. Sodium chlorate technical. Technical conditions. GOST 12257 - 77. M.: Publishing house of standards, 1987.16 p.
20. Kononenko, N.A., Berezina, N.P., Volfkovich, Yu.M., Shkolnikov, E.I., & Blinov, I.A. (1985). Schwarzenbach G., Flashch, G. Complexometric titration. M.: Chemistry, 1970. - (11) Carrer P. Course of organic chemistry. M.: Goskhimizdat, 1962, p. 544. Perm State University Received by the Editors June 20, 1984 IS Gorky. Journal of applied chemistry, 58 (9-12), 2199.
21. Trunin, A.S. & Petrova, D.G. (1977). Visual-polythermal method / Kuibyshev Polytechnic Institute.
22. Cowba, L.M. & Trunov, V.K. (1976). X-ray Phase Analysis (p. 232). Moscow State University.
23. Prykes B.Ya. (1967). Lectures on structural analysis. Kharkov: Publishing house of Kharkov University. 476 s.
24. Berg, L. G. Burmistrova, N. P., Ozerova, M. I., & Tsurinov, G. G. (1967). A practical guide to thermography. Kazan: Publishing house of Kazan University, 219.
25. Berg, L.G. (1969). Introduction to thermography. Second revised edition. 395 s.
26. Zdanovsky A.B. (1972). Hallurgy. L. Chemistry. 572 s.
27. Turdialiev, U. M. Namazov, Sh. S., Reimov, A. M., Mirsalimova, S. R., & Beglov, B. M. (2015). Influence of the initial moisture content of bentonite on the properties of ammonium nitrate containing it as an additive. Chemical Industry, 92 (6), 280-288.
28. Kodirova, D. T., & Tukhtayev, S. (2019). Solubility in the system sodium chlorate-rhodaide ammonium-water. Problems of modern science and education, (3), 26-30.
29. Kodirova, D. T. & Abidova, M. A. (2019). Study of the system magnesium chlorate-triethanolammonium phosphate-water. Universum: technical sciences, (11-2), 23-27.



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



DOI: **10.5958/2278-4853.2021.00208.1**

## SELECTION OF EFFECTIVE METHOD OF PARAFFIN PURIFICATION USING ADSORBENTS FROM LOCAL RAW MATERIALS

**Mamadalieva Sadokat Valijanovna\***; **Saydaxmedova Zulfiya\*\***;  
**Tojiboeva Rayxonoy\*\***

\*PhD, Senior Lecturer,  
 Department of Chemical Technology,  
 Ferghana Polytechnic Institute, Ferghana, UZBEKISTAN

\*\*Master's Degree Student,  
 Department of Chemical Technology,  
 Ferghana Polytechnic Institute, Ferghana, UZBEKISTAN

### ABSTRACT

*This article describes the contact-percolation method of paraffin purification using effective, local adsorbents. Also given are comparative physical and chemical parameters of paraffin during contact cleaning and contact-percolation cleaning.*

**KEYWORDS:** *Paraffin, Cleaning Methods, Adsorption, Percolation, Contact Cleaning, Mineral Oils, Volatile Hydrocarbons, Sulphur, Polar And Non-Polar Adsorbents, Navbahar Carbonate Palygorskite.*

### INTRODUCTION

At the present stage of development of the oil refining industry in Uzbekistan, the task is to in-depth processing of oil products, including paraffin. To expand the scope of application of paraffin produced at the Fergana oil refinery, it is necessary to improve their quality by removing accompanying substances from them (mineral oils, volatile hydrocarbons, sulphur, etc.). The line for the adsorption (contact) paraffin purification operating at the enterprise today does not provide the degree of separation that is necessary for such industries as the food, electronic and paper industries. With many technological violations and deviations in the quality indicators of raw materials, there are insufficiently scientifically worked out drawbacks in the very contact method of paraffin purification. For example, the composition of the crude, that is, the purified paraffin contains a number of related substances that are selectively absorbed by the non-polar adsorbent, and, on the contrary, there are substances that are more efficiently sorbed by polar adsorbents. Therefore, for the effective purification of paraffin, it is advisable to use both polar



and non-polar adsorbents. A number of adsorbents are known for the percolation purification of paraffin [5, 6, 7], which are mainly obtained by synthetic methods at an expensive price.

## MATERIALS AND METHODS

Today, the following types of clay adsorbents are mainly used in the oil refining industry of Uzbekistan: - opoka clay adsorbents of the Navoi region: Kermine, bentonite clay adsorbents of the Navbakhor field and palygorskite clay adsorbents of the same field. Table 1 shows the chemical composition of the above adsorbents.

**TABLE 1 CHEMICAL COMPOSITION OF CLAY ADSORBENTS USED IN THE TREATMENT OF PARAFFINS**

| Chemical components            | Content,% on absolute dry matter    |                                             |                                                 |
|--------------------------------|-------------------------------------|---------------------------------------------|-------------------------------------------------|
|                                | Opoka clay from the Carmine deposit | Alkaline bentonite of the Navbakhor deposit | Carbonate palygorskite of the Navbakhor deposit |
| SiO <sub>2</sub>               | 50,8                                | 57,91                                       | 46,79                                           |
| Al <sub>2</sub> O <sub>3</sub> | 9,35                                | 13,69                                       | 8,63                                            |
| FeO                            | 0,5                                 | -                                           | 3,41                                            |
| Fe <sub>2</sub> O              | 3,55                                | 5,1                                         | -                                               |
| CaO                            | 13,56                               | 0,48                                        | 10,08                                           |
| TiO <sub>2</sub>               | 0,3                                 | 0,35                                        | -                                               |
| MgO                            | 3,48                                | 1,84                                        | 2,74                                            |
| Na <sub>2</sub> O              | 3,06                                | 1,53                                        | -                                               |
| K <sub>2</sub> O               | 1,25                                | 1,75                                        | 1,6                                             |
| P <sub>2</sub> O <sub>3</sub>  | -                                   | 0,43                                        | 1,99                                            |
| SO <sub>3</sub>                | 3,9                                 | 0,75                                        | -                                               |
| P. P. P.                       | 10,10                               | 16,17                                       | 24,33                                           |
| Sum                            | 99,85                               | 99,98                                       | 99,75                                           |

There are several options for carrying out such a purification of paraffins:

1. Using a mixture of polar and non-polar powdered adsorbents in one adsorber;
2. Separate application of polar and non-polar powdered adsorbents in two adsorbers;
3. The use of a non-polar powdery adsorbent by a contact method in one adsorber and a polar granular adsorbent by a percolation method;
4. The use of a polar powdery adsorbent by a contact method in one adsorber and a non-polar granular adsorbent by a percolation method.

Of course, each of these methods for cleaning paraffins has the right to be implemented. Moreover, with a change in the type of adsorbent and the method of contacting the phases, the purification conditions, that is, the efficiency of paraffin purification, change. So, for example, it was determined that with an increase in the diameter of the adsorbent granules from 5 to 10 mm, the quality of the post-treatment of paraffin increases, i.e. colour, the content of mineral oils, aromatic hydrocarbons and sulphur in paraffin decreases and vice versa, its melting point increases. A further increase in the diameter of the adsorbent from 10 mm to 15 mm has a

negative effect on the physicochemical parameters of the resulting paraffin, i.e. their quality deteriorates. Consequently, the most rational is the granule diameter equal to 10 mm [8].

Previous studies [2, 3] have shown quite reasonably the low efficiency of the traditional method of cleaning paraffin by the contact method, despite the use of highly active adsorbents. This prompted us to a comparative laboratory study of the four above-mentioned methods of paraffin purification under the following conditions: - contact paraffin purification was carried out in a thermostated flask with a stirrer at a speed of 100 rpm and a temperature of 80-90 °C. In this case, the amount of introduced powdery adsorbents was 5% of the paraffin mass. Percolation cleaning of paraffin was carried out in a thermally insulated column with a height of 1.5 m and a diameter of 0.15 m. In this case, the paraffin feed rate was 1.0 h<sup>-1</sup> and the paraffin temperature was maintained at 85-95 °C.

Navbahar carbonate polygorskite (NCP) from the Navoi region was used as a non-polar adsorbent, and activated carbon was used as a polar one. For cleaning, crude paraffin was used, obtained from the Fergana oil refinery with the following physicochemical parameters (Table 2).

**TABLE 2 PHYSICAL AND CHEMICAL PARAMETERS OF RAW PARAFFIN AND REFINED PARAFFINS IN VARIOUS WAYS**

| <i>Cleaning methods</i>             | <i>Melting temperature,<sup>0</sup> C</i> | <i>Color, standard unit.</i> | <i>Mass fraction of oil, %</i> | <i>Mass fraction of moisture, %</i> | <i>flash-point,<sup>0</sup>C</i> |
|-------------------------------------|-------------------------------------------|------------------------------|--------------------------------|-------------------------------------|----------------------------------|
| Initial parameters of raw paraffin: |                                           |                              |                                |                                     |                                  |
| -                                   | 51,5                                      | 21,0                         | 2,9                            | 1,5                                 | 170                              |
| Indicators of purified paraffins:   |                                           |                              |                                |                                     |                                  |
| According to the first option       | 52,4                                      | 13,1                         | 1,4                            | 0,6                                 | 179                              |
| According to the second option      | 53,5                                      | 12,4                         | 1,2                            | 0,4                                 | 182                              |
| According to the third option       | 54,8                                      | 8,2                          | 0,7                            | 0,0                                 | 188                              |
| According to the fourth option      | 53,7                                      | 10,6                         | 1,0                            | 0,2                                 | 185                              |

## RESULTS AND DISCUSSION

The table shows that with a change in the type of adsorbent, i.e. its mineralogical composition, its chemical content also changes significantly. So, for example, bentonite adsorbent contains CaO - 0.48%, and palygorskite adsorbent - 10.08% or opoka-like Kermine clay - 13.56%. All these differences are certainly reflected in the size and volume of their pores. Taking this into account, the porosity and, in particular, the volumes of the transition pores of the selected clay adsorbents were investigated [1]. It can be seen from Table 2 that the most effective way of paraffin purification is the third option, which is performed in the following sequence: initially, crude paraffin is purified by a non-polar powdery adsorbent by the contact method, in one adsorber and then, in a layer of polar granular adsorbent by the percolation method. Due to this

cleaning, the content of mineral oils, moisture and volatile substances in the paraffin composition is significantly reduced, which negatively affect its quality. In addition, the colour of paraffin is reduced in conventional units, which is achieved by removing sulphur and other colouring compounds. It is known that the selective ability of adsorbents (activated carbon, aluminosilicates, etc.) to adsorb some components from petroleum products on their surface is due to their dispersion, orientation and induction interactions [4].

This is once again clearly confirmed by the change in the content of the main components of paraffin (for example, with a melting point of 51.5 °C) after various methods of their purification (Table 3).

**TABLE 3 CHANGES IN THE CONTENT OF PARAFFINS BEFORE AND AFTER THEIR CLEANING BY VARIOUS METHODS**

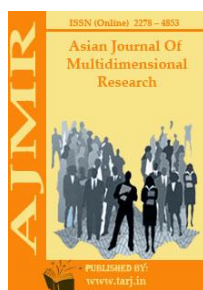
| <i>Cleaning methods</i>               | Content, mass % |             |            |                       |
|---------------------------------------|-----------------|-------------|------------|-----------------------|
|                                       | N-alkanes       | Iso-alkanes | Naphthenov | Aromatic hydrocarbons |
| Initial parameters of raw paraffin    |                 |             |            |                       |
| -                                     | 70,8            | 17,4        | 8,5        | 0,4                   |
| Indicators of purified raw paraffin   |                 |             |            |                       |
| According to the first option         | 72,4            | 13,6        | 6,4        | 0,3                   |
| According to the second option        | 73,8            | 11,4        | 5,7        | 0,2                   |
| According to the third option         | 75,0            | 6,5         | 3,0        | otc.                  |
| <b>According to the fourth option</b> | 74,2            | 8,2         | 4,6        | 0,1                   |

It can be seen from Table 3 that of the considered paraffin purification methods, the third option is considered the most effective from the point of view of removing undesirable components, which, along with the improvement of the main physicochemical parameters of the resulting product, ensured the complete absence of mechanical impurities, including the residues of the used adsorbents themselves. Thus, summarizing the comparative studies of various methods and sequence of application of polar and non-polar adsorbents in the purification of paraffins obtained from the Fergana oil refinery, we can say that the third option for organizing the purification technology is considered the most effective both in terms of ensuring the quality of the product obtained and its ecological security.

## REFERENCES

1. Rakhmonov O.K. "Intensification of the process of contact cleaning of paraffins on clay adsorbents with the imposition of ultrasound", thesis abstract for the degree of candidate of technical sciences, specialty 02.00.13- "Petrochemistry", Tashkent, 2011.

2. Mirsaburov D.M. Development of an effective technology for two-stage technology for two-stage contact paraffin purification using adsorbent compositions from local clays. Dissertation for the degree of candidate of technical sciences. Tashkent, 2002. p.122.
3. Mirsaburov D.M., Abdurakhimov S.A., Salimov Z.S. Adsorption cleaning of paraffin with local clays // Uzbek Journal of Oil and Gas, 2001, No. 2, -p.37-38.
4. Akhmedov K.S. Physicochemical properties of some natural mineral sorbents of Uzbekistan, Tashkent, Fan, 1973-98 p.
5. Dorogochinsky A.Z. Adsorbents, their preparation, properties and application. - L.: Nauka, 1971.P.199-201.
6. Martynenko, A.G. (1978). Production and use of liquid paraffins. M.: Chemistry. p.271.
7. Mirsky, Ya.V., Dorogochinsky, A.Z., Zlotchenko, V.N., & Meged, N.F. (1967). Synthetic zeolites and their use in oil refining and petrochemistry. Moscow.
8. Mamadalieva, S. V. (2019). Dependence of the parameters of the purified paraffin on the size of the granules of the used adsorbent. Universum: Chemistry and Biology, (11-2 (65)).

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00207.X

## DEVELOPMENT OF SPECTROPHOTOMETRIC METHODS FOR THE DETERMINATION OF COPPER (II) IONS BY NEW AZO REAGENT BASED ON PYRIDINE

Turabov Nurmukhammat<sup>\*</sup>; Todjiev Jamoliddin<sup>\*\*</sup>; Razzokova Surayyo<sup>\*\*</sup>;  
Nazirov Shohjohon<sup>\*\*\*</sup>; Tuliye Bexruz<sup>\*\*\*\*</sup>

<sup>\*</sup>Professor,  
Chemistry Department, the National University of Uzbekistan,  
Tashkent, UZBEKISTAN

<sup>\*\*</sup>Associate Professor,  
Chemistry Department, the National University of Uzbekistan,  
Tashkent, UZBEKISTAN  
E-mail: todjiev@mail.ru

<sup>\*\*\*</sup>Master's Student,  
Chemistry Department, the National University of Uzbekistan,  
Tashkent, UZBEKISTAN

<sup>\*\*\*\*</sup>Master's Student,  
Chemistry Department, Gulistan State University, Gulistan,  
Sirdarya Region, UZBEKISTAN

### ABSTRACT

*The determination of macro- and micro quantities of metal ions by reagents, in manufactured chemical products, food and medicinal products, alloys, waste water and air is one of the most important problems facing the analytical services in their day-to-day work. Especially important is problem of determination of trace amounts of metals, ions, which have a number of unique properties and are increasingly used in various fields of science, technology, medicine and agriculture. The aim of the work was the elaboration of a new photometric method for determining copper (II) in the compositions of artificial mixtures, industrial alloys, natural waters and other objects. Photometric, spectrophotometric, Asmus straight line method equilibrium shift and spectrophotometric titration, Tolmachev method, Babko dilution method, additives method; the influence of number of factors on complex formation have been studied and optimal conditions for spectrophotometric determination of Cu(II) were found. The sensitivity of the new method has been determined ( $\varepsilon_{CuR_2} = 20000$ ). The selectivity of the method was determined and*

*the influence of outried ions was investigated. The developed spectrophotometric method was used to analysis of standard industrial samples (A-203-1, A-203-5, and M 123-1, M 99-5) and natural water ("Omonxona bulog'i") and obtained results were evaluated metrologically. In all cases relative standard deviation ( $S_r$ ) doesn't exceed 0.043.*

**KEYWORDS:** Spectrophotometry, Copper(II) Ions, Organic Reagent, Sensitivity, Model Mixtures, Industrial Alloys.

## INTRODUCTION

Currently, the selective and sensitive monitoring of trace metal ions from different sources, especially in water, has become more important due to their toxic effects on the environment and biological systems. Copper and their salts are used in industry, laboratories, medicines, food and beverages. Therefore, it is very important to develop simple, fast and efficient methods for the quantitative analysis of copper in food, industrial and environmental samples. The modern development of science, technology and industry requires the development of new sensitive, selective and accessible methods for the determination of trace amounts of heavy and toxic metals [1,2].

## LITERATURE REVIEW

To determine copper (II) ions, several analytical methods were used, such as atomic absorption spectrometry [3, 4], voltammetry [5, 6], potentiometry [7-10], emission spectrometry with inductively coupled plasma [11, 12] and inductively coupled plasma mass spectrometry [13]. Spectrophotometry is the most widely used analytical method for analysis because it is simple, economical and readily available to most laboratories. Many spectrophotometric reagents have been used to determine copper (II) ions; however, most of them have various limitations: long time for color change, heating or interference from many ions [14-21].

The spectrophotometric method of analysis is one of the most convenient and widespread methods of physical and chemical analysis. Its spread was facilitated by the comparative simplicity of the equipment used, especially for visual methods, high sensitivity and the possibility of using it for the determination of almost all elements of the periodic system and a large amount of organic substances. The discovery of more and more new reagents that form colored compounds with inorganic ions and organic substances makes the application of this method almost unlimited at present. [22,23]

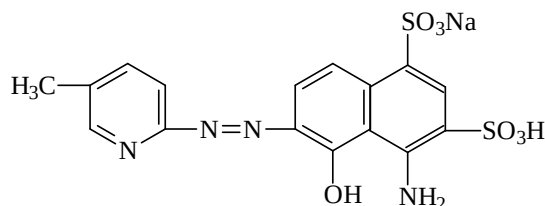
Determination of macro- and micro-amounts of metal ions in reagents produced by the chemical industry, food and medicinal products, alloys, waste water, air and in the control of food purity is one of the most important problems facing analytical services in their daily work. The question is especially important in the determination of trace amounts of metals, which have a number of unique properties and are increasingly used in various fields of science, technology, medicine and agriculture. [24]. recently, the problem of express determination of ions of heavy and toxic metals has acquired particular relevance, which can be quite simply and successfully solved by optical methods using organic reagents. [25].

## EXPERIMENTAL PART

In the present work, the monosodium salt of 5-methyl-(pyridyl-2-azo)-1,8-aminonaphthol-2,4-disulfonic acid (5MPANS,S-2,4) was synthesized on the pyridine base by the procedure [26].



Spectrophotometry was used to control the purity of the reagent. The composition and structure of the obtained compound were established by IR and PMR spectroscopy. Structural formula of the reagent:



The resulting reagent is readily soluble in water, alcohol and is a red-violet powder. We used  $1,086 \cdot 10^{-3} \text{ M}$  aqueous solution of 5MPANS, S-2,4 and  $1,573 \cdot 10^{-2} \text{ M}$  solution of copper(II) ion, which was prepared from metallic copper (99.9%) according to [27].

A study of the dependence of complexation on the acidity of the medium showed that the maximum yield of the  $\text{CuR}_2$  complex is observed at  $\text{pH}=3.50-4.50$ ; which is created by a universal buffer solution ( $\lambda_{\text{max}}(\text{CuR}_2)=595 \text{ nm}$ ). The pH of the solutions was monitored with a pH meter (pH/mV/-TEMP METER P25 (South Korea)). The OP solutions were measured on a concentration photocolormeter KFK-2 and a spectrophotometer SF-46 in a cuvette with an absorbing layer thickness  $l = 3.0$  and  $1.0 \text{ cm}$ . The light absorption maxima of the complex copper were shifted to the longwave region, with respect to the absorption maximum of the reagent ( $\lambda_{\text{max}}(\text{HR})=505 \text{ nm}$ ). The ratio of the reacting components in the composition of the colored complex was determined by the methods of: Asmus, equilibrium shift and photometric titration [28]. The molar coefficient of light absorption and the equilibrium constant of the complex and the reagent were determined by the method of Tolmachev and Komar [28]. An interval of concentrations is established in which obey of Bouguer-Lambert-Beer law (Table 1). From the data in table 1, it can be seen that Cu(II) ion complexes are formed in a more acidic medium than its known complexes [28]. The stability constant of the Cu(II) ion complex was calculated by method Babko [26]. According to the calculation,  $\lg \beta_k$  is 17.90. The value of  $\lg \beta$  as proved that the complex  $\text{Cu}^{2+}$  is sufficiently stable.

**TABLE-1 THE MAIN CHARACTERISTICS OF THE SPECTROPHOTOMETRIC METHOD OF COPPER (II) ION DETERMINATION BY REAGENT 5MPANS, S-2, 4**

| Color of the complex | $\text{pH}_{\text{exp}}$ | $\lambda_{\text{max}}, \text{nm}$ |     | $\Delta\lambda, \text{nm}$ | $\varepsilon$    |                  | Beer law, $\text{Cu}^{2+} \text{ mg/ml}$ | Cu:R | $K_{\text{eq}}$ |
|----------------------|--------------------------|-----------------------------------|-----|----------------------------|------------------|------------------|------------------------------------------|------|-----------------|
|                      |                          | MeR                               | HR  |                            | MeR              | HR               |                                          |      |                 |
| Blue                 | 4,0                      | 595                               | 505 | 90                         | $2,0 \cdot 10^4$ | $3,3 \cdot 10^3$ | 0,5-6,50                                 | 1:2  | 2,73            |

The investigation of selectivity of the complexation of copper(II) ion with 5MPANS, S-2,4 it was found that to determination of  $6.0 \mu\text{gCu(II)}$  ion in  $25.0 \text{ ml}$  volume does not interfere: alkali metal ions,  $\text{ClO}_4^-$ ,  $\text{S}^{2-}$ ,  $\text{Br}^-$ ,  $\text{F}^-$ , (1:1000);  $\text{Mg}^{2+}$ ,  $\text{CH}_3\text{COO}^-$ ,  $\text{PO}_4^{3-}$  (1:500);  $\text{Al}^{3+}$ ,  $\text{Ba}^{2+}$ ,  $\text{NH}_4^+$ ,  $\text{Ca}^{2+}$ ,  $\text{Mn}^{2+}$ ,  $\text{Cl}^-$ ,  $\text{SO}_4^{2-}$ ,  $\text{NO}_3^-$  (1:100);  $\text{Cr}_2\text{O}_7^{2-}$ ,  $\text{SiO}_3^{2-}$ , (1:60);  $\text{S}_2\text{O}_3^{2-}$ ,  $\text{NO}_2^-$  (1:50);  $\text{Pb}^{2+}$ ,  $\text{Zr}^{4+}$ ,  $\text{Ni}^{2+}$ ,  $\text{Ti}^{3+}$ ,  $\text{J}^-$ , thiourea (1: 7.5);  $\text{Sn}^{2+}$  (1:4);  $\text{C}_2\text{O}_4^{2-}$  (1:2);  $\text{Ti}^{4+}$  (1:1);  $\text{Zn}^{2+}$  (1:0,8). The ions  $\text{Hg}^{2+}$ ,  $\text{Bi}^{3+}$ ,  $\text{Co}^{2+}$ ,  $\text{Fe}^{2+}$  (1:1);  $\text{Cd}^{2+}$ ,  $\text{H}_2\text{C}_6\text{H}_5\text{O}_7^-$  (1:0,5) interfere. The influence of masking substances on the complexation of Cu(II) ion with reagent 5MPANS, S-2,4 was also studied. Comparison of the selectivity of reagents known from the literature [26] for determination of copper(II) ion shows

that the synthesized reagent is more selective, what has allowed to apply the developed technique for photometric determination of copper(II) ion in complex objects.

Determination of copper(II) ion in the composition of natural water by the method of additives. In the photometric and spectrophotometric determinations of the concentrations of ions the investigated metal in the sample, the "Additives method", known in the literature and widely used in the practice of chemical analysis was used. This method makes it possible to create the same conditions for the photometry of the test and standard (with added) colored solutions, so it is advisable to use it to determine the small amounts of various elements in the presence of large amounts of outside ions and substances. The method of additives [28] requires accordance to the basic law of light absorption. Based on the conducted studies to optimize the conditions of direct photometric determination of copper(II) ion in real objects and to obtain an optimal estimation of the selectivity of their determination in individual and complex mixtures, an express photometric technique for the analysis of natural waters to determine the content of the metals was developed. The sample of water from the Omonkhona spring (Surkhandarya region, Omonkhona settlement) were a complex system, containing in addition to mineral macro components, also various cations of heavy and toxic metals.

Method for determination of copper(II) ion in natural waters. Sample with volume 1.0 l taken from the Omonkhona spring was placed in a heat-resistant beaker with a capacity of 1000.0, 10-12 ml of 1.0 N solution of  $\text{HNO}_3$  was added, heated on a sand bath and evaporated to form wet salts. The precipitate was dissolved in 10.0 ml of distilled water, quantitatively filtered in a 50.0 ml beaker. The solution was transferred quantitatively to a flask with 25.0 ml of volume; various amounts (0.5-2.0  $\mu\text{kg}$ ) of standard solutions of copper(II) ion were added; 5.0 ml of a universal buffer solution with pH 4.0; 0.9 ml  $1.086 \cdot 10^{-3}$  M solution of 5MPANS,S-2,4; the volume was brought to the mark with distilled water and was stirred.

To improve the selectivity of the method, the following masking agents were added: 8.0 ml of  $\text{F}^-$  and 2.0 ml of  $\text{OH}^-$  (10  $\mu\text{kg/ml}$ ) at the calculated concentrations for binding of ions of aluminum, manganese, zinc and arsenic. Measurements of the OP were on KFK-2 with S.f. No. 7 at  $l=3.0$  cm.

The obtained results of the Cu(II) ion determination in the composition of samples from the Omonkhona spring and their mathematical treatment are presented in Tables 2-3.

**TABLE 2. THE COMPOSITION OF WATER TAKEN FROM THE SPRING OMONKHONA ACCORDING TO PASSPORT DATA**

| Elemental composition (mg/l)                                                                           | Mineral composition (mg-ekv/l)                                                                                 |
|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Al-0,007; As-0,0013; ; Sr-6,6;<br>Mo-0,0016; Mn-0,0005; Cu-0,004; Zn-<br>0,008; Ni-0,0069; Hg-0,00006; | K-11,99; Na-11,99; Ca-8,0; Mg-11,39; $\text{HCO}_3^-$ -<br>6,59; $\text{SO}_4^{2-}$ -23,19; $\text{Cl}^-$ -1,9 |

**TABLE 3. THE RESULTS OF THE DETERMINATION OF CU(II) ION MICROCONCENTRATION BY REAGENT 5MPAANS, S-2,4 IN THE SPRING WATER OF OMONKHONA BY THE ADDITIVE METHOD ( $V_{\text{WATER}}=1,0 \text{ L}$ ,  $\text{PH}=4,0$ ,  $\lambda_{\text{MAX}}=590 \text{ NM}$ ,  $L=3,0 \text{ SM}$ ,  $N=5$ ,  $P=0,95$ )**

| Nº | Introduced, $\text{Cu}^{2+}$ , mkg | $\bar{A}_{590}$ | Contained. $\text{Cu}^{2+}$ in solution, mkg | Found $\text{Cu}^{2+}$ , mkg ( $\bar{X} \pm \Delta X$ ) | Quantity of $\text{Cu}^{2+}$ , in the sample, mkg | S     | $S_r$  |
|----|------------------------------------|-----------------|----------------------------------------------|---------------------------------------------------------|---------------------------------------------------|-------|--------|
| 1  | -                                  | 0.182           | 4.00                                         | $3.960 \pm 0.080$                                       | 3.960                                             | 0.063 | 0.0159 |
| 2  | 0,50                               | 0.205           | 4.50                                         | $4.479 \pm 0.060$                                       | 3.979                                             | 0.050 | 0.0112 |
| 3  | 1,00                               | 0.226           | 5.00                                         | $4.952 \pm 0.060$                                       | 3.952                                             | 0.052 | 0.0105 |
| 4  | 1,50                               | 0.250           | 5.50                                         | $5.479 \pm 0.080$                                       | 3.979                                             | 0.063 | 0.0115 |
| 5  | 2,00                               | 0.272           | 6.00                                         | $5.959 \pm 0.060$                                       | 3.959                                             | 0.045 | 0.0076 |

## CONCLUSION

On the basis of complexation reactions under optimized conditions, the following have been established: the dependence of the optical density on the light filter, the acidity of the medium (pH), the effect of the concentration of the reagent; spectral characteristics, molar ratios of components ( $M^{2+}$ : HR = 1:2) and conditions for obeying the Bouguer-Lambert-Beer law, which are observed in the range of 0.50 - 6.50  $\mu\text{g}$  in 25 ml of an aqueous solution and the developed methods are recommended for the spectrophotometric determination of copper (II) ions reagent 5MPAANS.S-2.4. The results of the analysis of natural waters have shown that the developed spectrophotometric by method for determining Cu(II) ion 5MPANSS-2,4 in the optimum conditions is characterized by high accuracy, selectivity, low boundaries of the concentrations determined and a relative standard deviation not exceeding 0.016 in all cases, which is consistent with the literature data. It is shown that in all cases the error of determination does not exceed the limits of the confidence interval, which indicates on the correctness and reproducibility of the developed spectrophotometric method for determination of copper(II) ion by an organic reagent.

## REFERENCES

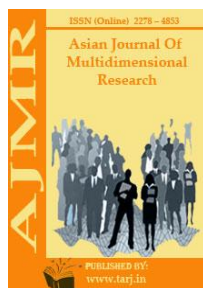
1. Babayeva, K., Demir, S., & Andac, M. (2017). A novel spectrophotometric method for the determination of copper ion by using a salophen ligand, N, N'-disalicylidene-2, 3-diaminopyridine. *Journal of Taibah University for Science*, 11(5), 808-814. <https://doi.org/10.1016/j.jtusci.2017.02.001>.
2. Mainali, B., Pham, T. T. N., Ngo, H. H., & Guo, W. (2013). Maximum allowable values of the heavy metals in recycled water for household laundry. *Science of the total environment*, 452, 427-432. <https://doi.org/10.1016/j.scitotenv.2013.03.012>.
3. Şahin, Ç. A., & Tokgöz, İ. (2010). A novel solidified floating organic drop microextraction method for preconcentration and determination of copper ions by flow injection flame atomic absorption spectrometry. *Analytica Chimica Acta*, 667(1-2), 83-87. [doi:10.1016/j.aca.2010.04.012](https://doi.org/10.1016/j.aca.2010.04.012).
4. Fernández-López, L., Gómez-Nieto, B., Gismera, M. J., Sevilla, M. T., & Procopio, J. R. (2018). Direct determination of copper and zinc in alcoholic and non-alcoholic drinks

- using high-resolution continuum source flame atomic absorption spectrometry and internal standardization. *Spectrochimica Acta Part B: Atomic Spectroscopy*, 147, 21-27. <https://doi.org/10.1016/j.sab.2018.05.016>
5. Dueraning, A., Kanatharana, P., Thavarungkul, P., & Limbut, W. (2016). An environmental friendly electrode and extended cathodic potential window for anodic stripping voltammetry of zinc detection. *Electrochimica Acta*, 221, 133-143. <https://doi.org/10.1016/j.electacta.2016.10.069>.
  6. Bagheri, H., Shirzadmehr, A., & Rezaei, M. (2016). Determination of copper ions in foodstuff products with a newly modified potentiometric carbon paste electrode based on a novel nano-sensing layer. *Ionics*, 22(7), 1241-1252. [doi: 10.1007/s11581-016-1646-9](https://doi.org/10.1007/s11581-016-1646-9).
  7. Andac, M., Coldur, F., Bilir, S., Birinci, A., Demir, S., & Uzun, H. (2014). Solid-contact polyvinyl chloride membrane electrode based on the bis [(2-(hydroxyethylimino) phenolato] copper (II) complex for trace level determination of copper ions in wastewater. *Canadian Journal of Chemistry*, 92(4), 324-328. [doi: 10.1139/cjc-2013-0530](https://doi.org/10.1139/cjc-2013-0530).
  8. Ghanei-Motlagh, M., Taher, M. A., Saheb, V., Fayazi, M., & Sheikhshoae, I. (2011). Theoretical and practical investigations of copper ion selective electrode with polymeric membrane based on N, N'-(2, 2-dimethylpropane-1, 3-diyl)-bis (dihydroxyacetophenone). *Electrochimica acta*, 56(15), 5376-5385. [doi: 10.1016/j.electacta.2011.03.098](https://doi.org/10.1016/j.electacta.2011.03.098)
  9. Issa, Y. M., Ibrahim, H., & Shehab, O. R. (2012). New copper (II)-selective chemically modified carbon paste electrode based on etioporphyrin I dihydrobromide. *Journal of Electroanalytical Chemistry*, 666, 11-18. [doi: 10.1016/j.jelechem.2011.11.024](https://doi.org/10.1016/j.jelechem.2011.11.024)
  10. Shokrollahi, A., Abbaspour, A., Ghaedi, M., Haghighi, A. N., Kianfar, A. H., & Ranjbar, M. (2011). Construction of a new Cu<sup>2+</sup> coated wire ion selective electrode based on 2-((2-(2-(2-(2-hydroxy-5-methoxybenzylidene amino) phenyl) disufanyl) phenylimino) methyl)-4-methoxyphenol Schiff base. *Talanta*, 84(1), 34-41. [doi: 10.1016/j.talanta.2010.12.002](https://doi.org/10.1016/j.talanta.2010.12.002)
  11. Otero-Romaní, J., Moreda-Piñeiro, A., Bermejo-Barrera, A., & Bermejo-Barrera, P. (2005). Evaluation of commercial C18 cartridges for trace elements solid phase extraction from seawater followed by inductively coupled plasma-optical emission spectrometry determination. *Analytica chimica acta*, 536(1-2), 213-218. <https://doi.org/10.1016/j.aca.2004.12.046>.
  12. Liu, Y., Liang, P., & Guo, L. (2005). Nanometer titanium dioxide immobilized on silica gel as sorbent for preconcentration of metal ions prior to their determination by inductively coupled plasma atomic emission spectrometry. *Talanta*, 68(1), 25-30. <https://doi.org/10.1016/j.talanta.2005.04.035>.
  13. Martín-Cameán, A., Jos, A., Puerto, M., Calleja, A., Iglesias-Linares, A., Solano, E., & Cameán, A. M. (2015). In vivo determination of aluminum, cobalt, chromium, copper, nickel, titanium and vanadium in oral mucosa cells from orthodontic patients with mini-

- implants by inductively coupled plasma-mass spectrometry (ICP-MS). *Journal of Trace Elements in Medicine and Biology*, 32, 13-20. <https://doi.org/10.1016/j.jtemb.2015.05.001>.
14. Martín-Cameán, A., Jos, A., Puerto, M., Calleja, A., Iglesias-Linares, A., Solano, E., & Cameán, A. M. (2015). In vivo determination of aluminum, cobalt, chromium, copper, nickel, titanium and vanadium in oral mucosa cells from orthodontic patients with mini-implants by inductively coupled plasma-mass spectrometry (ICP-MS). *Journal of Trace Elements in Medicine and Biology*, 32, 13-20. <https://doi.org/10.1021/ac202734m>.
  15. Silva, P., Vilela, S. M., Tomé, J. P., & Paz, F. A. A. (2015). Multifunctional metal–organic frameworks: from academia to industrial applications. *Chemical Society Reviews*, 44(19), 6774-6803. Doi: [10.1039/c5cs00307e](https://doi.org/10.1039/c5cs00307e).
  16. Säbel, C. E., Neureuther, J. M., & Siemann, S. (2010). A spectrophotometric method for the determination of zinc, copper, and cobalt ions in metalloproteins using Zincon. *Analytical biochemistry*, 397(2), 218-226. Doi: [10.1016/j.ab.2009.10.037](https://doi.org/10.1016/j.ab.2009.10.037).
  17. Lin, Q., Chen, P., Liu, J., Fu, Y. P., Zhang, Y. M., & Wei, T. B. (2013). Colorimetric chemosensor and test kit for detection copper (II) cations in aqueous solution with specific selectivity and high sensitivity. *Dyes and Pigments*, 98(1), 100-105. <https://doi.org/10.1016/j.dyepig.2013.01.024>.
  18. Doyle, C. M., Naser, D., Bauman, H. A., Rumfeldt, J. A., & Meiering, E. M. (2019). Spectrophotometric method for simultaneous measurement of zinc and copper in metalloproteins using 4-(2-pyridylazo) resorcinol. *Analytical biochemistry*, 579, 44-56. <https://doi.org/10.1016/j.ab.2019.03.007>.
  19. Fornea, V. L. A. D. I. S. L. A. V., Trupina, S., Vasilica, A. I., & Bulgariu, L. A. U. R. A. (2016). Spectrophotometric determination of Cu (II), Co (II) and Ni (II) ions in mono and multi-component systems. *Bul. Inst. Polit. Iasi*, 62(66), 9-20. [doi: 10.1016/j.ab.2009.10.037](https://doi.org/10.1016/j.ab.2009.10.037).
  20. Yao, Z., Huang, B., Hu, X., Zhang, L., Li, D., Guo, M., ... & Wu, H. C. (2013). Colorimetric detection of copper ions based on a supramolecular complex of water-soluble polythiophene and ATP. *Analyst*, 138(6), 1649-1652. <https://doi.org/10.1039/C3AN00151B>.
  21. Afkhami, A., Madrakian, T., Keypour, H., Soltanbeygi, S., Khajavi, F., & Rezaeivala, M. (2011). Spectrophotometric determination of the formation constants of some transition metal cations with a new synthetic Schiff base in dichloromethane and chloroform using rank annihilation factor analysis. *Journal of Molecular Structure*, 985(1), 86-90. <https://doi.org/10.1016/j.molstruc.2010.10.025>.
  22. Wen, T., Qu, F., Li, N. B., & Luo, H. Q. (2017). A facile, sensitive, and rapid spectrophotometric method for copper (II) ion detection in aqueous media using polyethyleneimine. *Arabian Journal of Chemistry*, 10, S1680-S1685. <https://doi.org/10.1016/j.arabjc.2013.06.013>.

23. Tupys, A., Tymoshuk, O., & Rydchuk, P. (2016). Spectrophotometric investigation of Cu (II) ions interaction with 1-(5-benzylthiazol-2-yl) azonaphthalen-2-ol. *Chemistry & Chemical Technology*, (10, № 1), 19-26. doi: 10.23939 / chcht10.01.019.
24. Nalawade, R. A., Nalawade, A. M., Kamble, G. S., & Anuse, M. A. (2015). Rapid, synergistic extractive spectrophotometric determination of copper (II) by using sensitive chromogenic reagent N ", N "'-bis [(E)-(4-fluorophenyl) methylidene] thiocarbonohydrazide. *Spectrochimica Acta Part A: Molecular and Biomolecular Spectroscopy*, 146, 297-306. <https://doi.org/10.1016/j.saa.2015.02.022>.
25. Madusmanova, N. K., Smanova, Z. A., & Zhuraev, I. I. (2020). Properties of the New Analytical Reagent 2-Hydroxy-3-Nitrosonaphthaldehyde. *Journal of Analytical Chemistry*, 75(1), 135-138. Doi: 10.31857/S0044450220010107. (In Russian).
26. Todjiev J.N. Razrabotka spektrofotometricheskix metodov opredeleniya ionov medi (II), sinka (II) i rtuti (II) novim azoreagentom na osnove piridina. Avtoref. Na soiskanie uchenoy stepeni doktora filosofii (PhD) xim. Nauk. 2019, Tashkent, 44 s. (in Russian).
27. Lure Yu.Yu. (1989). Spravochnik po analiticheskoy ximii. M.: Ximiya, 448 s. (in Russian).
28. Kalinkin I.P., Bulatov M.I. (2013). Prakticheskoe rukovodstvo po fotometricheskim metodam analiza. M.: Kniga po Trebovaniyu, 432 s. (in Russian).





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



**DOI:10.5958/2278-4853.2021.00209.3**

THE USE AUTHENTIC MATERIALS IN ESP CLASSROOMS

**Zokirova Zulfiya Tursunovna\***

\*Teacher,

Fergana Polytechnic Institute, Fergana, UZBEKISTAN

E-mail id: zulfiya.zokirova.56@bk.ru

## ABSTRACT

*The utilization of authentic materials for English language educating has been talked about for a long time by applied etymologists and language professionals. Most teachers like utilizing genuine messages however try not to utilize them because of absence of information on the best way to choose suitable texts and use them in the classroom in methodologically proper ways. This research was proposed to investigate the instructional ways to deal with the utilization of authentic texts at ESP classes and their consequences for academic execution of students at Fergana Polytechnic Institute. The outcomes show that utilizing authentic materials in the English as Foreign Language classroom emphatically impacts the improvement students' communicative ability. Subsequent to going through the connected writing and the commonsense execution of the current examination, clearly the utilization of authentic materials is a helpful way to inspire students, excite their advantage and open them to target language, in actuality, circumstances. Likewise, the utilization of authentic materials permits accepting positive input on their learning cycle, since students notice they manage intelligent and significant language in genuine settings.*

**KEYWORDS:** *Authentic Text; English for Specific Purposes; Didactic Approach; Motivation; Reading Skills; Communicative Skills.*

## INTRODUCTION

The utilization of authentic materials in foreign language teaching isn't new, yet even today it is as yet being examined by applied etymologists and language specialists. Most writing on the instructive utilization of authentic materials asserts that numerous educators try not to utilize authentic materials as they discover the use of these materials hard because of absence of information on the best way to choose suitable texts and use them in the classroom methodologically properly (Ur, 1996; Tomlinson and Masuhara, 2010; Blagozevic, 2013). However, there broad help for the view that students ought to be prepared to manage true circumstances of the objective language outside the study hall

The requirement for the normal, living setting was topicalized by Henry Sweet in the mid 1900's. In his initial works, he supported the 'common content'. He accepted that 'the extraordinary benefit of normal, colloquial writings over fake 'techniques' or 'arrangement' is that they do equity to each component of the language'. Sweet guaranteed that a disservice of the counterfeit frameworks was that they caused persistent redundancy of certain linguistic developments, components of the vocabulary, blends of words to the practically absolute rejection of others which are fundamental (Sweet, 1990, p. 177).

This paper doesn't talk about profoundly the verifiable foundation and improvement of basic points of view on the investigation of credibility and authentic materials. Nor does it plan to be seen as a logical exploratory investigation in which 'authentic' and 'non-authentic' materials are deliberately considered in contrast to one another utilizing exact estimations and tight controls. Maybe, it ought to be seen as a piece of activity research in which an instructive methodology is given a shot in class with an emphasis on the students' view of the authentic materials to improve their open skill and to furnish the English language encouraging local area with additional bits of knowledge into English language learning encounters. The paper intends to depict endeavors to coordinate these genuine occasions into classroom conditions by incorporating natural materials into perusing assignments to permit students satisfactory freedom to create and show their communication skills.

### **What is Authenticity?**

These days there are a few definitions related with terms 'authenticity' and 'authentic materials' in the field of language educating. One divided component between all such definitions is given by Nunan (1988/89). He characterizes authentic materials as 'spoken or written materials, which are not proposed to use in language educating purposes'. For instance, TV, radio news reports, papers, magazines, banners, that can be brought into the class, so students examine those reports or articles. Support (as referred to in Losada, Insuasty and Osorio, 2017) concurs that authentic materials are not created for language showing purposes and don't have "invented or improved on language." It is depicted as one of the characteristics of communicative language teaching (LarsenFreeman, 2000 p. 129). According to Tomlinson and Masuhara (2010, p. 400) a authentic text is 'one which is created to 'communicate', as opposed to 'teach' and a authentic task assignment as 'one which includes the students in communicating to accomplish a result, instead of to practice the language'. They guarantee that authentic materials are 'planned not to send definitive information about the objective language yet rather to give an encounter of the language being used.' They advocate that all writings and tasks ought to be authentic these ways or more than likely students won't be ready for the real factors of language use.

Despite the fact that there are a few contrasts of assessment in characterizing authentic materials, every one of these analysts guarantee that authentic materials "are created by a genuine speaker or essayist for a genuine crowd and intended to pass on a authentic materials or some likeness there of" and rather than the plan of the course books, authentic materials are inherently more dynamic, fascinating and spurring since they set up the students for this present reality circumstances as far as utilizing the target language. Additionally, students will have a feeling that they are encouraged the real language for correspondence when they work with authentic materials in classes.

To this end, I completely share the meaning of the 'authenticity' presented by Pinner (2016), who guarantees that legitimacy ought to be seen as a continuum joining both social and context

oriented measurements, which recognizes the requirement for pertinence to 'real' language use and yet approves the cooperation's occurring inside the classroom (Pinner, 2016). He accepts that such a continuum would fill in as a theoretical scaffold between the target language community and the person who is attempting to communicate with that community.

Although such a continuum probably won't have the option to give an unbending meaning of realness, it could maybe be a more adaptable structure for considering the nature of authenticity as it identifies with various relevantly arranged people, fusing the genuine intricacy of the truth of language learning identity and motivation.

Pinner's (2016) thought of credibility depends on Widdowson (1976, 1978, 1991, 1992, 1993) and different works. Widdowson (1978, 1996, p. 67) states that 'the legitimacy is a quality of the connection between the section and the peruser'. By characterizing credibility along these lines, it is feasible to distinguish the genuine language from a genuine speaker/writer for a genuine crowd with a genuine message; this envelops a tremendous measure of language assortment. Widdowson announces that the student is fundamental in all thought of understanding the significance or perusing, accentuating the way that importance is close to home to the peruser and "authenticity lies in the demonstration of translation "Widdowson (1996).

### Categories of Authenticity:

Widdowson (1978/9) and Breen (1985) relate credibility to the characteristics gave on content by the beneficiary, in that it isn't viewed as something inalienable in content itself however is granted on it by the reader/listener. They accept that "encouraging genuine English as it works in relevantly suitable manners needs to allude to... how individuals who have the language as a L1 really put it, to communicative use."

Furthermore, as per Breen (1985), the term authenticity is identified with the social circumstance of the study hall and the kinds of errand picked. In view of this origination, he (1985) presents four classifications of authenticity and sums up them as follows:

1. Text authenticity, which refers to the authentic qualities of a text.
2. Authenticity of the learners, which refers to the ability of learners to Interpret those texts.
3. Authenticity of tasks, which engage learners in an authentic communication.
4. Authenticity of the study hall, which empower the students to encounter "public and relational sharing of substance of language learning, the sharing of issues with such substance, and uncovering of the best methods and systems to defeat such issues." Breen (1985, p. 61). Figure 1 shows how these four areas of credibility cover:

|                                     |                     |             |
|-------------------------------------|---------------------|-------------|
| <b>CLASSROOM</b>                    |                     | <b>TEXT</b> |
|                                     | <b>AUTHENTICITY</b> |             |
| <b>LEARNER'S<br/>INTERPRETATION</b> |                     | <b>TASK</b> |

Figure 1 Four categories of authenticity by Breen

The literature survey permits us to distinguish three instruments to assist us with picking the most suitable articles for language teaching:

1. Is the chosen 'real English' appropriate to learners' needs?

Assess whether the genuine English in a chosen material gets ready students for 'this present 'real' world of communication.

2. Is the selected 'real English' up-to-date? Is it topical?

Assess whether students can consolidate their insight into the world with the information they acquire from the chosen materials; regardless of whether it guides students toward the language they need for their specific setting.

3. Does the selected material encourage further discussion within the topic?

Assess whether the chosen materials limit the space of language adequately to make appropriate real communication.

Along these lines, for some applied etymologists, authenticity is exceptionally critical, in light of the fact that authentic materials can:

1. Prepare learners for the 'real' world of communication;

2. Guide learners toward the language they need for their particular context;

3. Motivate learners to further discussion as they help make communication 'real'.

Thusly, the utilization of authentic materials in training English language acquires a lot of consideration from professionals too. Both applied etymologists and language professionals may try to discover available resources to misuse authentic texts in homeroom guidelines. A few endeavors on language instructing with authentic materials have been done at target Institute Fraga Politechnic Institute. I accept that authentic materials can allow the students to come into direct contact with a social and expert reality, which in its turn can be straightforwardly pertinent to students' requirements. The following piece of the paper is expected to investigate the impact of authentic materials on improving intermediate learners' communicative skills in ESP classes.

### **Sources of Authentic Materials:**

The sources of authentic materials (regardless of whether spoken or composed) are interminable. The most well-known sources are papers, magazines, TV, video, radio, writing, and the web. Although radio is not difficult to utilize, the comprehensibility of its info is the most hard for language students since all non-verbal data is absent... Pictures, developments, tones and non-verbal communication of TV and video, in contrast to radio, permit students to get to non-verbal data; in this way, TV and video greasier for the language students to fathom. However the web is expected the most useful source (Berardo, 2006). As pieces of literature date rapidly, the web is constantly refreshed, is intuitive, and gives visual incitement (Berardo, 2006). In addition, contrasting with different sources, the web is more helpful. Since, educators can get articles, brief snippets, digital recordings and recordings from the web. In any case, as Miller (2003) states, TV is the most utilized mechanism for acquiring authentic listening materials for language instruction.

### **The Role of Authentic Materials in FL Teaching And Learning:**

The requirement for authentic materials in the field of language instructing and their handiness have always recognized by the instructors and scientists. Numerous experimental examinations have shown the beneficial outcomes of credible materials taken by students who have freedoms to interface and manage them. Studies, like Miller (2005) and Thanajaro (2000), have shown the utilization of authentic materials which lead to aural language improvement. Furthermore, Otte (2006) contemplated the effect of aural true messages on listening cognizance capacities of grown-up ESL understudies of an American college. He found that openness to authentic materials would prompt better listening perception capacities and inspiration of the language students. By a similar way, the investigation of Herron and Seay (1991) showed that the language students tuning in to true radio tapes as customary study hall exercises had exhibited more prominent listening cognizance than others. In addition, numerous specialists of language educating and instructional method expressed that applying authentic materials would improve the open capacity of the students (Guariento and Morely, 2001).

The utilization of authentic materials in unknown dialect educating isn't new, however even today it is as yet being examined by applied etymologists and language specialists. Most writing on the instructive utilization of authentic materials guarantees that numerous instructors try not to utilize authentic materials as they discover the use of these materials hard because of absence of information on the best way to choose fitting writings and use them in the homeroom methodologically properly (Ur, 1996; Tomlinson and Masuhara, 2010; Blagozevic, 2013). However, there broad help for the view that students ought to be prepared to manage bona fide circumstances of the objective language outside the homeroom;

### **CONCLUSION**

This study explored the attitudes of teachers toward using authentic materials in EFL classroom. The results revealed that all of the teachers had positive attitudes toward providing authentic input in their classes, regardless of their nationality, teaching experience, and academic degree. The reason for such an attitude was to improve students' skills and expose them to the real English language. In addition, teachers indicated that they would tend to use more authentic materials in reading rather than listening classes. Furthermore, the results indicated that the internet and TV would be the most used sources for obtaining authentic materials.

### **BIBLIOGRAPHY**

1. Ilmuddinovich, K. S. (2020). Methods Of Teaching English To Young Learners. *The American Journal of Social Science and Education Innovations*, 2(11), 65-69.
2. Clarke, D. F. (1989). Communicative theory and its influence on materials production. *Language teaching*, 22(2), 73-86.
3. Guariento, W., & Morley, J. (2001). Text and task authenticity in the EFL classroom. *ELT journal*, 55(4), 347-353.
4. Martinez, A. (2002): Authentic materials: An overview. Online document at URL <http://www.metu.edu.tr/~kilickay>
5. Kuziyev Sarvarbek Ilmuddinovich. (2020). Online evaluating the language learners on the platforms of the social networking services and delivery people. *International Journal of Research in Economics and Social Sciences (IJRESS)*. Vol. 10 Issue 11.

6. Richards, J. C. (1983). Listening comprehension: Approach, design, procedure. *TESOL quarterly*, 17(2), 219-240.
7. Sanderson, M. (1999). *Education and Economic Decline in Britain, 1870 to the 1990s* (Vol. 37). Cambridge University Press.
8. Numonjohnovna Ergasheva Nargiza, Boboxudjayev Bakhodirjon Bokirjon ugli, & Ilmiddinovich Kuziyev Sarvarbek. (2019). Problems in developing speaking skills of students of technical higher educational institutions. *Problems of modern science and education*, (12-1 (145)).
9. Zikirov, M. C., Qosimova, S. F., & Qosimov, L. M. (2021). Direction of modern design activities. *Asian Journal of Multidimensional Research (AJMR)*, 10(2), 11-18. Stry and Biology, (11-2 (65)).



Published by: *TRANS* Asian Research Journals

**AJMR:**  
Asian Journal  
of Multidimensional  
Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00211.1

## DEVELOPMENT AND LIBERALIZATION OF SMALL BUSINESS AND PRIVATE ENTREPRENEURSHIP IN THE REPUBLIC OF UZBEKISTAN

Sanjar Sabirjonovich Sabirjonov\*; Bobur Sobirjon o'g'li Toirov\*\*

\*Senior Lecturer,

\*\*Student,

Tashkent Financial Institute  
UZBEKISTAN

### ABSTRACT

*In the context of scientific and technological development, small business and private entrepreneurship are increasingly finding their place in the transition of leading industries to new technologies. They demonstrate the basic connective quality of the whole system, which provides the work process with new ideas and improvements in production, the introduction of new information technologies. This article deals with the development and liberalization of small business and private entrepreneurship in the Republic of Uzbekistan.*

**KEYWORDS:** *Small Business, Current Issues, Liberalization, Private Entrepreneurship.*

### INTRODUCTION

The large-scale reforms carried out in our country during the years of independence have become an important basis for strengthening national statehood and sovereignty, ensuring security and law and order, inviolability of state borders, rule of law, human rights and freedoms, interethnic harmony and religious tolerance. It has created the necessary conditions for a decent life of our people, for the realization of the creative potential of our citizens.

Absolute abandonment of the command-based management system in the economy, gradual implementation of market reforms and careful monetary policy have led to macroeconomic stability, high economic growth, inflation at the level of forecast indicators. At the same time, small business and private entrepreneurship have served to create ample opportunities and favorable conditions for the development of the farming movement.

### THE MAIN RESULTS AND FINDINGS

Developed as a result of a comprehensive study of current issues of concern to the population and entrepreneurs, analysis of current legislation, law enforcement practices and best international practices, as well as a broad public discussion, Uzbekistan in **2017-2021** **The third direction of the Action Strategy** on the five priority areas of development of the Republic is the

further development and liberalization of the economy. At the same time, institutional and structural reforms aimed at strengthening macroeconomic stability and maintaining high economic growth, increasing the competitiveness of the national economy, modernization and accelerated development of agriculture, reducing state participation in the economy, aimed at further development and liberalization of the economy. to further strengthen the protection of private property rights and its priority position, stimulate the development of small business and private entrepreneurship, comprehensive and balanced socio-economic development of regions, districts and cities, improve the investment climate Priorities such as active investment attraction were mentioned. In this regard, special attention is paid to small business and private entrepreneurship.

Small business and private entrepreneurship is a sphere of employment and a source of income for a significant part of the population. This is the most flexible part of the labor market, absorbing the bulk of the labor force of low qualifications and insufficient experience, who want to have a flexible working day. It is often only here that socially vulnerable segments of the population can find work: women, young people who are looking for work for the first time, have a low level of education and work experience.

Small business has become one of the important factors of economic development in our country. Development of small business is one of the main directions of structural transformations in the economy of Uzbekistan. This sector creates the necessary atmosphere of competition, contributes to the creation of additional jobs and an increase in the income of the population.

There are great opportunities for the development of small business and private entrepreneurship in the Republic of Uzbekistan, since our people have been engaged in small business from time immemorial: potters, jewelers, confectioners, weavers and other artisans produced household utensils, tools, jewelry, gold embroidery, clothing, footwear and other products individually or with members of their families in their small workshops. Most of these goods were sent for sale along the Great Silk Road. The development of small business was facilitated by favorable natural and climatic conditions, the hard work of the people, and rich raw materials.

In modern Uzbekistan, small businesses are represented by individual entrepreneurs, microfirms, small enterprises, as well as dekhkan and farm enterprises.

To ensure the most favorable business environment, business entities are provided with various benefits and preferences, as well as comprehensive support. Privatization is the basis for the formation of a multi-structured economy and the further development of market relations. During the years of independence, about 86.7 thousand units of state enterprises and facilities have been privatized. As a result, a new social stratum of society for Uzbekistan emerged - the class of owners, numbering about 6.5 million people. Along with privatization, small business also developed at a high rate, which in turn formed the basis for the formation of a market economy and a competitive environment in Uzbekistan.

Moreover, the government of the Republic of Uzbekistan is carrying out certain work in creating a comprehensively favorable business environment for entrepreneurship and an investment climate in the country, including improving the regulatory framework, ensuring the integrity of benefits and preferences created for small businesses and foreign investors, prevention of bureaucratic barriers and obstacles arising in the establishment and conduct of business. In particular, the draft law "On amendments and additions to the Law of the Republic of

Uzbekistan“ On guarantees of freedom of entrepreneurial activity ”is aimed at further stimulating the development of entrepreneurship, providing more freedom for the activities of business entities and simplifying the current procedure for their organization. A separate norm on the presumption of the right of a business entity has been introduced into the draft law, according to which all contradictions and ambiguities arising in the implementation of entrepreneurial activities are interpreted in favor of the business entity, and this contributes to a more complete and reliable protection of their legal rights and interests.

The main goal of the Law on Family Entrepreneurship is to create the necessary legislative framework for the development of family entrepreneurship in various sectors of the economy as an important form of small business and private entrepreneurship, strengthening legal guarantees for family businesses and creating new jobs. The law specifically defines the participants in the family business, outlines a clear mechanism for their registration and abolition, and simplifies the procedures for connecting the family business to the infrastructure. A simplified implementation of the accounting and taxation procedure for family businesses is also planned. Tax incentives play an important role in supporting business entities with the help of economic incentives.

Tax incentives are full or partial tax exemptions for legal entities or individuals who have a taxable base in accordance with tax legislation. These benefits are implemented on the basis of the Tax Code of the Republic of Uzbekistan, decrees and decrees of the President of the Republic of Uzbekistan.

There are also tax breaks for family businesses: they are exempt from paying the STP for the proceeds received from the sale of handicrafts and applied arts of their own manufacture (the list is approved by the Cabinet of Ministers). A family firm is formed on the basis of a memorandum of association concluded between family members, indicating the obligations of personal labor participation and a list of common or shared property involved in business turnover. Also, the agreement, at the request of the participants, can also determine the conditions for the distribution of profits brought by the family business. Profit after taxes and other obligatory payments come at the disposal of the participants and is not subject to taxation.

Foreign experience shows that in developed countries small enterprises account for 80 to 97 percent of the total number of enterprises, provide jobs for more than half of the working-age population, and produce up to 70 percent of the national product. For example, in Singapore, small businesses employ about 80 percent of the total employed population. It provides about 4-5 percent of GDP growth. In China, small businesses produce most of the products and services. The bulk of China's exported goods fall on small businesses;

Small business has become one of the important factors of economic development in Uzbekistan. At the end of 2015, its share in the production of gross domestic product amounted to 52.5 percent, and in 2010 - 31 percent. The share of people employed in this area of the total employed population in 2015 increased to 74.6 percent compared to 49.7 percent in 2010.

In the development of small business and private entrepreneurship on an innovative basis, it is advisable to take into account the following:

- ❖ **First**, to encourage the development of new innovative ideas by encouraging employees of industrial enterprises to engage in more marketing research;
- ❖ **Secondly**, the establishment of test sites on the territory of the enterprise

Before the practical implementation of innovative projects created by young

Employees of industrial enterprises;

❖ **Third**, to expand access to credit and the necessary resources for small

Businesses and private entrepreneurs, and to create a system of lending for

Innovative projects;

❖ **Fourth**, to solve the problems related to the continuity of electricity, natural gas, drinking water and similar utilities, which are the most important factors in the production of remote areas of the regions;

❖ **Fifth**, the organization of trade fairs for innovative products and mini-shops;

❖ **Sixth**, through the formation of organizational, legal, financial mechanisms and further improvement of conditions necessary for the development of export potential of small business, to achieve the export of raw materials, but also finished products with high added value.

## CONCLUSION

From the first years of creating the foundations of a market economy, the leadership of Uzbekistan paid great attention to the development of a legislative and legal framework, the organization of financial support, the protection of the rights of entrepreneurs, the training and retraining of personnel, the development of market infrastructure serving small businesses. Today we see the fruits of this work. The number of registered small businesses increased from 182,947 in 2000 to 852,975 in 2016. The main priorities for the development of this sector have been identified - the creation of the most favorable business environment for the development of business, the implementation of measures to provide greater freedom of entrepreneurship, a further large-scale reduction in the intervention of state and regulatory bodies in the financial and economic activities of business entities and the expansion of small businesses' access to credit and raw materials, organizational, legal and financial mechanisms and conditions for the development of the export potential of this sector.

The results achieved and the measures taken over the years of independence, aimed at the development of small business and private entrepreneurship, are a clear indication that a favorable business climate has been formed, that there are all opportunities for the further development of the economy of Uzbekistan.

## REFERENCES

1. Balashevich M. I. "Small business: domestic and foreign experience." Tutorial. Minsk-2001
2. Servan-Zhreiber J. L. "The Craft of an Entrepreneur". Moscow-2002
3. Report of the President of the Republic of Uzbekistan Islam Karimov at an expanded meeting of the Cabinet of Ministers dedicated to the results of the country's socio-economic development in 2015 and the most important priority areas of the economic program for 2016
4. Primova A. A. "Texts of lectures on the course "Small business and entrepreneurship" Bukhara -2013.
5. Www. Biblioteka. Uz

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00235.4**

## A STUDY OF TEACHING EFFECTIVENESS, SCIENTIFIC ATTITUDE AND ACHIEVEMENT IN GEOGRAPHY AMONG HIGHER SECONDARY SCHOOL STUDENTS

**Mr. Faiyaz Ahammad\***

\*Research Scholar,  
Department of Education,  
Aligarh Muslim University,  
Aligarh (U.P.) INDIA  
E-mail id: faiyaz9013@gmail.com

### ABSTRACT

*Today, teaching profession has become very challenging, complex and versatile due to various reasons such as there is explosion of knowledge and information and there after radical changes are taking place in the content areas of all discipline of humanities, science and social science. Hence, teacher must hold scientific attitude and comprehensive views of their chosen subject, teaching skills and dealing the students. The quality and extent of learner's achievement are determined firmly by teaching effectiveness, scientific attitude, competent, sensitivity, and dedication of the students. Effective teaching and scientific attitude largely influence the achievement of students in geography subject. Teaching effectiveness and scientific attitude bringing up quality in higher secondary education. Effective teaching and scientific attitude mould and shapes the behaviour and do best at the stage for their achievement. Teaching effectiveness and scientific attitude can contribute significantly in improving the quality of education and achievement of students in geography subject. For recognising teaching effectiveness, scientific attitude and achievement in geography subject, it is essential to identify and estimate some of the major patterns of learner's characteristics. An adequate assessment and evaluation based study is essential to assess the teaching effectiveness, scientific attitude and achievement in geography subject among the higher secondary students. Hence, the present study was undertaken and it is an attempt to find out the teaching effectiveness, scientific attitude and achievement in geography subject among the higher secondary school students of Murshidabad district, West Bengal. Despite of many studies on teaching effectiveness related areas, till now no research has been conducted on Teaching Effectiveness, Scientific Attitude and Achievement in Geography among higher secondary school students in Murshidabad district,*

West Bengal. The findings of the study will be helpful for the state government, policy makers, principals, teachers and parents to know the achievement of students in geography subject and quality of teaching in schools and how teaching effectiveness and scientific attitude are working towards the achievement in geography among higher secondary school students. And it will also overcome the research gap in this area.

**The purposes of the present study were:** 1. to examine the relationship between teaching effectiveness, scientific attitude, and achievement in the geography of higher secondary students. 2. To study the scientific attitude towards a geography of higher secondary school students in respect of gender variation. 3. To examine the scientific attitude towards a geography of higher secondary students in respect of location variation. 4. To study the difference in geography teaching effectiveness as experienced by higher secondary students in terms of gender variation. 5. To study the difference in geography teaching effectiveness as experienced by higher secondary school students in terms of locality variation. 6. To study the impact of teaching effectiveness and scientific attitude over the achievement in geography of the higher secondary students.

**Method of the Study:** In the light of the nature of the study, the Descriptive survey method is adopted for the completion of present study. **Population:** Population of the study covers all the higher secondary school students of Murshidabad district, West Bengal. **Sample:** For the present study, a sample of 294 higher secondary school students were selected. Out of which 161 were male students and 133 were female students. **Tools for data collection:** The data were collected with the help following data collection tools. 1. Teaching Effectiveness Scale developed by Subhash Sarkar and Abhijit Deb (2014). This scale consists 40 items divided into Four Dimensions—I. Preparation, II. Presentation, III. Application, IV. Management. 2. Scientific Attitude Scale developed by Sukhwant Bajwa & Monika Mahajan (2017). This scale consists 49 items in five Dimensions - I. Rationality, II. Curiosity; III. Open Mindedness, IV. Faith in Scientific Method, V. Aversion to superstition. 3. Geography scores of students of class eleventh (Grade-11th) were treated as achievement in geography. **Statistical Techniques:** The data were analysed with the help of different statistical techniques on the basis of research objectives.

**Major Findings:** 1. The results indicate that effective teaching has a significant effect on the development of scientific attitude and achievement in geography among the higher secondary students. 2. There is significance difference in scientific attitude towards geography of secondary students in respect of gender variation. 3. There is significance difference in scientific attitude towards geography of higher secondary students in respect of location variation. 4. There exists a significant difference in geography teaching effectiveness as experienced by higher secondary students in terms of gender variation. 5. There is no significant difference in geography teaching effectiveness as experienced by higher secondary students in terms of locality variation.

**KEYWORDS:** Teaching Effectiveness, Scientific Attitude, Achievement In Geography And Higher Secondary School Students.



## INTRODUCTION

Teaching effectiveness is a very important aspect of teaching-learning process because effective teaching can help the learners as well as enhancing the learner's academic achievement. **Good (1959)** defines teaching effectiveness as "the degree of success of a teacher in performing instructional and other duties specified in his contract and demand by the nature of his position". According to **Flander (1969)**, "Teaching effectiveness is concerned with relationship between characteristics of teacher, teaching acts and their effects on educational outcomes of classroom teaching." According to **Kullbert (1989) and Baker (1990)** 'Effective Teaching should stimulate student curiosity and active learning, encourage student analytical, logical, and creative thinking, and increase both their desire and capacity for future learning'. The teachers are the pivotal of effective teaching and play a significant role for achievement of students. The teacher encompasses a great influence on the learners after only their parent, that's why nation give the teachers a great importance place in our everyday life. The effective teaching is not an easy one rather it's one of the foremost complicated which not only needs talent but also needs self-confidence, affection, fondness, sympathy, empathy, discipline, punctuality, dedication, motivation towards their profession. Teaching effectiveness is found to be directly relating to the student learning outcomes (Wang et al, 2018; Newman et al, 2017; Atsuwe et al, 2016, Hussain et al, 2012; Ahmed et al, 2011; Monoharan & Sundaram, 2003). Effectiveness is the degree to which some matter or process is successful in making a satisfying result. The meaning of the word effectiveness is efficacy, successfulness, fruitfulness, productiveness, potency etc. The word 'effective' comes from the Latin word *effectivus*, which means creative or effective. 'Effectiveness' is the quality of being successful in producing an intended result' (Collin's English Dictionary, 2017).

The effective teacher is he who teaches effectively to their students. Effective teachings install one of the most vital places of students' life. It can refine and modify student's behaviour. Effective teachings always help the students in academic achievement and effective teacher help in developing sound health, body and mind. They always engage in cultivating the basic skills, thought process, scientific temperament, healthy habits, positive attitudes, value orientation, value judgment and ability to adjust in ever changing psycho-social environment among the students. Besides, helping the students in their optimal all-round development, the effective teachers prepare them for the forthcoming competition in life by upholding their curricular and co-curricular performances. The teachers play a valuable role in the teaching-learning process to the pupil. In every institution, teacher effectiveness is essential for the purpose of effective teaching learning process. Thus, effective teaching, to some extent, is the result of teacher effectiveness. More effective teacher, that means more effective learning. Because, the quality of education always depends on the effective teachers and schools (Susan, 1985). The school effect or the quality of school also directly or indirectly depends on teacher effectiveness. Hence, the teacher effectiveness is one of the central themes of the education from the very beginning of the education process started in each and every societies and nations. The policy makers also consider that the major focus of educational policy is also quality teaching in academic institutions. The measurements and researches on teacher effectiveness have a century old history. Remmer, in 1928, developed the oldest scale namely, Purdue Rating Scale, for measuring teacher effectiveness (Braskamp, Caulley & Costin, 1979). From then on, the researchers in the field of education focus in exploring the various aspects of teacher effectiveness and emphasis in enhancing it through research output.

Scientific Attitude is defined as a set of emotionally toned ideas about science, scientific methods and related directly or indirectly to the course of action in the literature of science education (Singh, 1988). The term Scientific Attitude applies such qualities of mind as intellectual curiosity, passion for truth, respect for evidences, and appreciation of the necessity of free communication in science. Thus, scientific attitude is open-mindedness; a desire for perfect knowledge, confidence in procedures, seeking knowledge and expectation that solution of the problem will come out through the use of verified knowledge. Science attitude is an opinion or position taken with respect to a psychological object in the field of science. According to Sekar, P and Mani, S (2013), science attitude is normally associated with the mental processes. These habits are important in the daily life of everyone. Scientific attitudes possess attributes thought to be either false and do not express an evaluative quality. The teacher bears the responsibility of developing scientific attitude among students. Without scientific attitude aims of science cannot be attained (Sharma, 2005). Thurstone (1929), defined as, "Scientific attitude is the sum total of man's inclination and feelings, prejudices and biased preconceived notions, ideas, fears, threats and convictions about any specific topic". Emina (1986) classified various components of scientific attitude as rationality, curiosity, open-mindedness, objectivity, and aversion to superstition.

Geography as a subject enables us to comprehend the Earth we are living in from a spatial viewpoint. It offers an organized structure for enquiry into questions about the world that surrounds us. Geography provides a link between social sciences and the physical sciences, through the provision of an understanding of the dynamics of our cultures, societies and economies on the one hand, and those of physical landscapes and environmental processes on the other. Geography is an inclusive subject, encloses the entire observable province of the earth's surface and is experienced as part of science, social science, arts as well as technology in universities worldwide. Unfortunately in India, it is generally taught as a social science discipline in schools (Alam, 2016). The study of Geography will help students expand a sound knowledge of our nation. It will help students to face challenges created by population explosion, environmental pollution, regional socio-economic inequality, resource depletion, etc., all of which are becoming ever more prominent in West Bengal, as well as in India in general. Geographical education provides pupils with learning experiences which facilitate them to see the relationships between the individual, society and the environment, and through this to increase skills which can be transferred to other learning and life situations.

The findings (Onuoha & Eze, 2013) discovered that, students normally have a positive attitude towards the learning of Geography. They stated that, the findings revealed that, students usually have a positive attitude towards the learning of Geography. Furthermore, gender and location had no notable influence on students' attitude towards Geography, while a lesser number of students agreed that geography textbooks are expensive, difficult to understand and that

Geography teachers do not teach well. Whereas Toma (2010) concluded that, students' positive opinions about their teachers are the most effective factor that increases students' interest in the lesson. But in the study of Arslan et al. (2012) indicated that attitude of the middle students toward mathematics and achievement scores in Mathematics had a significant difference in conditions of their gender and grade levels. Female students performed more positive attitudes than male students toward Mathematics and female students had higher grades than male students. Ayodele & Olatunbosun, 2015; Lee & Anderson (2015) suggested that gender differences in attitudes to mathematics may be more distinct in coeducational schools of Mubeen et al.

(2013) also found the same concerning secondary students in mathematics. According to Wong & Hanafi (2007) male and female students were differed in respect of attitude towards information technology in Malaysia. The study (Ayodele & Olatunbosun, 2015) revealed that there was no significant difference between students' gender and achievement in Basic Science. The study also showed that there was a significant relationship between students' attitude and achievement in Basic Science. Present researchers found significant and positive relationship between attitudes and achievements in different subjects (Mitchell & Simpson, 1982; Michelli, 2013). Mubeen (2013) and Brown et al. (2015) found insignificant relationship between attitude and achievements of secondary students in mathematics and undergraduate student in chemistry respectively. But there exists a research gap in considering all these three variables altogether in a single study. The present work thus aimed to study teaching effectiveness, scientific attitude and achievement in geography among higher secondary school students.

### **JUSTIFICATION OF THE PROBLEM**

Today, teaching profession has become very challenging, complex and versatile due to various reasons such as there is explosion of knowledge and information and there are radical changes are taking place in the content areas of all discipline of humanities, science and social science. Hence, teacher must hold scientific attitude and comprehensive views of their chosen subject, teaching skills and dealing the students. The quality and extent of learner's achievement are determined firmly by teaching effectiveness, scientific attitude, competent, sensitivity, and dedication of the students. Effective teaching and scientific attitude largely influence the achievement of students in geography subject. Teaching effectiveness and scientific attitude bringing up quality in higher secondary education. Effective teaching and scientific attitude mould and shape the behaviour and do best at the stage for their achievement. Teaching effectiveness and scientific attitude can contribute significantly in improving the quality of education and achievement of students in geography subject. For recognising teaching effectiveness, scientific attitude and achievement in geography subject, it is essential to identify and estimate some of the major patterns of learner's characteristics. An adequate assessment and evaluation based study is essential to assess the teaching effectiveness, scientific attitude and achievement in geography subject among the higher secondary students. Hence, the present study was undertaken and it is an attempt to find out the teaching effectiveness, scientific attitude and achievement in geography subject among the higher secondary school students of Murshidabad district, West Bengal. Despite of many studies on teaching effectiveness related areas, till now no research has been conducted on Teaching Effectiveness, Scientific Attitude and Achievement in Geography among higher secondary school students in Murshidabad district, West Bengal. The findings of the study will be helpful for the state government, policy makers, principals, and teacher's and parents to know the achievement of students in geography subject and quality of teaching in schools and how teaching effectiveness and scientific attitude are working towards the achievement in geography among higher secondary school students. And it will also overcome the research gap in this area.

### **OBJECTIVES**

The objectives of the present study were:

1. To examine the relationship between teaching effectiveness, scientific attitude, and achievement in geography of higher secondary students.

2. To study the scientific attitude towards geography of higher secondary school students in respect of gender variation.
3. To examine the scientific attitude towards geography of higher secondary students in respect of location variation.
4. To study the difference in geography teaching effectiveness as experienced by higher secondary students in terms of gender variation.
5. To study the difference in geography teaching effectiveness as experienced by higher secondary school students in terms of locality variation.
6. To study the impact of teaching effectiveness and scientific attitude over the achievement in geography of the higher secondary students.

### **HYPOTHESIS**

1. There exists a significant relationship between teaching effectiveness, scientific attitude, and achievement in geography of higher secondary students.
2. There is no significant difference in scientific attitude towards geography of secondary students in respect of gender variation.
3. There is no significant difference in scientific attitude towards geography of higher secondary students in respect of location variation.
4. There exists a significant difference in geography teaching effectiveness as experienced by higher secondary students in terms of gender variation.
5. There exists a significant difference in geography teaching effectiveness as experienced by higher secondary students in terms of locality variation.
6. There exists no significant impact of teaching effectiveness and scientific attitude over the achievement in geography of the higher secondary students.

### **METHODS & PROCEDURE**

#### **Method of the Study:**

In the light of the nature of the study, the Descriptive survey method is adopted for the completion of present study.

#### **Population:**

Population of the study covers all the higher secondary school students of Murshidabad district, West Bengal.

#### **Sample:**

For the present study, samples of 294 higher secondary school students were selected. Out of which 161 were male students and 133 were female students.

#### **Tools for Data Collection:**

The data were collected with the help of the following data collection tools.

1. Teaching Effectiveness Scale developed by *Subhash Sarkar and Abhijit Deb* (2014). This scale consists 40 items divided into Four Dimensions—I. Preparation, II. Presentation, III. Application, IV Management
2. Scientific Attitude Scale developed by *Sukhwant Bajwa & Monika Mahajan* (2017). This scale consists 49 items in five Dimensions - I. Rationality, II. Curiosity, III. Open Mindedness, IV. Faith in Scientific Method, V. Aversion to superstition
3. Geography scores of students of class eleventh (Grade-11<sup>th</sup>) were treated as achievement in geography.

**Statistical Techniques:** The data were analysed with the help of different statistical techniques on the basis of research objectives.

## RESULTS AND INTERPRETATION

**TABLE 1: TO FIND OUT THE INTERRELATIONSHIPS AMONG THE THREE VARIABLES, I.E. TEACHING EFFECTIVENESS, SCIENTIFIC ATTITUDE AND ACHIEVEMENT IN GEOGRAPHY AMONG HIGHER SECONDARY STUDENTS, THE PEARSON CORRELATION COEFFICIENTS WERE FORMED AMONG ALL THE THREE VARIABLES.**

| Correlations                                        | r- Value for total sample | p- Value | r- Value for total male Sample | p- Value | r- Value for total female sample | p- Value |
|-----------------------------------------------------|---------------------------|----------|--------------------------------|----------|----------------------------------|----------|
| Teaching Effectiveness and Achievement in Geography | 0.451                     | 0.000    | 0.512                          | 0.000    | 0.383                            | 0.050    |
| Scientific Attitude and Achievement in Geography    | 0.261                     | 0.015    | 0.371                          | 0.007    | 0.201                            | 0.023    |
| Teaching Effectiveness and Scientific Attitude      | 0.572                     | 0.000    | 0.503                          | 0.000    | 0.351                            | 0.000    |

## INTERPRETATION

The Pearson's correlation coefficients among the variables show a good significant correlation between Teaching Effectiveness and Achievement in Geography, Scientific Attitude and Achievement in Geography, Teaching Effectiveness and Scientific Attitude for the total sample as well as among the male and female samples. The results indicate that effective teaching has a significant effect on the development of scientific attitude and achievement in geography among the higher secondary students. Thus, as effective is the teaching, the greater will be the scientific attitude and achievement in geography of higher secondary school students. The above table also reveals a weak but significant correlation between scientific attitude and achievement in geography among the higher secondary school students. Though, the relationship between scientific attitude and achievement in geography is not found to be strong enough, still the relation is significant with  $p < 0.05$ .

**TABLE 2: SHOWING DIFFERENCE IN SCIENTIFIC ATTITUDE TOWARDS GEOGRAPHY OF SECONDARY STUDENTS IN RESPECT OF GENDER VARIATION**

| Source of Variation | Number of Students | Mean  | df  | t-value | p-value |
|---------------------|--------------------|-------|-----|---------|---------|
| Male Students       | 161                | 131.0 | 292 | 1.27    | 0.180   |
| Female Students     | 133                | 132.0 |     |         |         |

**INTERPRETATION:** From the above (Table 2) it is found that, the mean score of scientific attitudes towards geography of female students (132.0) were higher than male students (131.0). Study also shows that 't' value (1.27) was greater than the probability value (0.180) at alpha level (0.05), as a result significant difference was established. Hence, the null hypothesis (H02) "There is no significance difference in scientific attitude towards geography of secondary students in respect of gender variation" was rejected.

**TABLE 3: SHOWING SCIENTIFIC ATTITUDE TOWARDS GEOGRAPHY OF HIGHER SECONDARY SCHOOL STUDENTS IN RESPECT OF LOCATION VARIATION**

| Source of Variation | Number of Students | Mean  | df  | t-value | p-value |
|---------------------|--------------------|-------|-----|---------|---------|
| Rural Students      | 140                | 122.0 | 292 | 4.27    | 0.130   |
| Urban Students      | 154                | 137.0 |     |         |         |

**INTERPRETATION:** From the above (Table 3) it is shows that mean score of scientific attitudes towards geography of urban students (137.0) were higher than rural student (122.0). Study also shows that, Probability value (0.130) was less than the t-value (4.27) at alpha level (0.05), as a result significant difference was established. Hence, the null hypothesis (H03) "There is no significance difference in scientific attitude towards geography of higher secondary students in respect of location variation" was rejected.

**TABLE 4: SHOWING DIFFERENCE IN GEOGRAPHY TEACHING EFFECTIVENESS AS EXPERIENCED BY HIGHER SECONDARY STUDENTS IN TERMS OF GENDER VARIATION**

| Source of Variation | Number of Students | Mean | df  | t-value | p-value |
|---------------------|--------------------|------|-----|---------|---------|
| Male Students       | 161                | 11.0 | 292 | -1.23   | 0.113   |
| Female Students     | 133                | 8.0  |     |         |         |

**INTERPRETATION:** From the above (Table 4) it is found that, the mean score of geography teaching effectiveness as experienced by male students (11.0) were higher than female students (8.0). Study also shows that, 't' value (-1.23) was less than the probability value (0.113) at alpha level (0.05), as a result significant difference was established. Hence, the null hypothesis (H04) "There exists a significant difference in geography teaching effectiveness as experienced by higher secondary students in terms of gender variation." was not rejected.



**TABLE 5: SHOWING DIFFERENCE IN GEOGRAPHY TEACHING EFFECTIVENESS AS EXPERIENCED BY HIGHER SECONDARY STUDENTS IN TERMS OF LOCATION VARIATION**

| Source of Variation | Number of Students | Mean  | df  | t-value | p-value |
|---------------------|--------------------|-------|-----|---------|---------|
| Rural Students      | 140                | 131.0 | 292 | 5.23    | 0.171   |
| Urban Students      | 154                | 156.0 |     |         |         |

**INTERPRETATION:** From the above (Table 5) it is shows that mean score of geography teaching effectiveness as experienced by higher secondary students of urban area (156.0) were higher than the students of rural area (131.0). Study also shows that, Probability value (0.171) was less than the t-value (5.23) at alpha level (0.05), as a result significant difference was established. Hence, the null hypothesis (H05) “There exists a significant difference in geography teaching effectiveness as experienced by higher secondary students in terms of locality variation” was rejected.

In order to see the impact of teaching effectiveness and scientific attitude over the achievement in geography of the higher secondary students, the researcher computed regression analysis. The regression analysis excluded scientific attitude as a predictive variable of achievement in geography and found only geography teaching effectiveness as a predictive variable to achievement in geography with a total variance of 17.2%. The F- value is found to be 25.117 with  $p < 0.01$  as significant, while the regression coefficients are given in table 6.

**TABLE 6: REGRESSION COEFFICIENTS FOR THE TOTAL SAMPLE (N=294)**

| Model                      | Unstandardized Coefficients |                 | Standardized Coefficients | t-Value | p-Value |
|----------------------------|-----------------------------|-----------------|---------------------------|---------|---------|
|                            | Beta                        | Standard. Error | Beta                      |         |         |
| Constant                   | 39.947                      | 4.132           |                           | 9.170   | 0.000   |
| Teaching Effectiveness(TE) | 0.110                       | 0.027           | 0.321                     | 3.978   | 0.000   |

From the above (Table 6) it is found that, the regression equation for the prediction of achievement in geography scores can be written as:  $GA = 39.947 + (0.321) TE$ . Thus, showing that only teaching effectiveness acts as the predictive variable among the chosen variables, i.e. scientific attitude, teaching effectiveness and achievement in geography scores can be predicted with the help of this equation;

### LIMITATIONS OF THE STUDY

There are some limitations for the study. The very nature of the research in implies certain limitation about the variables, sample and nature of the area.

1. The study is limited to few variables namely Gender, Location, Teaching Effectiveness, Scientific Attitude and Achievement in Geography.

2. The investigation is carried out only at Higher Secondary level students.
3. The study is conducted only to 294 numbers of students.
4. By considering constraint of time, money and geographical places, the investigator has taken Murshidabad district only.

#### MAJOR FINDINGS

1. The results indicate that effective teaching has a significant effect on the development of scientific attitude and achievement in geography among the higher secondary students.
2. There is significance difference in scientific attitude towards geography of secondary students in respect of gender variation.
3. There is significance difference in scientific attitude towards geography of higher secondary students in respect of location variation.
4. There exists a significant difference in geography teaching effectiveness as experienced by higher secondary students in terms of gender variation.
5. There is no significant difference in geography teaching effectiveness as experienced by higher secondary students in terms of locality variation.

#### CONCLUSION

The present study involved 294 higher secondary students from Murshidabad district of West Bengal state, India. The collected data over the two data collection instruments (Teaching Effectiveness Scale developed by Subhash Sarkar & Abhijit Deb and Scientific Attitude Scale developed by Sukhwant Bajwa & Monika Mahajan) together with student's geography scores as their geography achievement revealed interesting results from the study. On the lower statistical grounds, the data show strong correlations among teaching effectiveness & geography achievement and teaching effectiveness & scientific attitude, while the weak correlation between scientific attitude and geography achievement. The correlation between student experiences of effective teaching and achievement in geography was found to be 0.451,  $p < 0.01$ ; between teaching effectiveness & scientific attitude as 0.572,  $p < 0.01$ . The results thus show that effective teaching is related to student's geography achievement as well as to the development of scientific Attitude among the higher secondary students, but scientific Attitude is weakly associated with geography achievement. And these similar results were found in male and female samples as well, except in the case of scientific attitude and geography achievement correlations which are stronger for the male sample than the female sample.

While at advanced statistical levels the analysis involved regression analysis for finding the individual percentage contribution of scientific attitude and teaching effectiveness to the student's geography achievement as well as to know the predictive strength of these variables over student's geography achievement. The regression analysis revealed that only teaching effectiveness is acting as the predictive variable to student's geography achievement, while scientific attitude were excluded from the stepwise regression analysis. The F value for teaching effectiveness is found to be significant as  $F = 25.117$ ,  $p < 0.01$ , and teaching effectiveness is reported to cause a total variance of 17.2% in the student's geography achievement scores. The contribution of teaching effectiveness alone is significant and sufficient for us to realize the importance of geography teaching effectiveness for any improvement in student's geography learning outcomes.

However, the research does not reports sufficient causal relation between student's scientific attitude and geography learningoutcomes in terms of geography achievement. But this result does not directly discard possibilities of any correlation between scientific attitude and geography achievement.And it might come up due to some other reasons as well, which can be explored in further studies. As initially scientific attitude wasfound to be weaklyassociated with geography achievement of the students, but later it does not show up as a predictive variable of the students' geography achievement.

### IMPLICATIONS OF THE STUDY

As our Indian educational policies and programs aim inculcation of scientific attitude while determining the roles of social science teachers. And the current research report also confirms the impact of teaching effectiveness on geography achievementof the students together with a strong significant correlation between teaching effectiveness and scientific attitude of the students. The teachers are thus required to realize their roles and administer them effectively in the classrooms as well as in laboratories. And we need to facilitate effective geographyteachings for the students by providing trained quality teachers, good school environment, better physical facilities in terms of infrastructure and specifically geography laboratories, etc. An effective teacher is a key concept of student achievements in any subject and in the case of a subject as geography the responsibilities of the teachers are much more. Although there are a number of ways to orient ones teaching effectively generally through student-centered instruction together with maximum student participation and modern technology. But geography teaching effectiveness should put special emphasis over student motivation and development of scientific attitudes towards the subject stressing over the laboratory competencies. As the subject is many considered as dry and difficult the student perceptions and interests in the subject should be developed and maintained. And higher secondary level instructions have lifelong implications over the students as helping them not only in developing a further choice to study, but also to earn a livelihood, to employ geographical knowledge in daily lives and to become an active nation provider. The teachers are required not only to play the role of atutor, but to work as a guidance provider, and should always be available to the learners even outside the classroom.

### REFERENCES

1. Aina, J. K., Olanipekun, S. S., & Garuba, I. A. (2015). Teacher's effectiveness and its influence on students learning. *Advances in Social Sciences Research Journal*, 2(4), 88-95.
2. Aktamis, H., & Ergin, O. (2008). The effect of scientific process skills education on Students scientific creativity, science attitudes and academic achievements. Paper presented at Asia-Pacific Forum on Science Learning and teaching. June 2008.
3. Al-rabaani, A. (2014). The acquisition of science process skills by Omani"s pre-service social studies" teachers. *European Journal of Educational Studies*, 6(1), 13-19.
4. Alam, S. (2016). Place of geography in schoolcurriculum. *Geography and You*. 16 (95). 17-20.Retrieved from <https://www.researchgate.net/.../303495585>
5. Annakodi, R. (2008). Study of scientific attitude of pupils of class xi and their achievement in science. *Miracle ofTeaching*, 8(1), 39-4 1.
6. Bajwa, S. and Mahajan, M. (2017). Scientific attitude Scale, National Psychological Cooperation, Agra, UP, India, (2017).

7. Banu, D. P. (1986). Secondary school students' attitude towards science, *Research in Science and Technological Education*, 4(2), 195-202.
8. Darling-Hammond, L. (1996). The right to learn and the advancement of teaching: Research, policy, and practice for democratic education. *Educational Researcher*, 25(6), 5–17.
9. Dash Umasankar, Barman Pranab (2016) Teaching Effectiveness of Secondary School Teachers in the District of Purba Medinipur, West Bengal. *IOSR Journal of Humanities and Social Science (IOSR- JHSS)*, volume 21, issue 7, [www.iosrjournals.org](http://www.iosrjournals.org).
10. Dogra Barti, Singh Anita (2015) A Comparative Study of Teaching Effectiveness of Regular and Contractual Tertiary Teachers. *G-Journal of Education, Social Science and Humanities*, <http://www.gjestenv.com/gjesh/glesh.html>.
11. Frazer, B. J. & Walberg, H. J. (1981). Psychosocial learning environment in science classrooms: a review of research. *Studies in Science Education*, 8, 67-92.
12. Glaud, C. (1986). The scientific attitude and science education: A critical reappraisal, *Science Education*, 66(1), 109-121.
13. Harris, A. (1998). Effective teaching: A review of the literature. *School Leadership & Management*, 18 (2), 169-183.
14. Hipkins, R. (2002). Curriculum, learning and effective pedagogy. A literature review in science education. Wellington: Ministry of Education.
15. Lucas, P. (2016). A study of scientific attitude and academic achievement in science of secondary school students in Thane city. *Anveshana's International Journal of Research in Education, Literature, Psychology and Library Sciences*. 1(1), 68-74.
16. Monoharan & Sundaram M.A., (2003). Certain school variables as related to classroom climate and teacher's teaching effectiveness as perceived by higher secondary students. *Journal of Educational Research and Extension*, 40(1), 1-6.
17. Mohan P. Philip & Ramya. K, Impact of ICT in Sharpening Teaching Effectiveness of Undergraduate Courses in Commerce, *International Journal of Business and General Management (IJBGM)*, volume 7, Issue 2, February-March 2018, pp. 15-20.
18. Olasehinde, K. J., & Olatoye, R. A. (2014). Scientific Attitude, Attitude to Science and Science Achievement of Senior Secondary School Students in Katsina State, Nigeria. *Journal of Educational and Social Research*, 4(1), 445-452.
19. Patrick, H., & Mantzicopoulos, P. (2016). Is effective teaching stable? *Journal of Experimental Education*, 84(1), 23 –47.
20. Payne, D.A. (1977). The assessment of learning: Cognitive and affective. Lexington, MA: D.C. Heath and Co.
21. Pillai, P.K.S. (2012): An Analytical study on Scientific Attitude of Higher Secondary students in Virudhnagar district, *International Journal of Teacher Educational and Research*, Vol. 3 (12), pp. 173-174.
22. Sarkar, S. and Deb, A. (2014) Teaching Effectiveness Scale, National Psychological Cooperation, Agra, UP, India, (2014).

23. Seema, Kumari Manju, Rani Sudesh (2015) A Study of Teacher Effectiveness In Relation To Gender and Type of Schools; An International Indexed Online Journal [www.darpanonline.org/GIRT](http://www.darpanonline.org/GIRT), Volume:1, issue:8, ISSN 2347-8861
24. Sharma, I. (2005): A study of relation between Scientific Attitude and Problem Solving Ability of tenth class students, Unpublished Doctoral Thesis, Faculty of Education, Patna; Bihar University.
25. Study of Scientific Attitude in relation to Science Achievement Scores among Secondary School Students. Amit Ahuja. Educational Quest: An International Journal of Education and Applied Social Science, 8(1), 9-16.
26. Swami, C.C. (2012): A study of Scientific Attitude among the students of Secondary schools, International Journal of Current Research, Vol. 3 (34), pp. 42-43.
27. Tomal, N. (2010). High school students' attitudes towards geography and the questions they wonder about. Scientific Research and Essays. 5(13), 1729 - 1733 .Retrieved from <http://www.academicjournals.org/SRE>.
28. Tyagi Shweta (2013) A Study on Teaching Effectiveness of Secondary School Teachers in Relation to Their Demographic characteristics. International Journal of Engineering And Innovative Technology (IJEIT) Vol 3, issue 1.

Published by: *TRANS* Asian Research Journals

# AJMR:

## Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00212.3

### THE PROBLEMATIC STRUCTURES OF SPEECH IN FORMING DIALOGICAL UTTERANCE

Gavkhar Nurislamovna Tukhlieva\*

\*PhD, Associate Professor,  
Department of “Theory of translation and comparative linguistics”,  
National University of Uzbekistan,  
Tashkent, UZBEKISTAN

#### ABSTRACT

*The article is about influence of the speech on the structure of dialogical utterance in one-compound and two-compound sentences in English. The author represents examples on the mentioned structures. Speech is a wide and interesting field for research, since the language that exists in society and for society develops and changes mainly through speech.*

**KEYWORDS:** *Speech, Dialogic Speech, Interrogative Replica, Full-Compound Sentences, Ellipse, Incomplete Sentences.*

#### I INTRODUCTION

Speech is a wide and interesting field for research, since the language that exists in society and for society develops and changes mainly through speech. The learning of utterance involves an appeal to dialogic speech, since the main stylistic techniques of fiction are associated with the characteristic features of conversational speech and are used with the expressive means of language. And also, in the utterance, there are often cases when the response doesn't repeat the syntactic structure of the interrogative replica.

However, since all the elements necessary for understanding are contained in the interrogative phrase, the sentence in the response phrase is often incomplete (*often consisting of one word*) - it is also the norm of **speech**, therefore, it is also used in the dialogue of art work. At the same time, there are significant quantitative differences in the use of the ellipse (incomplete sentences) in the first replica of the dialogical unity, which has relative independence in semantic and structural regards, and in the second replica, which structurally and semantically depends on the first replica by reaction or response.



## II MAIN PART

By Dialogue Unity, we mean any set of replicas that are in such a structural or semantic connection, in which the previous replica acts as a conditioning, and each of the subsequent ones, on the one hand, is conditioned by the previous one, and on the other hand, it determines the next one, the last replica is only conditioned.

Although, in general, the degree of ellipsis in the second replica is significantly higher than in the first, it is not the same in all types of the second replica. The highest degree of ellipsis, as in live speech, is observed in replicas containing the answer to a question, *for example*:

*She rested her head against his coat.*

*"Hi's sweet, isn't he, Anson?" - She demanded.*

*"Absolutely," said Anson, laughing.*

*She raised her face to her husband.*

*"Well, I'm ready," she said. She turned to Anson: "Do you want to see our family gymnastic stunt?"*

*"Yes," he said in an interested voice.*

*"All right here we go!"*

*Hagerty picked her up easily in his arms.*

*"This is called the family acrobatic stunk," Paula said. "He carries me up-stairs. Isn't it sweet of him?"*

*"Yes," said Anson.*

*Hagerty bent his head slightly until his face touched Paula's.*

*"And I love him," she said. "I've just been telling you, haven't I, Anson?"*

*"Yes," he said.*

*"He's the dearest thing that ever lived in his world; aren't you, darling? Well, good night. Here we go. Isn't he strong?"*

*"Yes," Anson said.*

*"You'll find a pair of Pete's pajamas laid out for you. Sweet dreams, see you at breakfast."*

*"Yes," Anson said. (F.S. Fitzgerald, 1988, p. 120)*

The types of connections between replicas in dialogic unity are one of the most important parameters of dialogue in fiction. For example, it can be such kind of connection between replicas in which the second replica syntactically continues the first replica. The essence of the pick-up is that the speaker uses the words of the interlocutor mentally and continues his statement.

As a rule, the words of the first replica and the picked up words in the second replica are one whole. The connection between the replicas is particularly close in cases where the pick-up in the second replica is as a member of the sentence contained in the first replica, comp:

*“Are you so crazy to see the place?”*

*“Not very” (R. Lardner, 1990, p.287)*

*“Edna, I’m astonished at the way you’ve been acting,” he said in a strong, frank voice.*

*“At first I couldn’t believe it.”*

*“Believe what?” she demanded sharply (F.S. Fitzgerald, 1988, p.120).*

In their structure, the replica-pickups are mainly similar to the connecting structures. But this is only at first look. The substantial difference between the connecting construction and the replica (pick-up) is that the connecting construction is located within the utterance of one interlocutor or most often in the author's narrative, while the replica-pickup forms a structure attached by another person to the utterance of the interlocutor.

Wide dissemination in the English-language utterance was had such pickups, where various prepositions act as connecting elements. Such pickups posturize different kinds of prepositional constructions performing the role of some secondary parts of the sentence (most often an adverbial modifier) contained in the first replica.

In the dialogue of E. Hemingway's short story “fifty thousand” the pick-up with the preposition “except” does a separate object function:

*“You can have an idea what it’s like. They aren’t anybody can have idea what it’s like.”*

*“Except the wife,” I said. (E.Hemingway, 1991, p.300)*

Replicas-pickups, having the structure of full-compound sentences, can be attached to the first replica by composing or subordinating.

One-compound sentences, which are subdivided into two parts, are also extremely productive in English dialogic utterance: **1) non-subjective models, and 2) models, expressing a predication to a subject, derived from a situation or context.** The imperative, declarative, interrogative, and exclamatory models refer to the predicates of one-compound sentences in English dialogical speech. Predication in them is expressed by various forms of the verb – *nominal, personal, impersonal or modal predicate*, which represents the characteristic of the subject as something probable, possible, desirable, and necessary.

In the event if the predicate is expressed by a personal verb, they are divided into:

### **1) Subject is clear from the previous model:**

*Biddle: These must have been expensive cigars.*

*Cornelius: Cost about half a crown each. (T. Capote, 1965, p.55);*

### **2) The subject is clear from the situation:**

*Radfern: ... Hello! No, I’m not... Well, I can’t help it. You’ve got the wrong number. (Comes back from the telephone) Wants to know if I’m the North London Dog’s Hospital (M. Gold, 1992, p.26);*

### **3) The subject is clear, being mentioned in the subsequent context (reflexive or possessive pronoun, in the second part of the dividing question, in the subordinate clause:**

*Harry: I can’t move my left hand very well. Lost its grip or something (B. Show, 1998, p.213)*

If the predicate is expressed in a non-personal form, they are divided into:

**1) The Subject is Clear from the Previous Model:**

*First Comedian: What are you doing about it?*

*Second Comedian: Consulting you, Doctor. (Th. Trollope, 1999, p.74);*

**2) The subject is clear from the situation; this variety includes an extremely common stable model of the verbal imperative sentence, as well as a number of colloquial situational formulas:**

*Try to keep me free between four and five. Thank you very much for the wonderful picture-card;*

**3) Subject to which the Predication Relates is presented in the Subsequent Context:**

*Retain your ticket to show an inspector.*

*Finally, a modal predicate is distinguished in one-compound sentences, where*

**1) Subject is expressed in the previous context:**

*Jocie: Where is it, George, Drury Lane? / George: Could be, Jocie, could be (B. Shaw, 1998, p.169);*

**2) Subject is clear from the situation or from the subsequent context:**

*...Had to tell your chief and Waring that they were talking nonsense, didn't you?*

Seldom, a predicate is marked in a one-compound sentence - an impersonal verb, comp.: Seems to be less people around every week (D.H. Lawrence, 1993, p.10).

Accordingly, one-compound subject sentences that occur regularly in conversational English are represented by the following varieties:

**1) Non-extended: (1) declarative** – *“Look, Sammy. Chair” (I. Braine, 1997, p.10);*

**(2) interrogative**– *A pattern of melody faintly traced itself upon the silence. “Bach?” said Lord Edward in a whisper (S. Pinter, 1998, p.36);*

**2) Extended (1) models with a prepositive attribute:** *“A furry voice” his daughter Lucy had colled it... (S. Pinter); Rotten business; such a pity; Wednesday article; Fourteen honorary degrees; Not a man really ...; “I’m not prepared... Nor I” (A. Christie, 1998, p.44);*

**(2) Models with a postpositive attribute:** **(a)** the attribute is represented by a prepositional-nominal combination: *A cup of coffee;* **(b)** the attribute - infinitive (followed by a group of words) – *Nobody to look after her (T. Simpsen, 1997, p.82); (c)* the attribute - subordinate clause – *Nothing they could burn (F.S. Fitzgerald, 1988, p.196); (d)* the attribute is expressed by a comparative construction with *like: Nothing like that (J. Brain, 1997, p.89); (e)* the attribute is expressed by the adverb of place – *You here?;* **(3)** models with attribute in preposition and postposition – *No more pie in the sky (E. Hemingway, p.108).*

## RESULTS AND DISCUSSION

Incomplete models of two-compound sentences combine *non-verbal sentences* and *two-compound verbal incomplete sentences*.

Non-verbal sentences are based primarily on a disjointed model in which

### 1) Subject - Predicate Noun:

*Penny: You poor boy. You're so different from the others. (D.H. Lawrence, 1993, p.17);* infrequently used in English utterance the disjointed model of the first subtype, in which the predication is expressed without a verb, cannot be considered normative, but the absence of a copula in sentences of this type indicates that it is optional: the postposition, which is a typical feature of predication, makes it possible to perceive it in disjointed sentences like *He your brother* or *He tried*;

2) **A Non-Verbal Sentence**, where the predicate precedes the subject: *Proper Town Hall type, that chap (Th. Trollope, 1999, p.209);* and 3) a model of a non-verbal sentence with an assessment of the subject's characteristics – *the longer the way the better (E. Hemingway, 1985, p.101).*

Especially in the utterance, a non-verbal model with a subject and words of adverbial meaning is highlighted:

- 1) Subject – adverbial modifier of time - ***Breakfast at 8.30, madame. (At a hotel);***
- 2) Subject - adverbial modifier of the particular action – ***You again?***
- 3) Subject - adverbial modifier of the mode of action – ***Anybodybadly?***
- 4) Subject - adverbial modifier of the direction – ***Elsie up early.***

There are active two-compound verbal sentences with a predicate expressed in the non-personal form of the verb in English utterance.

This is: 1) a model with a predicate expressed by the past participle – *I done it. I seen him on the Tele;*

2) A model with a predicate expressed by the present participle - *Cornelius speaking*, etc.

Or these are sentences with an attribute without a definable, where

- 1) The attribute is expressed by a noun in the *Possessive Case*: *Donald was their son, who was now in the Sixth Form at St. Bride's;*
- 2) The attribute is expressed by an adjective: *I'm sure you'd like to see our local (G. Green, 1963, p.18).*

### CONCLUSION

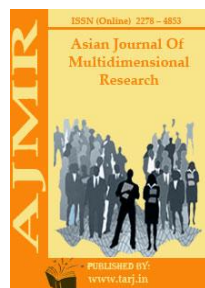
From the above, would like to note that the dialogic extension consists in adding of the explicit structural composition of the second question replica to the structural composition of the first question replica. At the same time, open structures (rows) are widely actualized as evidence of the influence of colloquial speech – in particular, these are non-full-compound sentences.

Situational colloquial formulas (without the principal parts) are highlighted in each variety of models of non-full-compound sentences of English dialogical speech.

A variety of models of all other types of non-full-compound sentences of dialogical speech refers to colloquial formulas (except for non-subject – non-predicate ones).

**REFERENCES**

1. Afanasev P.A. Expression of confirmation and negation in response replicas in modern English / Abstract of the cand. diss. – Moscow: 1996.
2. Burieva U.A. “Characteristic features of incomplete sentences”. Theoretical and applied sciences Volume: 80/Issue: 12/December/2019, – P.557-560.
3. Suchkova N. P. Stereotypical evaluative replicas of reaction in English colloquial speech: Abstract of the dis. ... candidate of philological sciences. - Pyatigorsk: PGPIIA, 1988.
4. Shcherba L. V. Language system and speech activity. - L.: Nauka, 1974.
5. Long R.B. The Sentence and Its Parts. A Grammar of Contemporary English. – Chicago: The University of Chicago Press, 2001.
6. Stein D. The Semantics of Syntactic Change: Aspects of the Evolution of “do” in English. – Berlin; New York: Mouton de Gruyter, 1990.
7. Strang B.M.H. Modern English structure. – New York: St. Martin’s Press, 2003.
8. Tukhlieva G.N. “Syntactic processes in the case of an indirect connection between questionable replicas of the dialogue”. // Uzbekiston Milliy akhborot agentligi, Ilm-fan bo’limi (electronic journal), 2020. P.10-25
9. Ullmann St. Language and Style. – Oxford: Oxford University Press, 2003.
10. Venermann Th. Typology, Universals, and Change in Language// Historical Syntax/ J. Fisiak. - Berlin, 1994.
11. Khudoyorovich, K. K., Rasuljanovna, I. N., Khalmuratovna, R. Z., & Eshkobilovna, K. D. (2020). The Issues of Word Choice in Fiction Translation. *International Journal of Psychosocial Rehabilitation*, 24(04).

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00213.5**

## METHODOLOGY OF ORGANIZING SPORTS ACTIVITIES FOR TEENAGER GIRLS AND WOMEN

**Bekhzod Zoirovich Kasimov\*; Dilmurod Nusratovich Rakhmonov\*\***

\*Senior Lecturer,  
Samarkand State University  
UZBEKISTAN

\*Assistant,  
Samarkand State University  
UZBEKISTAN

### ABSTRACT

*This article discusses the formation of a healthy lifestyle, movement and vegetative functions in women, the physiological basis of sports activities, regular sport exercise, improving the functional capabilities and abilities of the female body. The importance of forming a healthy lifestyle, making the nation healthier and developing are identified as one of the priorities of public policy, and in the short term, large-scale practical efforts in this area began to yield benefits.*

**KEYWORDS:** *Physiological Systems, Movement Reactions, Movement Qualities, Size, Exercise.*

### INTRODUCTION

The importance of forming a healthy lifestyle, making the nation healthier and developing are identified as one of the priorities of public policy, and in the short term, large-scale practical efforts in this area began to yield benefits. From the first days of independence, the relevant laws, decrees and decisions of the Cabinet of Ministers aimed at the development of physical culture and sports have been gradually adopted and implemented. In views on raising a healthy generation the role and importance of physical culture and sports in the education of young people who think freely and independently, who recognize their rights, who rely only on their knowledge, strength and capabilities, and who can fight for the interests of the motherland and the people is invaluable. First of all, it is necessary to form a popular sports movement arousing a great passion and interest in physical education and sports, and continuously attract them to this field, conducting within the framework of the national education system, educating in the spirit of the ideas of health, beauty, perfection.



Observations show that the maximum oxygen uptake among women who exercise and those who do not exercise at the same time is as follows. It is 1974-2221 ml / min for girls aged 12-13 years who exercise, and 1509-1722 ml / min for those who do not. Regular exercise improves the functional capabilities and abilities of the female body. This increases the activity of blood vessels, respiration, musculoskeletal system, movement. At the same time physical development will be better. Particular attention should be paid to the age of female girls. Changes in their age should take into account changes in blood vessels, decreased flexibility of the spine, differences in the ability of the joints to function, and cases of rapid fatigue. [1]

Exercise of girls of all ages is mainly aimed at two goals, one of which is to improve health, and the other is to participate in sports together with men, in the defense of the glory of the Republic. It is known that the number of such women engaged in physical culture and sports is growing from year to year.

We know that for teenage girls, their peers are important influencers, but we should not underestimate the importance of mum's role and that of the wider family at this life-stage. A strong support network is vital to give girls a sense of place and identity and people within their network can be powerful influencers that help shape what they do and who they will become. Girls place huge importance on having supportive people, trusted relationships and 'safe' spaces in which they feel able to be themselves and 'fit in', in a non-judgemental environment. The two key relationships that girls' value most are their family and their mum in particular, and their friends.

Despite growing independence, a girls' family is still an important source of support, advice and influence during their teenage years. Familial relationships are real and authentic and less likely to be played out online. This is important, as the family unit is where girls feel most free to express themselves without fear of judgement. The relationship dynamic between this generation of children and parents appears to have strengthened over recent years

On the one hand, this indicates the development of sports in the Republic; on the other hand, it is due to the changes taking place in our life. It should also be noted that the working capacity of the body of girls and women is slightly lower than that of men. This is due to the anatomical and physiological features of the female body. Therefore, the goal cannot be achieved without setting a moderate amount of exercise to improve women's health or to make them achieve high results in sports. In order to describe the female organism, it was expedient to compare it with the male organism, ie with its physiological systems, organ structure, function, physical capabilities. The average height of females is 162 cm, while that of males is 172 cm. The thorax is shorter in women than in men, and the diaphragm is located much higher. Women also have shorter limbs than men but their spine is longer. The rate of specific movement reactions is lower than in men, but in distinguishing muscle tension by the central nervous system, many indicators are much higher than in men.

The course of vegetative functions is also different in women than in men. There are 4.0-4.5 million units in  $1\text{mm}^3$  of women's blood, which is equivalent to 4.5-5.0 million units in men's blood. The difference in circulatory and respiratory functions between women and men becomes even more noticeable in the performance of muscle work. For example, when they do the same job, women's heart rate and lung ventilation are much higher than men's, but their productivity is lower. [1] In some types of sports, women perform better results than men. Although women cannot compete on a number of anatomical and physiological parameters with men, they

outperform men in performing exercises that require high coordination, willpower, and flexibility qualities. The structure and functional properties of the female body do not allow performing tasks that require high strength or a high level of endurance.

If we can align sport with what girls really want and need, it can have a more relevant and meaningful role in their lives. In this section we discuss these areas of opportunity and the implications of these for sport. Girls' interests and maturity differ between the ages of 11-16, which makes understanding what they value and have in common all the more important and has implications for how we communicate and design the sports and physical activities we offer during their teenage years. We uncovered five important anchors which reflect what girls today value and build the foundations of who they will become. Through examining these, we uncovered valuable parallels where girls were motivated, committed and engaged, displaying behaviours which could be adapted and applied to sport and physical activity. During early adolescence, girls are more likely to seek out novel experiences and take risks, as they figure out who they are and what they enjoy.

We observed that new and exciting experiences become formative memories that help shape future behaviours and attitudes. Experiences ranged from sleepovers, parties and going to theme parks for younger teens, to engaging in more mature activities such as music events and festivals, meals out, 'mocktails', relationships and going on holiday. Some of these are small moments of independence that we typically take for granted as adults, such as getting their first bus pass, their first job and going places without their parents. Girls found a sense of adventure and discovery in these experiences and they became treasured memories which they were proud to share and that bonded them with key people in their lives.

In conclusion, I would like to say that sport exercises play an important role in the development of women's orgasm, the birth of a harmoniously developed generation. The following exercises can be recommended for our women to always do sports, no matter where they are or in what fields they work.

#### 1. To shape the body;

- A. Keeping the body straight in front of the wall or gymnastic wall, the back of the head, chest, leg muscles, and heels should touch the wall. 5 minutes.
- B. Keeping the body straight, walking 2-3 steps forward from the wall and running and keeping the body straight. 3-4 times.
- C. Standing on tiptoe, keeping the body straight in front of the wall. 4-5 seconds
- D. Sitting up straight, putting the knees to the side, standing slowly while keeping the head and spine straight and returning to starting position, 5-6 times.
- E. Keeping the body straight while lying down and keeping the waist flat on the carpet. 6-7 times.

#### 1. Exercises for the abdominal muscles

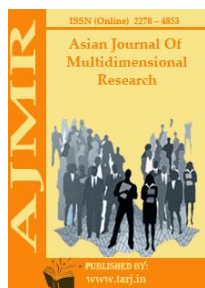
- A. Bending and spreading both legs. 4-6 times
- B. Raising the leg successively with the hands on the head. 3-5 times
- C. The arms are at the top; the legs are raised forward and slowly lowered. 4-6 times

- D. Lifting and straightening the legs properly. 6-8 times
- E. Keeping the head and shoulders straight while sitting 5 s
- F. Stretching your arms forward, lifting legs, sitting up, and keeping the correct posture. 5 m
2. Exercises related to the muscles of the side of the body.
  - A. Lying on the left side, right hand on top, left hand on the body. Raising and lowering the left leg. Doing this exercise on the left side. 7-8 times
  - B. Lying on the right side, lifting both legs straight and holding the legs at 4-5 counts, slowly bringing them to their position.
3. Exercises for legs.
  - A. Lifting the legs in different positions, shaking the bent legs in different positions, doing it slowly, sitting on two legs, moving on one leg and sitting in one place.
4. Abdominal exercises.  
Head is up, hands on side, hands are clasped, body and head raised, hands forward or sideways
5. Exercises strengthening the compensatory muscles.
  - A. Running on the heel, squeezing the paws on the side of the heel, doing exercises with the paws. It is also possible to do rhythmic gymnastics at home.
6. It is recommended to study rhythmic gymnastics in three parts.
  1. The introduction part lasts 5 -10 minutes. It is designed to prepare the body for exercise. In the introduction part, simple exercises are performed for proper posture training, movement beauty, and individual muscle groups. This includes walking on the ground with the hips raised, doing arm and head movements, bending, and sitting. A quiet melody is used in the introduction part.
  2. The main part. It usually lasts 20-30 minutes and is focused on developing different muscle groups. Strength, agility, endurance, training of physical qualities and performance of exercises with high load are suitable for this part. Exercises in one form should not be consecutive, strength exercises should be continued with drawing exercises. Gradually, the arm and shoulder girdle, legs, and torso movements are added. After that, a series of exercises are performed. These include running, jumping, dancing steps. If the load increases, it will be replaced by a playful and melodic melody.
  3. The final part lasts 3-5 minutes, during which time the load gradually decreases, which puts the body in a relatively calm state. Breathing and relaxation exercises are used. The session ends with a calm walk. Accompanied by a low tone, the nerves of the practitioners are calmed.

## REFERENCES

1. Law of the Republic of Uzbekistan "On Physical Culture and Sports". Tashkent, September 4, 2015.
2. Resolution of the President of the Republic of Uzbekistan "On further development of physical culture and mass sports in the Republic of Uzbekistan", June 3, 2017, No. PQ-3031.
3. Decree of the President of the Republic of Uzbekistan Sh. Mirziyoyev dated March 5, 2018 "On measures to radically improve the system of public administration in the field of physical culture and sports." PF-5368

4. Azimov I.G. Sobitov. Sh. S “Sports Physiology” T. Uzbekistan state university of physical culture and sport, Publishing Department, 1993
5. Azimov I.G., Khamrakulov A.K., Sobitov. Sh. S. “Practical training in general and sports physiology”. T, Uqituvchi 1992.
6. Atxamdjanovna, F. K. (2020, December). EFFECTIVENESS OF PHYSICAL CULTURE EDUCATION EFFECTS OF ADOLESCENTS ON SCIENTIFIC THINKING IN GROWTH LOCATION OF EFFECTIVE INFORMATION. In *Конференции*.
7. Salijonov X. Text of lectures on the basics of exercise physiology. - Fergana, 2001.
8. Salomov R.S. Theory and methods of physical education. Textbook. T .: «ITA-PRESS», 2014. 296 p.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00214.7**

## LOCATION OF CENTRAL ASIAN PEOPLES ON GUILLAUME DELIL MAPS

**Akbar Olimboyevich Sultonov\***

\*Teacher of History,  
42nd Comprehensive School of Ortachirchik District of Tashkent Region  
UZBEKISTAN  
Email id: acm.kaka@mail.ru

### ABSTRACT

*This article provides a scientific analysis of the historical maps of Central Asia, depicting the location of the peoples of Central Asia by astronomer, member of the French Academy of Sciences (since 1702), head of the Royal Geographical Society, King Louis XV of France. As a historical source, these maps contain valuable information about the historical and political landscape of Central Asia in the late seventeenth and first half of the eighteenth centuries, the geographical location of peoples, ethnic status, borders, demographic changes in the region, toponyms.*

**KEYWORDS:** *Academy Of Sciences, Historical Geography, Historical Map, Demography, Central Asia, Louis XV, Cartography, Guillaume Evidence, Historical-Geographical Landscape, Historical-Political Landscape, A.A.Spitsin, Ethnic Situation, Region, Demographic Change, Toponym, Structural Analysis, Terminology.*

### INTRODUCTION

Historical maps created in Europe in the XVI-XVIII centuries in the study of the history of the peoples of Central Asia, demographic changes in the regions, geographical location of peoples, tribes and ethnic groups, state borders, important points of sale, historical-geographical, historical-political landscape of the region The importance of historical geography is clearly confirmed by the following sentence: "History is blind without geography, geography is dumb without history" [3:15]. According to the Russian scientist A.A.Spitsin, through historical geography it is possible to study the territory, population, natural-geographical characteristics, and historical landscape of the country [6: 1; 4: 8]. Among the European maps of the XVI-XVIII centuries, reflecting the location of the peoples of Central Asia, the historical maps created by the reformer of the French cartography of the XVIII century, geographer, astronomer, mathematician Guillaume Delil are of special importance as objects of research, and information

on the geographical location of the peoples is an important subject. The historical maps created by Guillaume Delil serve as an important source in revealing the historical and geographical landscape of our region, in particular, Uzbekistan in the late seventeenth and early eighteenth centuries. We consider it expedient to use the methods of chronological, systematic analysis, historical in their scientific analysis.

## THE MAIN FINDINGS AND RESULTS

Central Asia at the crossroads of the two continents was not only a place of war and invasion, but also a major trading post, uniting religions, cultures, peoples, tribes and nations [9: 2], the establishment of great empires, science The cradle of the Turkic peoples, which served as a center of science and culture, can be widely used in the study of historical geography of the peoples of the region, in particular, the historical and geographical information obtained through the scientific analysis of historical maps created in Europe in the XVI-XVIII centuries. . In particular, the chief cartographer of the Kingdom of France, a member of the French Royal Academy of Sciences since 1702, a teacher of geography from 1716 to King Louis XV (1710-1774; King of France from 1715) [2: 183], "*L'Asie*" (Asia), "*CarteDeLaTurquieDeL'ArabieetDeLaPerse*", created in 1718 by Guillaume Delil (February 28, 1675, Paris - January 25, 1726, Paris), head of the Geographical Society of the French Royal Academy of Sciences. "(Map of Turks, Arabia, and Iran), "*Carte de Tartarie*"(Map of Tartaria), "*Cartes Des Pays Voisins De Le MerCaspie*"(Map of the Caspian Sea Countries), "*Carte de Perse*"(Map of Iran) These are rare examples of European cartography of the XVIII century, and since the independence of Uzbekistan, these historical maps have not been fully studied in our country. Today, these maps, link copies, and electronic copies are available in well-known private collections such as Barry Lawrence Ruderman Antique Maps Inc., David Rumsey Map Collection, and in companies selling antique maps, in popular libraries such as Congress, Stanford, Britain, and Solomon. It is kept in the History Museum, in various archives.

Guillaume Delil's "*L'Asie*" ("Asia") map of his time, "King of Geography" [5: 330], was published in 1700 by the famous *Quai de l'Horloge* in Paris. In particular, this historical map is currently available in electronic and colorless form in the "Geography and Maps" section of the online catalog of the Library of Congress, and the inscriptions on the map are in French and include the Central Asian region "*TartarieIndependente*" means "Independent Tartaria". *Tartarie* is the first geographical term used in Western European literature and cartography in the thirteenth and nineteenth centuries to refer to large areas from the Black and Caspian Seas in the west to the Pacific Ocean in the east, from China and India in the south to the Arctic Ocean in the north. It was mentioned in the travel notes of Benjamin Tudelsky of Navarre in 1173 and consisted of 3 parts: "*TartarieMoscovite*", "*TartarieChinoise*", "*TartarieIndependente*". As for the borders of the "*Tartarie Independante*", the Caspian Sea and Khorasan in the west, the Gobi and Taklamakon deserts in the east, the southern shores of Bashkortostan, Altai and Lake Baikal in the north, Kabul, Kashmir in the south, passed through Kashgar and Tibet. The *TartarieIndependante* is also home to the Kalmyks, Eleuts (Jungors), Uzbeks, Turkmens, Black Moguls (*Mogols noirs*), and Kyrgyz. This map of the evidence does not depict the Aral Sea and the Caspian Sea in an ovoid shape. Cities such as Bukhara, Samarkand, Urgench, Tashkent, Termez, Balkh, Otrar or Farab, Kat, Jand, Taraz, "*Al-Kariyah al Haditha*" (S.A. Approximately this city corresponds to Yangikent); Rivers such as Syrdarya (*Sihon River*), Amudarya (*Gihon flu.*), Vakhsh (*Vachiab*) are also reflected on the map. According to their location, the Turkmens are located in the north-eastern part of the Caspian Sea, and the Uzbeks, who make up the



majority of the region, are located from Urgench between the Amu Darya and Syrdarya rivers to Badakhshan and Tibet. In the territory of modern Kazakhstan, in the south of Bashkortostan, from the northern shores of the Caspian Sea to Lake Issyk-Kul, the land of the Kalmyks (*Pays des calmoucs*), from the south-west of Lake Baikal to the west between the Yenisei and Ob rivers. Kyrgyz (*Kirgises*). The area from Taraz to Yorkend is called Turkestan. Although the map does not show the peoples, geographical names, rivers, seas and mountains perfectly, it is possible to imagine the historical-geographical, historical-political landscape of Central Asia in the late XVII - early XVIII centuries.

A number of new information can be found in Delil's map of "*Carte De La Turquie De L'Arabie et De La Perse*" (Turks, Arabia and Iran), created in 1701. In particular, Sellizure, which is not shown on the map of 1700, i.e. the city of Wazir, Sayram, Isfijob, Achsicath, the Sogdian Valley (*Vallie de Sogd*), the river Ilaq (*R.de`Ilak*), which flows into the Amu Darya. The names of such regions as Tokharistan, Balkh, Chaghaniyon, Khorezm and, most interestingly, the description of the Syrdarya as the Shosh River (*Sihunou R.D`al-Shash*) can be considered as new information. The shape of the Caspian Sea has not changed as in the previous map, and the map does not depict the Aral Sea. The location of peoples, tribes and ethnic groups has not changed, as in the map of 1700. It is clear that Delil also used Muslim sources in the East to create his maps.

An interesting fact is that Delil never traveled or came to Tartarus, but you can feel the high accuracy of his maps. Because he made extensive use of not only geographical achievements but also astronomical possibilities in creating maps. For example, it was Delil who was the first to show the correct proportions of the Mediterranean Sea and to correct the error of cartographers of this length, which dates back to the time of Ptolemy [5: 330].

How does Delhi's "*Carte de Tartarie*", drawn in 1706, differ from his earlier historical maps? First of all, it should be noted that Delil used the map of "Tartaria" by Dutch politician, businessman, cartographer, Burgomaster of Amsterdam Nikolai Vitzen to create this map [2: 178]. Vitzen, in turn, used Russian sources; primarily Godunov's drawing, to create his map. Evidence suggests that "*Al-Kariyah al Haditha*" was the city of Yangikent, Khiva (Kivac), the Kalmyks and the Kazakh Hordes in modern-day Kazakhstan, Khojand (*Cojend*), Kesh (*Kec*), and Kizkala (*Kiz*) is reflected. Also, the area inhabited by Uzbeks is marked Zagatay (Chigatay) at the top and the territory of East Turkestan is indicated as Turkestan. Guillaume Delil showed this map to the Russian ambassador, Count Andrei Artomanovich Matveyev (1666-1728), who visited the palace of King Louis XIV (1638-1715; king of France from 1643) in 1706. He gave Russian geographical terms in the same way as in Russian [7: 108].

Delil's "*Cartes Des Pays Voisins De Le Mer Caspiene*" (1723) and the Carte de Perse (Iran Map) of 1724 complement each other in content and form, the maps significantly expanded Europeans' perceptions of the Caspian and Aral Seas. If we look at the "Map of the countries adjacent to the Caspian Sea", we can see that the shape of the Caspian Sea differs greatly from the previous maps of the Delhi. It should be noted that these two maps of Delhi were created directly on the basis of information provided by the Russian Emperor Peter I. According to Academician Bernard Fontainela, during his visit to Paris in 1717, Peter I met with the famous astronomer, the chief geographer of the kingdom, Delil, and objected to him a little about the borders of the Russian Empire and showed him a map of the Caspian Sea [2: 183]. According to the Journal of Peter I's Visit to Paris, the map of the Caspian Sea given to Peter I by Delil had a unique form. In order to conquer Central Asia in Russia as early as Peter I, a map of the Caspian Sea was

prepared in Astrakhan in 1720 on the basis of drawings by Prince Alexander Bekovich-Cherkassky, Soymonov, Karl van Verden. Published in St. Petersburg in 1720, a copy of which was sent in 1721 to the Paris Academy of Sciences in France through the St. Petersburg librarian Schumacher [1: 338] Evidence has published this map without any changes. The map depicts the Caspian Sea and surrounding countries. The inscription in the upper right-hand corner of the map shows that Georgian diplomat and diplomat Prince Sulhan Saba Orbeliani left information about the Caspian Sea in Delhi during his visit to King Louis's palace in 1713-1716 (Could be S.A. Pieter I). The map shows the "Land of the Turkmens" (Pays des Turcmens) from the northeastern part of the Caspian Sea to Karabakh, and provides information about their religion: "Nation errante Mahometane", meaning "the nation that followed Muhammad". There is also information that the Turkmen tribes in Khiva (Ghiwie) wore a white turban. The map shows the location of the Khorezm Khanate (Royume de Carezem) in the area from Karabakh to the Balkans, the Bukhara Khanate (Royume de Bocara) in the east, and the Uzbek Tartars (Tartares Usbecs) in the south of Khorezm. The Aral Sea is not recorded. Delil's map, "*Cartes Des Pays Voisins De Le Mer Caspiene*", was published in the "Atlas de Geographie" (Atlas of Geography).

The Map of Iran, created in 1724, first depicts the Aral Sea (*Lac de Glouchoigeoud'Arapscoa*) in the form of the Syrdarya *R. de Sir de Sihonoud'Al Chach*. The map shows the Cossacks (*Cosaque errans*) in the northern part of the Aral Sea, the Kalmyks in the northeast, and the Uzbeks in the central part of Uzbekistan. In creating the map, Delil used Russian, Arabic, and Persian sources, as well as information provided by Armenian and Georgian traders, as evidenced by the place names on the map. This map was engraved by P. Starkman and published in 1731 in Guillaume Delil's Atlas of Geography.

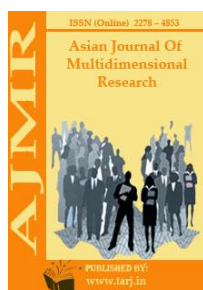
## CONCLUSION

In conclusion, the historical maps created by Guillaume Delil contain valuable information about the historical-political, historical-geographical landscape of the peoples of Central Asia. Evidence maps show the names of different places, toponyms, peoples, tribes and ethnic groups on the basis of Eastern and Western sources. For example, the maps show Syrdarya as "*Al Shosh*", "*Al Chach*", "*Sihon*" (Sayhun), Amudarya as "*Gihon*" (Jaihun), Yangikent as "*Al-Kariyah al Haditha*" from Arabic-Persian sources, the Aral Sea as *Lac de Glouchoigeoud'Arapscoa*. We can see that he made a slight mistake in indicating the location of the Turkmens. However, given the technical possibilities of the period in which Delil lived, the historical maps he created have not lost their value, and their study is still relevant today. The scientific analysis of the historical maps of Guillaume Delil serves to illuminate the historical and geographical landscape of our country, the peoples of Central Asia in the late seventeenth and early eighteenth centuries.

## REFERENCES

1. Bagrov L. (2005). *History of Russian cartography*. – Moscow: Closed Joint Stock Company Tsentrpoligraf. – p. 319
2. Golovin S.A. (2012). *Old maps of the world, Russia and Siberia*, volume 2. - Blagoveshchensk. Publishing house BSPU. – p. 227.
3. A.V. Postnikov. (2007). *Formation of the borders of Russia in Central and Central Asia*. – Moscow: Monuments of historical thought. – p. 462

4. Saidboboev Z.A. (2011). *Historical geography: a textbook for students of higher educational institutions*. Responsible for edition R.Kh. Murtazaev; MV and SSORepublic of Uzbekistan. – Tashkent: Publishing and Printing Creative House named after Chulpan. – p. 224.
5. Salishchev K.A. (1990). *Cartography*. Textbook. –Moscow: Publishing house of Moscow State University. - p. 400
6. Spytsin A.A. (1917) .Russian Historical Geography. – Petrograd. – p. 68
7. Rybakov B.A. (1974). *Russian maps of Moscow*. – Moscow: Science. – p. 113.
8. Yatsunsky V.K. (1955). *Historical geography*. – Moscow: Publishing house of the Academy of Sciences of the USSR.
9. *Turan on old maps: Image of space - Space of images*. – Moscow: Consumer price index “Design. Information. Cartography”. 2008. –p. 408.
10. <https://www.britannica.com/biography/Guillaume-Delisle>
11. <https://www.crouchrarebooks.com/mapmakers/delisle-guillaume>
12. <https://www.davidrumsey.com>
13. <https://www.geographicus.com/P/AntiqueMap/Persia-delisle-1724>
14. <https://www.loc.gov/resource>
15. <http://www.newadvent.org/cathen/04700a.htm>
16. <https://www.raremaps.com/gallery>

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00215.9**

## DEVELOPING STUDENTS' "IMAGINATION" AND "CREATIVE THINKING" SKILLS USING THE "MIND MAP" TO EXPLAIN "THE NATURE OF LIGHT"

**Ganiev A.G\***

\*Associate Professor,  
Candidate of Physical and Mathematical Sciences,  
Shakhrisabz Branch of the Tashkent State Pedagogical University named after Nizami  
UZBEKISTAN

### ABSTRACT

*The article discusses the specifics of increasing the creative activity of students in grades X and XI, the importance of relying on students' "imagination" in the teaching of natural sciences, including physics. At the same time, teaching physics develops students' "imagination", "creative thinking" and "full thinking" skills. This is based on the importance of visualizing topics and that the Mind Map is the most effective way to accomplish this task. The article presents the most interesting and at the same time the most powerful "imagination" of physics, the "Nature of Light" mind maps. This Mind Map not only helps to understand the essence of the "corpuscular wave of light" dualism, but also provides practical assistance in developing students' "imagination" and "creative thinking" skills. The article also discusses the assessment of "full thinking" skills of high school graduates, comparing their "full thinking" skills in times of crisis. A chart based on such a comparison, on the one hand, provides parents with information about their children's "full thinking" skills, and on the other hand, allows employers to invite such talented students as future professionals.*

**KEYWORDS:** Full Thinking, Imagination, Development, Comparison, Information, Verbal, Visual, Mind Map, Nature of Light, Electromagnetic Wave, Corpuscular, Dualism, Assess.

“The main task of the educationSystem is to teach students to think”

D J. Dyu

### INTRODUCTION

The leading activity of X and XI grade students will be educational and professional [1]. They need to define their place in life, govern themselves, form their worldview, and plan for the

future [2]. Adolescence is the best time to develop full thinking skills. According to A. Berdyaev, "Creativity is the only activity that makes a person human." And the providers of human development are "full thinkers." Therefore, the development of students' "imagination", "creative thinking" and full thinking skills is the most important task of the educational process. [3]To do this:

- Take into account the specifics of the psyche of students;
- Focus on the problems that are interesting for them;
- To stimulate independent thinking and decision-making;
- Training in ways to achieve positive results, - will be needed.

### **Specific Aspects of the development of creative activity of adolescents**

Students in grades X and XI (teenagers) are more familiar with scientific concepts and can use them to solve some problems. This shows that they have developed theoretical and logical thinking skills. Motives of "growing up" develops in them, which require deep reflection on the goals and objectives of future activities. In other words, the "games" that were once the leader will begin to disappear and move to the next place. Activities such as education, communication and work will continue to grow. General intellectual abilities, especially comprehension and thinking, are formed.

In communication, the ability to exchange ideas, communicate with strangers, gain their trust, and achieve goals is formed and develops.

As a result, the active formation of practical knowledge and skills occurs that can help in the future career. In general, adolescence is a sensitive period that is conducive to the development of various abilities.

During psychological and physical development, sexual maturation leads to significant changes in the body. They grow physically, their abilities increase, their mental development continues, their personality develops, and their interests expand.

At this age, a new self-reliance factor develops in children. As a result, the conflict between his objective position and his inner world increases. They have a sense of belonging, of proving their point, of showing greatness. [4]

The appearance of creativity is in curiosity. It serves as an incentive to explore the unknown world. Focusing on the strange, the unknown happens provide a connection between the outside world and the inside.

Involvement in the creative process helps to increase the activity of each person in all areas and develop his creativity.

Increased mental and physical activity during adolescence has a more positive effect on students' activity. Now they are more interested in mind-blowing games and exercises that require effort and independence. This allows them to develop their mental ability that is "full thinking" skills.

At the same time, the "teaching methods" used in the educational process play an important role in the formation and development of "full thinking". These methods should encourage students to think freely and increase their independence. Allowing students to enjoy their success will help them discover their creative talents and gain strength and confidence. This requires solving

problems that require increasing levels of difficulty, a creative approach, discussing and analyzing problem situations. [5]

Solving such problems allows students to assess their creative potential, activate their inner potential, that is, self-awareness. The environment and the role of science teachers in the educational institution will be important for the success of these processes.

The following elements should be considered in order to form a creative personality in the educational process:

- Believing that every student is gifted with creativity;
- Achieve a wide range of students' development;
- Increase creative work in education;
- A creative approach from the teacher;

The most powerful human trait is the ability to "compare". He is constantly learning new things by comparing them with the information in his brain. The new information is recorded in the brain as consistent with the previous one, and the new information is taken as additional. This means that all the information that comes to the brain is analyzed first. Compared to existing ones; this gave man another divine opportunity, the ability to apply the knowledge available in one field to another [5, 6]. This ability is one of the most powerful tools for creative thinking. The brains of 10th and 11th graders are well-formed, that is, they can analyze data well, and they are now taught foreign languages such as physics, chemistry, biology, English, German, and Russian, in view of the fact that the application of existing knowledge in one subject to other subjects gives good results in increasing the effectiveness of education. Most subjects in the natural sciences, including physics, have to rely on students' "imagination." Because they can only be studied indirectly, that is, by results or by some means. Indirect knowledge is knowledge gained by enhancing or facilitating the observation of human senses. An example of this is the knowledge gained through experimentation or modeling. At the same time, to analyze this knowledge, man is endowed with the ability to "think" and "realize". These abilities hide that a person is physiologically limited, and with the help of which a person was able to look from a distance into space to the bottom of a nucleus 10-15 m in size. There are many ways to learn indirectly.

These are:

**-Idealization** - an ideal object is created with some limitations, and with its help the properties of a real object are studied. For example, the concepts of material point, ideal gas, absolute solid.

**-Modeling-** Method based on analogy. In this case, an object that is difficult to learn is replaced by another object that is similar but easy to learn. The knowledge gained from studying the model is applied to the initial object. This method is used to study objects that are difficult to study directly. For example, the micro and macro worlds, which are difficult to see.

**-Experiment** (scientific experiment) - a method of studying an object that is difficult to know directly. It uses devices that enhance the human senses or make it easier to observe. This method transformed man from an observer of nature to a researcher of him. For example, Rutherford's experiment to determine the structure of the atom.



Visualization of processes in the teaching of natural sciences, including physics, is important in the educational process. Because visual information is recognized faster and recovered faster. The human brain analyzes visual information sixty thousand times faster than verbal information. Even when people were shown more than two and a half thousand images in 10 seconds, their image recognition rate was no less than 90 percent. One year later, the indicator was 63 percent [7]. If the information is given orally, after 72 hours, people will remember only 10% of it. If the text is presented in the form of an image, this indicator increases to 65%. The color, location, size, and movement of the image are striking. That's why it's a good idea to use animation in your lessons.

One of the most effective ways to visualize information and develop “full thinking” skills in education is the “Mind Map”, which is widely used in education today [8-11].

Teaching topics in all subjects using Mind Maps allows students to explore topics independently and expand their thinking. The use of the "mind map" in the lessons activates the right hemisphere of children's brains, students learn to work in the process of "full thinking" [12-16].

Also "Mind Map":

- Clarifies the problem;
- Regulates the information to be provided to students;
- Helps to fully describe and "imagine" the problem;
- Becomes a means of storing all the necessary information;
- Encourages unusual solutions.

## RESULTS

Here are some suggestions on how to look or get an appointment for 10th and 11th graders.

The concept of light dates back to ancient times. The distribution of light in a straight ray was known as far back as 5,000 BC. Pythagoras said that the reason for the appearance of objects is that they emit particles from themselves, which is very close to modern theories. The law of equality of angles of reflection and incidence of light was defined by the Platonic school.

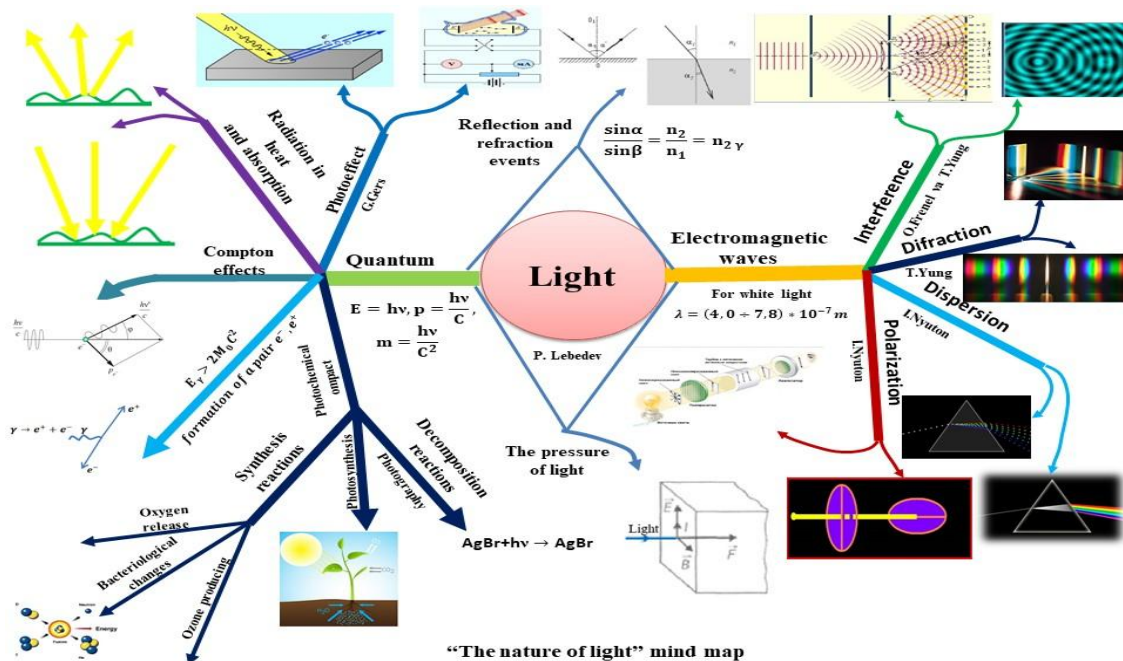
In 1672, Newton proposed the corpuscular nature of light. According to him, the corpuscular theory states that light is made up of tiny particles called ‘corpuscles’ (little particles) that always travel in a straight line in phase. Based on this idea, the laws of refraction, diffraction and interference are explained.

However, it was impossible to explain the interference and diffraction of light on the basis of corpuscular theory, and the British Physicist R. Hooke and the Dutch physicist H. Huygens put forward their ideas about the wave nature of light. According to this theory, the spread of light waves from a source is thought of as the spread of waves generated by throwing a rock into water. In 1818, the French Physicist O. Fresnel explained the spreading of light in a straight line on the basis of wave theory. Maxwell later hypothesized the electromagnetic nature of light. According to him, light consists of transverse electromagnetic waves spreading in space at a speed of  $c = 1/\sqrt{\epsilon_0\mu_0}$ .

By the end of the 19th century, it was not possible to explain the laws of radiation of an absolutely black body on the basis of the electromagnetic theory of light. To solve this problem,

the German physicist M. Planck proposed the corpuscular theory of light, which states that the radiation of a body consists of separate energy particles (photons). Einstein argued that light behaves like a stream of photons only when it is emitted, scattered in space, and absorbed by other substances. Based on the corpuscular theory of light, the photo effect and the Compton Effect are explained.

Thus, if the phenomena of interference, diffraction and dispersion of light are explained on the basis of the electromagnetic wave theory of light, the secret of the photo effect, heat radiation and absorption, the Compton effect, electron-positron annihilation and pair formation, and the photochemical properties of light was explained on the basis of the quantum theory of light. The phenomenon of reflection and refraction of light, and the pressure of light, can be explained by both theories. These two appearances of light are called the corpuscular-wave duality of light. If light has a long wavelength and low energy, it behaves like a wave. Conversely, the smaller the wavelength and the higher the energy, the corpuscular nature of the light [17-21] A Mind map of the "Nature of Light" showing the dualism of light is given.



This mind map not only summarizes and visualizes the corpuscular-wave duality of light and the processes, experiments, and other information that confirms them, but also helps to visualize them. In other words, it helps students develop the skills of "imagination" and, consequently, "creative thinking."

**A system for assessing the "full thinking" skills of high school graduates, a comparison chart and their importance;**

Assessing "full thinking" skills of high school graduates:

- Assessment of the state of the education system;
- To determine the effectiveness of the educational process for students of X, XI grades;

- To determine what methods of "creative thinking" should be introduced in education;
- To determine how well the child's abilities correspond to the chosen type of intelligence;
- determine the "creative thinking" skills of the graduates and compare them with the results obtained in the crises of 7-year-olds, 11-year-olds and 15-year-olds[1].

Adolescence is a time of growing up, a sense of responsibility for oneself and one's loved people. In spite of these facts they still have the features of childhood. Therefore, it is recommended that to take psych diagnostic tests on a usually conditions and on topics that are appropriate for adolescence.

Usually Most of the tests that are recommended to assess adolescents' thinking skills are specialized to study mathematical, logical, linguistic, and technical thinking. In other words, they have standard answers and do not require "creative thinking" skills. That's why it's a good idea to use tasks that require "imagination" and "full thinking" skills to identify "full thinking" skills.

Imagine yourself as an electromagnetic wave. Tell us about your adventures. Draw a picture.

Imagine yourself as a g-quantum. Tell us about your adventures. Draw pictures.

Travel on a photon ship. Tell us about your adventures. Draw pictures.

Each task is given 5 minutes to complete and is graded on a 10-point scale. The focus should be on the child's imagination, the width of the imagination, news on the creation, especially unusual ideas.

10 points - shows that the child is well prepared and talented in terms of intelligence; in future he becomes a creative expert.

A score of 8-9 indicates that the child is ready to continue learning and will be able to succeed in the next stage of education.

6-7 points - the child has a satisfactory level of knowledge and needs to work on himself.

4-5 points - the child's imagination is poor. We need to think about changing the direction of his intellect.

Less than 3 points - the direction of the child's intelligence is incorrectly selected, and it is advisable to conduct additional tests to determine its direction.

The division of children's development into periods helps to choose the type of education that suits the specific sensitivity of each period. In this point of view, we believe that it is important to develop children's "creative thinking" skills in these times and to assess these skills in each "crisis".

This assessment, on the one hand, identifies children's ability to "think fully" and allows them to assess their intellectual potential and focus on future careers, on the other hand, allows the introduction of pedagogical technology of "full thinking" in the education system. At the same time, in accordance with the "Pedagogical technology of the formation of full thinking" it is necessary to ensure that the child does not pay attention to assessment.

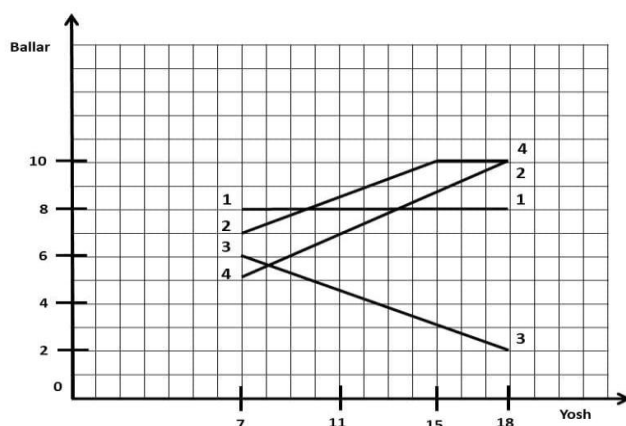
Assessing children's "full thinking" skills determines the level of formation and development of these skills, the ability to apply and develop skills in practice.

Taking into account exactly "Renewal" after the "Crisis" period, it is important to identify the child's intellectual potential for this period, that is, the formation and development of "creative thinking" skills, achievements and shortcomings. The main purpose of determining this:

- identify achievement goals, achievements and shortcomings in each period, identify the child's "full thinking" opportunities before moving on to the next period;
- Determining the effectiveness of existing methods and improving these methods and proposing new methods;
- Identify teachers' knowledge and skills and equip them with new ways to teach 'full thinking';
- Improvement of results-based "pedagogical technologies of full thinking" and adaptation to modern requirements;
- Identify areas of the educational process that are lagging behind modern requirements and replace them with advanced methods. That is, to create an education system that trains lifelong learners who are adaptable to changing needs?
- Children's full thinking skills will be provided to parents and consumers who want to have talented professionals with high levels of creative thinking in a particular field in the future.

In the future, the growing demand for "full thinkers" and the privatization of educational institutions and manufacturing organizations will create a "market for professionals." Experts are judged on their "full thinking" skills.

The full thinking skills comparison diagram is as follows. It reflects the changes in the "full thinking" of children at the age of 7, 11, 15, 18 during the crisis.



Students list

1. Full name
2. Full name
3. Full name
4. ...
5. ...

The abscissa indicates the age of the children, and the ordinate indicates the score.

The following conclusions can be drawn from the links.

1st child the ability to think creatively has developed steadily.

2nd child the ability to "think creatively" developed until age 15 and then remained unchanged.

3rd child the development of "creative thinking" skills is slow.

4.-bola the ability to "think creatively" is constantly evolving.

5.-

6.-

4<sup>th</sup> child is the most expensive specialist, and then 2<sup>th</sup> child, 3<sup>th</sup> child is not rated high.

Diagram:

- What kind of directions to give children based on their intellectual abilities;

"Children's crisis-age figures will be saved for analysis."

## CONCLUSION

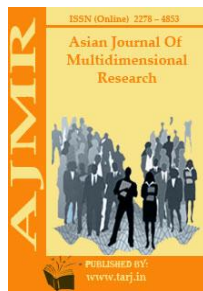
- Students in grades X and XI have developed logical thinking skills and have a high level of curiosity about the unknown world. This will help them develop their "full thinking" skills.
- Explaining the natural sciences, including physics, where indirect learning is important, requires students to have a strong "imagination".
- The study of physical processes not only requires "imagination" but also helps the study of "imagination" and "full thinking" in order to study the processes that take place in the microcosm.
- In order to understand physical processes and to "imagine" their occurrence, it is necessary to visualize the data. The most effective way to accomplish this task is the "Mind Map".
- "This is the first time that a 'Mind Map' has been published on the nature of light, which is the most interesting and at the same time the most 'imaginative' of physics. The mind map contains all the information about the 'dualism of light'."
- Reflecting on this mind map not only helps to understand the processes related to this interesting topic, but also develops students' skills of "imagination", "creative thinking", "full thinking".
- The article also proposes to introduce a system of assessment of "full thinking" skills of high school graduates. The main diagram of the comparison of students' attendance in 4th, 9th and 9th grades. -importance for mothers and employers.

## REFERENCES

1. Elkonin D.B. On the problem of periodization of mental development in childhood. Psychology issues. 1971 No. 4 p. 6-20;
2. Nemov R.S. Psychology. Book 3. M. VLADOS. 2005 pp. 378-384;
3. A. G. Ganiev. Developing students' creative thinking skills. Vocational education. 2012. №2 (pages 27-28);
4. Boldenko O.A. Palatkina G.V. Features of the development of creative activity of older boys. People and Education No. 1.2013, Articles 61-66;
5. Meerovich M.I. Shragina L.I. Technology of creative thinking. HARVEST. MINSK. 2003 (15 pages);
6. Bono de Edward. Serious creative thinking. Minsk LLC "Popourri", 2015

7. Medina D. "The Rules of the Brain". M. "Mann, Ivanov. And Ferber "2014 p. 240;
8. Nemov R.S. Psychology. Book 1. Moscow. VLADOS. 2006 (art. 260.261)
9. Buzan T. Intelligence maps. Moscow. "MANN, Ivanov and Ferber" Chapter 1 What is a mind map? M. 2019 (25-55 pages);
10. www.mindmap.com;
11. www.mind mapping cannol.com;
12. B. Edwards. Discover the artist in you. Minsk, Popourri. 2012.
13. M. Zdenik. Developing right hemisphere of the brain. M. Popurri. 2004 y.
14. A.G. Ganiev, Sh.A. Ganieva, Z.Sh. Abdunazarova; "Formation of "creative thinking" skills in 5-6-year-old children with the help of mind maps". A Multidisciplinary Peer Reviewed Journal ISSN:2581-4230, Impact factor-7.223
15. A.G. Ganiev; S.N. Tashev; "The role of "Imagination" in the process of "Creative thinking". Developing students' "Imagination" and "Creative thinking" skills in teaching physics." Psychology and Education (2021) 58(1): 3569-3575 ISSN: 00333077.
16. A.G. Ganiev, T.D. Xudoyqulov, D.A. Maxmudov, M. Elboyeva, M.O. Abduraxmonov; Psychology and Education "A Mindmap to show the place of the generations of the BABURIANS in the world civilization". (2021) 58(2): 3500-3504 ISSN: 00333077
17. Ganiev A.G. and others; Physics 11. Textbook for 11th grade students of secondary education institutions and students of secondary vocational education institutions 1st edition. Tashkent. Niso Polygraph 2018 (pages 151-187);
18. U. Stepanyuk I. V. Formation of creative thinking in physics lessons. "Young scientist" No. 16. 2015, 426-428 pages;
19. Patrick Fullick. Physics. Heinemann Advanced Science. 1994 y. p. 543-550;
20. Pavlenko Yu.G. Beginnings of Physics. M. "Exam" 2007 (586-650 pages);
21. A.G. Ganiev; Philosophy and law is a socio-political, spiritual-enlightenment, philosophical-legal magazine; "The importance of developing students' creative thinking skills in the learning process." 2020/2 №16



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00216.0**

## EDUCATIONAL TECHNOLOGIES IN THE PROCESS OF TEACHING IN A HIGHER EDUCATION INSTITUTION

**Gulnoza Saydalieva\***

\*Teacher,  
Tashkent State University of Oriental Studies  
UZBEKISTAN

### ABSTRACT

*The article describes educational technologies applied in practice. Educational technology is a classic example of social technology and represents a relatively new trend in educational science. Educational technologies are associated with increasing the effectiveness of training and education and are aimed at the final result of the educational process - the training of highly qualified specialists.*

**KEYWORDS:** *Pedagogical Process, Pedagogical Technology, Design Method, Modernization of Education, Problem Presentation Method, Case Study Method, Modern Technologies.*

### INTRODUCTION

The implementation of the "National Program for Personnel Training" provides for the high quality of knowledge of a future specialist in the modern conditions of globalization, whose personality should be characterized by comprehensive education, creative thinking, and a high professional socio-cultural level. Such preparedness will provide an opportunity to enter the international scientific, professional and cultural context.

The gradually changing socio-economic situation in modern Uzbekistan has renewed the need to modernize education, rethink theoretical approaches and the accumulated practice of educational institutions.

### THE MAIN FINDINGS AND RESULTS

In recent years, various educational technologies have begun to be widely used in teaching practice at the Tashkent State University of Oriental Studies. Pedagogy has long been looking for ways to achieve, if not absolute, then at least a high result in working with students and has constantly improved its means, methods and forms.

It is this goal that the technologization of the pedagogical process serves.

Technologies are divided into industrial and social. A feature of social technology is that a person is the initial and final product, and the main parameter of change is one or more of his qualities. Educational technology is a classic example of social technology and represents a relatively new trend in educational science. The initial concept of pedagogical technology involved teaching with the help of technical means; at present, it is considered as a systematic and consistent implementation in practice of a pre-designed educational process. Thus, pedagogical technology is a project of a certain pedagogical system, implemented in practice.

The modernization of education at a higher educational institution presupposes a search for ways to activate the activity and creative principles.

The glossary of modern education examines three approaches to defining the concept of educational technology:

- A systematic method of planning, application, assessment of the entire learning process and assimilation of knowledge by taking into account human and technical resources and the interaction between them to achieve a more effective form of education;
- Solving didactic problems in line with the management of the educational process with precisely defined goals, the achievement of which should be amenable to a clear description and definition;
- The identification of principles and the development of techniques for optimizing the educational process by analyzing factors that increase educational efficiency, through the design and use of techniques and materials, as well as through the methods used.

Thus, educational technology is a systematic method of design, implementation, assessment, correction and subsequent reproduction of the educational process.

It is characterized by the following features: diagnostic formulation of goals, orientation of all educational procedures to guaranteed achievement of goals, operational feedback, assessment of current and final results, and reproducibility of the educational process.

In order to improve the quality of teacher training in modern Uzbekistan, enhance the cognitive activity of students, disclose creative potential, organize the educational process with a high level of independence of the teacher of the Tashkent State University of Oriental Studies, the following educational technologies are used in their work: personality-oriented, block-modular training, multilevel, distance and problem learning in cooperation, test forms of knowledge control, project method, case method.

The advantages of using educational technologies are that there is a change in the functions of the teacher and the student, the teacher becomes a consultant-coordinator, and students are given greater independence in choosing the ways of mastering the educational material.

The result of the use of educational technologies is less dependent on the skill of the teacher; it is determined by the entire set of their components.

Educational technologies are associated with increasing the effectiveness of training and education and are aimed at the final result of the educational process - the training of highly qualified specialists:

- Having fundamental and applied knowledge;

- Capable of successfully mastering new professional and managerial fields, flexibly and dynamically reacting to changing socio-economic conditions;
- Possessing high moral and civic qualities in an innovative educational space.

Currently, our Republic is undergoing major changes in the entire education system. One of the factors that determined the processes of reorganization of the university model of education are the processes of globalization, which have affected almost all aspects of our life, and the informatization of the educational process associated with modern computer technologies. The emergence of more progressive concepts, acquaintance with the advanced experience of countries and the development on this basis of a national, Uzbek model of education are aimed at solving the problem of the demand for a future specialist-graduate of the university in a market economy.

The traditional methodology involves communication between a teacher and a student, constant control by the former for educational activities, assimilation of educational material. In other words, the effectiveness of this dialogue depends on the teacher's correct solution to the following tasks:

- Setting an educational goal and the resulting motivation for the student;
- The implementation of the transfer of material of certain content and its interpretation for students. At the same time, the teacher also performs the function of methodological study of educational material;
- Knowledge control.

This training model is prescriptive. The result of training is regarded as the transfer of the amount of knowledge due to the rational organization of the content of the educational process, when a one-sided dialogue takes place, where the teacher acts as an active initiating party of information. Reproduction of the information received is mechanical: the student's activity, his interest in the learning process is difficult to trace.

On the basis of new information and pedagogical technologies, teaching methods, it became possible to change the role of the teacher - to make him not only the bearer of knowledge, but also the leader, the initiator of the student's independent creative work, contributing to the student's independent development of criteria and methods of orientation, the search for the rational in the information flow. In other words, in the current conditions of the development of the educational services market and the requirements of the era of information technologies, teaching should combine the developed practical directive and modern, innovative, interactive teaching models.

Note that both training models under consideration have both positive and negative sides.

So, the main criteria of the directive model of teaching are the accuracy, indisputability, reliability of what is presented, the final control, presumably the presence of independent work outside the classroom. The main criteria for an interactive learning model are the possibility of informal discussion, free presentation of the material, fewer lectures, but more seminars, practical classes, student initiative, the presence of group tasks that require collective efforts, constant monitoring during the semester, and writing. It would be a mistake to stick to any one model. It is reasonable to combine both of them in order to achieve the efficiency and quality of the educational process.

Let's consider the main aspects of the possible application of modern teaching methods at a university. As part of our presentation, we will pay attention to interactive teaching methods.

One of the most effective methods of enhancing the learning process is the method of problem statement. With this approach, the lecture becomes like a dialogue, teaching imitates the research process. This technique allows you to interest the student, to involve him in the learning process. The contradictions of scientific knowledge are revealed by posing a problem. The learning problem and problem situation are the main structural components of problem learning. Before starting to study a certain topic of the course, a problematic question is posed to students or a problematic task is given. By stimulating the solution of the problem, the teacher removes the contradiction between the already existing understanding of it and the knowledge required from the student. The effectiveness of this method lies in the fact that individual problems can be raised by the students themselves. The main success of this method is that the teacher seeks from the audience an independent solution to the problem posed.

Another effective method is the case study method, or the case study method. Its central concept is a situation, a set of variables, when the choice of any of them decisively affects the final result. The existence of the only correct solution is in principle denied. With this method of teaching, the student is independently forced to make a decision and justify it. It is a teaching method in which students and teachers are directly involved in discussing business situations or tasks. These cases, usually prepared in writing and based on real facts, are read, studied and discussed by students. Cases form the basis of a classroom conversation led by a teacher. Therefore, the case study method includes both a special type of educational material and special ways of using it in the educational process.

In general, the method of case study situations allows you to make the right decisions in conditions of uncertainty, develop an algorithm for making a decision, master the skills of studying a situation, develop an action plan, apply the theoretical knowledge gained in practice, and take into account the points of view of other specialists. The main thing is that it contributes to the development of the ability to solve practical problems, analyze situations, evaluate alternatives, and instill skills in solving practical problems.

The general technology of work using the UKS method has been developed.

1. Before the start of classes, the teacher: selects a case, determines the main and auxiliary materials, develops scenarios.

The student's duties are to receive a case study and a list of recommended literature, to prepare for the lesson.

2. During the lessons, the teacher organizes a preliminary discussion of the case, divides the group into subgroups, and leads the discussion of the case.

The student asks questions, suggests options for solutions, makes a decision, and draws up a written report on the work.

Modern technologies - computers and the Internet - play a special role in teaching methods and tools. New concepts in teaching methods closely associated with modern technical means, logically lead to the idea that the use of all kinds of technical means, in particular, modern personal computers, in the learning process is interactive teaching methods. Consequently, the rest of the methods in the educational process do not stand up to any criticism.

Let us disagree with this interpretation and attitude to interactive methods in the educational process. In our opinion, when determining the correctness or incorrectness of teaching methods, it is important to rely not on the degree of technical support of teaching methods, which is certainly important, but on the final effectiveness of teaching methods. It is from these positions that we should talk about both the degree of demand for each of the methods, and about the content of modern educational methods.

Adhering to these provisions, we will try to define interactive teaching methods. This term is understood as such methods of the way and means of teaching, which are aimed at active participation and active involvement of the student in the educational process.

So, the updated education forms in future specialists a system of knowledge directly related to the cultural heritage, its reconstruction and use, with activities in the field of interethnic relations; personal qualities - mobility and the ability to solve problems that have arisen. Using the resources of university education increases the competitiveness of the graduate and the degree of his adaptation in the market conditions of life. The quality of education is the quality of the future life, its style.

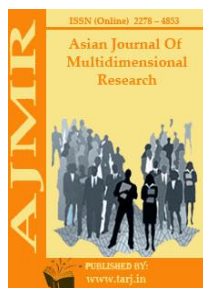
The development of the state requires human, intellectual resources, and they are formed at the university. Educational technologies stimulate our graduates to continuous self-improvement, due to which not only specialists of a new type will appear, but also personalities of a new type.

## CONCLUSION

Summing up the above, I would like to note that the methods and ways of teaching should not be elevated to the rank of an end in itself; these are, first of all, the means of solving educational problems in the university. Therefore, the methods must be used taking into account the specifics of each academic discipline.

## REFERENCES

1. *Glossary of modern education (terminological dictionary)*. Publiceducation № 3. –Moscow. 1997 F. Shageeva, V. Ivanov. (2006). *Modern educational technologies*. HighereducationinRussia. No. 4.
2. A. Akishina, T. Zharkova, T. Akishina. (1989). *Games in Russian lessons*. – Moscow
3. B.G. Akhmetshin. (2011). *Theory and practice of teaching Russian to foreigners in literature classes: methods and technologies*. The Russian world and the Russian word in the intercultural space: materials of the international scientific and practical conference. – Istanbul: Fatih University. – pp. 20-26.
4. E.N. Strelchuk. (2013). *Russian speech culture of foreign bachelors of non-humanitarian specialties*. – Moscow: Flinta: “Nauka
5. T.A. Vishnyakova. (1980). *Fundamentals of Teaching Russian Language to Non-Philological Student*. – Moscow.: Russian language.
6. Ismatullayeva, N. R. (2020). Probability Prediction Strategy in Simultaneous Interpretation. *CURRENT RESEARCH JOURNAL OF PHILOLOGICAL SCIENCES*, 1(01), 1-6.
7. Atxamdjanovna, F. K. (2020, December). EFFECTIVENESS OF PHYSICAL CULTURE EDUCATION EFFECTS OF ADOLESCENTS ON SCIENTIFIC THINKING IN GROWTH LOCATION OF EFFECTIVE INFORMATION. In *Конференции*.



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



DOI: **10.5958/2278-4853.2021.00217.2**

## CHARACTERISTICS OF PROTECTIVE BAGS USED IN THE GROWING OF GRAPES

**Azizov A.Sh\*; Dehkanova Sh.Yu \*\*; Yusupov N.Sh\*\*\*; Qahhorova S.A\*\*\*\***

\*Associate Professor,  
 Candidate of Technical Sciences,  
 Tashkent State Agrarian University  
 UZBEKISTAN

\*\*Independent Researcher,  
 Andijan Institute of Agricultural Technology  
 UZBEKISTAN

\*\*\*Independent Researcher,  
 Tashkent State Agrarian University  
 UZBEKISTAN

\*\*\*\*Student,  
 Andijan Institute of agriculture and Agrotechnology  
 UZBEKISTAN

### ABSTRACT

*In this article, during the cultivation of grape varieties "Sogdiana" and "Black raisins", which are widespread in the country, from various pests, bees, birds and others? He momentarily to protect the bags show the types of materials, depending on the size of the selection, use methods and materials qyiladigan requirements, in addition to grapes during the growing season associated with the application of a protective coating the fruit of the vine, as well as other indicators of the impact of the establishment based on scientific data.*

**KEYWORDS:** *Grapes, Grape N Av Rights, Quality, Vegetation Protection, Protective Coating, Fibrous Materials, Food Products, Biological Fibrous.*

### INTRODUCTION

In recent years, not only in the developed countries at the same time of the scale grown fruits and vegetables to provide the population with food products during the year at the same time, work is underway to increase the variety and gross yield of cultivated products.



With the increase in the volume and gross yield of products, it is becoming a topical issue to deliver them to consumers without destroying high quality and nes.

The areas of fruits and vegetables grown around the world today vary depending on the climatic conditions and location of each country. If we look at the example of grapes, the total area of grapes grown worldwide is 74.5 million. hectares, and the total grape yield is 77.8 million tons , of which the share of vineyards in Uzbekistan is 1.5% [ 1,2,3 ] .

Therefore, in our country it is important to increase not only the area under grapes, but also the gross yield from them.

In this regard, the President of the Republic of Uzbekistan on Oct 23, 2019 years 2020-2030 for the development of agriculture of the Republic of Uzbekistan On approval of measures to further improve the fruit-and-vegetable and vine-growing sector defined [1 ].

With the increase in gross yield, as defined in the above-mentioned decisions and forms, the supply of grown products to consumers without nes is one of the most pressing issues. There are a number of ways to deliver grown produce to consumers, which can be in the form of fresh cuts, stored for a certain period of time, or processed. Each of these methods is distinguished by its own characteristics. In particular, the products obtained in processing are distinguished by their long-term storage and preservation in the following seasons of the year [3, 4, and 6]

Based on the above, the drying process in the processing of grapes is of great importance for the Republic. For the drying process of grapes, the processed raw materials are required to be of high quality, distinguished by their sugar content and appearance. Cultivation of high quality products depends not only on agrotechnology, but also on ways to protect them from various pests, birds, bees and mosquitoes, mosquitoes.

## RESEARCH METHODS AND MATERIALS

One of the tasks of our research is to improve the quality of grapes grown in the climatic conditions of Andijan region. It is known that the most widely used varieties for drying grapes are seedless grape varieties. For this reason, the varieties "Sogdiana" and "Black Raisin" were selected as the object of our research.

Processes in cultivation practice show that one of the factors influencing the quality of grapes is the measures taken to protect them from various pests, birds, bees and flies that affect their appearance during the growing season. In order to overcome such shortcomings, the use of various protective bags in the leading countries in the cultivation of grapes gives good results.

In recent years, in order to preserve the quality of the appearance of the fruits of the vine, the actions of insects, including bees cause damage to the grapes and other fruits, gardening and wine industry is a serious problem. Therefore, the protective bags used will be made of different looks and materials (Figure 1).



|                                                                            |                                                                                                   |                                           |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------|
| a-polyethylene bags<br>1- Protective cover<br>2- Protective mouthpiece bag | b - paper bags<br>1 Protective cover<br>2. The mouth of the protective bag is a metal wire device | v. b A bag made of biodegradable material |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------|

**Figure 1 Types of grape protection bag materials**

Depending on the materials and properties of these protective bags, there are requirements for their quality, which are as follows:

- ✓ High strength of bag materials;
- ✓ Bag breathing;
- ✓ Air and sunlight transmittance;
- ✓ Antibacterial properties of materials;
- ✓ Water resistance;
- ✓ Environmental cleanliness;
- ✓ Resistance to ultraviolet light;
- ✓ Resistance to external influences, etc.

The types of protective bag materials offered for grapes are given in Table 1 (Table 1) depending on their use characteristics, color and reusability.

**TABLE 1 MATERIAL AND PROPERTIES OF PROTECTIVE BAGS**

| № | Materials                                   | Colors                              | Layers of bags   | Biological properties                                       | Dimensions                 | the use of repetitions |
|---|---------------------------------------------|-------------------------------------|------------------|-------------------------------------------------------------|----------------------------|------------------------|
| 1 | Polyethylene and sturdy gardens             | Red, green, purple                  | One and two      | Protection from birds and pests                             | 22x33cm, 28x40 cm, 30x55cm | Many times             |
| 2 | Paper and kraft paper, metal wire ties      | White, black, orange, brown, silver | One, two or more | Protection from birds and pests, sunlight, ultraviolet rays | 22x33cm, 28x40 cm, 30x55cm | One-time               |
| 3 | In the form of paper made from bio material | White, black, orange, liver         | One layer        | Protection from birds and pests, sunlight, ultraviolet rays | 22x33cm, 28x40 cm, 30x55cm | One-time               |

## RESEARCH RESULTS AND THEIR DISCUSSION

The above table shows, the moment the fruit of bees, birds and other pests to protect the media, solid materials, the beginning of the fruit of the vine insects go away and prevent damage. Failures of the protective coating according to fresh air - the air bags are not stable, barriers to enter the job, practice test levels, one expluatesion, it is the best preserved Because of repeated use of the opportunity to be used for a few years and levels, depending on the closeness of its grapes at the same time a few grapes are able to protect his head, or the presence of mg' Selecting season when humidity of materials, wet, water, drops down immediately after the leak and go is evaluated by its processing or self-disintegration properties.

## CONCLUSION

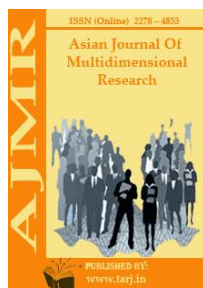
Based on the above types of protective bags for grape heads, it was found that protective bags made of polyethylene are reusable, but have environmental disadvantages, protective bags made of biological materials are environmentally advantageous, but costly, while at the same time we For research, it was found that protective bags made of paper materials are an acceptable model due to the fact that the product does not allow direct sunlight, does not retain moisture, is inexpensive and environmentally friendly.

## REFERENCES

1. Oct 23, 2019, the President of the Republic of Uzbekistan sett Brda the years 2020-2030 for the development of agriculture of the Republic of Uzbekistan "staregiyasini Decree No. 5853" On approval of measures to further improve the fruit-and-vegetable-growing sector and the decision of 23.10.2019 - Lex.uz
2. Bo'riev X. Ch, Jo'raev R. J, Alimov O. A. "Storage and pre-processing of fruits and vegetables." Tashkent: Mehnat, 2002.
3. Mirzaev M.M et al. Ampelography of Uzbekistan. Tashkent: Uzbekistan, 1984
4. Oripov R, Sulaymonov I, Umurzoqov E. "Technology of storage and processing of agricultural products." Tashkent: Mehnat, 1991.
5. USID US international development agency "agricultural value chain" A VC was founded on January 29-30, 2020 within the framework of the project "The role of fruit and vegetable storage refrigerators, the current state and prospects of the industry" seminar in Tashkent. 2020 y.
6. Fayziev J.N The influence of growth regulators on the fertility of seedless Tarnau sort. // International journal of science and research (IJSR). -India, Raipur, Chhattisgrah, 2019. Volume 8. - 1. Issue 1120-1122. (N23,
7. Abstract "Scientific substantiation of technology to increase the yield and quality of seedless varieties of grapes in Uzbekistan". Tashkent 2020.
8. Sharipovich, A. A., Sheralievich, Y. N., Botirovna, S. M., & Mukhammadovna, E. J. (2020). Study of methods for identification and storage of morphological features of grapes grown in the conditions of Fergana Region. *The American Journal of Agriculture and Biomedical Engineering*, 2(07), 20-24.
9. Sokhibova, N. S., Nazirova, M. I. K., & Botirovna, S. M. (2020). INFLUENCE OF REARING SILK WORMS WITH HIGH PRODUCTIVE MULBERRY LEAVES ON THE

BIOLOGICAL INDICATORS OF SILK GLAND AND RAW SILK EFFECTIVENESS. *Life Sciences and Agriculture*, (2).

10. Asronov, E. K., & Soliyeva, M. B. (2020). The importance of feeding silkworms under polyethylene. *ACADEMICIA: An International Multidisciplinary Research Journal*, 10(10), 1169-1174.
11. Туйчиев, Ж. Ш. Убайдуллаев, С. Ш., Турдиева, Ф. Т., & Солиева, М. Б. (2015). ИЗМЕНЕНИЕ ДОЛИ ДЕФЕКТНЫХ КОКОНОВ В ЗАВИСИМОСТИ ОТ СРОКОВ ПОСТУПЛЕНИЯ НА ЗАВОД. *Современные тенденции развития науки и технологий*, (4-2), 78-81.
12. Yuldasheva, K. T., Soliyeva, M. B., Kimsanova, X. A., Arabboev, A. A., & Kayumova, S. A. (2021). Evaluation of winter frost resistance of cultivated varieties of olives. *ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL*, 11(2), 627-632.
13. Xatamova, X. K., Yuldasheva, K. T., Soliyeva, M. B., Kimsanova, X. A., & Juraboyeva, S. M. (2021). Methods of preserving subtropical fruits. *Asian Journal of Multidimensional Research (AJMR)*, 10(1), 109-115.
14. Yuldasheva, K. T., Soliyeva, M. B., Xatamova, X. K., & Kimsanova, X. A. (2020). Effect of arbuscular mycorrhiza on micro propagated olive. *ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL*, 10(12), 1491-1498.
15. ВАХОБОВ, А. СОЛИЕВА, М., & ХАТАМОВА, Х. СОРТА КРАСНОКОЧАННОЙ КАПУСТЫ ДЛЯ ПОВТОРНОЙ КУЛЬТУРЫ. *ИРРИГАЦИЯ-МЕЛИОРАЦИЯ*, 57.
16. Туйчиев, Ж. Ш. Мирзаев, Р. О., Солиева, М., & Гафурова, Ю. К. (2016). ЗАВИСИМОСТЬ КАЧЕСТВА КОКОНОВ ПЕРВИЧНОГО ПОКОЛЕНИЯ ОТ КОЛИЧЕСТВА ФОРМ ИЗМЕНЕННЫХ ИЗ ПАРТИИ ПЛЕМЕННЫХ. *Современные тенденции развития науки и технологий*, 124.
17. Асронов, Э. К. & Солиева, М. Б. (2020). ВЛИЯНИЕ ИЗМЕНЕНИЯ ТЕМПЕРАТУРЫ НА ПРОДУКТИВНОСТЬ И КАЧЕСТВО КОКОНОВ ВО ВРЕМЯ КОРМЛЕНИЯ ТУТОВОГО ШЕЛКОПРЯДА. *Экономика и социум*, (12-1), 388-391.
18. Асронов, Э. К. Салиева, М. Б., Салиев, С. А., & Давлатов, Х. Р. (2018). ХРАНЕНИЕ ПЛОДООВОЩНОЙ ПРОДУКЦИИ. In *Северный морской путь, водные и сухопутные транспортные коридоры как основа развития Сибири и Арктики в XXI веке* (pp. 264-266).
19. Туйчиев, Ж. Ш. Асронов, Э. К., Эрмакова, Ж. М., & Хурматов, Й. Э. (2015). ВЛИЯНИЕ СРОКОВ ПОСЕВА ТУТОВЫХ СЕМЯН НА КАЧЕСТВО СЕЯНЦЕВ. *Современные тенденции развития науки и технологий*, (4-2), 76-78

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00218.4

## USING INDEPENDENT WORK TO IMPROVE THE EFFECTIVENESS OF TEACHING THE TOPIC «HALOGENS» IN THE SCHOOL CHEMISTRY COURSE

Ikromzhon Ibrokhimovich Kukanbaev\*; Yulduzkhon Begalikizi Sheralieva\*\*

\*Associate Professor,  
Candidate of Technical Sciences,  
Kokand State Pedagogical Institute named after Mukimiy,  
UZBEKISTAN

\*\*Undergraduate Student,  
Kokand State pedagogical institute named after Mukimiy,  
UZBEKISTAN

### ABSTRACT

*This article discusses the use of halogens (chlorine, bromine and iodine) and their compounds in self-study in a school chemistry course. The main task of the teacher is not to give students ready-made knowledge, but to help them acquire knowledge on their own. For this, it is necessary to improve the educational process so that it allows students to fully demonstrate their abilities and capabilities and devote all their efforts to learning.*

**KEYWORDS:** *Independent Work, Halogens, General Description Of Halogens, Chemical Properties Of Chlorine, Comparative Description Of Halogens, Laboratory Experiments, Problem Solving.*

### INTRODUCTION

In accordance with the Resolution of the President of the Republic of Uzbekistan Sh.M.Mirziyoyev dated August 12, 2020 no. PP-4805 "On measures to improve the quality of continuing education and scientific effectiveness in chemistry and biology" calls for further improvement of the teaching of chemistry in public schools.

It's no secret that job-based and skill-based education is performing poorly today. Now the main task of the teacher is not to give students ready-made knowledge, but to help them acquire knowledge on their own. For this, it is necessary to improve the educational process so that it allows students to fully demonstrate their abilities and capabilities and devote all their efforts to learning [4; p.4-11].

Nowadays, effective use of various methods and teaching aids in the educational process is relevant, which do not tire students, who are focused on thinking, and independent work.

Although the organization of independent work of students in the specialty of chemistry on the topic of halogens and the development of their educational activities is devoted to a number of scientific literature [2; p.25-32], in most cases the focus is on independent work. Work in the classroom or outside the classroom [1; p.1-14].

When organizing and conducting lessons in modern chemistry, the teacher is primarily designed to achieve high efficiency by ensuring the independent work of students in the classroom and outside the classroom. At the same time, we tried to prepare independent work assignments on halogens and use them in the classroom. Accordingly, independent work assignments on the properties of halogens were prepared, and we set ourselves the task of conducting a pedagogical experiment to study their effect on improving the effectiveness of training.

Starting with the topic, the teacher draws the students' attention to the structural dependence of the properties of elements and substances and invites them to use the knowledge gained to describe halogens.

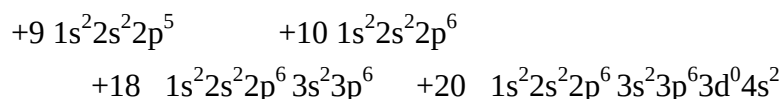
### Exercise 1

Independent assignment for 4 students;

Purpose: to reproduce the structural properties of atoms, molecules and crystal lattices of halogens of simple and complex substances formed by halogens.

1. The structural properties of halogen atoms look better when compared to atoms of other elements.

Are the atoms of some elements shown in the diagram?



Sign under each diagram the symbol of the corresponding element and its and its belonging to metals, non-metals or inert gases.

Check each other's work.

2. Answer the questions: how are the atoms of non-metallic elements characterized and why are halogens classified as typical non-metals? What will the halogen atoms turn into when their outermost electron layer is completed? How will the strength and polarity of bonds differ in two rows of compounds?

a) KCl, HCl, Cl<sub>2</sub>; 6) HF, HCl, HBr, HJ ? How does the electronegativity of halogens change? What can be said about the physical properties of substances if it is known that: F<sub>2</sub>, Cl<sub>2</sub>, J<sub>2</sub>

HF, HCl, HBr, HJ } form (in solid form) a molecular crystal lattice;

NaF, CaCl<sub>2</sub>, KBr, CuJ<sub>2</sub> forms ionic crystals?

Task 1 allows you to build a lesson based on the students' independent work. Experience shows that the discussion of the results of independent work comes more interesting and fruitful than the usual conversation on the same issues. The group form of work allows all students in the class to be involved in this discussion [3; p.111-114].



Independent work on the distribution of chlorine in nature and its use, properties;

In the introductory remarks, the teacher draws students to the fact that the chemical properties of free chlorine are due to the fact that chlorine is an oxidizing agent. This is confirmed by the interaction of chlorine with metals. To find out the results of reactions between chlorine and other substances, one must clearly understand the essence of redox processes.

### Assignment 2

The work is individual, performed according to options of varying complexity. Conduct it at the beginning of the lesson.

Purpose: to repeat the reactions of chlorine with metals, considering them as examples of redox processes.

#### Option 1

Disassemble the reaction schemes  $K + Cl_2 \rightarrow KCl$ ;  $Mg + Cl_2 \rightarrow MgCl_2$

As oxidation-reduction processes, using the plan:

- 1) enter the oxidation states of the elements in the formulas of all substances;
- 2) write down briefly two diagrams: the process that occurs with the oxidizing element, and the process that occurs with the other element, or the oxidation state;
- 3) determine and write down the number of electrons that were donated or received in both processes;
- 4) arrange the coefficients in the electronic equations;
- 5) Transfer the coefficients to the reaction equations. Indicate oxidizing agent and reducing agent.

#### Option 2a

Write the equations for the reactions between chlorine and the following metals: Ca, Li, Al. Make an electronic balance by specifying the oxidizing agent and the reducing agent.

#### Option 2b

Write down the equations for the reactions between chlorine and the following metals: Fe (III), Na, and Ba. Make an electronic balance by specifying the oxidizing agent and the reducing agent.

#### Option 3

Write the equations for the reactions between chlorine and any three metals of the V period of the periodic table of elements. Make an electronic balance by specifying the oxidizing agent and the reducing agent.

### Assignment 3

Frontal work

Purpose: to summarize knowledge about the chemical properties of chlorine. Give examples of specific reactions in 1 table that correspond to the entries in the first two columns.

| Oxidizingagent | Reducingagent                            | Redoxreactions |
|----------------|------------------------------------------|----------------|
|                | Meo<br>(simple substances<br>)           | 1.<br>2.       |
|                | H <sub>2</sub><br>(simple substance<br>) | 3.             |
|                | O-2<br>Br-     }<br>J-                   | 4.<br>5.<br>6. |

This activity can be done at the end of the chlorine chemistry lesson. The form of the table allows you to clearly express and bring into the system the knowledge that chlorine, as a typical non-metal, is an oxidizing agent.

#### Assignment 4

Frontal work; it can be organized by reviewing the material at the beginning of the next lesson.

Purpose: to consolidate knowledge about the properties of hydrochloric acid.

#### Option 1

1. Which of the listed substances will hydrochloric acid react with: SO<sub>2</sub>, Cu, CO<sub>2</sub>, Mg, H<sub>2</sub>SO<sub>4</sub>, Ca (OH) <sub>2</sub>, and AgNO<sub>3</sub>?
2. Write down the equations of possible reactions. Indicate the redox process.
3. Independent work on the comparative study of halogens

#### Assignment 5

Frontal work

Purpose: to generalize knowledge about the elements of the subgroup of halogens, to learn how to give halogens a comparative characteristic. Prepare your answers using the following plans.

#### Outline for the comparative characterization of halogen atoms:

1. Position of fluorine, chlorine, bromine, iodine in the periodic table and elements.
2. Nuclear charge and distribution of electrons in the atom.
3. Relative electronegativity.

#### Outline for the comparative characterization of halogens - simple substances:

1. Composition of molecules, type of chemical bond and its characteristics (relative length, strength)

2. Type of crystal lattice.
3. Physical properties: state of aggregation at 20 ° C, color, smell, etc.
4. Chemical properties: relation to metals, hydrogen, water, compounds of other halogens.

The training was conducted on the basis of prepared independent work assignments, and its effectiveness was determined through pedagogical experiments.

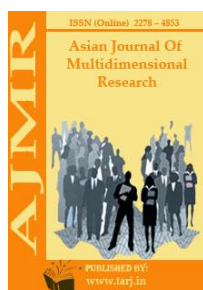
Grades 8<sup>A</sup> and 8<sup>B</sup> of secondary school No. 16 of Dangara region were chosen as the object of the experiment. Initially, the knowledge and practical skills of students in this class about halogens were monitored through oral questioning. According to the results, the quality of assimilation and knowledge of students on the topic did not correspond to the high rates we expected. To ensure the reliability of the results of the experiments, the classes were divided into experimental and control. Class 8<sup>A</sup> was designated as an experimental class and class 8<sup>B</sup> was designated as a control group. In the experimental class, the classes were conducted on the basis of the independent tasks on halogens developed by us.

On the basis of experiments carried out in both grades, the quality of students' practical knowledge and skills on the topic was retested for comparison.

The analysis showed that the quality of assimilation and knowledge on the chosen topic in the experimental class significantly differs in comparison with the control class.

## REFERENCES

1. Ажиева М. Б. Методические разработки проведения занятий по теме "Галогены" с использованием местных сырьевых ресурсов. Типография НГПИ имени Ажинияза, 2006.-14 с.
2. Вивюрский В.Я. Кимёдан билим олишни ва фойдаланишни ўрганайлик.-Т.: Ўқитувчи, 1991.-90 б.
3. Иванова Р.Г., Савич Т.З., Чертков И.Н. Самостоятельные работы по химии.- М. Просвещение, 1982. -204 с.
4. Йўлдошев Ж.Ф. Янги педагогик технологиялар //Халқ таълими. -1999. -№4. -4-11 б.
5. Farfieva K. A. Social Media as a factor in formation of scientific thinking in youth. European Journal of Research and Reflection in Educational Sciences. Vol. 8 No. 10, 2020. – Pp. 52-56.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00219.6

## ARTISTIC INTERPRETATION OF AHMAD YASSAVIY IMAGE

Guzalkhan Mukhammadjonova\*

\*PhD, Associate Professor,  
Fergana State University,  
Fergana City,  
UZBEKISTAN

### ABSTRACT

*The article examines the interpretation of the image of the great thinker, sheikh, poet Ahmad Yassaviy, a great representative of mystical literature, in fiction. The spiritual world of Yassaviy as a saint and poet is comparatively analyzed on the example of Uzbek and Turkish novels. The qualities inherent in the nature of the creator are studied in the example of the image of the historical figure Yassaviy. In Turkish literature, various creative methods, analytical views on the skills of image creation, style and speech problems based on a comparative analysis of the created Yassaviy image are expressed. In particular, the role of the inner monologue in monologue-memory, monologue-reflection types, the hallucination method of artistic image and the illumination of the creative spirit of dialogues is proved on the basis of examples. Recognizing the role of psychological, sociological methods in the study of the image of the creator, suggestions and conclusions on the principles of the biographical approach are given.*

**KEYWORDS:** Ahmad Yassaviy, The Image Of A Creative Person, Artistic-Conceptual Approach, The Image Of The Psyche, Psychological Analysis, Character, Monologue, Catharsis, Dialogue, Hallucinations, Biographic Method.

### INTRODUCTION

The creator has a unique personality. The creative person differs sharply in nature, spiritual world and worldview. Due to this feature, the fact that such people are identified as the main characters in the expression of the writer's ideological and artistic intent gives the work a special character.

In fiction, the issues of comparative-typological, analytical study of the image of the creative person as well as the genesis and classification of the creative image are relevant for literature and literary science.

## MAIN PART

"Creativity gives a person pleasure, arouses his passion, gives him a love for life," says the German philosopher E. Kant. Creation is endurance, both inspiration, labor, and pleasure, as well as the "sufferings of creation" and the "joy of creation." [1] Also, "creation is the desire of man to understand his name, his place, his dignity in the infinite universe" [2]. This aspiration, this rebellion, will be a fierce struggle in the ocean of life and action in its own name. Creativity is an important and beautiful link between the past and the future. Inspiration, on the other hand, is the pinnacle of mood synthesized in a particular environment and thought process.

The definitions given to creation and the creator by literary critics are also characterized by the fact that they are complementary but also different.

In general, the main features of creativity are freedom, the pursuit of self-awareness, amazement, predominance of intuitive ability, self-confidence and especially character.

One of the peculiarities of modern Uzbek literature is the artistic interpretation of the image of the creative person and the need for it. Like Oybek's "Navoi", P. Kadyrov's "Starry Nights", O. Yakubov's "Old World" (Ko'hna Dunyo), Sadulla Siyayev's novel "Ahmad Yassaviy" is significant in that it is based on the artistic images of the great historical figure, a representative of mystical literature Yassaviy. In Turkish literature, the image of Yassaviy is also referred to in Sofia Salma's novel "Water and Fire". This work, created in an unconventional way based on the realities that connect the past and the present which can also be the object of our research.

In Sadulla Siyayev's novel, thinking seems to have grown out of the idea of the "inspiration is given to saints." Ahmad Yassaviy's activities and creativity is strongly connected to each other. The great saint was so devoted to activity and inspired it that it can be called the result of activity. Ahmad Yassaviy does not simply approach any work. He enters into an argument with his opponents in such a way that self-assured logic and confident words excite him "[3] - says the literary critic A. Rasulov.

The spirit of the period in which Yassaviy lived, based on a chronic plot similar to the way of thinking, depicts the period of maturity as well as childhood memories, past events are described retrospectively.

The composition of the work is unique. The novel consists of 36 chapters, each with a separate title. Each chapter begins with epigraphs that are similar in content. The selected epigraphs also contain the wisdom of the Holy Qur'an, Hadith, Oriental Wisdom, Folk Proverbs, Yassaviy and other mystical literature in accordance with the theme of the novel.

The novel depicts the founder of the Yassaviy sect, a man of sharp intellect and unique talent who lived a virtuous life all his life. The human qualities of Hoja Ahmad, who amazed everyone with his intelligence and religious knowledge and was able to follow the people, are more clearly reflected throughout the realities.

Although the historical personality of Yassaviy, the qualities of sainthood and piety, are not sufficiently revealed in the play, his human qualities and spiritual experiences as a creator are deeply described. An emotionally saturated poetic speech is created on the basis of a number of poetic methods such as questioning, rhetorical questioning, rhetorical appeal, repetition. Even in the monologue and the author's speech in the work, it is not difficult to understand and feel the

psyche of the creative person, the horns in his heart. These poetic methods served to deeply express the author's artistic concept about a creative person.

Yassaviy is passionate and selfless for the people. He has been neglecting the pilgrimage to Kaaba for years as a person who has the power to prevent civil wars, thinking of the peace of the people. People listen to their pain, answer their questions and find solutions to their problems. Yassaviy's dialogue with Ruqiyabibi clearly shows his qualities as a loving father, the head of the family.

Most importantly, Yassaviy is a creator. There is great pain in his heart. It was a pain of the people, a pain of faith. As the writer O. Hoshimov rightly noted, "a creative person has a strange feeling of necessity in his heart. This is not only a personal pain, but also a need to pour out to people about the pain of the people - the love of goodness, the anger towards evil "[4]. As a result of this need, "Hikmatlar devoni" has been "living" for centuries. In the novel, the same processes of need, creative thinking, moments of inspiration, psychological state of the creator are deeply expressed. In particular, Yassaviy's childhood memories, rich emotional images during moments of farewell before the trip in monologues vividly express his personality as a creator:

"...Qaytib sizni ko'rolmasak, rizo bo'ling ota yurt osmoni! G'ariblarning ko'z yoshidek porlagan yulduzlar, sizlar ham rizo bo'ling bizdan! Kechalari gumroh yo'lovchilarning yo'lini yoritguvchi qamari falak, rizo bo'ling! Hademay jamol ko'rsatadigan oftob! ...Yellar, yuz-ko'zlarimni siypalab, mahzun chog'larimda tasalli berdingiz. Yo azim Sayhun! Seni behisht daryo deydilar. Iloho, chuchuk suvingga yuz chayish nasib etsun. ...Qul Hoja Ahmad Yassaviy otlig' bir ummatim bor edi, tili burro, vale ko'zi namliq, dili g'amliq hokisor edi, deya yod qilg'aysiz..."[5]

[In the beginning of the Yassaviy's journey, he says goodbye to his motherland, its beautiful nature, the moon, the stars, the rivers, and expresses his infinite love and gratitude to her. A humble servant who loves words but has a sad heart begs you to remember Yassaviy].

In this monologue with saturated emotion, there is a lyrical pathos. Great love for the motherland, love for goodness, compassion for strangers, great love for the Creator and its creatures, devotion, gratitude for destiny are reflected in the farewell of the old saint, the poet to the homeland before the pilgrimage. In the novel, the author effectively used the types of internal monologue including monologue-memory, monologue-reflection, monologue-imaginary dialogue, monologue-inspection, and these served to deeply express the spiritual world of Yassaviy. In particular, childhood images created formed on monologue-memory method lead to catharsis.

Sofia Salma's novel "Water and Fire" that consists of 21 part is based on symbolism and metaphor. These parts are built on the contrast of water and fire, which are important elements in the creation of the universe, and sometimes they are interdependent integrity.

The range of images in the work is not that wide. But today's man is led by the image of the teenage Qaan and Ahmad Yassaviy, who led him in the right direction. The writer supposedly asks for help from ancestors for today's spiritual-moral decline. That is why the novel focuses on the saintly qualities of Ahmad Yassaviy rather than creativity. The method of hallucinations was used effectively in the play. Usually the term hallucinations originally refers to the field of medicine and is a type of mental illness. According to the Internet, the term has been used in



science since 1938. Due to the intense anguish and pain in patient life, development of hallucinations and psyche of them is disturbed. This disease can be manifested in patients by seeing and tasting. "Hallucination" as a literary term began to be mentioned in Uzbek literature in the 70s of the last century [5]. A "twin image" appears by the fact on the hallucination method in the novel. This is the image of Ahmad Yassaviy, who lived centuries before the reality depicted in the play. In a way, this is the result of the hallucination in Qoon. But all the realities in the play, except for the dialogue with Yassaviy, are as fantastic as they were happening in a multiverse. This is formed on the saintly qualities of Ahmad Yassaviy. The norealistic imagery in the work brings the past and the present together.

Each dialogue is skillfully structured in a work of art. It has multifunctional features, such as showing the character of the image, worldview, drama, the situation at the time of speaking and course of events. Furthermore, full of nationalism, authenticity, mystery, brevity, and silence in dialogues also have a beneficial effect on the deep revelation of the hero's psyche. Dialogue in a work of art allows you to present not one, but also several characters at once. It also reflects the polyphonic attitude to reality and the situation. The dialogue between Ahmad Yassaviy and Qaan in the novel is significant in that it embodies a great philosophy of life. The sharp turn of events in the work, the sharp change of character is closely connected with this dialogue.

A teenager who involuntarily becomes involved in the criminal world communicates with Qaan Ahmad Yassaviy through a method of hallucinations, from which he receives spiritual support and a great transformation takes crucial place in his psyche. The realities in the work give the impression that they are happening in parallel worlds. One world is Qaan's world which is full of kindness, dissatisfaction and a bit of sadness. Other world is his relatives, his sister and kindness of teacher Arslanbob Ota as well as Ahmad Yassaviy's bright world of kindness who grew up with the blessings of Allah. In the play, fire represents the stage of pain, the test between sins. Water, on the other hand, is a symbol of purified souls. But since life was created, on the basis of dualistic views such as white and black, good and evil, therefore, existence of fire and water also includes integrity and contrast. The writer focuses on the same philosophy. This philosophy is deeply expressed in the language of Saint Ahmad Yassaviy:

—“Suv oqadigan yo‘lini topadi, ba‘zan chiqqan yo‘lida ko‘l bo‘lur. Olov esa havo bilan xushlanur, yagona istagi – ko‘kka yuksalmoq. Olov yoqadi, ammo ayni vaqtda isitadi. Odam suv yutadi, suv ham odamni... ammo ayni zamonda jon ham beradi, poklaydi. Qo‘lingdagi bu ikki unsum yo‘qotma, juda qimmatli bir xazina saqlayapsan.

– ...qo‘rquvning ajalga foydasi yo‘q. Qoon, ba‘zi narsalarni kechiktirish mumkin, ammo ulardan qutula olmaysan. Qo‘rquvning ham, yomonlikning ham yagona dorisi –sevgidir! Olov bilan sevgini tutashtir! Suv bilan ichingdagi yomonliklarni tamizla, pokla...” [7]

[The water flows in its own way, sometimes going out of its way and becoming a lake. The fire rises to the sky with the air. The fire burns and heats simultaneously. People drinks water as well as they are sunken by water ... water gives life and purifies. These two things in your hand — the treasure — don't lose it. You can delay some things, but you can't get rid of them. The only cure for both fear and evil is love. Combine love with fire, cleanse the evil within you with water].

The scientific literature on mysticism contains a number of ideas about the symbolic meanings of water and fire. Water means enlightenment, divine grace, perfect nafs, and greatness of spirit [8]. And these are the qualities of perfection. So, the main idea of the work is that the first stage of

perfection is purification. Water is a source of purification in the original and symbolic sense. Purification, on the basis of deliverance from sins, can lead to the next stages of perfection and become a perfect human being. To understand these meanings and interpretations, it is necessary to approach the analysis of Yassaviy's image on the basis of a biographical principle. The historical facts about Yassaviy, the information in the literary sources and the analysis of the harmony of the authors' commonalities with the spiritual world allow an in-depth analysis of the issue.

## CONCLUSION

To conclude, in the analysis of a work of art, a biographical approach to the image of the artist reflected in it gives good results. In our opinion, the principles of the biographical approach to the study of the creative image are as follows:

1. A work of art is a product of creative mental and emotional experiences.
2. The image of the creator is an important element of the composition of the work.
3. The image of the creator is a source of psychological interpretations.
4. The image of the creator is a source of strong aesthetic influence and evolution.

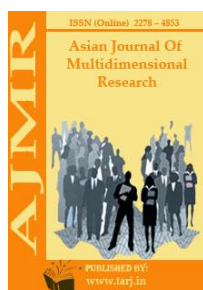
The creative image is a two-way unique find. First of all, it is the most productive factor in the expression of the writer's ideological and artistic intention by the author. On the other hand, since the main criterion of literature is man, it is important in all respects to deeply express his psyche, character, attitudes in different situations. In this case, the image of the creator plays an important role as a multifaceted image. He perceives the world differently. Has a deep understanding of the relationship between the universe and man. In it, in a sense, the author expresses himself, his identity. In other words, the author facilitates two contributions by expressing his own spiritual world in the moments of creation.

Along with the perception of such factors as the artistic world, the psyche of the image in the person of a creator of complex nature and the ability to understand the person increases in the reader. From the researcher, however, artistic interpretations of the creative image are a rich source of material for analysis based on biographical, sociological, and especially psychological methods.

## REFERENCES

1. Bozarov D. Ijodkor shaxs va daholik: falsafiy talqin // "Sharq yulduzi". 2014 yil 2-son. Saviya.uz.
2. Eshonqul N. Mendan "men" gacha. -T. : Akademnashr, 2014.B.20.
3. Rasulov A. Badiylik – bezavol yangilik. - T.: Sharq. 2007. B.66.
4. Hoshimov O'. Notanish orol. - T. : "Yosh gvardiya", 1990. B. 196.
5. Siyoyev S. Ahmad Yassaviy. - T. : "Yangi asr avlodi" 2019.
6. Qo'chqorova M. Badiiy so'z va ruhiyat manzaralari. - T. : "Muharir", 2011. B.169.
7. Salma S. Suv va olov. - T. : "Noshirlik yog'dusi", 2018.
8. Tasavvufteoremleri ve deyimleri sözlüğü. Prof.dok. Ethem Cebeciöğlü. Türkiye. Istanbul. AGAÇ kütape ve yayınlari. 2009. B. 1.

9. Oripova, G. (2019). UZBEK POETRY AND THE WORLD LITERATURE IN THE YEARS OF INDEPENDENCE. *Scientific Journal of Polonia University*, 32(1), 116-120.
10. Mukhammadjonova Guzalkhan (2020) THE IMAGE OF A CREATIVE PERSON IN THE POETRY OF ERKIN VOHIDOV. *ACADEMICA: An International Multidisciplinary Research Jurnal*. Volume: 10 /Issue:11/. – India, 2020/ –P. 671-678.
11. Oripova Gulnoza Murodilovna. (2019). THE PECULIARITIES OF VAZN METER IN UZBEK POETRY OF THE INDEPENDENCE PERIOD. *International Journal of Anglisticum. Literature, Linguistics and Interdisciplinary Studies*. Volume: 8 /Issue:2/. – Macedonia, 2019. –P.33-39.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00220.2**

## INFLUENCE ON UNIFORM AND DYNAMIC DEVELOPMENT ECONOMY THE INNOVATIVE DEVELOPING ACTIVITIES OF ENTERPRISES

**Jakhongir Rasulovich Zaynalov\*; Susanna Seyranovna Alieva\*\***

\*Professor,  
Doctor of Science in Economics,  
Samarkand Institute of Economics and Service  
UZBEKISTAN

\*\*Associate Professor,  
Candidate of Economic Sciences,  
Samarkand Institute of Economics and Service  
UZBEKISTAN

### ABSTRACT

*The paper discusses issues related to factors affecting the uniform and dynamic development of enterprises. Innovation plays a very important role in ensuring long-term activity in the market of all enterprises, in creating economic and market potential and in increasing their competitive advantages. That is why the state constantly has a need to stimulate the innovative development of an enterprise.*

*At the same time, local authorities should take an active part in the financial support of innovative enterprises, adjust the areas of enterprises activities for which the preparation and implementation of an innovative product is carried out, develop a network of effective vocational guidance services, provide them with the opportunity to receive from the state an addition to funds in the form of preferential long-term loan.*

*The organization of financing the innovative activities of enterprises requires: creating favorable conditions for increasing the level of income based on employment; improve the system of preferential taxation, lending, use of repayable loans and other economic instruments for financing the innovative development of enterprises.*

**KEYWORDS:** Development, Cyclicity, Innovative Development, Financial Support, Financing.

## INTRODUCTION

In the scientific and educational literature, the uniform and dynamic development of enterprises' activities is traditionally considered.

However, issues related to the factors causing the even and dynamic development of enterprises are not given due attention in the framework of innovatively developing service enterprises, where tourism enterprises play a dominant role. The current circumstances require in studies to take into account the relationship of these two "uniform" and "dynamic" conceptual phenomena and their activity, which, as a rule, depends on both the period of the enterprises' operation, the influence of many internal and external factors, the level of state support, expressed as in administrative measures, and in not insignificant, financial and credit support measures. At the same time, one of the most important factors that allow an enterprise to sometimes "survive" and sometimes develop is the level of innovative development, which must remain in dynamics, since any innovative product eventually loses its "innovativeness", which means that work is constantly required to create new innovative products of the enterprise.

In the service sector, the approach to the development of activities should take into account certain peculiarities arising from the nature of the services offered. The description of the service has a direct impact on the method of analysis and management of its quality. Some researchers, who have a range of their interests in this area, characterize the service as intangible, heterogeneous, simultaneous, and perishable, diversity, variability, seasonality, the impossibility of brand protection and the absence of ownership's transfer. When products or services are not offered to customers at the level of their expectations, they move to other companies (Bergman & Klefsjö, Cosmescu, Ferent, Lickorish & Jenkins, Jivan, Kotler, Zait), service characteristics - in the service sector, customer opinions and the environment in which services are provided are very important. The focus of research by individual scholars is how well innovation fits with existing ways of working, viewing enterprises as communities of practice, rather than formal organizational units, following the logic of rational decision-makers or constraints in the organizational environment (Brown & Duguid, 2001; Lave & Wenger, 1991; Pantzar and Shove, 2010; Shove et al., 2012). Innovation is of particular importance for the small and medium-sized enterprise sector, as innovation is a key factor in enabling them to use their knowledge and experience to develop new technologies, new processes and new products or services for their activities. (Acs & Audretsch, 1988, McAdam et al., 2004). Innovation plays a very important role in ensuring the long-term presence of all small and large enterprises in the market, in creating economic and market potential and in increasing the competitive advantage of a business. Therefore, the state constantly has a need to stimulate the innovative development of the enterprise (Zaynalov J. & Alieva S.). Thus, innovations were added to the Strategy of Action for the Development of the Republic of Uzbekistan for 2017-2021 (Strategy of Action, PD-4947, 2017).

## THE METHODS

In the study conducted by the authors, both previous studies and the results of the authors' studies were used.

The *aim* of the study was to analyze various approaches to the characteristics that determine the influence of financial support for innovative enterprises on the even and dynamic development of the economy.

## MAIN PART

The modern theory of economic system's management is largely based on the concept of KondratievN., which, in our opinion, is not only a reliable basis for predicting their development, but also allows you to form an effective mechanism for regulating the activities of enterprises in the event of a crisis. The study of the economic processes nature by BlinovA. showed that the dynamics of economic development is "not simple and linear, but complex and cyclical" (Blinov A., 1995). The history of our civilization testifies formation to the fact that macroeconomic crises, manifested in uneven economic development, long periods of stagnation and deep recessions in production, should be considered as a pattern, they manifest themselves periodically. Since the 20s XIX century in countries with market economies, crises occur every 7-11 years (so-called middle cycles). In addition to them, small cycles (about 3-5 years) and large (with an average duration of years) are observed. The development of the theory of crises gradually turned into a more general theory - the theory of the conjuncture and its fluctuations in general, since the concept of a crisis is associated with the cycles of economic development. The crisis is only one phase of the cycle, and the crisis can be understood only as a result of studying all phases of the cycle: rise - crisis - depression (stagnation) - rise. A crisis can go through different stages:

- Latent (hidden), when the system looks still healthy (for example, in the 80s, countries living on petrodollars);

- A period of crisis when contradictions break through (early 90s) Some CIS countries, first of all, Russia, can serve as an example;

- A period of stagnation (mid-90s); d) recovery period (since 1999) (Korotkov E., 2001)

Along with this, it should be noted that the theory of crises is closely related to the concept of equilibrium and stability of the system.

According to N. Kondratiev's definition, "equilibrium is understood as such a state of the system, which ... is most probable and the change of which under the influence of internal ... causes is unlikely. At the same time, any balance and stability are relative, since "in reality, there is always a struggle of causes that give rise to tendencies of the system towards equilibrium or inhibit the implementation of a state of equilibrium"(Kondratiev N., 1989). The theoretical foundations of this constitute a general methodology for studying crises. It follows that understanding the causes of the crisis helps to outline adequate measures for its prevention and overcoming, that is, to ensure the crisis-free development of the economy as a whole, in particular, tourism enterprises. Local authorities should take an active part in the financial support of innovative enterprises, designed to adjust the areas of activity of enterprises for which the preparation and sale of an innovative product is carried out, as well as to identify the optimal parameters for the quantity of products, taking into account the dynamics of demand for labour; to develop a network of effective vocational guidance services, to provide them with the opportunity to receive from the state an addition to funds in the form of a long-term concessional loan, subject to subsequent reimbursement within a certain period after the completion of the implementation process and receiving the effect of innovation. But this task seems difficult due to the complexity of the very phenomenon of organizational processes of financing innovative activities, taking into account the activities of enterprises, which are often influenced by external and internal factors. These enterprises, first of all, include tourism. The phenomenon of organizing financing of innovative activities of the latter, first of all, requires: creating favourable conditions for



increasing the level of income based on employment; improve the system of preferential taxation, lending, use of repayable loans and other economic instruments for financing the innovative development of tourism enterprises.

Taking into account the variety of causes (pathogens) the cyclic reproduction and frequent violations of traditional phases, scientists of various directions suggest the following types of cycles:

The first is Kondratiev's cycles, or long-wave cycles, lasting 40-60 years: their main driving force is radical changes in the technological base of social production, its structural restructuring;

The second is the cycles, the duration of which is limited to about 20 years, and the driving forces are shifts in the reproductive structure of production (often these cycles are called reproductive or construction). These cycles are called Kuznets cycles;

Third - cycles with a frequency of 7-11 years, which are the result of the interaction of diverse monetary factors; are Zhuglarcycles?

Fourth, cycles covering a period from one to 12 years and existing in connection with fluctuations in investment activity; are private(Kondratiev N., 1989).

Cycles are a form of movement, the activity of any enterprise in a particular nature. Economic publications note that each cycle goes through five phases in its development: origin in the depths of the previous cycle, innovative formation, diffusion (diffusion), stable development (maturity), displacement by a new more progressive system (crisis phase). After that, either the transition of the system to a new qualitative state (the next cycle in its dynamics) is possible, or the decay with the relics of the past system being preserved for some time. Cycles in the dynamics of socio-economic systems are of different duration. Along with the current fluctuations (fluctuations) of the type of seasonal cycles in the period of the year, there are short-term (3-4 years), medium-term (8-12 years), long-term (40-60 years), super-long-term (several centuries) and thousand-year cycles. All these cycles, as well as cycles in various spheres, interact with each other, forming a complex fabric of pulsation of social development (Fig. 1) (DunkanDj.U., 1996).

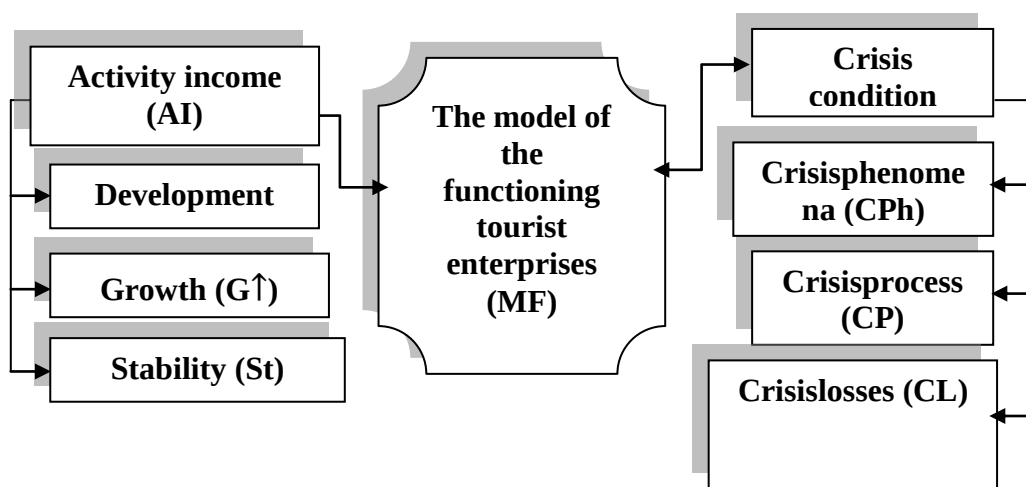


**Fig.1. Model of the relationship between the crisis and development**

In our opinion, medium-term economic cycles are most fully studied in the studies of Kondratiev N. He revealed the meaning of the long waves of economic dynamics, their interaction with medium-term cycles: "... large cycles of economic conditions are revealed in the same single process of economic development dynamics, in which medium cycles with their phases of rise, recession and depression are also revealed. Average cycles falling on a downward period of a large cycle should be characterized by the duration and depth of depressions, brevity and weakness of ups; average cycles falling on the upward period of a large cycle should be characterized by the opposite features" (Korotkov E., 2001). This cycle in dynamics manifests itself in a peculiar way under the influence of internal and external factors. The most difficult element of forecasting the cyclical dynamics in the economic environment is to predict the crisis phases of the cycles, the dynamics of their nature and consequences, and the search for ways out of such phenomena. In this case, it is necessary to proceed from the following basic provisions:

**First**, crisis phases are an inevitable component of the cyclical dynamics of social systems. The depth and duration of the crisis depend on the type and time horizons of the cycle. Crisis shocks are observed in all spheres of society, they are a normal, inevitable phenomenon and they must be taken into account in forecasting;

**Secondly**, crises are painful, destructive, accompanied by a drop in production and investment in fixed assets, underutilization of production capacities and bankruptcy of many enterprises, an increase in unemployment, a drop in real incomes of significant strata of the population, and socio-political upheavals;

**Third**, crises are of a constructive nature, opening up space for new, promising elements of systems - already existing, but not gaining space due to the resistance of outdated elements of the system;

**Fourth**, a crisis is not a constant, permanent state of the system. It ends with its renewal and transition to a new round of cyclical dynamics, to revitalization and rise in a new quality, or in the worst case - death or replacement by a more progressive system. Among the cycles, crises usually occupy a smaller part of the cycle period and include stages.

The latent stage is a period of accumulation of as yet hidden prerequisites and elements of the crisis, although the system continues to develop by inertia, and an over accumulation of capital is often observed.

The stage of collapse – when all the contradictions of the system are exposed, there are: a sharp drop in production, investments, incomes of the population, an increase in unemployment, a wave of bankruptcies, underutilization of production capacities, the destruction of the products part that have not found a sale. Then comes the stage of depression, lower equilibrium, when the decline has basically stopped, but growth has not yet begun; prerequisites for the transition to recovery, the end of the period, begin: an innovative renewal of fixed capital, an increase in demand, resorption of commodity surpluses (Bobryshev A., 2012). The final stage of the crisis, the period of recovery from it is the revival of the economy based on the investment boom and innovation wave, innovative renewal of fixed capital, growth of domestic demand, reduction of unemployment (Bobryshev A., 2012).

Studying the positions of these scientists, it will be noted that the formation of crises within economic systems is influenced not only by the cycles of technological waves, long waves by

Kondratiev N. (Kondratiev N., 1989), but also shorter cycles of economic development in general and enterprises in particular.

Therefore, it is advisable to investigate the dynamic changes that have occurred both in domestic entrepreneurship and in terms of innovatively developing tourism enterprises. The studies carried out have shown that the length of the wave cycles for tourist enterprises is determined by an interval of about 5 years.

## CONCLUSION

So, a literary excursion to identify the objective and subjective positions of researchers of this issue allows us to conclude: the economic nature of the development of a tourism enterprise or tourism business is determined both by the general laws of technological and economic development in general, and by specific, often subjective factors characteristic of the economy of a tourism enterprise (fig.1)

Using the indicators shown in Fig.1, a relationship model can be formulated:

$$\text{Dev} = G \uparrow + S_t \text{Al} \quad (1)$$

$$\text{Mf} = (P \uparrow + S_t) - \text{CC} - \text{CL} \quad (2)$$

In any case, Al must be greater than CL, i.e.  $\text{Al} > \text{CL}$  (3). The crisis state of a tourist enterprise can lead to losses, hence the observance of the relationship between the elements of the relationship between the crisis state and the elements of development should not serve as a criterion for reducing the loss of financial resources of tourist enterprises.

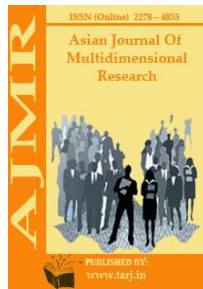
$$\text{CC} = \text{CL} \quad (4)$$

In our opinion, development is closely related to crises and is, in fact, the reverse side of crisis development, in connection with which, predicting the crisis and proposing ways to overcome it, we provide assistance to the stability of the economic system. That is, speaking about crisis phenomena and processes in development, we only clarify the category of stable development by considering a particular case. In turn, this circumstance is necessary, since it allows us to concretize the reasons for the deviation from stable development and to clarify the indicators of the development of innovatively developing tourism enterprises.

## REFERENCES

1. ACS, Z. J., & Audretsch, D. B. (1988). Innovation in large and small firms: An empirical analysis. *The American Economic Review*, Volume 78(4), 678-690
2. Bergman, Bo, Klefsjö, B. (1994) *Quality from Customer Needs to Customer Satisfaction*, McGraw-Hill, London, 266-267.
3. Blinov A. (1995) State policy of small business in countries with developed market economy. *Marketing*. Volume 2, 133-122; Volume 3, 113-120; Volume 4, 97-109
4. Bobryshev A.D. (2012) Organizational mechanism for ensuring the stability of the company as an alternative to anti-crisis management // *MIR (Modernization. Innovation. Development)*. Volume 9, 13-20.
5. Brown, J.S., Duguid, P., (2001) Knowledge and organization: A social-practice perspective. *Organizational Science* 12 (2), 198–213.

6. Cetina, I., Brandabur, R., Constantinescu, M. Service marketing, Uranus, Bucharest, 2006.
7. Decree of the President of the Republic of Uzbekistan "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan" on February 7, 2017, No. PD-4947
8. Duncan Dj.W. (1996) Anti-crisis management: textbook for universities. M.: Delo.
9. Kondratyev N.D. (1989) Problems of economic dynamics. Economy. 1989.
10. Korotkov E.M. (2001) Anti-crisis management. M.: INFRA-M.
11. Kotler, Ph. (1982) Principles of Marketing, Prentice Hall, Englewood Cliffs, 268;
12. Kotler, Ph. (1997) the Management of Marketing. Teora House Printing, Bucharest, 401-589.
13. Lave, J., Wenger, E. (1991). Situated learning. Legitimate peripheral participation. Cambridge University Press, Cambridge.
14. Lickorish, L., J., Jenkins, C., L. (1997) an Introduction to Tourism, Reed Educational and Professional Publishing Ltd, London, 1-10.
15. McAdam, R., McConvery, T., & Armstrong, G. (2004). Barriers to innovation within small firms in a peripheral location. International Journal of Entrepreneurial Behaviour & Research, Volume 10(3), 206-221.
16. Pantzar, M., Shove, E. (2010). Understanding innovation in practice: a discussion of the production and reproduction of NordicWalking. Technology Analysis & Strategic Management. Volume 22 (4), 447–461.
17. Shove, E., Pantzar, M., Watson, M. (2012). The Dynamics of Social Practice. Sage, London.
18. Zait A. (2004) Marketing services, SedcomLibris, IASI, 20.
19. Zaynalov J.R. (2019) Stimulating the innovation process in tourism in the context of economic globalization. Materials of the XIII International Scientific and Practical Conference "Development of World Banking Systems in the Context of Globalization of Financial Markets". SHEI "University of Banking" (Ukraine), 89-93.
20. Zaynalov J.R., Alieva S.S. (2019) Financing the innovative activity of the enterprise. // Biznes-Expert. Volume 9 (141), 94-98.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00236.6**

## A STUDY OF KNOWLEDGE MANAGEMENT AND EMPOWERMENT OF THE PERSONNEL

Shiva Habibzadeh\*; Habib Valizadeh\*\*

IRAN

### ABSTRACT

*The study of the researches concerning empowerment programs indicate that knowledge management is one of the most important factors that influences the successful demonstration of empowerment programs. Nowadays, knowledge is introduced as the winning point of the organizations and institutions in the competitive and complex environment. Major hypothesis: Knowledge management has an effect on personnel empowerment. Minor hypothesis 1: Knowledge management has an effect on achieving a better performance and duty execution by personnel. Minor hypothesis 2: Knowledge management has an effect on increasing personnel's efficiency and capability. Minor hypothesis 3: Knowledge management has an effect on the personnel's ability in presenting new ideas. The method of gathering data is correlation, considering the purpose of the study based on investigating the relationship between knowledge management and personnel empowerment. The statistic community consists of 61 personnel of Uremia ACECR and all of them have chosen based on survey (census). This study investigates the effect of knowledge management on personnel empowerment. Results indicate that knowledge management has a positive effect on achieving a better execution of duties. Also, based on analyzing the data of the study, knowledge management has a positive effect on better performance of the personnel. There's a positive relationship between knowledge management and the ability of presenting new ideas. Generally, results of the study demonstrate the positive effect of knowledge management on personnel empowerment. Based on this study it's concluded that one of the important and effective factors on personnel empowerment is personnel's knowledge. So, substitution of knowledgeable people instead of artisans originates from a change in the paradigm of the development of human resources. Knowledge management and following that personnel empowerment are the winning points of current knowledge-oriented organizations.*

**KEYWORDS:** Knowledge Management, Empowerment of the Personnel, HR Function.

## 1-INTRODUCTION

Nowadays, the dynamic and fast changes lead to a complexity in the environment and following that in the function of organizations. In such a situation, in order to access the information and react appropriately to the changes, the management of the capable and knowledgeable personnel is discussed. And therefore the organizations need to reorganize all their elements according to current situations and conditions. Other personnel of the organization are not considered as tools of success for managers, but they turn to be the major performers of the work and partners in the organization as the assets of the organization. Hence, it's required to train the self-approach method to the personnel and empower them [1, p 41]. Environmental changes and increase in global competition make the managers to pay more attention to the personnel empowerment. It's obvious that organizations with more empowered personnel can adjust themselves better with the changes and also compete better. Empowerment is the process of achieving a continuous improvement in organizational function that can be affected by development of the authority of individuals and qualified and capable groups [2, p14].

In other words, we can say that empowerment is the process of changing the function of personnel from "what is told them to do" to "what is required to do" [3, p55]. Empowerment is the safest way to involve personnel in the authority. In this way, the personnel feel the sense of confidence, extra energy, proud, commitment and self-reliance in them, and there would be an increase in partnership in organizational affairs that finally will lead to an improvement in operation [4, p1]. Organizations don't have the right to opt whether they want to train their personnel or not, but they have to find better ways to take the lead in order to develop new jobs and train versatile personnel among their rivals for the best and complete manipulation of their human resources [2, p14].

The study of the researches concerning empowerment programs indicate that knowledge management is one of the most important factors that influences the successful demonstration of empowerment programs. Nowadays, knowledge is introduced as the winning point of the organizations and institutions in the competitive and complex environment. The amount of organization's success in knowledge management determines the amount of their success in achieving goals and preserving authority in competition arena [5, p50]. The benefits of knowledge management in an organization are considered at both individual and organizational levels. In individual level, knowledge management allows the personnel to promote their skills and experiences through collaborating with others and profiting by their knowledge and learning from them in order to reach a professional promotion. In an organizational level, it leads to a promotion in organization's operation through an increase in efficiency, utilization, quality and innovation. Therefore, organizations consider knowledge management as a competitive privilege and approach [6, p36].

Draker believes that future organizations will be organized based on knowledge than production [7]. In the contemporary accelerated world, organizational knowledge is an appropriate opportunity for those organizations that recognize and manage it well. While on the other hand, it's a real threat for those organizations that pay no attention to the environmental changes and don't utilize the organizational knowledge as a strategic tool to confront these changes [8, p98].

In spite of the discussions around the benefits and necessity of empowerment, it's not used a lot. Although empowerment allows the managers to profit the knowledge, proficiency and experience of all the personnel, but there are few managers and groups who really know the



approaches and rules of developing empowerment culture in the organization [9, p1]. In the administrative system of Iran, the subject of empowerment can be sought in programs and policies if administrative evolution and development. Because of the necessity, these administrative evolution programs are proposed in several stages up to now that lead to some changes in the condition of human force in the administrative system. However, there are some difficulties and ambiguities in this matter [10, p26]. Therefore, conducting scientific studies associated with the personnel empowerment and recognition of the effective processes on it seems so useful. According to what is discussed, the major objective of this study is to analyze the effect of knowledge management on different aspects of personnel empowerment in the organization.

## **2- THEORETICAL FRAME OF THE STUDY**

### **2-1- Knowledge Management**

Knowledge management was introduced from the late 1970s. And at the middle of 1980s when the place of knowledge and its impact on competition power in the economical markets was manifested, its importance increased. In this decade, the systems based on artificial intelligence and the intelligent systems for knowledge management were used. Concepts like obtaining knowledge, knowledge engineering, knowledge-oriented systems and etc were common in those days. At the late 80s, after the ascending process of publishing articles related to knowledge management, at early 90s the widespread activities of American, European and Japanese companies regarding knowledge management increased significantly. At the middle 1990s, the outburst of webs was a remarkable stimulus in knowledge management. At 1995, European Union allocated a considerable budget through a program called Spirit to execute knowledge management plans. Knowledge management is a process through which organizational knowledge is established from the knowledge of institution's members [8, p 98].

Brouxbelieves that knowledge consists of approaches and procedures to develop, determine, occupy, organize and manage the vital proficiencies of information and knowledge so that individuals could be empowered in the best way to put the prophecy of organization into practice [11, p11]. Knowledge management is the systematic process of searching, selecting, organizing, refining and demonstrating information in a way to reform and improve the perception of the personnel in a special field and help organization gain a better insight and understanding from its experiences. The processes of knowledge management assist the organization with problem-solving, dynamic learning, strategic planning, decision-making and intellectual protection of asset from exhaustion and destruction and also lead to increased flexibility and growth in organizational intelligence [12, p44].

On the other hand, knowledge management is identified as a set of processes controlling people and propagating and profiting knowledge. This description requires creating supportive organizational structures, facilitating members' relationships, using information technology tools in the net and distributing knowledge [13, p35]. By reviewing different descriptions, we can describe knowledge management in this way: "knowledge management consists of exerting knowledge and planning to change the implicit knowledge into the explicit knowledge and vice versa in an organization through collecting, sharing and manipulating knowledge as an organizational asset in order to achieve the goals and objectives of the organization" [14, p18]. In this time, knowledge management is considered as a symbol of competition and the factor of achieving authority, power and development in the most of the industrialized countries [14, p14].

In the contemporary world, the great economic and business theorists explain knowledge as the last competitive merit for new organizations and the key of their success. They believe that knowledge is the only resource that is difficult or even impossible to be copied or imitated. Thus, its proprietor owns a unique good [12, p5]. Nowadays, organization's success doesn't rely on the savings of traditional human force, asset and landed property, but on new sources of vital importance, knowledge ideas of work force. Generally, four main factors are effective in the development of knowledge management: 1) moving from the period of dominance of material assets toward the dominance of intellectual and mental assets, 2) the supernatural and wonderful increase in the volume of information and electronic storing of it and increased access to this information, 3) change in the age pyramid of the population and the risk of using organizational knowledge because of personnel retirement, 4) more specialized and professional operations [15, p124].

The most basic feature of intelligent organizations in 21st century is to emphasize on the knowledge and information. Knowledge is powerful equipment which can make changes in the world and make any recreation and innovation possible [16, p9].

## 2-2- Empowerment

The history of the first description of empowerment goes back to 1788 in which empowerment was described as entrusting personnel the authority in organizational role. At 1971, Groof instead of describing it as giving legal authority defines it as granting the right of decision-making to personnel.

Lee introduces empowerment as a basis to increase negotiations, critical thoughts and reflections and activities in small groups. In his opinion, allowing operations that move us toward exchanging, sharing and refining experiences, thinking, observing and discussing, are the elements of empowerment [17, p66]. Kanger and Kango believe that any strategy or management technique that leads to an increase in the right of determining the efficiency and destiny of personnel will result in their empowerment [18, p2]. From Blanchard and Randolph's point of view (1981) empowerment includes training those things to others that they can do, so that they become less dependent to others. Regarding the competitive nature of the contemporary era, organizations have to activate their assets and specially their human assets. Therefore, empowerment of human resources turns to a vital necessity for the continuity of the activities of organization. This technique introduces potential capacities to utilize the ability and power of human force and offers a balanced way between exerting full control on the side of management and full elbow-room of personnel [19, p127].

In an empowered organization, personnel are the main stimuli; they put their thoughts and opinions into force and make their best creations by their sense of excitement, occupation, honor and responsibility [20]. Empowerment is enforceable in different levels. The lower levels mean encouraging personnel to suggest and present ideas, while the manager owns the final decision-making authority and is not obliged to execute these suggestions. At the highest level, it means granting a full authority and freedom to personnel to make decisions and apply these creations [21, p218].

Blanchard et.al believes that the first key of empowerment consists of general partnership in information. Partnership and participation of personnel in information lead to the establishment of a responsibility and confidence atmosphere [9, p58]. Most of the authors agree on the description of empowerment that the key element of empowerment is to give elbow-room to

personnel related to their operations and activities. Keli(2004) describes empowerment as a process of increasing ones sense of self-efficiency through recognizing and removing those conditions that cause inability in personnel. In an article entitled” Empowerment process: oneness of opinion and operation”, they believe that empowerment as a provocation approach means being able and powerful.

Being able and powerful refers to the development of a condition to increase provocation and accomplish the devolved duties through reinforcing personal self-efficiency, and that, according to the conclusion of the study, transforming the implicit knowledge causes the removal and emission of inability in personnel. Baun and Laver(1992) define empowerment as a kind of guideline to involve personnel more and more in the authority. In their empowerment model, access to the information plays an important role in decision-making and ranges from control-orientation (observation) to partnership-orientation [22, p33].

Scholars of change management and organization improvement, describe human recourses empowerment as an effective guideline on the operation and improvement of human recourses [2, p3].

### **2-3- The Relationship of Knowledge Management and Empowerment Of The Personnel**

According to the competitive nature of the contemporary era, organizations have to activate their assets, specially their human assets. Therefore, the empowerment of human recourses turns to a vital necessity for the continuity of the operations and activities of the organization. Information knowledge and professional proficiency are the effective factors in personnel empowerment. Baun and Laverdeclare that empowerment is the participation of the organization’s front line personnel in four elements including information, knowledge, remuneration and authority. Regarding this definition, it’s shown that knowledge is one of the elements and factors that lead to personnel empowerment. Personnel are empowered by gathering knowledge and managing it. Ghorbani Zadeh and Khaleghi Nia (1388) investigated the relationship between transmitting implicit knowledge and the sense of power and ability in personnel. Results demonstrate that there is a positive and significant relationship between transmitting implicit knowledge and the ability of the personnel in making decision, accepting responsibility, accessing the tools and equipments associated with decision-making, executing and finally accepting the responsibility of these decisions. In addition, knowledge management develops gradually, thus it needs passing of time and also it’s necessary to prevent it from squandering. The implicit knowledge should be changed into explicit form of it, transformed to the other personnel and applied to empower them.

Poulaniintroduced knowledge management for the first time, quoting that” We know more than what we say”. In his opinion, knowledge management is placed in personal domain and comprises the confluence of the person and the culture that he/she belongs to. In his opinion, knowledge management can just be learned implicitly. This emerges from his viewpoint about knowledge management that observes it as the implicit power of mind, ability of reconciliation and understanding its relationship [23].

Knowledge management as a significant stimulus in the process of creation and innovation plays an important role as an organizational resource and the cause of organization’s success. Nowadays, all the working and scientific groups claim that organizations have to operate and act based on knowledge and science in order to attend and maintain in the world of business constantly and consecutively. Knowledge is a concept beyond data and information. Knowledge

includes a set of organized information, practical approach related to it, the results of manipulating it in making different decisions and the instructions and trainings associated with it. Knowledge is the infrastructure of efficiency, experience and proficiency of each individual [24].

### 3- MODEL AND HYPOTHESIS OF THE STUDY

Regarding what was discussed in the theoretical frame of the study, the model of the study is demonstrated as follows:

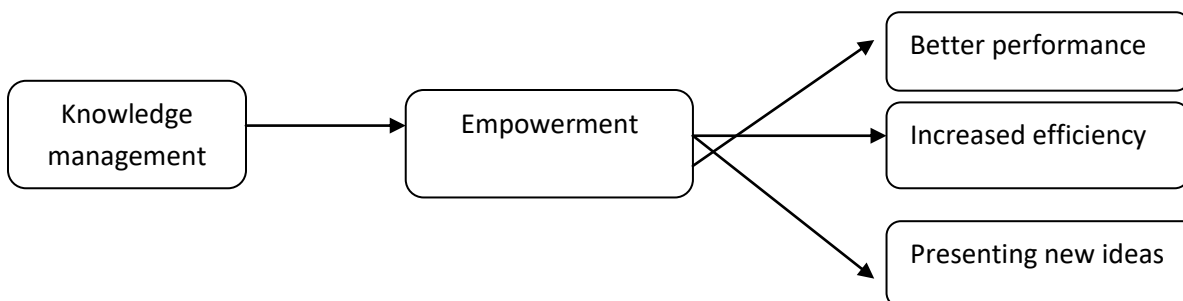


**Figure 1: Model of the study**

Thus, the hypotheses of the study are compiled as follows:

- **Major hypothesis:** Knowledge management has an effect on personnel empowerment.
- **Minor hypothesis 1:** Knowledge management has an effect on achieving a better performance and duty execution by personnel.
- **Minor hypothesis 2:** Knowledge management has an effect on increasing personnel's efficiency and capability.
- **Minor hypothesis 3:** Knowledge management has an effect on the personnel's ability in presenting new ideas.

### 4- METHODOLOGY OF THE STUDY

This study is an applied research from its viewpoint of its objective and it has a descriptive, survey type methodology. The method of gathering data is correlation, considering the purpose of the study based on investigating the relationship between knowledge management and personnel empowerment. The statistic community consists of 61 personnel of Uremia ACECR and all of them have chosen based on survey (census). Information in the review of literature was collected by library method (روش کتابخانه ای) and the data of the study was gathered using a questionnaire and field research. The validity of the questionnaire was calculated manipulating the viewpoints of some experts and the Alpha coefficient of Cornbakh was used to determine its reliability which was equal to 0.77. Data of the study was analyzes through using descriptive statistics (redundancy, mean and standard deviation) and inferential statistic (spearman's correlation test) through SPSS software.

### 5- ANALYZING DATA

In the descriptive statistic part, the data from 56 subjects (returned questionnaire) was investigated regarding their age, sex, career background, level of education and major. The results are demonstrated in table 1:

|              |            |     |
|--------------|------------|-----|
| Female (35%) | Male (64%) | Sex |
|--------------|------------|-----|

|                                     |                     |                                  |                             |                    |
|-------------------------------------|---------------------|----------------------------------|-----------------------------|--------------------|
| 10 or more than 10 years<br>(42.9%) |                     | Less than 10 years<br>(57.1%)    |                             | Career background  |
| PHD<br>(8.9%)                       | M.A.<br>(26.8%)     | B.S.<br>(44.6%)                  | Lower than B.A.<br>(19.6%)  | Level of education |
| Medicine<br>(1%)                    | Humanism<br>(21.4%) | Agriculture and engineering (9%) | Art and humanism<br>(60.7%) | Major              |
| More than 50<br>(1.8%)              | 40-50<br>(26.8%)    | 30-40<br>(41.1%)                 | 20-30<br>(30.4%)            | Age                |

**Table 1: descriptive analysis of data**

To analyze data inferentially, first of all we have to investigate whether the data is normal. With due attention to the results of this test and based on the possibility of 95% assurance, it's implied that the gathered data has a normal distribution. At next stage, to examine the hypotheses of the study, the Spearman's correlation coefficient was used.

Approving or disapproving the hypotheses of the study was based on the level of significance. In another word, if the level of significance was lower than 0.05, it indicates the positive relationship between two variables. While, if the level of significance is equal or more than 0.05, it indicates no relationship or dependency of two investigated variables. According to this explanation, we're going to examine the hypotheses of the study in the following parts.

**Minor hypothesis 1: Knowledge management has an effect on achieving a better performance and duty execution by personnel.**

Results from analyzing data of the study associated with the minor hypothesis 1 are demonstrated in table 2:

| Level of Significance | Correlation orientation | Correlation coefficient | Type of correlation |
|-----------------------|-------------------------|-------------------------|---------------------|
| 0.00                  | Positive                | 0.366                   | Spearman            |

**Table 2: the effect of knowledge management on achieving a better performance**

As it's shown in table 2, correlation coefficient between knowledge management and achieving a better performance equals 0.366 with the significance of 0.001. Thus, the minor hypothesis 1 based on the effect of knowledge management on better performance of the personnel is approved. Also, considering the sign of correlation coefficient, the relationship between knowledge management and the amount of achieving a better performance is positive.

**Minor hypothesis 2: Knowledge management has an effect on increasing personnel's efficiency and capability.**

Results from analyzing data of the study associated with the minor hypothesis 2 are demonstrated in table 3:

| Level of Significance | Correlation orientation | Correlation coefficient | Type of correlation |
|-----------------------|-------------------------|-------------------------|---------------------|
| 0.00                  | Positive                | 0.444                   | Spearman            |

**Table 3: the effect of knowledge management on increasing efficiency and capability**

As it's shown in table 3, correlation coefficient between knowledge management and increasing efficiency and capability equals 0.444 with the significance of 0.00. Thus, the minor hypothesis 2 based on the effect of knowledge management on increasing efficiency and capability is approved. Also, considering the sign of correlation coefficient, the relationship between knowledge management and increasing efficiency and capability is positive.

**Minor hypothesis 3: Knowledge management has an effect on the personnel's ability in presenting new ideas.**

Results from analyzing data of the study associated with the minor hypothesis 3 are demonstrated in table 4:

| Level of Significance | Correlation orientation | Correlation coefficient | Type of correlation |
|-----------------------|-------------------------|-------------------------|---------------------|
| 0.00                  | Positive                | 0.674                   | Spearman            |

**Table 4: the effect of knowledge management on the ability of presenting new idea**

As it's shown in table 4, correlation coefficient between knowledge management and the ability of presenting idea equals 0.674 with the significance of 0.001. Thus, the minor hypothesis 3 based on the effect of knowledge management on the personnel's ability of presenting new idea is approved. Also, considering the sign of correlation coefficient, the relationship between knowledge management and the ability of presenting new idea is positive.

**Major hypothesis: Knowledge management has an effect on personnel empowerment**

Results from analyzing data of the study associated with the major hypothesis are demonstrated in table 5:

| Level of Significance | Correlation orientation | Correlation coefficient | Type of correlation |
|-----------------------|-------------------------|-------------------------|---------------------|
| 0.00                  | Positive                | 0.650                   | Spearman            |

**Table 5: the effect of knowledge management on the personnel empowerment**

As it's shown in table 5, correlation coefficient between knowledge management and personnel empowerment equals 0.650 with the significance of 0.001. Thus, the major hypothesis based on the effect of knowledge management on personnel empowerment is approved. Also, considering



the sign of correlation coefficient, the relationship between knowledge management and personnel empowerment is positive.

## 6- DISCUSSION AND CONCLUSION

Environmental changes and increased global competition make managers to pay more attention to the subject of personnel empowerment. Empowerment is the process of achieving continuous improvement in organizational function through development and extension of authority of qualified and capable individuals and groups. On the other hand, for many industrialized countries, empowerment is considered as a symbol of competition and way of achieving authority and improvement. In the contemporary era, the great business and economic theorists, state knowledge as the last competitive advantage for new organizations and the key of their success.

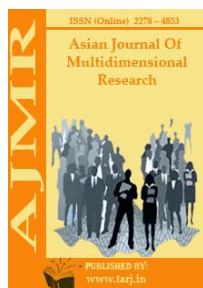
This study investigates the effect of knowledge management on personnel empowerment. To do so, one major hypothesis and three minor hypotheses are compiled. Results indicate that knowledge management has a positive effect on achieving a better execution of duties. Researches done by Jafari Moghaddam (1382), Gorji (1388), Jourabchi (1388) and Baba Nia (1380) approved this result as well. Also, based on analyzing the data of the study, knowledge management has a positive effect on better performance of the personnel. It's also confirmed in the researches of Omrani Khalradi (1388), Rahnavard (1382) and Boroor (1383). There's a positive relationship between knowledge management and the ability of presenting new ideas. Researches done by Rahimi (1386), Sam Khanian (1384) and Pir Nia (1385) also support this.

Generally, results of the study demonstrate the positive effect of knowledge management on personnel empowerment. Researches of Eskandari (1381), Mohammadi (1380), Ghorbani Zadeh and Khaleghi Nia (1388) and Omrani Khalradi (1388) verify this as well. Based on this study it's concluded that one of the important and effective factors on personnel empowerment is personnel's knowledge. So, substitution of knowledgeable people instead of artisans originates from a change in the paradigm of the development of human resources. Knowledge management and following that personnel empowerment are the winning points of current knowledge-oriented organizations.

## REFERENCES

- 1- Ahmed, S.U. (1985):" Risk-taking Personality, Focus on and Entrepreneurship", Personality and Individual Difference, Vol. , pp.781-782
- 2- Arancibia, Erik( 2008)Entrepreneurship in value chains of non-timber forest products, Forest policy Journal, pages 212-221.
- 3- Brockhouse , Robert ( 1980 ) , Risk – Taking propensity of Entrepreneurs A curding of Management Journal , Vol 23 , no,3
- 4- Burch, John G . (1982) Entrepreneurship , United States of America : John Wiley , Sons
- 5- Deakinsd. & Freel M. (2003 ) . Entrepreneurship and Small firms. 3 renditions. Mc Grow Hill

- 6- Druker, P.(1985) : " The Discipline of Innovation ": Harvard Business Review, May – June , PP.66-72
- 7- Durocher , Peter f. (1993 ) Innovation , Entrepreneurship, New York: Library of Congress Cataloging in publication Data
- 8- Howard, S. (2004) : " Developable Entrepreneurial Potential in Youth: The Effects of Entrepreneurial Education Venture Creation : University of South Florida Repot, PP. 3-7
- 9- Johnson, David. (2001) what is Innovation and Entrepreneurship? Lesson, for larger organizations, Industrial and commercial draiji.g.Vol.33,N,.4.
- 10- Johns, Nick(2005) De3tination development through entrepreneurship: ` comparison of two Cases, Tourism Management, vole 26, Issue 4, pages- 605 –199609.
- 11- Kaplan, Robert. S and Norton, David(2004),"Strategy Map Converting Intangible assets into Tangible out comes",Harward Bqsiness Review
- 12- Littunen, Hanau,(2000). Entrepreneurship and the Characteristics of Entrepreneurial Personality, International Journal of Entrepreneurial Behavior Research. Vol.6,No.6
- 13- Luke, Belinda (2006). Exploring Strategic Entrepreneurship in the Public Se#por, Auckland University of Technology. NewZland.
- 14- McClelland, D. (1961)The Ach)eviNg Society\$ Princeton: NJ, Van Nostrum`.
- 15- Morison , Alison ( 1989 ) Entrepreneurship : Anointer national perspective , Great @retain : plant Tree
- 16- Riveter, K. C and K Line, D (2000) . Rembrandts in the Attic , Harvard` Business School press, @0ston .LA
- 17- Vesper ,K,(1990) Summary ob Entrepreneurship Education Survey, Department of Management and Organization, University of Was`ington, Seattle,W.A
- 18- Watson ,Alexaj`er , Karen Holm, Oleander Wise (1996) The entrepreneurs Complete199 Source Book, United States Of America: prentice Hall
- 19- Zampetakis, alohas. (2007). Entrepreneurial Behavior i. the Greek, Public Sector, International of Entrepreneurial Behave)or &research, Roulade 13, Number.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00221.4**

## REGARDING THE TRANSFERENCE OF METAPHORS IN UZBEK NOVELS IN TURKISH TRANSLATIONS

**Khayrulla Khudoyorovich Hamidov\***

\*Associate Professor,  
Doctor of Philosophy in Philological Sciences,  
Department of "Translation Studies",  
Tashkent State University of Oriental Studies  
UZBEKISTAN

### ABSTRACT

*This article is devoted to the study of the problems of metaphors used by writers in popular Uzbek novels in Turkish translations, in which the subtleties of the meaning of the metaphors chosen by the authors, the peculiarities of these units are considered. The fact that the Uzbek and Turkish languages belong to the same language family requires the translator to be very careful when translating the work, to study the original source in depth, and most importantly to know the two languages, the mentality of the two peoples at the expert level.*

**KEYWORDS:** *Metaphor, Metaphor, Phrase, Implicit Analogy, National-Cultural Component, Originality, Translation Skills, Artistic Image and Means of Expression*

### INTRODUCTION

In a work of art, the author uses a variety of imagery and means of expression to realize his purpose. One of such means is the metaphor of the various meanings of words and phrases, figurative features, the way of expressing events. The translation of metaphors, which is one of the most difficult issues in translation theory, has always attracted special attention. Therefore, the improvement of methods and principles of translation of such units is a topical issue.

### THE MAIN FINDINGS AND RESULTS

In research, metaphors have been defined as universals of the human mind. Modern psychologists try to connect the worldview based on metaphors with human genesis and culture. According to some experts, "metaphor is a shortened form of analogy". According to Professor M. Mirtojiev, "this idea is also true" [5, p. 95]. According to N.D. Arutyunova, in metaphor lies and truth are intertwined. The metaphor is not only a shortened analogy, but also a shortened contradiction [6, p. 5].

The term metaphor (metaphor) meaning “transfer” borrowed from Greek is called *deyim aktarımı* in modern Turkish linguistics. In addition, the terms *metafor*, *iğretileme* or *istiare* are applied to him: *Şu karşımızdaki mahşer kudursa, çıldırır* (If the vengeance in front of us is rage, he shouts). The word *mahşer* (resurrection) in this sentence means “crowd, majority”. Or the word *aslan* (lion) in line *Haydi, aslanım, göster kendini* (Oh, my lion, show yourself) has come to mean “brave, valiant young man”. In general, a metaphor is a passage used to express the other of a word, which is an expression of one of them, on the basis of the relative similarity between things and events. In this case, the name of something, a character, or an action moves to the same thing, a character, or an action that has an external resemblance to each other. In this way, in the transfer of meaning, the common denominator for those things is preserved in the concept.

In Turkish literature, metaphors are divided into two: *açık istiare* - open metaphor and *kapalı istiare* - closed metaphor. This phenomenon of meaning is also known in modern Turkish linguistics as *açık iğretileme* (open metaphor) and *kapalı iğretileme* (closed metaphor). Turkish proverbs also have metaphorical features. For example, *Havlayan köpek ısırılmaz* (a howling dog does not bite) mean a person, not a dog. That is, the proverb emphasizes that evil does not come from one who speaks a lot. Here the “talkative man” is secretly likened to the “*havlayan köpek*” (howling dog). Or when you say *Yüksek dağın başı dumanlı olur* (the top of a high mountain is foggy), a person of prestige is likened to “*yüksek dağ*” (a high mountain), and when you say *Yıkılan ağaca balta vuran çok olur* (everyone hits a fallen tree with an ax), a person who has lost his career is likened to “*yıkılan ağaç*” (a fallen tree).

The translation of the metaphor reveals the essence of the author's poetic originality. Turkish linguist A.V. Nemirovskaya writes: “The quality of translation requires creative knowledge in the field of translation theory and high practical skills, as well as in-depth knowledge of folk culture. The metaphor has a non-linguistic content that directly and indirectly reflects the national culture” [7, p. 2007]. Indeed, for a full translation as a unit with a national-cultural component, the metaphors found in Uzbek literary texts require a study of the cultural associations that define the uniqueness of the Uzbek-speaking worldview. Insufficient study of national and cultural differences between Uzbek and Turkish metaphors, the complexity of understanding the structure and meaning of Uzbek metaphorical unity further complicates the translation process. Among the studies known to us, there are no works devoted to the translation of metaphors from Uzbek into Turkish. In addition, the problems associated with the use of metaphors in the literary translation from Uzbek into Turkish have been little studied in translation studies.

The following is an example of the use of Uzbek metaphors in Turkish translations based on examples from popular Uzbek novels. One of such novels is A.Qodiri's novel “Scorpion from the altar”. We focus on one of the protagonists of this work, Rano, who resembles a flower of love: *Necha yillar Anvarning ko'nglini mashg'ul etgan bir muammo nihoyat orzuga mu-vofiq hal qilingandek, ya'ni shubha ichida qizargan muhabbat g'unchasi visol xabari bilan ochilayotgandek va quruq tomosha bilan kechgan uning oy, yillari bu kun Ra'no gulini ishash bashoratiga noil bo'lgandek edi- It was as if a problem that had been bothering Anwar for so many years had finally been solved in a dream-like way, that is, a bud of love reddened with doubt opened with a message of visal, and his moon and years passed dryly. seemed to have achieved his prophecy. [1, 1959,89]. Turkish translation: *Nice yıllar Enver'in gönlünü meşgul eden bir ukde, nihayet arzusuna uygun sonuçlanıyor, yani şüphe içinde kızaran muhabbet gon-**

*cası, kavuşma haberiyle açılmış gibiydi ve onun nafîle bakışlarla geçen onun ayları, yılları, bugün Rânâ çiçeğini koklama müjdesini alıyor gibiydi* [2,215]. The translation uses a traditional artistic analogy method typical of Oriental literature. The translation is similar to the original in both content and expressiveness of the images, as well as romantic color. For comparison, we focus on the Russian translation of the passage: “То, что несколько лет волновало Анвара, что было предметом его постоянных мечтаний, наконец начинало сбываться. Цветок любви, так долго сдерживаемый сомнениями, теперь раскрывался навстречу влюбленному, и Анвар, месяцы и годы только издали любовавшийся им, теперь, наконец, мог насладиться его ароматом - *What Anwar had worried about for several years, what had been the subject of his constant dreams, was finally beginning to come true. The flower of love, so long held back by doubts, now opened to meet the lover, and Anwar, who had admired him from afar for months and years, now, at last, could enjoy his scent.*” [SA, 1961,91]. In the translation, each image, the romantic spirit of the word is preserved, specific Uzbek figurative means do not seem exotic to the reader, and on the contrary, the writer's figurative thinking reflects a unique style of national expression. The fact that the translation was re-created in a context close to the original, and even a literal alternative in some places, should be regarded as an achievement.

Odil Yakubov's novel “Address of Justice” is also a work rich in metaphors. M: “We are all here... like a branch that has lost its mother, grandma! [3, 6] Although the word is translated almost verbatim in the Turkish translation in the form “*Biz hepimiz burada anasından ayrılan deve yavrusu gibi bozlayıp kaldık, mamacan*” [4, p. 6], the content is fully reflected in the translation. Or, “Veteran who heard the news screamed like a lion with a bullet in his chest. Grandma, on the other hand, was roasted in the same way as she was roasted in the fire, and then she thanked Allah for it” [3, p. 11] The writer likened the veteran's screaming to the sound of a “lion with a bullet in his chest” when he heard the bad news. He also said in the same passage that Momo had been in a bad condition “as if roasted in a fire”. This passage was translated into Turkish by the translator A. Botur as “*Bu haberi işiten Gazi, göğsüne ok yemiş aslan gibi kükremiş, bağırıp çağırmıştı. Mama ise... Önce ateşe düşmüş gibi yanıp kül olmuş, ama sonra Allah’a şükretmişti*” [4, p.13] and the original content was preserved in the translation.

Note another sentence in which the metaphor is used in the novel: the metaphorical phrase, “No, it was not a herd of goats returning from the herd with a loud shout, but a great crowd in mourning” [3, p. 8], meant “a group of people walking silently”. The translator was able to translate it into Turkish as “*matem sessizliğine bürünmüş koca bir kalabalık*” and give the original meaning: “*Hayır, bu genelde olduğu gibi uzaktan naralar atarak gelen müsabakacıların çıkardığı bir toz bulutu değil, matem sessizliğine bürünmüş koca bir kalabalıktı*” [4, p. 9]. If the translation is reversed into Uzbek, the following happens: “No, it was not the usual cloud of dust rising from under the feet of the competitors screaming from afar, but a huge crowd in mourning”. It is clear that the translator was very free to approach the work and re-expressed the content of the original sentence in the translation as he wished.

The original metaphor is understood as a hidden analogy, as noted above. For example, “My two eyes dried up in two springs, weeping and wailing” [3, p. 9]. Translation: “*Ağlaya-ağlaya gözlerimin pınarları kurudu*” [4, p. 10]. Or: “Even if he dies, the candle of hope is burning in his mother's heart” [4, p. 176]. Translation: Like “*Bu dünyadan gitse bile anasının gönlünde bir ümit mumu yakıp gitmiş olacaktı*” [4, p. 216]. In the above examples, “the eye” is likened to a “spring”, “tears” to “the inexhaustible water of a spring”, and “the cessation of tears” to “the drying up of a spring”.



Examples from the novel show that the translator was able to convey the metaphorical connections and sentences used by the author of the work, mainly in the correct perception. For example, one of the protagonists, Lochin, came to his father's grave and said: *"Otajon! Mal'un bo'xtonchilar sabab, aziz boshingiz ustida qora bulutlar aylana boshlaganida aytgan vasiyatingiz hamon yodimda: "o'g'lim! Seni Xudoga topshirdim, enangni senga!" degandigiz o'shanda. O'ylamangki, inongan o'g'lim so'nggi iltijomni ham bajo keltirmadi deb! Ammo... gunohkor farzandingizni afv eting, Otajon! Boshqa choram qolmadi! Sizga qilingan bu adolatsizlik, bu haqorat va xo'rliklardan keyin men uchun xarom bu dunyo! Afv eting, Otajon! Axir siz dosh berolmagan bu tahqir, bu nohaqliklarga men qanday dosh beray, Otajon?...- Dear father! Because of the accursed slanderers, I still remember your testament when dark clouds began to roll over your dear head: "Son! I entrust you to God, your mother to you!" then you said. Do not think that my believing son did not fulfill even the last prayer! But... Forgive your sinful child, father! I had no choice! After this injustice, this insult and humiliation done to you, this world is filthy for me! Forgive me, father! After all, this insult that you could not stand, how can I endure these injustices, father? ..."* [3, p. 176]. The metaphorical conjunctions used in this sentence, if we pay attention to the phrases, the metaphorical conjunction "dark clouds begin to circle over our heads" means "the approach of danger is approaching". Because in nature, such an event is a sign of air pollution, invisibility of the sun, resulting in thunderstorms and rain. In works of art, "black clouds" are always a sign of impending danger.

Or phrases such as "surrender to God", "fulfill the supplication", "sinful child", "helplessness", "a world that is unclean to me" also show how the work was written and how effectively the writer used metaphorical expressions. The Turkish translation of the above passage is as follows: *"Atacan! Mel'un iftiracılar yüzünden aziz başınız üzerinde kara bulutlar dolaşmaya başladığında söylediğiniz sözler hala hatırimda: Oğlum seni Allah'a, ananı sana emanet ediyorum, demiştiniz. Biliyorum, oğlum son vasiyetimi yerine getirmede diye düşüneceksiniz. Ama... günahkar oğlunu affedesin, atacan! Sizin tahammül edemediğiniz bu hakaretlere, bu haksızlıklara ben nasıl dayanayım, atacan?..."* [4, p. 216].

The use of visual aids is an important factor in demonstrating a creative artistic skill. Because it reveals the vocabulary of the creator, the level of its use, the attitude to the space in which he writes.

U. Hashimov's famous work "The Affairs of the World" describes a change in the mood of the hero, for example, the moment when he lost both his close friend and his love in a moment of betrayal: the wind was laughing treacherously [HO', 28]. The translator was able to recreate the subtle artistic arts, such as the hidden metaphorical simile, adjective, and animation used in the sentence, while conveying the image convincingly: *"Gökte hain ay geziyor, utanmazca gülümseyerek zehirli ışıklarını saçıyor, hain yıldızlar bir birlerine haince göz kırıyor, hain rüzgâr kıkır kıkır gülüyordu"* [HÖ, 42]. It is worth noting that the translator gave the word "dirty" in the compound "the moon ... shines a dirty light" as "zehirli" (poisonous), because he did not like to use the word "haram".

Man's inner world, his pain, is not described, it can only be expressed. But when an abstract emotional expression is associated with a specific object or event, imagery occurs. Literary language is a means of realizing the content of a work. The edges of a writer's skill are determined by the means of artistic imagery and expression used in the creation of the work. In the novel The Works of the World, we see how effectively the writer used visual aids in the following examples: *"Goho-goho osmonda birdan yulduz uchib qolardi. Hozirgina yonib turgan*



*yulduz to'satdan lops etardi-yu, ingichka, nurli iz qoldirib g'oyib bo'lardi - Every now and then a star would suddenly fly in the sky. The star that was just now would suddenly flicker and disappear, leaving a thin, radiant mark*" [HO ', 6]. The phenomenon depicted in the fragment can be traced back to a myth that many believe (some believe the star's flight was "someone died on Earth"), as well as national identity. The Turkish translator does not ignore this situation: "Arada bir gökyüzünde bir yıldız kayardı. O anda yanıp duran yıldız uzakta bir parlardı da incecik, parlak bir iz bırakarak kaybolurdu" [8, p. 15]. It should be noted that the star in the sky "uchadi - flies" in Uzbek, "toyadi – slips" in Turkish and "tushadi – falls" in Russian. So, the words in the original are reflected in the translations, the star flight of the people, the death of a person is understood [8, p. 5].

## CONCLUSION

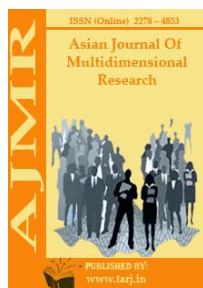
The translated text is a secondary text based on the original (primary) text. Re-creation of metaphors in the literary text in the Turkish language is a difficult task, which requires a Turkish translator to have a broad knowledge of the national identity, history, customs and culture of the Uzbek people, because the phenomenon of metaphor is a linguocultural phenomenon. When studying metaphor as an object of translation, the personal characteristics of the translator and the recipient of the metaphor must be taken into account, so that it is possible to create a translation text equal to the original text (equivalent).

When translating a metaphor in a literary text, the problem of the translator's linguistic competence is transcendent, this means the level of knowledge of a particular language. In general, an adequate translation of metaphors depends on the content of the translator's conceptual system, which is based on the author's interpretation of the meaning of the metaphor and the formation of a new metaphor in the language of translation. In this way, the meaning of the Uzbek metaphor is revealed in the process of translation by a Turkish translator who is fluent in both languages.

## REFERENCES

1. Abdulla Kodiri. *Scorpion from the altar*. Historical novel. Edited by Izzat Sultanov. (1959). – Tashkent: State Publishing House. – p. 250.
2. Kadiri, Abdullah, Mehrabdan Çayan (Mihraptaki Akrep), roman, Yasin Karadeniz. – Ankara, 2013.
3. Yakubov Odil. (2005). *Selected Works*. Four volumes, 1 volume. Address of Justice, novel, editor-in-chief of Sharq Publishing and Printing Joint-Stock Company. – Tashkent. – p. 178. [www.ziyouz.com](http://www.ziyouz.com) library.
4. Yakuboğlu Adil, Adalet Menzili, Türkçesi D. Ahsen Batur, Selenge Yayınları. – İstanbul, 2005. – 213 s.
5. Mirtojiev M. (2010). *Semantics of the Uzbek language*. – Tashkent: Classic word.
6. Arutyunova N.D. (1990). *Metaphor discourse / Metaphor theory*. – Moscow: Progress.
7. Nemirovskaya A.V. (2007). *Metaphor in Turkish literary text: an integrative approach to translation, author*. Candidate of Philological Sciences. Krasnoyarsk.

8. Khashimov U. (1988). *Earthly Affairs, a story, translated from Uzbek by U. Khashimov*, Tashkent, G. Gulyam Publishing House of Literature and Art. [www.ziyounet.com/Library](http://www.ziyounet.com/Library). – p. 183.
9. Khudoyorovich, K. K., Rasuljanovna, I. N., Khalmuratovna, R. Z., & Eshkobilovna, K. D. (2020). The Issues of Word Choice in Fiction Translation. *International Journal of Psychosocial Rehabilitation*, 24(04).
10. Usmanova, S. R., & Ismatullayeva, N. R. (2020). Expression of Lacunas In Comparative Study Of Kinship Terms In Chinese And Uzbek Languages. *Solid State Technology*, 63(6), 4974-4985.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00222.6

## METHODS FOR DETERMINING AND CLASSIFICATION OF FOOD QUALITY

Kurbonkul Mavlankulovich Karimkulov\*; Ikromjon Esanboyevich Uzohkov\*\*;  
Madraim Khasanovich Sarikulov\*\*\*; Azada Abdurakhmanova\*\*\*\*

\*Professor,

Doctor of Technical Sciences,

Customs Institute of the State Customs Committee of the Republic of Uzbekistan,

Tashkent, UZBEKISTAN

Email id: karimkulov@mail.ru

\*\*Applicant,

Tashkent Institute of Chemical Technology,

Tashkent, UZBEKISTAN

\*\*\*Senior Lecturer,

Almalik branch of the Tashkent State Technical University named after Islam Karimov,

Almalyk, UZBEKISTAN

\*\*\*\*Ph.D., Associate professor,

Tashkent State Technical University,

Tashkent, UZBEKISTAN

### ABSTRACT

*This article provides an analysis of the movement of low-quality counterfeit products in world markets using the example of foreign countries. The negative impact of low-quality goods on the population and economy of the country has been substantiated. Also, modern "express" methods for determining the composition of low-quality goods have been developed and introduced into customs practice.*

**KEYWORDS:** *Substandard Counterfeit Products, Food Products, Chemical Composition, Organoleptic Method, Customs Examination.*

## INTRODUCTION

As you know, in the Strategy of Action for the Development of the Republic of Uzbekistan for 2017-2021, tasks are outlined for the effective use of local raw materials and the introduction of advanced intensive methods, innovative ideas and technologies in production. This work is devoted to the solution and implementation of these tasks in practice. Today, more than 51% of the population lives in rural areas. However, the share of agricultural products in the country's GDP does not exceed 17%, while the volume of processing of agricultural products is less than 10%. However, undeveloped countries this figure exceeds 50 percent.

As we know, food is one of the basic human needs. Therefore, all countries produce, import or export these products. Group 04 goods include: dairy products, bird eggs, natural honey and other unspecified or unregistered pet foods. Germany is the world's largest importer of this group of goods. Of the total volume of world imports of group 04 goods, Germany's share in 2017 amounted to 10.4% worth 9.3 billion US dollars, and in 2018 it amounted to 10.5% worth 9.5 billion US dollars. Germany imports from Holland milk, cheese, natural honey and butter. China exports Group 04 goods, i.e. milk, butter, natural honey and bird eggs in more than 80 countries. The main consumers are New Zealand, Australia, USA, France and Germany. In addition, the largest exporters of group 04 goods are New Zealand, France, the Netherlands, the USA and Belgium.

About 567 billion eggs are consumed worldwide every year. These eggs are fried, boiled, made cocktails and even drunk. The quality of these products is considered the main criterion.

Goods of group 02, i.e. meat and meat products are also some of the most consumed foods in the world. In 2017-2018, China was the largest importer of this group of goods. In 2017, China imported 8.03% of product group 02, i.e. meat and meat products, and in 2018 8.8% of all imported goods in the world. The Chinese state mainly imports products of position 0202 (frozen black beef).

The world's leading exporters of meat and meat products are the USA, Brazil, the Netherlands and Germany. The USA mainly exports to Japan, Canada, China, Mexico goods of groups 0203 (fresh, frozen, chilled pork), 0201 (fresh, chilled black beef), 0207 (fresh, chilled, frozen poultry meat and intestines specified in position 0105), 0202 (frozen black beef), 0206 (fresh, frozen, chilled black beef, pork, sheep, goat, horse meat, donkey and mule intestines). The world's leading exporters of meat and meat products are the USA, Brazil, the Netherlands and Germany. The USA mainly exports to Japan, Canada, China, Mexico goods of groups 0203 (fresh, frozen, chilled pork), 0201 (fresh, chilled black beef), 0207 (fresh, chilled, frozen poultry meat and intestines specified in position 0105), 0202 (frozen black beef), 0206 (fresh, frozen, chilled black beef, pork, sheep, goat, horse meat, donkey and mule intestines).

The 21 product groups include a wide range of consumer products. These products are considered essential for the daily needs of people. The export of this group of goods in the world in 2017 amounted to \$ 69.4 billion, and in 2018 - \$ 77.5 billion. The largest exporters of these products are the USA, Germany, the Netherlands, Singapore and China. 21 groups of goods exported from these countries accounted for 35% of all world exports in 2017 and 38% in 2018. The USA, Great Britain, France, China, Germany and Canada are the leaders in the export of this group of goods.

The export of goods from the Republic of Uzbekistan is growing from year to year. In recent years, a number of positive steps have been taken in our country to grow vegetables and fruits. As a result of this work, the volume of exports of goods of group 07 (vegetables and root crops) increased. In 2017-2018, Uzbekistan rose to 7th place in the world in terms of the volume of exports of this group of goods. In 2017, exports from Uzbekistan for 07 commodity groups amounted to USD 3.4 billion, and in 2018 - USD 3.2 billion. Uzbekistan exports these products mainly to Kazakhstan, Russia, China and Afghanistan.

In recent years, comprehensive reforms have been carried out in our country, including a radical improvement of the customs service of the Republic of Uzbekistan. In addition, the volume of exports and imports from our country is growing from year to year. According to the official website of the World Trade Organization [www.trademap.org](http://www.trademap.org), noted that in 2018 the import of goods amounted to 12.03 billion US dollars, then in 2018 it amounted to 17.3 billion US dollars. As we can see, the volume of imports in 2018 increased by 43% compared to 2017. Of these, the largest number is occupied by goods of 84 groups, i.e. household appliances goods. Imports of these goods in 2017 amounted to USD 2.7 billion, and in 2018 USD 4.5 billion. Among foodstuffs (on the 10th place) goods of the 17th group sugar and confectionery in 2017 amounted to USD 0.33 billion, and in 2018 it amounted to USD 0.35 billion. Of these, heading 1701 (sugar) accounted for USD 0.33 billion in 2017, and USD 0.34 billion in 2018. In 2017-2018, the share of food products amounted to about 9-12% of all imported goods. Exports of goods from the Republic of Uzbekistan in 2017 amounted to USD 10.07 billion, and in 2018 amounted to USD 10.91 billion. The most exported commodity group 07 - agricultural products in 2017 amounted to USD 3.5 billion, and in 2018 it amounted to USD 3.2 billion. US dollars have been exported. It is obvious that the main share of exports and imports from the Republic of Uzbekistan is food.

The reforms carried out in our country contribute to the rapid growth of trade relations with foreign countries. In particular, decisions to increase the country's export potential will allow local companies to gain more experience in foreign markets. Eventually, they will gain a competitive advantage in global trade.

The development of international economic relations contributes to the sustainable growth of exports, which, in turn, creates the basis for achieving certain results. In particular, in 2019, the number of enterprises engaged in the export of goods and services increased by 1172 compared to the same period last year, and their total number was 5438. (Source: information from the State Statistics Committee of the Republic of Uzbekistan - <https://stat.uz/uz/>).

As a result of reforms in this area, the volume of foreign trade turnover in January-October 2019 amounted to USD 8 893.8 million, which corresponds to a 34.4% increase compared to the same period last year. Of this indicator, the volume of exports amounted to 14,812.9 million US dollars (growth rates - 43.3%), and the volume of imports amounted to 19,924.8 million US dollars (growth rates - 28.5%). (Source: information from the State Statistics Committee of the Republic of Uzbekistan - <https://stat.uz/uz/>). Information on the foreign trade turnover of the Republic of Uzbekistan for 2018 and 2019 is presented in Figure 1. (in millions of US dollars).

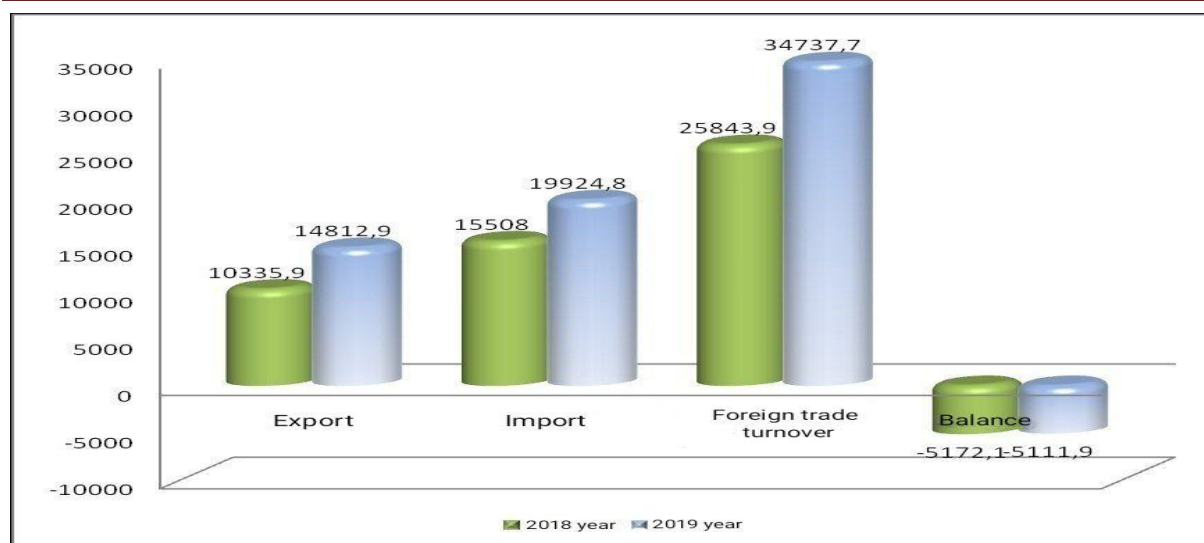


**Fig. 1. Diagram of the distribution of foreign trade turnover of the Republic of Uzbekistan**

In the Samarkand region in 2018, food products accounted for 7.9% of all imported goods, in 2019 - 3.3%. The most imported commodities are soybeans, peanuts, olive oil, grain waste, tree nuts, citrus fruits and other commodities. In 2019, the range of food products imported to the Samarkand region increased. For example, in 2018, meat, tea, ready meals, coffee, canned seafood, cocoa products were imported into the Samarkand region, and in 2018 they were not imported at all. (Source: information from the State Statistics Committee of the Republic of Uzbekistan - <https://stat.uz/uz/>).

#### **Classification of foodstuffs by the commodity nomenclature (CN) according to foreign economic activity (FEA)**

The introduction of a risk management system in the customs authorities led to the simplification of the principles of customs procedures. This, in turn, helps to save time, creating certain conveniences for participants in foreign economic activity. Not all traders benefit from the opportunities created. There are a number of violations of customs rules for the incorrect determination of the commodity code of the foreign economic activity nomenclature. In recent years, a number of problems have arisen with the classification of food products by the Commodity Nomenclature for foreign economic activity. For example, several years ago, dairy products and powdered milk were classified by the Commodity Nomenclature for Foreign Economic Activity with the code 0402101100 and were submitted to the customs authorities through customs as a cargo declaration.

The amount of starch in milk powder classified in item 0402 of the Commodity Nomenclature for Foreign Economic Activity must be less than 5%. Otherwise, if the amount of starch in milk powder is 5% or more, such a dairy product should be classified in item 2106. As a result of customs examination carried out in the customs laboratory, it was found that the starch content of this product does not contain more than 5 %. Thus, based on the comments made in the Foreign Economic Activity Commodity Nomenclature, it was concluded that these goods are classified according to the Commodity Nomenclature for Foreign Economic Activity code 2106909200.

Rice was classified under the foreign economic activity code 1006101000 and was registered in the customs import in the form of a cargo declaration. Samples were transferred to the customs



authorities instead of rice, brown rice, which differed from the samples intended for customs authorities, that is, not related to imported goods. Samples of ready-to-eat rice products were presented to the certification bodies. When inspecting 840 tons of imported products, the customs laboratory staff found out that the samples taken for examination did not correspond to the certificates. As a result, it was concluded that the product is a ready-to-eat rice product and its correct HS code for foreign economic activity is 1006102700.

Another example is "SMAK Potato Chips" classified under the HS code 200520200 and submitted to the customs authority with a customs cargo declaration for import. Sliced potato products classified in heading 2005 are in the form of rectangular plates, made from potato flour and contain a small amount of salt and sodium glutamate. These potatoes should be fried a few seconds before eating. As a result of the customs examination carried out in the customs laboratory, it was established that potato chips "Potato chips SMAK" and other types of flour-starch mixture, before being served ready-made, they are subjected to cutting in the form of thin rectangles on special equipment, then cut into thin layers, followed by sprinkling of salt, aromatic spices and fried. In accordance with the text of heading 1905 and the basic rules for the interpretation of the Commodity Nomenclature for Foreign Economic Activity, a corresponding conclusion has been prepared for the product "Potato Chips SMAK", which is classified by the Foreign Economic Activity Code 190590550.

During the internship, we witnessed the absence of devices for determining the composition of goods in the departments of territorial customs laboratories. This, in turn, creates a number of problems for laboratory staff.

As far as we know, according to Article 217 of the Customs Code, an examination can be carried out either by one (customs examination commission) or by several experts of different specialties (complex customs examination). However, the uneven distribution of specialists across regions can create certain problems for conducting a comprehensive examination.

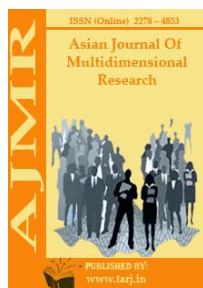
I would like to note that a number of food products have high customs duties, and some goods are exempted from customs duties. For example, in accordance with the Decree of the President of the Republic of Uzbekistan No. PF-5978 dated April 3, 2020, a list of goods exempted from customs duties and excise taxes was provided until December 31, 2020. The list also included goods in positions 0402, but not goods in positions 2106. According to the decree of the President of the Republic of Uzbekistan PQ-3818 dated June 29, 2018, the import customs duty for goods in position 2106 was set at 30%.

Above, we examined the problems that arise during the classification of certain food products in accordance with the requirements of the Commodity Classification for Foreign Economic Activity. It should be noted that milk substitutes and dry milk products classified under code 2106 909200 should be classified under code 0402 101100. Taking this into account, goods with high customs duties should be classified as a risk group.

## REFERENCES

1. Andreeva E. I. Development of the methodology and improvement of the mechanism. Managing the identification of goods for customs purposes: Monograph / E. I. Andreeva M.: EPD Russian Customs Academy, 2016. 202 p
2. [www.lex.uz](http://www.lex.uz) - National database on the legislation of the Republic of Uzbekistan.

3. [www.stat.uz](http://www.stat.uz) - portal of the State Committee of the Republic of Uzbekistan on Statistics
4. Gail L., Kramer, Clarence W. Jensen, Douglas D. Southgate Jr. Agricultural economics and agribusiness.- New York, 2001. - 519 p.
5. Ibragimov U. K. Evaluation of antioxidants-food additives // STANDARD. - 2002. №1 1 - p.58-59
6. Commodity nomenclature of foreign economic activity of the Republic of Uzbekistan. 2017 y. version - T. 2017, - 655 p
7. S. Gibilisco. Alternative energy without secrets / Stan Gibilisco; [translated from English A.V. Solovieva] M. Eksmo, 2010 - 368 p - (There are no secrets).
8. Karimkulov K. M., Khamroev Yu. R. Optimizing vehicle performance. Commodity nomenclature of foreign economic activity // Universum: technical sciences: electronic scientific journal 2020. No. 6 (75) URL:  
<https://7universum.com/ru/tech/archive/item/9564>.
9. Korf D. V. Legal regulation of the classification of goods: on the example of a Product. Nomenclature of foreign economic activity EAEU / D. V. Korf // Public law research. - 2017. – No. 1. –P. 32-45
10. Karimkulov K. M., Rajabova L. R. Determination of caffeine and assessment of the quality of detection of counterfeit goods by liquid chromatography // Universum: technical sciences: electronic scientific journal 2020. No.8 (77)  
URL: <https://7universum.com/ru/tech/archive/item/10637>  
Sites:  
<http://www.lex.uz>  
<http://www.norma.uz>  
<http://www.customs.uz>  
<http://www.wikipedia.org>  
<http://www.wcoomd.org>  
<http://www.customs.ru>



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



DOI: **10.5958/2278-4853.2021.00223.8**

## RECREATIONAL ASSESSMENT OF NATURAL LANDSCAPES OF JIZAKH REGION

**Lutfullo Ibragimov\***; **Dostonjon Ubaydullayev\*\***; **Bekhzod Musayev\*\*\***

\*PhD, Associate Professor,  
 Samarkand state university, UZBEKISTAN

\*Master Student  
 Samarkand State University, UZBEKISTAN

PhD Student,  
 Samarkand State University, UZBEKISTAN

### ABSTRACT

*This article is aimed at the recreational assessment of natural landscapes of Jizzakh region, in which the territory of the region is divided into small recreational zones. At the same time, without taking into account natural processes and interactions, only the official boundaries of the landscape levels are defined, and elevations and temperature changes are accepted as the boundaries of the zones.*

**KEYWORDS:** *Recreational Assessment, Plains and Mountain Landscapes, Recreational Areas, Elevations.*

### INTRODUCTION

The plains and mountain landscapes of Jizzakh region are extremely diverse, due to the absolute and relative heights, the complexity of the geological and geomorphological structure, the climate and therefore the inequality of soils and vegetation. There are foothill, Low Mountain, medium and high mountain landscapes of various zonal types and subtypes from steppe to glacier within a short distance. The territory of the region consists of Turkestan, Morguzar, Nurata mountain ranges, foothills, deserts and plains. On the north-western and northern slopes of the mountain ranges there are junipers and meadows. The Zamin mountain-archazor reserve, Nurata mountain-juniper reserve, Zamin national park and Arnasay are important in the region. Rich Paleolithic materials are found in the region. Because the relief of the region, the temperate climate, the large normative temperature of the sun, the shelters of mankind on the slopes of the mountains, the natural flowing waters, the fertile soil, the existence of the necessary conditions for the development of ancient civilization. Regions. The diversity of natural landscapes in the region, the richness of recreational resources contributes to the development of tourism.

## THE MAIN PART

Academician K.Z.Zokirov recommended the natural regions of the Republic of Uzbekistan into four: desert, hills, mountains and pastures, each of which has its own climate, soil cover, flora and fauna. [1]. in this study, based on the above data, we divided the regional natural landscapes into 4 sub-landscape zones in the recreational assessment (Table 1). Elevation levels are accepted as the boundaries of the zones, defining only the formal boundaries of the landscape levels, excluding natural processes and interactions. The choice of such boundaries depends on the almost uniformity of natural and recreational resources in each of the proposed zones.

### 1. Plain Zone

Plain Zone - Areas with a height of 500 m and below. These areas mainly cover the northern and partly central parts of Jizzakh region. The zone occupies the plain part of the region and the north-west slope, with an average height of 250-500 m. Its altitude in the north-west is 260 m, in the south-east 350 m, on the banks of the Syrdarya 250 m. The altitude in the southern foothills is 450-530 m. The soils of these areas are mainly light gray soils found in the foothills and ancient alluvial plains of the region at an altitude of 300-500 m, and these lands belong to the mountain-desert zone.

**TABLE 1 DIVISION OF RECREATIONAL ZONES OF JIZZAKH REGION**

| <b>№</b> | <b>Name of recreational zones</b>    | <b>Elevation above sea level (meters)</b> | <b>Share in the region (in percent)</b> | <b>Main location areas and facilities</b>                                                                                                                                       |
|----------|--------------------------------------|-------------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b> | <b>Plain area</b>                    | 0-500                                     | 39%                                     | Mainly newly developed areas of Mirzachol; Most of Arnasay, Pakhtakor, Dustlik, Zafarabad, Mirzachul and Forish districts. Aydar-Arnasay lake system and partly Kyzylkum desert |
| <b>2</b> | <b>Pre-mountainous area</b>          | 500-1000                                  | 28%                                     | Occupies the city of Jizzakh, Sh. Rashidov, Forish, Zarbdor and Gallarol districts, the foothills of Nurata, Koytash, Gobdin mountains                                          |
| <b>3</b> | <b>Low mountain landscapes zone</b>  | 1000-2500                                 | 24%                                     | Bakhmal, Zaamin and Gallaral districts, Nurata, Balikli, Gobdin mountains, Sangzor valley and Nurata mountain-nut state reserve.                                                |
| <b>4</b> | <b>High mountain landscapes zone</b> | 2500 and above                            | 9%                                      | Occupies Bakhmal and Zaamin districts, Turkestan, Morguzar mountains, Zaamin National Park, Zaamin State Reserve and Shahrstan Pass                                             |

**Source: Developed by the authors based on the literature reviewed**

In the plains, the average annual precipitation is around 250 mm, with a possible evaporation of 1000-1200 mm. This means that evaporation is 4-4.5 times more than the amount of precipitation [2]. The absolute height of the bottom of the lake is 250 m. Before the formation of the lakes, its

location was geomorphologically like the Kyzylkum sandstone. The lowlands are occupied by salt and small lakes. In 1969, as a result of the large-scale removal of excess water from the Chordara Reservoir, the lowlands were flooded and several lakes were formed. The lakes are connected by narrow streams.

The total length is 32 km, the widest area is 12 km, the average depth is 1–3 m. The Arnasay lakes also receive saline drainage water (volume 1.6–1.8 km<sup>3</sup>) through the Central Mirzachul discharge, with a salinity of 4–5 per 1l. In winter, a certain amount of water is discharged from the Chorda-ra reservoir, so the level of mineralization of the lake water is not so high. Excess water from Arnasay lakes flows through a narrow corridor to Aydar ash. The lakes are covered with reeds. Arnasay lakes are home to waterfowl, herons, sturgeon, trout, pike, perch and other fish. Fishing in the Arnasay lakes is seasonal. Despite the fact that recreational tourism has a great potential for development, the region's reputation is slightly underutilized due to insufficient use of its potential. The quality of roads for transport causes some inconvenience. If the above shortcomings are eliminated, it is clear that the tourist potential of the region will increase even more.

## 2. Pre-Mountainous Zone

Pre-mountainous zone - 501-1000 m in height, characterized by landscapes of foothills and partly ancient alluvial plains. The foothills of the Jizzakh region are characterized by limestone deposits on the northern slopes of the Turkestan ridge and mainly by the foothills of the Nurata and Koytash mountains, with slightly divided plains and high. Includes areas connected with undulating plains (Jizzakh city and Zamin districts). The altitude of the region is 1000 m in the north and 30-40 m in the south. The climate is slightly dry, moderately warm in the mountains; precipitation is 270-300 mm, which allows you to grow many crops and gardens. At the foothills, ie at an altitude of 400-500 m, the average temperature in July does not fall below + 25 + 27°C. The soils are mainly dark gray, occupying even higher altitudes of 600-1000 m, ie the foothills of the region [3]. The eastern part of Nurata Mountain is called Koytash Mountain. Pistalitog is located at the foot of Koytash Mountain, Baliklitog is located in its south-east, the highest point is about 500-580 m, it is divided by rivers. To the south-east of Nurata ridge there are Morguzar mountain ranges. They are distinguished by the gorge "Amir Temur's Gate" on the Sangzor River. The proximity of the Dara area to the M-39 highway, in turn, provides convenience for tourists.

Access to the zone by transport is high, but due to its low attractiveness and uniformity of natural conditions, it is rarely used for tourism and recreational purposes. The infrastructure of rural areas is not very good. It is necessary to improve the recreation areas of the population: to clean the recreation areas from waste and to organize trade and public catering outlets. It is also important to improve access roads to recreation areas and the organization of parking lots. The region has a high potential for the organization of various entertainment activities: tourism and excursions, training, cars, motorcycles (Navruzbulak race track), the development of cycling and equestrian tourism, and the creation of parks (hiking, landscape, hunting and fishing, sports) on the basis of artificial basins and green areas around cities.

## 3. Low mountain landscapes

Low mountain landscapes - 1000-2500 m in height, the lower rocks of the foothills occupy the denudation-erosion ridges and partly the open areas of the middle and lower mountains. In the foothills of the region, subsistence farming, mainly, light-colored and typical gray soils. In such areas, mainly fruit trees are grown. In addition, almost all soil types can be found in mountainous and foothill areas of the region.

The foothills, as well as the landscapes of the foothills, consist mainly of ravines and steep cliffs. The region is characterized by a successful combination of water and forest resources, the availability of mineral water sources and favorable climatic conditions. Recreational infrastructure (sanatoriums, hotels, children's camps, tourist centers), road network (roads and partially railways) are well developed. The center of this zone is the city of Zamin, which has many cultural and educational institutions (parks, museums, theaters, exhibitions, etc.). Access to the area by transport is high. The park and artificial ponds make this place very popular among vacationers. The zone is promising for the development of pedestrian and horseback riding, cycling (mountain biking) and motor tourism (high-speed cars). The main recreational facilities of the zone are the city of Zamin, the sanatorium of Zamin, the shrine of Sad Ibn Waqqas in Gallaaral district and the territory of the Sangzor valley.

One of the main natural objects of the region is the Sangzor valley. The valley consists of Quaternary deposits, the width is 17 km in the west, 5-6 km in the east, the absolute height is 500-600 m in the west and 1700-2300 m in the east. The Sangzor valley is characterized by a variety of recreational resources. According to the relief of the valley, it is surrounded on three sides by mountains, and the Jizzakh Reservoir, built on the Sangzor River, which flows through the valley, also provides a great opportunity to use recreational resources. In addition, the Sad ibn Abu Waqqas shrine in Gallaaral district, the healing mud in Balikchi, the Osmat Ota shrine in Bakhmal district, the Novqa ota mineral spring and a number of other shrines testify to the valley's richness in recreational resources. Stands [4]. The climate of the valley, the flora is unique. Bakhmal district, located in the valley, is especially rich in recreational resources. Due to the fact that the main part of the district consists of mountains, the air is clear and the climate is excellent.

#### **4. High mountain landscapes**

The zone is formed at an altitude of more than 2,500 m and covers about 9% of the region's area. In general, the summer in mountainous areas is cool and very short. The average June temperature in the mountains does not fall below +4 + 10°C.

One of the main objects of the region is Zamin National Nature Park. In all the examined areas of the garden, three types of vegetation can be found: steppe, spruce, High Mountain, and their typical vegetation is mainly coniferous, vegetative and spruce trees. Spruce is one of the typical trees of mountain forests. Archazors make up 55% of the garden area. Therefore, at an altitude of 2000-3000 meters above sea level can be called a forest zone. There are 3 types of spruce in the garden. Zarafshan spruce (black spruce), savor spruce and Turkestan spruce. The spruce has the ability to grow in different conditions, anywhere, even among the rocks. The spruce is a long-lived tree, and in the Zamin National Nature Park there are 500-year-old spruces.

The convenience of climatic resources makes it convenient to carry out various promising works in the region. It should be borne in mind that such promising work will be carried out in the foothills and mountainous areas. For example, in the north of the Morguzar Mountains, in the



territory of the Zamin National Nature Park, it is necessary to develop winter sports. It should be noted that the development of such winter sports, the organization of sports complexes, the implementation of various recreation facilities, hotels, and transport routes in accordance with international standards should be considered. It should be noted that the natural phenomena in the region give a wonderful and unusual appearance, as well as rare natural monuments created by wind and erosion. There are many such rare monuments. For example, one can be amazed by such rare monuments in the mountains of Zamin as “Kirkkiz” fortress, “Bridegroom”, “Brides carrying baskets”.

## CONCLUSION

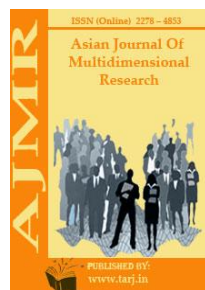
The highlands and mid-mountain zones are promising for the development of many modern types of tourism - rural, visitor and ethnic. For Jizzakh region, rural tourism is relevant for the least affected suburbs of the city. Thus, in many villages it is possible to organize small houses for short-term residence of tourists, to get acquainted with rural culture, customs, and peculiarities. You can attract tourists to agricultural work, fishing and hunting tourism, pet care, and study of medicinal plants. Home tourism is an important part of rural tourism. If desired, the tourist can prepare dishes from ecologically clean rural products, as well as try to prepare a variety of national dishes.

The region is a promising region for the organization of ecological and ethnographic tourism, as it is one of the most interesting regions of the Republic of Uzbekistan in terms of nature, history and culture. Construction of the Bakhmal-Zamin tourism cluster has begun in Jizzakh region, which involves a whole complex of tourist facilities in Bakhmal, Zamin and Gallaaral districts. Given the development trends of world tourism and the growing interest in areas where the unspoiled nature is preserved and the traditional way of life of the local population, the region, especially in the highlands, has great potential for large-scale transport and recreational infrastructure. The development of ethnographic and ecological tourism is of great importance.

## REFERENCES

1. Baratov P. Natural geography of Uzbekistan. –T., Teacher, 1996. 46 p.
2. Hakimov K., Godalov M. Geography of Jizzakh region. Jizzax. 2004. 54-59 p.
3. Alimqulov N.R. Geographical bases of recreation development in Jizzakh region. Samarkand.
4. Ibragimov, L. Z. Ubaydullayev D.K., Musayev B.M. (2021). Opportunities and Prospects For Tourism Development In Jizzakh Region. *The American Journal of Interdisciplinary Innovations and Research*, 3(02), 33-37. <https://doi.org/10.37547/tajir/Volume03Issue02-07>.
5. Usmanov M.R. Some opportunities for the development of eco-tourism in Jizzakh region. *Journal of Natural Sciences*. №1. (2020). 85-86 p.
6. Ibragimov L.Z., Ubaydullayev D.K. Opportunities and prospects for tourism development in Jizzakh region. *American Journal of Interdisciplinary Innovations and Research: The Multidisciplinary Journal*. 2021.
7. Ibragimov, L. (2016). State policy in supporting an employment of population in Uzbekistan. *Lucrările Seminarului Geografic “Dimitrie Cantemir”*. Romania. [Online] 41(1), pp.113-118. Available at: [http:// www.seminarcantemir.uaic.ro](http://www.seminarcantemir.uaic.ro).

8. Ibragimov, L. (2016). Importance of studying natural and geographical potential of regions in economic-geographical research (A case study of Samarkand Region). Science and World. International scientific journal. Russia [online] № 7 (35) Vol. II. Pp.111-114 Available at: <http://scienceph.ru/>.
9. Ibragimov, L. (2016). The Economic Role of the Geographical Potential of Samarkand Region. International Journal of Humanities Social Sciences and Education (IJHSSE), India[online] 3(4), pp.72-77. Available at: [http:// www.arcjournals.org](http://www.arcjournals.org)
10. Ibragimov, L. (2015) "Employment of population in the study of family business". In: "Modern view on the future of science". International Innovation Research Senter "OMEGA SAINS". International Conference Kon-76. Pp.39-42. Russia [online] Available at: <https://os-russia.com/sb-st>.
11. Ibragimov, L. (2017). Specialization of agriculture - as the solution to the problem of employment (A case study of Samarkand Region). European Science Review.Austria [online] 1 (2), pp.19-23. Available at: [http:// www.ew-a.org](http://www.ew-a.org).
12. Ibragimov, L. Z., & Khamroyeva, F. A. (2021). Development Of Small Business And Entrepreneurship In Industry And Its Influence On Employment Of Population. *The American Journal of Social Science and Education Innovations*, 3(03), 163-170. <https://doi.org/10.37547/tajssei/Volume03Issue03-22>
13. Soliev A.S., Usmonov M.R. "Geography of tourism". Monograph. Samarkand, 2005.
14. Usmanov M.R. Geography of tourism. Manual. - Samarkand, SamSU, 2019. 256 p.
15. Decree of the President of the Republic of Uzbekistan "On measures to ensure the accelerated development of tourism in the Republic of Uzbekistan". December 2, 2016, no. PF-4861. [//www.lex.uz](http://www.lex.uz)
16. Decree of the President of the Republic of Uzbekistan PF-4947 "On the Strategy for further development of the Republic of Uzbekistan". [//www.lex.uz](http://www.lex.uz)
17. <https://uzbektourism.uz>

Published by: *TRANS* Asian Research Journals

# AJMR:

## Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00224.X**

### ON THE ISSUE OF STUDYING THE KOREAN LANGUAGE ON COMMUNICATIVE LEVEL (BASED ON THE STUDY OF THE KOREAN LANGUAGE IN UZBEKISTAN )

**Natalya Kim\***

\*Professor,  
Doctor of Philology,  
Tashkent State University of Oriental Studies  
UZBEKISTAN

**ABSTRACT**

*The sentence is a unit of communication, and it finds in its semantics and structure of a number of specific features, such as intonation and predication. The language model of a sentence, which is realized in a specific speech situation, is subject to various changes, transformations and complications. These changes depend on additional language function of a sentence.*

**KEYWORDS:** Sentence, Sentence Structure, Emotional Coloring, Syntax, Semantics, Predicate, Subject, Secondary Members Offer, Communicative.

**INTRODUCTION**

The study of the modern Korean language in the CIS countries, in particular, in Uzbekistan, is becoming dynamic. The growing interest is connected not only with the economic development and cooperation of the two countries, but also with the compact residence of the Korean diaspora in various regions of Uzbekistan. The study is conducted at different levels: from the primary classes of general education schools in optional classes to higher educational institutions as a specialty. For example, as the main academic discipline, the Korean language is taught at the Tashkent State University of Oriental Studies, the Samarkand State Institute of Foreign Languages, and the Tashkent State Pedagogical University. Nizami, as an additional (second) language - at the Uzbek State University of World Languages, the University of World Economy and Diplomacy, etc. There are quite successful training centers in the republic, where they teach not only the Korean language, but also get acquainted with the history, traditions and customs of Korea. Here we should note the important role of the Education Center of the Republic of Korea in Uzbekistan at the Embassy of the Republic of Korea in the Republic of Uzbekistan. Since 1991, the Center has not only been teaching the Korean language, but also conducts folk art courses, advanced training courses for teachers of the Korean language, holds mass cultural

events (김장, 어린이이), etc. Every year, film festivals, competitions of Korean popular music and songs (K-pop), events for the national holiday's 설날, 추석 are held, thereby preserving the traditions and customs in the everyday life of the Korean diaspora and, moreover, introducing different nationalities of Uzbekistan to Korean culture.

**Language features of the Korean Diaspora:** Despite the active work to preserve the cultural values of Koreans, including the language, there is a rapid disappearance of the dialect of the Korean diaspora (사투리), which Koreans used before and after the resettlement in 1937 from the Far Eastern regions of Russia to Uzbekistan, Kazakhstan and other Central Asian countries. Currently, only the older generation of Koreans (born in 1960) speaks this unique dialect, and the younger generation, having the opportunity to learn the standard Korean language, no longer always understands and does not use the dialect spoken by the older generation [8]. There is a structural similarity of sentences between the normative Korean language and the dialect, but in terms of grammatical education and lexical composition, these are largely different sentences. Let's compare the sentences in Russian, standard Korean, and in the dialect of Koreans living in the farm named after A. Yassaviy (former name of the collective farm named after A. Yassaviy).Sverdlov) Tashkent region. For example:

| In Russian                      | In Korean             | In Korean dialect (Tash. obl.) |
|---------------------------------|-----------------------|--------------------------------|
| She goes to the store.          | 그녀는 가게로 간다.           | [얀 마가지느 가우]                    |
| She is a doctor.                | 그녀는 의사이다.             | [얀 의사우]                        |
| She teaches Korean.             | 그녀는 한국어를 가르친다.        | [얀 고려말 가르치우]                   |
| Our grandmother is sleeping.    | 우리 할머니께서 주무신다.        | [우리 아매가 자우]                    |
| Today the rain.                 | 오늘 비가 온다.             | [오늘 이비오우]                      |
| He works for a firm.            | 그는 회사에 다닌다.           | [얀 피르마에서 일하우]                  |
| She lives in Seoul.             | 그녀는 서울에서 산다.          | [그 여자는 세우레서 사우]                |
| Come to visit us. We live here. | 우리 집에 오세요.<br>여기서 살아요 | [우리 집에 오우. 우린<br>인게서 사우]       |

The sample of sentences for analysis shows that the lexical composition of the dialect is actively penetrated by borrowings from the Russian language, for example, 마가지느 - 'shop-, 피르마에서' - 'at the firm'. It should be especially noted that since the migration of Koreans to Uzbekistan and up to the present time, the vocabulary of the dialect is supplemented with borrowings not only from Russian, but also from Uzbek, which indicates its uniqueness.

At the level of phonetic features, there is also a certain similarity with the Russian pronunciation, for example, 세우레서 (in Seoul). The structure of the sentence is particularly distinguished, which is almost similar to the structure in the normative Korean language (주어 – 목적어 – 서술어). It is interesting that native speakers who have been living in Uzbekistan for some time and are learning Russian begin to understand the dialect of local Koreans faster, which leads to active communication between native speakers and the local population.

### **Issues of Communication and Communication Tools**

The expansion and deepening of international relations between the Republic of Uzbekistan and the Republic of Korea at the present stage determines not only the growing need for highly qualified specialists in various sectors of the economy and education, but also the purposefulness of scientific research in various fields, including Korean studies. Scientific and theoretical research of the Korean language in different directions inevitably leads to different approaches and interpretations, for example, when studying the grammatical structure of the Korean language. Some problems have certainly been studied in depth, but in some cases some issues have not yet been sufficiently developed; for example, for agglutinative languages, many traditional syntactic concepts formed on the basis of inflectional languages require certain rethinking and clarification, and moreover, become inapplicable.

In the modern science of language, the syntactic aspect in the theory of speech communication can be considered the least clear, despite the widespread study of the Korean language from the practical, communicative side. As you know, communication means "making common, connecting, communicating", so the word "communication" is the closest to it in meaning. This meaning is also associated with the scientific definition of the concept of communication as a specific form of interaction between people in the process of their cognitive and labor activity. The specificity of the interaction of people in the process of their life activity consists in the use of language, which, being the most important means of human communication, also acts as an instrument of knowledge, as an instrument of thinking. Due to this, communication between people is the most important mechanism of human participation as a person, a means of influencing society on the individual.

As you know, the main purpose of speech communication is the exchange of information of various kinds, in which sentences and their components are directly involved. In the modern Korean language, when identifying the features of the grammatical and functional-semantic nature of the main components of a sentence, it is especially important to determine the composition of a syntactic unit that has informative sufficiency. Taking this into account, it is initially necessary to determine the composition of the sentence from the standpoint of the informative minimum unit, in which the components of the sentence interact at the grammatical and semantic levels, and to identify the syntactic relations (connection) within this composition, i.e., the relationship of the members of the sentence, in particular, the subject and predicate. Moreover, in all modern syntactic concepts, the sentence is understood as the central object of syntax and the construction of the sentence is one of the most important points, since the laws of sentence construction, the doctrine of the sentence are the basis of the syntax of the language. This is due to the fact that each sentence is a grammatical expression of the internal unity of all its members, the ways of their expression, the order of their arrangement, intonation, etc. However, it is relevant to search for those criteria for the grammatical description of a sentence

in communication and the definition of an elementary simple sentence (EPP), informative completeness of the sentence (IPP), which could present a complete description of the sentence as a communicatively sufficient unit.

*The communicative side of the sentence is an important object of research, since our hypothesis is based on the assumption that a simple sentence is informative enough in the Korean language is significantly different from a sentence in its usual understanding. As we see it, the offer in communication should be considered, first, from the point of view of communicative "sufficiency" and, secondly, the so-called "minimum informative sufficiency". For example, in the dialog*

남자: 어제 무리해서 그런지 감기 기운도 있고 좀 으슬으슬 춥네.

여자: 이거 좀 마셔볼래?  
말린 굴 껍질을 넣고 끓인 건데 몸도 따뜻해지고 혈액 순환에도 도움이 된대.

남자: 고마워. 으슬으슬 할 때는 따뜻한 차만큼 좋은 게 없지[9].

Abbreviations and the absence of some components of the sentence in this dialog for non-native speakers do not clarify the transmitted information. For clarity, we should have the following sample:

남자: 어제 무리해서 그런지 나는 감기 기운도 있고 좀 으슬으슬 춥네.

여자: 너는 이거 (이것을) 좀 마셔볼래?  
이것은 말린 굴 껍질을 넣고 끓인 건데 우리 몸도 따뜻해지고 혈액 순환에도 도움이 된대.

남자: 고마워. 으슬으슬 할 때는 따뜻한 차만큼 좋은 게 없지.

Abbreviations and the absence of some components of the sentence in this dialog for non-native speakers do not clarify the transmitted information. For clarity, we should have the following sample:

## CONCLUSION

Knowledge of foreign languages greatly contributes to the development and strengthening of Uzbekistan's international relations with the world community. This also applies to the Korean language, the study of which is of fundamental importance not only for the deepening of international relations, but also for the development of intercultural relations between the Republic of Uzbekistan and the Republic of Korea. Given that dozens of Korean companies and factories (automotive, textile, etc.) operate on the territory of Uzbekistan, there is a need for specialists of a wide profile, including translators. However, this is not the only reason. As noted above, Uzbekistan, compared to other Central Asian states, has a large number of representatives of the Korean diaspora, for whom the opportunity to learn Korean (native) language has become an everyday reality.

In conclusion, I would like to note the importance of cooperation with educational institutions of the countries of the far and near abroad. To organize successful work in Korean studies, it is necessary to cooperate widely, in particular, with scientists from Korea, Russia, Kazakhstan and other countries both near and far abroad. Today, universities in Uzbekistan cooperate with higher education institutions in the Republic of Korea and the CIS countries. The cooperation covers all areas of Korean studies: language, history, literature, Korean philosophy, and many others. The



prospects for such fruitful cooperation will become an important positive factor in the pedagogical, scientific and research activities of Uzbek Korean scholars.

#### REFERENCES

1. Seo Jeong-su. Korean grammar. Seoul, Hanyang University Press, 1996. - 568. (서정수. 국어문법. 서울, 한양대학교 출판원, 1996. -1568)
2. Jeong Hyeon-chae. To a young man who wants to be open. Seoul: Hanseung. 2000. -290. (정현채. 앞을 열고픈젊은이에게. 서울: 한승. 2000. -290)
3. Hwang Soon-Won. Shower. Beonyangsa Temple, Seoul, 1994 -700. (정현채. 앞을 열고픈젊은이에게. 서울: 한승. 2000. -290)
4. Conzevichi Lev edition Modern Korean Studies in Russia; Seoul, Book Publisher, 2000 -458 (콘찌비치레프편. 러시아에서의현대한국어연구. 서울, 도서출판사람, 2000. -458)

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00225.1**

## SEMANTICS OF COMPETENCE IN PEDAGOGY AND COMPARATIVE DIALECTOLOGICAL COMPETENCE IN RUSSIAN AND UZBEK LANGUAGES

**Madina Nosirovna Musurmankulova\*; Nilufar Rajavaliyevna Azizova\*\***

\*Independent Applicant,  
Teacher of the Russian language,  
Denau Institute of Entrepreneurship and Pedagogy  
UZBEKISTAN  
Email id: madinanosirovna87@gmail.com

\*\*Teacher of the Uzbek language,  
Denau Institute of Entrepreneurship and Pedagogy  
UZBEKISTAN  
Email id: nilufarazizova1981@mail.ru

### ABSTRACT

*This article explains the meaning of the concept of "competence" and its general types in the pedagogical environment. Russian has a very broad meaning of the concept of competence and its subtypes in the field of pedagogy, as well as the basis for the development of comprehensive knowledge of students studying in national groups of the Russian language, that is, future teachers of the Russian language on comparative dialectological competence. In long-distance areas dialects, dialect systems and folklore still exist. Improving the system of comparative dialect competence of the Russian and Uzbek languages at present can give a methodical direction to students of the national group. A competent approach to the study of the dialect system develops the knowledge of future Russian language teachers in national schools. Dialect words in both the Uzbek language and the Russian language are considered in a semantic aspect.*

**KEYWORDS:** Competence, Type, Pedagogy, Integration knowledge, National group, Subtypes, Comparative-Dialectological competence, Pedagogical sphere, Concept, Dialect Words, Semantics.

## INTRODUCTION

The requirements for the competence of faculty are changing with the advent of new components in terms of the demands of the times. In addition, the qualification requirements for the competence of teachers are set out in international legal documents, and their creative and effective use plays an important role in improving the competence of education managers in accordance with international requirements [8, p.40]

“The Concept of development of the higher education system of the Republic of Uzbekistan until 2030” defines that “improving the quality of training highly qualified personnel, developing human capital based on the requirements of the labor market for modernization and stable socio-economic development of the country” [1, p. 7]. In the regulation of the Cabinet of Ministers of the Republic of Uzbekistan on measures to improve the system of professional training of qualified personnel in demand in the labor market, it is determined that, at the same time, solving the problems in this area necessitates the creation of an effective system for training highly qualified blue-collar professionals, taking into account the needs of the labor market, including large enterprises and clusters created locally” [2].

Currently, a professional teacher is required with highly developed educational-key competence, freely orienting in different circumstances, contributing to the addiction of students to an international culture, by promoting their awareness of their own national culture.

## THE MAIN PART

In the sphere of his activity, every teacher or teacher faces such problems, sometimes in schools there are students, and in higher educational institutions when students receive an assignment, but after reading it, they cannot understand what its essence is; cannot apply a certain set of facts. This is a typical situation for students from a national group, when students can master a set of theoretical knowledge well, but experience significant difficulties in using this knowledge to solve specific problems, to extract the main thing from what they have read or listened to, and others require a transition to a new degree of competence-based learning.

Competence is a characteristic of a person, and competence is what he already owns (ability, skill). It is what he owns that defines his characterization as competent. We can use these two terms as synonyms in two basic meanings - knowing, in the sense of being able and in the sense of the skills that he possesses, and also capable, in the sense of having a certain potential, the ability to carry out his actions.

The Council of Europe identifies 5 basic competencies required today by any specialist, including a teacher: political and social; competencies related to life in a multicultural society; competencies related to the emergence of the information society; competencies that realize the ability and desire to learn throughout life... [11, p.5]

Competence is the ability to successfully respond to individual or social requirements, to conduct activities. From the text, we can understand that competence must meet individual and social requirements. In other words, it should allow one to obtain individually or socially significant knowledge or results.

Competence is:

1. Knowledge, experience, skills.

2. The circle of problems and problematic issues in which the knowledgeable can have information about everything.

3. A set of problems in relation to which a person has wide knowledge and experience in solving.

The focus on competence-based education was formed already in the 70s. XX century in America in the context of the concept of "competence" proposed by N. Chomsky in relation to transformational grammar. Chomsky writes: "... we make a fundamental distinction between competence (the speaker's knowledge of his / her language) and use (the actual use of the language in specific situations). Only in an idealized case ... use is a direct reflection of competence. " Let's pay attention to the fact that "use", according to Chomsky, is a manifestation of competence as something potential, that is, use is associated with skills, thinking, the speaker himself, his experience [6, 240 p.].

In dictionaries and scientific literature, "competence" is explained in different ways:

Theoretical and applied readiness to use knowledge; knowledge, skills, experience,

The range of issues in which the individual is well aware;

Collection of questions in which this person has knowledge and experience of his own activities

Competencies are interpreted as a single (coherent) language to describe academic and professional profiles and levels of higher education. It is sometimes said that the language of competences is the most appropriate for describing the results of education. The orientation of standards, curricula (educational programs) on educational results makes qualifications comparable and transparent, which cannot be said about the content of education, which is strikingly different not only between countries, but also between universities, even when training in the same specialty (subject area) ... So far, no more modern methodological tool for "Bologna" renewal has been found in European universities of curricula and programs. The results of education, expressed in the language of competencies, according to Western experts, are a way to expand academic and professional recognition and mobility, to increase the comparability and compatibility of diplomas and qualifications. In the conditions of Russia, the implementation of the competence-based approach can act as an additional factor in maintaining a single educational, vocational qualification and cultural value space [3, p. 6.]

General and professional competences form a kind of complementary unity. General (key, universal) competencies, according to prof. Yu. Kohler should be a pedagogically expedient tool for increasing employability and didactic quality proper [5].

Today, there are many basic concepts of "competence", "key competencies". Therefore, the problem of studying various approaches and their systematization is actualized.

Studying the comparative-dialectological competence of the future, teachers get the opportunity to master the methodology of working with dialectal speech, learn to distinguish between dialectal and individual characteristics of speech, develop the ability to see dialectal and dialectal - individual characteristics in the speech of representatives of the younger generation.

".....at the same time, it is necessary to deeply study the features of the Uzbek language and its dialects, issues related to its history and development prospects, increase the efficiency of specialized scientific research, and radically improve the quality of personnel training" [ShavkatMirziyoyev, Gazeta.uz.].

Thus, comparative dialectological competence is aimed at solving a number of educational and pedagogical problems.

What is a dialect? What is the history of the dialects of the Uzbek and Russian languages? Scientists Studying dialect systems of Russian and Uzbek languages?

F.P. Filin defines a dialect word as "a word that has a local distribution and at the same time is not included in the vocabulary of the literary language (in any of its varieties)." [9, p.556].

All natural languages existing in the world have national borders, therefore, one of the main in modern linguistics is the concept of a national (common) language, which is the language of a particular people in the aggregate of all its inherent features that determine it as such and differentiate it from other languages [7 , 416 p.]. Creating a dialectological atlas can show the distinguishing features of two languages [9, p.557].

A.I. Sobolevsky in 1892 for the first time introduced the teaching of Russian dialectology as an independent discipline at universities, giving a course of lectures on it. And already in 1897 a separate textbook appeared, entitled "Experience of Russian dialectology." In it, on the basis of the collected materials, Sobolevsky tried to identify the main units of dialect division, to determine the territory of these units and to name their characteristic features. Sobolevsky introduced into scientific use all the material collected from the dialects of the Russian language [9, p.558].

It can be said that the dialectological map of the comparative system provides such information that can be developed by future teachers of the Russian language integration knowledge [9, p.558]. I. I. Sreznevsky was the first scientist who in 1852 raised the question of creating a map on which the boundaries of languages, dialects and dialects of the Russian language would be indicated. At this time, **V. I. Dahl** was engaged in the study of dialect vocabulary, who was interested in the dialects of the Russian language in terms of their origin and classification [9, p.558].

Dialecticism can be interpreted as a word used only in a certain territory within the boundaries of any adverb and absent in another dialect and in the literary language. Modern dialectology distinguishes the following types of dialectisms: a) grammatical dialectisms - words that have different grammatical characteristics from the literary language, manifested in a different declension, a special formation of forms of parts of speech, the transition from one grammatical gender to another, etc.: past the hut (instead of past the hut), in the steppe (instead of in the steppe), wide steppes (instead of wide steppes), weaker (instead of weaker). The whole face seems to have become blue (I. Bunin). The cat smells whose meat it has eaten (A. Sholokhov); b) phonetic dialectisms - words with a different pronunciation of certain sounds and sound combinations than in the literary language: girl, shout, tsai (tea), nyasu, ball, chicken (chicken), barrel (barrel); c) semantic dialectisms - general literary words with a different meaning than in the literary language: much (very), impudent (sudden), flood (drown), guess (recognize by sight), top (ravine); ( side); e) lexical dialectisms - local names of objects and phenomena that have other names in the literary language: bases (covered yard for cattle), beetroot (beet), veksha (squirrel), gashnik (belt), deja (kvashnya), zakut or zakuta ( small cattle shed), at once (now), cochet (rooster), stubble (stubble); g) ethnographisms - local names of local objects: a diner, a coastal worker, a midwife, a shalonik, (names of winds among the Pomors), a crane (a lever for raising water from a well), cats (birch bark bast shoes), novina (a stern canvas) [10, p. 119-120].

Complex concepts also exist in the system of Uzbek dialectisms. Many ethnic groups took part in the ethnogenetic processes of the Central Asian interfluvium, among which were speakers of East Iranian languages and Oguz, Karluk, and Kipchak dialects [9, p.556].

In a comparative aspect, it is possible to create a system of dialectological competence.

Dialectology of the Uzbek language - the study of the dialectic picture of the modern Uzbek language. The modern Uzbek language is characterized by a significant dialect branching, which is due to the complex ethnogenesis of the Uzbek people [9, p.556]. The Uzbek dialects are subdivided by researchers into three main dialects, which were given different names: 1) Middle Uzbek (southeastern, Chagatai, or Karluko-Chigile-Uighur); 2) South Khorezm (southwestern, or Oguz); 3) northwestern (Kypchak, Sheybanid-Uzbek, or dzhekaye). E. D. Polivanov, who was the first to outline this division, marked the difference between these adverbs with three phonetic signs using examples of two words: 1) tag, sart, q •, 2) daq, sarb (sa: rb) •, 3) daq, sarb ... A. K. Borovkov, keeping basically the same division, lists the features of each adverb separately. To demarcate the "Sheibanid-Uzbek, or Jacking, dialect", he gives eight signs; two of them are morphological [4, p.55].

Due to the close proximity and the closest ethno-cultural contacts, the Uzbek language has been influenced by the significant influence of the Tajik language [9, p.556].

In turn, the Uzbek language had a huge impact both on the Tajik language and on the Turkic languages of the region [9, p.556].

Scientific and practical features of comparative - dialectological competence is primarily in the accumulation of valuable materials in Russian and Uzbek dialects. This information is not only of its own interest, but also serves as an important source for studying the history of the Russian and Uzbek languages, the history of the people, the ethno-dialectal division of the Russian and Uzbek territories.

A competent approach to improving the comparative dialectological system has an important place in integrating the education of future teachers of the Russian language [9, p.556].

As a result, the future of Russian language teachers should know: the peculiarities of the dialectal division of the modern Russian and Uzbek languages;

In general, in the process of improving this system, as mentioned above, in a comparative aspect, within the functioning of the Russian and Uzbek languages, one can keep in mind such features as each language has its own national mentality and individual sides in folklore [9, p.556], linguistic features of the system of Russian-Uzbek dialects; the originality of the material and spiritual culture of the population in a comparative aspect.

Tasks of comparative dialectological competence:

- Educational and methodological tasks - mastering the methods of analyzing dialectal phenomena; deepening and expanding knowledge of Russian and Uzbek dialectology;
- Professional tasks - acquisition of basic skills in comparative dialectology;
- Scientific and practical tasks - the development of future teachers of interest in research work; formation of a scientific approach to working with linguistic material.



## CONCLUSION

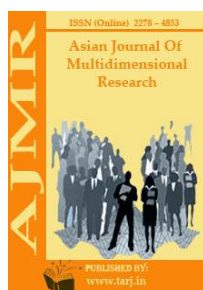
The improvement of the system of comparative-dialectal competence of the Russian and Uzbek languages at the present time can provide a methodological direction for students from the national group. A competent approach to the study of the dialect system develops the knowledge of future teachers of the Russian language in national schools. Comparative - dialectological competence is interconnected with both linguistic (linguistic) and communicative competence. The main direction of sociolinguistics;

Comparative dialectological competence gives a certain direction in training personnel for further professional and pedagogical activity, since knowledge of dialects, on the one hand, helps to develop ideas about the richness and diversity of the Russian and Uzbek languages, and on the other hand, it allows to carry out productive work on reporting errors in speeches of representatives in the local dialect of Russian and Uzbek languages.

## REFERENCES

1. Decree of the President of the Republic of Uzbekistan on the approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030, p.7.
2. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan on measures to improve the system of professional training of qualified personnel in demand in the labor market. - National database of legislation, 14.05.2019, No. 09/19/394/3125.
3. Baydenko V. I. Revealing the composition of the competencies of university graduates as a necessary stage in the design of the state educational standard of higher education of a new generation. Toolkit. - M.: Research Center for the Problems of the Quality of Training of Specialists, 2006. - 72 p.
4. Zhirmunskiy VM, on some questions of linguistic geography of the Turkic dialects. Publishing house "Science", M.-1960. , p.55.
5. Kohler Jürgen, Universität Greifswald. Schlüsselkompetenzen und "employability" in Bologna Prozess. Konferenz Schlüsselkompetenzen: Schlüssel zum mehr (Aus.) Bildungsqualität und Beschäftigungsfähigkeit? Heidelberg, 22 und 23 Januar 2004.
6. Minina AI, Actual problems of language competence. 236-242s., 240 p.
7. Mistyuk TL, Zaeskova SV, Tum EA, Some aspects of modern dialectology in the course "Russian language and culture of speech". 416-422 p
8. Musurmonova O. Pedagogik texnologiyalar - ta'lim samaradorligini omili. Yoshlarnashriyoti, T.-2020, p. 183.
9. Musurmankulova M.T., Aminova R.X., Xamrayeva U.A. Development of integrative knowledge on comparative-dialectological competence of future teachers of the Russian language. The American Journal of Social Science and Education Innovations. Doi: <https://doi.org/10.37547/tajssei/Volume03Issue03-89>. -2021, p.555-559.
10. Russian language / ed. L. Yu. Maksimova. M.: Education, 1989. 287 p., P. 119-120
11. Yarkina TF Western teachers about the development of modern schools, p.5.

12. Ismatullayeva, N. R. (2020). Probability Prediction Strategy In Simultaneous Interpretation. *CURRENT RESEARCH JOURNAL OF PHILOLOGICAL SCIENCES*, 1(01), 1-6.
13. Rasuljanovna, I. N. (2019). THE PHENOMENON OF LACUNARITY AS THE LINGUACULTURAL ISSUE. *PROSPECTS OF WORLD SCIENCE-2019*, 226.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00226.3**

## SEYFULGABIT MAJITOV – OUTSTANDING EDUCATOR, MENTOR AND PUBLISHER OF SAMPLES OF KARAKALPAK CHILDREN'S FOLKLORE

Seydin Amirlan\*

\*Independent Researcher,  
Nukus State Pedagogical Institute  
UZBEKISTAN

### ABSTRACT

*The twentieth century was a period of great changes in the spiritual world of the Karakalpak people. For the first time in the beginning of the captivity, the people of Karakalpakstan had their own national press, and the first books in their native language were published. Seifulgabit Mazhitov, a devoted teacher and representative of the Jadid movement, took an active part in the implementation of this work and wrote the first modern lessons in the Karakalpak language. In order to write the lessons, the people collected oral traditions and gave a lot of space to children's folklore. Despite this, the famous educator fell victim to the years of innocent punishment and became a victim of repression. However, in the end of S. Mazhitov left a rich literary and folk heritage. The article discusses these issues in detail and provides new information.*

**KEYWORDS:** *Karakalpak, Educator, Spirituality, Children's Folklore, Textbook.*

### INTRODUCTION

One of the founders of the Karakalpak literature of the twentieth century: poet, prose writer, playwright, journalist Seifulgabit Mazhitov (1869-1938) devoted his entire adult life to the development of the sphere of public education and the national press, and was also active in various spheres of the cultural life of the people.

When we read the life path of an outstanding educator-mentor, we get acquainted with the following short information: "... S. Mazhitov was born in 1869 in the Arshan region (Arsk canton - SA) of Kazan province. In 1880, his family first moved to the Aktobe region of Kazakhstan for a short time, then settled in the Tallyk area (1881 - S.A.) of Karakalpakstan. At that time, the literate Seifulgabit became the secretary of the Tallyk volost, who kept counting and accounting (1884-1889) and at this time met with the famous Karakalpak poet Berdakh.

After the establishment of the revolution in Karakalpakstan, he worked as the secretary of the executive committee of the Kungrad region (1920), head of the district's public education department (1921), for several years in a row he worked as the executive secretary of the newspaper "Erkin Karagalkpak" ("Free Karakalpak"). Then he worked in the field of water management in the Kipchak region, in 1934 - in the local history museum of the city of Turtkul. ... In 1938 he was repressed and perished "[1: 56-57]. The reliability of these facts can be considered in the works of K. Bainiyazov, who conducted research on the poet's work for many years [4: 37].

S. Mazhitov - first of all a poet, educator. He tried to introduce new rules of the new period into life, and this he shows in his works. Despite the fact that he worked in different spheres, S. Mazhitov did not stop engaging in creativity, compiled school textbooks and literary collections, created works for adults and children [2: 425-437; 20: 58] .. This can be traced in the following lines: "... A number of works by S. Mazhitov occupy a place in the "Əlipba" (1925), "Onyk kitaby" (1925), "Yegedeler saýaty" (1925), "Karagalkpak ədəbiyatynyň zhyyntyry" (1928) and the collection "Taňlamaly shyňarmalary" (1965) of the poet. In recent years, a collection of stories by the poet "Ata Menen Bala" (1970) "Shykarmalary" (1993) has been republished. S. Mazhitov in the field of drama wrote the plays "Soky Seltek" (1926), "Sabak", "Zhigit boldyk", "Yernazar alakuz" (1927), "Bařdagul" (1935), "Gulim-Taiman" ... "[9: 86]. The manuscript of the staged last work of S. Mazhitov is kept in the manuscript collection of the Fundamental Library of the KCO AS RUZ [12].

In addition to the famous works of the poet who made a new contribution to the new world, his novels "Kulmurat", "On togyz", "Suyin m Sara", but they were preserved in a handwritten version and not published, there is information about the unknown fate of these novels [1: 57].

The active actions of S. Mazhitov in the field of public education were distinguished in the twenties of the twentieth century. At the meeting of the RCP (b) of the organizational bureau of the Karakalpak Regional Committee dated December 18, 1924, the issue of opening a national publication conducting its activities in the local language was discussed, the issue of first publishing school textbooks was considered, and a special resolution was adopted on this issue. The proposed issue is also brought up for discussion at the first organizational congress of the Karakalpak Autonomous Region, held on February 12-19, 1925, and assistance is requested from the government to publish literature and textbooks in the Karakalpak language. On this basis, in 1925, a special commission was created, the first textbooks in the Karakalpak language began to be prepared in the city of Tashkent. Among the documents stored in the central state archive of the Republic of Karakalpakstan, there is a number of information on the accelerated publication of textbooks in the Karakalpak language. From them it becomes known that the question of writing textbooks in the Karakalpak language was entrusted directly to S. Mazhitov. In 1925, on March 3, a telegram was sent to the executive committee of the Kungrad district with the following content. It contains the following lines: "I order to send Seifulgabit Mazhitov to the city of Tashkent together with the delegates, providing the necessary funds. Chairman of the executive committee of the region A. Kudabaev "[8: 60]. At the same time, according to this telegram, S. Mazhitov was issued a certificate corresponding to a business trip: "The owner of this certificate S. Mazhitov, according to the telegram of representatives of the Karakalpak Autonomous Region O. Yermanov and I. Bekimbetov dated February 2, 1925, is sent on a business trip to the city of Tashkent to work in a state publishing house from the Karakalpak Autonomous Region. The Executive Committee of the Karakalpak Autonomous Region calls on

all organizations to provide all-round assistance to the early arrival of this person at the appointed place. Chairman of the executive committee of the region A. Kudabaev, secretary E. Kozhurov "[8: 60]. At the same time, S. Mazhitov, by order of the executive committee of the Karakalpak region in 1925, was appointed chairman of the scientific section at the Karakalpak Autonomous Region of the central state publishing house of Central Asia in the city of Tashkent. As a result of such trust, S. Mazhitov had the authority to draw up contracts with the central publishing house, mail, telegraph, as well as with other organizations [8: 40-109].

In fact, a pertinent question arises: "Why was such confidence given to S. Mazhitov? To do this, let's look back in time. According to the available data, S. Mazhitov, having organized a Jadid school in the city of Kungrad in 1912, became a harbinger of a new era, spreading to the Karakalpak land the ideas of the great son of the Crimean Tatars Ismail Gasprinsky [15: 3-20; 19: 38]. At the end of the 19th early 20th century, Jadid movements began on the territory of Karakalpakstan, in the cities of Turtkul, Khojeyli, Kungrad, Chimbay people who supported these initiatives were found and organized schools according to the Jadid method and taught such subjects as "anna tili" ("native language"), "Bidayat zhurafiya" ("general geography"), "xisap zhyymasy" ("arithmetic"), "ndese" ("geometry"). Another representative supporting this idea was the famous Karakalpak poet and storyteller Kazy Maulik (Maudit Bekmuhammed uly), this educator and mentor organizes a bookstore in Chimbay, distributes publications promoting the idea of jadidism, and in 1912 feeds and teaches children at school here for free. opened by a new method [11: 17]. Kazy Maulik subsequently contacted S. Mazhitov, took advice from an educator and mentor [14: 176]. Kindred peoples made an active contribution to the organization of Jadid schools in Karakalpakstan. For example, in 1909, the organizer and teacher Yusuf Akhmedov of the Jadid school created in the city of Khojeyli is the son of the Azerbaijani people, in 1909-1913 the Jadid school operating in the city of Kungrad was organized by the famous Uzbek educator Muhammadsharif Sufizada [19: 52; 10: 294]. In 1911, organized by K. Amirov in the city of Kungrad, the most famous Jadid school was taught by a specially summoned from the city of Kazan Akhmet Zakir Batyrov. In 1912, another new Jadid school in Kungrad was headed by the son of the Tatar and Karakalpak peoples, Seyfulgabit Mazhitov [4: 38]. In 1912, Abbas Amantayev, the son of the Bashkir people, gave lessons in a Jadid school in Chimbay, turned into a famous educational institution; he conducted educational work according to a new method [18: 122]. At the beginning of the twentieth century, over twenty Jadid schools operated in Karakalpakstan; it is known that the younger generation was taught there by people from the intelligentsia of kindred peoples.

From research it is known that the reason for the active work of the local Jadid movement was influenced by the magazine of the Russian intelligentsia "Russkaya Mysl" (Russia), which reaches the Aral Sea region, as well as the influence of the ideas of the "Pushkin Society" to the progressive representatives of the young generation of the nation and through them the introduction into the consciousness of young people. publications of the democratic-revolutionary spirit such as "Mediator", "Don speech", "Molot", "Burevestnik", printed editions and their distribution in Karakalpakstan [17: 36-37]. Inspired by such ideas, S. Mazhitov systematically continued work on the acquisition of literacy by the people and the education of young people in a free spirit. We see this in the poetry of S. Mazhitov and in his active efforts to educate the people.

The overwhelming majority of Jadids believed in the establishment of a people's government instead of Tsarist Russia. One of them who believed in this was S. Mazhitov. S. Mazhitov, who

lived with the concerns of the people in 1917 during the October Revolution, believed in victory and was an active enlightener who observed the directions of the politicians of the new government, approved the goals and objectives of the left wing of the Jadid movement and worked accordingly. In 1920 he was admitted to the CPSU (b) with the hope of a new world for the Karakalpak people of Karakalpakstan after the October Revolution. At the same time, he was appointed secretary of the revolutionary council organized in the city of Kungrad.

The new government also supports an outstanding mentor who worked tirelessly on the path of the free life of the people and their enlightenment and did not spare his knowledge and experience, in 1921 S. Mazhitov was appointed head of the department of public education of the Kungrad district. S. Mazhitov, while working in this position, realized the need for Karakalpak children to have textbooks in their native language and wrote a letter to the party committee of the Kungrad region with the following content: "The cadets' knowledge of reading and writing is a special joy ... If there were textbooks in their native language, then in this case, our work would still be productive "[8: 11]. The Karakalpak government, realizing the activities of a mentor with rich experience in the field of education, in the last quarter of 1925, S. Mazhitov appoints the People's Commissariat of Karakalpakstan as an inspector for the Khojeyli district, and this will become a real example of the great mentor's activity.

S. Mazhitov, during the work of the head of the department of public education of the Kungrad district, began to collect samples of children's folklore and, in order to compose textbooks and anthology in the future, collects compositions for children from literatures published in the language of related peoples, translates them into the Karakalpak language [2: 503; 5: 18] .. Therefore, it is felt that these lines are quoted for a reason in the sent telegram of the chairman of the government of Karakalpakstan K. Auezov dated July 4, 1925: "To the Kungrad district committee: I order to send S. Mazhitov with finished materials to Turtkul. Chairman of the executive committee of the region K.Auezov ". Following him, on July 20, 1925, he writes: "To the executive committee of the Kungrad district: I urgently demand that S. Mazhitov be sent to Turtkul with the developed literature. Chairman of the executive committee of the region K.Auezov "[8: 62-63]. Since the city of Turtkul was the first capital of Karakalpakstan [6: 3]. At that time, there were 45 education departments in Karakalpakstan. In 1925, the opening of the Karakalpak Pedagogical College, the convocation of the 1st conference of teachers of the Karakalpak Autonomous Region in the city of Turtkul and the conference on December 7-11, assigns great tasks to public educators and representatives of the intelligentsia. They are offered, along with the correct conduct of work in the field of public education, also the collection of samples of national folklore, the development of the press, issues of assistance in publishing textbooks.

S. Mazhitov was a pioneer in the implementation of such measures. Much hope was pinned on S. Mazhitov as a well-known educator who collected samples of children's folklore and it is taken into account that he was one of the first to suggest the issue of compiling school textbooks in the Karakalpak language to the leadership of the Khorezm People's Republic. For active work in the field of public education, S. Mazhitov in 1924 awarded the Khorezm People's Republic with the Order of the Red Banner of Labor.

The leadership of the Karakalpak government takes into account the many years of experience of S. Mazhitov for compiling textbooks in the Karakalpak language and sends them to the city of Tashkent. After arriving in Tashkent, S. Mazhitov meets the collector and propagandist of the Karakalpak folklore, the famous scientist, the son of the Bashkir people, Əbiubakir Divaev.



Since, A. Divaev at that time was a member of the national commission, drawn up for the selection of authors of textbooks from the People's Educational Institute of Tashkent. This acquaintance undoubtedly helped S. Mazhitov in compiling textbooks.

In order to justify the special trust placed in him and realizing that not only the leadership of the government of the republic expects from him, but also the entire people of textbooks in the Karakalpak language S. Mazhitov compiles a textbook on the topic: "Karagalkpak tilinde ÁLIPBE" ("A LETTER in the Karakalpak language") and in the same 1925, this textbook fell into the hands of schoolchildren. On the cover of the textbook, the words "The first path to knowledge" are specially written and as the title of the book on the first page the author offers three verses of the verse with the words: "This is just the beginning, children ..." [13: 2] In this first textbook, written in the Karakalpak language, folklore samples heard, collected and known to S. Mazhitov himself are richly used [3: 17]. It should be noted that the textbook "LETTER in the Karakalpak language" along with fairy tales, riddles, tongue twisters provides some information about children's games [13: 73-74, 70, 69, 46].

Usually, among the Turkic peoples, including the Karakalpaks, when a child utters the first words, after he grows up, he is taught to know his seven generations, his ancestry. There is a lot of interesting data on the national genealogy in the Karakalpak folklore. They have not yet been fully explored. S. Mazhitov in the textbook "Primer" compiled by him, the author aims to give the students notions about the ethnic composition of the Karakalpak people. The book gives concepts about large ethnic associations (Kungrad, Kiyat, Kipchak, Keneges, Mangyt) of the Aral Sea region, they contain information about internal clashes [13: 32]. Of course, this not only creates opportunities for mastering the first ethnological knowledge, finding sources about the genealogy of their people, broadening the horizons of students, attracts the foundations of national education and upbringing for knowledge, directs them to genealogical awareness.

One of the ancient genres created by folklore is fairy tales [16: 53]. In his work S. Mazhitov pays the main attention to folk tales dedicated to children. Educators-scientists Zh.Kayirbaev and A. Pazylovs note about the first primer: "The book contains fairy tales, proverbs and sayings, riddles taken from oral folk art. For example: "Qazihám urı" ("Judge and a thief"), "Ata násiyatı" ("Father's instruction"), "Lepsiqaw iyt" ("Greedy dog"), "Jolbarıs penen kırğawıl" ("Lion and pheasant"), "Qarshıǵay menenqoraz" ("Hawk and a rooster") and other fairy tales are placed "- in his works he highly appreciates human qualities as hard work, honesty and modesty, and also appropriately criticized greed, dissatisfaction, ignorance and other negative character traits of people [7 : ten]. It is noteworthy that in the works of an experienced mentor, namely at the end of fairy tales and fables, the corresponding proverbs and sayings are used as a conclusion.

In the textbook, sounds, proverbs and sayings are given separately for acquaintance. Proverbs and sayings for children who protect them from laziness: on the contrary, they call to work, such as «Paydasız is – payansız», «Qurt-qumırsqa tamaq ushın», «Jılay-jılay jap qazsań, kúle-kúle suw isherseń», «Keshke qalmaq qıl talap», «Jay jatıp tınbay isleseń, bayǵa zarıń túspe», «Bolar bala bes jasınan...», «Qanaat qarın toydırar, qanaatsızlıq bárin joydırar», «Ańqawlıqtan jalqawlıq jaman», «Jalqawlıq – ábigerlik tarttırar» works that take a place in the gold fund of folk pedagogy.

In the book "Alipbe", riddles are also offered for personal study. For example: «*Tam basına tarı jaydım*», «*Aq kúshigim juwıra-juwıra buwaz boldı*». «*Erbegey de serbegey, hárgiz úyge kirmegey*» and other riddles in the Karakalpak oral folk art are found in several versions and

some of them are used in children's answers in a joking manner. The phenomenon of transition from one genre to another genre in folklore works is found in small genres and in genre forms typical of children. Thus, attention is drawn to the phenomenon of how folklore genres, not remaining completely in one form and in one form, are constantly enriched and renewed. And this is the regularity inherent in folklore works.

S. Mazhitov himself also created compositions of samples of children's folklore based on the tradition of the mysterious and wise language of the people, hiding words in questions and answers. We see this in the work «Qulaq eki, awız bir» («Two ears and one mouth»):

*Qulaq eki, awız bir,  
Ol ne ushın bulay?  
Kóp tıńlap, az sóylewge,  
Jaratılğan ol solay.  
Awız birew, kóz ekew,  
Ol ne ushın bulay?  
Kóp kórip, az aytıwğa,  
Jaratılğan ol solay.  
Awız birew, qol ekew,  
Ol ne ushın bulay?  
Kóp is qılıp, az jewshi,  
Bolğan ushın ol solay...[13: 50].*

Through the collection of oral folklore works S. Mazhitov, who knew the language especially well, samples of poetry for children «Sıyr ne deydi?» («What will a cow say?»), «Attıń iyesine sózi» («Words of a horse to its owner»), «Ata násiyatı» («Father's instruction») and other poems he creates on the basis of folklore traditions, this is evident from the materials of this book.

In the verbal creativity of the Karakalpak people, one of the genres that occupy a prominent place is tongue twisters. One of the leading genres of children's folklore, tongue twisters are important in the correct pronunciation of sounds by children, in the formation of the skill of quick speech and in the assimilation of the secrets of word games. S. Mazhitov in the book «Alipbe» offers several samples of tongue twisters:

*Kisige sók shóplettirmegey,  
Sók shóplettirse de kóp shóplettirmegey!*

*Shıǵırdı shembireklemeye quw shattan jas shat jaqsı.*

*Erkek kisige keleplettirmegey,  
Keleplettirse de kóp keleplettirmegey![13: 69].*

These tongue twisters that occur in the book are vivid examples of children's folklore. Children who cannot repeat tongue twisters will be able to mispronounce the words, perhaps they can get into an awkward position. Therefore, the possibilities of tongue twisters are wider in the development of speech, the preparation and education of children for a quick response and enrichment of speech.

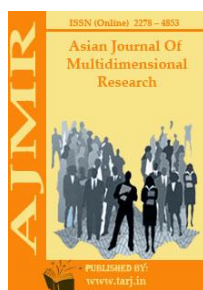
The Karakalpak children's play folklore is very rich [21: 3-36]. In the textbook "Primer" S. Mazhitov did not leave aside the outdoor games of children. Among them: sticky game (shyllik, kasharman), ball games, dice and others. Especially, several types of alchiki games are shown [13: 46]. Some of the games indicated by S. Mazhitov have survived to this day, and of the dice games (especially, very many types of alchiki), only the names of some of them are known. Among the Karakalpak people, until the beginning of the twentieth century, boys were mainly engaged in dice games and more than fifty of their types are known, and the game of bektash (playing with pebbles), which girls were exclusively engaged in, is known for about twenty species, today there are several of them. Their restoration is one of the most important tasks of the day.

In conclusion, I would like to note that S. Mazhitov as an active educator who made an invaluable contribution to the sphere of public education of Karakalpakstan, as a fan of national values collected samples of oral folk art, including materials of children's folklore, wrote them down, wrote textbooks. All these remain great and unforgettable deeds of an outstanding mentor.

## REFERENCES

1. Axmetov S., Esenov J. Qaraqalpaqstan Respublikasınıń jazıwshıları. – Nókis: Bilim, 1995.
2. Álewov Ó. Qaraqalpaqstanda tálim-tárbiyalıq oylardıń qáliplesiwi hám rawajlanıwı. – Nókis: Bilim, 1993.
3. Ámiran S. Qaraqalpaq balalar folklórı úlgeriniń jıynalıw hám járiyalanıw máseleleri // «Xalıq awızeki dóretiwshiligi – milliy hám ulıwmainsanıy qádiriyatlar sistemasında» atamasındaǵı Xalıqaralıq ilimiy konferenciya materialları. – Nókis: Ilim, 2015.
4. Bayniyazov Q. Tań juldızı. – Nókis: Qaraqalpaqstan, 1989.
5. Dilanov B.G. S.Majitovning ijodi va qoraqalpoq adabiy tili. Filol. fan. nom. diss. ...avtoref. – Nukus, 2012.
6. Kamalov S., Qoshanov Á., Hajiev Ğ. Tórtkúl – Qaraqalpaqstannıń birinshi paytaxtı. – Nókis: Qaraqalpaqstan, 1993.
7. Qayırbaev J., Pazılov A. Qaraqalpaq tilinde shıqqan álipbe kitapları. – Nókis: Bilim, 2002.
8. Qaraqalpaqstan Respublikası Oraylıq mámleketlik arxivi. 13-fond, 2-opis.
9. Qaraqalpaq balalar ádebiyatınıń antologiyası / Jıynap, baspaǵa tayarlaǵan: B.Ernazarov. – Nókis: Qaraqalpaqstan, 2018.
10. Qosbergenov R. Qaraqalpaq xalqınıń kolonial dáwirdegi mádeniyatı hám turmısı. – Nókis: Qaraqalpaqstan, 1970.
11. Kudiyarov A.R. Istoriya goroda Chimbaya (XIX – nachalo XX vv): Avtoref. dis. ... kand. ist. nauk. – Nukus, 1999.

12. Májitov S. «Gúlim-Tayman» pesasınıń qoljazbası // ÓzRIA QB Fundamental kitapxanasınıń qoljazbalar qorı. R-240.
13. Májitov S. «Qaraqalpaq tilinde ÁLIPBE» (مدنلتق افلا غاراقه). النيبه – Tashkent, 1925.
14. Paxratdinov Á. XIX ásirdeń aqırı XX ásirdeń basındaǵı qaraqalpaq ádebiyatı tariyxı. – Nókis: Bilim, 1996.
15. Seytmuratov Q. Seyfulǵabit Majidovning marifiy-jadidchilik faoliyati va talim-iarbiyaviy qarashlari. Ped. fan. nom. diss. ...avtoref. – Toshkent, 2007.
16. Tájimuratov Á. Qaraqalpaq xalıq pedagogikası. – Nókis: Bilim, 1996.
17. Úbbiniyazov J. Qaraqalpaqstan XX ásir basında. – Nókis: Qaraqalpaqstan, 1972.
18. Urumbaev J. Ocherki istorii shkolu v Karakalpakstane. – Nukus: Karakalpakstan, 1974.
19. Urumbaev J. Revolyuciyanıń burınǵı qaraqalpaq territoriyasındaǵı bilimlendiriw isleriniń hám mektepleriniń qısqaşa tariyxı haqqında. – Nókis: Qaraqalpaq mámleket baspası, 1964.
20. Utebaev T. Iz istorii formirovaniya pedagogicheskoy nauki v Karakalpakstane // Kelteminarskaya shkola drevnego Xorezma – Materialı respublikanskoy nauchno-metodicheskoy konferencii. – Nukus: KGU, 6-7 noyabr, 2007.
21. Shılmanov P. Milliy balalar oynıları. – Nókis: Qaraqalpaqstan, 1996.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00234.2

## THE ROLE OF HUMANITARIAN AND LABOR DILIGENCE IN YOUNG EDUCATION IN THE SPIRITUAL HERITAGE OF SHEIKH KHUDOYDOD VALI

Navruz Baxronovich Muzaffarov\*

\*Lecturer,  
Department of Social Sciences,  
Samarkand Institute of Economics and Service,  
Samarkand, UZBEKISTAN

### ABSTRACT

*The article deals with the teachings of mysticism, which have served to enrich the spirituality of the people. At the same time, the work of Sheikh Khudoydod Wali reflects the socio-philosophical ideas of traditional Yassavi ideas, in particular, the active involvement in the life of society, in contrast to the secular world.*

**KEYWORDS:** *Thinking, Spirituality, National Value, National Spirit, Mysticism, Humanity, Purity, Diligence, Sect, Fano.*

### INTRODUCTION

In the process of strengthening its independence, Uzbekistan taking its rightful place in the world community, radical changes are taking place in the political, legal, socio-economic, spiritual and educational spheres - in people's thinking. Because it is impossible to bring up a worthy heir and be a worthy heir without raising human spirituality and forming a spirit of respect for national values and traditions.

No country can rise to a high level of development without developing its spiritual potential, spiritual and moral values in the minds of the people, awakening and strengthening the national spirit of the people. For this reason, the role of our scientists and physicists, who have made an effective contribution to world science, which is still to be studied in our country, is invaluable. Consequently, one of the directions that have served to enrich the spirituality of the people is the doctrine of mysticism.

Sufism has served to enrich the spirituality of the people for many centuries. The spiritual and moral purification of man, his ascension with divine love, is the main idea of this doctrine. Therefore, mysticism, embodied in itself the ideas of humanity, has found its way into the hearts of those who seek the truth, expressing people's dreams of purity, eternal life, freedom of mind.

Our people, out of respect for the Sufi dervishes, have expressed their belief in Allah, His power and grace that glorifies man. The prophecies, sayings, and images of the sheikhs were accepted as examples of high morality and divine holiness. Sufi sheikhs have emerged as the spiritual and spiritual supporter of the people and have made a worthy contribution to the development of social, economic and cultural life. It is important to study this doctrine from a historical point of view, to study the life and work of famous sheikhs.

One of the sheikhs who have a worthy place in the mystical order of Central Asia is Sheikh Khudoydodi Vali. In addition to his work in the Yassavi-Jahriya sultanate sect; Hazrat Khudodod was also gifted in poetry, and wrote ghazals, proverbs, and fards in Turkish and Persian. This poetic legacy has come down to us in the form of a manaqib about him. The existing poems are written in accordance with the rules of the genres of ghazal and qasida in the written literature, and in terms of subject matter they are orifona and exhortation.

Named "Sheikh Khudoydodi Vali", a leading representative of the Yassaviya-Sultaniya-Jahriya sect of Central Asian mysticism, he left a deep mark on history.

Sheikh Khudoydod Vali's scientific and mystical teachings are based on the idea of humanity. They glorified condemning oppression, injustice, and devotion to the cause of justice, truth, and truth. The Lord Himself adhered to this idea and encouraged his disciples to be faithful to it as well. Throughout his life, he had a great reputation in Movarounnahr, and even though the rulers obeyed him, he preferred to make a living for his hard work for the rest of his life.

The main directions of the ideological doctrine of Sufism on the Yassaviya-Jahriya-Sultaniya sect, tried to reveal the essence of the content. This is reflected in his poems, wise sayings and ghazals written in Uzbek and Persian languages, as well as in his written sources and practical actions, which he left in the legacy of the blessed poet's poetry.

It is known that many treatises and pamphlets were written about the activities and spiritual heritage of Sheikh Khudoydod Wali, the leader of the leech of the "Jahriya-Sultaniya" series in the sect of Sultanul-Arifin Hazrat Hodja Ahmad Yassavi, and some manuscripts contain separate chapters about him. These include Lamahot min nafohatul-quds, Hujjatul-zahirin, Manaqibi Sheikh Khudoydod Wali, Tuhfatul-zo'irin, Jomeul-maqomat, Ravoyiul-quds, Samaria, and Muzakkirul. Manuscripts and other sources can be included. It is clear from the above-mentioned works that the great scholar of the Islamic world, Hoja Ahmad Yassavi, felt the need to interpret Islamic teachings in Turkish and laid the foundation for a powerful sect. This tradition was continued at the end of the 15th and the beginning of the 16th centuries by Hazrat Aziz Khudoydod Vali, who entered the path of prophecy, status, abstinence from arrogance, patience and contentment, and was awarded the title of "Vali".

There are many legends about Sheikh Khudoydod Vali that have survived among the people. According to one of these legends, Sheikh Azizon Khudoydod Wali was one of those who graduated from Bukhara and Samarkand madrasas and worked in the mosque khanaqah in the ancient district of Sheraz. Hazrat did his best to help those who came to the mosque. They showed their mercy to the widows and orphans. According to the uncle of Salih Khan (1909-1989), the son of Abdulmalikhan, many people came to him (Sheikh Khudoydod Vali) and offered sacrifices. Especially when the young women were complaining about their infertility, he advised the young women to live honestly, cleanly, pray five times a day, and pray. After giving them a white blessing, as a result, their pleas were granted and they soon had children.



According to another narration, Sheikh KhudoydadWali narrates about himself: But I didn't approach him, I didn't give him a look."

These observations of the Lord are inherent in our historical values. Indeed, the Prophet (peace and blessings of Allaah be upon him) said: The emir who visits the poor is the best man. The poorest person is the one who visits the rulers for the sake of wealth.

In mysticism, anyone who hopes for God's mercy must follow two principles:

- 1) Access to the path of the sect;
- 2) To be with the love of God;

When HazratKhudoydod followed the teachings of the sect, entered the path of the saints with truth, and received the teachings of Ahmad Yassavi in absentia with zeal, he had knowledge in the Shari'a, knowledge in the sect, secrets in perfection, and perfection in enlightenment. Sheikh Jamal al-Din took his hand and held on to what he had said, and did not remain rigid in his position as a truth-seeking fan, but constantly improved his knowledge. He had reached the level of a fanatic because of his patience, contentment and math. According to the Prophet (pbuh), every Sufi who seeks to enter the path of the teachings will attain the status of a fana only if he eats with an honest bite, restrains his nafs, detaches himself, and subdues his essence.

If you die, O God, die before you die,

If the state needs a garden, put this fan!

This wisdom of the Goddess Vali describes that God loves me, that I am ready if I need a thousand souls in the way of loving him, that he will go beyond any eternal state and choose science. In mysticism, it means "to lose one's self, to renounce all existence, and to worship the divine." In Khudoydod's work, fan was used mainly as a philosophy of humility against arrogance, and he illuminated it in this context. He concludes that arrogance is the trap of justice.

In the work of Sheikh KhudoydodWali, in contrast to traditional Yassavi ideas, in particular, secularism, there is an active involvement in the life of society. In particular, Sheikh KhudoydodWali takes initiatives to improve the condition of ordinary people, encourages them to work honestly and thereby improve their material situation, gathers people around him and tries to develop vacant lands with them. For example, "... and it was said that if we choose a desert for cultivation and in the end we develop that desert. We endow all the melons that are grown there, everyone wants to taste and eat from it. ... So, after putting our trust in the Lord, we found it necessary to farm ourselves. And we took refuge in farming."

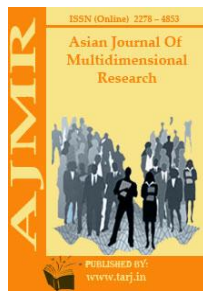
This information shows the efforts of Sheikh KhudoydodWali to improve the social, economic and spiritual life of the society as much as possible. In particular, the activities of Sheikh KhudoydodWali aimed to address the following issues: first, the development of vacant lands; second, to educate man both spiritually and physically through labor; third, to bring material benefits to society and man.

In conclusion, the role of the spiritual heritage left by our ancestors is important in the independent and healthy thinking of our youth. In particular, Sheikh KhudoydodWali condemned the oppression, injustice, justice, truth, devotion to the path of truth, improving the material situation through honest work, helping the needy, which play an important role in the spiritual development of our youth today.

The scientific and literary heritage and activity of Sheikh Khudoydod Wali will serve to enrich the spirituality of people, to form a perfect human personality, to restore our enlightenment and religious values.

## REFERENCES

1. Kandaharov Anvar. Bukhara khanate and the activity of karma sheikhs in it: monograph / Kandaharov A. - Tashkent: "Tafakkurqanoti", 2018. - 203 p. - B.90-91.
2. <https://kh-davron.uz/kutubxona/islomiy-adabiyot/tasavvuf/botirxon-valixojayev-bozorboy-orinboyev-bobo-xudododi-vali-vali-bobo-gazallari.html> Botirkhon Valikhodjaev, Bozorboy Urinbaev.
3. History of Sayidota and Yassaviyamurshids (Monograph) / K. Kattaev. Qaqnus Publishing House - Tashkent: 2019. - 64 p. - P.52.
4. Myth and truth. Jomboy Tongi newspaper. November 15, 2006.
5. The role and importance of the work of Sheikh Khudoydod Wali in raising the spiritual and enlightenment values. Proceedings of the scientific conference. Samarkand. SamDU. 2006. pp. 9-10.
6. The great saint Sheikh Khudoydod Wali (Manoqib). Translated from the Persian by Sayfuddin Sayfullah. T.: Uzbekistan, 2017. - P.220.
7. Кулуева, Ф. Г. Фарфиева, К. А., Расулова, М. А., & Межевникова, О. П. (2020). МАШШАИТЫ: ИСЛАМСКАЯ ИНТЕРПРЕТАЦИЯ ГРЕЧЕСКОГО ФИЛОСОФСКОГО НАСЛЕДИЯ. In *European research: innovation in science, education and technology* (pp. 31-37).
8. Farfieva K. A. Social Media as a factor in formation of scientific thinking in youth. European Journal of Research and Reflection in Educational Sciences. Vol. 8 No. 10, 2020. – Pp. 52-56.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00227.5****DISTANCE EDUCATION AS AN INNOVATIVE TECHNOLOGY****Shahobiddin Abdurayimovich Khudayberdiev\***; **Zoir Makhmudovich Zufarov\*\***;**Makhsuda Abdusattarovna Tillyashaykhova\*\*\***;**Gulandom Abdujbarovna Samigova\*\*\*\***

\*Senior Lecturer,

Department of Computer Science and Natural Sciences, UzSIAC  
UZBEKISTAN

\*\*Associate Professor,

Department of Computer Science and Natural Sciences, UzSIAC  
UZBEKISTAN<sup>3,4</sup>Senior Lecturer,Department of Computer Science and Natural Sciences, UzSIAC  
UZBEKISTAN**ABSTRACT**

*This article is devoted to the problem of distance education, namely the use of information technology in higher education. This paper examines modern approaches to learning based on Internet technologies, presents the main factors that determine the need for the use of distance learning technology in the education system, shows the advantages and disadvantages of distance education as an innovative form of learning. The article is devoted to the possibilities of expanding the potential of traditional distance education through Internet technologies, describes the grounds for their use and the advantages of using them, and reveals the essential characteristics and specific features of distance learning. The author considers both positive and negative aspects of distance learning and focuses on certain issues of the criteria for evaluating the effectiveness of distance education. There are two types of factors for the use of distance learning in the education system: external and internal factors.*

**KEYWORDS:** *Innovation, Informatization of Education, Distance Education Technologies, Quality of Education, Methods and Forms of Education.*

**INTRODUCTION**

The global goals of informatization of education are the training of teachers who are ready and able to apply new information technologies in the process of teaching and managing education, who are actively involved in the process of informatization of education [1].

Innovations, or innovations, are characteristic of any professional activity of a person and therefore naturally become the subject of study, analysis and implementation. Innovations do not arise by themselves; they are the result of scientific research, advanced pedagogical experience of individual teachers and entire teams.

A significant advantage is significantly lower training costs; any distance learning is about 60% cheaper than the corresponding training using traditional methods [2]. It is important to note that the quality of educational services at the same time increases dramatically. This is because there is increased competition between both faculty and universities. This fierce competition ensures a constant increase in the quality of training. The student has the opportunity to choose the best programs around the world. It is also important to note another advantage of distance education - it is a flexible work schedule for both teachers and students. The student and the teacher can use the convenient time to study.

The introduction of distance learning allows students to independently master the material, develops the ability to express thoughts in writing, ask questions, improves their level of knowledge, and develops intellectual abilities. E-learning materials are easily updated, thus achieving a dynamic course. On the other hand, it makes it possible to save on publishing educational materials in the form of books.

## MAIN PART

The concept of "innovation" means innovation, novelty, change; innovation as a means and process involves the introduction of something new. In relation to the pedagogical process in professional education, innovation means the introduction of new things in the goals, content, methods and forms of teaching, the organization of joint activities of teachers and students [3].

The results of the conducted research show that in recent decades, a new problem of the development of the education system has emerged. Knowledge ages every 3-5 years, and technological knowledge ages every 2-3 years. It will take a little more time and it will be 1.5-2 years, and the required amount of knowledge for graduates of educational institutions doubles every 3-4 years. If educational technologies are not changed, the quality of training of specialists will objectively lag behind the requirements of the labor market. Students' acquisition of knowledge with the help of information and communication technologies, according to the lowest estimates, is 40-60% faster, or more, per unit of time, than with conventional technologies (more knowledge is given in the same period).

One of the types of innovations in the organization of vocational education is the introduction of distance learning.

In recent decades, distance education technologies in the world have received intensive development. The era of informatization of the educational process has come. The current phase of its development can be characterized as telecommunications. This is the phase of communication, the phase of information and knowledge transfer. Training and work today are synonymous: professional knowledge ages very quickly, so it is necessary to constantly improve it – this is open education! The developing modern telecommunications infrastructure makes it possible to create systems of continuous self-learning, universal information exchange, regardless of time and space zones. Distance learning has entered the XXI century as the most effective system of training and continuous maintenance of a high qualification level of specialists.

There are two types of factors for the use of distance learning in the education system: external and internal factors.

**External Factors:** In the information society, a high degree of education of its members becomes a priority. Only highly educated people are able to effectively use information as a powerful productive resource. The effect of the "information explosion" requires each member of society to constantly update their knowledge. A person does not have enough "education for life", he needs "education for life". Learning objectively becomes continuous. The nature of the learning process itself is also changing significantly.

It is also necessary to note the importance of the introduction of information and communication technologies (ICTs) in the global aspect:

**First,** ICTs create new opportunities for education and provide an opportunity to reach a wide range of people and meet the needs of the individual in the pursuit of knowledge, professional development in the chosen field and professional activity;

**Secondly,** they eliminate barriers to access to the necessary information and reduce the costs of information exchange;

**Third,** they help attract investment to the country and promote advanced technologies in production and management;

**Fourth,** ICTs increase the efficiency of the economy and significantly accelerate the pace of globalization, etc.

All this makes the further introduction of ICT a necessary condition for the successful introduction of distance learning technologies in Uzbekistan.

**Internal Factors:** Modern requirements dictated by the reform of the economy and society have led to a significant increase in the resource intensity of the educational process. The use of mainly extensive methods of providing educational services and the existing approach to organizing systems of advanced training and retraining of personnel, leads to a significant restriction on the growth of the volume of the trained contingent, reduces the availability and effectiveness of educational services and, as a result, narrows the range of their potential opportunities.

In a number of educational institutions and professional development centers, there are questions related to the lack of highly qualified specialists and high pedagogical skills.

To reduce the resource intensity of the educational process, to ensure greater accessibility of training in educational institutions, training technologies should become as effective as possible, that is, providing a high degree of economy of the educational process with a higher quality of training. It is necessary to widely use innovative teaching methods that intensify the learning process. All this can be achieved by the widespread introduction of modern pedagogical and information and communication technologies into the educational process.

## RESULTS AND DISCUSSIONS

Guided by the above, we can identify several main reasons for the creation and implementation of distance learning technology in the education system of the Republic of Uzbekistan:

1. Professional development and retraining of personnel. The higher education system of Uzbekistan includes 58 higher education institutions, including 16 universities, 12 of which were

established during the first two years of independent development of Uzbekistan and 42 institutes with a student population of 164 thousand people. Currently, the contingent of teachers of higher educational institutions of the Republic is about 18.5 thousand teachers. At the beginning of the 2019/2020 academic year, the number of teachers of professional colleges reached 17.5 thousand people. In the 2019/2020 academic year, 138.1 thousand students were enrolled in higher education institutions, compared to the corresponding period last year, their number increased by 23.8 thousand people, which amounted to 114.5 thousand students, or it increased by 20.6% [4]. According to forecast calculations, in 2021, with the introduction of new and reconstructed educational institutions, the need for pedagogical and engineering-pedagogical personnel in the Republic will amount to more than 80 thousand people. Teachers of higher educational institutions will continue to be involved in teaching activities, especially in academic colleges and lyceums. In accordance with the Law "On Education" adopted by the Legislative Chamber on May 19, 2020, every teacher must be trained in the advanced training system once every three years [5]. This means that every year about 30 thousand people should be trained in various courses of advanced training and retraining. However, at present, the existing system of advanced training and retraining is not able to meet this need. The creation and implementation of distance learning systems in such situations will contribute to solving this problem by reducing the time of their on-the-job training.

2. Improving the quality of education. This issue is dictated by the level and pace of development of international education systems and the National Training Program. Improving the quality of education is achieved by:

- Opportunities to attract highly qualified scientific and pedagogical personnel and specialists to the creation and teaching of courses;
- High intellectual potential of the information environment, formed by both the variety of sources used and the high degree of relevance of the information contained in them;
- Application of modern pedagogical technologies based on the advanced achievements of science and technology;
- Opportunities for regular individual communication between the teacher and the student;
- Regular monitoring and self-monitoring of learning material assimilation;
- A high level of independence in the cognitive activity of students;
- The use of a large number of different tasks, including research tasks, in training;
- Use of the potential of collective creativity of students.

3. Wide provision of educational services for persons with disabilities (disabled people) on social adaptation. There are people with disabilities in all countries of the world and in every group of society. Their number in the world is significant and continues to grow. We cannot ignore the fact that there are people in society for whom the future is from birth unpromising. Of course, the causes and consequences of disability vary from country to country. These differences are due to different socio-economic conditions and different measures taken by States to ensure the well-being of their citizens.

According to the official data of the Society of Disabled People, more than 700 thousand disabled people live in our Republic, while more than 150 thousand live in the city of Tashkent, including 100 thousand children with disabilities under the age of 16, and therefore 42.6



thousand of them can potentially receive educational services [6]. Of these, those who have a higher education and a job are the most successful at adapting. Thus, thanks to education and rehabilitation, disabled people can become more active and useful for the life of the state and society. After all, higher education in personal terms gives freedom of life choices and goals, spiritual and material independence gives vitality and harmonizes existence, which is especially important for young people with disabilities. Higher education transforms disabled people from passive consumers of social services into active, creative and qualified citizens. To solve the above problem, the most optimal is the use of distance learning technology.

4. Comfort of learning and teaching. It is achieved due to the ability of both the student and the teacher to conduct the learning process at a convenient time, in a convenient place and pace. An unregulated period of time for the development of the course provides students with the opportunity to master the course, both in less and in more time than a strictly regulated traditional course. For the teacher, the share of the classroom-learning load is reduced.

5. Creating a competitive environment in education. The introduction of a distance learning system in education will create a competitive environment between traditional and distance education, which will certainly stimulate the improvement of the quality of education, as it will strive to increase its competitiveness in the education system.

## CONCLUSION

From this we can conclude that the new, "informational" stage of the development of the world education system is objective and irreversible. The use of information technologies in teaching that correspond to the world level is the main and effective way to develop the domestic education system. Distance education provides students with access to non-traditional sources of information, increases the efficiency of independent work, provides completely new opportunities for creativity, acquisition and consolidation of various professional skills, and allows teachers to implement fundamentally new forms and methods of teaching using conceptual and mathematical modeling of phenomena and processes. At this stage of the development of distance technologies, our task is to organize the educational process so that the new forms of education give at least the same result in terms of quality as the traditional ones. In addition, there are many questions related to the methods of measuring the effectiveness of distance learning. But be that as it may, a huge "plus" of distance technologies is that they allow anyone to learn continuously – all their life.

## REFERENCES

1. Action strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021. [Electronic resource]: <http://strategy.gov.uz/ru>
2. Karimov K. A., Umetalieva K. T. Advantages of distance education in the system of professional development of teachers. - 2012. - No. 11. - p. 487-489.
3. Electronic resource]: <https://vuzlit.ru/713639/vvedenie>
4. Electronic resource]: <https://www.stat.uz/uploads/doklad/2019/yanvar-dekabr/ru/19.pdf>
5. Electronic resource]: <https://www.lex.uz/acts/5013009?ONDATE=24.09.2020%2000#5015644>
6. Electronic resource]: <https://podrobno.uz/cat/obchestvo/senatory-odobrili-zakon-o-pravakh-lits-s-invalidnostyu-dokument-predostavit-invalidam-ryad-novykh-lg/>

7. Ismailov M. A., Kuchkarov F. S. Modeling and design of corporate information systems. Tashkent, Fan, 2005 // Collection of scientific works. 76-78 pages.
8. A.A.Abdukodirov, A.X.Pardayev. Theory and practice of distance learning. Publishing House "Science", Tashkent., 2009.- 148 p.
9. S.The A. Barkalov, S.I. Maiseev, N.S. Kocherga, E.V. Soloveva Matematicheskie ostrova model podgotovki I proverki kachestva osvoeniya kompetentsiy V obrazovatelnom prosesse // Otkritoe obrazovanie.- 2014.- № 2. - Fuck you. 9-12.
10. Tillyashaykhova M.A. Theoretical basis of effective application of information and communication technologies in distance education. Tashkent, Fan, 2015, 168 p.
11. Tillyashaykhova M.A. Basics of distance learning T.: "Science", Tashkent., 2019.- 108 p.
12. Atxamdjanovna, F. K. (2020, December). EFFECTIVENESS OF PHYSICAL CULTURE EDUCATION EFFECTS OF ADOLESCENTS ON SCIENTIFIC THINKING IN GROWTH LOCATION OF EFFECTIVE INFORMATION. In *Конференции*.



DOI:10.5958/2278-4853.2021.00232.9

## MICROBIOTA OF CONIFEROUS CROPS IN THE CONDITIONS OF THE ANDIJAN REGION

Siddikova N.K\*; Mirzaitova M.K\*\*

\*Senior Lecturer,  
Andijan Institute of Agriculture and Agrotechnology,  
UZBEKISTAN

\*\*Assistant,  
Andijan Institute of Agriculture and Agrotechnology,  
UZBEKISTAN

### ABSTRACT

*In the nursery, when seedlings were laid, the species of R. Fusarium were noted: FusariumoxysporumSchlecht. and F. solani (Mart.)Sacc., Verticillium dahlia Klebn. In terms of the frequency of occurrence, fusariosiswas observed much more often. Also, the lodging of seedlings was caused by PythiumdebaryanumHesse. 14 species of phytopathogenic fungi of the genera Alternaria, Aspergillus, Botrytis, Chaetomium, Cladosporium, Fusarium, Helminthosporium, Mucor, Penicillium, Stemphylium, Trichotecium, Verticillium were identified from seeds.*

**KEYWORDS:**Coniferous Crops, Adult Plants, Seedlings, Seeds, Disease, Phytopathogenic Fungi, Genus, Species.

### INTRODUCTION

Currently, in Uzbekistan, a significant place in green construction belongs to coniferous plants, because they have sanitary and hygienic, as well as high aesthetic properties. In the conditions of a sharply continental climate, a great dryness of the air and a high level of solar radiation, among the many coniferous species introduced into the culture of green construction, firs and pines are stable for Uzbekistan, which are (basically) plants introduced into our conditions.

Improving the ecological state of the environment is one of the most pressing problems of cities and megacities. The successful solution of this problem largely depends on the creation of a multifunctional landscaping system. This includes green areas around industrial centers, the creation of parks and gardens, and the enrichment of the existing range of plants in landscaping,

its periodic replacement, both with new plants and with new species, due to the influence of environmental pollution on the development of plants.

Decorative crop production has now become a separate branch of agriculture. Decorative plantings are a kind of ecosystem adapted to adverse anthropogenic impacts, and therefore, the presence of decorative vegetation in cities and villages of the country, in addition to environmental significance, is expressed in providing oxygen, cleaning the air from dust and other harmful impurities, and also carries an important role in the social plan, which is associated with the decorative properties of tree and shrub species and well-groomed settlements.

In recent years, coniferous crops have become widespread both in the landscape design of city parks, squares, streets, and suburban areas. Probably, a significant share in the preference for broad-leaved crops to conifers belongs to their year-round attractiveness, harvesting of fallen leaves and a deceptive opinion about the absence of diseases in coniferous trees.

However, growing coniferous trees in urban conditions is associated with a number of difficulties. Coniferous introducers in urban plantings are beyond their ecological optimum and often suffer from the combined effects of extreme natural and anthropogenic factors. It is known that the main factor determining the growth and condition of tree species and shrubs are the conditions of their growth, which in urban conditions do not coincide with the natural ones. According to A. K. Polyakov and E. P. Suslova. (2004), coniferous plants in urban conditions are characterized by growth at a young age (up to 15-20 years) and early aging (plant life expectancy is reduced by 3-4 times), which is due to the intensive expenditure of vital resources to adapt to unusual environmental conditions (Polyakov.,Suslova, 2004). As a result of the general weakening under the influence of various abiotic factors, coniferous trees are exposed to various diseases of a non-parasitic and infectious nature. This accelerates the aging process and the death of trees.

Even if the conifers have optimal conditions, but they can still have a sick look (do not grow, dry individual branches or the entire tree, etc.), in this connection, you need to immediately determine the type of damage, which can be divided into 2 groups: non-infectious and infectious diseases. Thus, if non-communicable diseases are not transmitted from one plant to another, then infectious diseases are considered to be diseases that can be transmitted naturally or artificially to other plants. Such diseases include soil-dwelling fungal and bacterial diseases (fusarium and root rot, alternariasis, mold, infectious drying of branches, rust, cancer, and others). It is this group that is more interested in specialists.

Plant diseases are caused by various causes, but the most common cause of the disease is the development of phytopathogenic fungi, bacteria, viruses and other harmful organisms. Parasitizing plants, they delay their development, are the cause of rotting and dying of tissues, withering of plants. In plants damaged by diseases, due to violations of physiological processes, pathological changes occur, resulting in complete or partial death of the plant, tissues, crop, or deterioration of its quality.

The first place among phytopathogenic microbes belongs to fungi, the second place is occupied by bacteria and viruses, and only a small percentage of plant diseases are caused by actinomycetes. Plants are more affected by fungi than bacteria, with diseases accounting for up to 12% of the losses. Of all the currently known infectious plant diseases, 83% are caused by fungi, 9% by viruses, and 7% by bacteria.

It should be noted that a systematic study of diseases of coniferous crops in Uzbekistan has not been conducted before. Some data can be found in mycofloristic works on the regions of Uzbekistan and in the Fungal Flora of Uzbekistan (1983-1997). The phytosanitary condition of low-age plantings, as well as seedlings in the fields of the nursery, was studied by E. A. Shishkin. In the 70s of the last century (1974). Sh.Kamilov (1991) investigated diseases of tree crops, including coniferous species in the Botanical Garden of the Academy of Sciences of the Republic of Uzbekistan, as well as in separate works by A. Khuramov and co-authors (2014, 2018) and in his own publications – N. Siddikov and co-authors. (2019a, 2019b, 2020a, 2020b, and others).

Based on the above, the purpose of our work was to identify the composition of diseases of coniferous species not only in natural conditions, but also in urban conditions and measures to combat them.

According to the literature data, diseases of ornamental breeds can be divided into diseases of adult plants and lesions of seedlings and seedlings in nurseries. In this connection, the objects of research are affected plants and planting material (seedlings and seedlings) of juniper and Crimean pine, collected in nurseries, and in cultural plantings in the Andijan region of Uzbekistan.

As a result of their own research, 6 diseases were identified and 11 types of fungi that cause certain pathologies were identified. Of these, 5 species from 2 genera belong to parasitic micromycetes that cause root rot (*Fusarium*, *Pityopsis*), shrinkage is caused by *Fusarium* and verticillous wilt, 1 species causes juniper rust and 2 species are typical representatives of epiphytic mycobiota that cause black needles.

In the nursery, when seedlings were laid, the species of *R. Fusarium* were noted: *Fusarium oxysporum* Schlecht. and *F. solani* (Mart.) Sacc., *Verticillium dahliae* Klebn. According to the frequency of occurrence, fusariosis was noted much more often. Also, the lodging of seedlings was caused by *Pythium debaryanum* Hesse.

Among the diseases of adult plants, we identified - juniper rust (ex. – *Gymnosporangium confusum* Plowr.), damage to needles (fomosis, rust), shoots and branches (diplodiosis, fomosis). drying of juniper needles and shoots and black needles (*Hormiscium pinophilum* (Nees.) Lind., *Fumagovagans* Pers.).

Research on the detection of diseases of coniferous species (juniper, spruce, pine) was carried out in the conditions of the Andijan region on landings in the city. The pathologies identified by us on coniferous plants during the observation period (2015-2018) are diverse and have both non-parasitic and infectious etiology.

Sampling (shoots and branches with signs of drying, roots of seedlings and seedlings) was carried out 2-3 times during the growing season, in spring, summer and autumn. During the initial sampling, information about the species, the age of the plant, the growing conditions, and the organotopic localization of pathological symptoms were recorded.

The following age categories of conifers were subjected to phytopathological assessment: seedlings (juniper, Crimean pine, *S. vulgaris*), seedlings, young plants of juniper, pine, spruce aged from 10 to 20 years.

As a result of their own research, 6 diseases were identified and 11 types of fungi that cause certain pathologies were identified. Of these, 5 species from 2 genera belong to parasitic micromycetes that cause root rot (*Fusarium*, *Pityosis*), shrinkage is caused by *Fusarium* and verticillous wilt, 1 species causes juniper rust and 2 species are typical representatives of epiphytic mycobiota that cause black needles.

In the nursery, when seedlings were laid, the species of *R. Fusarium* were noted: *Fusarium oxysporum* Schlecht. and *F. solani* (Mart.) Sacc., *Verticillium dahliae* Klebn. According to the frequency of occurrence, fusariosis was noted much more often. Also, the lodging of seedlings was caused by *Pythium debaryanum* Hesse.

Among the diseases of adult plants, we identified - juniper rust (ex. - *Gymnosporangium confusum* Plowr.), damage to needles (fomosis, rust), shoots and branches (diplodiosis, fomosis). drying of juniper needles and shoots and black needles (*Hormiscium pinophilum* (Nees.) Lind., *Fumagovagans* Pers.).

Research on the detection of diseases of coniferous species (juniper, spruce, pine) was carried out in the conditions of the Andijan region on landings in the city. The pathologies identified by us on coniferous plants during the observation period (2015-2018) are diverse and have both non-parasitic and infectious etiology.

Sampling (shoots and branches with signs of drying, roots of seedlings and seedlings) was carried out 2-3 times during the growing season, in spring, summer and autumn. During the initial sampling, information about the species, the age of the plant, the growing conditions, and the organotopic localization of pathological symptoms were recorded.

As a result of their own research, 6 diseases were identified and 30 species of fungi from 25 genera, 9 families, 8 orders, 5 classes that cause certain pathologies (Table 1). Of these, 5 species from 2 genera belong to parasitic micromycetes that cause root rot (*Fusarium*, *Pityosis*), drying causes *Fusarium* and *Verticillium* wilt, 2 species causes juniper and spruce rust, 22 species – various raids and damage to needles (fomosis, rust), shoots and branches (diplodiosis, fomosis). 2 species are typical representatives of epiphytic mycobiota causing black needles.

In the nursery, when seedlings were laid, the species of *R. Fusarium* were noted: *Fusarium oxysporum* Schlecht. and *F. solani* (Mart.) Sacc., *Verticillium dahliae* Klebn. According to the frequency of occurrence, fusariosis was noted much more often. Also, the lodging of seedlings was caused by *Pythium debaryanum* Hesse.

It should be noted that great importance in preventing the development of diseases is given to the protection of plants in the most tender period of their development – when planting them in the ground, when various rots are often noted. In this connection, we were interested in the mycobiota of seeds.

To detect surface infection of the seeds, the seeds were laid out on the surface of the starved agar and in a wet chamber. The samples were kept at 24°C for a month. As the fungi were identified, they were weeded out on the Chapek medium.

As a result of the experiment, 14 species of phytopathogenic fungi were identified from the seeds of coniferous crops, where the most common species were *R. R. Alternaria*, *Aspegillus*, *Botrytis*, *Chaetomium*, *Cladosporium*, *Fusarium*, *Helminthosporium*, *Mucor*, *Penicillium*, *Stemphylium*, *Trichotecium*, *Verticillium* (Table 2).



**TABLE 1. SYSTEMATIC POSITION OF THE IDENTIFIED CONIFEROUS MYCOBIOTA**

| Devisiion     | Class             | Order          | Family        | Genus           | Species                   | FeedingPlant                            |
|---------------|-------------------|----------------|---------------|-----------------|---------------------------|-----------------------------------------|
| Zygomycota    | Oomycetes         | Peronosporales | Pythiaceae    | Pythium         | P.debaryanum (DC.)        |                                         |
|               |                   | Mucorales      | Mucoraceae    | Mucor           | M.mucedoFr.               | Juniperus virginiana L.                 |
| Ascomycota    | Loculoascomycetes | Dothideales    | Capnodiaceae  | Capnodium       | C.piniBerk&M.A.Curtis     | PinuseldaricaMedw.                      |
|               |                   | Pleosporales   | Pleosporaceae | Pleospora       | P.vulgarisNees.           | PinusnigraJ.F.Arnold                    |
|               |                   |                |               |                 | Pleosporasp.              | Juniperus virginiana L.                 |
|               |                   |                |               | Leptosphaeria   | L.pini (Cruchet)E.Mull.   | PiceapungensEnglm.                      |
| Basidiomycota | Pucciniomycetes   | Pucciniales    | Pucciniaceae  | Cronartium      | C. flaccidumWint.         | PiceapungensEnglm.                      |
|               |                   |                |               | Gymnosporangium | G. confusumPlov.          | Juniperusvirginiana L.                  |
| Deuteromycota | Deuteromycetes    | Hyphomycetales | Moniliaceae   | Aspergillus     | A.terreusThom.            | JuniperusexcelsaBieb.                   |
|               |                   |                |               | Botrytis        | B.cinerea Pers. ex Fr.    | PinusnigraJ.F.Arnold                    |
|               |                   |                |               | Penicillium     | P.notatumWest.            | Juniperusvirginiana L.                  |
|               |                   |                |               | Trichothecium   | T.roseum (Pers.)Lk        | Juniperusvirginiana L.                  |
|               |                   |                |               |                 |                           | PinuseldaricaMedw.                      |
|               |                   |                |               | Verticillium    | V. dahlia Klebn.          | JuniperuszeravschanicaKon.              |
|               |                   |                | Dematiaceae   | Alternaria      | A. infectoria             | PinuseldaricaMedw.                      |
|               |                   |                |               |                 | A. alternata (Fr.) Keissl | PinuseldaricaMedw.                      |
|               |                   |                |               | Cladosporium    | C. pini                   | <a href="#">Pinus pallasiana D. Don</a> |
|               |                   |                |               | Stigmina        | S. deflectens             | Pinus eldarica Medw                     |
|               |                   |                |               | Hormiscium      | H. pinophilum             | Pinus eldarica Medw                     |
|               |                   |                |               | Fumago          |                           | Pinus eldarica                          |

|       |                  |                     |                      |                   |                                                                          |                                              |    |
|-------|------------------|---------------------|----------------------|-------------------|--------------------------------------------------------------------------|----------------------------------------------|----|
|       |                  |                     |                      |                   | F. vagans<br>Pers.                                                       | Medw                                         |    |
|       |                  | Acervula<br>les     | Tubercula<br>riaceae | Fusarium          | F.oxysporum<br>Schl.                                                     | Juniperusvirgini<br>ana L.                   |    |
|       |                  |                     |                      |                   | F. solani                                                                | Juniperuszeravs<br>chanicaKon.               |    |
|       | Coelomyce<br>tes | Sphaerop<br>sidales | Sphaerops<br>idaceae | Cytospora         | C.pinastrPr.                                                             | PinuseldaricaM<br>edw.                       |    |
|       |                  |                     |                      | Phoma             | Ph. juniperi<br>(Desm.) Sacc.                                            | Juniperuszeravs<br>chanicaKon.               |    |
|       |                  |                     |                      |                   |                                                                          | Juniperus<br>virginiana L.                   |    |
|       |                  |                     |                      |                   | Ph.<br>inopinataOud<br>em.                                               | <a href="#">Pinus nigra J.F.<br/>Arnold.</a> |    |
|       |                  |                     |                      | Henderson<br>ia   | H.<br>abietisRoum.<br>&Fautrey                                           | Picea pungens<br>Engelm                      |    |
|       |                  |                     |                      | Capnodiu<br>m     | C. pini Berk.<br>& M.A.<br>Curtis                                        | Pinus eldarica<br>Medw.                      |    |
|       |                  |                     |                      |                   |                                                                          | <a href="#">Pinus pallasiana<br/>D. Don.</a> |    |
|       |                  |                     |                      | Metacapno<br>dium | <a href="#">M. juniperi<br/>(W. Phillips<br/>&amp; Plowr.)<br/>Speg.</a> | Juniperus<br>virginiana L.                   |    |
|       |                  |                     |                      | Diplodia          | D. juniperi<br>Westend.,                                                 | Juniperus<br>virginiana L.                   |    |
|       |                  |                     |                      |                   | D. pinea                                                                 | Juniperus<br>virginiana L.                   |    |
|       |                  |                     |                      | Sphaeropsi<br>s   | S. sapinea<br>(Fr.)Dyko &<br>B.Sutton                                    | Pinus eldarica<br>Medw.                      |    |
| Total | 3                | 5                   | 8                    | 9                 | 25                                                                       | 30                                           | 10 |

It can be noted that the number of identified species is almost similar. Thus, 11 species were identified on juniper seeds, and 10 species were identified from the seeds of scots pine and Crimean pine. The seeds of all types of coniferous crops were marked: *Alternaria alternate*, *Aspergillusniger*, *Cladosporiumherbarum*, *Mucormycedo*, *Peniciliumglaucum*, *Stemphilium sp.*, *Trichoteciumroseum*, *Verticilliumlateritium*. The remaining species were recorded on separate samples.

**TABLE.2 MYCOBIOTA OF CONIFEROUS SEEDS**

| No.<br>p / p | Types of micromycetes | Breeds of coniferous crops |            |  |
|--------------|-----------------------|----------------------------|------------|--|
|              |                       | juniper                    | Commonpine |  |

|       |                                |    |    | Crimean pine |
|-------|--------------------------------|----|----|--------------|
| 1.    | <i>Alternaria alternata</i>    | +  | +  | +            |
| 2.    | <i>A.tenuissima</i>            | +  | -  | -            |
| 3.    | <i>Aspergillusniger</i>        | +  | +  | +            |
| 4.    | <i>Botrytis cinerea</i>        | -  | +  | +            |
| 5.    | <i>Chaetomium</i> sp.          | -  | -  | +            |
| 6.    | <i>Cladosporium herbarum</i>   | +  | +  | +            |
| 7.    | <i>Fusarium solani</i>         | -  | -  | +            |
| 8.    | <i>F.lateritium</i>            | +  | +  | -            |
| 9.    | <i>Mucormycedo</i>             | +  | +  | +            |
| 10.   | <i>Helminthosporium</i> sp.    | +  | -  | -            |
| 11.   | <i>Penicillium glaucum</i>     | +  | +  | +            |
| 12.   | <i>Stemphiliu</i> sp.          | +  | +  | +            |
| 13.   | <i>Trichotecium roseum</i>     | +  | +  | +            |
| 14.   | <i>Verticillium lateritium</i> | +  | +  | +            |
| Total |                                | 11 | 10 | 11           |

Based on all of the above, we can say that 4 species of micromycetes were identified on seedlings, 30 species of fungi on adult plants, and 14 species on seeds.

#### References:

1. An E. S. Lodging of coniferous seedlings in nurseries of Uzbekistan and measures to combat them on the Crimean pine. Autoref ... Candidate of Agricultural Sciences-Tashkent, 1974-30 p.
2. Kamilov Sh. G. Micromycetes of vascular plants of the Botanical Garden of the Academy of Sciences of the Republic of Uzbekistan. Diss....cand. biol.science – Tashkent, 1991-170 p.
3. Polyakov A. K., Suslova E. P. Coniferous trees in the south-east of Ukraine-Donetsk: Nord-Press, 2004. - 197 p.
4. Flora of mushrooms of Uzbekistan. Vol. I-VIII. - Tashkent, 1983-1997.
5. Сиддикова, Н. К., Мамажонов, О. С., & Кузибоев, Ш. (2017). Эволюция паразитизма. *Результаты фундаментальных и прикладных исследований в области естественных и технических наук*, 84-87.
6. Сиддикова, Н. К., Мирзайтова, М. К., & Абдуллаева, Г. Д. (2019). Грибные болезни хвойных. *Вестник науки*, 1(12), 257-259.
7. Абдулходиева, З., Сиддикова, Н. К., & Камбарова, М. Х. (2018). МИР ПАРАЗИТНЫХ МИКРООРГАНИЗМОВ. *ИННОВАЦИОННО-ТЕХНОЛОГИЧЕСКОЕ РАЗВИТИЕ НАУКИ*, 218-221.
8. Мирзайтова, М. К., & Сиддикова, Н. К. (2019). ВРЕДИТЕЛИ ШИПОВНИКА. *Вестник науки и образования*, (24-3), 6-9.
8. Мирзайтова, М. К., Сиддикова, Н. К., & Абдуллаева, Г. Д. К. (2019). Монилиоз на косточковых плодовых культурах. *Вестник науки и образования*, (24-3 (78)).

9. Сиддикова, Н. К., Мирзаитова, М. К., & Абдуллаева, Г. Д. К. (2019). КОРНЕВЫЕ ГНИЛИ ХВОЙНЫХ И МЕРЫ БОРЬБЫ С НИМИ. *Вестник науки и образования*, (24-3 (78)).
10. Мирзаитова, М. К., & Сиддикова, Н. К. (2020). Осенняя искореняющая обработка против болезней груши. *Актуальные проблемы современной науки*, (6), 78-80.
11. Камилов, Ш. Г., & Сиддикова, Н. К. (2020). Защита сеянцев хвойных культур от корневой гнили. *Защита и карантин растений*, (5), 17-18.
12. Сиддикова, Н. К., Нуралиев, Х. Х., & Абдуллаева, Г. Д. (2020). ЭФФЕКТИВНЫЕ МЕРЫ БОРЬБЫ С ЛЕСНЫМИ БОЛЕЗНЯМИ. *LifeSciencesandAgriculture*, (2-2).
13. Kamiljanovna, s. N., Kamilov, s. G., & Kamiljanovna, m. M. (2020). Fusarium oxysporum and dealing with them. *Palarch's journal of archeology of egypt / egyptology*, 17 (6), 3658-3662.

**REMOVED DUE TO TECHNICAL REASONS**

**REMOVED DUE TO TECHNICAL REASONS**



**REMOVED DUE TO TECHNICAL REASONS**

**REMOVED DUE TO TECHNICAL REASONS**

**REMOVED DUE TO TECHNICAL REASONS**

**REMOVED DUE TO TECHNICAL REASONS**

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00229.9

## THE IMPORTANCE OF ELECTRIC LIGHTING AND RADIATION SYSTEMS IN INCREASING THE EFFICIENCY OF FISHING FARMS

Takhir Mirzanovich Bayzakov\*; Kamoliddin Bakhritdinovich Nimatov\*\*;  
Azizbek Botirovich Imomnazarov\*\*\*

\*Associate Professor,  
Candidate of Technical Sciences,  
Tashkent Institute of Irrigation and Agricultural Mechanization Engineers  
UZBEKISTAN

<sup>2,3</sup>Assistant,  
Karshi Institute of Engineering Economics  
UZBEKISTAN

### ABSTRACT

*This article addresses the issues of rapid development of the fishing industry in the Republic, increasing the volume of fish production with the introduction of modern and innovative methods of production. It recognizes that the proper use of lighting and lighting devices can increase the productivity of fisheries by  $5 \div 10\%$ , the productivity of fish products to  $8 \div 15\%$ , save feed and feed products by  $7 \div 12\%$ .*

**KEYWORDS:** *Lighting, Irradiation, Intensive, Optical Radiation, Photosynthesis, Ultraviolet Rays, Infrared Rays, Photo-Biological Effects, Bactericidal Effects, Mutagenic Effects, Pro-Vitamin.*

### INTRODUCTION

We cannot imagine life without natural and artificial light. The nature of their impact on the environment is complex. The energy basis of the biological life of the Earth is solar radiation. On Earth, photosynthesis produces 100 billion tons of organic matter a year, releases 200 billion tons of carbon dioxide ( $\text{CO}_2$ ) from the atmosphere, and saturates the Earth's atmosphere with 145 billion tons of oxygen ( $\text{O}_2$ ) [1].

The emergence and survival of living things on Earth is largely the result of the effects of optical rays. First of all, the reliability of power supply, which is determined by the condition of artificial lighting and lighting networks and the electrical equipment used in them, is important; particular attention is paid to improving energy efficiency in equipment and improving key

indicators of energy resources. The best practices of many countries show that a rational design solution, the transition to energy-saving lighting fixtures and energy-saving lamps can save 20% of electricity. This could shorten the plan to build a power plant with an installed capacity of 6 million kW.

### THE MAIN FINDINGS AND RESULTS

The country has adopted a number of laws to accelerate the development of the fishing industry, increase the volume of fish production with the introduction of modern and innovative methods of production. In this regard, the Resolution of the President of the Republic of Uzbekistan dated November 6, 2018 No PD-4005 "On additional measures for further development of the fishing industry" is important [2].

In this regard, the importance of electric lighting and lighting systems, including in improving the efficiency of fisheries, is one of the urgent tasks.

Research is being conducted on the importance of electric lighting and irradiation systems to increase the efficiency of fisheries around the world and the timely maintenance of them. However, low-pressure fluorescent gas-discharge lamps, which have much higher power consumption in electric lighting and irradiation in fisheries, were used [3]. The option I recommend uses modern (LED) lights, and energy-saving LED lights do not require the installation of additional equipment and save energy significantly.

The main advantages and disadvantages of LED and fluorescent lamps

- Modern LED lights are produced for any voltage, so there is no need to install additional ballast resistors, the scheme of connecting fluorescent lamps to the mains is more complicated and requires additional starting apparatus;
- The service life of LED lamps is large, up to 10 years or (10000 ÷ 100000) hours, the service life of fluorescent lamps (up to 10000 ÷ 150000 hours);
- Low power consumption, its value also varies and depends on the type of lamp;
- Modern LED lights are resistant to vibration and mechanical shocks, fluorescent lights flash at high frequencies during operation, which sometimes leads to rapid eye fatigue and stroboscopic effect in manufacturing plants;
- Trouble-free operation in different climatic conditions (-60 to +60) at temperatures from  $C^0$ ;
- The main disadvantage is the high cost of the body;

The effect of optical radiation energy on microorganisms and other consumers of fish are photo-biological; there are 6 types of photo-biological effects:

1. The *light effect* of optical radiation - as a result of this effect, fish are clearly moving in the environment through vision.
2. The *photosynthetic effect* of optical radiation is that when visible and long-wave ultraviolet rays affect plants, organic substances are synthesized from the minerals in them.
3. *Periodic photo effect* of optical radiation - in intensive fishing where there is a lack of daylight, a positive change in development is observed in fish when the illumination is given at the required level.



4. *Therapeutic (anti-rickets) effect* of optical radiation - when fish are irradiated with a certain amount of ultraviolet, visible and infrared rays, their metabolism improves and the body's resistance to disease increases.

5. *Bactericidal effect* of optical radiation - bacteria, plants; insects are killed as a result of visible ultraviolet rays and large amounts of irradiation with infrared rays.

6. The *mutagenic effect* of optical radiation is that if fish and plants are exposed to ultraviolet light for a long time, it can lead to hereditary changes, which can be used to create new characteristic plants and organisms [4].

In general, in all types of photo-biological effects, photochemical reactions occur in living cells as a result of consumer absorption of optical radiation energy. That is, molecules in living cells become alive by absorbing the energy of optical radiation and undergo certain chemical reactions, resulting in obvious biological changes.

For any photo-biological process, it is possible to establish that its intensity depends on the wavelength of the radiation. Such a dependence graph is characterized by the spectral effect of radiation. The spectrum of influence is important in the creation of efficient and economical radiation sources and in the design of radiation devices.

The effect of optical rays on fish varies depending on the spectral structure of the rays.

Ultraviolet rays have a refreshing and therapeutic effect on the body of fish. The effects of ultraviolet light on metabolism, respiration, accelerating blood circulation, increasing hemoglobin in the blood, improving (activating) the activity of endocrine glands and other functions of the fish organism have been studied.

Ultraviolet light  $\lambda = (315 \div 280)$  nm has anti-rickets properties, which helps to preserve the newborn fish, increase the overall health of the body, the absorption of nutrients by converting pro-vitamin D to vitamin D.

Due to the transition of fisheries to an intensive industrial basis, there is a lack of seasonal sunlight in fish. The negative effects of this condition can be eliminated by choosing the right ultraviolet light and light mode. The maximum of the curve corresponds to a wavelength of  $\lambda = 297$  nm. When calculating irradiation devices, the curve lying in the wavelengths in the range of  $\lambda = (280 \div 320)$  nm is taken into account.

Ultraviolet light in the range of  $\lambda = (280 \div 200)$  nm can also have a good effect on fish, but they are mainly used as a bactericidal (killing bacteria) factor in harmful microorganisms.

It should be noted that the effects of ultraviolet light on living organisms have not been fully studied. Ultraviolet rays with a small wavelength of  $\lambda = 280$  nm have large quantum energy, affect the bacteria, coagulate the proteins in them, and cause the bacteria to die. Radiation at  $\lambda = 254$  nm has the strongest bactericidal effect.

Rays of ultraviolet light  $\lambda = (380 \div 315)$  in the range of nm have the ability to attract insects, and from 1 to 1200 insects per day. As a result, it is possible to save fish feed and feed products  $(7 \div 12)\%$ .

Infrared rays are used to irradiate young fish in order to maintain the desired temperature in the areas where the fish live. The depth of absorption of infrared rays into the fish organism varies.

This situation depends on the wavelength range of the affected rays and the ability of the top layer of the skin of the fish to reflect and absorb this radiation.

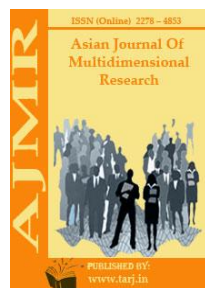
## CONCLUSION

According to the recommendations of the World Health Organization, for the healthy development of any organism, its daily diet should contain from 10 to 50 grams of fish products, depending on the age of the person. Fish meat contains amino acids, vitamins, macro and micronutrients that are not found in other animal organisms. Fish meat prevents cardiovascular disease.

Proper use of lighting and irradiation devices can increase the productivity of fisheries (5 ÷ 10)%, increase the productivity of fish products (8 ÷ 15)%, save feed and feed products (7 ÷ 12)%.

## REFERENCES

1. V.A. Kozinsky. (2016). *Electric lighting and irradiation*. – Moscow. – p. 240
2. <https://lex.uz/docs/-4046069>
3. N. F. Kozhevnikova., L. K. Alferova., A. K. Lyamtsov. (1987). *the use of optical radiation in animal husbandry*. – Moscow. – p. 87.
4. M.I.Ismoilov., T.M.Bayzakov., A.J.Isakov. (2007). *Electric lighting and irradiation*. – Tashkent: - p. 183.
5. Resolution of the President of the Republic of Uzbekistan dated November 6, 2018 No PD-4005 “On additional measures for further development of the fishing industry”.
6. Konstantin Kodryanu. (2013). *Electric lighting Chisinau*. – p. 400.
7. A.N. Babko., S.P. Inyutin. (2015). *Electric lighting and energy efficiency*. – Astana. – p. 375.
8. EIR - Electrical Installation Rules. 7th edition. – p. 340.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00228.7**

## TRADITION AND ORIGINALITY IN THE CONTEXT OF TURKISH LITERATURE (ON THE EXAMPLE OF THE CREATIONS OF ABDULLA ORIPOV AND IBROYIM YUSUPOV)

**Ulug'bek Berdibayev\***Karakalpak State University named after Berdaq  
UZBEKISTAN

Email id: Berdibayevuz@gmail.com

**ABSTRACT**

*In this article, similarities, literary influences and peculiarities in the literature of Turkic peoples were studied by the example of the works of Abdulla Oripov and Ibroyim Yusupov. A brief overview of the similarities of Turkish folk literature from its most ancient roots to the present day was made.*

**KEYWORDS** *Literature of Turkic Peoples, Abdulla Oripov, Ibroyim Yusupov, Literary Communication, Creative Influence, Nationality, Ethnicity, Philosophy*

**INTRODUCTION**

Thanks to independence in our country, we had the opportunity to study the literature of the Turkish provinces in a holistic way. It is known that the history, culture, development of peoples whose origins are close to each other, relatives go to one root. In the customs of these peoples, in painting, in the oral creativity of the people, similar cases are very noticeable. Of course, due to historical progress, then some differences also arose. In particular, Turkish El literature, which we are talking about, has experienced a similar historical development. At the beginning of the twentieth century, there were many efforts to unite the Turkish people, the ancestors of which were one, to strengthen their relations.

But these actions were opposed by different reaction forces. These forces tried to cause conflicts in the middle of the Turkic peoples, accused the intellectuals who called on the Turkish people to unite as “panturkists”, “very nationalists”. There are a lot of obstacles to the unification of the Turkic peoples. These are, firstly, the policies of the imperialist states, which seek to colonize the tiny nations, and secondly, the internal contradictions in the Turkic peoples themselves. After the independence of our country, such obstacles disappeared by themselves. Now there was an

opportunity to strengthen peace, economic – political and cultural ties between peoples whose origins are close to each other.

It is known that when we say Turkic people, we should consider such nations as Uzbek, Kazakh, Kyrgyz, Turkmen, Karakalpak, Uygur, totor, Bashkir, chuvash, Azerbaijan, Karachay, turk, gagauz, Kom, Balkar close to thirty. And these nations live in areas that are located on a larger part of the Euro–Asian mainland. A holistic study of the literature of these fraternal peoples as a whole will help to closely understand their socio – spiritual life. If you pay attention to the oldest literary and cultural monument of the above – mentioned Peoples, you will encounter in them variants of similar works.

“For example, in the Ottoman Turks, Azerbaijan, Turkmen and Uzbek, there are many options of the dostons in the” *Gürügli* " category. The same can be said about such epics as” *Alpomish*“,” *Manas*“,” *Dada Gorgut*". We can meet such a situation not only on the example of works in the genre of epic, but also in many other genres of folk oral creativity." [1,34] anecdotes about Nasriddin Efendi, for example, are a lot of three in Turkish, Azerbaijani, Turkmen, Uzbek folk art. About different rituals and labor songs, proverbs and fairy tales sung in ancient times, such a situation is also noticeable. About all the peoples of the world have invented various epochs and legends, proverbs about the history of their origin.

Many of such narrations and legends also about the Turkish people tripled. In some historical books written in ancient times, the origin of the Turkic peoples is attributed to religious legends. That is, the history of mankind as a whole begins with generations that spread from the four sons of Noah. According to this legend, the Turkish people are the descendants of Noah's son named Yofas. This is of course fable. But now, according to the conclusion of scientific research, there are hypotheses that the original homeland of the Turkish people is the Altai, because of historical progress, the peoples there are different sides. In the work called” the friend of creation", too, there are similar sayings about the origin of the Turkish elites. One of the most ancient Turkish friends is a friend with the name “ALP er Tunga”.

The hero of this saga is a historical figure of the Alp er Tunga, who lived in the VII centuries BC, judging by some historical data. About this person is told in many works. In particular, Mahmoud Koshgari noted in his work that the Persian name of the Alp er Tunga is Afrasiab. In the work of the “King” of the Firdavsiy, too, it is reported that Afrasiab was the king of Turan, that he was a brave, courageous and entrepreneurial King. Well, the ancient Turkish culture is very rich and diverse, it is directly related to the history of the culture of all Turkic nations. A comparative study of these without a single whole strengthens the connection of the culture of the Turkish provinces and brings them closer to each other.

In this article we will talk about two representatives of Uzbek and Karakalpak people. Oripov and I. We will talk about the originality and creative affinity in Yusupov's creations. Abdulla Oripov is an outstanding Uzbek poet and public figure. He is a great creator who sang in Uzbek poetry of the present time the complexity, contradictions, truths, Justice, thoughtful and truthful in the human soul. "Abdulla Oripov brought a new level of artistic thinking to Uzbek literature. Under the influence of the works of Abdulla Oripov, the generation of poets and writers of Uzbekistan, who had grown up together, grew up under the influence. This influence is also evident in the work of representatives of each new branch coming into the Uzbek literature” [2, 45]. This nationality is not built on the basis of restriction, boredom, only self-contemplation, ignominy or insult of others.

In this national era, the combination of Uzbek tolerance, solemnity, nobility and a sense of humankind to the bliss of happiness and love of humanity lie in me. The author of many poetic collections, epics, translated works, songs, publicist and literary articles, Abdulla Oripov's creative path did not go smoothly. At the influence of the ruling ideology, there were also self-sacrificing struggles on the path of national independence and singing his ideas. The Shura government opposed such ideas as combatantism, injustice in a number of poems of Abdulla Oripov, the poet was persecuted. Looking at one of his poems, such as "Fountain", "Dorboz", "fish of the arrays", on the high rope the dorboz closed his eyes and walked freely, leaving the imagination as if made simply a simple sense that some can not even walk on the big road, while some open their eyes.

But in fact, it is impregnated with a significant philosophical meaning to its contemporaries. He is a symbolic gesture to those who live by deception in life, giving him the left without being the right path of justice, and walking along different, crooked roads.

The age of the dorboz in the poem on the eyelash, like the sword rest of the rope

Such subtle findings further enhance the artistic merit and impact power of the work.

The poem "Golden fish", written in the middle of 60-ies, refers to justice, human

It is a work of incitement to perfection.

The poet absorbed in this poem a lot of allegorical meaning and portable spirituality

Will be able to Society at the time of writing the work "muddy pool" in the poem,

And the "Golden fish" that came out of the egg are some people who live in this society,

And this is what the young people are given to him as "abandoned children"

The ideological diet of citizens was a sectarian and saline ideology. Poem

Poet in the end:

It hurts me me, golden fish

Knew the world as a puddle pool

said that this was actually a sign of how sad it is that the citizens of a stagnating society are being encouraged to open their eyes to the better, to understand that there is nothing good except life and life in that same society.

A. Patriotism, national and philosophical spirit in the work of Oripov the poet of Karakalpak. It can also be observed in the creativity of Yusupov.

Ibroyim Yusupov began to publish his poems from the end of the fortieth year. Its name is also A. It began to be recognized as quickly as Oripov. Ibroyim Yusupov felt the love of El at every step, every poem turned out. This inspired him salty, sharpened his pen. Since Ibroyim Yusupov became the groom of his people, he planted trees that did not turn yellow, did not fade, and did not break into poetry.

The poetry of Ibroyim Yusupov was not limited within the framework of the traditions of Karakalpak. We must also note that his poetry is a poem in which a very strong and influential national spirit, a national Colorite, acquires.

He expresses the National features and signs of the people of Karakalpakstan, the peculiarities of his spirit in the world outlook so deeply and beautifully that, as a result, these expressions come out of a narrow, limited circle and are perceived as an integral part of universal phenomena. In this sense, it is possible to call his poetry a clear mirror, in which the Karakalpak focuses on the world and the Karakalpak of the world.

Ibroyim Yusupov in his poems raises high curtains of our era, our socialist Homeland, our progressive ideals, which are beginning to advance US. Ibrayim Yusupov is a philosophical poet. He is rich in words of wisdom, like wise poets of the past. Such a word is always something to say. One of the sharpest aspects of the talent of Ibroyim Yusupov is the same wisdom.

"The wisdom in it is imbued with elegance. The delicacy has very delicate colors. A unique and very valuable edge of talent makes his poems a favorite for other peoples, including the Uzbek people.

Ibroyim Yusupov is a poet who understands and feels very delicate and thoughtful the demand of time, who every minute sweats this demand. Deep veins of the people's soul... they lie adjacent to the fiery lines of the poet Ibroyim Yusupov. It means-a happy poem! ." [10.89]

The theme of eternal friendship with the poet Uzbek literature forms the brightest pages in the creativity of Ibroyim Yusupov. As a creative person, translator, press officer, public figure, he became friends with large representatives of Uzbek literature and culture, accompanied in creative communication and on trips. Creative relations with such creative people as Gafur Gulom, Oybek, Zulfiya, Kamil Yashin, Hamid Gulom, Azad Sharafiddinov, Erkin Vohidov, Abdulla Oripov, and Omon Matjon have always been enriched with new content and events. In his Uzbek language, such collections of poems as "springs are boiling" (1960), "Golden Coast" (1962), "dreams of the desert" (1967), "desert to'rgayi" (1972), "Thank you, Modern" (1979), "Karatol" (1988), "my young man time, your Girl Time" (2009) were published. No matter how much the creativity of Abdulla Oripov became an example of the young pen-lovers who came down to their beck literature, the creativity of Ibroyim Yusupov also created a specific school in Karakalpak literature. Another similarity between these two writers is that both of them were fed from the national culture and tossed pencils out of it.

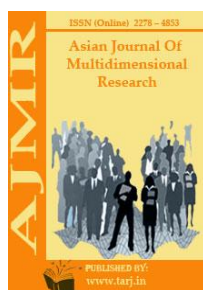
In conclusion, we can say that the issues of Uzbek and Karakalpak literature relations, creative impact require a special study as a subject of wide coverage. The Uzbek and karkalpak culture is very rich and diverse, and it is directly related to the history of the culture of all Turkic nations. A comparative study of these without a single whole strengthens the connection of the culture of the Turkish provinces and brings them closer to each other.

## REFERENCES

1. Rahmonov N., Baltabayev H. Samples of Uzbek classical literature.- T.: "Science", 2003.
2. Abdurahmonov A. Ancient period of Turkish literature. .- T.: "New century generation", 2005.
3. Kayumav A. Monuments of antiquity. - T.: 1972.
4. Turan Osman. Ideology of Turkic peoples. The treatise. (translator U. Destitute)  
- T.: "Desert", 1995.
5. " History of Uzbek literature " 5 tomlik, the first tom. .- T.: "Science", 1978.



6. Mirzo Ulugbek. History of the four ulus. .- T.: "Desert", 1993.
7. Abushiy Khasan Ato. History of Turkic peoples. .- T.: "Desert", 1998.
8. Baynazarov F. The antiquity of Central Asia. .- T.: "Teacher", 1991.
9. Malov S. Pamyatniki drevnetyorskay pismennosti. Location, 1951.
10. Gofurov I. The heart of the lyric.- T.: 1982

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00233.0

## PROCEDURE FOR DETERMINING THE RESISTANCE OF OLIVE VARIETIES TO WINTER FROSTS

Yuldasheva G.T\*; Xatamova X.K\*\*; Kimsanova X.A\*\*\*; Botirov Sh.T\*\*\*\*;  
Shokirjonov B.B\*\*\*\*\*

\*Senior Teacher,  
Andijan Medical Institute, UZBEKISTAN

\*\*Assistant,  
Andijan Agriculture and Agri-technologies Institute, UZBEKISTAN

\*\*\*Assistant,  
Andijan Agriculture and Agri-technologies Institute, UZBEKISTAN

\*\*\*\*Master's Student  
Andijan Agriculture and Agri-technologies Institute, UZBEKISTAN

\*\*\*\*\*Student,  
Andijan Agriculture and Agri-technologies Institute  
UZBEKISTAN

### ABSTRACT

*Each plant can withstand a certain temperature according to its biological properties. In the developmental ontogeny of plants, resistance to cold or high temperatures is considered unchanged. In ontogenesis, the interrelationship of genetic factors and environmental factors can be seen. Theoretical Concepts of Introduction I. Vavilov, N. V. It was developed and scientifically substantiated in the continuous scientific work of Tsitsin and P.I. Lapin. One of the latest new methods is the informative method, which determines the resistance of vital processes to acclimatization and deacclimation, or the cold weather resistance of metabolism in cells. Due to their perennial evolution, fruit trees are exposed to unfavorable external climatic conditions for many years in winter, autumn and spring. During their perennial evolution, trees adapt to specific soil climates in specific areas or areas where they grow. It adapts to different conditions from growing to fruiting and during the dormancy period.*

**KEYWORDS:** *Olea Europaea L, Varieties, Biological Features, Productivity, Agriculture Technology Methods, Yield Capacity.*

## INTRODUCTION

The cold tolerance of olives has been studied by many scientists because its main criterion is the tree's winter hardiness.

A number of studies have been conducted to study the resistance of olive varieties to severe frosts. Based on their experiments, these scientists write that the leaves of olives die at -10-12 OS, and the branches die at -17-22 OS. When the air temperature exceeded -22 OC, all the above-ground branches of the olive plant perished [65; 221-234-b., 50; 48-51-b., 46; 222-b., 155; 55-66-b., 51; 280-b.].

According to AA Rzhavkina, the destruction of olive twigs, buds and bushes is primarily due to the cold tolerance of the planted variety depends on. If the -14-17 OS cold is short-lived, the tree will not be much damaged, when the frosts are long-lasting, and the above-ground part of the tree will be completely destroyed by -17-22 OS. But the underground part is preserved. S.I. According to Petyaeva, at -13-15 OS some branches of olives are damaged, when the temperature reaches -17-20 OS they die in the cold to the root. Not only winter frosts but also spring frosts are considered dangerous for olives. sometimes in the spring, in the second half of March, when the aphids begin to move in the cells, when there are sudden severe frosts, the plant, which has just begun to grow, is struck by the cold [128; Pp. 11-12, 122; 58-p.].

During the spring, sometimes short-term -3-4 OS frosts in the morning can also damage the plant, killing the tips of young twigs and now growing leaves. it was at this low temperature that the flowers of the olive also died, I.A. Jigarevich writes. According to VASholokhova, scientists have observed that olives are damaged at the same low temperature. However, in our climate, such low temperatures are not expected in September [66; Pp. 89-99, 149; 145-149-p.].

According to P. Soyunov, in 2011 experiments on olives in the Kyzyl Atrek area of Turkmenistan studied the resistance of olives to cold temperatures. It has long been observed that the air temperature in winter is -5-7 OS. Frost tolerant varieties are also grown in this area, but all of them are well adapted to the winter season of the Red Atrek 137; 272-275-b.].

## MAIN PART

If each plant is left in an unfavorable condition during the development process, it can be seen with concrete examples that its development stops or accelerates in one way or another. In most cases, the plants are damaged by unexpected frosts, so a certain agro-technical measure is carried out. The first precaution when plants are damaged by frost is to cut them thoroughly and in a timely manner. Determining the type and shape of the cut to get it it is necessary to know the degree of damage of the olives. To find out if the olive branches are damaged, the condition of the bark of the branches is carefully examined. Cold damage is marked by 4 different degrees in other trees. In other fruit trees, the color of the bark changes suddenly, sometimes brown, light brown, dark in color, and sometimes the cambium is dead on the body. To know if a cold has struck, the rod is actually cut transversely or longitudinally.

Cold damage in olives has been found to be different:

1. In cases of low damage, the color of the bark of the branches changes slightly - turns dark green. The cambium wood part, on the other hand, turns from white to yellow, indicating that the condition has been severely damaged by the cold. In this case, the damaged branches do not

notice an absolute change in the process of growth in the spring. The color of the shells returns to its original state.

In grade 2 damage, the wood and bark of the tree turn light brown, brown or brown, the annual branches of the olive peel off and they turn brown. The leaves wither and twist after 3-4 days. even from this kind of cold damage, the olive tree is cut down in the spring and behaves again after being well fertilized with mineral fertilizers.

Grade 3 severe damage is known to affect one-year and two-year branches of olives. the bark of the twigs is completely damaged, while its cambium-woody part is also partially damaged or darkened. In this case, some live twigs are found near the main body, and the olive plant survives even from this type of damage. Properly covered, it will withstand a great deal of adverse conditions.

Grade 4 damage the tree is completely damaged and the bark on the stems cracks, which damages the surface of the plant, but 8–12 cm if the seedlings are buried deep in the first planting. Deep dormant buds form new olive branches.

In an olive tree, the upper part is often more likely to be hit by the cold, the upper part is cut off during the winter, and the long branches are also shortened. In autumn it is fed with mineral fertilizers, well watered and sent to the dormant period.

In fact, the cold tolerance of olives depends on the genotypic characteristics of the variety and is relatively cold tolerant if it has Eskimo genes in its cells. Like other plants, the cold tolerance of olives is studied in two terms - cold tolerance and winter hardiness. Frost tolerance refers to the plant's resistance to low temperatures, and winter hardiness refers to the plant's ability to withstand a number of adverse external conditions - frosts, sudden drops in temperature, overheating. The winter hardiness of the plants is estimated by the number of dead trees. The entry of plants into the dormant period will vary depending on climate change and the time of year. There are two types of plant dormancy:

The first is that as the air temperature drops, the preparation for the dormancy period begins. This is followed by the leakage of plastic substances from the leaves to the perennial tissue, and the separation of leaves and twigs from the stem. Carbohydrates accumulated in perennial tissues are converted to starch in a soluble form. Water-soluble carbohydrates condense in the cell sap to form a metabolic process, which in turn increases the plant's resistance to cold.

The second period is the period of transition to organic rest. The plant is in a state of anabiosis at this time, and most of the metabolic processes in it have stopped. the transpiration process does not take place, the amount of water in the cell is greatly reduced. According to the calendar, the period of organic dormancy in perennial trees is observed in November and December. each perennial tree has its own dormancy period, a period that varies with the arrival of the climate. In some species of trees, exposure to external factors can be of two types:

1. Some plants retain a period of dormancy for a long time;
2. Some plants go out quickly during the dormant period, and as the winter colds soften slightly, the movement of sap or metabolism in the cells begins.

The frost resistance of plants can be determined artificially, in which artificial frosts are generated and the frost resistance of trees is determined. However, it is always a mistake to determine their winter hardiness by this method and it is not natural to draw a complete

conclusion. In special refrigerators, the trees can be stored during the dormant period. The air temperature can be slowly cooled and controlled.

In our soil climate, there are many cases where trees bloom or shed leaves due to unexpected warming of the air temperature in the spring, or before all the frosts have passed. With slightly warmer weather, some trees begin to wake up in almond, peach, apricot and olive trees. If the cold from the unstable temperature in March, they will be able to hit the flowers or buds cold.

In the experiment, the method of protecting olive varieties from the cold went as follows:

In the first option, the seedlings were wrapped in film in November-February (without heating);

In the second option, seedlings were dug 1.5 meters deep and planted in trenches;

In the third option, the seedlings were left in the open field.

During the winter, 25 leaves and 5 one- and two-year-olds from the branches formed on the south-western side of each variety of olive branches were cut. The cells of the obtained leaves and twigs were cut and seen under a microscope, glycerin is dripped on the cut area for better visibility. In this case, the damaged leaf tissue turns brown, on the contrary, the leaf tissue that has not been hit by the cold does not lose its color. Cold damage to olive leaves and twigs was detected on a 5-point scale:

- 1- absolutely undamaged;
- 2 points - 5-10% when plants are damaged;
- 3- 25% when plants are damaged;
- 4- 40-50% damage;
- 5- 75% when plants are damaged;
- 6- The tissues of the plant are completely damaged.

In addition to the above-ground part of the plants, it is also necessary to know how the underground part is damaged. To do this, take a special sharp knife, cut the lower throat in 3–5 trees and determine the damage. The definition in this case is as follows:

- Olive undamaged-body, twigs and leaves do not show signs of cold strokes;
- When the trunk of the tree is cut, the body is whole from the cold, but 5-10% of the leaves are damaged;
- sal damage - a small crack in the bark of the olive body is noticeable when cut;
- in the end, 20% of the damage is observed on the bark of trees;
- In case of heavy damage- bark, cambium and wood are completely damaged.

According to the procedure for determining the frost resistance of olives in the field method was carried out in the winter, after frosts, in the spring, during the process of bud formation and intensive development, and the necessary conclusions were made. On determining the winter hardiness of olives a number of scientists have made scientific observations and they have also come to conclusions.

According to research by D.E. Gorbey, the soil climate in the Red Atrek region is absolutely safe for cultivated olives, in which area olives can be grown without thinking of winter frosts.

However, subsequent research by this scientist has shown that olive branches can withstand short-term frosts down to -10 0C. Imported olive varieties were found to be more resistant to frost than local varieties. Their annual branches were damaged by frost at -8.5 0S.

However, when pre-planted local varieties reached -13.6 0S, it was observed that some varieties lost annual branches. Nikitskaya, Nikitskaya krupnoplodnaya, Nikitskaya-6, Chemberikentskaya, Bakinskaya 16,68, Nadzhviyskaya varieties imported from Crimea were not affected by cold [44; 27-b.].

In the Red Atrek, according to S.B. Kamenkovich, V.T. Chikhladze, in the winter of 1950, when the air temperature was -13.6 0C, frost-resistant varieties were partially damaged. At this low temperature, the branches of Nikitskaya, Nikitskaya krupnoplodnaya, Chemberikentskaya varieties were slightly damaged [76; Pp. 78-79, 147; 14-49-b].

In our experiments, a similar situation was observed during the transition from the winter of 2014 to 2015, from the winter of 2014 all the olives overwintered comfortably. No branches or bodies were affected by the cold, and from March onwards, the stems and branches of the trees began to move in the sap-cells. At the end of March, on the evening of March 28, a severe frost began and 25 centimeters of snow fell. This temperature remained the same in all regions of the republic for two days. In this case, in some samples of olives from Azerbaijan, Crimea and Turkey, it was observed that the branches on the upper part of the body were damaged by cold.

All the leaves on the trunk and branches of the karakoz variety fell off, but the branches were not damaged, as can be seen from the cracking of the bark, which hit the cold. If the bark on the trunk of a tree cracks, it is the main sign that a cold has struck. Olives, whose leaves fell off in the spring of 2015, were a year behind in development. Because when they could bear fruit, they shed their leaves and stood for two months during the dormant period. The 6-year-old trees came out of the dormant period two months later or in late May and formed leaves very slowly.

Phenological observations showed that in 2015 the number of side branches formed in the Karakoz variety was minimal. In 2015, the level of development of branches in all varieties was slow. One rod is 100-120 cm per year in previous years. when grown, the leaves were observed to grow barely 56 cm in the year of the cold blow, the secondary branches were almost not formed. The fact that the olives were lagging behind in development took a break in April and May and then took over the growth process in April. The length of day exposure (photoperiodism) to the branches changed and as a result lagged behind in growth. The fact that the olive branches, which used to grow during the longest period of the day, have grown in the shortest part of the day is also a special factor for frost damage.

## RESULTS AND DISCUSSIONS

During the transition from 2015 to 2016, winter temperatures were low. The lowest temperature in the Andijan region was -120C, and these frosts had absolutely no effect on the olives in our experimental area.

In the scientific center of subtropical crops in Andijan region there are a total of 125 bushes of olive trees, which have been grown for 13 years according to the growing season. The cold beating of the olives was determined by a five-point scale according to the methodology. Frost-resistant varieties were Karakoz and Izumrud varieties created in Uzbekistan. From the Karakoz variety



Of the 32 trees, 7 were damaged on a 4-point scale, while in the Emerald variety the figure was 14, while 12 trees were damaged on a 4-point scale, and 2 more olives were damaged on a 5-point scale, or the surface of these olives was completely destroyed. It was found that 2 seedlings of Tifliss variety were slightly damaged by 2 points, and 3 seedlings were damaged by 4 points (see Table 1.1). The Gaziantep variety had a total of 18 trees, of which 4 were severely damaged by 4 points, and the rest were not seriously damaged. This variety imported from Turkey turned out to be more resistant to frost.

**TABLE 1.1 DAMAGE RATE OF IZUMRUD VARIETY AFFECTED BY FROST IN SPRING 2015 (ANDIJAN REGION)**

| Varieties | Total number of trees | 1 point | 2 points | 3 points | 4 points | 5points |
|-----------|-----------------------|---------|----------|----------|----------|---------|
| Izumrud   | 27                    |         |          |          | 12       | 2       |
| Karakoz   | 32                    |         |          |          | 7        |         |
| Gaziantep | 18                    |         | 6        | 2        | 4        |         |
| Kordjola  | 6                     | 2       |          | 2        | 1        | 1       |

There are a total of 6 varieties of Koredjola imported from Spain, 2 of which were damaged by 4-5 points, but we believe that the remaining 4 were more adapted to cold temperatures. The results show that there is a lot of work to be done in Uzbekistan on the adaptation of these varieties.

From the data obtained, it is clear that the process of frost damage in young seedlings and older trees of olive is the same. In the annual seedlings of Izumrud and Karakoz varieties, the score was 0-1 degrees, i.e. the new leaves were slightly damaged by the cold.

The purpose of the experiments is to select frost-resistant varieties from the planted varieties, to work with these varieties in the future is carried out. The study of planting emerald and blackberry varieties in the coming years should remain one of the main researches of our scientists. It is known that in Uzbekistan there are many areas where it is possible to plant olives, and only today it is necessary to create varieties that can withstand severe frosts, which can be observed for several years after planting (see Table 3.9). According to P. Soyunov, the planting of Atrekskaya-7,8,9,12, 16,25 and 31 varieties created in Turkmenistan in the Central Asian and Transcaucasian republics is considered to be suitable for the soil climate of these regions. According to the long-term conclusions of the scientist, the varieties of this name in the territory of Turkmenistan are considered to be resistant to winter frosts [139; 167-170-p.].

**TABLE 1.2 COLD DAMAGE OF TREES DEPENDING ON AGE (ANDIJAN REGION 2014-2016)**

| Variety   | Sown year | 2012 y | 2013y | 2014 y |
|-----------|-----------|--------|-------|--------|
| Izumrud   | 2012      | 0-1    | 02.03 | -      |
| Karakoz   | 2012      | 0-1    | 0-3   | -      |
| Gaziantep | 2014      |        | 0-3   | -      |
| Koredjola | 2014      |        | 01.02 | -      |

According to our experiments, the frost resistance of olive varieties was studied on the basis of scores based on the methodology. In this case, frost resistance was determined in terms of points and percentages. In the experiment, frost resistance of Izumrud variety was observed.

The data from Table 1.1 show that the branches of the Karakoz variety are less resistant to frost than the Izumrud variety. From the studied olive bushes, the rate of frost damage of one plant branch of "Izumrud" variety was 20-25%.

In the Karakoz variety, in two of the four olive bushes studied, the rate of twig damage was 20-25%. Hence, the process of frost damage in the branches of these two varieties was relatively the same. In our experiments, the process of frost damage in olive varieties and cultivar samples was studied in four variants, all of the olives grown in these variants overwintered well. Those left in the open field were not harmed at all by the cold. Olive seedlings were severely damaged by the cold and burning snow in the spring of March 30-31 this year. Unexpected spring frosts were as dangerous for olives as for all trees. Because at this time in the olives began to move the sap, 2-3 new leaves appeared, in the winter the olives, which were not damaged by the cold, were damaged by the short-term frost of spring. The data obtained showed that the percentage of frost damage to olive seedlings varied. In the "Emerald" variety, the percentage of seedlings was high. Out of every 20 olive seedlings, 11-12 seedlings were damaged by the cold. Observations show that the amount of damage varies in the bushes. In some bushes, the leaves at the top of the seedling were damaged by frost by 55-65% and the annual branches by 12-15 cm in length. Although the leaves on the stem were damaged, the stem was not damaged at all, and after some 20-25 days, these branches formed leaves again. In some seedlings, the leaves were found to be 70-75% damaged. But even in these, the branches were alive and did not freeze. We cut and examined the process of cold beating of the branches, in these bushes the length of the branches in three parts of 15–20 cm perished. The fact that the leaves at the bottom of the stem were not completely damaged by the cold showed that these varieties were in the process of biologically adapting to the cold.

**TABLE 1.3 STUDY OF COLD TOLERANCE OF OLIVE VARIETIES, % (ANDIJAN REGION 2014 - 2016)**

| Olive varieties | 1 point | 2 point | 3 point | 4 point | 5 point | Frost resistance   |
|-----------------|---------|---------|---------|---------|---------|--------------------|
| Izumrud         | 05.11   | 20-25   | -       | -       | -       | Moderately durable |
| Izumrud         | 05.11   | -       | -       | -       | -       | Durable            |
| Izumrud         | 05.11   | -       | -       | -       | -       | Durable            |
| Izumrud         | 05.11   | -       | -       | -       | -       | Durable            |
| Karakoz         | 05.11   | 20-25   | -       | -       | -       | Moderately durable |
| Karakoz         | 05.11   | -       | -       | -       | -       | Durable            |
| Karakoz         | 05.11   | 20-25   | -       | -       | -       | Moderately durable |
| Karakoz         | 05.11   | -       | -       | -       | -       | Durable            |

According to the experience, since November 20, 2016, the cold snap in the country has intensified. On the night of November 20-21, the air temperature dropped from -2 to -100 C. from olives growing in the experimental field, 60–65% of the annual twigs of the two bushes from American cultivar specimens were damaged. No damage was observed on the annual branches of the emerald variety. In the Karakoz variety, it was also found that the annual twigs and leaves were not damaged by the cold. In Azerbaijani olives, 30-40% of annual branches are damaged by 100 frosts. In this olive variety sample, it can be seen that the growth point of the leaf is damaged.

**TABLE 1.3 ASSESSMENT OF WINTER HARDINESS OF OLIVE VARIETIES AND CULTIVARS (ANDIJAN REGION 2014 - 2016)**

| <i>Varieties and Variety Samples</i> | Frost resistance     |                                | During ripening | Fruit weight, g | Ripe ripening period |
|--------------------------------------|----------------------|--------------------------------|-----------------|-----------------|----------------------|
|                                      | Development in early | spring during the winter break |                 |                 |                      |
| Izumrud                              | Yu                   | O'                             | Yu              | 45              | 15.09                |
| Karakoz                              | Yu                   | O'                             | Yu              | 28              | 16.09                |
| Gazeantep                            | Yu                   | O'                             | Yu              | 22              | 04.09                |
| Azerbaijan variety sample            | O'                   | O'                             | Yu              | 150             | 25.08                |
| Crimean variety sample               | Yu                   | Yu                             | Yu              | 25              | 12.09                |

Yu - high, O - medium, P – low

On the night of November 22, 2016, the air temperature was observed to drop to -12-14°C. On the morning of November 23, when the frost resistance of the olive branches, which were still open, was studied, it was found that the bark of the two-year-old branches of the American variety was also cracked. It was found that 35% of the annual branches of the emerald variety were damaged by frost. In the Karakoz variety, 26-28% of annual branches were damaged by frost. In Azerbaijani olives, 45-50 percent of annual branches and 23-26 percent of leaves at growing points were damaged by frost. But the peels on the body part of the olives show that they are not damaged at all by the cold. This means that severe frosts in early spring in Uzbekistan, ie when it reaches -14 °C, will be dangerous for olives. Colds at this level are not dangerous if the olives are dormant, but a drop to -12-14 °C when the cells wake up is harmful to the twigs and leaves. Of olives damage from the cold is also observed with the naked eye, as the shells surrounding the beams crack.

The more the olive branches are cracked, the stronger their degree of frost damage.

In the case of frost-resistant varieties, the stem bark cracks longitudinally on one-year or two-year branches. Depending on the degree of damage to the bark of the stem, it is possible to determine whether the frost resistance is high, medium and low (see Figure 1.1-1.2).

However, among the samples of this variety, four olives imported from the Crimea were not affected by the cold at all.



Figure 1.1. View of the damaged condition of the upper part of the stem Figure



1.2. Damage to the upper part of the olive seedlings imported from Azerbaijan from the cold

In the Azerbaijani olive, there are leaves that are not exposed to the cold at the top of the stem, but at the same time, if one of the branches is not hit by the cold, the leaves on the second branch are 90% damaged by the cold. We came to the conclusion that these cases were due to the fact that the level of development of the branches before the cold hit. The reason for this is some twigs fully entered the dormancy period, the juices in the cells were converted to carbohydrates and were not damaged by the cold.

Eight out of 20 buds of the Emerald variety were not damaged by the cold at all. In the picture below, it was found that some of the olives transplanted at one time were not completely damaged by the cold. This means that the seedlings of this variety are successfully adapting to the cold.

The results of the experiment show that the olive plant is in the process of adaptation, and in the near future new olive varieties will be created to adapt to the mild climate of the republic as a result of global warming. It is clear that Uzbekistan will soon have large olive plantations and its own olive trees.

In the winter of 2016, more than 250 olive seedlings in the experimental field overwintered in the open for 3 winters. Some seedlings are 156-167 cm tall, some are 56-70 cm tall, and some are 90-100 cm tall. These seedlings have adapted to the winter cold. The snow on certain of these seedlings was removed so that they were not damaged by the cold. Of the 2017 frost-resistant adapted olives, 450 olive cuttings have been planted in the open field and are being cared for. These 450 seedlings and 250 biological mother seedlings will form the basis of the new olive grove.



## CONCLUSION

The olive seedlings in the second area trenches also left the top completely open in the winter of 2016. Some of the seedlings in the trench were damaged by the cold, half of the seedlings were damaged by the cold, and the leaves on the half of the trunk remained green, indicating that the plant had adapted to the cold.

In the winter of 2015, some were covered with cling film. In 2015, some of the wrapped seedlings were partially damaged by the cold, while last year the seedlings that were left open turned out to be resistant to frost. Of the trench the first row had 7 of the affected plants, the total number of olives was 12 of which 5 were undamaged. The number of damaged olives in the second row was 8, and the number of infected olives in the third row was 7.



**Figure 1.3. Appearance of seedlings undamaged by frost in winter 2015**

In 2016, in collaboration with the Research Institute of Genomics and Bioinformatics under the Academy of Sciences of Uzbekistan began scientific work on the creation of cold-resistant varieties from a single cell.

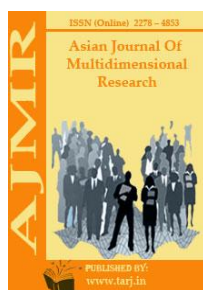
Many years of experiments have shown that some of the olive varieties have been introduced in Uzbekistan. Olives have adapted to the climatic conditions of the republic, and new research will be conducted in this regard. Now, if cuttings are prepared from these seedlings, they will not be hit by the cold.

## REFERENCES

1. Yuldasheva, K. T., Soliyeva, M. B., Kimsanova, X. A., Arabboev, A. A., & Kayumova, S. A. (2021). Evaluation of winter frost resistance of cultivated varieties of olives. *ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL*, 11(2), 627-632.

2. Sharipovich, A. A., Sheralievich, Y. N., Botirovna, S. M., & Mukhammadovna, E. J. (2020). Study of methods for identification and storage of morphological features of grapes grown in the conditions of Fergana Region. *The American Journal of Agriculture and Biomedical Engineering*, 2(07), 20-24.
3. Sokhibova, N. S., Nazirova, M. I. K., & Botirovna, S. M. (2020). INFLUENCE OF REARING SILK WORMS WITH HIGH PRODUCTIVE MULBERRY LEAVES ON THE BIOLOGICAL INDICATORS OF SILK GLAND AND RAW SILK EFFECTIVENESS. *Life Sciences and Agriculture*, (2).
4. Asronov, E. K., & Soliyeva, M. B. (2020). The importance of feeding silkworms under polyethylene. *ACADEMICIA: An International Multidisciplinary Research Journal*, 10(10), 1169-1174.
5. Туйчиев, Ж. Ш., Убайдуллаев, С. Ш., Турдиева, Ф. Т., & Солиева, М. Б. (2015). ИЗМЕНЕНИЕ ДОЛИ ДЕФЕКТНЫХ КОКОНОВ В ЗАВИСИМОСТИ ОТ СРОКОВ ПОСТУПЛЕНИЯ НА ЗАВОД. *Современные тенденции развития науки и технологий*, (4-2), 78-81.
6. Xatamova, X. K., Yuldasheva, K. T., Soliyeva, M. B., Kimsanova, X. A., & Juraboyeva, S. M. (2021). Methods of preserving subtropical fruits. *Asian Journal of Multidimensional Research (AJMR)*, 10(1), 109-115.
7. Yuldasheva, K. T., Soliyeva, M. B., Xatamova, X. K., & Kimsanova, X. A. (2020). Effect of arbuscular mycorrhiza on micro propagated olive. *ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL*, 10(12), 1491-1498.
8. ВАХОБОВ, А., СОЛИЕВА, М., & ХАТАМОВА, Х. СОРТА КРАСНОКОЧАННОЙ КАПУСТЫ ДЛЯ ПОВТОРНОЙ КУЛЬТУРЫ. *ИРРИГАЦИЯ-МЕЛИОРАЦИЯ*, 57.
9. Туйчиев, Ж. Ш., Мирзаев, Р. О., Солиева, М., & Гафурова, Ю. К. (2016). ЗАВИСИМОСТЬ КАЧЕСТВА КОКОНОВ ПЕРВИЧНОГО ПОКОЛЕНИЯ ОТ КОЛИЧЕСТВА ФОРМ ИЗМЕНЕННЫХ ИЗ ПАРТИИ ПЛЕМЕННЫХ. *Современные тенденции развития науки и технологий*, 124.
10. Асронов, Э. К., & Солиева, М. Б. (2020). ВЛИЯНИЕ ИЗМЕНЕНИЯ ТЕМПЕРАТУРЫ НА ПРОДУКТИВНОСТЬ И КАЧЕСТВО КОКОНОВ ВО ВРЕМЯ КОРМЛЕНИЯ ТУТОВОГО ШЕЛКОПРЯДА. *Экономика и социум*, (12-1), 388-391.
11. Асронов, Э. К., Салиева, М. Б., Салиев, С. А., & Давлатов, Х. Р. (2018). ХРАНЕНИЕ ПЛОДОВООВОЩНОЙ ПРОДУКЦИИ. In *Северный морской путь, водные и сухопутные транспортные коридоры как основа развития Сибири и Арктики в XXI веке* (pp. 264-266).
12. Soliyeva, M.B., Yuldasheva, Kh.T., Xatamova, X.K., Kimsanova, X.A., Isroilova, Sh.Sh. (2021). THE EFFECT OF SHELF LIFE OF LIVE COCOONS ON THEIR TEMPERATURE AND QUALITY. *Asian Journal of Multidimensional Research (AJMR)*, 10(3), 254-260.



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00230.5**

## THE PROBLEM OF CREATIVE INDIVIDUALITY IN LITERATURE (BY THE EXAMPLE OF THE SCIENTIFIC HERITAGE OF PROF. B. SARIMSAKOV)

**Zarina Rahmonova\***

\*Researcher,  
Samarkand State University  
UZBEKISTAN

### ABSTRACT

*As for the creative individuality in literature, it includes the peculiarities of a particular scholar's literary works, articles and research - his unique style, language, research principles, and approach to problems, interpretation and other similar features. It is known that up to day, different interpretations of Navoi's works have been created in the science of words. The poet's poetic, prose and other types of works have been studied by researchers from the literary-critical, philosophical-psychological, religious-mystical aspects. Professor Bahodir Sarimsakov, a brilliant scholar who made a great contribution to Uzbek literature, approached Navoi's work from a scientific, theoretical and aesthetic point of view. This article deals with the principles of individual research and interpretation of literary scholar, professor Bahodir Sarimsakov.*

**KEYWORDS:** *Individuality, Mimesis, Mathesis, Poetics, Saj (Alliteration), Canon, Has "Ghazal-Dialogue", Poetic Syntax.*

### INTRODUCTION

The word individuality (Latin "individuum" - indivisible) refers to a specific thing, event or person, unique, special features. In fiction, individuality serves as a criterion for the extent to which the specific features of the image are vividly and realistically reflected in the work. The uniqueness of the protagonist of a work of art, his nationality and social class, the characteristics of the writer's unique language and style also constitute individuality.

As for the creative individuality in literature, it includes the peculiarities of a particular scholar's literary works, articles and research - his unique style, language, research principles, and approach to problems, interpretation and other similar features.

It is known that up to day, different interpretations of Navoi's works have been created in the science of words. The poet's poetic, prose and other types of works have been studied by researchers from the literary-critical, philosophical-psychological, religious-mystical aspects.

Professor Bahodir Sarimsakov, a brilliant scholar who made a great contribution to Uzbek literature, approached Navoi's work from a scientific, theoretical and aesthetic point of view. In his works on folklore, classical literature and the literary-theoretical process, a unique individual style, pure scientific-theoretical views are clearly visible. In particular, "On the method of the poetic syntax of Alisher Navoi" [1], "Ghazal-dialogue forms in Alisher Navoi's poetry" [2], "Alisher Navoi and the problem of poetic criteria" [3], "Two bases of artistic creation" [4]. In his articles, the poetic criteria in our classical poetry, their decision in the literary process, poetic syntax and ghazal-communication forms in Navoi poetry, mimeses and mathesis in artistic creation are studied in a peculiar way.

The peculiarities of B. Sarimsakov's research are reflected in his choice of topics, his conclusions, and his justification of its relevance as a scientific problem.

During his career, the scientist addresses the most important problems in the science of speech, which have been unresolved for centuries, and develops new concepts by studying them scientifically and theoretically. The uniqueness of his works is evident in the consistency, accuracy, scientific validity, purposefulness and conclusion of new conclusions. Also, when a professor thinks about one topic, he does not get distracted by another topic, does not form long and illogical sentences, and short and succinct expression of his opinion is one of the individual features of a scientist.

In his article "On the method of the poetic syntax of Alisher Navoi" he discusses the transition of the ghazal verse from the first verse to the second verse, that is, the phenomenon of intellectual migration. "Usually, in poetry, verses are required to be complete in content and form. But the poetic thought that the poet is trying to convey, the complexity of the lyrical experience. He is trying to express, breaks the independence of the poetic verses in the rhyme, the poetic thought that begins in the first verse ends in the second verse. Naturally, the fact that a poetic sentence moves from the first verse to the second without continuing the content, rhythm and tone of the verse determines the poet's artistry." [5]

The literary critic identifies the typological manifestations of the syntactic migration phenomenon used in the composition of the ghazal rhyme. He argues that poetic migration is not just a phenomenon of migration; it is an important means of accurate, logical expression of the poetic content in a rhyme in the example of Navoi's ghazals.

B.Sarimsakov's scientific activity initially focused on Navoi's prose works, but later the magical world of the poet's lyrics attracted the scientist. Among them is the article "Forms of ghazal-dialogue in Alisher Navoi's lyrics", which deals with the phenomenon of ghazal-dialogue in Navoi's lyrics, its forms, poetic system.

In this study, a new form of ghazal, ghazal-communication - was discovered. The leading features, appearances, applications and functions of this form are defined. B. Sarimsakov explained the emergence of the ghazal-dialogue with the need to give it vitality: "Monologue gives the ghazal a certain degree of monotony. The need to give vitality to the work, to bring to it vitality - polyphony - leads to the introduction of the ghazal in the form of dialogue, and calls the ghazals in the form of communication conditionally called "ghazal-communication" [6]. Although this form serves to enrich the expressive and pictorial possibilities of the ghazal genre, due to its characteristics, in addition to the lyrical type, it also has dramatic expressive possibilities [7]. The scholar writes that the ghazal-dialogue form allows the poet to fully convey the intensity of the lyrical conflict, to keep the lyrical drama in the ghazal tense, and most

importantly, to strengthen the polyphony. Based on this, B. Sarimsakov said: "While the ghazal-dialogue form serves to enrich the possibilities of the genre, it is possible to say that it was created not on the basis of the lyrical literary genre, but by borrowing from other literary genres - dramatic expressions." Because the form of communicative speech is more natural and vital than monologue speech, "he said. Here he substantiates two types of ghazal-communication forms (full ghazal-communication and communication rhyme) and their peculiarities on the example of Navoi ghazals.

According to the scholar, Navoi used this form of communication not in the desired place of the ghazal, but only in the places he considered necessary, and such typical places are the followings:

1. In the ghazal matla (poetry). This increases the possibility of putting a stronger poetic thesis in the text, and in the following verses of the ghazal opens the way for its development or artistic proof.
2. In the byte after the ghazal matla. In this case, the beautiful and elegant poetic thesis in the text is developed in an extraordinary way in the second rhyme.
3. In the praise of Ghazal. It is known that praise is the final rhyme that reveals the idea of ghazal and performs a philosophical and didactic function. Therefore, the more each poet pays attention to the ghazal matla, the more he pays attention to the ghazal praise and tries not to break the logical connection between them.

The scholar Navoi illustrates that the ghazal-dialogue form serves to increase the intensity of the flow of lyrical conflict, to strain the lyrical drama and to strengthen the polyphony in the ghazal.

Another important article of B. Sarimsakov in the field of classical literature is called "Navoi and the problem of poetic criteria." It is known that for the first time in the history of Uzbek literary-theoretical thought Alisher Navoi put the issue of poetic works on the agenda and proved it in practice through his work.

In this article, B. Sarimsakov discusses the problems of poetic works in classical literature, their decision-making and application in the literary process. According to the article, although literary critics such as E.E. Bertels, Hodi Zarif, E. Rustamov, A. Hayitmetov, Y. Ishakov commented on the issue of poetic criteria, the scientific views on this issue have not been definitively resolved. In some scientific monographs there are cases when the term of two genres is used for a separate work. For example, in the works of academician B.Valikhodjaev such terms as "tuyuk-ruboi", "qita-tuyuk", in the books of professor R.Orzibekov such terms as "tuyuk-ruboi", "ruboi-tuyuk" are used, in this study the scientist tried to eliminate such terminological confusion.

B. Sarimsakov pays special attention to Navoi's thoughts about the tuyuk: "I am also a poet of the Turkic nation, especially the Chighatay people, who make their songs with great rhythm and sing them in the assembly.

One of them is tuyuk refers to two rhymes, and if they are used together, the tajnis can form a rhythm named the musad of mansur ... "[8]

In this commentary, Navoi clearly stated the genre etiquette: "The Turkic nation is a poet among the people of Bataxis Chighatay, who make songs with the same rhythm and say them in the

assembly." He then went on to say that two rhymes, the tajnis, were to be recited, and that the "ramada musaddasi maksur" of that rhythm.

B.Sarimsakov found a delicate Navoi's point in this place. The scholar explained this on the basis of the idea, "Let them try, let them say tajnis." The fact that the word "effort" we use in our language today is used only in the sense of trying, even in the sense of "effort" in pairs with the word action, in fact, "effort" means to achieve by effort, hence the conclusion emphasized the need to use tajnis is required.

B. Sarimsakov also pays attention to the naming of classical poetic genres and tries to explain in detail the leading features of each of them. In particular, the rubai's four-line philosophical content, the continent's concise form, and the poet's praise or criticism of a thing, person, or event, all define the leading features of the genre. .

It is known that the word "tuyuk" in the ancient Turkic language means compressed, foggy, cloudy and closed. From this it is clear that the leading criterion of the tuyuk is the tajnis. So, only the direct tajnis serves to express the criterion of the tuyuk in a vague, closed way.

B.Sarimsakov studied important issues in his research on classical literature through the method of problem-based research. His research on poetic systems, genres, their peculiarities and canons in classical literature, as well as rhythm prose, enriched our literary criticism with new theoretical knowledge. The scholar researched deeply on the rhythms of saj, byte, rhyme, art, poetry in classical literature.

In general, B. Sarimsakov took a unique way in studying the problems of the literary-historical process. It is about literary types and genres that are problematic for literary criticism; elements of poetry in classical literature - rhythm, rhyme, radif, compositional peculiarities, as well as the form of ghazal-communication, its leading features, appearances, places of application and functions created a new scientific-theoretical basis. He made a problematic analysis of issues such as genre features, classification, historical development, inter-genre relations and diffusion of epics and fairy tales in Uzbek folklore. He also described the composition, poetic nature and genetic basis of ceremonial folklore genres, rituals and symbols in Uzbek ceremonial folklore in a comparative-typological way in connection with the culture of all-Turkic peoples.

## REFERENCES

1. Sarimsakov B. "On the method of the poetic syntax of Alisher Navoi" // Uzbek language and literature, 2001, Issue 1.
2. Sarimsakov B B. Forms of ghazal-dialogue in Alisher Navoi's lyrics // Uzbek language and literature, 2004, Issue 2.
3. Sarimsakov B B. The issue of poetic criteria in the works of Alisher Navoi // Uzbek language and literature, 2004, Issue 1.
4. Sarimsakov B B. Issues of Uzbek folklore. T. 2006.
5. Sarimsakov B B. "On the method of the poetic syntax of Alisher Navoi" // Uzbek language and literature, 2001, Issue. 1, p. 7
6. Uzak Jurakulov. Issues of theoretical poetics:. Author. Genre. Chronotop. - Tashkent. Ghafur Ghulam Publishing House. 2015. p 356

7. Sarimsakov B. Navoi and the issue of poetic criteria // Uzbek language and literature, 2004, Edition 1. Page 11
8. Navoi A. A perfect collection of works. 20 volumes. Volume 16, T .: 2000, pp. 91-95.

Published by: *TRANS* Asian Research Journals

**AJMR:**  
Asian Journal  
of Multidimensional  
Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00231.7

## THE PROCESS OF GROWTH OF VEGETATIVE ORGANS OF OLIVE SEEDLINGS IN PROTECTED AREAS DURING THE DEVELOPMENT PHASE

Yuldasheva Kh.T\*; Soliyeva M.B\*\*; Daminov X.E\*\*\*; Botirov Sh.T\*\*\*\*;  
Mamadjanova G.S\*\*\*\*\*

\*Doctor of Philosophy (PhD),  
Andijan Agriculture and Agri-technologies Institute  
UZBEKISTAN

\*\*Senior Teacher,  
Andijan Agriculture and Agri-technologies Institute  
UZBEKISTAN

\*\*\*Assistant,  
Andijan Agriculture and Agri-technologies Institute  
UZBEKISTAN

<sup>4,5</sup>Master's Student,  
Andijan Agriculture and Agri-technologies Institute  
UZBEKISTAN

### ABSTRACT

*The method of determining the chemical composition of vegetative organs is studied mainly on the basis of the detection of minerals in the leaves and annual branches. By identifying the minerals in the leaves, it will be possible to determine how the olives are supplied with minerals during development. To determine the chemical composition of the vegetative organs, leaves and annual twigs were taken from olive seedlings growing in the most typical areas of the experimental field. During the growth and development of olives, phosphorus substances are actively involved in ensuring plant growth and high yields.*

**KEYWORDS:** *Olea Europaea L, Varieties, Biological Features, Productivity, Agriculture Technology Methods, Yield Capacity*



## INTRODUCTION

The abundance of nitrogen and phosphorus in the growing organs of olives ensures the process of photosynthesis, ie the rapid and high rate of synthesis of organic matter. In the absence of phosphorus, energy metabolism in cells slows down. Phosphorus is also abundant in the roots of olives. Phosphorus substances are widely absorbed in the early growth phases of the plant. Olives require less phosphorus fertilizers in their development than nitrogen fertilizers, the content of phosphorus in the dry mass of olive leaves is 0.895% in the variety "Izumrud", and the content of phosphorus in the leaves of Gaziantep is up to 1.015%. However, it should be noted that the more nitrogenous substances are found in the organ of the plant, the more phosphorus is observed in this organ.

Adequate phosphorus content in the cells makes the olive resistant to disease. However, if there is a lot of phosphorus in the soil, the olives will ripen early as a result of the plant absorbing a lot of it, resulting in smaller fruits and reduced yields. When deficient, the leaves are crushed and the flowering and ripening phases are prolonged. The lower leaves of the olive turn dark green appears blackened, especially when the plant begins to grow in early spring, it should be provided with phosphorus fertilizers.

## MAIN PART

During the study of the growth and development of olive varieties growing in Andijan region, the total amount of nitrogen in the vegetative organs and the total amount of potassium R2 O 5 and K2 O were determined as a percentage. According to the data obtained, the amount of substances in the vegetative organs varied. For example, the total nitrogen content in the leaves of the Emerald variety was 1,910%, while in the Karakoz variety it was 2.177%, and in the variety imported from Azerbaijan it was 2.170%. It was found that the amount of nitrogen in the emerald variety was almost one percent less.

The total amount of R2 O 5 in the leaves of these varieties was 0.895% in the Emerald variety and 0.915% in the Karakoz variety, and the total phosphorus content in the olive leaves imported from Azerbaijan was 1.015%. This variety was superior to all varieties in terms of total phosphorus content.

When we studied the total amount of potassium in the leaves, Izumrud was 1.395%, Karakoz was 1.86%, and Azerbaijani olives were 1.26%.

## RESULTS AND DISCUSSIONS

The composition of the annual branches of these varieties was also analyzed and it was found that the chemical composition of the branches was different from that of the leaves. For example, the total nitrogen content in the branches of the Emerald variety was 0.847%, while in the Karakoz variety it was 1,022% and in the variety imported from Azerbaijan it was 0.938%. It was found that the nitrogen content in the Karakoz variety was almost the highest.

The total amount of R2 O 5 in the leaves of these varieties was 0.695% in the Emerald variety and 0.510% in the Karakoz variety, and the total phosphorus content in the olive leaves imported from Azerbaijan was 0.745%. This variety was superior to all varieties in terms of total phosphorus content.

When we studied the total potassium content in the branches, the total potassium content was 1.785% in the Emerald, 1.95% in the Karakoz variety, and 1.575% in the Azerbaijani olive. It

was found that the total amount of potassium in Azerbaijani olives is low. It is clear from the table that the Izumrud and Karakoz varieties are very similar in terms of total phosphorus and total nitrogen content.

In the branches and leaves differ significantly from each other in terms of composition of substances.

**TABLE 1.AMOUNT OF MINERALS (DRY MATTER) IN THE ORGANS OF OLIVE PLANTS (ANDIJAN REGION 2014-2016)**

| Olive variety | Plant body | Total % | P <sub>2</sub> O <sub>5</sub> | K <sub>2</sub> O |
|---------------|------------|---------|-------------------------------|------------------|
|               |            |         | Ялпи%                         | Ялпи %           |
| Izumrud       | Leaf       | 1.910   | 0.895                         | 0139             |
|               | Branch     | 0.847   | 0.695                         | 1.785            |
| Blackberry    | Leaf       | 2.177   | 0.915                         | 01.86            |
|               | Branch     | 1.022   | 0.510                         | 01.95            |
| Gaziantep     | Leaf       | 2.170   | 1.015                         | 01.26            |
|               | Branch     | 0.938   | 0.745                         | 1.575            |
| Kordjola      | Leaf       | 1.910   | 0.895                         | 0139             |
|               | Branch     | 0.847   | 0.695                         | 1.785            |

Of course, the composition of olive branches varies depending on the varieties planted, the agro-technical measures taken, the soil climatic conditions. The composition of the annual branch of an olive tree may not be the same as in the second year. The composition of the branches is also formed depending on the amount of nutrients they absorb. If olive seedlings are well cared for, fed with mineral nutrients in a timely manner and grown in favorable soil climates, their ripening period will be accelerated.

The fruit of the olive is a hard-grained fleshy fruit. The olive kernel is covered with a very hard woody bark and has an uneven, elongated, outer part, the elongated, oval, kidney-shaped, elliptical tip can be sometimes sharp, sometimes blunt. Olives can be elongated, up to 4 cm in length, 1-2 cm in diameter. There is apricot, plum, and cherry-like flesh on the bean, but this flesh cannot be eaten from the tree, either during the raw period or during ripening.

The color of the fruit is first green and then dark purple after ripening. Olives can be consumed only after processing. In order for the fruit to be abundant, it needs to be watered several times 1.5 months before flowering. Olives give good yields only when there is enough moisture in the soil, otherwise the fruits will be less. V.A. Sholokhova (1976) in her research divides the fruits into categories and groups depending on the countries where they are grown. In Italy, which is the second largest producer of olives, olives are classified into 3-4 groups, French olives into 3 groups in Algeria, 8 in Greece, 9 in Morocco and 9 in the United States [151; 20-24-p.].

In Algeria and Morocco, 100 olives are grouped by weight, while in the U.S., olives are grouped by weight. The fruits of olives grown in the United States are distinguished by their large weight. The division of the above groups of olives applies to this requirement not only in the United States but in many countries.



**Figure 1.1. Appearance of raw olives      Figure 1.2 Before ripening olives**

According to VA Sholokhova, the classification of olives in Russia is based on the diameter of 1.0 kg of fruit. Olives are divided into high and first grade in Russia, where the diameter of the fruit is required to be 16 mm and above, and 14 mm and above. Larger fruits are obtained when picking and marinating olives, and large fruits meet the requirements of GOST. Small fruits are mainly used for oil production, in most cases small fruits contain a large amount of fat [154; 93-139-p.].

According to IA Jigarevich, a scientist who has done a lot of research on olives, the weight of olive varieties used for canning and oil is 4.2-14.6 grams; olives used for canning weight 8.0-14.6 g; weight of oily fruits -3,2-4,9 g; required to be. The amount of flesh in fruits is required to be 84-89%, 86-90 and 85-88% depending on the groups [69; Pp. 18-26].

The weight of olives can vary from year to year, V.A. Sholokhova concludes that this is due to agro-technical measures and soil-climatic conditions. I.A. Jigarevich notes that in Crimea the weight of the fruit is from 1.5 grams to 10.0 g, while in the hot climate of Azerbaijan it is 1.5-14.6 grams. B.G. Argun reported that in the humid regions of Abkhazia, the weight of olives ranged from 1.5 grams to 8.0 grams. Of course, the weight and shape of the fruit is formed depending on the soil climatic conditions, the amount of temperature, humidity and nutrients in the soil will be relatively large if they are sufficient during the period of fruit formation. Under favorable conditions, well-ripened fruits are formed. When the air temperature is high in areas where olives are grown, the weight of the fruit is definitely better than in the cold summer [150; 96-97-b., 69; Pp. 18-26, 25; 119-185-p.].

**TABLE 2.CLASSIFICATION OF FRUITS IN THE EMERALD VARIETY (ANDIJAN REGION 2014 - 2016)**

| Depending on the weight of the fruit | The maximum weight of the fruit is g. | The average weight of the fruit is g. |
|--------------------------------------|---------------------------------------|---------------------------------------|
| Very large fruit 1kg. Up to 200      | 134-153                               | 165-198                               |

|                                            |         |         |
|--------------------------------------------|---------|---------|
| Large fruit 1kg. and 300 until             | 167-236 | 223-299 |
| The average fruit is 1kg. at more than 300 | 384     | 314     |
| Small fruit less than 50 per 1 kg          | 41      | 32      |

In Turkmenistan, according to PS Soyunov's data, the fruits grown in the Kyzyl Atrek olive groves proved to be larger than those in the Crimea and Abkhazia [135; 148-153-p.].

In our experiments, we studied olives in groups according to the size of the fruit. In 2014, we produced two varieties of olives and the fruits were analyzed according to size.

After the olives ripened in late September, the fruits were divided into groups according to size. Ripe fruits were divided into groups according to their size and smallness. In this case, factors such as color, flesh thickness, weight were taken into account, and the weight of the fruits in each group was weighed separately. The weight of fruits on the varieties of emeralds and blackberries was determined.

According to the data from the table, the olives of the Emerald variety were found to be large. Both varieties did not produce very large fruits. But Izumrud navida 1 kg. If the fruit has an average of 134-153 pieces of fruit, 1 kg of the average large fruit. has 165-198 fruits.

**TABLE 3.GROUPING OF FRUITS OF KARAKOZ VARIETY (ANDIJAN REGION 2014 - 2016)**

| Depending on the weight of the fruit     | The maximum weight of the fruit is g. | The average weight of the fruit is g. |
|------------------------------------------|---------------------------------------|---------------------------------------|
| Very large fruit 1kg. 150 pieces         | 0                                     | 0                                     |
| Large fruit 1kg. 200 units               | 124-133                               | 145-178                               |
| The average fruit is 1kg. da 300 tagacha | 147-206                               | 203-259                               |
| 1kg of small fruit. at more than 300     | 355                                   | 378                                   |

In the large group of fruits of the Karakoz variety, the maximum weight of the fruit was found to be 43-103 grams less than in the Izumrud variety. In the same variety, the average weight of the fruit was observed to be 20 grams less than that of the Emerald. Small fruits of Karakoz variety were 355 and 378 pieces per 1 kg, Izumrud fruit weight was relatively large, 314 and 354 pieces. It is known that the fruits of the Karakoz variety are small according to botanical signs. In general, the largeness or size of the fruit is often included in the varietal characteristics, for example, olives grown in the U.S. differ from olives in other countries by their large fruits.

**TABLE 4.DIVISION OF OLIVES INTO GROUPS ACCORDING TO THE RATIO OF FLESH AND SEEDS (ANDIJAN REGION 2014 - 2016)**

| Groups                                       | The name of the variety | Minimum amount of meat and beans | The maximum amount of meat and beans | The average amount of meat and beans |
|----------------------------------------------|-------------------------|----------------------------------|--------------------------------------|--------------------------------------|
| The amount of meat in the fruit is very high | Emerald                 | 76:24:00                         | 80:20:00                             | 78:22:00                             |
| The amount of meat in the fruit is very high | Karakoz                 | 74:26:00                         | 78:22:00                             | 76:24:00                             |
| The amount of meat in the fruit is high      | Emerald                 | 75:25:00                         | 78:22:00                             | 76:23:00                             |
| The amount of meat in the fruit is high      | Karakoz                 | 72:28:00                         | 76:24:00                             | 74:26:00                             |
| The average amount of meat in the fruit is   | Emerald                 | 73:27:00                         | 77:23:00                             | 75:25:00                             |
| The average amount of meat in the fruit      | Karakoz                 | 70:30:00                         | 73:27:00                             | 71,5:26,5                            |
| The amount of meat in the fruit is low       | Emerald                 | 71:29:00                         | 76:24:00                             | 73,5:24,5                            |
| The amount of meat in the fruit is low       | Karakoz                 | 68:32:00                         | 70:30:00                             | 69:31:00                             |

Olive varieties are divided into four groups depending on the amount of meat and grains in the fruit:

- 1- The amount of meat in the fruit is very high;
- 2- The amount of meat in the fruit is high;
- 3- The amount of meat in the fruit is average;
- 4- The amount of meat in the fruit is low.

## CONCLUSION

According to the results, the amount of meat in the Izumrud variety was relatively high compared to the size of the bean. The amount of meat and beans in the 1st group olives was 76:26%. This means that 76% of the weight weighed is meat and 24% is beans. The maximum amount of meat and beans of this variety was 80:20%. The minimum and maximum amount of meat and grains in the fruits averaged 78:22 percent. It is very important for us to have the maximum amount of meat in the fruit, because the more meat in the fruit, the higher the amount of fat that can be extracted.

## REFERENCES

1. Sharipovich, A. A., Sheralievich, Y. N., Botirovna, S. M., & Mukhammadovna, E. J. (2020). Study of methods for identification and storage of morphological features of grapes grown in



- the conditions of Fergana Region. *The American Journal of Agriculture and Biomedical Engineering*, 2(07), 20-24.
2. Sokhibova, N. S., Nazirova, M. I. K., & Botirovna, S. M. (2020). INFLUENCE OF REARING SILK WORMS WITH HIGH PRODUCTIVE MULBERRY LEAVES ON THE BIOLOGICAL INDICATORS OF SILK GLAND AND RAW SILK EFFECTIVENESS. *Life Sciences and Agriculture*, (2).
  3. Asronov, E. K., & Soliyeva, M. B. (2020). The importance of feeding silkworms under polyethylene. *ACADEMICIA: An International Multidisciplinary Research Journal*, 10(10), 1169-1174.
  4. Туйчиев, Ж. Ш., Убайдуллаев, С. Ш., Турдиева, Ф. Т., & Солиева, М. Б. (2015). ИЗМЕНЕНИЕ ДОЛИ ДЕФЕКТНЫХ КОКОНОВ В ЗАВИСИМОСТИ ОТ СРОКОВ ПОСТУПЛЕНИЯ НА ЗАВОД. *Современные тенденции развития науки и технологий*, (4-2), 78-81.
  5. Yuldasheva, K. T., Soliyeva, M. B., Kimsanova, X. A., Arabboev, A. A., & Kayumova, S. A. (2021). Evaluation of winter frost resistance of cultivated varieties of olives. *ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL*, 11(2), 627-632.
  6. Xatamova, X. K., Yuldasheva, K. T., Soliyeva, M. B., Kimsanova, X. A., & Juraboyeva, S. M. (2021). Methods of preserving subtropical fruits. *Asian Journal of Multidimensional Research (AJMR)*, 10(1), 109-115.
  7. Yuldasheva, K. T., Soliyeva, M. B., Xatamova, X. K., & Kimsanova, X. A. (2020). Effect of arbuscular mycorrhiza on micro propagated olive. *ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL*, 10(12), 1491-1498.
  8. ВАХОБОВ, А., СОЛИЕВА, М., & ХАТАМОВА, Х. СОРТА КРАСНОКОЧАННОЙ КАПУСТЫ ДЛЯ ПОВТОРНОЙ КУЛЬТУРЫ. *ИРРИГАЦИЯ-МЕЛИОРАЦИЯ*, 57.
  9. Туйчиев, Ж. Ш., Мирзаев, Р. О., Солиева, М., & Гафурова, Ю. К. (2016). ЗАВИСИМОСТЬ КАЧЕСТВА КОКОНОВ ПЕРВИЧНОГО ПОКОЛЕНИЯ ОТ КОЛИЧЕСТВА ФОРМ ИЗМЕНЕННЫХ ИЗ ПАРТИИ ПЛЕМЕННЫХ. *Современные тенденции развития науки и технологий*, 124.
  10. Асронов, Э. К., & Солиева, М. Б. (2020). ВЛИЯНИЕ ИЗМЕНЕНИЯ ТЕМПЕРАТУРЫ НА ПРОДУКТИВНОСТЬ И КАЧЕСТВО КОКОНОВ ВО ВРЕМЯ КОРМЛЕНИЯ ТУТОВОГО ШЕЛКОПРЯДА. *Экономика и социум*, (12-1), 388-391.
  11. Асронов, Э. К., Салиева, М. Б., Салиев, С. А., & Давлатов, Х. Р. (2018). ХРАНЕНИЕ ПЛОДООВОЩНОЙ ПРОДУКЦИИ. In *Северный морской путь, водные и сухопутные транспортные коридоры как основа развития Сибири и Арктики в XXI веке* (pp. 264-266).
  12. Soliyeva, M. B., Yuldasheva, K. T., Xatamova, X. K., Kimsanova, X. A., Isroilova, Sh. Sh. (2021). THE EFFECT OF SHELF LIFE OF LIVE COCOONS ON THEIR TEMPERATURE AND QUALITY. *Asian Journal of Multidimensional Research (AJMR)*, 10(3), 254-260.



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00238.X**

## THE IMPORTANCE OF MEDICINAL PLANTS TO STOP BLEEDING

**Omonova Gavhar Sultonovna\***; **Omanova Anagul Sultanovna\*\***;  
**Otajonova Dilfuza Otabekqizi\*\*\***

\*Ph.D,

Head of the Department of Pharmacology and Clinical Pharmacology of Urgench branch of  
Tashkent Medical Academy, UZBEKISTAN

Email id: sgavhar@umail.uz

\*\*Assistant,

Urgench branch of the Tashkent Medical Academy, UZBEKISTAN

Email id: anagulomanova@gmail.com

\*\*\*Student,

Urgench branch of the Tashkent Medical Academy, UZBEKISTAN

Email id: otajonovad99@gmail.com

### ABSTRACT

*With the emergence of humanity, the natural world and nature evolved with it. In the middle Ages, herbal medicine began to be widely used. It has begun to have a positive effect in the treatment of many diseases. This article discusses medicinal plants to stop bleeding, their use and its current importance.*

**KEYWORDS:** *Viburnum Opulus, Anemia, Jaw-Jaw, Vitamin C, Cholecystitis, Treatment.*

### INTRODUCTION

It is known that bleeding occurs throughout human life for a variety of reasons. Bleeding caused by damage to the vascular wall, especially in various injuries, is very life-threatening. Bleeding from internal organs can also occur in various diseases of the body. For example, gastric and duodenal ulcers, cirrhosis of the liver, hemorrhoids, lung diseases (tuberculosis, tumors, etc.), nosebleeds.

When a large amount of blood is lost in a short period of time as a result of an injury, the patient often falls into a state of shock, and appropriate measures are taken immediately.

## MATERIALS AND METHODS

Anemia occurs when chronic bleeding from the internal organs occurs slowly, but frequently and over a long period of time.

Another major cause of blood loss in the body is a violation of the blood clotting process. It is known that when small blood vessels are injured, the tissue bleeds, and after a while the bleeding stops spontaneously, i.e., the blood clots. This is a normal normal physiological process for living organisms and indicates the balance of Thromboxane and Prostocycline systems in the body. Disruption of the mutual balance of these systems can lead to increased bleeding or blood clotting processes.

Most of the medicinal plants listed below contain factors involved in the process of blood clotting (vitamin K) and substances that strengthen the walls of blood vessels (rutin, quercetin) and others. Due to this, they have a good effect when bleeding and accelerate blood clotting.

## RESULT AND DISCUSSION

**Ordinary bodrezak (kalina, chingiz) - Viburnum Opulus** - grows in the forests of the European part of Russia, in the ditches, lakes and swamps on the edges of moist, mixed forests in Ukraine, Moldova, East Kazakhstan, Western Siberia. Usually the bark and fruit of the plant are used.

The product contains viburnin glycoside, vitamins C and K, carotene, triterpinesaponins, additives, flavonoids, and organic acids.

In folk medicine, medicinal preparations of this plant are used to stop the bleeding from the uterus and to relieve the pain that occurs when menstruation increases. The fruit is used in medicine in the treatment of peptic ulcer disease and as a weak diuretic. It is mainly used in the form of liquid extract, tincture. The fruit is part of vitamin teas.

**Jaw-jaw (achambiti) - Capsella bursa pastoris Medic** - grows among all inhabited lands, roadsides, meadows and among crops as weeds, except the Far North and desert areas.

In medicine, the above-ground part of the plant is used, which contains hysopine glycoside, vitamin C, organic acids, choline, acetylcholine, inositol, flavonoids, saponins, additives.

Jaw plant preparations are used in the form of drops and liquid extracts to stop bleeding in postpartum and uterine diseases, as well as to increase its tension when uterine tension subsides.

**Corn - Zea mays** - the homeland of corn is Southern Mexico, Guatemala, the main product of which is the stem of the mother flower (popuk, sota), which is obtained from the unripe fruit of the plant.

The product contains vitamins K and C, pantothenic acid, essential oil, saponins, inositol, alkaloids and other substances.

Drugs of the corn plant are used in the form of a liquid extract as a diuretic (cholecystitis, cholangitis, hepatitis), diuretic (kidney stone disease, when there are stones in the bladder), as well as a hemostatic drug.

**Barberry (barbaris) - Berberis** - is used as a medicinal plant of 2 species that contain barberry. Amur barberry (*Berberis amurensis*) and common barberry (*Berberis vulgaris*). They grow in

desert and semi-desert zones. In medicine, the leaves and roots of barberry are used. They contain the alkaloid berberine.

An infusion made from the leaves of barberry species is used in gynecological practice as a means of increasing uterine muscle tone, stopping bleeding, lowering blood pressure. Berberine is extracted from the root of the plant. It is used as a herbal remedy in the treatment of chronic hepatitis, cholecystitis, gallstones.

**In the Pot (scorpion grass) - Folia Urticae** - this plant grows on roadsides, along ditches, in moist and cool forests, near residential areas, among bushes. It is mainly found in the European part of Russia, Moldova, Ukraine, Belarus, the Far East, Central Asia and Kazakhstan.

It contains large amounts of vitamins B and C, carotenoids, pantothenic, formic acids, urticin glycosides, flavanoids, phenolic acids, and additives.

Herbal preparations in the pot have the property of accelerating blood clotting and increasing uterine tone. Therefore, they are used in hemorrhoids and as an anticoagulant in obstetrics and gynecology, in the treatment of varicose veins, chronic wounds. Its drugs come in the form of drops, liquid and thick extract, leaf briquettes, and urtsifillin. The product is also included in tea-pills used in gastrointestinal diseases as well as to stop bleeding.

**Lagoxilusiberions** is a plant that grows on semi-desert and gravelly slopes in Uzbekistan and Tajikistan. Occurs in Samarkand, Bukhara and Kashkadarya regions of Uzbekistan. As the plant is included in the Red Data Book of Uzbekistan, the product is grown only on planted plantations. In medicine, mainly the flowers and leaves of the plant are used.

The product contains vitamins K and C, lagoxillin, flavonoid glycosides, organic acids, essential oils, additives, as well as calcium and iron salts.

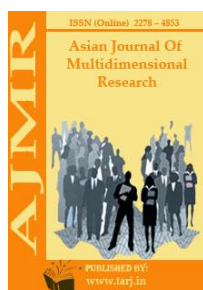
In medicine, herbal medicines are used in the form of drops, decoctions, tinctures, dry extracts to stop bleeding from the uterus and lungs, in the treatment of hemophilia.

## CONCLUSION

In conclusion, the above-mentioned medicinal plants can be used not only when bleeding, but also for its prevention. For example, it is possible to drink a tincture or decoction of such plants for 5-10 days before surgery on organs rich in blood vessels.

## REFERENCES

1. Phytotherapy. M.N. Maxsumov, H.X. Kholmatov. 2003 y.
2. Fundamentals of Pharmacognosy and Botany 2007 y.
3. Folk medicine 2009 y.
4. Fundamentals of Pharmacology M.N. Maxumov 2013 y.
5. IlkhomAbdirakhimov. Development of effective demulsifiers on the basis of local raw materials // Universum: техническиенауки: научныйжурнал. – № 2(83). Часть [4] М.,Изд. «МЦНО», 2021. DOI: 10.32743/UniTech.2021.83.2-4.36-39.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00240.8**

## TEACHING RUSSIAN AS A FOREIGN LANGUAGE FOR STUDENTS WITH THE LANGUAGE OF STUDY

**Mirakhmedova Iroda Anvarovna\***

\*Teacher of the Interfaculty,  
Department of the Russian language  
Faculty of Foreign Philology,  
National University of Uzbekistan named after Mirzo Ulugbek,  
UZBEKISTAN

### ABSTRACT

*The article examines the relevance of the introduction of innovative methods in the process of teaching the Russian language to Uzbek philologists-Russianists. The question is raised that the functional principle of teaching becomes the main thing in teaching the Russian language, and the communicative competence of students is also in the center of attention. It is about an intensive search for new approaches, forms and innovative methods of teaching the Russian language, where the directive model of teaching is replaced by an interactive model that is more productive and focused on the student's personality.*

**KEYWORDS:** *Teaching Methodology, Education, Innovative, Individualized, Grammar, Communicative Competence.*

### INTRODUCTION

The communicative and speech tasks of the Russian language in the university encourage us to focus primarily on general speech skills. First, they, and only they, are an indicator of spontaneous, fluency in speech and the ability to communicate in a given language. Secondly, exercises that develop communication skills carry the greatest educational and cognitive charge. Thirdly, in the process of developing communication skills, a variety of skills are always simultaneously practiced: spelling, grammatical, spelling, etc. As special experimental studies have shown, the way of simultaneous development of skills and abilities is the most effective in teaching a second language.

Important conditions for a high level of education are compliance with the main achievements of linguodidactics and linguistics, pedagogy and psychology, as well as the conscious assimilation of the Russian language by students. Under all these conditions, the communicative orientation in teaching should be put in the foreground.

In this regard, the correct definition of the content of education in the Russian language at a university is one of the main conditions designed to ensure the practical mastery of the Russian language as a means of communication and as a means of cognition.

Comparison of the methods of teaching Russian as a native language, as a foreign language and as a second native language reveals their common features and differences. The unifying principle here is the system of the Russian language, the whole complex of linguistic components, from which the language system of one or another volume is formed (but with an indispensable adequacy to the system as a whole), which is proposed as an educational model of the Russian language.

The tendency to create national educational standards has been characteristic in recent years for education systems in many countries of the world. Similar documents in Uzbekistan with such a wide scope are the Constitution and laws, in particular, the Law of the Republic of Uzbekistan "On Education". The dream and desire of every student, as well as any person studying a foreign language, is the ability to speak correctly and express their thoughts in the language they are interested in. Teaching any discipline requires a number of responsibilities and efforts on the part of the instructor and learner. The teacher's responsibilities include the choice of a specific methodology and a suitable teaching method, the selection of assignments for each type of educational activity, teaching aids, taking into account the level of knowledge of the trainees, and much more. Effort, seriousness and responsibility are required of trainees. The difference between teaching foreign languages and other disciplines is that through language we express our thoughts and feelings. Our thoughts and feelings are not limited in the classroom, in the laboratory, in research; they are always and everywhere with us. This also suggests that you should not only correctly learn foreign languages, but also correctly express your thoughts in your native language. "If the development of the native language begins with the free spontaneous use of speech and ends with the consciousness of speech forms and mastering them, then the development of a foreign language begins with the awareness of the language and voluntary mastery of it and ends with spontaneous speech." The native language is acquired simultaneously with the appropriation of social experience.

In Uzbek universities, the program for studying the Russian language, like other foreign languages, includes an in-depth study of grammar, phonetics and lexical composition of the language, more and more emphasis is placed on teaching the language system and mainly on grammar. As before, the main difficulties are the lack of active oral practice per student of the group, the study of the Russian language should be based on the development of students' speech skills as a result of oral exercises, and theoretical study should give way to the development of practical skills. It is necessary to teach students not only the basics of the Russian language, but also to teach them with interest and correctly communicate in another language, both within the framework of professional topics and in situations of everyday life. Teaching Russian as a foreign language is now being carried out in the context of global changes throughout the education system - the goals of learning the language, the needs of students, learning conditions have changed; One cannot but admit that there has also been a transition from quantitative changes to qualitative ones - work with the masses of students has transformed into more individualized work, when students themselves began to determine not only the linguistic, but also the cultural component of the learning process.

The main goal of teaching a foreign language is not so much teaching the language system (linguistic competence) as mastering communicative competence, i.e. a person's ability to carry

out speech communication by means of the studied language in a particular field of activity. The basis of communicative competence is a complex of linguistic knowledge and speech skills and abilities that are formed and assimilated in the course of classes. The priority is the student's independent work, which involves, first of all, a careful study of additional theoretical materials and educational Internet resources for each topic, self-examination with the help of questions and tests given at the end of the topic, as well as the mandatory performance of practical tasks. As for the remaining 50%, depending on the students, it should be noted that no matter what new innovative method the teacher chooses for the student in order to increase his practical mastery of the language, a lot depends on him, on his diligence, efforts and ingenuity.

For the most meaningful and inspiring lesson cannot last more than an hour and a half. At the end of the lesson, outside the classroom and the university, the student is left alone with his diligence and imagination. Based on the above, students can be advised to follow the famous saying "Repetition is the mother of learning." The more they repeat the material they have covered, going deeper into it, the better they will be able to remember it. This is due to the emergence of the labor market, competition in Uzbekistan for specialists from domestic and foreign vocational schools in order to bring the level of graduates of domestic educational institutions to the level of professional competence of a foreign specialist. The modern methodology of teaching the Russian language in the universities of Uzbekistan recognizes that the difficulties of mastering words, on the one hand, are associated with the peculiarities of the lexical system of the Russian language itself, and on the other, with the specifics of the vocabulary of the students' native language. Since words in Russian do not exist in isolation, but in connection with others, students study vocabulary in interconnection, in comparison, which facilitates the process of mastering the material. In the learning process, a large place should be given to the semantics of words, since it is associated with the correct understanding of the word and its use in speech. Living word of the teacher, his direct appeal to students, the possibility of constant feedback - all this has undoubted advantages. It should always be remembered: no matter what technical means we use, the teacher remains the central figure in the educational process, and he needs to carefully monitor his speech, have a good, clear pronunciation, and avoid grammatical and stylistic mistakes.

## LITERATURE

1. Leoshev AA Some problems of teaching Russian as a foreign language. Psycholinguistic sketches. - M, 1970.
2. Leont'ev AA Scientific foundations of the principle of active communication // Reports at the V International Congress MAPRYAL -M, 1982.
3. Belyaev B.V. Psychological foundations of teaching the Russian language in national schools U / Russian language at the national school. 1962, no. 3.
4. Maltseva EI Conceptually - logical scheme as one of the methods of organizing textual material for educational purposes // Russian language abroad. -1985, No. 1
5. Law "On Education" of the Republic of Uzbekistan // Harmoniously developed generation - the basis of progress in Uzbekistan. Tashkent: Shark, 1997.
6. Vygotsky L.S. Thinking and speech // Izbr. Psychol. issled. M., 1956.



7. Mitusova O.A. The linguistic component of the modern specialist's model // Construction-2001: materials of the Intern. Scientific and Practical Conf. Rostov n / a .: RGSU, 2003
8. Shchukin N.A. Methods of teaching speech communication in a foreign language. M . Ikar, 2011.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00239.1

## THE SPIRIT OF WOMEN IN MUAZZAMKHON'S WORK

Saydalieva Nasiba Farhodovna\*

\*Candidate of Philological Sciences,  
Head of the Department of Languages  
SEIS Academic Lyceum,  
UZBEKISTAN

### ABSTRACT

*The role of the poets of the XIX century in the development, perfection, development and discoveries of the literature of the period in terms of themes, ideas and genres is significant. An in-depth analysis of the human spiritual world in the works of poets, the fact that a woman writes about the female psyche in the literature is considered an important event..*

**KEYWORDS:** *Women, Spirit, Lyrical Heritage, Aesthetic Thinking.*

### INTRODUCTION

In their works, Uzbek poets are oppressed by violence, the restriction of rights. The humiliated, oppressed poets of the time mobilized their creativity for the better days of this disenfranchised masses. Such a spirit was reflected in the works of such poets as Uvaysi, Dilshodi Barno, Anbar atin, Nozimahonim, Samar Bonu.

In Muazzamkhan's work, the contradiction between the time, the social environment in which he lived, and his personal experiences is widely covered. Muazzamkhan's poems in this spirit depict the period in which he lived and the social environment in which he lived through his personal feelings. In Muazzamkhan's ghazals the image has a certain traditional character. In them, by means of traditional poetic means, new poetic landscapes are created through the poet's own inventions. In particular, the poet's poems in the spirit of hasbi hal are a direct expression of life's pains and sorrows, reflecting the peculiarities of his way of life.

Muazzamkhan is a poet who contradicts the direction of talent. His poetry is rich in many vital contradictions. In the work of the poet, the world that caused all the disappointments in life is criticized with such adjectives as "the world is cruel," "the unfaithful," "the cage," "the dragon." In many of Muazzamkhan's poems, the theme is dominated by a strong desire to emphasize the word "falak"(sky). In many of his poems, he tries to use the same word in the beginning of the poem in the form of a rhyme and radif, and in order to increase its emotional power, in the form of a stimulus:

*Do 'stlar, man naylayin, zoru nisor etti falak,  
 Mehnatu, anduhu, kulfatga duchor etti falak.  
 Ey Muazzam, sen g'aribsen, hech kimi yor aylama,  
 Yor deb siringni aytsang zeri dor etti falak*

*(Friends, don't worry, it's too late,  
 Sadness has caused disaster.*

*O Muazzam, you are a stranger, do not help anyone,  
 If you tell me your secret, I'll tell you)*

In the following verse of the poet, "falak"(sky) has become a means of listening to the emotions, acting as a stimulus:

*Ey falak, muncha jafoni manga in'om aylading,  
 Ham xirad uyini buzding, besaranjom aylading.  
 (O sky, you have given me so much suffering,  
 You've ruined the house of wisdom, too)*

Although Muazzamkhan torments him, he loves the old world, the world is wonderful. But at the same time, he marvels at his infidelity, his cruelty. In the literature, the term "dragon" has been used in many places to refer to death. In the poet's poetry, it is applied to the world and is described as follows:

*Ajoyib bevafo dunyo, bu zoli pur jafo dunyo,  
 Yutarga ajdaho dunyo, o'zing bergil pano dunyo.*

At the center of the poet's poems is a lyrical protagonist, "unaccompanied in the valley of strangeness," "a wanderer in exile." Muazzamkhan has a hopeful heart from the "fruit of enlightenment", a man of humanity and goodness. His poetry depicts the moods and scenes of his inner world, the complexities of the period, human relations, contradictions..

Creators like Muazzamkhan were inflicted with "cruel tyranny". When the poet speaks of "celestial oppression", he means not only personal tragedies, but also a number of social injustices that took place during the period. During the reign of Muazzamkhan, the socio-political, economic and cultural life of the peoples of Central Asia changed, that is, in the second half of the XIX century, as a result of the colonial policy of Tsarist Russia, bilateral oppression intensified in the country. As a result, the people lived a hard life, and such a way of life could not be ignored by the progressive-representative artists of this nation, a period full of various contradictions could not be imprinted in their works. After all, the power of literature and the social role of the creator are also determined by this. But no matter how much Muazzamkhan suffers in his poems as a woman, no matter how sharp his social views and ideas are, his feminine elegance, modesty, and more precisely, the role of women in that historical period does not allow for social warfare. Muazzamkhan's lyrical protagonist is patient, contented and generous. He considers both joy and anxiety to be from the judgment of Allah alone, and

sincerely believes in him. The reason why the theme of traditional patience is given a wide place in the poet's work is as follows:

*Hajr zindoni, Muazzam, seni mahbus ayladi,  
Xoliqingni hukmidur, sabr et, na deb yig'larsano.*

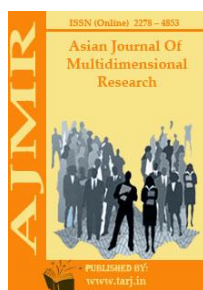
(Why are you crying being a prisoner of estrangement is a fateful sentence? Be patient)

The poet used the art of "tanosub" in the verse, quoting a number of closely related concepts such as "prison", "prisoner", "sentence". Poetry has a figurative meaning. It expresses the poet's ideological and poetic intentions, stating that Muazzam was imprisoned by the tragedy of separation, that he was a prisoner by the judgment of the Creator, and that the prisoner had no choice but to persevere.

Both in the poems in which the poet sang the beauties of life, and in the poems expressing the pains of exile, and in the lines expressing protest against the evils of the time, the elegant artistic expression of love, fidelity and devotion to God and people first shines..

#### REFERENCES

1. O`zME. The first volume. Tashkent, 2000
2. Jalolov T. Uzbek poets. T. G. Ghulam Literature and Art Publishing House, .1980, 193 -p.
3. I.Suvonqulov. Poet Muazzamkhan (drawings of his life and work), New Age Generation, 2005 28-34-p
4. M.Kodirova. The fate of man and the people in the works of Uzbek poets of the XIX century. T. Science, 1977, 50 p

Published by: *TRANS* Asian Research Journals

# AJMR:

## Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00241.X

### THE CURRENT SITUATION IN THE DISTRICT OF LOWER ZARAFSHAN PLANT SPECIES - ECO-INDICATOR

**Anvar Rasulov\***

\*PhD, Senior Lecturer,  
Tashkent State Pedagogical University,  
Tashkent, UZBEKISTAN  
Email id: anvar.ilmiy@mail.ru

#### ABSTRACT

*This article discusses the impact of desertification on the geosystems of the Lower Zarafshan natural geographical district, located in the southwestern part of the country, the natural and anthropogenic factors that cause desertification.*

*In particular, the district flora has been studied as an indicator of the geoecological situation.*

**KEYWORDS:** Lower Zarafshan, Geosystem, Desertification, Natural, Anthropogenic, District, Landscape, Indicator, Vegetation.

#### INTRODUCTION

All components, including flora and fauna, have a special place in the development of stability in nature, and special attention has been paid to the protection of the environment, flora and fauna in Uzbekistan since the early days of independence. In particular, the laws "On nature protection" (December 9, 1992), "On specially protected areas" (May 7, 1993), "Protection and use of flora" (December 26, 1997) were adopted. These normative documents are an important legal basis for the conservation and preservation and protection of flora and fauna.

The Red Book of Uzbekistan was established in 1979 and provides detailed information on rare and endangered species of flora and fauna.

#### MATERIALS AND METHODS

So far, the Red Book of Uzbekistan has been published five times in 1979, 1984, 1998, 2006 and 2009. The most recent Red Book published in 2009 includes a total of 301 plant species. This, in turn, enriched 138 species compared to the 1984 edition (163 in 1984). It appears that in twenty-five years, 138 species of plants have become extinct or several have completely disappeared from nature.

In the Red Book, compiled and published in 2009, plants are divided into 4 groups (categories) according to the classification developed by the International Union for Conservation of Nature:

1. Lost or endangered species. Species that have not been found in nature for several years, but are only likely to survive in areas where some are difficult to collect or in cultural conditions.
2. *Endangered species*. Species that require special protection to survive the threat of extinction.
3. *Rare species*. Species that have survived in specific conditions in certain small areas, are endangered, and require strict control.
4. *Declining species*. Species whose numbers and range are declining over time due to natural causes or anthropogenic influences. Plants in this group will need special control.

The flora of the Lower Zarafshan natural district is reflected in the scientific research of researchers such as Cherneva OV (1962), Zokirov K (1971), Prator UP (1972), Tojibaev K.Sh (2007). found

Although Lower Zarafshan district is located in the desert zone, it is much richer in the organic world. There are more than a thousand species of tall plants in the region. In the desert part 580 species belonging to 55 families are registered, and in the oasis part only 219 species of weeds are registered. Of the desert plants, 173 species are endemic to Central Asia, while 18 species occur only in the oasis [1,2,3].

## RESULTS AND DISCUSSION

The diversity of soil types, relief conditions, groundwater regime, the location of salts in the soil determine the vegetation of plants in different ecological conditions. For example, the rabbit-bone group is typically characterized by broken sand dunes; common in moving sands around wells. It grows with the addition of male selenium, syringe and parteck. Wells are common in the degraded sands around, as well as in the Circassian and Juzgun. In the dry valleys of the Makhandarya, cherkes and yams grow, as this is affected by the approach of groundwater to the surface. In intensively grazed sandy pastures, the group of juzgun is widespread in sand dunes. If weeds and other plants are added to it, the productivity of pastures will reach 2-4 ts.

The aksaksovil-ilak group is widespread in the fortified sandy and marzli sands of the oasis. In this case, the productivity of the pasture reaches 3-5 ts. The ridges in the oasis and the gray-brown soils at the residual heights are often covered with turon shovels. In the Takirs and in the ancient delta plains, keirvuk, tetir, dye, and karasakovol grow.

Sarsazan and buckwheat plants grow in strongly saline soils. The tugai forests on the banks of the Zarashan River have now almost disappeared, leaving only a few small protected tugai landscapes. In the coastal parts of Mokhandarya and Tayqir there are scattered ravines.

In the country and, accordingly, in the Lower Zarafshan district, as a result of large-scale development of protected lands (deserts and steppes), industry (especially the rapid development of fuel and energy industries in the region), the establishment of road infrastructure and other anthropogenic impacts. Plants of several names are included in the Red Data Book of Uzbekistan as extinct, endangered, rare, declining species. We analyze these in detail below:

1. Astragalus pluntus Boriss. Rareness level 2. Rare endemic species in Uzbekistan. Shrub up to 60 cm tall, branched, thick, straight, white hairy, covered with thick spines 4-6 cm long. Bukhara, Samarkand, regions: Kyzylkum, Konimex, atroida, Pomr-Aloy, Zirabulo-



Ziyovuddin mountains and Nurata ridge. It grows solitary and forms small balls. No special protection measures have been developed [1, P. 288-289].

2. Mercki Rareness level 3. Very rare in Uzbekistan. Perennial onion herb between 15-25 cm tall. The appearance of the onion is ovoid, reaching 1.5-4 cm in diameter. Occurs in Bukhara, Navoi, Jizzakh regions, including Konimex and Tomdi in the Kyzylum desert, as well as in Kazakhstan, Turkmenistan and Tajikistan. Grows individually and in small groups. It has been grown in the Botanical Garden of the Academy of Sciences of the Republic of Uzbekistan and in the Khojand (Tajikistan) Botanical Garden since 1956. As a precautionary measure it is recommended to control the growing areas[2, P. 200-208].
3. *Eulophiya turkestanica* (Litv/) Schiecht. Rareness rate 2. A rare, endemic plant with an isolated area in the southern part of Central Asia. Hairy, yellow-purple, perennial herb, 35-50 cm tall. It is mainly distributed in Bukhara, Navoi, Samarkand, Surkhandarya regions, including in the valley of the Zarafshan river, around Karmana, Konimex, between the villages of Jarkurgan and Surkhan, around the city of Denau. It grows sparsely, forming small balls. There is no information on its culture. No special protection measures have been developed. It is necessary to determine the number and distribution, and to study its growth in nature and culture [3, p. 18-24].
4. *Calligonum matteianum* Drobv. Rareness level 2. A rare, endemic plant found in small areas of the Kyzylkum. Shrub 70–150 cm tall, slightly curved elbow. The Bukhara Karakul oasis, spread around Dengizkul, can also be found in Turkmenistan. Grows very sparsely in small areas, mainly in fortified sand dunes. The area where the plant grows has been declining as a result of continuous livestock use and use as firewood. There is no information on civilization. No special protection measures have been developed. It is necessary to regulate the feeding of livestock and to prohibit the cutting of firewood [4, P. 141].
5. *Calligonum paletzcifnum* Litv. Rareness level 2. A rare, endemic plant found in small areas of the Kyzylkum. Shrub with slightly curved elbows 100–200 cm in height. It is found in Lower Zarashon, around Dengizkol, and is also found in Turkmenistan and Tajikistan. Rare. It grows into small balls. Attempts were made to grow it in the Botanical Garden of the Academy of Sciences of the Republic of Uzbekistan.

Маҳсул муҳофаза чоралари ишлаб чиқилмаган [6, p. 580].

6. *Climacoptera merkulowiczii* (Zkirov) Botsch. Rare. 2. A rare endemic species found in the Kyzylkum. An annual herbaceous plant. Height 10-40 cm. The structure is thick, hairy, with a short branched tangle that later diminishes. Distributed in Lower Zarashan district and Kyzylkum. It grows mainly in saline soils. grows into small balls. Irregular grazing of livestock can be indicated as the number of plants and the reasons for changes in the area. There is no information on its culture. No special protection measures have been developed.
7. *Eremostachys eriolarynx* Pazij et Vved. Rareness Rate 1. A very rare endemic plant in the Kyzylkum. Brief description: perennial herb, reaching 20-30 cm in height. The stem is covered with thick, simple ruffled feathers. Bukhara region: Distributed in Kyzylkum. It is also found in Kazakhstan. Grows on reddish-brown soils in the plains.

It was first collected in 1871 from the Karak Desert and in the same year from the eastern foothills of the Karak Mountains (Shymkent region of Kazakhstan). It was last found in 1956

near the village of Yangikuduk in the Gijduvan district (Bukhara region). Expeditions to find the species in recent years have been unsuccessful.

The main reason for the change in plant number and areale is shown to be irregular grazing of livestock. There is no information on the culture of the plant. No special protection measures have been developed. Expeditions should be organized to identify surviving sites [7].

8. Cousiniyaogdiana Bornm. Rareness level 1. Very rare endemic plant growing in small areas of Uzbekistan. Brief description: a biennial herb with slender wings and hairy stems up to 70 cm in height. It grows mainly in solid sands and sand dunes.

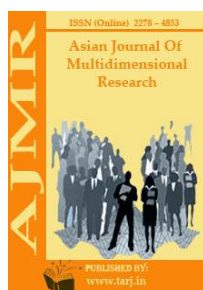
## CONCLUSION

Irregular grazing of livestock and other anthropogenic impacts are cited as reasons for changes in plant numbers and area. There is no information on the culture of the plant. Protective measures. it is recommended to establish control over species growing under natural conditions [8].

In summary, biodiversity exists in all ecosystems on Earth. The disappearance and decline of a species causes inconvenience to different species, since zero species are always interconnected. As a result of inefficient use of natural resources, many species and non-native components are at risk.

## LITERATURE

1. Dzhalalov A. On the protection of the golden adonis (*Adonis chrysocyathus*) // Mat. Soviesh. For the protection of flora objects of the republics. Central Asia and Kazakhstan. Tashkent: "Fan", 1971, pp. 288-289.
2. Tojibaev K.Sh., Beshko N.Yu. Inventory of rare and endemic plants of Jizzaxokgo and Navoi viloyats of the Republic of Uzbekistan // Biodiversity of Uzbekistan - monitoring and use. - Tashkent, 2007.S. 200-208.
3. Belolipov I.V. otostegiya bucharic B. Fedtsch. Red Book of the Republic of Uzbekistan. Tashkent, ENK "Chinor", 1996. P.18-24.
4. Nabiev M.M. Genus *Glligonum* // Keys to plants of Central Asia. T. 2. Tashkent: Fan, 1971, p. 191-199.
5. Pavlon N.V. Genus *Glligonum* // Flora of the USSR, 1936, pp. 69-70, 553, 580.
6. Vvedensky AI Sem. Labitee // Flora of Uzbekistan Tashkent Iz-vo. Academy of Sciences of the Uzbek SSR. 1961, p. 263, 416.
7. Cherneva OV Genus *Cousinia* // Flora of Uzbekistan Tashkent, Iz-vo AN UzSSR, 1962, pp. 246, 331, 510.
8. Granitov I. Vegetation cover of the Southwest Kyzyl Kum. Tashkent, "Science", 1964. T. 1.- 336 p.
9. Guzairov Kh. Weed vegetation of deposits and field crops of Bukhara. Harmful and useful wild plants of the Bukhara oasis - Tashkent: "Fan", 1968. - S. 52 - 90.
10. Fayziev A., Nazarov I. South - Endemic plants of the Western Kyzylkum and their protection. Information of the Geographical Society of Uzbekistan 21 - vol. -Tashkent: 2000.- P.65-66.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00258.5

## A STUDY OF DESIGNING THE CONCEPTUAL MODEL FOR THE ASSESSMENT OF ENTREPRENEURIAL OPPORTUNITIES IN LIFE INSURANCE INDUSTRY IRAN

Jahangir Yadollahi Farsi\*; Alireza Daghighi Asli\*\*;  
Vali Ollah Nazmi Sharamin\*\*\*

\*Associate Professor,  
Entrepreneurship Faculty, University of Tehran, IRAN  
Email id: jfarsi@ut.ac.ir

\*\*Assistant Professor,  
Economics Faculty of Azad University, Tehran, IRAN  
Email id: daghighiasli@gmail.com

\*\*\*M.A. Student of Entrepreneurship,  
Entrepreneurship Faculty, University of Tehran, IRAN  
Email id: vahid.nazmi@gmial.com

### ABSTRACT

*The aim of this research is to design a conceptual model for the assessment of entrepreneurial opportunities in Iran life insurance industry. The research was performed in 2011 and 2012, in Tehran, Iran. The research method was mixed methods approach. In qualitative part, semi-structured interviews were done with life insurance experts (both academic experts and administrative experts). The interviews were analyzed through open, axial and selective coding method and the opportunity assessment criteria were derived from the interviews. In axial coding stage, 36 criteria were derived and classified into 8 general factors including “human resource, available and required administrative capabilities”, “product”, “target market and demographic groups”, “laws, regulations, and administrative infrastructures”, “threat of competitors”, “profitability of the opportunity”, “barriers to enter” and “ambiguity and uncertainty in the market”. The criteria were drafted into a questionnaire to assess the importance of each criterion in. The questionnaires were distributed among 120 life insurance managers of insurance companies’ main branches in Tehran. The validity of the questionnaire was tested through Cronbach’s alpha test ( $\alpha=0.93$ ). SPSS software and factor analysis method were used to analyze the quantitative data. After factor analysis, another factor named “entrepreneurial strategy” was added. Finally, the conceptual model for assessment of*

*entrepreneurial opportunities in Iran life insurance industry was designed based on mentioned 9 factors. Based on the study results, the “human resources, available and required administrative capabilities” and “target market and demographic groups” factors were the most important factors to assess the entrepreneurial opportunities of Iran life insurance industry.*

**KEYWORDS:** *Entrepreneurial Opportunity, Opportunity Assessment, Life Insurance.*

## 1) INTRODUCTION

Nowadays, aging of population and its consequences are among the most important issues of many countries. Iran is one of these countries which encounter the issue of aging. Although the share of elderly people is low in the whole population of Iran now, the rate of aging and increasing share of elderly people (60 and older) makes provident planning necessary to cope with the consequences. One of the fundamental activities that most of countries have done regarding this problem is developing and extension of life insurance in the society. In previous studies the relationship between aging and formation of entrepreneurial opportunities in life insurance market has been emphasized (Pittaway, 2011).

Life insurance is an important economic tool nowadays and has many uses in economy. Besides, life insurance funds are great sources of investments, and life insurance companies are regarded as big investments poles in the world. Regarding life insurance industry, Iran has a low rank compared to similar countries from the view point of both density (the ratio of acquired premiums to whole premiums of country) and dominance (the share of life insurance in GDP).

## 2) REVIEW OF LITERATURE

In this part, the research keywords are defined first, and then the similar researches are reviewed.

*Entrepreneurial opportunity:* “those situations in which new goods, services, raw materials, and organizing methods can be introduced and sold at greater than their cost of production” (Smith, Matthews, & Schenkel, 2009).

*Opportunity assessment:* The process to evaluate the potential of the opportunity to generate competitive advantage and entrepreneurial returns (Haynie, Shepherd, & McMullen, 2009).

*Life insurance:* a contract between insured and insurer in which a defined sum is paid to defined beneficiary if the insured dies. Insured pays periodical amounts (premiums) to the insurer to recompense (Etzal, 2003).

### 2-1) LIFE INSURANCE MARKET AND DEMAND

In this part, previous researches about the life insurance demand, consumption, market share, the factors that form demand and similar issues are reviewed.

The first study about life insurance and its demand was performed by Huebner. He concluded that life insurance value has certain qualitative dimensions which increase its economic value (Huebner, 1942).

Brown and Kim in a comprehensive study including both developing and developed countries concluded that national income, social expenditures and expected inflation rate are three main factors that affect the average consumption of life insurance in different countries (Brown & Kim, 1993).

Kwon & Jones discuss the development of a mortality model that reflects the impact of various risk factors on mortality. They use longitudinal survey data from the Canadian National Population Health Survey to determine the significant risk factors and quantify their effect on mortality (Kwon & Jones, 2006). They mention a great number of medical and epidemiological studies have discovered and verified risk factors of adult mortality and evaluated mortality differentials based on identified risk factors. In addition to age and sex, those risk factors include socio-economic/demographic status such as education, income, occupation and marital status, behavioral factors such as smoking, alcohol intake, physical activity, and obesity which affect life insurance market and demand.

McMinn, Bauer and Weber have discussed the Life Insurance and Life Annuity Demand. They believe as populations in countries around the world age, governments, corporations and individuals face increasing longevity risk. Longevity risk exists at individual and aggregate level. For the individual, it is the risk of outliving one's accumulated wealth. In the aggregate, it is the risk that the average member of a birth cohort will live longer than expected. They also discuss that the real demand and predicted demand in life insurance market are always different (McMinn, Bauer, & Weber, 2008).

Hecht and Hanewald have studied the life insurance demand in the micro economic level of household, and have regarded a large set of economic, socio-demographic, and psychological criteria in their study. The analysis they have proposed in their research, includes the direct evaluation of households about life insurance policies (Hecht & Hanewald, 2010).

Pittaway has discussed the issue of demographic changes of the world and aging trends in developed societies and entrepreneurial opportunities resulting from these issues (Pittaway, 2011). He has mentioned that in the next twenty years, developed societies will have a large number of retired people who will seek to invest their wealth in secure markets. He says the issue of insurance and discusses that unexpected accidents are increasing in the world and the world population (especially the elderly) are accepting insurance as a necessity in life.

Sajjadi and Gholami have investigated the relationship between macro-economic variables (e.g. GDP, interest rate, inflation rate, and insurance rate), statistical variables (e.g. life expectancy) and life insurance demand in Iran. They discuss that economic environments have significant effects on insurance industry growth. Their study results showed that GDP and estimated inflation rate have significant relationship with life insurance demand (Sajjadi and Gholami, 2007).

Mahdavi has investigated life insurance demand and the application of economy in uncertain conditions. He proposed that loss of household income because of household protector death is the main cause of life insurance demand in Iran. The results of his study also shows that the factors like life expectancy and insurance overhead expenditures have negative effect on life insurance demand (Mahdavi, 2009).

### **2-3) MODELS AND METHODS OF ENTREPRENEURIAL OPPORTUNITIES ASSESSMENT**

Opportunity assessment is a process to evaluate the potential of the opportunity to generate competitive advantage and entrepreneurial returns to the firm (Haynie, Shepherd, & McMullen, 2009).

Morse and Mitchell (2006) have proposed two general dimensions in entrepreneurial opportunities assessment and each dimension includes some subsidiary dimensions. The first general dimension is “feasibility analysis” and the second is “financial analysis”. The feasibility analysis consists of a PEST analysis, an industry analysis, an internal analysis and a market profile analysis. The financial analysis includes looking at similar firms in the industry, projecting market share, margin, break-even point, etc. The next step in their opportunity analysis model is to combine the results of both analyses to project the success of the opportunity.

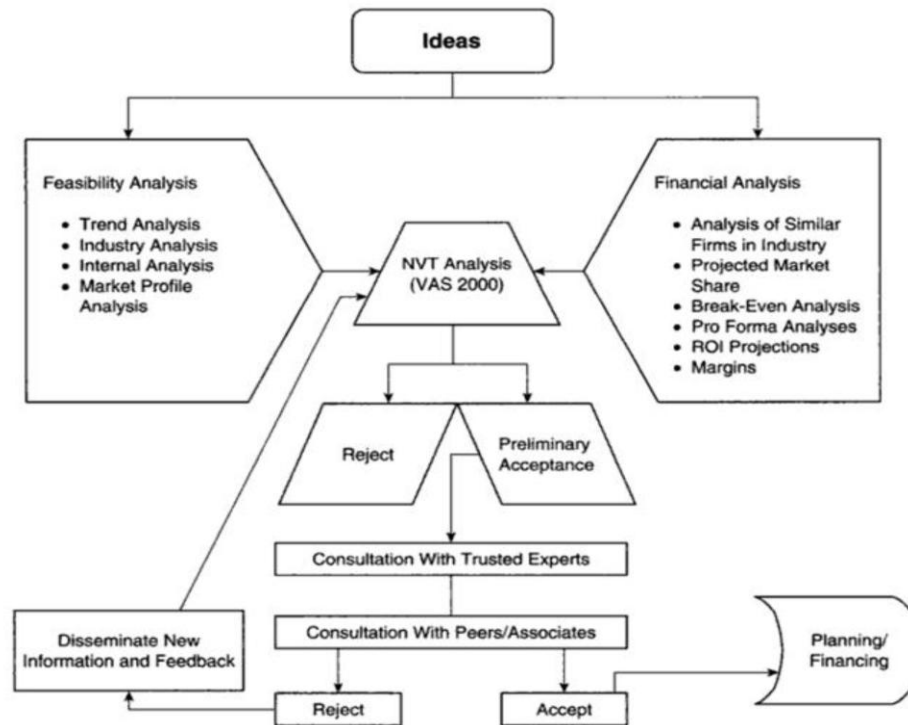


Figure 1) Opportunity evaluation model (Morse and Mitchell, 2006)

Mullins (2003) has developed a comprehensive model for market opportunity assessment which includes seven dimensions.



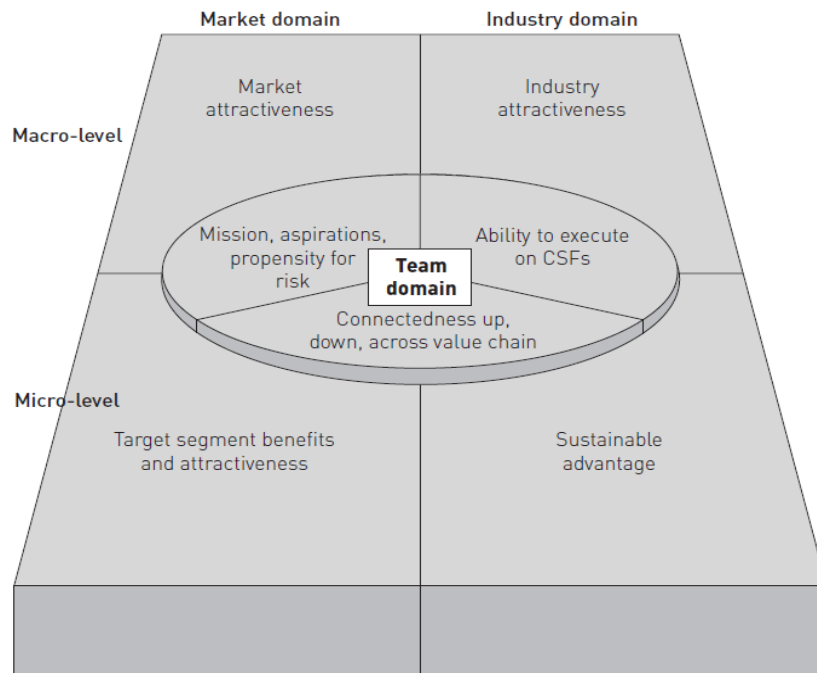


Figure 3) Opportunity attractiveness model (Mullins, 2003)

### 3) SIGNIFICANCE OF THE STUDY

Recognition and assessment of entrepreneurial opportunities in life insurance industry, besides its economic and profitability dimension, is regarded as a social and national issue. In fact, if these opportunities are not recognized, assessed and exploited, in addition to the fact that investors, entrepreneurs and other actors of life insurance market will lose a significant profit, the related responsible governors and executive managers will not use different applications of life insurance as a proved tool to cope with the aging problems.

Employment opportunities in life insurance market is another important issue in this regard, and obviously without recognition and assessment of mentioned opportunities, a large part of employment opportunities and a significant growth in GDP will be neglected. Because of its specific nature, life insurance forms large investment funds with quite low premiums, and these enormous capitals can be invested in other parts too. Therefore, in this research the criteria for assessment of entrepreneurial opportunities in Iran life insurance industry are recognized and explained.

### 4) OBJECTIVES

The aim of this research is to design a conceptual model for the assessment of entrepreneurial opportunities in Iran life insurance industry.

### 5) RESEARCH METHODOLOGY

This research is an applied research regarding purpose, a descriptive survey regarding data collection methods, and has done by mixed research methods including a qualitative and a quantitative part. In qualitative part, semi-structured interviews were done with life insurance experts (both academic experts and administrative experts). In qualitative part of the research, the research population included Iran life insurance industry experts. Life insurance industry

experts in this research includes those people who 1) had post-graduate education in life insurance and published books or articles in this field, or 2) had post-graduate education in life insurance and executive post in life insurance offices of Iran main insurance companies located in Tehran. Based on theoretical saturation and cluster sampling 16 interviewees were chosen as sample. These interviews were analyzed through open, axial and selective coding method and the opportunity assessment criteria were derived from the interviews. In axial coding stage, 36 criteria were derived and classified into 8 general factors.

In quantitative part, the criteria were drafted into a questionnaire to assess the importance of each criterion. The research population in this part was life insurance managers of Insurance companies main branches located in Tehran. Based on Cochran sampling formulas, the sample size was 85 people. The questionnaires were distributed among 120 life insurance managers of insurance companies' main branches in Tehran. 87 valid questionnaires were gathered. The validity of the questionnaire was tested through Cronbach's alpha test ( $\alpha=0.93$ ). SPSS software and factor analysis method were used to analyze the quantitative data.

## 6) RESULTS AND DISCUSSION

### 6-1) ANALYSIS OF QUALITATIVE DATA

In qualitative part of the research, 16 interviews were done with Iran life insurance industry experts. Axial and selective coding of interviews is shown below in table formatting. In the tables below, "M" shows "Interviewee" and the number index shows the code of interviewees.

#### 6-1-1) HUMAN RESOURCE, AVAILABLE AND REQUIRED ADMINISTRATIVE CAPABILITIES

| Frequency | Interviewees codes                             | Axial Coding Concepts                                                               | Selective Coding                                                   |
|-----------|------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| 10        | M1, M2, M3, M4, M6, M7, M9, M12, M13, M14      | Sales Network proficiency                                                           | human resource, available and required administrative capabilities |
| 11        | M2, M3, M4, M5, M6, M7, M8, M10, M11, M13, M16 | Marketing Network Proficiency                                                       |                                                                    |
| 7         | M3, M5, M7, M15, M12, M13, M16                 | Risk management skills of entrepreneur team                                         |                                                                    |
| 9         | M2, M1, M4, M5, M6, M15, M9, M11, M14,         | Promotion proficiency of entrepreneur team                                          |                                                                    |
| 3         | M9, M12, M13                                   | The scope of social network and social capital of entrepreneur or entrepreneur team |                                                                    |
| 7         | M2, M4, M6,                                    | Ability to have Constant relation with                                              |                                                                    |

|    |                                            |                                                                                              |  |
|----|--------------------------------------------|----------------------------------------------------------------------------------------------|--|
|    | M7, M9, M12, M14                           | customers                                                                                    |  |
| 3  | M3, M6, M16                                | The extent of access to successful and unsuccessful entrepreneurs of life insurance industry |  |
| 10 | M1, M2, M3, M4, M5, M9, M10, M12, M14, M16 | The extent of access to skilled human resources to start entrepreneurial activity            |  |

The valuable wealth in life insurance industry, which can be a great competitive advantage, is “human resource”. Lack of enough expert actuaries, especially in life insurances is the most important problem in Iran life insurance market and the interviewees emphasized this problem. In short, the most important criterion which entrepreneurs should have in their mind to exploit entrepreneurial opportunities of life insurance market is access to expert and committed human resources.

### 6-1-2) PRODUCT

| Frequency | Interviewees codes               | Axial Coding Concepts                                                 | Selective Coding |
|-----------|----------------------------------|-----------------------------------------------------------------------|------------------|
| 10        | M1, M2, M3, M5, M7, M11, M16, M8 | Innovativeness of entrepreneur team regarding new product development | product          |
| 11        | M1, M6, M7, M10, M8, M16         | Quality of existing life insurance products in the market             |                  |

According to study results, insurers are not willing to sell to their products to the customers who will probably die in near future and should design products which will be attractive for a large and reliable segment of market. “Product” is another criterion which entrepreneurs should pay adequate attention in exploiting life insurance market opportunities. Innovativeness of entrepreneur team regarding new product development and quality of existing life insurance products in the market were the dimensions which most of interviewees focused on.

### 6-1-3) TARGET MARKET AND DEMOGRAPHIC GROUPS

| Frequency | Interviewees codes                     | Axial Coding Concepts                                       | Selective Coding                     |
|-----------|----------------------------------------|-------------------------------------------------------------|--------------------------------------|
| 9         | M1, M3, M4, M5, M8, M9, M10, M11, M16  | The amount of target market demand                          | Target market and demographic groups |
| 9         | M2, M3, M4, M5, M8, M10, M12, M15, M16 | Demographic criteria (mortality rate, life expectancy etc.) |                                      |
| 10        | M1, M4, M5, M6,                        | The dominance of                                            |                                      |

|    |                                                              |                                                                         |  |
|----|--------------------------------------------------------------|-------------------------------------------------------------------------|--|
|    | M7, M8, M9, M11, M13, M14                                    | entrepreneur team to existing and latent needs in life insurance market |  |
| 5  | M2, M4, M5, M8, M13                                          | The market scale to enter                                               |  |
| 7  | M1, M2, M4, M6, M7, M16, M8                                  | Number of potential customers from different population segments        |  |
| 1  | M16                                                          | Bargaining power of insured people                                      |  |
| 14 | M1, M2, M3, M4, M5, M6, M7, M8, M10, M11, M13, M14, M15, M16 | Culture of buying insurance                                             |  |

Recognition of target market and demographic groups was another significant issue to assess the life insurance opportunities and exploit them and almost all of interviews pointed to this issue directly or indirectly. Demographic criteria (e.g. mortality rate, life expectancy etc.), number of potential customers from different population segments, and culture of buying insurance were the most important factors in this category.

#### 6-1-4) LAWS, REGULATIONS, AND ADMINISTRATIVE INFRASTRUCTURES

| Frequency | Interviewees codes            | Axial Coding Concepts                                              | Selective Coding                                      |
|-----------|-------------------------------|--------------------------------------------------------------------|-------------------------------------------------------|
| 7         | M2, M3, M4, M6, M7, M10, M11, | The extent of sufficiency and transparency of laws and regulations | Laws, regulations, and administrative infrastructures |
| 4         | M2, M4, M7, M10               | The extent of robust IT infrastructures                            |                                                       |
| 6         | M2, M3, M4, M5, M13, M10      | The share of public part in the life insurance market              |                                                       |

“Laws and regulations” of life insurance is another important issue that entrepreneurs should have in their mind when assessing opportunities in life insurance market and industry. The most important regulation related to life insurance selling in Iran is the Regulation 54 of Supreme Council of Insurance named “Life insurance sales agencies regulation”. Also the required capital to start the activity in life insurance market has been declared in that regulation. According to interviewees the most important administrative infrastructure in life insurance is IT infrastructure which is very weak in Iran.

#### 6-1-5) THREAT OF COMPETITORS

| Frequency | Interviewees codes | Axial Coding Concepts                              | Selective Coding |
|-----------|--------------------|----------------------------------------------------|------------------|
| 1         | M16                | The extent of threat of new entrants to the market | Threat of        |

|   |                                  |                                                                                                     |             |
|---|----------------------------------|-----------------------------------------------------------------------------------------------------|-------------|
| 1 | M16                              | The bargaining power of existing competitors                                                        | competitors |
| 8 | M1, M2, M3, M5, M6, M11, M7, M15 | The number and market share of the competitors inside the industry (e.g. other insurance companies) |             |
| 8 | M1, M2, M3, M5, M6, M11, M7, M15 | The number and market share of the competitors outside the industry (e.g. banks)                    |             |

Large competitors like “Iran Social Security Organization” and old insurance companies with very enormous customers which can change the rates easily were among the important issues which interviewees pointed to regarding the “competitors” category. Small entrepreneurial enterprises that want to enter the life insurance market are encountering these competitors. According to interviewees, the public part and its services to all the society which is not compatible with social security norms in the world, is another large barrier for small companies and entrepreneurs. Small enterprises and entrepreneurial teams should pay much attention to these competitors while assessing opportunities.

#### 6-1-6) PROFITABILITY OF THE OPPORTUNITY

| Frequency | Interviewees codes                                      | Axial Coding Concepts                                             | Selective Coding                 |
|-----------|---------------------------------------------------------|-------------------------------------------------------------------|----------------------------------|
| 9         | M2, M3, M4, M5, M8, M10, M11, M14, M15                  | The exact figure of the economical growth of the country          | Profitability of the opportunity |
| 7         | M2, M3, M4, M7, M8, M10, M13                            | The number of recognized investment grounds for acquired premiums |                                  |
| 5         | M2, M6, M13, M14, M16                                   | The growth rate of life insurance market                          |                                  |
| 13        | M1, M2, M3, M4, M5, M6, M8, M9, M10, M11, M12, M13, M15 | Expected profit of recognized opportunity                         |                                  |
| 8         | M3, M4, M5, M6, M8, M10, M13, M14                       | Criteria related to macro-economics (e.g. inflation rate)         |                                  |

To evaluate the profitability of the opportunities in life insurance industry, the experts pointed to assessing the criterion such as the exact figure of the economical growth of the country, the growth rate of life insurance market in the country, Expected profit of recognized opportunity, Criteria related to macro-economics (e.g. inflation rate). Also it should be mentioned that there are some regulatory requirements regarding companies profit that are declared from Iran Central Insurance Organizations.

**6-1-7) BARRIERS TO ENTER**

| Frequency | Interviewees codes                  | Axial Coding Concepts                                  | Selective Coding  |
|-----------|-------------------------------------|--------------------------------------------------------|-------------------|
| 8         | M1, M2, M3, M11, M13, M14, M16, M7, | Solvency                                               | Barriers to enter |
| 3         | M4, M7, M8                          | Large amount of expenditures because of high indemnity |                   |
| 2         | M8, M16                             | The scale of enter barriers to life insurance market   |                   |

The obstacles that entrepreneurs encounter to enter the life insurance market is another issue that was derived from qualitative data. According to interviews, high expenditures and recompenses in life insurance, solvency, and required capital to enter the market are the most important criteria that should have in mind.

**6-1-8) AMBIGUITY AND UNCERTAINTY IN THE MARKET**

| Frequency | Interviewees codes                | Axial Coding Concepts                              | Selective Coding                        |
|-----------|-----------------------------------|----------------------------------------------------|-----------------------------------------|
| 2         | M4, M8                            | The extent of political certainty of target market | Ambiguity and uncertainty in the market |
| 8         | M1, M2, M3, M4, M9, M12, M13, M15 | Lack of a comprehensive database                   |                                         |
| 6         | M14, M4, M6, M9, M11, M13         | Scale of risks                                     |                                         |
| 2         | M5, M10                           | The optimum time to exploit the opportunity        |                                         |

Uncertainty and lack of transparent financial, economical, and demographic information in the market was the last issue that was derived from qualitative data of the research. For example, there is no specific life table for Iran and the companies use France life tables in their actuarial calculations. In addition, there is no comprehensive database to include demographic information, population distribution in different demographic segments, and income distribution among different groups of population. All such deficiencies form an uncertain environment for entrepreneurs to start their activity, and they should pay sufficient attention to this issue while assessing opportunities.

**6-2) ANALYSIS OF QUANTITATIVE DATA**

After recognition of the categories (factors), in the quantitative part of the research the data derived from questionnaire was analyzed. Since the questionnaire was designed by researchers, its validity and reliability were tested both qualitatively (asking experts to evaluate and revise the questionnaire) and quantitatively (Cronbach's alpha test) by SPSS software. Alpha statistic was 0.93 for 25 questionnaires.



The research population in this part was the life insurance managers of Insurance companies main branches located in Tehran. Based on Cochran sampling formula, the sample size was 85 people. The questionnaires were distributed among 120 life insurance managers of insurance companies' main branches in Tehran. 87 valid questionnaires were gathered. Descriptive statistics and education level of research sample in shown below.

**TABLE 1) COMPANY OR INSTITUTION OF RESPONDENTS**

| Company or Institution            | Frequency | Percent | Valid percent | Cumulative percent |
|-----------------------------------|-----------|---------|---------------|--------------------|
| Moallem Insurance                 | 9         | 10.3    | 10.7          | 10.7               |
| Karafarin Insurance               | 15        | 17.2    | 17.9          | 28.6               |
| Mellat Insurance                  | 10        | 11.5    | 11.9          | 40.5               |
| Mihan Insurance                   | 7         | 8.0     | 8.3           | 48.8               |
| Saman Insurance                   | 8         | 9.2     | 9.5           | 58.3               |
| Central Insurance Research Center | 22        | 25.3    | 26.2          | 84.5               |
| Kosar Insurance                   | 11        | 12.6    | 13.1          | 97.6               |
| Amin Reinsurance                  | 1         | 1.1     | 1             | 98.8               |
| Iran Insurance                    | 1         | 1.1     | ½             | 100.0              |
| Total                             | 84        | 96.6    | 100.0         |                    |
| Misiing                           | 3         | 3.4     |               |                    |
| Total                             | 87        | 100.0   |               |                    |

**TABLE 2) EDUCATION LEVEL OF RESPONDENTS**

| Education | Frequency | Percent | Valid percent | Cumulative percent |
|-----------|-----------|---------|---------------|--------------------|
| B.A.      | 36        | 41.4    | 41.4          | 41.4               |
| M.A.      | 49        | 56.3    | 56.3          | 97.7               |
| PhD.      | 2         | 2.3     | 2.3           | 100.0              |
| Total     | 87        | 100.0   | 100.0         |                    |

To analyze the data, SPSS software and Factor Analysis (Principal Component Solution) were used. The results of factor analysis were as below.

|                      |                                                 |
|----------------------|-------------------------------------------------|
| Bartlett's test Sig. | Kaiser-Meyer-Olkin Measure of Sampling Adequacy |
| 0.00                 | 0.79                                            |

Since KMO is greater than 0.70 and the Bartlett's test result were significant at 0.00, factor analysis can be done.

Based on factor analysis results, 9 factors had Eigen Value greater than 1, and totally explain 63 percent of variance.

**TABLE 3) DERIVED FACTORS**

| Factor | Eigen Value | Variance Percent | Cumulative Variance Percent |
|--------|-------------|------------------|-----------------------------|
| 1      | 10.84       | 30.11            | 30.11                       |
| 2      | 2.69        | 7.48             | 37.59                       |
| 3      | 1.85        | 5.15             | 42.74                       |
| 4      | 1.76        | 4.89             | 47.63                       |
| 5      | 1.45        | 4.03             | 51.66                       |
| 6      | 1.38        | 3.84             | 55.51                       |
| 7      | 1.30        | 3.62             | 59.12                       |
| 8      | 1.25        | 3.47             | 62.59                       |
| 9      | 1.17        | 3.24             | 65.83                       |

Derived factors from factor analysis after varimax rotation can be seen in the matrix below in table formatting. Also the criteria that have the greatest factor loading with each of nine factors have been categorized in the matrix.

In the results of quantitative data analysis, because of research population limitation, some of questions and criteria mentioned in the questionnaire were omitted, and the factors derived from factor analysis had little differences with the results of qualitative data analysis (coding). For example, the question number 8 ("the share of public part in the life insurance market"), question number 12 ("the number and market share of the competitors outside the industry"), the question number 15 ("the number of recognized investment grounds for acquired premiums"), the question number 16 ("the dominance of entrepreneur team to existing and latent needs in life insurance market"), and the question number 28 ("the scope of social network and social capital of entrepreneur or entrepreneur team") were omitted and some of criteria were categorized in other factors. The ninth factor, "entrepreneur's strategy in opportunity window" was added to the factors.

| First Factor (Target market and demographic groups) | Second Factor (Human resource, available and required administrative capabilities) | Third Factor (Product) | Fourth Factor (Laws, regulations, and administrative infrastructures) | Fifth Factor (Threat of competitors) | Sixth Factor (Ambiguity and uncertainty in the market) | Seventh Factor (Profitability of the opportunity) | Eighth Factor (Barriers to enter) | Ninth Factor (Entrepreneur's strategy in opportunity window) | Criteria                                                         |
|-----------------------------------------------------|------------------------------------------------------------------------------------|------------------------|-----------------------------------------------------------------------|--------------------------------------|--------------------------------------------------------|---------------------------------------------------|-----------------------------------|--------------------------------------------------------------|------------------------------------------------------------------|
| 0.79                                                |                                                                                    |                        |                                                                       |                                      |                                                        |                                                   |                                   |                                                              | Bargaining power of insured people                               |
| 0.59                                                |                                                                                    |                        |                                                                       |                                      |                                                        |                                                   |                                   |                                                              | Number of potential customers from different population segments |
| 0.58                                                |                                                                                    |                        |                                                                       |                                      |                                                        |                                                   |                                   |                                                              | Ability to have Constant relation with customers                 |
| 0.52                                                |                                                                                    |                        |                                                                       |                                      |                                                        |                                                   |                                   |                                                              | Culture of buying insurance                                      |
| 0.51                                                |                                                                                    |                        |                                                                       |                                      |                                                        |                                                   |                                   |                                                              | Demographic criteria (mortality rate,                            |

|  |      |  |  |  |  |  |  |  |                                                                                     |
|--|------|--|--|--|--|--|--|--|-------------------------------------------------------------------------------------|
|  |      |  |  |  |  |  |  |  | life expectancy etc.)                                                               |
|  | 0.78 |  |  |  |  |  |  |  | Risk management skills of entrepreneur team                                         |
|  | 0.76 |  |  |  |  |  |  |  | Have access to skilled human resources to start entrepreneurial activity            |
|  | 0.72 |  |  |  |  |  |  |  | Promotion proficiency of entrepreneur team                                          |
|  | 0.68 |  |  |  |  |  |  |  | Have access to successful and unsuccessful entrepreneurs of life insurance industry |
|  | 0.65 |  |  |  |  |  |  |  | Sales Network proficiency                                                           |

|  |      |      |      |      |  |  |  |  |                                                                       |
|--|------|------|------|------|--|--|--|--|-----------------------------------------------------------------------|
|  | 0.63 |      |      |      |  |  |  |  | Marketing Network Proficiency                                         |
|  |      | 0.71 |      |      |  |  |  |  | Quality of existing life insurance products in the market             |
|  |      | 0.53 |      |      |  |  |  |  | Innovativeness of entrepreneur team regarding new product development |
|  |      |      | 0.53 |      |  |  |  |  | The extent of robust IT infrastructures                               |
|  |      |      | 0.52 |      |  |  |  |  | The extent of sufficiency and transparency of laws and regulations    |
|  |      |      |      | 0.81 |  |  |  |  | The extent of threat of                                               |

|  |  |  |  |      |      |      |  |  |                                                                                                     |
|--|--|--|--|------|------|------|--|--|-----------------------------------------------------------------------------------------------------|
|  |  |  |  |      |      |      |  |  | new entrants to the market                                                                          |
|  |  |  |  | 0.75 |      |      |  |  | The bargaining power of existing competitors                                                        |
|  |  |  |  | 0.66 |      |      |  |  | The number and market share of the competitors inside the industry (e.g. other insurance companies) |
|  |  |  |  |      | 0.62 |      |  |  | Scale of risks                                                                                      |
|  |  |  |  |      |      | 0.79 |  |  | Criteria related to macro-economics (e.g. inflation rate)                                           |
|  |  |  |  |      |      | 0.77 |  |  | Expected profit of recogniz                                                                         |

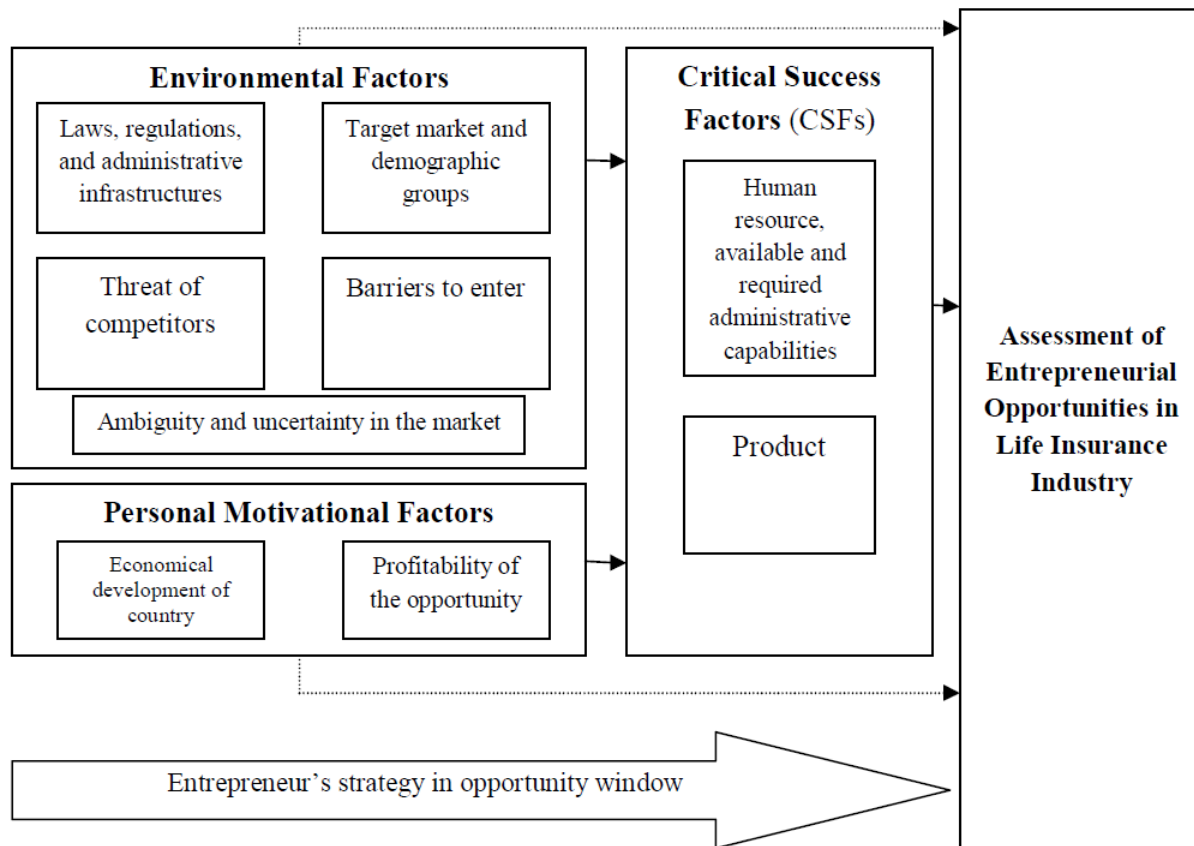


|  |  |  |  |  |  |      |      |      |                                                                            |
|--|--|--|--|--|--|------|------|------|----------------------------------------------------------------------------|
|  |  |  |  |  |  |      |      |      | ed<br>opportun<br>ity                                                      |
|  |  |  |  |  |  | 0.66 |      |      | The<br>amount<br>of target<br>market<br>demand                             |
|  |  |  |  |  |  | 0.55 |      |      | The<br>growth<br>rate of<br>life<br>insuranc<br>e market                   |
|  |  |  |  |  |  |      | 0.60 |      | The<br>scale of<br>enter<br>barriers<br>to life<br>insuranc<br>e market    |
|  |  |  |  |  |  |      | 0.59 |      | Large<br>amount<br>of expendi<br>tures<br>because<br>of high indemni<br>ty |
|  |  |  |  |  |  |      | 0.57 |      | Solvenc<br>y                                                               |
|  |  |  |  |  |  |      |      | 0.61 | The<br>optimu<br>m time<br>to exploit<br>the<br>opportu<br>nity            |
|  |  |  |  |  |  |      |      | 0.52 | The<br>extent                                                              |

|  |  |  |  |  |  |  |  |  |                                         |
|--|--|--|--|--|--|--|--|--|-----------------------------------------|
|  |  |  |  |  |  |  |  |  | of political certainty of target market |
|--|--|--|--|--|--|--|--|--|-----------------------------------------|

## 5) CONCLUSION

After analyzing and coding the qualitative data, 36 criteria were derived and classified into 8 general factors including “human resources, available and required administrative capabilities”, “product”, “target market and demographic groups”, “laws, regulations, and administrative infrastructures”, “threat of competitors”, “profitability of the opportunity”, “barriers to enter” and “ambiguity and uncertainty in the market”. In quantitative part, and after factor analysis another some criteria were omitted and another factor was added named “entrepreneur’s strategy in opportunity window” and the model was proposed based on nine factors.



### *Proposed model for the assessment of entrepreneurial opportunities in life insurance industry*

As it can be seen in the proposed model, based on the research results the factors are categorized in three general category including Environmental Factors, Personal Motivational Factors, and Critical Success Factors (CSFs). “Critical Success Factors” was the most important category and is directly related to the assessment of opportunities. This category includes “Human resource, available and required administrative capabilities” and “Product”. Critical success factor, besides

the direct relationship with assessment of opportunities, have the intermediate role between environmental factors, personal motivational factors and assessment of opportunities. Personal motivational factors and environmental factors will be explained later, but here the important issue is the fact that these two factors relate to assessment through SCFs. The most important property that generates competitive advantage in life insurance market is “human resource”. Because of their certain nature, insurance services require certain human resource and according to the most of experts, human resource is the most important factor in assessing entrepreneurial opportunities of life insurance industry. In other words, the entrepreneur should ask this question: “Do I have access to required human resource to start the activity?”

According to analyses of qualitative and quantitative data, environmental factors are in the second place regarding the importance in the assessment of opportunities. Environmental factors include laws, regulations, and administrative infrastructure, target market and demographic groups, threat of competitors, barriers to enter, and ambiguity and uncertainty in the market. The entrepreneur or entrepreneurial team can not affect these factors significantly, but they should monitor and study important trends related all these factors. They always make estimations about these factors using networks, and social capitals and decrease ambiguity and uncertainty of them as much as possible to better assess the opportunities. In the model, environmental factors are related to assessment of opportunities both directly and indirectly. Based on results of qualitative and quantitative parts of the research, the importance of these factors is not as much as CSFs, so the relationship between them and assessment of opportunity has been shown with dashed line. Among the criteria which categorized in these factors, demographic criteria such as life expectancy, and mortality rate of the country were the most important, and both in literature review and interviews had been emphasized.

Personal motivational factors are in the third place regarding their importance in the assessment of opportunities. Like environmental factors, these factors are related to the assessment of opportunities both directly and indirectly. Their direct relationship has been shown with dashed line because of less importance compared to CSFs. They are indirectly related to assessment of opportunities through CSFs. Personal motivational factors include Economical development of country and Profitability of the opportunity.

“Entrepreneur’s strategy in opportunity window” is another factor that has been implicitly mentioned in the interviews and was added to the model during edition and testing process. As it can be seen, this factor exists during whole process and is a longitudinal factor. It is because of the fact that entrepreneurial strategy should be in entrepreneur’s mind during the process, and assessment of opportunities is not possible without having a long-range strategy.

According to the results of this research, holding theoretical and practical workshops with the world life insurance experts on life insurance promotion, marketing, sale and product development seems necessary in Iran. According to interviewees Iran uses France life tables in life insurance calculations, so designing life tables based on Iran demographic data and trends is another necessity. Lack of a comprehensive demographic database is another deficiency in life insurance market and it is proposed to design such a database. Laws and regulations are insufficient and don’t have enough transparency according research results; so it is proposed that Central Insurance Organization legislate more exact regulations and laws on life insurance market activities.

In this research the assessment of entrepreneurial opportunities in life insurance industry of Iran was discussed. As it was said, life insurance is a nascent insurance in Iran, and researchers may study about the challenges of life insurance development in Iran and making international life insurance products compatible with Iran demography, culture and economic indexes. They may also research about opportunity recognition and exploitation in life insurance industry.

## REFERENCES

- Holmes, R., M., Jr., Ireland, R. D., & Holcomb, T. R.; 2008, "Entrepreneurial Risk and Loss Aversion in the Evaluation of Venture Formation Opportunities (Interactive Paper)," *Frontiers of Entrepreneurship Research*
- Gruber, M., Kim, S., M., & Brinckmann, J.; 2010, "How Experience Shapes the Subjective Evaluation of Business Opportunities," *Frontiers of Entrepreneurship Research*
- Blanchat, D.; 2007, "Changing Life Cycles and their Impact on Insurance", *The International Association of the Study of Insurance Economics*
- Beck, Th., & Webb, I.; 2002, "Economic, Demographic, and Institutional Determinants of Life Insurance Consumption across Countries, *World Bank and International Insurance Foundation*
- Park, C., S., & Lemaire, J.; 2011, "Culture Matters: Long-Term Orientation and the Demand for Life Insurance", The Wharton School, University of Pennsylvania
- MacMinn, R., Bauer, D., & Weber, F.; 2008, "Life Insurance and Life Annuity Demand Explaining the Annuity Puzzle?"
- Liao, S., Chen, Y., & Tseng, Y.; 2009, "Mining demand chain knowledge of life insurance market for new product development", *Expert Systems with Applications*
- H., Kwon, & Jones, B., L.; 2006, "The impact of the determinants of mortality on life insurance and annuities", *Insurance: Mathematics and Economics*
- Haynie, J., M., Shepherd, D., A., 2007; "Exploring the Entrepreneurial Mindset: Feedback and Adaptive Decision-Making"; *Frontiers of Entrepreneurship Research: Vol. 27*
- Cowley, A., and D. Cummins, 2005, "Securitization of Life Insurance Assets and Liabilities", *Journal of Risk and Insurance*, vol. 72
- Lewis, F. D., 1989; "Dependents and the Demand for Life Insurance", *American Economic Review*
- Brown, R.L., McDaid, J., 2003, "Factors affecting retirement mortality", *North American Actuarial Journal*
- Beck, T, and Webb, I.; 2003, "Economic, Demographic, and Institutional Determinants of Life Insurance Consumption across Countries", *World Bank Economic Review*
- Chui, A., and Kwok, C; 2008, "National culture and life insurance consumption", *Journal of International Business Studie*
- Ardichvili, A., Cardozo, R., Ray, S., 2003; "A theory of entrepreneurial opportunity identification and development", *Journal of Business Venturing*

Hecht, C., & Hanewald, K.; 2010, “Sociodemographic, Economic, and Psychological Drivers of the Demand for Life Insurance: Evidence from the German Retirement Income Act”, Humboldt-Universität zu Berlin

Chui, A., & Kwok, C.; 2008, “National culture and life insurance consumption”, *Journal of International Business Studies*, Academy of International Business

Chambers, S., M., Schlagenhauf, E., D., & Young, R, E.; 2011, “Why Aren’t More Families Buying Life Insurance?”, Center for Retirement Research at Boston College

Haynie, J., M., Shepherd, D., A., & McMullen S., J., 2009; “An Opportunity for Me? The Role of Resources in Opportunity Evaluation Decisions”, *Journal of Management Studies*

Eck, R., J., & Nizovtsev, D.; 2006 “The Impact of Culture on The Purchase of Life Insurance in Latin America and The Caribbean”, *International Business & Economics Research Journal*

Gutter, M., S., Hatcher, C., B.; 2008, “Racial Differences in the Demand for Life Insurance”, *The Journal of Risk and Insurance*

Lee N., Bae K. J. & Koo C., 2011, “A case-based reasoning based multi-agent cognitive map inference mechanism: An application to sales opportunity assessment”, *Inf Syst Front*

Shepherd A. D., 2011, “Multilevel Entrepreneurship Research: Opportunities for Studying Entrepreneurial Decision-Making”, *Journal of Management*



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed & Peer Reviewed International Journal)



DOI: **10.5958/2278-4853.2021.00242.1**

## THE REFLECTION OF IDEAS ABOUT SCIENCE AND EDUCATION IN THE SPIRITUAL HERITAGE OF ISLAM

**Rajabboev Jurabek\***

\*Student,  
Department of National Idea,  
Fundamentals of Spirituality and Legal Education,  
Urgench State University, Urgench, UZBEKISTAN  
Email id: sv997710@gmail.com

### ABSTRACT

*This article discusses the reflection of ideas about science and education in the spiritual heritage of Islam. The works of our scientists in the field of science and education were also referred to and analyzed.*

**KEYWORDS:** *Harmonious View, A Dynamic Features, Technical Research, Secular, Knowledge, Objective Laws, Secularism, Democratic State, Believer, Spiritual, Maturity.*

### INTRODUCTION

The subjective possibilities of human spiritual maturity are truly "the same." That is, every sane person has the "subjective capacity" to achieve spiritual maturity, perception, adequate behavior, ability to respond to external influences, the desire for knowledge, the correct assessment of events. Therefore, the acquisition of knowledge in the Qur'an and the hadiths is recognized as a confirmation of spiritual maturity. In the Islamic philosophical heritage, it is stated that "the scholar are the successors of the prophets," and "the scholar are the trustworthy people of Allah on earth." "It is well known that there is no rank higher than the status of a prophet, and it is the highest honor to inherit this rank"[1]

The ideas of knowledge and acquisition of knowledge in the spiritual heritage of Islam should not be interpreted only in a religious mystical sense. Yes, these ideas primarily refer to religious knowledge, but it is not separate from secular knowledge.

### MATERIALS AND METHODS

The essence of the harmony of religious and secular knowledge was emphasized by Beruni in his time. He emphasized the importance of science in this harmony: "Only through science can we



do good deeds for both religion and the world and avoid harming them. If there were not it (knowledge), we would not be convinced that what we attract is not evil and that what we avoid is not good”[2]. “Although the views of religiosity and secularism are inherently contradictory, they are influenced by each other, sometimes completing each other, and to some extent influenced by each other’s views. Their mutual struggle on fundamental issues contributed to the perfection of each. While the secular (philosophical, scientific) view of the world was the basis of some religions' ideas about the world, the ideas in some religious books contributed to the deepening of secular knowledge” [3]

Researcher A. Boboev connects the modern problems of the combination of religious and secular knowledge with the following. They are close to innovative research:

1. Depletion of natural living conditions on earth (depletion of natural resources, deepening ecological crises, etc.).
2. The development of science and technology has dangerous consequences for society and human life.
3. As a result of the development of science, the unknown, mysterious phenomena of the universe are endless; the number of problems identified by science, but can not be solved today.
4. The process of further polarization is underway, without eliminating the division of countries into rich and poor.
5. That the spiritual and moral crisis, which has been prevalent in developed countries, is in conflict with the spiritual culture for thousands of years in the context of globalization, that secularism does not have sufficient influence to overcome this crisis and preserve human life, etc”[4].

These problematic situations urge every nation and state to find and define ways of development on the basis of its historical and cultural paradigm and experience. Such problematic situations also affect Uzbekistan. The head of our state Sh.M.Mirziyoev sees their solution in innovation, in ensuring innovative development. He takes into account the objective laws of spiritual development in a way that synthesizes religious and secular knowledge and ensures the freedom of conscience of our people. These objective laws of spiritual development today put on the agenda the synthesis of religious and secular knowledge, views, on the one hand, the requirements and traditions of spiritual and cultural heritage, on the other hand, the need for Uzbekistan to join world civilization, to join the ranks of developed democratic states. Experts say, “The contradiction between religiosity and secularism will not disappear. Due to the fact that the basic principles of science and religion, secularism and religiosity are contradictory, as in the past, the struggle on some issues will continue in various forms, open or closed”[5]. It is true that it is the policy of the state to reconcile religious and secular views on socio-political issues, not to turn the differences between them into a battlefield, but this will not completely eliminate the scientific and methodological discussions between them.

Religion's reliance on its own dogma shows that it cannot adapt to innovative changes and modernization processes. In this interpretation, religion can contribute to the education of the perfect man, which is an objective law, a requirement of the spiritual development of society. According to the spiritual heritage and theological concepts of the East, the perfect man: 1) whole faith (believer); 2) able to control his desires; 3) consistent adherence to Sharia (moral) norms; 4) an enlightened person who possesses modern knowledge; He, from the point of view

of the concept of secularism, must: 1) the experience and skills acquired during the long historical development of mankind; 2) able to meet the laws and requirements of logic; 3) a systematized set of knowledge, which is confirmed in the experiment, directed to the common interests of mankind [6].

Each of these requirements is important for the younger generation, which has made innovative research a vital goal, ready to introduce scientific and technological discoveries into national life. They are not the requirements formed today, but are expressed in the spiritual heritage of our people, especially in the works of our Jadid ancestors. "Muhammadkhoja Behbudi, Abdurauf Fitrat, Munavvarqori Abdurashidkhonov, Ubaydullohoja Asadullohojaev, Abdulla Avloni, Abdulhamid Cholpon and other intellectuals have been active in the implementation of Jadidism.

The new teaching was based on a secular, religious education program for local children in a short period of time. According to this program, the teaching system in schools consisted of two phases. The first stage was called the elementary part, and its duration of study was 4 years, and it produced children's literacy. The student who successfully completed the second stage was able to speak Arabic, Persian, Turkish and Russian fluently"[7].

The most important idea put forward by the Jadids, directly related to our subject, was the idea to study the enlightenment experiences in Russia and abroad, to apply them to national development. The word "Jadid" itself means "new," which means that Jadid itself was an innovation for our people and our country.

If we look at the educational programs offered by the Jadids, we see that their main focus is on the formation of theoretical knowledge in children. The formation of scientific and technical knowledge and skills is not reflected in them. It is noteworthy that the Jadids sought to continue the traditional education in the modern school system. However, the West, realizing in the XVIII century that there is no development without scientific and technical education, began to establish special educational institutions, patent offices, schools of invention.

## RESULTS AND DISCUSSION

The subjective possibilities of human spiritual maturity are truly "the same." That is, every sane person has the "subjective capacity" to achieve spiritual maturity, perception, adequate behavior, ability to respond to external influences, the desire for knowledge, the correct assessment of events. Therefore, the acquisition of knowledge in the Qur'an and the hadiths is recognized as a confirmation of spiritual maturity. In the Islamic philosophical heritage, it is stated that "the scholar are the successors of the prophets," and "the scholar are the trustworthy people of Allah on earth." "It is well known that there is no rank higher than the status of a prophet, and it is the highest honor to inherit this rank"[8]

The ideas of knowledge and acquisition of knowledge in the spiritual heritage of Islam should not be interpreted only in a religious mystical sense. Yes, these ideas primarily refer to religious knowledge, but it is not separate from secular knowledge.

The essence of the harmony of religious and secular knowledge was emphasized by Beruni in his time. He emphasized the importance of science in this harmony: "Only through science can we do good deeds for both religion and the world and avoid harming them. If there were not it (knowledge), we would not be convinced that what we attract is not evil and that what we avoid is not good"[9]. "Although the views of religiosity and secularism are inherently contradictory, they are influenced by each other, sometimes completing each other, and to some extent

influenced by each other's views. Their mutual struggle on fundamental issues contributed to the perfection of each. While the secular (philosophical, scientific) view of the world was the basis of some religions' ideas about the world, the ideas in some religious books contributed to the deepening of secular knowledge" [10]

Researcher A. Boboev connects the modern problems of the combination of religious and secular knowledge with the following. They are close to innovative research:

1. Depletion of natural living conditions on earth (depletion of natural resources, deepening ecological crises, etc.).
2. The development of science and technology has dangerous consequences for society and human life.
3. As a result of the development of science, the unknown, mysterious phenomena of the universe are endless; the number of problems identified by science, but can not be solved today.
4. The process of further polarization is underway, without eliminating the division of countries into rich and poor.
5. That the spiritual and moral crisis, which has been prevalent in developed countries, is in conflict with the spiritual culture for thousands of years in the context of globalization, that secularism does not have sufficient influence to overcome this crisis and preserve human life, etc" [11].

These problematic situations urge every nation and state to find and define ways of development on the basis of its historical and cultural paradigm and experience. Such problematic situations also affect Uzbekistan. The head of our state Sh.M.Mirziyoev sees their solution in innovation, in ensuring innovative development. He takes into account the objective laws of spiritual development in a way that synthesizes religious and secular knowledge and ensures the freedom of conscience of our people.

These objective laws of spiritual development today put on the agenda the synthesis of religious and secular knowledge, views, on the one hand, the requirements and traditions of spiritual and cultural heritage, on the other hand, the need for Uzbekistan to join world civilization, to join the ranks of developed democratic states. Experts say, "The contradiction between religiosity and secularism will not disappear. Due to the fact that the basic principles of science and religion, secularism and religiosity are contradictory, as in the past, the struggle on some issues will continue in various forms, open or closed" [12] It is true that it is the policy of the state to reconcile religious and secular views on socio-political issues, not to turn the differences between them into a battlefield, but this will not completely eliminate the scientific and methodological discussions between them.

Religion's reliance on its own dogma shows that it cannot adapt to innovative changes and modernization processes. In this interpretation, religion can contribute to the education of the perfect man, which is an objective law, a requirement of the spiritual development of society. According to the spiritual heritage and theological concepts of the East, the perfect man: 1) whole faith (believer); 2) able to control his desires; 3) consistent adherence to Sharia (moral) norms; 4) an enlightened person who possesses modern knowledge; He, from the point of view of the concept of secularism, must: 1) the experience and skills acquired during the long historical development of mankind; 2) able to meet the laws and requirements of logic; 3) a

systematized set of knowledge, which is confirmed in the experiment, directed to the common interests of mankind [13].

Each of these requirements is important for the younger generation, which has made innovative research a vital goal, ready to introduce scientific and technological discoveries into national life. They are not the requirements formed today, but are expressed in the spiritual heritage of our people, especially in the works of our Jadid ancestors. “Muhammadkhoja Behbudi, Abdurauf Fitrat, Munavvarqori Abdurashidkhonov, Ubaydullahoja Asadullahojaev, Abdulla Avloni, Abdulhamid Cholpon and other intellectuals have been active in the implementation of Jadidism.

The new teaching was based on a secular, religious education program for local children in a short period of time. According to this program, the teaching system in schools consisted of two phases. The first stage was called the elementary part, and its duration of study was 4 years, and it produced children's literacy. The student who successfully completed the second stage was able to speak Arabic, Persian, Turkish and Russian fluently”

## CONCLUSION

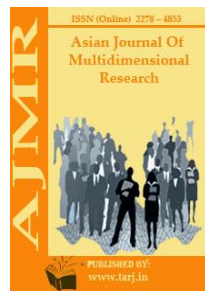
The most important idea put forward by the Jadids, directly related to our subject, was the idea to study the enlightenment experiences in Russia and abroad, to apply them to national development. The word “Jadid” itself means “new,” which means that Jadid itself was an innovation for our people and our country.

If we look at the educational programs offered by the Jadids, we see that their main focus is on the formation of theoretical knowledge in children. The formation of scientific and technical knowledge and skills is not reflected in them. It is noteworthy that the Jadids sought to continue the traditional education in the modern school system. However, the West, realizing in the XVIII century that there is no development without scientific and technical education, began to establish special educational institutions, patent offices, schools of invention.

## REFERENCES

1. Alimov U. The virtue of science-Tashkent: Movorounnahr, 2010. 35-p.
2. Beruni, Abu Rayhan. Tarvihalar. From the Book of Jewels - Tashkent: Meros, 1991. 61-62 p.
3. Boboev A. On the relationship between religion and secularism in modern times // Philosophy of secularism. Collection of articles - Tashkent: Tashkent State Economy, 2007. 116 p.
4. Boboev A. On the relationship between religion and secularism in modern times // Philosophy of secularism. Collection of articles - Tashkent: Tashkent State Economy, 2007. 117 p.
5. That book. 119-p.
6. Karim T. Philosophy of secularism // Philosophy of secularism (collection of articles) - Tashkent: Tashkent State University of Economics, 2007. 27-p.
7. Amon, Qamar. Theory and history of spirituality - Tashkent: Sharq, 2002. 140-141-p
8. Alimov U. The virtue of science-Tashkent: Movorounnahr, 2010. 35-p.

9. Beruni, Abu Rayhan. Tarvihalar. From the Book of Jewels - Tashkent: Meros, 1991. pp. 61-62.
10. Boboev A. On the relationship between religion and secularism in modern times // Philosophy of secularism. Collection of articles - Tashkent: Tashkent State Economy, 2007. 116 p.
11. Boboev A. On the relationship between religion and secularism in modern times // Philosophy of secularism. Collection of articles - Tashkent: Tashkent State Economy, 2007. 117 p.
12. That book. 119-p.
13. Karim T. Philosophy of secularism // Philosophy of secularism (collection of articles) - Tashkent: Tashkent State University of Economics, 2007. 27-p.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI:10.5958/2278-4853.2021.00248.2

## THE ROLE OF ICT IN THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

**Abdullaeva G.S\***

\*PhD in Pedagogical Sciences,  
Chirchik State Pedagogical Institute of Tashkent Region  
UZBEKISTAN

### ABSTRACT

*The continuous improvement and development of information and communication technologies (ICT), the accumulation of colossal amounts of information, the increased requirements for the qualifications of workers, the rapid obsolescence of knowledge require a person to constantly improve the educational level, expand information and communication competence (ICT competence).*

**KEYWORDS:** *Higher Education, Information And Communication Competence (ICT Competence), Accessible Information Environment, Professional Competence, Adaptation Of The Higher Education System, Thesaurus, And Computer Hardware Technologies.*

### INTRODUCTION

At present, in the context of a new Uzbekistan, a new way of thinking, a new education system, the development of the economy, the main resource is mobile and highly qualified human capital. The result of education shows the level of readiness and responsibility of young people to live comfortably in private life and society.

The important goals of modern education are to develop students' intellectual abilities, to be active and successful, to form such qualities as professional competence, universalism. Perseverance, responsibility, the ability to assimilate and apply knowledge, and the ability to interact with other people are required.

Today, higher education is a pressing socio-pedagogical problem for people with special needs, who make up seven to ten percent of the total population. Therefore, there is a need to expand access to higher education for people with disabilities by adapting the higher education system to both social development needs and the needs and life goals of people with disabilities.

The availability of higher education for persons with special needs The special needs are directly related to the provision of educational opportunities for this category of students in higher education institutions by legislation.



Resolution of the President of the Republic of Uzbekistan No. 5270 of 01.12.2017 “On radical improvement of the system of state support of persons with disabilities” In 2017-2021, the five pillars of the development of the Republic of Uzbekistan are people with disabilities, including adults, organization of special courses on sign language and Braille in regional and district centers on the basis of secondary schools with involvement;

Encourage the publication of relevant materials, including the expansion of the use of sign language and Braille, the creation of audiobooks and their implementation in key areas;

- To increase the number of audio programs for the visually impaired, to distribute them more freely, to install them in educational institutions and other organizations where they study and work, as well as to find potential sponsors for the creation of such programs in various languages, including computer operating systems create custom programs;

- To provide additional opportunities for people with disabilities to read the information posted on the official websites of government agencies and organizations and use the services.

Also, the Decree of the President of the Republic of Uzbekistan dated October 13, 2020 №. Improving the quality of educational services provided to them in accordance with the Decree of the President of the Republic of Uzbekistan dated April 29, 2019 No PD-4860 “PD-4860 “On measures to further improve the system of education for children with special educational needs”. PO-5712 “About approval of the Concept of development of system of public education of the Republic of Uzbekistan till 2030” approved the strategy of action in the following directions:

Therefore, the main result of the activity of an educational institution should not be the transfer of a system of knowledge, skills and abilities, but the ability of a person to act in a particular life situation. This has led to the emergence of many ideas for an approach based on professional competence in higher education.

## THE MAIN FINDINGS AND RESULTS

We focus on the conceptual apparatus of the competency approach.

A set of general principles for a competency approach is understood — defining learning objectives, selecting learning content, organizing the learning process, and evaluating learning outcomes. Within the competency approach, two main concepts are distinguished: “competence” and “competence”. Competence is, in the opinion of the theorist A.V. Khutorsky, the readiness of a person to effectively concentrate knowledge, skills and external resources in a particular life situation. Competence is the ability to act in a particular person in a vital situation.

According to A.V. Khutorsky, competence can be divided into 3 levels:

- Includes the general content of basic education;
- General professional disciplines - includes certain educational disciplines and directions of education;
- Specialized -scientific disciplines with the ability to form.

Key competencies include an individual’s ability to perform a variety of tasks.

Given these descriptions, the following main competency groups are distinguished:

1. Value-logical competencies.

2. General cultural competencies.
3. Educational competencies.
4. Information competencies.
5. Communicative competencies.
6. Social and labor competencies.
7. Individual competencies.

One of the most important components of a competency approach is the use of information and communication technologies. Information technology (computer technology) is the process of preparing information and imparting knowledge to the student.

Currently, the following methods are used in ICT teaching:

1. Project method;
2. Information resource method;
3. Didactic games;

The project method is an activity that allows each student to be actively involved in learning. The only way to do this independently is to study together, work in pairs or groups. The use of ICT in this way is much more effective than visual-explanatory.

Students learn to work in groups, develop a plan of action together, find sources of information, ways to achieve goals, promote and discuss ideas. Activities in which all students are involved in knowledge. Collaborative learning allow you to master the elements of culture Communication and management elements in the team. The following opportunities arise when implementing a project using ICT:

- increase motivation for education;
- expansion of creative potential;

The development of the student as a person: his intellectual

- Formation of such qualities as independence, responsibility, planning, evaluation of results by acquiring independent knowledge throughout life;
- Throughout his life he enjoys his professional activity by educating creative and active people who receive independent knowledge and make informed decisions [6].

The following teaching method is an information resource method.

One of the most important teaching methods in didactics is the work of students with books, reference books, popular science and educational literature. Now, electronic publications and resources can be added in full to these sources. The advantage of this method is that the student will be able to return to the source of learning at a convenient pace and time. Educational literature and multimedia tools successfully perform all didactic functions: teaching, developing, educating, encouraging, monitoring and correcting.

There are two most common types of working with information resources:

- Work independently in the classroom under the guidance of a teacher and in order to strengthen and expand knowledge.

The main purpose of using the information-resource method is to strengthen the theoretical knowledge of the student and expand it through a large amount of orientation [2].

Didactic play is a very effective method, and the use of ICT tools in its implementation is appropriate.

Didactic games using ICT tools can perform a variety of educational tasks. Some games help shape and develop students' self-control skills.

Others allow students with different levels of knowledge to take an approach to mastering and stratifying learning materials at different levels.

Through play, the student learns to understand the world around him and himself, to analyze, to generalize, and to compare.

The game, along with partnership relationships, internal freedom, a sense of friendly support and the ability to help, contribute to the rapprochement of participants, cooperation, assistance, deepen relationships.

The game allows to soften the manifestation of the authoritarian position of the teacher, equalizes his rights. This will be very important for building relationships and social experiences with adults. In the game, the student must understand the different rules, accept them consciously, and then, strictly follow them throughout the game despite the difficulties.

Using ICT, the game allows students to test their strength in various tests and prepares them for real life. This opportunity is reflected in business games. The content of the game is the participants

- Prepares for life. The game helps participants "make mistakes" and analyze them, see the reasons, and know the consequences of such actions. It fully meets the needs of students to "grow up" [6]. The use of ICT in the educational process strongly stimulates cognitive activity and forms personal qualities: Creativity, independence, personal growth, success, and self-knowledge.

Preparation of presentations for the lesson, search for educational materials on the Internet

- All of which change the learning process, helping to better master. Such classes allow teaching the theoretical application of knowledge, activating computer literacy skills in practice, and stimulating the student's mental activity and independent learning.

Thus, the use of ICT in the classroom is a necessary condition for the formation of basic professional competencies in students.

According to statistics, the number of special needs students at the Chirchik State Pedagogical Institute in Tashkent region from 2018 to 96 for the current academic year. Of these, 2 are hearing impaired, 25 are visually impaired, and the rest are students with musculoskeletal disorders.

We have created an online WEB site for this contingent of students and created a special course on it. These courses consist of video lectures with special pedagogical disciplines for students

with hearing impairments, practical assignments, and audio lectures for students with visual impairments.

In order to ensure a high level of learning, a textbook “Fundamentals of Computer Literacy” is being developed, which is designed for visually impaired users who have just started learning computers. This guide is published in relief-dot font (Braille system).

The manual will cover the following topics aimed at improving general computer literacy:

- “History of the development of computer technology”
- “Computer hardware and software”;
- “Basics of Windows operating system”;
- “Jaws program”;
- “Technology of textual information processing”;
- “Digital data processing technology”;
- “Network technologies” “Global computer network – Internet”

Major specialized computer technologies include:

1. On-screen access programs. These programs or software packages provide access to the text and graphic information displayed on the monitor to help it read relief-font text for the blind and visually impaired to use its sound output tools and Braille displays. It is designed to assimilate information on a computer for users with visual impairments using Braille displays using speech synthesizers and special software;
2. Screen magnification programs. This technology is designed for users with impaired visual acuity. When text or graphic data cannot be perceived and reproduced using standard software.
3. Braille displays. This electromechanical device is designed for visually impaired users who know the Braille alphabet. The Braille display displays information on a computer screen as a Braille text line. Such a display has a number of advantages over a speech synthesizer: direct information is received, text is checked, edited, and the screen image is perceived;



**Figure 1 Braille display**

4. Braille printer. This is a device for printing text and graphics in Braille. To do this, a special paper is used, on which the printer squeezes the bulging dots at the beginning.



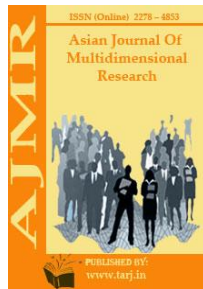
**Figure 2 Braille printers**

## CONCLUSION

Thus, the principle is that students with special needs have the opportunity to assimilate information to form and improve information and communication and professional competence.

## REFERENCES

1. Boryakova, N. Yu. (2014). *to the problem of psychological and pedagogical support of children with mental retardation in an inclusive educational environment*. N. Yu. Boryakova // Practical psychologist and speech therapist. No 3. – pp. 11-13.
2. Davydovskaya A. F. Implementation of inclusive education at school. *Materials of the XI Scientific and Practical Conference “Modern Education: Challenges of the Time - New Solutions”*.
3. Muminova, L.R. (2013). The concept of inclusive education in Uzbekistan: materials of the II Intern. Scientific-practical conference. “Inclusive education: problems, search for solutions”. – Dushanbe. – pp. 17–20.
4. On measures to radically improve the system of state support for persons with disabilities: December 4. 2017 No. 06/17/5270/0348. Decree of the President of the Republic. Uzbekistan. Nationaldatabaseoflegislation.
5. PodlasyI.P. (2004). *Pedagogy: 100 questions - 100 answers: atextbookforuniversities*, I.P. Podlasy. – Moscow: VLADOS-press – p. 365.
6. Shvetsov V.I. (2010). A model of organizing support for the educational process of visually impaired students based on the use of computer technology. V.I.Shvetsov, M.A.Roschina // *Bulletin of the Nizhny Novgorod University*. N.I. Lobachevsky. No1. – pp. 11–18.
7. Farfieva K. A. Social Media as a factor in formation of scientific thinking in youth. *European Journal of Research and Reflection in Educational Sciences*. Vol. 8 No. 10, 2020. – Pp. 52-56.

Published by: *TRANS* Asian Research Journals

**AJMR:**  
Asian Journal  
of Multidimensional  
Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00249.4****SOME INVERSE PROBLEMS FOR THE HYPERBOLIC EQUATION****Abulov M.O\***

Associate Professor,  
Candidate of Physico-Mathematical Sciences,  
Karshi State University  
UZBEKISTAN

**ABSTRACT**

*Some inverse problems for a second-order hyperbolic equation are considered. With the help of an auxiliary operator, under certain conditions, the existence and uniqueness of a solution in the Sobolev's space are proved.*

**KEYWORDS:** *Inverse Problem, Hyperbolic Equation, Mixed Problem, Matching Conditions, Cauchy Problem, Sobolev's Space.*

**INTRODUCTION**

## 1. Substitution of tasks.

Consider an equation of hyperbolic type

$$u_{tt} - u_{xx} - u_{yy} = f(x, y, t) + \varphi(y, t) \quad (1)$$

In domain

$$D = \{(x, y, t) : x > 0, t > 0, -\infty < y < \infty\}$$

Where  $D = \{(x, y, t) : x > 0, t > 0, -\infty < y < \infty\}$  is a known function, and set the following problems:

Problem 1 Find functions  $u(x, y, t)$  and  $\varphi(y, t)$  satisfying the following conditions:

$$u(x, y, t) \in W_2^2(D), \quad \varphi(y, t) \in L_2(D_0), \quad (2)$$

$$\square u \equiv f(x, y, t) + \varphi(y, t), \quad (3)$$

$$u_t + a_0 u_x + b_0 u_y \Big|_{x=0} = 0, \quad (4)$$



$$u_{tt} + a_1 u_{xx} + b_1 u_{yy} \Big|_{x=0} = 0, \quad (5)$$

$$u \Big|_{t=0} = u_0(x, y), \quad u_t \Big|_{t=0} = u_1(x, y), \quad (6)$$

Where  $D_0 = \{(x, y, t) : x = 0, t > 0, -\infty < y < \infty\}$ ,  $f(x, y, t)$ ,  $u_0(x, y)$ ,  $u_1(x, y)$  – are given functions,  $a_0, a_1, b_1, b_2$  – are given any real numbers.

**Problem 2** Find functions  $u(x, y, t)$  and  $\varphi(y, t)$  satisfying conditions (2), (3), (6) and

$$u_t + a_0 u_x + b_0 u_y \Big|_{x=0} = 0, \quad (7)$$

$$u_t + a_1 u_x + b_1 u_y \Big|_{x=0} = 0, \quad (8)$$

Where  $f(x, y, t)$ ,  $u_0(x, y)$ ,  $u_1(x, y)$  – are given functions,  $a_0, a_1, b_1, b_2$  – are given any real numbers.

**Problem 3** Find functions  $u(x, y, t)$  and  $\varphi(y, t)$  satisfying conditions (2), (3), (6) and

$$u_{tt} + a_0 u_{xx} + b_0 u_{yy} \Big|_{x=0} = 0, \quad (9)$$

$$u_{tt} + a_1 u_{xx} + b_1 u_{yy} \Big|_{x=0} = 0, \quad (10)$$

Where  $f(x, y, t)$ ,  $u_0(x, y)$ ,  $u_1(x, y)$  – are given functions,  $a_0, a_1, b_1, b_2$  – are given any real numbers.

**Problem 4** Find functions  $u(x, y, t)$  and  $\varphi(y, t)$  satisfying conditions (2), (6) and

$$\square u \equiv f(x) \cdot \varphi(y, t), \quad (11)$$

$$u_{tt} + a_0 u_{xx} + b_0 u_{yy} \Big|_{x=0} = 0, \quad (12)$$

$$u_{tt} + a_1 u_{xx} + b_1 u_{yy} \Big|_{x=0} = 0, \quad (13)$$

Where  $f(x)$ ,  $u_0(x, y)$ ,  $u_1(x, y)$  – are given functions,  $a_0, a_1, b_1, b_2$  – are given any real numbers.

In the problems posed, conditions (5), (8), (10) and (13) (or (4), (7), (9) and (12)) are additional for the definition of function  $\varphi(y, t)$ .

## THE MAIN FINDINGS AND RESULTS

It is known that mixed problems for equations of mathematical physics were studied in the works of R. Sakamoto [9, p. 100], S.K. Godunov, V.M. Gordienko [10, pp. 5 - 31], M.M. Lavrentev, I.S. Temirbulatov [11, – pp. 1062-1064], V.N. Vragov [12, pp. 59-66; 13, pp. 100-109], as well as in work [14, p. 80] and the extensive bibliography given there.

Inverse problems arise in many areas of science: electrodynamics, quantum scattering theory, acoustics, geophysics (inverse problems of electrical prospecting, seismics, potential theory) and other areas of natural science. This is due to the fact that the values of the model parameters can

be obtained from observational data, and the properties of the medium are often unknown in practice.

Various inverse problems for hyperbolic equations have been studied quite fully (see [1-6] and the extensive bibliography given there).

In the works of A.I.Prilepko and his students [5, 6, pp. 63-66], the inverse problems of finding the unknown right-hand side for partial differential equations were studied. A.I.Kazhanov and R.R.Safiullova [7, pp. 784 – 795; 8, pp. 1-8] considered the inverse problems of finding, together with the solution of the parabolic equation, also the unknown external disturbance (right-hand side).

## 2. Research task 1

$$1) \text{ Let } f(x, y, t) \in W_2^2(D), u_0(x, y) \in W_2^4(D_1), u_1(x, y) \in W_2^3(D_1);$$

2) The conditions are satisfied

$$a_0 \neq 0, a_1 / a_0 \geq 0, b_0^2 + b_1 = 0.$$

From condition (4), (5) it follows that at

$$u_{tt} = -a_0 u_{xt} - b_0 u_{yt},$$

$$u_{ty} = -a_0 u_{xy} - b_0 u_{yy},$$

$$-a_0 u_{xt} + a_0 b_0 u_{xy} + b_0^2 u_{yy} + a_1 u_{xx} + b_1 u_{yy} = 0.$$

By virtue of condition

$$b_0^2 + b_1 = 0,$$

Then at  $x = 0$  or in region  $D_0$

$$-a_0 u_{xt} + a_1 u_{xx} + a_0 b_0 u_{xy} = 0.$$

To solve the inverse problem (2) - (6), consider a number of interrelated problems, according to which we construct functions. We prove that these functions will be the solutions of problem (2) - (6). We denote

$$lf_x = -a_0 f_{xt}(x, y, t) + a_1 f_{xx}(x, y, t) + a_0 b_0 f_{xy}(x, y, t) = f_1(x, y, t),$$

$$D_1 = \{(x, y, t) : x > 0, t = 0, -\infty < y < \infty\}.$$

Consider the problem: find a solution to equation

$$\square v \equiv v_{tt} - v_{xx} - v_{yy} = f_1(x, y, t) \quad (14)$$

In region  $D$ , satisfying the following initial and boundary conditions

$$\begin{cases} v|_{t=0} = -a_0 u_{1x} + a_1 u_{0xx} + a_0 b_0 u_{0xy}, \\ v_t|_{t=0} = -a_0 (u_{0xxx} + u_{0xyy} + f'_x(x, y, 0)) + a_1 u_{1xx} + a_0 b_0 u_{1xy}, \\ v|_{x=0} = 0. \end{cases} \quad (15)$$

It is known [15, p. 408] that if the consistency conditions

$$\begin{cases} -a_0 u_{1x} + a_1 u_{0xx} + a_0 b_0 u_{0xy}|_{x=0} = 0, \\ \left( -a_0 (u_{0xxx} + u_{0xyy} + f'_x(x, y, 0)) + a_1 u_{1xx} + a_0 b_0 u_{1xy} \right)|_{x=0} = 0, \\ -a_0 u_{1xxx} + a_1 u_{0xxx} + a_0 b_0 u_{0xxx} + f_1(x, y, 0)|_{x=0} = 0, \end{cases} \quad (16)$$

Are satisfied, then problem (15), (16) is uniquely solvable in the space  $W_2^2(D)$  and the estimate

$$\|v\|_{2,D} \leq m_1 \left( \|u_0\|_{4,D_1} + \|u_1\|_{3,D_1} + \|f\|_{2,D} \right). \quad (17)$$

Is valid for the solution

Consider the Cauchy problem

$$\begin{cases} lw = -a_0 w_t + a_1 w_x + a_0 b_0 w_y = v(x, y, t), \\ w|_{t=0} = u_{0x}(x, y). \end{cases} \quad (18)$$

In domain  $D$

If condition  $a_1 \setminus a_0 > 0$ , is satisfied, then problem (18) is uniquely solvable in domain  $D$  and its solution admits the estimate

$$\|w\|_{2,D} \leq m_2 \left( \|v\|_{2,D} + \|u_0\|_{4,D_1} \right)$$

Or by virtue of (17)

$$\|w\|_{2,D} \leq m_3 \left( \|u_0\|_{4,D_1} + \|u_1\|_{3,D_1} + \|f\|_{2,D} \right). \quad (19)$$

Consider the Cauchy problem

$$\begin{cases} U_t(y, t) + b_0 U_y(y, t) = -a_0 w(0, y, t), \\ U|_{t=0} = u_0(0, y). \end{cases}$$

In domain  $D_0$

Obviously, this problem is uniquely solvable in the region  $D_0$  and for its solution the estimate

$$\|U\|_{2,D_0} \leq m_4 (\|w\|_{2,D} + \|u_0\|_{4,D_1})$$

Is valid or by virtue of the estimate (19)

$$\|U\|_{2,D_0} \leq m_5 (\|u_0\|_{4,D_1} + \|u_1\|_{3,D_1} + \|f\|_{2,D}) \quad (20)$$

Now  $\varphi(y, t)$  functions can be defined:

$$\psi(y, t) = -\frac{1}{a_1} (U_{tt} + b_1 U_{yy}),$$

$$\varphi(y, t) = U_{tt} - \psi(y, t) - U_{yy} - f(0, y, t).$$

Consider the Cauchy problem

$$\begin{cases} \tilde{u}_x = w(x, y, t), \\ \tilde{u}|_{x=0} = U(y, t). \end{cases}$$

In domain  $D$

This problem is uniquely solvable in domain  $D$  and its solution admits an estimate of

$$\|\tilde{u}\|_{2,D} \leq m_6 (\|U\|_{2,D_0} + \|w\|_{2,D})$$

Or, by virtue of estimate (19) and (20),

$$\|\tilde{u}\|_{2,D} \leq m_7 (\|u_0\|_{4,D_1} + \|u_1\|_{3,D_1} + \|f\|_{2,D}) \quad (21)$$

Let us show that  $\tilde{u}(x, y, t)$  is the desired solution to the mixed problem (2) - (6) in region  $D$ . Boundary and initial conditions (4), (5), (6) are satisfied based on the construction of functions  $v(x, y, t)$ ,  $w(x, y, t)$ ,  $\tilde{u}(x, y, t)$ . Let us show that function  $\tilde{u}(x, y, t)$  satisfies in the region  $D$  to equation (3). By the construction of the functions  $v(x, y, t)$ ,  $w(x, y, t)$ ,  $\tilde{u}(x, y, t)$  and from their smoothness we have in the region  $D$

$$v_t = -a_0 w_{tt} + a_1 w_{xt} + a_0 b_0 w_{yt},$$

$$w_{tt} = \frac{1}{a_0} (-v_t + a_1 w_{xt} + a_0 b_0 w_{yt}).$$

Then

$$\frac{\partial}{\partial x} (\tilde{u}_{tt} - \tilde{u}_{xx} - \tilde{u}_{yy})|_{x=0} = w|_{x=0} = \frac{1}{a_0} (-v_t + a_1 w_{xt} + a_0 b_0 w_{yt})|_{t=0} - u_{0xxx} - u_{0xyy} =$$

$$= \frac{1}{a_0} (a_0(u_{0xxx} + u_{0xyy} + f'(x, y, 0))) - a_1 u_{1xx} - a_0 b_0 u_{1xy} + a_1 u_{1xx} - a_0 b_0 u_{1xy} -$$

$$u_{0xxx} - u_{0xyy} = f'_x(x, y, 0)$$

Thus, at  $t = 0$ , the function  $\tilde{u}(x, y, t)$  satisfies condition  $\frac{\partial}{\partial x} \tilde{u}|_{t=0} = f'_x(x, y, 0)$ , on the other hand,

$$\square l w = l(\square w) = l\left(\frac{\partial}{\partial x} \square \tilde{u}\right) = f_1(x, y, t)$$

In the region  $D$ . By virtue of condition  $a_1 / a_0 > 0$ , the solution to the Cauchy problem (18) in the region  $D$  exists and is unique.

Therefore,

$$\frac{\partial}{\partial x} \square \tilde{u} = f'_x(x, y, t)$$

Is in area  $D$ .

Thus, the following statement has been proved.

**Theorem 1** Let functions  $f(x, y, t)$ ,  $u_0(x, y)$ ,  $u_1(x, y)$  is such that  $f(x, y, t) \in W_2^2(D)$ ,  $u_0(x, y) \in W_2^4(D_1)$ ,  $u_1(x, y) \in W_2^3(D_1)$  conditions

$$a_0 \neq 0, a_1 / a_0 \geq 0, b_0^2 + b_1 = 0$$

And matching conditions (17) are satisfied.

Then there exists and, moreover, a unique solution to problem (2) - (6) from the space  $W_2^3(D)$ , and the estimate

$$\|\tilde{u}\|_{2,D} \leq m_7 (\|u_0\|_{4,D_1} + \|u_1\|_{3,D_1} + \|f\|_{2,D})$$

Is valid

3. Research task 2

1) Let  $f(x, y, t) \in W_2^2(D)$ ,  $u_0(x, y) \in W_2^4(D_1)$ ,  $u_1(x, y) \in W_2^3(D_1)$

2) Conditions

$$a_1 \neq 0, a_1 \neq a_0$$

Are satisfied

Conditions (9), (10) in region  $D_0$  imply conditions

$$-\frac{1}{a_0}(u_t + b_0 u_y) = -\frac{1}{a_1}(u_t + b_1 u_y)$$

Or

$$(a_1 - a_0)u_t + (a_1 b_0 - a_0 b_1)u_y = 0.$$

Denoting  $u(0, y, t) = V(y, t)$ , in domain  $D_0$ , consider the Cauchy problem

$$\begin{cases} (a_1 - a_0)V_t + (a_1 b_0 - a_0 b_1)V_y = 0, \\ V|_{t=0} = u_0(0, y). \end{cases}$$

If condition  $a_0 \neq a_1$ , is satisfied, then the problem is well-posed in region  $D_0$  and its solution admits an estimate of 12

$$\|V\|_{3, D_0} \leq m_1 \|u_0\|_{4, D_1} \quad (22)$$

From here

$$u_x \Big|_{x=0} = -\frac{1}{a_0}(V_t + b_0 V_y) = \psi_2(y, t) \in W_2^2(D_0)$$

We denote  $v = u_x - \psi_2(y, t)$ .

Mixed problem Find a solution to equation

$$v_{tt} - v_{xx} - v_{yy} = f'_x(x, y, t) + \psi_{2yy} - \psi_{2tt} \quad (23)$$

In domain  $D$ , satisfying the following initial and boundary conditions

$$\begin{cases} v|_{t=0} = u_{0x}(x, y) - \psi_2(y, 0), \\ v_t|_{t=0} = u_{1x}(x, y) - \psi_{2t}(y, 0), \\ v|_{x=0} = 0. \end{cases} \quad (24)$$

It is known [15, p. 408] that if the consistency conditions

$$\begin{cases} u_{0x}(0, y) - \psi_2(y, 0) = 0, \\ u_{1x}(0, y) - \psi_{2t}(y, 0) = 0, \\ u_{0xxx}(0, y) + f'_x(0, y, 0) + \psi_{2yy}(y, 0) - \psi_{2tt}(y, 0) = 0, \end{cases} \quad (25)$$

Are satisfied, then problem (23), (24) is uniquely solvable in the space  $W_2^2(D)$  and its solution admits the estimate



$$\|v\|_{2,D} \leq m_2 \left( \|u_0\|_{4,D_1} + \|u_1\|_{3,D_1} + \|f\|_{2,D} + \|\psi_2\|_{2,D_0} \right)$$

Or

$$\|v\|_{2,D} \leq m_3 \left( \|u_0\|_{4,D_1} + \|u_1\|_{3,D_1} + \|f\|_{2,D} \right). \quad (26)$$

Since  $u_x = v(x, y, t) + \psi_2(y, t) = v_1(x, y, t)$  found in area  $D$ , now consider the Cauchy problem in area  $D$

$$\begin{cases} u_x = v_1(x, y, t), \\ u|_{x=0} = V(y, t). \end{cases}$$

This problem is well-posed in region  $D$  and can be solved with an estimate of

$$\|u\|_{2,D} \leq m_4 \left( \|v_1\|_{2,D} + \|V\|_{3,D_1} \right)$$

Or

$$\|u\|_{2,D} \leq m_5 \left( \|u_0\|_{4,D_1} + \|u_1\|_{3,D_1} + \|f\|_{2,D} \right)$$

Next, let's define  $\varphi(y, t)$ :

$$\varphi(y, t) = u_{tt} - u_{xx} - u_{yy} - f(x, y, t)$$

Thus, we have proved the following theorem.

**Theorem 2** Let the functions  $f(x, y, t)$ ,  $u_0(x, y)$ ,  $u_1(x, y)$  is such that

$f(x, y, t) \in W_2^2(D)$ ,  $u_0(x, y) \in W_2^4(D_1)$ ,  $u_1(x, y) \in W_2^3(D_1)$  satisfy conditions

$$a_1 \neq 0, a_0 \neq a_1$$

And conditions of agreement (25) Then there exists and, moreover, a unique solution to problem (2), (3), (6) - (8) from space  $W_2^2(D)$ , and estimate

$$\|u\|_{2,D} \leq m_5 \left( \|u_0\|_{4,D_1} + \|u_1\|_{3,D_1} + \|f\|_{2,D} \right).$$

Is valid

4. Research task 3

1) Let  $f(x, y, t) \in W_2^2(D)$ ,  $u_0(x, y) \in W_2^4(D_1)$ ,  $u_1(x, y) \in W_2^3(D_1)$

2) Conditions

$$a_1 \neq a_0, (a_1 - a_0)(a_1 b_0 - a_0 b_1) \leq 0$$

Are satisfied

Conditions (9), (10) in region  $D_0$  imply

$$-\frac{1}{a_0}(u_{tt} + b_0 u_{yy}) = -\frac{1}{a_1}(u_{tt} + b_1 u_{yy})$$

Or

$$(a_1 - a_0)u_{tt} + (a_1 b_0 - a_0 b_1)u_{yy} = 0.$$

Denoting  $u(0, y, t) = V(y, t)$ , in domain  $D_0$ , consider the Cauchy problem

$$\begin{cases} (a_1 - a_0)V_{tt} + (a_1 b_0 - a_0 b_1)V_{yy} = 0, \\ V|_{t=0} = u_0(0, y), \\ V_t|_{x=0} = u_1(0, y). \end{cases}$$

If condition  $a_1 \neq a_0$ ,  $(a_1 - a_0)(a_1 b_0 - a_0 b_1) \leq 0$  is satisfied, then the problem is well-posed in region  $D_0$  and its solution admits estimate

$$\|V\|_{3,D_0} \leq m_1 (\|u_0\|_{4,D_1} + \|u_1\|_{3,D_1})$$

From here

$$u_{xx}|_{x=0} = -\frac{1}{a_0}(V_{tt} + b_0 V_{yy}) = \psi_2(y, t) \in W_2^1(D_0)$$

Now function  $\varphi(y, t)$  can be determined from equation (2):

$$\varphi(y, t) = V_{tt} - \psi_3(y, t) - V_{yy} - f(0, y, t).$$

We denote  $v(x, y, t) = u(x, y, t) - V(y, t)$ .

Next, consider the following mixed problem.

Mixed problem Find a solution to equation

$$\square v = v_{tt} - v_{xx} - v_{yy} = f(x, y, t) + \varphi(y, t) + V_{tt} - V_{yy} \quad (27)$$

In region  $D$ , satisfying the following initial and boundary conditions

$$\begin{cases} v|_{t=0} = u_0(x, y) - V(y, 0), \\ v_t|_{t=0} = u_1(x, y) - V_t(y, 0), \\ v|_{x=0} = 0. \end{cases} \quad (28)$$

It is known [15, p. 408] that if the consistency conditions

$$\begin{cases} u_0(0, y) - V(y, 0) = 0, \\ u_1(0, y) - V_t(y, 0) = 0, \\ u_{0xx}(0, y) + f(0, y, 0) - V_{yy}(y, 0) = 0. \end{cases} \quad (29)$$

Are satisfied, then problem (27), (28) in the space  $W_2^2(D)$  is uniquely solvable and the estimate

$$\|v\|_{2,D} \leq m_2 \left( \|u_0\|_{4,D_1} + \|u_1\|_{3,D_1} + \|f\|_{2,D} + \|V\|_{3,D_0} \right)$$

or

$$\|v\|_{2,D} \leq m_3 \left( \|u_0\|_{4,D_1} + \|u_1\|_{3,D_1} + \|f\|_{2,D} \right)$$

Is valid for its solution

### COCNLUSION

Thus, the following statement has been proved.

Theorem 3 Let functions  $f(x, y, t)$ ,  $u_0(x, y)$ ,  $u_1(x, y)$  is such that  $f(x, y, t) \in W_2^2(D)$ ,  $u_0(x, y) \in W_2^4(D_1)$ ,  $u_1(x, y) \in W_2^3(D_1)$ , conditions

$$a_1 \neq a_0, (a_1 - a_0)(a_1 b_0 - a_0 b_1) \leq 0$$

And matching conditions (29) are satisfied. Then there exists and, moreover, a unique solution to problem (2), (3), (6), (9), (10) from space  $W_2^3(D)$ , and estimate

$$\|u\|_{2,D} \leq m_5 \left( \|u_0\|_{4,D_1} + \|u_1\|_{3,D_1} + \|f\|_{2,D} \right).$$

Is valid

### 5. Research task 4

1) Let  $f(x) \in W_2^2(D)$ ,  $f(0) \neq 0$ ,  $u_0(x, y) \in W_2^4(D_1)$ ,  $u_1(x, y) \in W_2^3(D_1)$

2) Conditions

$$a_1 \neq a_0, (a_1 - a_0)(a_1 b_0 - a_0 b_1) \leq 0.$$

Are satisfied

Conditions (12), (13) in region  $D_0$  imply conditions

$$-\frac{1}{a_0}(u_{tt} + b_0 u_{yy}) = -\frac{1}{a_1}(u_{tt} + b_1 u_{yy})$$

Or

$$(a_1 - a_0)u_{tt} + (a_1 b_0 - a_0 b_1)u_{yy} = 0.$$

Denoting  $u(0, y, t) = V(y, t)$ , in region  $D_0$  we consider the Cauchy problem

$$\begin{cases} (a_1 - a_0)V_{tt} + (a_1b_0 - a_0b_1)V_{yy} = 0, \\ V|_{t=0} = u_0(0, y), \\ V_t|_{x=0} = u_1(0, y). \end{cases}$$

If condition  $a_1 \neq a_0$ ,  $(a_1 - a_0)(a_1b_0 - a_0b_1) \leq 0$  is satisfied, then the problem is well-posed in region  $D_0$  and its solution admits an estimate of

$$\|V\|_{3,D_0} \leq m_1 \left( \|u_0\|_{4,D_1} + \|u_1\|_{3,D_1} \right) \text{ From here}$$

$$u_{xx}|_{x=0} = -\frac{1}{a_0} (V_{tt} + b_0V_{yy}) = \psi_2(y, t) \in W_2^1(D_0)$$

We denote  $v(x, y, t) = u(x, y, t) - V(y, t)$ .

Next, consider the following mixed problem.

Mixed problem Find a solution to equation

$$\square v = v_{tt} - v_{xx} - v_{yy} = f(x) \cdot \varphi(y, t) + V_{tt} - V_{yy} \quad (30)$$

In region  $D$ , satisfying the following initial and boundary conditions

$$\begin{cases} v|_{t=0} = u_0(x, y) - V(y, 0), \\ v_t|_{t=0} = u_1(x, y) - V_t(y, 0), \\ v|_{x=0} = 0. \end{cases} \quad (31)$$

It is known [15, p. 408] that if the consistency conditions

$$\begin{cases} u_0(0, y) - V(y, 0) = 0, \\ u_1(0, y) - V_t(y, 0) = 0, \\ u_{0xx}(0, y) - V_{tt}(y, 0) + f(0) \cdot \varphi(y, 0) + V_{tt}(y, 0) - V_{yy}(y, 0) = 0, \end{cases} \quad (32)$$

Are satisfied, then problem (31), (32) in the space  $W_2^2(D)$  is uniquely solvable and the estimate

$$\|v\|_{2,D} \leq m_2 \left( \|u_0\|_{4,D_1} + \|u_1\|_{3,D_1} + \|f\|_{2,D} + \|V\|_{3,D_0} \right)$$

Or

$$\|v\|_{2,D} \leq m_3 \left( \|u_0\|_{4,D_1} + \|u_1\|_{3,D_1} + \|f\|_{2,D} \right)$$

Is valid for its solution

Thus, the following statement has been proved.

**Theorem 4** Let functions  $f(x)$ ,  $u_0(x, y)$ ,  $u_1(x, y)$  is such that  $f(x) \in W_2^1(D)$ ,  $f(0) \neq 0$ ,  $u_0(x, y) \in W_2^4(D_1)$ ,  $u_1(x, y) \in W_2^3(D_1)$ , conditions

$$a_1 \neq a_0, (a_1 - a_0)(a_1 b_0 - a_0 b_1) \leq 0$$

And conditions of consistency (32) are satisfied. Then there exists and, moreover, a unique solution to problem (2), (6), (11) - (13) from space  $W_2^2(D)$ , and estimate

$$\|u\|_{2,D} \leq m_5 \left( \|u_0\|_{4,D_1} + \|u_1\|_{3,D_1} + \|f\|_{2,D} \right).$$

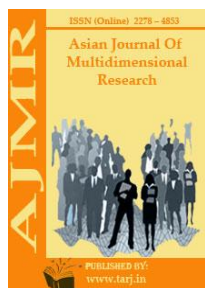
Is valid

## REFERENCES

1. M.M. Lavrentiev, V.G. Vasiliev, V.G. Romanov. (1969). *Multidimensional inverse problems for differential equations*. – Novosibirsk. Science SO. – p. 66.
2. S. I. Kabanikhin. (2009). *Inverse and ill-posed problems*. – Novosibirsk. Siberian Scientific Publishing House. – p. 456.
3. V.G. Romanov. (1984). *Inverse problems of mathematical physics*. – Moscow. Nauka. – p. 264.
4. S.N. Sidirov. (2019). *Inverse problems for an equation of mixed parabolic-hyperbolic type with a degenerate parabolic part*. – Novosibirsk. Siberian electronic mathematical news. Vol. 16, - pp. 144 - 157.
5. A.I. Prilepko, V.V. Soloviev. *Solvability theorems and the Rote method in inverse problems for a parabolic equation*. I, II, *Differential Equations*, 23: 10 (1987) 1791 – 1799; 23: 11 (1987), 1971 – 1980.
6. A.I. Prilepko, A.B. Kostin. *Estimation of the spectral radius of an operator and the solvability of inverse problems for evolution equations*. *Math. Notes*. 53: 1 (1993), 63 – 66.
7. A.I. Kazhanov. *A nonlinear loaded parabolic equation and a related inverse problem*. *Math. Notes*. 76: 6 (2004), 784 – 795.
8. A.I. Kazhanov, R.R. Safiullova. *Linear inverse problems for parabolic and hyperbolic equations*. *J. Inverse III-Posed Probl.* 18:1 (2010) 1 – 18.
9. R. Sakamoto. (1972). *Mixed problems for hyperbolic equations*. *Sat. translations. Mathematics*. – Tashkent. 16No. 1, 62 – p. 100.
10. S.K. Godunov, V.M. Gordienko. (1977) *Mixed problem for the wave equation. Proceedings of the Sobolev seminar*. – Novosibirsk. No. 2. – pp. 5 - 31.
11. M.M. Lavrent'ev, S.I. Temirbulatov. (1979). *On the theory of a mixed problem for the wave equation*. *Dokl. Academy of Sciences of the USSR*. – Tashkent. 244 No. 5. – pp. 1062-1064

12. V.N. Vragov. (1987). *On a mixed problem for a system of hyperbolic equations*. Applications of functional analysis to equations of mathematical physics. Novosibirsk. – pp. 59 – 66
13. V.N. Vragov. (1989). *On a mixed problem for a wave equation in a layer with a time derivative in boundary conditions*. Boundary value problems for non-classical equations of mathematical physics. Novosibirsk. – pp. 100 - 109.
14. M.O. Abulov. (2020). *Solvability of mixed, nonlocal and boundary value problems for some classes of third-order equations*. – Tashkent. VORIS – NASHRIYOT.-p. 80.
15. O. A. Ladyzhenskaya. (1973). *Boundary value problems of mathematical physics*. – Moscow. Nauka. – p. 408.



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00250.0**

## SCIENTIFIC AND PEDAGOGICAL BASES OF PROFESSIONAL COMPETENCE TRAINING OF TEACHERS

**Bakhodir Saydurasulovich Abdurasulov\***; **Bakhodir Khudaykulovich Khodjakulov\*\***

<sup>1,2</sup>Senior Teacher,  
Gulistan State University  
UZBEKISTAN

### ABSTRACT

*This article provides practical methodological recommendations on the need to improve the professional competence of teachers and the implementation of the requirements of today's state educational standards, and provides insights and comments on the example of the activity of a teacher of music education. The article also examines the best practices of the republic, which are recommended for popularization of didactic views.*

**KEYWORDS:** Education, Upbringing, Music, Art, Instrument, Rhythm, Step, Interval, Opera, Sonata, Symphony, Aria, Competence, Coach, Teacher-Student.

### INTRODUCTION

Today, in the process of teaching music to secondary school students, there are all the opportunities for them to master their skills. The main role in this process is played by the music teacher. And it is necessary to pay great attention to its activities. One of the peculiarities of music education is that today the special knowledge acquired by music teachers, high professionalism, and general culture, ideological and moral qualities are implemented as a factor in solving economic and social problems. In the XXI century, the rapid growth of information and communication, the growth of spiritual needs in people has raised the task of teaching and educating the younger generation to a new level. Because there is a growing demand not only for the content of education, but also for the organization of educational work, the development of the culture of students, the forms of its ways. Music culture provides a comprehensive, systematic approach to educational issues in the classroom, the introduction of active science-based methods and tools for the organization of educational work, which will deepen the relationship between economic, social and spiritual life in the future. One of the main features of the development of music education teachers is that today special knowledge, high professional training and general culture of a person, his spiritual qualities serve as a key factor in solving economic and social problems. The multifaceted spiritual interests of the harmoniously

developed generation and the upbringing and education of the younger generation create certain difficulties in the fulfillment of their duties. The main reason for this is that the number of students has increased not only in the number of organized educational works, but also in their content, style and form. The emergence of the need for a comprehensive approach to the solution of educational problems is associated with the introduction of social life, the spiritual environment, the deep interconnection of knowledge of the social environment and the organization of educational activities, science-based methods. A music teacher needs to be a great musician.

### THE MAIN FINDINGS AND RESULTS

The success of his work is determined by such qualities as excellent ability to play a musical instrument, voice, fine hearing, note literacy, expressive reading. In this regard, D.B. Kobalevsky wrote. Of all the knowledge a “music teacher needs to know”, it is important to note that he or she can play a musical instrument. It can be difficult in class without the help of mechanical writing, especially if a choir, orchestra, or opera scene is to be played in the classroom, without the use of a musical instrument instead of a live performance should be used as an aid to teacher performance. This is essential in three ways:

- First - live performance always creates an exciting atmosphere in the classroom;
- Secondly, during the live performance, the teacher can always stop at the right time, repeat the passages that are considered necessary, have the opportunity to return at the beginning, and so on;
- Thirdly, a good music teacher who can play a musical instrument, a good music teacher who sings well for his students, is a good example for his students and shows how necessary and interesting it is to be able to play music on his own in practice.

Playing a musical instrument, having a voice, conducting skills, these are not a complete list of knowledge that a music teacher needs to know. It allows to have a methodology of music education, collected on the basis of general education and pedagogical-psychological disciplines. However, this can only be done in exchange for the experience gained in the course of great pedagogical work on the skill, the pursuit of research and the constant renunciation of self-interest. Nowadays, the profession of music teacher is becoming a topic of scientific research. Pedagogical research is being conducted and articles are being published covering students' teaching activities. Based on modern research in psychology and pedagogy, it was determined that the main activities of a music teacher are:

- Research (works of music and other works of art; experience of colleagues, teachers and analysis of their work; study of scientific and methodological literature for use in their work);
- The structure of the constructive (lessons, extracurricular music lessons);
- Design (distribution and development of educational tasks aimed at the spiritual and aesthetic education of teachers, the acquisition of knowledge by teachers, the formation of knowledge and skills in them, their musical and creative development);
- Communicative (teaching interaction with students on the basis of trust and respect; gaining prestige among students);
- Organizational (implementation of educational tasks).

Undoubtedly, all of these are interrelated and are aimed at solving the problems of musical education of students. The absence of certain knowledge in the teaching process can have a negative impact on pedagogical performance. This in turn may not give the expected results. We will discuss this knowledge in more detail. A music teacher needs to have a certain level of research skills. He selects musical works, analyzes them, identifies their emotional impact, and learns to listen to music according to the age and individual abilities of the students. In order to improve the learning process, it explores students' creative activities and musical abilities. The spiritual world of the student is always the focus of the teacher. The teacher's research activities are very broad, covering all students from first grade to seventh grade. As a result of constant observations, the teacher has the sensitivity of the educator, which helps to assess the situation, determine the inner state of the student and find the right method of pedagogical influence. Along with creative planning of music lessons, the teacher will enrich their experience, gain design and constructive knowledge.

Selecting the most appropriate methods for them, focusing on the activity of educational tasks; sees itself and its science as a means of spiritual enrichment and education of musical culture. The teacher must have the art of communication. He manifests himself deeply and completely in the lessons as a person: the teacher not only performs the work, but also expresses his attitude to the composer and talks about the musical work. At the same time, the attention paid to teachers leads to a sense of trust and respect. A teacher's reputation depends on his or her ability to be demanding. Students always need his help, attention, support. It is impossible to fully enjoy the achievements without it. Of course, organizational skills also play an important role in a teacher's work. Involving students in a variety of musical activities requires a certain amount of skill. This is especially true of vocal-choral work, in which much depends on the will and purpose of the teacher in this direction. Nevertheless, the results are evaluated through her experience and preparation for the lessons. The teacher's creativity begins with her pedagogical findings from the first independent steps in school. Mastering the pedagogy requires him to know his strengths and weaknesses, to be able to control him, to be able to evaluate his own actions.

The spiritual richness, versatility of the teacher, his intelligence, kindness, and spiritual purity has a great impact on the work of teachers with all their being. We can therefore say with confidence that the teacher defines personal music as a science. Over the years, the teacher has spent thousands of hours carefully preparing students to develop aesthetically and enjoy their work. The lesson is sometimes a seemingly arduous cocktail, a process that requires a great deal of will and attention from the teacher - the ability to think flexibly, to act quickly in a variety of pedagogical situations. The result you think will force you to look for the causes of failure. Music lessons are the main form of organizing music education in school. Despite the fact that music clubs offer optional classes, music lessons that can unite all children will never lose their relevance. The course process includes a variety of activities: singing, musical-rhythmic movements, children's playing of musical instruments, listening to music. In order to learn a song dance or a piece of music, a few hours of lessons are required, so in one lesson, activities such as getting acquainted with a new piece of music, continuing to study a piece of work that has already been studied, and returning to the previous lesson. For example, in the first grade, students perform the Uzbek folk song "Boychechak", continue to study the song "Pakhtaoy" by F. Nazarov, listen to the familiar Uzbek folk music "Dilxiroj".

Good preparation for a lesson depends on the skill of the teacher, which is a process that allows for pedagogical knowledge, the development of musical themes, and the provision of education.

Indeed, an in-depth study of the tasks of music education, the choice of works according to the age of the students requires them to have musical training. The content of the course includes musical works with different moods and characteristics. Therefore, in order to achieve their integrity, it is necessary to determine the sequence of their structure by type of musical activity. When thinking about the content of the lesson, it is important to pay attention to the transition from one work to another, to draw students' attention from one to another. When designing a lesson, it is necessary to take into account the uniqueness of each class of children, their sense of physical and mental level. For example, it is necessary to change the types of activities in a timely manner so that the attention of young children is not prolonged and their interests do not decline.

It is advisable to learn a complex song, dance in a few lessons. It is not recommended to switch to singing after learning complex musical rhythmic movements, as singing requires careful breathing and moderate breathing. It is also important to consider the lesson, its place in the lesson schedule - that day is 1.3 or 6 lessons. In the last lessons, the children feel tired. Therefore, in order to exchange different styles, it is recommended to choose styles that restore children's interest. It is also important to take a music lesson, after which the lesson is taken. It is advisable to start the work, especially after physical education classes, with activities that reduce the sensitivity of children and adapt them to the planned work. In each case, the teacher must take into account the characteristics of the classroom, the children's interest in this or that musical activity, their level of preparation.

## CONCLUSION

In conclusion, it should be noted that the preparation and conduct of the lesson, the music culture always requires the teacher to actively demonstrate knowledge of a creative approach, professional experience. Music lessons, as a result of the teacher's work, affect the inner world of students as an ideological and emotional force, creating in them an interest in music, the need to deal with it, technical thinking in computer learning, and approach from a researcher's point of view. Our experience in pedagogical higher education shows that the teaching process improves the ability of students to hear in the conduct of singing and music lessons through modern pedagogical technologies; forms musical knowledge; fosters computer literacy and comprehension skills, teaches to analyze the process of learning music, looking for ways to improve the musical process, that is, to play with sincerity, ingenuity. In the training of future music teachers, the knowledge and skills they have acquired can be successful only if their skills such as scientific ideas, laws, concepts, creative thinking, which together form a target system, are applied in pedagogical activities. Adherence to the principle of membership is also necessary, first of all, for the revision of curricula, programs and textbooks.

## REFERENCES

- [1] MirziyoevSh M. (2017). Ensuring the rule of law and human interests is a guarantee of the country's development and the well-being of the people. – Tashkent. Uzbekistan. – p. 48
- [2] Baubekova G. D., Khalikova G. T. (2001). *Innovative technologies for optimizing the educational process* in the book: Education: experience, problems, prospects. Tutorial – Tashkent: “YANGI ASR AVLADI”. – pp. 67-99.

- [3] Resolution of the Cabinet of Ministers of the Republic of Uzbekistan “On measures to implement the state national program for the development of school education in 2004-2009” *Journal of Educational Development*. 2004. Issue 5.
- [4] Order No. 149 of the Department of Public Education of the Republic of Uzbekistan “On further improvement of the system of retraining and advanced training of teachers”. “Ma'rifat” newspaper. – Tashkent: June, 2006.
- [5] Mirziyoev Sh.M. (2017). *Critical analysis, strict discipline, and personal responsibility should be the daily routine of every leader*. – Tashkent. Uzbekistan. – p. 48.
- [6] Mirziyoev Sh.M. (2016). *Together we will build a free and prosperous, democratic state of Uzbekistan*. – Tashkent. Uzbekistan. – p. 56. (Мирзиёев Ш М Эркин ва фаровон, демократик Ўзбекистон давлатини биргаликда барпо этамиз .Т ., Ўзбекистон” 2016-566)
- [7] Yuzlikaev F.R. (2005). *Theory and practice of intensifying the didactic training of the future teacher in the system of higher pedagogical education: Author's abstract*. Dis. Doctor of Pedagogical Sciences. – Tashkent. – p. 32.
- [8] Gaponyuk Z.G. (2008). Psychological and pedagogical conditions for the formation of leadership qualities in vocational college students *University Bulletin (State University of Management)* – Moscow – No 5 – pp. 25-29.
- [9] Khalilov F.N. (2003) “*Didactic foundations of instrumental - executive training of future music teachers*”. Textbook – Tashkent – pp. 12-46
- [10] Zimina A.N. (2000) *Fundamentals of musical education and development of primary school children* – Moscow – p. 64
- [11] Atxamdjanovna, F. K. (2020, December). Effectiveness of physical culture education effects of adolescents on scientific thinking in growth location of effective information. In *Конференции*
- [12] Farfiyeva K. A. Social Media as a factor in formation of scientific thinking in youth. *European Journal of Research and Reflection in Educational Sciences* Vol. 8 No. 10, 2020 – Pp. 52-56.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00251.2

## WAYS TO DEVELOP STUDENTS' CREATIVE THINKING SKILLS IN PRIMARY SCHOOL TECHNOLOGY LESSONS (BASED ON PEDAGOGICAL TECHNOLOGIES)

Dilorom Sharifovna Yakibova\*

\*Teacher,

The department "Elementary Education",

Termez State University

UZBEKISTAN

Email id: baxtiyor.yakubov.97@mail.ru

### ABSTRACT

*In the article are disclosed some conditions of integrated lessons arrangement in primary education. As well there are expressed apparent characteristics of property integrated lessons. Also, on the assumption of integrated lesson, author determined structure of given type lessons. Presented visions for that matter, reflected on example of jobs training lessons.*

**KEYWORDS:** Primary Education, Integration, Child Development, Structure Integration Lesson, Technology Lessons.

### INTRODUCTION

The present age of globalization, which predicts intellectual development and facilitates radical reforms in a number of socio economic sectors, has set clear and well-grounded demands for a number of social and humanitarian sectors of society.

The fact is that this era of globalization poses a serious threat to the future of humanity, as well as the obstacles that the everyday life, as well as the growing generation of young people, chooses to make the right way in the face of the influx of ideas.

In addition to the philosophical issues of science, which are concerned with the development and prospects of society, the philosophy of education deals with the issues of socio-humanitarian, natural and scientific development of the individual, as well as the study of the intellectual level of the individual in the learning process?

Logically, the word 'education' is to teach, teach, and explain; to teach him the theoretical qualities of upbringing, the rules of conduct and the practical skills needed to master a particular profession.



I.G. Pestalotsti described the interdependence of academic disciplines on the basis of large didactic material. In doing so, he adhered to the following principles:

- A person's sense of self-worth;
- nurturing a child on the basis of natural abilities and opportunities;
- Comprehensive upbringing of the child according to focused visualization.

He also outlined some of the disadvantages in distinguishing one subject from another.

Also, the representative of classical pedagogy Konstantin Dmitrievich Ushinsky has developed a more detailed psychological and pedagogical basis of interdisciplinary interdependence. In his view, "The knowledge and ideas that are being expressed must be organically as they are in science" [2].

Well-known Western leading educators Ya.Komensky and K.D.Ushinsky in the past strongly condemned conversation-based methods that for some time had dominated the education system and denied the absoluteness of these methods. They have tried to prove by their own experience and experience that these methods should be supplemented by practical and visual methods.

In accordance with the reforms carried out in the country, the issues of harmonization of relations between society and the environment, establishing and developing creative attitude to the environment are important in the educational process.

Nowadays, traditional teaching is being replaced by individual-centered approaches. In this regard, it should be noted that the end of the 20th century marked the end of technological progress and paved the way for the emergence of the humanitarian culture. Changing logic of power and fear into a philosophy of consciousness and love is a unique strategy of the 21st century. Consequently, education reform should serve society in a logical way. In this case, it is possible to predict the technology that has been implemented, depending on the level of integration and the technology used, depending on the level of integration. After all, integration is a factor that can be sufficiently manifested as a key factor in the transition to a new qualitative state through the assimilation of various content Integration is a combination of large-scale learning materials that are characterized by deep, non-traditional education.

Today, technologies for child personality development are being introduced in our country, which is another effective way to implement the ideas put forward by the First President Islam Karimov.

In particular, the foundation for serious environmental relations is established in the primary grades. Cognitive ability of a person, his or her attentive attitude to the world around him - is not a spontaneous process, but a complex development of the person in the learning process:

The organization of classes with a clear and conscious use of pedagogical technologies according to the content of the lesson is required.

It should be noted here that the stages of formation of the teacher's skills, abilities and professional competence begin with the understanding of the professional responsibility of the teacher. After all, choosing a teaching profession with a heart-to-heart attitude has become the most sought-after, creative mentor today, and those who have chosen the profession have not been able to properly organize their work occurs.

In this case, the educator focuses on expanding the student's outlook. This is a more integrated type of training that the teacher needs to master in a number of aspects related to interdisciplinary integration.

It should be noted that integration is the combining of two or more things which they work together, and integration of individual parts or elements. The concept of "integration" was explained by Spencer in the XVIII century

Before introducing integrative education, it is necessary to develop some understanding of the classification of classification-integral education. This classification is expressed in Doctor of Pedagogical Sciences, Professor R.A. Mavlonova as follows:

- Courses based on adjacent disciplines;
- Courses on the basis of basic subjects;
- Courses on the basis of general scientific concepts, regularities, and theories;
- Problems related to the evolution of science, the methods of scientific study of nature, and the courses on the study of the scientific picture of the world;
- On the basis of complex objects;
- Based on various problems and on the basis of activities.

Consequently, the integration of primary education that is emphasized in this study will concentrate on such subjects as reading, mathematics, natural sciences, painting, technology, and English.

The teacher, who arrange his or her lessons in an integrated manner, selects tools and techniques that match the age, level of mental development and, of course, the interests of the elementary school student.

The theme of an integrated lesson project can be relevant to any topic of the curriculum, with the goal of deepening the learning process and differentiating the learning process by identifying the level of mastery of a particular gifted student and the students in general.

The integrated lesson is from the usual lessons:

- Accuracy, compactness, intense scope of the training material;
- The rationale for the integrated learning disciplines at each stage of the lesson;
- The wide range of information contained in the study material.

In an integrated lesson, the goal should be to take into account the relevance of several disciplines.

In such a lesson, it is important to calculate the optimal load on the student's tasks. The activities and behavior of several subject teachers in the classroom should be coordinated. The results of these exercises are required to be finalized.

One of the integrated disciplines should be taken as a core. For example, let's take a look at the integration process in the content of technology classes in elementary school. The teacher planned his work in the following sequence to give a lesson on "Making a basket of paper", which is why he designed a lesson that meets the educational content (Figure 1)

The course will be combined with natural science, math, ethics and English classes. It is desirable to use the construction and design and technical games for the introduction of technology classes in an interactive, interactive format, with the support of this type of games increasing the creativity of the teacher and the student. It focuses on audiovisual and multimedia tools and technical subjects for students' creativity, with no emphasis on technical devices, construction details, designers, and some types of work tools, mechanical, magnetic, electrical, electronic and other devices.

Although such games are designed for these age-specific features, they can be used in independent game games to enhance students' research skills. Designed for games that help children work harder for elementary school children: sewing, weaving and textile machines, children's agriculture and home appliances, art and decorative and print collections can make technology lessons a truly enjoyable and beloved process.

There are also electronic presentations on the process of performing specific work assignments in the classroom, with a variety of interdisciplinary links that provide an integrated image of the course: natural sciences, mathematics, native language, and physical culture. For example, origami is a paper-based animated fairy tale, cartoon episodes of various shapes and toys, and student readings of poems and essays on the subject accelerate the process.

In addition, developmental games like "Who Am I?", "Estafeta", which teaches quick sewing, weaving, and knitting tasks, will help to pupils to gain success.

Thus, the effectiveness of integrated learning is strongly linked to the correct, pedagogically sound form of education that requires a thorough analysis of all three types of educational, educational, and developmental goals.

Interdisciplinary integration is possible only in a pedagogical community with a healthy environment, mutual respect and creative collaboration.

Interdisciplinary communication is based on the ideas and methods of teaching science, which are defined as the basis for developing and developing students' perceptual activities. Interdisciplinary interconnectedness rapidly builds up the students' learning abilities and reveals the general principles that facilitate the academic building of academic disciplines. The content of education cannot be determined without considering the links between disciplines such as literature, biology, and mathematics. Therefore, interdisciplinary interrelationships serve as a source for selecting educational content for individual subject.

Some of the highlights of the integration lesson are:

1. In these types of activities, the child begins to visualize the world as a whole.
2. The child's potential develops, the environment begins to explore with great interest, and events start to make sense in their minds, in search of a reasoned solution. As a result, the ability to communicate compares, compare, summarize and summarize.

Integrated lessons teach children to understand the integrity of events and their understanding of the nature of events. Technology can be closely linked to school-based learning, and the educational and creative nature of labor is achieved through the use of scientific knowledge

As a basic form of education, the teacher must provide a solid foundation for the development of a conscious, active, self-sacrificing community of its students in this process.

**Figure 1 Adaptation of educational, educational and developmental goals to the educational content in the course of the lesson "Paper baskets"**

3. It is interesting that the form of training is not standard - in such lessons the developmental goal is particularly high.

4. Teacher creativity is one of the key factors in increasing professional competence.

Thus, the organization of lessons in an integrated manner guarantees not only an enjoyable and meaningful course, but also a comprehensive development of the students' worldview.

It is advisable not to provide an integrated lesson to the student without interpersonal and interpersonal philosophical issues, because the unexplained interplay puts the cognitive process in the mind of the learner through confusing conclusions.

**REFERENCES**

1. Osnovnye idei I.G. Pestalotstsi. <http://uchitel76.ru/osnovnye-idei-i-g-pestalocci/> Date of application March 24, 2016.
2. Shorustamova D.S. The pedagogical psychological approach to integrating elementary education lessons. Thesis for the degree of Master's Degree.-Tashkent: 2014
3. Kukushin V.S., Boldyreva-Varaksina A.V. Pedagogy of primary education. / Under the total. Ed. V.S. Kukushina.-Moscow: ICC "Mart"; Rostov n / a: Publishing center "Mart", 2005
4. Mavlonova R.A., Rakhmonkulova N.H. Integrated pedagogy of primary education. Methodical manual-T: Tashkent State University named after Nizami. 2015. <http://library.ziyouet.uz/ru/book/33810>. Apply March 24, 2016
5. X.Sanakulov, D.Khodiyeva, M.Satbayeva. Labor and teaching methods. Textbook. - Tashkent: Thinking Bust, 2015.
6. R.A. Mavlonova, M.T. Satbayeva. Methods of labor training. Textbook.-Tashkent: Publisher, 2013.
7. Boni Hamilton. Integrating Technology in the Classroom: Tools to Meet the Need of Every Student. Publisher, International Society for Technology in Education. July 21, 2014
8. Michael Fullan. Integrating Technology, Pedagogy, and Change Knowledge. 1st Edition. Publisher, Pearson. June 12, 2012.
9. Kathleen N. Kopp. Integrating Technology into the Curriculum 2nd Edition (Effective Teaching in Today's Classroom). Publisher, Shell Education. January 1, 2015.
10. The Exquisite Book of Paper Flowers: A Guide to Making Unbelievably Realistic Paper USA, 2014. Blooms. USA, 2014.
11. Farfiyeva K. A. Social Media as a factor in formation of scientific thinking in youth. European Journal of Research and Reflection in Educational Sciences. Vol. 8 No. 10, 2020. – Pp. 52-56.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00246.9**

## CREATION OF ISSUES OF SCIENTIFIC MENTALITY AND PERCEPTION OF YOUNG PEOPLE IN THE SPIRITUAL HERITAGE OF THE EAST

**Rajabboev Jurabek\***

\*Student,

Department of National Idea,  
Fundamentals of Spirituality and Legal Education,  
Urgench State University, Urgench, UZBEKISTAN  
Email id: sv997710@gmail.com

### ABSTRACT

*This article discusses issues such as the scientific mentality of young people and their role in solving problems related to spiritual heritage, the importance of education in the innovative thinking of young people.*

**KEYWORDS:** *Innovation, Creation, Creativity, Superior, Modern Education, Cognitive, Processes, Harmonious View, Dynamic Features, Technical Research.*

### INTRODUCTION

Innovation is a reality related to the introduction of scientific and technical news. This reality is inseparable from spiritual pursuits, because the objective laws of spiritual development require the pursuit of innovation and the enjoyment of it. Innovation, on the other hand, meets this need. Therefore, in this part of the work, the issues of scientific mentality in the spiritual heritage of the East are revealed. Such an approach is necessary for two tasks: first, the issues of scientific mentality are not adequately addressed in philosophical research, so at the current new stage of national development there is a lack of personnels and specialists who can influence scientific and technological discoveries, modernization of the country. According to experts, Uzbekistan annually produces about 10,000 people with scientific and technical education, but 85-90% of household appliances and almost 100% of machinery are imported. No one can tell where our scientific and technical personnel are going. Second, the President of the Republic of Uzbekistan has set the main task of "ensuring innovative development", encouraging bold research in this area, but the scientific issues of innovative mentality remain.

At a time when the pragmatic philosophy and policy of President Sh.M. Mirziyoyev demands to focus scientific and technical discoveries on the practical problems of national development, our

scientists, especially philosophers, are lagging behind in the study of innovation. The Decree of the President of the Republic of Uzbekistan "On the establishment of the Ministry of Innovative Development of the Republic of Uzbekistan" (November 29, 2017) calls to fill this gap, to conduct bold research. At the same time, it is important to make the study of scientific mentality in our spiritual heritage that one of the main issues of research.

## MATERIALS AND METHODS

It has become a tradition today to study the spiritual heritage of the East from "Avesto". Indeed, the Avesto is not only the holy book of Zoroastrian people, it deals with all issues related to the world, natural processes and events of the people of his time, the geographical features of countries, human cognition, in short, the relationship between man and the universe. Ahura Mazda recites his names to Zoroaster: "Another name is Knowledge, Another Way is Knowledge" [1]. Elsewhere, Mazda says: "O Spitama Zoroaster, know and understand, Faithful Zarathustra, with my mind and knowledge" "What is the origin of the best world", "What will be its end" [2]. Apparently, Ahura Mazda encourages Zoroaster to know and understand the essence, creation and end of the universe. Knowledge is one of the honorable names of Ahura Mazda. He sings that with this quality which he created the universe, the countries, the beings. He points out that he created goodness because of his knowledge.

Ahura Mazda says, "Truth is the greatest blessing." The search for this truth is also one of the tasks of scientific mentality. Actually, truth can be sought in two senses: the first, real objects, items and events related to the external world, the second is the search for concepts and phenomena that are subjective, in which the person perceives what he or she believes to be. Both of them are found in the spiritual scientific heritage of the East. For example, Abu Nasr Farabi, Abu Rayhan Beruni, Ibn Sino, Ulugbek, Al-Fargani, Navoi, Mirza Abdulkadir Bedil, Ahmad Donish, Abay and twentieth-century enlighteners Jadids called to study the objective existence of scientific mentality, the problems of real life. They believed in the power of the human mind, and supported rationality. Zoroaster, Mani, Imam al-Bukhari, at-Termizi, and the scholars of mysticism were proponents of theological and mystical mentality. Actually, there were thinkers like Kubro and Naqshband who combined these two currents. Even Farabi expresses the idea that the universe was created by a "blessed creator," that is, God [3]. But this does not deny that he was a proponent of scientific, rational knowledge of the laws of objective existence. This dualistic approach is reflected in the following idea: "Therefore, observe and discuss diligently, so that it may cause your soul to taste wisdom, the taste of knowledge, to awaken your love for the truth, to direct your actions in a positive way, for, God willing, you will understand some secrets and happiness for yourself" [4]. Many of the philosopher's scientific ideas are calls to creativity, to create, to acquire a profession. The quality of knowledge, the tendency to learn, in Farabi's view, is "not innate, otherwise there would be no absolute power and greatness in his intellectual quality. If the virtue of a profession were innate, the kings would not have acted of their own accord, but the kingdom would have become a natural obligation which nature could only afford. Theoretical and great intellectual qualities, great innate qualities and great (professional) qualities habits, skills in the person who remains, these qualities become the cause of the formation of the will and the habituation. Such people are infinite and very strong in nature and will" [5].

Scientific mentality is not a blessing from God, it requires "strong nature and will" from man, from the owner of intellect. The "theoretical and great intellectual quality" is achieved through "diligence and zeal." "Theoretical knowledge is taught either by teachers or aphorisms" [6].



Learning things of a practical nature, mastering a profession is not so difficult, but drawing theoretical conclusions from them, the formation of new ideas is a complex gnoseological process. If we look around, we see that there are countless professions that people are engaged in, but not everyone is worried about improving their profession, bringing something new to it. Effective use of existing tools will undoubtedly provide efficiency, but updating the tools, improving them in accordance with the requirements of innovation, scientific and technical discoveries can increase productivity and efficiency by another ten, one hundred percent.

Abu Nasr al-Farabi's statement can be considered as a direct encouragement to use the available innovative ideas and discoveries in other nations and states. "Every human being, writes Farabi, is so structured by nature that he needs many things to live and attain a high level of maturity, he cannot achieve such things alone, a community of people is needed to have them. Therefore, it is only through the union of many people that are necessary for survival, that bring people together and help each other, that one can attain the maturity that one seeks by nature.

The activities of such community members as a whole provide each of them with the things they need to survive and mature. Therefore, human beings increased and settled in the inhabited part of the earth, and as a result, a human community was formed" [7]. This means that people come together and form a team to deliver to each other "what is necessary for survival and maturity". Some take it, the people can take possession of a narrow range of things, but they lack it to reach maturity, to progress. It is not difficult to see the importance of the "community of people" that Farabi is referring to today, when globalization encourages every people, nation, and state to innovate and improve their social existence.

Abu Rayhan Beruni's innovation in the field of scientific mentality is widely recognized. He is "recognized as a great innovator in the humanities, including philosophy" [8]. Beruni's epistemological legacy embodies the ideas of deep faith in the human mind, in the ability to know. According to him, all of the human emotions, especially sight and hearing, is an important stage for drawing conclusions through the mind. If these feelings, Beruni writes, are used through reasoning and inference, they can be used to reach the deeper meaning of perceived objects, because mentality is able to comprehend the inner qualities and characteristics of being" [9].

## RESULTS AND DISCUSSION

This means that scientific mentality is a characteristic of everyone who has the ability to comprehend, but in order to turn this quality into a rational phenomenon, gnoseological research, one must use the "total of emotions" correctly. The concept of "total emotion" used by scholar is very important for scientific mentality. Each emotion has its own functions: to see the objects around us, to be present, to see the actions, hearing serves to perceive sounds awakened from sounds and movements, and the sense of smell serves to notice odors emanating through the nose. Their functional development is at a different level in each person. For example, seeing in artists, hearing in composers, smelling in cooks are sufficiently developed. In the minds of scientific thinkers, these qualities, in Beruni's words, must be consistent with the "total of emotions," and their conclusions must be based on this harmony.

When the scientist mentions the experiment as an important condition for scientific knowledge, he means that this "total of emotions" is tested in a special way. According to him, in the formation of scientific mentality it is necessary to "use observations, experience and experiments as the most reliable criterion of truth" [10]. Yes, it is necessary to conduct experiments to apply

the results of scientific mentality, the product. "An experiment is an active and consistent joining in the process under study, in accordance with the objectives of the experiment, in a specially created and controlled environment to properly modify or reflect the object under study"[11].

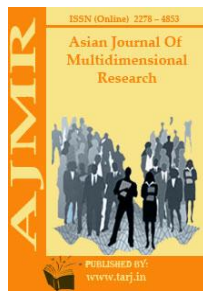
Scientists conduct experiments to improve a particular object. In this regard, we can recall the Decree of the President of the Republic of Uzbekistan "On a legal experiment to introduce a special regime of governance in Tashkent" (August 17, 2018). It aims to experimentally introduce a new, modern management system that will serve the social, economic and cultural development of the city, replacing the duplicating institutions and quasi-state enterprises that have emerged in the management system. Innovation is not a blindly applied experiment, it is initially based experimentally, the experience and recommendations gained during the test are generalized, and only then is the innovation introduced into another space. A test that does not give a positive result during the experiment is not transferred to another object, it is re-tested or the experimental methodology is reconsidered.

## CONCLUSION

According to Ibn Sina, the power of the human mind is infinite. The mind can reflect everything. The pursuit of maturity, beauty, and spiritual heights is "a characteristic of the mankind"[12]. Striving to be mature in every way is a human trait, so "he can not only define the boundaries of truth and falsehood, but also distinguish friend from foe, relying on the great power of reason. The thing in this regard is that while intellectual maturity is necessary to discover the content of the inner essence of things, it is not enough for moral development and improvement.

## REFERENCES

1. Avesto. The book of Yasht. The translation of M.Is'hoqov, Tashkent: East, 2001. Page 12.
2. That book. Page 14.
3. Farobi. Abu Nasr. City of noble people-Tashkent: Abdulla Qodiri-People's heritage, 1993.178-p
4. Farobi. Abu Nasr. City of noble people-Tashkent: Abdulla Qodiri-People's heritage, 1993.179-p.
5. Farobi. Abu Nasr. City of noble people-Tashkent: Abdulla Qodiri-People's heritage, 1993.184-p.
6. Farobi. Abu Nasr. City of noble people-Tashkent: Abdulla Qodiri-People's heritage, 1993.185-p.
7. Farobi. Abu Nasr. City of noble people-Tashkent: Abdulla Qodiri-People's heritage, 1993.186-p.
8. History of philosophy of Uzbekistan.-Tashkent: Publisher, 2013. 157-p That book. 164-p.
9. History of philosophy of Uzbekistan.-Tashkent: Publisher, 2013. 166 -p.
10. Shermuhamedova N. A. Methodology of scientific research.-Tashkent: Science and technology, 2014. 260-p.
11. Ibn Sina (Avicenna). Selected philosophical works- Moscow: Science, 1980-P.272.
12. Shermuhamedova N. A. Methodology of scientific research.-Tashkent: Science and technology, 2014. 60-p.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00252.4**

## INFLUENCE OF SEEDING TIME ON THE DEVELOPMENT OF THE ROOT SYSTEM OF CHICKPEA VARIETIES

**Elnura Iskandarovna Khamdamova\***; **Guzal Asrorovna Suvonova\*\***;  
**Ezozkhon Zokirovna Isokova\*\*\***

\*Associate Professor,  
Samarkand Branch of Tashkent State University of Economics  
UZBEKISTAN

\*\*Senior Teacher,  
Samarkand Institute of Veterinary Medicine  
UZBEKISTAN

\*\*\*Assistant,  
Samarkand branch of Tashkent State University of Economics  
UZBEKISTAN

### Abstract

*In ensuring the grain independence of our republic along with cereals, it is also important to grow legumes. Legumes - crops solve 3 problems at once: Firstly, it is an important factor in increasing grain production, secondly, it allows solving the problem of feed in animal husbandry, and, finally, thirdly, it is a source of increasing soil fertility. Chickpea occupy a special place among such crops. This article describes the impact of agro-technical measures used for the development of the root system of chickpea culture on the irrigated lands of the Samarkand region.*

**KEYWORDS:** Seed, Root System, Morphology, Physiology, Formation, Environment, Physiological Processes, Root, Rain Lands, Perpendicular, Vertical, Plowing, Growth, Development, Mass, Planting Period.

### INTRODUCTION

One of the most important issues in our country today is the planting of legumes, cereals, expanding their area and increasing productivity. Legumes - Large-scale planting of cereals also leads to an increase in soil structure and fertility. Pea cultivation is a solid food base for livestock as well as increasing grain production. Agriculture and animal husbandry form the basis of agriculture. [4, pp. 318-320].

Peas are one of the most common ancient crops in the world. Homeland of origin is India. According to historical data, the pea crop was cultivated in India in the I century BC. For the first time, we meet in Russian in the data (records) of the XVIII century. Cultivation of this crop is familiar from the beginning of life in the countries of southern Georgia. In Central Asia, peas have been cultivated since ancient times (in Tajikistan, according to Belenitsky, in the VII century). Among legumes, peas occupy a major place in terms of area under crops [13, pp. 5-8].

It is known that plant growth, development, formation of yield elements, as well as the activity of physiological processes depend on the development of the root system [1, p. 5]. With the help of endogenous bacteria (Rhizobium) operating in pea roots and rhizosphere, it biologically assimilates free nitrogen from the atmosphere, enriches the soil with nitrogen, improves nitrogen balance in agriculture, and clears the field of weeds as a row crop. According to many experiments, peas leave behind 40 kg of pure nitrogen per hectare. The yield of cotton, potatoes, corn, and cereals sown in the fields cleared of peas will increase and the quality will improve. In particular, as a result of the establishment of farms, the type and quantity of agricultural products is increasing every year. The study and scientific substantiation of measures aimed at improving not only the type of crop, but also soil fertility, cultivation, as well as general physical properties, including the introduction of pea varieties in crop rotation, is one of the urgent tasks of today [2, p. 28; 7; 11, p. 29].

## THE MAIN FINDINGS AND RESULTS

The growth of the surface mass of plants depends on the growth of the root. Therefore, in addition to studying the development of the root system, it is important to know its growth, the laws of development, and its interaction with the aboveground parts. [1; 2; 5, pp. 286-288; 10, p. 21; 12, p. 20]. Finally, it is important to study the effects of different environmental conditions on the root system. In particular, soil moisture dramatically alters the development of the plant root system [4, pp. 318-320; 6, pp. 292-294].

According to the data, in the arable lands of Uzbekistan, 10-15 days after the emergence of the pea plant, its roots penetrate to a depth of 40-50 cm. The lateral roots are located perpendicular to the main roots and are located mainly in the top layer of soil. The decrease in moisture in the tillage layer of the soil is directed vertically by changing its direction [3, p. 34; 4, pp. 318-320; 10, p. 21; 11, p. 29].

In experiments on irrigated lands of meadow-gray soils of Payarik district, in Yulduz and Milyutin-6 varieties of peas, the main root is 126.6-127.3 cm without irrigation, the lateral roots are 65.6-71.0 cm laterally, three times when irrigated, it spreads to a depth of 78.6 cm and to the side of 46.3 - 47.0 cm. [2, p. 28; 4, pp.318-320].

Studies of the effects of irrigation on the root system of pea varieties have shown that the formation of the root system, the horizontal and vertical distribution in the soil depends on soil moisture, as in the case of pea root. From the data obtained, it can be noted that the root system of peas planted in the fall is better developed than those planted in the spring, penetrates deeper into the soil, as well as spreads more widely around. According to sources, 90-95% of the root is formed during the period from the emergence of the pea plant to the formation of pods, and the main part of the root (70-80%) is located in the tillage layer, the root mass decreases as the root penetrates deeper into the soil [11, p. 29; 12, p. 20].

When peas are irrigated, the root system is in a different development than non-irrigated ones, it is mainly located in the tillage layer of the soil with a small radius, which in turn is directly related to soil moisture [4, pp. 318-320; 10, pp. 318-320; 11, p. 29].

The growth, development and location of the root system of plants depends on soil moisture before irrigation and favorable soil moisture, and 90-95% of the root is formed during the period from pea germination to pod formation, and the main part of the root (70-80%) is located in the tillage layer. as it penetrates deeper into the soil, the root mass decreases [4, pp. 318-320; 6, pp. 292-294; 11, p. 29]. One such experiment we studied was the effect of planting times on the development of the root system.

## RESULTS AND DISCUSSIONS

In our experiments, the biomass of the root of the crop was sown at different times (February 25, March 5, March 15, March 25, April 5, and April 15) and in the 60x6 sowing scheme of Yulduz, Uzbekiston-32 and Umid varieties studied the distribution. To determine the root mass, a 50x50x80 cm column was formed, the plowed (0-40 cm) and plowed (40-80 cm) layers of the ply were taken separately, the roots were washed and separated, dried in the open air and the dry mass of the root in the air was determined.

In all three varieties, the highest root mass was observed in the early sown variants, and it was observed that this figure decreased as the sowing periods were delayed. For example, the root mass of Yulduz variety, planted on February 25 in the 60x6 planting scheme, averaged 14.5 grams in three years in the plowed (0-40 cm) layer, and 13.2 in Uzbekistan-32 variety, Umid variety is 14.8, grams, this figure is 13.1, 12.0, 13.5 when planted on March 5, respectively, 12.4, 11.6, 12.7 on March 15, 12 on March 25, respectively, 1 11.2, 12.4, 11.8, 10.9, 12.1 on 5 April and 11.5, 10.6, 11.7 grams when sown on 15 April. That is, the root mass of the Umid variety sample of peas planted early (February 25) with the highest rate in the plowed (0-40cm) layer was 3.1 compared to the period planted in late April 15; The star variety weighed 3.0 grams, and the Uzbek 32 variety weighed 2.6 grams more. The highest rate among the varieties was observed in the Umid variety at the time of sowing on 25 February, which was 0.3 grams higher than the Yulduz variety and 1.6 grams higher than the Uzbekskiy-32 variety.

Under the plowed layer, the root mass is low, which is 0.93 grams on average in three years, 0.82 grams on March 5, 0.80 grams on March 15 and 0 on March 25 in the variant of Umid variety planted on February 25 (40-80 cm). 79 grams was equal to 0.75 grams on April 5 and 0.71 grams on April 15, while in the Uzbekskiy-32 variety it was 0.82, 0.73, 0.69, 0.65, and 0.62, respectively. 0 and 0.59 grams, the star variety were 0.90, 0.79, 0.78, 0.76, 0.72, 0.68 grams. This means that the main mass of the root is located in the tillage layer of the soil, which makes up almost 98-99% of the total root mass. The deeper the moisture in the soil, the more often the root system develops strongly towards the depth [1, 2].

In our experiments on sowing periods, it was found that the development of the root system differs not only among varieties, but also in terms of sowing periods.

It should be noted that in late planting periods, root penetration to both sides and depth was observed to be stronger than in early planting options. For example, when the Umid variety is planted in early February 25, its lateral roots go 60-65 cm horizontally, the main root penetrates to a depth of 110 cm, or the root coefficient is 7150 cm. The product of the lateral maximum root to the root that reaches the maximum depth is the root coefficient. This figure fluctuates as



planting times are delayed. For example, when planted on March 15, its lateral roots go horizontally to 75-80 cm, the main root to 125 cm, and the root coefficient is 9000 cm, in the variant planted on April 15, these figures were 78-83 cm and 121 cm, respectively, or where the root coefficient was 10607 cm. Thus, it was noted that the root coefficient of Umid variety planted on early February 25 was 3457 cm lower than the root coefficient planted on late 15 April.

The same pattern was observed in Yulduz and Uzbekistanskiy-32 varieties. For example, when the Star variety was planted on February 25, its lateral roots penetrated to a depth of 52-58 cm and the main root to a depth of 105 cm, and the root coefficient was 6090 cm. When planted on March 15, the lateral roots reached 58-63 cm horizontally and the main root 115 cm deep. The root coefficient is 7245 cm, and when planted on late April 15, the lateral roots penetrate to a depth of 65-70 cm, the main root to a depth of 121 cm, while the root coefficient is 8470 cm in Uzbekskiy-32 variety when planted on February 25, 50-55 cm and 95, respectively. cm, the root coefficient to 5225 cm On April 15, 68-70 main roots penetrated to a depth of 117 cm or the root coefficient was 8190 cm. In the variant planted in the star variety on March 25, the lateral roots were 54-58 cm, the main root was 112 cm and the root coefficient was 6496 cm, and when planted on April 15 it was 60-65, 116 and 7046 cm [3, p. 34; 4, pp. 318-320].

## CONCLUSION

Among the varieties, a strongly developed root system was observed in the Umid variety in all variants. Thus, the root coefficient of the Umid variety planted on February 25 was 1925 cm higher than the root coefficient of the Uzbekskiy-32 variety planted during the same period.

A similar pattern was observed in the remaining planting periods of the two varieties. This means that in the early sown variants, the root system of the pea is less developed in terms of width and depth than in the late sown variants. This situation can be explained by the fact that the moisture in the plowed and plowed layers of the soil at the time of early planting is higher than the moisture in the soil in the late planting options.

## REFERENCES

- [1] Mustanov S. B., Suvonova G. A., Berdimurodov D. Kh. /BIOLOGICAL NITROGEN/ *India ASian Journal of Multi dimensional Research* ISSN: 2278-4853 Vol 9, Issue 3, March, 04.2020 № 11
- [2] Mustanov S.B., Suvonova G.A., Djumaev M.M. (2018). *The activity of endogenous bacteria in pea varieties.* // *Agro ilm:* - p. 28, №3.
- [3] Hamdamov I., Suvonova G.A., Djumaev MM, Khudoykulova. N. (2015) Influence of sowing times on pea root ends. *Journal of Agriculture of Uzbekistan* – p. 34 № 4
- [4] Khamdamov I, Mustanov S, Suvonova G, Dzhumaev M. (2018). *Influence of sowing dates on the root system of chickpea.* Karshi – pp. 318-320. May 14-15. Collection of conference
- [5] Suvonova G.A., Xamdamova E.I., Isoqova E.Z. The Effect of Agrotechnical Action on The Biological Properties of Pea Varieties. “Development issues of innovative economy in the agricultural sector” *International scientific-practical conference* on March 25-26, 2021. 286-288 pp. <http://papers.conference.sbtsue.uz/index.php/DIIEAS/issue/view/1>
- [6] Suvonova G.A., Xamdamova E.I. The Effect of Planting Times on the Development of the Root System of Pea Varieties “Development issues of innovative economy in the agricultural



sector” International scientific-practical conference on March 25-26, 2021. – pp. 292-294.  
<http://papers.conference.sbtsue.uz/index.php/DIIEAS/issue/view/1>

[7] Suvonova G.A. (2020). Cultivation of biologically and ecologically clean products Land of Uzbekistan *Scientific-practical and innovative magazine* Number 1

[8] Suvonova G.A. (2020). Influence of sowing dates on morpho-biological properties of pea varieties. *Proceedings of the international scientific-practical conference* “Current issues in the cultivation of agricultural crops and prospects for its development”, dedicated to the 85th anniversary of Professor Atabaeva Halima Nazarovna and the 67th anniversary of scientific and pedagogical activity / Part 1. January 10-11. – p. 383.

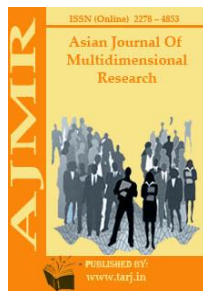
[9] Mustanov S.B, Suvonova G.A. (2020). Biological properties of seeds of pea varieties. *Journal of Agriculture and Water Resources of Uzbekistan*. Issue 3– pp. 37-38.

[10] Bobomuradov Z.S. (1997). *Elements of the technology for the cultivation of fodder chickpeas in the gray soils of the Samarkand region* Abstract of the dissertation on the competition for Candidate of agricultural sciences. Samarkand. – p. 21

[11] Bobomuradov Z.S., Xamdorov I.X., Shukurullaev P.Sh. (1995). *the effect of irrigation on the development of the root system of pea pods* 1995 Scientific Conference of Young Scientists and Postgraduates. Materials. Samarkand. Samarkand Agricultural Institute. – p. 29.

[12] Shukurullaev P.Sh. (1967). *Biological - ecological and agronomic assessment of forms and varieties of chickpea in the conditions of rainforest in Uzbekistan* Dissertation for the defense for Candidate of Agricultural Science Art Candidate of Agricultural Sciences – Tashkent: - p. 20.

[13] Balashova N.N. (2003). *World trends in the production and consumption of chickpeas* *Cereals* No 8 – pp. 5-8. (Балашова Н.Н. Мировые тенденции производства и потребления нута. // Зерновые культуры. 2003. № 8. 5-8 с)

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00253.6**

## THE ROLE OF NATIONAL AND COMMON-HUMANITY VALUES IN THE EDUCATION OF YOUTH

**Erkin Haitovich Bobomurodov\***

\*Professor,  
Doctor of Philosophical Sciences,  
Termez State University  
UZBEKISTAN

### ABSTRACT

*The article analyzes the role of national and universal values in the education of young people, education, spirituality, perfection. Goodness is true humanity; it is an expression of the compassionate nature of the humane views of our people. Our ancestors have always lived their lives with good intentions and dreams, and they are known all over the world for their good names.*

**KEYWORDS:** *Upbringing, Spirituality, National, Universal Value, Perfect Personality, Education, Initiative, Youth, National Language, National Ideology, And National Idea.*

### INTRODUCTION

When it comes to educating young people, it is inconceivable without national and universal values. In the pages of ancient history, a series of great values are reflected in the writings of great sages, legends and stories that express the spirit and soul of the people, the spiritual and enlightenment heritage of progressive and free-thinking artists, politicians. They are pearls polished with ideas of goodness. Babur's noble words, "Do good, there is no good, whoever does well between the two", are an example for all generations. Goodness is true humanity; it is an expression of the compassionate nature of the humane views of our people. Our ancestors have always lived their lives with good intentions and dreams, and they are known all over the world for their good names. Amir Temur said, "I have done good to the good, and I have given the bad to my own evil. I have not forgotten the value of the friendship of those who have befriended me, and I have shown him kindness, generosity, and respect"[1, p. 12].

### THE MAIN FINDINGS AND RESULTS

Goodness is inherent in those who have been brought up perfectly, and it is associated with spirituality. Spirituality, on the other hand, is primarily associated with self-awareness. "Nations

that do not know the history of their people are like giants who have lost their memory and understanding”.

So, the path to spirituality is, to be more precise, the truth itself.

“The concept of spirituality is based on truth, honesty and integrity. Example: People called our Prophet Muhammad (peace be upon him) “amen” and Amir Temur called his grandfather “truthful” by his friends and rivals. Our people say about our President ShavkatMirziyoev that he is “the right word”, “a just man”, “he is a man of words and deeds”. When asked in the hadiths, “Is there a word that comes after faith, but is as precious as faith?” And the word is truth. We live in a time of righteousness”[3, p. 92].

It is known that the rich cultural and enlightenment values created by our people play an important role in the formation and formation of a person as a person. These include scientific and technical and intellectual opportunities, education, medical care, national heritage, national values, cultural masterpieces in various forms, language, literature, art, handicrafts, unique historical and cultural monuments, architecture and more.

“In general, the healthy and harmonious development of the younger generation, which will ensure its future, is crucial in the development of any society. That is why we rely on our courageous, enterprising young people, who are well-rounded, well-versed in modern knowledge and skills, to further increase the scale and effectiveness of our reforms.

**We have set ourselves the great goal of building the foundations of the Third Renaissance in our country, for which we must create an environment and conditions that will nurture new Khorezmians, Beruni, Ibn Sino, Ulugbeks, Navoi and Baburs.** At the same time, first of all, the development of education and upbringing, healthy lifestyle decisions, the development of science and innovation should serve as the main pillars of our national idea.

To achieve this goal, our young people must set great goals, create ample opportunities for them to achieve them and provide them with all possible support - the highest priority for all of us. Only then will our children become a great and powerful force that will realize the age-old dreams of our people.

To this end, we will carry out large-scale reforms on the basis of the idea that “**New Uzbekistan - begins at the doorstep, the education system**”.

**First**, we will provide quality education to the younger generation in kindergartens, schools and universities; mobilize all efforts and opportunities for them to grow up as physically and mentally healthy, patriotic people.

**Second**, we bring up young people as people who think independently and logically on the basis of modern knowledge and experience, national and universal values, and who have good qualities.

**Third**, we prioritize the training of our sons and daughters in modern professions that are in high demand in the labor market, the formation of entrepreneurial skills and diligence in them, as well as the implementation of their initiatives, employment and housing.

In short, from the moment a child is born until the age of 30, a holistic and continuous system is created that supports him in every way, helps him to find a worthy place in life.

World experience shows that “the investment in the harmonious development of the younger generation brings ten to a hundred times more benefits to society” [4].

In his election meetings and speeches during his presidency, President Mirziyoev repeatedly spoke about such unique monuments, great figures that adorn the history and spirituality of our people, their place and role in the education of young people. In particular, during the meeting with the people of Andijan, they noted that if we look at history and today, we can be sure that from the land of Andijan came many great, selfless people in many areas. Because it is a characteristic of the people of Andijan to burn for the fate of the nation, the people, to stand up for national pride and honor. Take our great ancestor Zahridin Muhammad Babur. From the age of twelve, this great man shot himself in the head to save the Timurid state, and was not afraid of any enemy or trial. During his forty-six years of life, he did not know a single moment of pleasure. He bequeathed to his descendants his great love for the Motherland and his noble qualities.

During the pre-election meetings with the people of Fergana, the head of our state spoke about the history of this oasis. Because in Fergana, first of all, we see Qubo - an ancient and beautiful country with ancient history, culture, ancient civilizations such as modern Quva, Margilan, Kokand.

Suffice it to recall the book “Fundamentals of Astronomy” by Ahmad Fergani, which spread the name of Fergana around the world, translated into Latin and Hebrew in the twelfth century. According to the project of the great scientist, the structure “Measuring the Nile”, which measures the water level of the Nile, is still preserved in Egypt.

Or another great ancestor, Burhaniddin Marginoni's “Hidoya”, has been a major guide to Islamic law in the Muslim world for hundreds of years. It is natural that they give rise to a special pride and pride in today's generation.

The evidence of the cultural heritage of our President, mentioned at the pre-election meeting with the people of Bukhara, is also valuable. Because in this beautiful oasis, located on the banks of the great Zarafshan river, ancient civilizations such as Varakhsha and Nirshah, the ancient Ark, the tomb of the Samanids, the fountain Ayub, Kalon Minor, Tsar Bahr and dozens of unique architectural monuments confirm the depth of our history and culture.

The names of such great thinkers as Imam Bukhari, Abu Ali ibn Sino, Muhammad Narshahi, Abdulkhaligijdivani, Mir Said Kulol, Khoja Arif Revhari, Bahauddin Naqshband, who grew up on this sacred land, and their rich heritage are famous all over the East and West.

Thus, the national values of our people will be in harmony with the universal values. It would be appropriate to consider this as a structural concept of our national idea and national ideology. Because the definition of “national” in the concept of national ideology does not mean ethnicity, but belonging to the country, to a particular society. Therefore, the concepts of national idea and national ideology, such as “national independence”, “national budget”, “gross national product”, “national security”, “national emblem”, “national flag” apply to all peoples living in Uzbekistan.

The deeper the national idea penetrates into the minds of the people, the stronger their self-awareness, inner unity, national identity, language and religion, and the feeling that they are the only Uzbek people.

National ideology is formed around the national idea and unites in the path of the highest goal it expresses, regardless of the ethnicity, social status, gender, age, language of the members of society. In other words, the national idea, through the national ideology, directs the strength, energy, will, mental and emotional potential of the people to the achievement of certain goals and aspirations, which mobilizes them to overcome the difficulties encountered along the way.

It is known that the Uzbek people have a rich multifaceted culture and have made a worthy contribution to the development of world civilization. Our culture, created by our people in the process of long historical development, has its own historical roots, its own values.

The role of national and universal values in the development of young people as perfect people, representatives of a strong family is invaluable. The source of strength of independent Uzbekistan is the commitment of our people to universal values. Our people have been guarding the delicate buds of justice, goodness, good neighborliness and humanity for centuries. The ultimate goal of modernizing Uzbekistan is reflected in the restoration of these traditions, giving them a new meaning, creating the necessary conditions for peace and democracy, prosperity, culture, freedom of conscience and the perfection of everyone in our land.

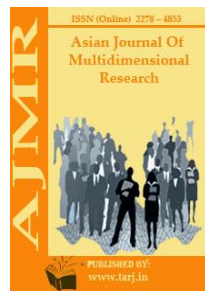
## CONCLUSION

Values are a spiritual factor of educational significance. Values, as an important means of education, have a significant impact on human life, the vitality of the body, health, labor, knowledge, behavior, and so on. It is important to improve these characteristics in relation to values in the younger generation.

As society develops, universal values will continue to increase. For example, freedom, peace, equality, enlightenment, truth, spirituality, beauty, goodness, humanity, sociality, democracy, the rule of law, and so on. These feelings are becoming stronger in the minds and consciousness of our people in the process of raising our independence to a new level. That is why the President said, “In the philosophy of Nawruz, the values of Nawruz - living with the concerns of the people, respect for the elderly, care and assistance to needy families, justice and patriotism are becoming the criteria of our activities” [5, p. 479].

## REFERENCES

- [1] *Advices of Amir Temur*. – Tashkent: “Nawruz”, 1992. – p. 12. (Амир Темур ўғитлари. Т.: “Наврўз”, 1992. 12-бет.)
- [2] *The ideology of the Turkic peoples*. TURON– Tashkent “Cholpon 1999– p. 5.
- [3] *Towards rapid development and renewal based on a strategy of action*. Pamphlet Prepared by: M. Bekturodov, Q. Quranboev, L. Tangirov. – Tashkent Publishing house named after G. Gulom HMUY, 2017. – p. 92
- [4] Petition of Sh. Mirziyoev to the Oliy Majlis “KahlkSozi” – Tashkent 2021.30.12 № 276 (7778)
- [5] Mirziyoev Sh. (2018). *The consent of our people is the highest value given to our activities*. – Tashkent: “Uzbekistan” HMUY. VOLUME II. – p. 479.
- [6] Atxamdjanovna, F. K. (2020, December). Effectiveness of physical culture education effects of adolescents on scientific thinking in growth location of effective information. In *Конференции*

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00255.X**

## THE ROLE OF LITERATURE AND ART IN EDUCATING THE SPIRITUAL AND MORAL VIRTUES OF A DEVELOPED GENERATION

**Fahriddin NuriddinovichKhalilov\***

\*Professor,  
Doctor of Pedagogical Sciences,  
Tashkent State University of Oriental Studies  
UZBEKISTAN

### ABSTRACT

*This article is devoted to the introduction of a system of interdisciplinary relations in the process of educating the younger generation in the national spirit, in particular, provides information about the integration of the arts and literature; there are examples of works of art of our Uzbek poets, people who have contributed to the arts, which are part of our national heritage. We believe that the information provided in the article will serve to cultivate the aesthetic and spiritual moral qualities of young readers and students.*

**KEYWORDS:** Education, Art, Method, Means, Essence, Content, Perception, Spirituality, Morality, Heritage, Qualities, Form, Style.

### INTRODUCTION

We all know that there are many definitions of educating in the spirit of ideas of national pride, expressed in scientific, philosophical, literary or simple language. It is natural that the philosophical approach; political views and beliefs of intelligent people are interpreted differently based on their conscious thinking. In the scientific literature, in the periodical press, differing opinions are an expression of the author's unique worldview, style of observation. It can be observed that scientific pamphlets, textbooks, explanatory dictionaries prepared by our scientists give specific definitions of the basic principles of education.

### THE MAIN FINDINGS AND RESULTS

In Uzbekistan, great attention is paid to further improving the activities of educational and cultural institutions in order to acquaint the younger generation with national and universal values, achievements of world culture, to develop a sense of beauty, aesthetic needs and taste. The concept of development of the public education system until 2030 includes "Improvement of teaching methods, gradual application of the principles of individualization in the educational



process, development of practical scientific research aimed at studying alternative approaches and scientific justification, expanding the use of modern educational technologies” [1] Important tasks such as:

**Decree of the President of the Republic of Uzbekistan dated April 29, 2019 No PD-5712 “On approval of the Concept of development of the public education system of the Republic of Uzbekistan until 2030”. - National Database of Legislation, No. 06/19/5712/3034, April 29, 2019.**

In this regard, the head of our state considers the attitude to literature and art in our country as the most important and topical issue.

The emergence of art and fiction is associated with a sense of aspiration for beauty in the hearts of our ancestors. It is impossible to imagine the history, customs and traditions, life values, literature and art of any people or nation.

From the first days of independence, literature and art began to be evaluated objectively. Literature and art are powerful tools for exploring the spiritual world of man.

Art is a specific form of social consciousness and human activity. Art has an ancient history; it began to emerge in the early stages of the development of society in connection with the process of labor, the development of social activity of people.

The Avesto, a priceless spiritual monument with a history of three thousand years, embodying the principle of "Good thoughts, good words, good deeds", is the product of the intellect and heart of our distant ancestors. The unique masterpieces of folklore, which teach us to be just and honest, to protect our country, our family, to protect our friends and honor from any aggression, are also a shining example of our priceless spiritual wealth.

Speaking about the spiritual world of our ancestors, it should be noted that the work of Amir Temur “Temur’s rules” is still relevant today. In a word, “Temur’s rules” are an invaluable guide in understanding the secrets of life, which do not choose time and space. Many scientific and artistic works about this breed have been created by artists from Great Britain, France, Spain and Germany.

The first president, Islam Karimov, wrote in the foreword to the 2014 edition of the book: “To understand the personality of Amir Temur is to understand history. To understand Amir Temur is to understand ourselves. To glorify Amir Temur means to strengthen our great future and confidence, based on our deep-rooted roots, culture and power. ”

At this point, we would like to dwell on the process of restoring the historical image of our ancestor Amir Temur. Except for a small number of miniatures (one depicting Sahibkiran as a Mongol, another as an Indian, and a third as a representative of another nation), Amir Temur's portrait is not painted.

The famous historian Ibn Arabshah, who lived in the palace of Amir Temur for seven years, describes the image of Sahibkiran in his work. (“Temur was tall, erect, with a broad forehead, a large head, very strong and strong, with a white-red face, broad shoulders, slender stature, bald, with his right hand on his right leg, two eyes shining like two candles, thick he was a man of voice, a man of great majesty, a man of firm determination, a man of truth. He was a man who looked in secret and sensed eye signals, was sensible, meticulous, aware of any gestures, and foresaw everything that could happen”). People's Artist of Uzbekistan Malik Nabiev, with his

talent and skill, based on these ideas, described the classic image of Sahibkiran, which is well known to all our people today. It is this image that served as the basis for all the statues dedicated to our ancestor Amir Temur in our country.

In particular, in 1993, a statue of him was erected on Amir Temur Avenue in Tashkent, in which he said: This means holding a strong state system firmly in hand. By monumental art, we mean, first of all, monumental sculptures and monumental complexes with great influence.

In this regard, it should be noted that the Monument of Independence and Humanism, a monument to the Mother of Sorrows, which is recognized as a unique example of modern monumental art, was erected on the Independence and Memorial Squares of the capital. Memorial complexes have been erected in memory of our great saints, who were born and raised in our sacred land and found eternal rest. Sculpture reflects reality (*primarily man*) in stone, clay, metal, and so on. The monuments and sculptures in the squares are examples of monumental sculpture.

Another type of applied art is architecture, which is a stone that reflects different periods of human history. It is no coincidence that all seven of the most famous miracles of antiquity were works of architectural art created by human genius. Architecture is divided into large-scale (*theater, school, various organizations*) buildings, landscape (*gardens and parks, city parks, fountains*), urban planning (*new cities and villages*). During the years of independence, under the leadership of the Head of State, extensive work has been carried out in this direction in our country.

This is confirmed by the fact that more than four thousand material and spiritual monuments in the territory of our country are included in the UNESCO list as a unique example of world heritage.

About these monuments, I believe, years, centuries, times will change, but these monuments, which complement each other with their meaning and appearance, will remain an integral part of the spirituality of our people as a rare and immortal artistic monument.

Such information is sealed in history with the help of word art, literature. It is true that literature is anthropology, and poets and writers are described as engineers of the human spirit.

The conclusion is as clear as day, there is an ideological gap somewhere. It should not be forgotten that a “mass culture” that is completely alien to us from the outside, containing the vices of spiritual and moral depravity, is infiltrating, and the risk of falling under its influence may increase. (In a sense, light-hearted fiction, music, and militant films are also likely to contribute to this). The detective genre in Uzbek literature, in a sense, promotes hatred of evil, constant awareness of it. A lot of practical work is being done by our writers in this regard, but it should be noted that some authors, without knowing the law, the content of the existing codes, have developed a “*jaydari-local*” method of exposing crime; “Modern Detective” is published in the upper corner of the book with the words “top secret”. One wonders, how does the reader who reads such works understand the course of events and which side does he support? Unsurprisingly, this genre warns the reader that the world of the devil exists and that it contains the vices of evil, the horrors of evil. Against these shortcomings, the need to reflect more deeply the image of experienced, smart, knowledgeable and passionate law enforcement officers based on their work remains a requirement of the times.

Preventing various spiritual threats that are growing in the world today, protecting the minds of our children from its harmful effects requires a great responsibility from the scientific and cultural community, the creative community.

Of course, the contribution of literature and art in educating our children in the spirit of love for the motherland, devotion to our rich history, the sacred religion of our ancestors, strengthening ideological immunity in their hearts and minds is invaluable.

The roots of literature go back to the earliest comments expressed in examples of folklore, such as proverbs, songs, and epics. Literature has the ability to express a person's feelings broadly and deeply through words, which is why it is the most popular type of art.

Our enlightened artists, who entered our literature in the early twentieth century, called the people to enlightenment and goodness by overcoming the existing difficulties. In their works, they concealed the intricacies of the tyrannical regime in sub-verse terms, aiming to overcome these transient difficulties with spiritual perseverance and to strive for independence. Abdulhamid Cholpon's famous phrase "If literature lives, the nation lives" became a topical theme in the literature of this period. Abdullah Avloni's educational work "Turkish Gulistan or Morality", Mahmudhoja Behbudi's drama "Padarkush", Ishakhon Ibrat's "History of Fergana", the founder of the Uzbek school of novels Abdullah Qodiri's novel "Last Days" called on our nation to fight as a spiritual trigger.

In the first quarter of the 20th century, the Uzbek National Drama and National Theater became known to the world with Mahmudhoja Behbudi's first Uzbek play, "Padarkush".

We know that theater provides an opportunity to interact directly with the audience. If in cinema the spectator witnesses the result of the creative process, in theater he becomes directly aware of the process itself. The movements on the theatrical stage are natural movements that appear before our eyes. Isn't this an opportunity created for us to enjoy the scenery.

On the eve of the twenty-fourth anniversary of the state independence of the Republic of Uzbekistan, the words of the head of our state I.A. Karimov, recognized as a great statesman and politician in the world, "as we all summarize what we have done in the past, *"Who was yesterday and who are we today?"* and at the same time, *"Who should we be tomorrow, what new goals should we reach?"* we will have to give honest answers to our vital questions with our practical work, thinking deeply" are embodied in our socio-political, spiritual and enlightenment life. It is worth noting that the book "It is the highest happiness to serve for the happiness and great future of our motherland", the main idea of which is the main idea, has been published. It states that the new plan and priority projects for the consistent development of education, science, culture and art are thoroughly and comprehensively stated in determining the future of our country and our people, its development; In particular, we can say that it can be an important factor in educating our youth in the spirit of love and devotion to the Motherland, in their spiritual development.

The celebrations of Independence and Navruz, the music festival "Sharq Taronalari", as well as the main performances and ceremonies in the artistic part of the main events did not take place without the participation of artists. Folklore samples, classical art samples, pop singing, the participation of a group of young performers will definitely raise the festive mood.

At the same time, in order to cultivate love and devotion to the Motherland in the hearts of our people, especially the younger generation, to create rich, artistically mature songs, to reveal

talented composers and poets. "You are the only one, holy Motherland!" Many folk songs, wonderful poems and unique talents are being discovered in the republican contest.

We are proud to say that more than 530 of our students have won international competitions in the field of art and music in major cultural centers around the world, such as Paris, Rome, Berlin, Tokyo, Moscow, Prague, Cairo, Seoul, and Delhi.

When art and literature find their way into the human heart through a powerful force like culture, it is important that each talented person has a unique world. This world is inextricably linked with the interests of the Motherland and the people, the principles of goodness and humanity. In the words of the head of our state, if every artist puts these immortal ideas as the main goal in his works and expresses them with artistic skill, there is no doubt that literature and art will serve for spiritual growth and fulfill their social function.

## CONCLUSION

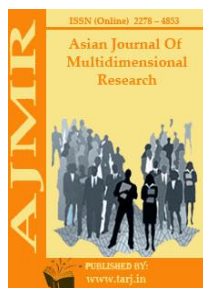
Based on our observations and the information provided in the literature, we can say that one of the most pressing issues today is the attitude of the younger generation to books and creative approaches to solving problems of interest. The following tasks should be performed in educating students in the spirit of national pride in educational institutions.

1. Expand the scope of practical measures to explain the role of literature and art in the development of spirituality;
2. Providing information about the priceless monuments, monuments, shrines in our country;
3. Revitalize the active use of the library of fiction;
4. Accelerate visits to Uzbek national drama and national theaters.

## REFERENCES

- [1] Mirziyoev Sh M. (2017). *Ensuring the rule of law and human interests is a guarantee of the country's development and the well-being of the people*. – Tashkent. Uzbekistan. – p. 48
- [2] Baubekova G. D., Khalikova G. T. (2001). *Innovative technologies for optimizing the educational process In the book: Education: experience, problems, prospects*. Tutorial – Tashkent: "YANGIASRAVLADI". – pp. 67-99.
- [3] Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to implement the state national program for the development of school education in 2004-2009". *Journal of Educational Development*. 2004. Number 5.
- [4] Order of the Department of Public Education of the Republic of Uzbekistan "On further improving the system of retraining and advanced training of teachers" No 149. "Ma'rifat" newspaper. – Tashkent: June, 2006.
- [5] Mirziyoev Sh .M. (2017). *Critical analysis, strict discipline, and personal responsibility should be the daily routine of every leader*. – Tashkent. Uzbekistan. – p. 48
- [6] Mirziyoyev Sh M. (2016). Together we will build a free and prosperous, democratic state of Uzbekistan. – Tashkent. Uzbekistan. – p. 56.

- [7] Yuzlikaev F.R. (2005). *Theory and practice of intensifying the didactic training of the future teacher in the system of higher pedagogical education*: Author's abstract. Diss. Doctor of Pedagogical Sciences – Tashkent – p. 32
- [8] Gaponyuk Z.G. (2008). Psychological and pedagogical conditions for the formation of leadership qualities in vocational college students *University Bulletin* (State University of Management) – Moscow – No5 – pp. 25-29.
- [9] Khalilov F.N. (2003) “*Didactic foundations of instrumental - executive training of future music teachers*”. Textbook – Tashkent – pp. 12-46
- [10] Zimina A.N. (2000) *Fundamentals of musical education and development of primary school children* – Moscow. – p. 64



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



**DOI:10.5958/2278-4853.2021.00247.0**

## **A REVIEW ON AMELIORATIVE ROLE OF FOOD SUPPLEMENTS IN CANCER**

**Geeta Rawat\*; Charu Saxena\*\***

\*Assistant Professor,  
 Department of Pharmacy Practice  
 Department of Pharmaceutics  
 Swami Vivekanand Subharti University, MEERUT  
 Email id: geetarawat975@gmail.com

\*\*Assistant Professor,  
 Kharvel Subharti College of Pharmacy  
 Swami Vivekanand Subharti University, MEERUT  
 Email id: charusaxena18@gmail.com

### **ABSTRACT**

*Cancer is a disease which occurs when cells grow uncontrollably. Viruses, infections exposure to the chemicals and radiations, Unhealthy dietary & hereditary factors, and hormones are also among the causative agents of cancer. Eat to beat cancer! There are various foods and nutrients that can kill cancer. Food plays a vital role in preventing some cancers, diet is an important way by which one can use to reduce the risk of cancer. It has been reported through various studies regarding the fact that around 50 percent of all cancers can be prevented through lifestyle and dietary modifications. Obesity, junk foods such as concentrated sugars and refined products that contribute to disruption of glucose metabolism which causes diabetes, low fiber intake, and imbalance of omega 3 and omega 6 fats all leads to increase cancer risk. Intake of flax seed, and abundant amount of fruits and vegetables will decrease the cancer risk. Allium and cruciferous vegetables are especially very beneficial. Protective elements in a diet include selenium, folic acid, vitamin B-12, vitamin D, chlorophyll, and antioxidants. Supplementary use of oral digestive enzymes and probiotics can decrease the risk of cancer.*

**KEYWORDS:** - Lifestyle Modifications, Supplements, Probiotics, Omega 3 Fatty Acids.

### **INTRODUCTION**

Cancer: - Cancer is diseases which are characterized by abnormal cell growth. In this cell divide and replicate uncontrollably & spread to various areas and form malignant tumors. Healthy diet



means – Diet which have maximum amount of healthy foods such as fruits, vegetables and low-fat dairy products.

Role of nutrition in the cancer process is very vast. It is becoming clear as studies continues on role of nutrition in cancer. It has been stated through the American Institute for Cancer Research that the 30–40 percent of all cancers can be prevented by appropriate diets, physical activity, and maintenance of appropriate body weight {1} studies are very informative in seeing the deep knowledge of the mechanisms of disease. This review will focus on those dietary food which has been shown to be contribute to decrease the risk of cancer and on those additional protective factors.

Type of cancer which can be prevented through dietary and lifestyle modifications

- 1) Bladder cancer
- 2) Cervix cancer
- 3) Kidney cancer
- 4) Lung cancer
- 5) Uterine cancer
- 6) Stomach cancer
- 7) Ovarian cancer

Cancer is one of the biggest causes of death around the globe {1}

There are number of studies which stated and suggested that lifestyle changes, such as healthy diet, can prevent 30–50% of all cancers {2, 3}. Nutrition plays an important role in preventing and treating cancer. Some observational studies have shown that the high consumption of certain foods may acts as risk factor for developing cancer. Sugar and Refined Carbs Processed foods which are high in sugar content and low in fiber and some nutrients also as a risk factors of cancers. Diets that increases blood glucose levels & which can acts as a risk factor for cancers, like stomach, breast and colorectal cancers {4, 5, 6, 7}. Those who have high refined carbs diet were at twice risk of having colon cancer (8). Higher levels of blood glucose and insulin are major risk factors of cancer. Insulin stimulates cell division, supports growth and spread of cancer cells {9, 10, 11}. High amount of insulin and blood glucose can cause inflammation to the body which leads to the growth of abnormal cells {9}. People with diabetes — a condition characterized by high blood glucose and insulin levels — have an increased risk of certain types of cancer {12}. Risk of colorectal cancer is much higher if one have diabetes {13}.

Processed Meat have some carcinogen that can causes cancer {1}. processed meat means that meat has been treated to preserve flavor examples hot dogs. it has been shown that there is a positive association between consuming processed meat {16}.

Overcooked Food -Cooked foods at high temperatures such as grilling and barbequing, because it can produce harmful compounds like heterocyclic amines

Cancer can be minimized by avoiding having overcooked food

Dairy - Consumption of high dairy products may increase of risk of prostate cancer

Higher consumption of foods rich in sugar and refined carbs, and excessive use of processed and overcooked meat, can also acts risk factor for cancer. Overweight or high body mass index, smoking infection is associated with Cancer Risk

Obesity – excess body mass index can increase high insulin resistance. Obese people have high levels of inflammatory cytokines in their blood, and causes cells to divide .Fat cells increases estrogen levels, which increases the risk of breast and ovarian cancer in postmenopausal women. Obesity is one of the biggest risk factors for cancer.

Fruits and vegetables that prevent cancer

1) Vegetables- High consumption of vegetables containing antioxidants and phytochemicals with a lower risk of cancer .vegetables like broccoli, cauliflower cabbage Tomatoes and carrotsdecreases risk of prostate, stomach and lung cancer because antioxidants are those substances which protect the cells from the damage caused by unstable substances which may lead cancer and stabilizes the free radicals.

2) Fruit - it contain antioxidants and other phytochemicals mainly which help in preventing cancer. Citrus fruits per week reduced the risk of stomach cancer. Phytochemicals (isothiocyanates) and polyphenols (such as ellagic acid ) protect cells from the damage and ultimately prevent cancer.

3) Flaxseeds - Flaxseeds have protective effects because it has essential fatty acids like omega 3 fatty acids which work prevent certain type of cancers and reduce the spread of cancer cells.

4) Spices – turmeric is the spice which contain active ingredients like curcuminwhich has strong anti-inflammatory and anti-oxidant properties. It reduces cancerous lesions.

5) Beans and Legumes – beans mainly red kidney beans have antioxidant properties and have high amount of fiber, higher intake of these nutrient may provide protection against colorectal cancer.

6) Nuts - Regular use of eating nuts may lower the risk of cancer.

7) Olive oil may reduce the risk of cancer

8) Garlic – it contains allicin, which have cancer-fighting properties.

9) Fish- fish can help protect against cancer because of healthy fats that can reduce inflammation.

10) Ginger

Studies shows that a constituent in gingerhas greater efficacy in killing breast cancer stem cells. The component of ginger is known as 6-Shogaol, is produced from dried root of ginger.

11) Turmeric

Curcumin is present in turmeric, can kill cancer stem cells without disrupting normal cells, according to various studies. It has its activity in targeting various cancer stem cells in breast cancer, head and neck cancer, pancreatic cancer, colorectal cancer and brain cancer.

12) Grapes

Compounds present in grapes have properties to kill colon cancer stem cells which is found in the skins and seeds of grapes can prevent colon cancer, which is one of the most common types of cancer.

#### 13) Salmon

It is rich in omega-3s and astaxanthin. It is an richest source of omega-3 fatty acids. It contains anti-cancer nutrient like astaxanthin. It is a powerful antioxidant that scavenges free radicals.

#### 14) Mushrooms

Mushrooms can give great addition to anti-cancer diet. Shiitake mushrooms are the best sources of beta-glucans. According to studies, beta-glucans can help fight cancer — including skin, breast, gastric and lung cancer — by passing immune cells into the cancerous area and by destroying cancer cells.

#### 15) Fish

Fish eggs are one of the best dietary sources of EPA and DHA which are types of omega-3 fatty acid. Fish eggs contain even more omega-3s than the fattiest fish. Salmon were the richest in terms of omega-3 fatty acids. Fish deliver even more omega-3 fatty acids.

#### 16) Sweet Potatoes

Sweet potatoes, are highly nutritious and an excellent addition to any anti-cancer diet; Sweet potatoes contain vitamin C as well as unique root proteins which, have significant antioxidant properties.

#### 17) Blueberries

Blueberries are great anti-cancer food. Blueberries have the highest Oxygen Radical Absorbance Capacity (ORAC) rating of more than 20 fruits and berries. Antioxidant nature of wild blueberries was very stronger than that of other type of berries. The antioxidant and anti-cancer powers of blueberries can be attributed to a number of remarkable compounds they contain, including ellagic acid, anthocyanins, vitamin E, and vitamin C.

#### 18) Brazil Nuts

Brazil nuts are best dietary source of selenium, several studies suggest that the risk of death from cancer, including, colorectal, lung, and prostate cancers, is lower among those people with a higher intake of the trace mineral selenium. Selenium is believed to reduce cancer risk in two ways: selenium is an important constituent of glutathione peroxidase, an enzyme with antioxidant properties which can help protect the body from damaging effects of free radicals. Second, selenium is believed to prevent tumor growth by boosting the immune system and inhibiting the development of blood vessels to the tumor.

#### 19) Avocados

Avocados are highly effective at reducing the risk of cancer, particularly oral and prostate cancer. Avocados are brimming with a wealth of anti-cancer nutrients. Along with that asparagus are the best dietary sources of glutathione. Avocados are the richest source of vitamin E & vitamin C.

## 20) Carrots

Carrots are useful for eyesight, it also contain falcarinol — a compound that inhibit the development of cancer. Cancer fighting properties, carrots offer major health benefits.

## 21) Garlic

Garlic has allicin. It is responsible for typical aroma and taste, studies shows that people having high consumption of garlic (e.g. China, Japan, France) have low risk of various types of cancer, including stomach, colon, pancreatic, esophageal, and breast cancer.

## 22) Rosehips

Rosehips, the fruit of the rose plant, have cancer-fighting nutrients. Natural sources of proanthocyanidins have anti-cancer and anti-tumor activity. They also have beta-carotene and vitamin C along with that they are also good source of vitamin E. fine hairs they contain.

## 23) Broccoli

Broccoli fights cancer by killing carcinogens, reducing DNA mutation, inducing apoptosis, and preventing the spread of cancer. Health benefits of broccoli are well known and the chemical constituent sulforaphane is responsible for cancer –fighting properties

## 24) Dark Chocolates

Moderate intake of dark chocolate helps in reducing the risk of cancer. cacao bean, which is the present in all of chocolate products, is one of the most important antioxidant rich plants. According to studies, it contains three times the amount constituent found in green tea. Dark chocolate. It is to be remembered chocolate still have a high-calorie, high-fat food, and therefore moderation in the use of chocolate is recommended

## 25) Tomatoes

Tomatoes possess properties for preventing cancer, particularly prostate cancer. It contain lycopene which is an antioxidant. Tomatoes are also rich in vitamin C.

## 26) Watercress

Watercress is an anti-cancer food. Studies have found that regular consumption of watercress can reduce blood cell DNA damage. Watercress contains phenethyl isothiocyanate (PEITC), a special type of mustard oil. Anti-cancer properties of watercress are due to the presence of high levels of vitamin C, beta-carotene, and lutein contained in leaves. Some studies have found out that consumption of watercress increased ' blood levels of lutein and beta-carotene.

Bladder cancer is caused mainly include smoking and tobacco use consuming water with high arsenic content and excess use of chemicals mainly it can be prevented through avoiding tobacco and alcohol consumption life style modifications. Having Fruits and vegetables in the high amount can lower the risk. Kidney cancer – it can be prevented by having maximum physical activity, cessation of smoking and alcohol and maintaining blood pressure. Lung cancer: - The most important things which can prevent lung cancer through quitting smoking. Pancreatic cancer – it is very aggressive type of cancer which can be prevented through having physical activity and having food which contain grains.

Table 1 list of foods that have cancer –fighting properties.



## CONCLUSION

Cancer can be prevented by balanced diet that consists of plenty of lean protein, healthy fats, fruits, vegetables and whole grains. Good protein sources are lean meat, chicken, fish, eggs, beans, nuts, seeds and dairy products. High protein diet and calories help in reducing muscle atrophy. Foods Promotes health and help in reducing risk of disease Dietary modifications are one of the important lifestyle factors that can prevent the risk of developing cancer. Food plays a vital important role in preventing cancers. If Person with cancer has excellent nutrition, it will surely help him to better cope with the illness and the effects medical treatment. Consumptions of vitamins or micronutrients can kill cancer. Nutrition boosts the immune system to flight. Diets having high fat content and low fiber content increase the risk of cancers including bowel, lung prostate and uterine cancers. Diet should have: adequate, but notmuch calories, supplemented with oral enzymes, reduction in breast cancer rates have already been seen with diet studies, and a without the known modifiable risk factors. These reductions are without taking into account many of the other factors considered, such as markedly increased fruit and vegetable intake, balanced omega 3 and 6 fats, vitamin D, reduced sugar intake, probiotics, and enzymes – factors which are responsible for preventing cancer.

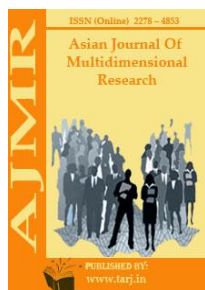
## REFERENCES

- 1) WCRF/AICR. Food, nutrition and the prevention of cancer: a global perspective: World Cancer Research Fund / American Institute for Cancer Research. 1997. [PubMed]
- 2) Calle EE, Rodriguez C, Walker-Thurmond K, Thun MJ. Overweight, obesity, and mortality from cancer in a prospectively studied cohort of U.S. adults. N Engl J Med. 2003;348:1625–1638. [PubMed]
- 3) Hursting SD, Lavigne JA, Berrigan D, Perkins SN, Barrett JC. Calorie restriction, aging, and cancer prevention: mechanisms of action and applicability to humans. Annu Rev Med. 2003;54:131–152. Epub 2001 Dec 2003. [PubMed]

- 4) Slattery ML, Curtin K, Ma K, Edwards S, Schaffer D, Anderson K, Samowitz W. Diet activity, and lifestyle associations with p53 mutations in colon tumors. *Cancer Epidemiol Biomarkers Prev.* 2002;11:541–548. [PubMed]
- 5) Tiemersma EW, Kampman E, Bueno de Mesquita HB, Bunschoten A, van Schothorst EM, Kok FJ, Kromhout D. Meat consumption, cigarette smoking, and genetic susceptibility in the etiology of colorectal cancer: results from a Dutch prospective study. *Cancer Causes Control.* 2002;13:383–393. [PubMed]
- 6) Willett WC, Stampfer MJ, Colditz GA, Rosner BA, Speizer FE. Relation of meat, fat, and fiber intake to the risk of colon cancer in a prospective study among women. *N Engl J Med.* 1990;323:1664–1672. [PubMed]
- 7) Block G, Patterson B, Subar A. Fruit, vegetables, and cancer prevention: a review of the epidemiological evidence. *Nutr Cancer.* 1992;18:1–29. [PubMed]
- 8) Steinmetz KA, Potter JD. Vegetables, fruit, and cancer prevention: a review. *J Am Diet Assoc.* 1996;96:1027–1039. [PubMed]
- 9) Fleischauer AT, Arab L. Garlic and cancer: a critical review of the epidemiologic literature. *J Nutr.* 2001;131:1032S–1040S. [PubMed]
- 10) Cohen JH, Kristal AR, Stanford JL. Fruit and vegetable intakes and prostate cancer risk. *J Natl Cancer Inst.* 2000;92:61–68. [PubMed]
- 11) Olick MF. Vitamin D: importance in the prevention of cancers, type 1 diabetes, heart disease, and osteoporosis. *Am J Clin Nutr.* 2004; 79:362–371. [PubMed]
- 12) Lefkowitz ES, Garland CF. Sunlight, vitamin D, and ovarian cancer mortality rates in US women. *Int J Epidemiol.* 1994; 23:1133–1136. [PubMed]
- 13) Gorham ED, Garland FC, Garland CF. Sunlight and breast cancer incidence in the USSR. *Int J Epidemiol.* 1990; 19:820–824. [PubMed]
- 14) Gago-Dominguez M, Yuan JM, Sun CL, Lee HP, Yu MC. Opposing effects of dietary n-3 and n-6 fatty acids on mammary carcinogenesis: The Singapore Chinese Health Study. *Br J Cancer.* 2003; 89:1686–1692. [PMC free article] [PubMed]
- 15) Horton A. 3, 4, 2, 4 Tetrahydroxychalcone (Butein) Inhibition of TNF $\alpha$ -Induced CCL2 Release in Triple Negative Breast Cancer Cells (Doctoral dissertation, Florida Agricultural and Mechanical University).
- 16) Fanidi A et al. Circulating Folate, Vitamin B6, and Methionine in Relation to Lung Cancer Risk in the Lung Cancer Cohort Consortium (LC3) *J Natl Cancer Inst.* 2018 Jan 1. PMID:28922778
- 17) ZamoraRos et al. Consumption of fruits, vegetables and fruit juices and differentiated thyroid carcinoma risk in the European Prospective Investigation into Cancer and Nutrition (EPIC) study *Int J Cancer.* 2018 Feb 1. PMID:28688112
- 18) Ambatipudi et al. DNA methylome analysis identifies accelerated epigenetic ageing associated with postmenopausal breast cancer susceptibility *Eur J Cancer.* 2017 Apr. PMID:28259012



- 19)** Botteri E et al. Alcohol consumption and risk of urothelial cell bladder cancer in the European prospective investigation into cancer and nutrition cohort Int J Cancer. 2017 Nov 15. PMID:28722206
- 20)** Caini S et al. Coffee, tea and melanoma risk: findings from the European Prospective Investigation into Cancer and Nutrition Int J Cancer. 2017 May 15. PMID:2821839

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00254.8**

## IMPLEMENTATION OF A COMPETENCY-BASED APPROACH TO TEACHING MATHEMATICS

**Mahfuza Abduvoyitovna Babayeva\***

\*Teacher,

Department "Elementary Education",

Termez State University

UZBEKISTAN

Email id: baxtiyor.yakubov.97@mail.ru

### ABSTRACT

*A number of research works are being carried out in the world to improve the quality of teaching mathematics, introduce advanced pedagogical technologies in the educational process and use opportunities for interdisciplinary integration, create methodological support aimed at developing the creative abilities of students. In particular, it is important to effectively use the capabilities of the subject in teaching mathematics, to improve teaching methods for solving problems of problem situations when solving practical and applied and natural science, the use of scientific and methodological developments on the theoretical foundations of the subject in the educational process. Therefore, the article singles out a number of problems related to the kinematic section of physics in the algebra course, and describes the technologies for their solution.*

**KEYWORDS:** *visual demonstration, book, mathematical problem, educational technologies, flow, speed, path, time, event, comparison method, situation, practical exercises.*

### INTRODUCTION

It is natural that the tasks of the modern school change in essence in sync with the demands of society. After all, any process that takes place in the psychological-pedagogical space-school, which "draws" the image of the world, which is imprinted in the mind of a teenager for a lifetime, teaches him, educates him and forms the basis of personal culture, serves the interests of students. First of all, the school should create an educational environment that provides students with modern knowledge, independent acquisition of information, observation, sorting, processing and exchange of information, independent orientation and the formation of basic competencies that will allow them to be active in social relations, professional and personal life. necessary.

Basic competencies are a set of abilities, skills, and life skills that a person must possess in order to be successful in their personal life, professional activities, and social relationships, regardless of who they are or what their profession is.

Problem solving is important in strengthening and developing students' knowledge at school, as well as arousing students' interest in science, broadening their mathematical worldview, discovering scientific abilities, developing independent problem-solving skills, as well as achieving high results in mathematical training.

In the lessons, the topics are organized from simple to complex. Interdisciplinary connections can be seen in solving problems, such as motion, mixing, work, combinatorics, numerical problems, and observations.

If such issues are explained in connection with the upcoming PISA tests in our country, we will have formed in the student not only scientific, but also vital factors.

Let's look at a few geometric issues below. These are issues that the student tries to think logically, using the knowledge, skills, and abilities they have learned to solve logically.

Issue 1. At 6:00, how many minutes later will the minute mile reach the hour mile?



To solve this problem, the student must have formed concepts such as angle, angle types, angle measurement, protractor, clockwise.

Similar issues can be considered as a problem after passing the topic of angles in a geometry class.

In solving a problem, the teacher must listen to the students and allow them to find a solution, which is the purpose of competency education.

First of all, if we think about the minute mile, the minute mile rotates 360 degrees in an hour (60 minutes) (the clock rotates completely), so it rotates 360 degrees in one minute:  $360 = 60 \cdot 6$  degrees. The spindle rotates the clock completely at 12 hours (720 minutes), which means that the clockwise rotates 360 degrees per minute:  $720 = 360 \cdot 2$  degrees. A reader who knows the spread angle will immediately realize that the angle between the hour and minute miles at 6:00 hours is equal to 180. As the minute shaft moves, so does the clock shaft. Assume that after  $x$  minutes they fall on top of each other, which means that at this time the clock shaft rotates by  $0.5 \cdot x$  degrees, and the minute shaft rotates by  $6 \cdot x$  degrees.  $6x = 0.5x + 180$   $5.5x = 180$   $x = 32$  After 32/11 minutes they fall on top of each other.

Issue 2. At 5:55, how long does it take for the hour and minute miles to overlap?

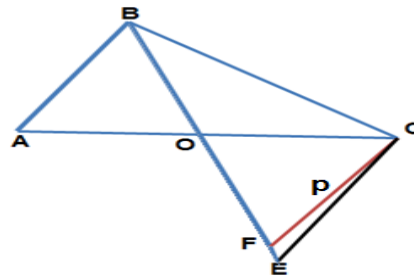


Now the angle between the hour and minute

hand is 210 degrees.

After  $6x = 0.5x + 210$ ,  $5.5x = 210$ ,  $x = 210 / 5.5 = 382/11$  minutes, they fall on top of each other.

Issue 3. A point DE equal to the median is placed after point D along the median BD of triangle ABC. A straight line r is drawn parallel to the straight line AV through the C three. Prove that a straight line r passes through point E.



Given:  $CF \parallel AB$ , BO is the median, so  $AO = OC$ ,  $BO = OE$ .

It must be proved: r that a straight line passes through point E.

Proof: Suppose that the straight line r does not pass through the point E, and the point of intersection of the straight line r with the straight line VE is F. Let's look at the triangles AOV, COF, and COE. Since  $CF \parallel AV$ , for the AC cutter, there will be  $\angle BAC = \angle FCA$  (internal exchanger),  $\angle BOA = \angle FOC$  (vertical),  $AO = OC$  (since the median of the BO is equal to two). So,

$\triangle AOB = \triangle COF$  (BTB). It follows that  $BO = OF$ , but conditionally  $BO = OE$ , from which point F overlaps with point E. So our assumption is wrong.

After explaining the issue, it is possible to reinforce the explanations given by giving the reader a similar question below.

In the AVC triangle, a DE cut equal to this median is placed along the CD median. During the AG median, a G'N cut equal to the AG median is made. Prove that points V, N, E lie on a single straight line.

In addition to educating students, they need to develop independence, initiative, cooperation, realistic assessment of the situation, logical thinking, sorting and rational use of information, the ability to quickly adapt and adapt constructively to any changes.

## REFERENCES

1. MA Mirzaakhmedov and others. Algebra. Textbook for 7th grade of State secondary schools specializing in specific subjects. Tashkent. 2019. "Teacher".
2. N.X.Qurbonov. Solving problems from algebra. Tashkent. 2000, The New Generation.

3. E.Bravmen. Prepodavanie physique, razvivayushee uchenika. Moscow. 2003. "Association of Physical Teachers".
4. A.Azimov and others. Geometry. Textbook for 7th grade of general secondary schools. Tashkent. 2017. "Yangiyul polygraph service".
5. I.S.Petrakov. Mathematical mugs in 8-10 classes. Moscow. 1987. Enlightenment.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00256.1****POETS WITH ROJIYPSEUDONYM****Makhsuda Rakhmatovna Berdimuratova\***

\*Candidate of Philological Sciences  
UZBEKISTAN

Email id: Maqsuda196912@gmail.com

**ABSTRACT**

*This article contains information about 16 Rajis who created under a pseudonym, which is a tradition in Eastern literature. Most importantly, they used their own proportions after the nickname, and their name and creativity did not interfere with each other.*

**KEYWORDS:** Sharq, Raji, Pseudonym, Poet, Source, Turkish, Persian, Azerbaijani, Indian, Turkish, Byte, Calligraphy, Manuscript, Bayoz, Devon, Institute Of Manuscripts, Institute Of Oriental Studies.

**INTRODUCTION**

In Eastern literature, there were many poets who created under a pseudonym. Their names and creations are often confused with each other. We found that there were 16 poets with the pseudonym Rojiy between the seventeenth and twentieth centuries. But their name and creativity did not interfere. Poets with the pseudonym Rojiy do not appear in Uzbek literature in pre-Navoi tazkirs and during the next three centuries, nor on the eve of the 18th century. However, in Azerbaijani and Persian literature at the end of the XVII century lived and worked two poets with the pseudonym Rojiy. Sixteen poets have been identified under this pseudonym, thirteen of whom are representatives of Uzbek classical literature.

Rojiy is an Arabic word that has two meanings:

1. The original meaning – return,
2. The figurative meaning – to hope.[1, p. 262]

Here, “return” means to return to the presence of the Creator, while hope means to live without sin throughout one's life.

**THE MAIN FINDINGS AND RESULTS**

Rijo is the name of one of the 9 statuses in mysticism. At the stage of the Sufi order, a set of nine-level statuses was identified for the spiritual uplift of the tax. Of these, the seventh step is



rija. This ladder is a ladder of hope. "The seventh step in Rajo-mysticism. Hope. It is the hope of the heart to reach the beloved guardian in the future, the hope of deliverance from danger. This includes the longings and aspirations of the heart." [2, p. 27] Tax is moving forward with great confidence. He hopes that he will not face other dangers, that he will no longer be afraid of calamities, that he will overcome them with determination and achieve his goal. He firmly believes that he is saved from the danger of sinning. Confidence gives him strength and courage. Thus, the word Rojiiy has acquired a pure Sufi tone as a stepping stone to mystical rijo, expressing the meanings of trust, hope, happiness, perseverance, purposefulness. The meaning that these poets use in the nickname also expresses the meaning of hope in a figurative sense.

So the poets with the pseudonym Rojiiy are as follows:

**1. Khoja Mirzo Abulhasan Rojiiy**- Azerbaijani poet (lived and worked in 1696-1752). "Devoni Abulhasan Rojiiy" is stored in the Manuscripts Fund of the Academy of Sciences of the Republic of Uzbekistan under inventory number №12497.

**2. Buman Ali Rojiiy Kirmani**- Persian poet. His works are kept in the following fund: Register of Dastanavishoi Eastern AF Tajikistan, Childi IV, and Dushanbe. 1970. p. 99

**3. Rojiiy Bukhari –name Idriskhoja Nabirakhoja Ugli** (1880-1919) is a poet and calligrapher who lived and worked in the years. He wrote works on calligraphy, such as "Risolai Khushnavison" and "Risolai Khattoniy Manzuma". The bayoz, written by Rojiiy Bukhari in 1907, is kept in the Manuscripts Fund of the Academy of Sciences of the Republic of Uzbekistan under inventory number 73272.

An example of a byte from the poem of Idris Mahdum Rojiiy:

*Navbahor omad chu boshad peshi Rojiiy chor chiz:*

*Jomi mul, domoni gul, sahni chaman, vajhi hasan.*

Translation: The days of spring have arrived. The roji includes four things - a meadow, a flower bed, a glass full of oil and a beautiful face [3, p. 126]. In our opinion, it would be appropriate to translate this byte as follows: Spring has come. There are four things in front of Rojiiy. These are: a glass of wine, a flower walk, in the arms of a flower garden and the pleasure of the beauty owner.

**4. Mirzo Yunus Kitabi Rojiiy Shahrisabzi** was a famous calligrapher and poet. (He lived and worked in the second half of the XIX century and the beginning of the XX century). Alimkhan's uncle Akromkhan was executed in Shahrisabz in 1910 for slander. He was a man of many phases [3, p. 126]. From this information it is clear that Mirzo Yunus Rojiiy was a Jadid, and that the struggle against them began long before the massacre of 1937.

**5. Nasriddin Rojiiy** - his creative heritage is stored in the Manuscripts Fund of the Academy of Sciences of the Republic of Uzbekistan under inventory number № 9970.

**6. Ahmad Rajiiy** - his literary heritage is stored in the Manuscripts Fund of the Academy of Sciences of the Republic of Uzbekistan under inventory number 112116.

**7. Fakhriddin Mirzo Rojiiy Samarkandiy**- a talented representative of the Samarkand literary school. In 1916, in accordance with the decree of the "White King" on the employment of non-Russian men aged 16 to 43, where Fakhriddin Raji, together with the famous enlighteners Abdulkadir Shakuri and Haji Muin, were engaged in blue color job such as cutting trees, logging,

digging trenches. They were in the forests near Novoborisov, Minsk province, from November 2 of that year. In May 1917, due to the opportunity given by the February change, they were able to return to their homeland [4, pp. 316-317].

Fakhriddin Rojiy Samarkandi was mentioned by Ahmad Zaki Validi Togon in his work "Memories"...

"Fakhriddin Mirzo Roji Samarkandiy was born in 1878 in Samarkand. As a prominent intellectual of his time, he lived and worked in the literary environment of Samarkand and was friends with Saidahmad Vasli and Mahmudhoja Behbudi from a young age."

Ahmad Zaki, who awakened the Turkic world, spent most of his life in Turkestan from 1913 to 1924, during which time he did not forget anyone he met or talked to at least once, and is remembered to some extent in the Book of Memories. He fondly remembers the ordinary people who saved his life, especially when he was chased by spies who had been specially set up by the Bolshevik government to capture him on the rocks. Validi remembers Fakhriddin Raji, a critical scholar by nature:

"He is a Tajik who loves Turkish literature. Maybe he is a Tajikized Turk. His father Mirzo Nuriddin (for some reason, Validi remembers his father as Nuriddin, not Nasriddin-M.B), who died in the years when I was born, was also a poet. His poems written in Persian were published by Roji in 1913 in Samarkand. Mirzo Haji also translated Persian and Indian stories into Turkish poetry. In short, Rojiy was very brave in his speeches and taught everyone." [5, p. 422]

For some time, Fakhriddin Roji joined a group led by Validi and Jabbor Korboshi and fought against the Soviet government in the Karshi region. But, to be honest, he came back from that path very quickly.

Going back to Validi's Memories: "While I was doing this, my friend Roji was trying to express that he was in a lot of pain by sighing in a corner. In the morning he begged permission to be sent to his relatives in Kitab. What happened on the way scared him a lot. It was obvious that he could not even step forward.

"I will be treated one day, and then I will go and join Jabbor Korboshi," he said. His words were definitely a lie. I told him, "Well, it looks like you're very pale, treat me for a day or two." Because it was useless anyway. Our comrade Rojiy escaped from the 15-minute battle with the "reds". Jabbor did not even go to the Korboshi group. He even laughed at his cowardice. It doesn't matter, and then he will come to us or be brought." [5, p. 422]

Validi wrote these memoirs here, expecting Rojiy to return to his ranks or talk about forcing him to come if he did not come. However, it is clear from the following words that he wrote and supplemented the rest of the memoirs in Turkey:

"That Rojiy must have already died. The Bolsheviks will not punish him for leaving our ranks, even if he survives." [5, p. 422]

But when the Soviet government began massacring the intelligentsia, the flower of society, in 1937, 13 years later, Fakhriddin Rojiy "did not forget" that he was once with an "anti-Soviet" like Ahmad Zaki Walid Dam, and imprisoned him.

Ahmad Zaki Validi Togon calls him Fakhriddin Mirzo Roji Samarkandiy, M. Madgaziev calls him Fakhriddin Mirzo Nazriddin Hadi ugli Rojiy and writes that he worked as a secretary in

“Oina” magazine and published such poems as “Rojiy,” “F. Rojiy,” “Fakhriddin Rojiy,” “F.R,” and “The Healer's Story” was published in the 33<sup>rd</sup> issue of the magazine in 1913 [6, p. 13].

#### **NSS (National Security Service) archive documents:**

P-13856 Criminal case of Abusaidov Qazi Khaydarbek and others (10 people)

Protocol of the investigation of Fakhriddin Nasriddinovich Rojiy on September 13, 1937 (pp. 144-146)

Reference: Tajik, born in 1878 in Samarkand. Home address: Mullah Qalandar 27 (next to Khoja Ahror Madrasa) – a teacher. His wife Mastura is 45 years old, daughter Muzaffara is 25 years old, son Aziz is 14 years old, daughter Musavvara is 11 years old, son Sadriddin is 8 years old and son Azmiddin is 5 years old.

From the investigation materials:

- I did not participate in the “National Union”.
- I did not participate in the “Oina”.
- In 1919-1921, I participated in the magazine "Shoroyi Revolution" by Sayyid Rizo Alizoda.

From Confidential Information:

On May 20, 1925, a meeting of the Allies was held in Hasancha's garden:

Participants:

1. Qazi Haydarbek Abulsaidov 2. Kamoliddin Khusainov 3. Haji Moyin ibn Shukrilla
4. Fakhriddin Rojiy 5. Mahdikhon

The issue considered: the wider use of foundation property [7, Ушбу маълумотлар 2003 йил октябр ойида проф. Б.Қосимовнинг шахсий архив материалларидан олинган]

The Bolshevik government thus prepared the ground for the destruction of Fakhriddin Raji and his comrades long ago.

So, all this was added, Fakhriddin Roji was accused of being an “enemy of the people” and was arrested on September 12, 1937, interrogated on September 23 by an NKVD (People's Commissariat for Internal Affairs) officer Komachiev and sentenced to 10 years in prison. Fakhriddin Rojiy sends appeals and petitions to higher authorities on behalf of his orphaned children and wife. However, this will not help. (Application is written in Uzbek in the Latin alphabet). However, Rojiy's application remains unanswered. Neither a series of synonymous warm words written in the hope of freedom nor a promise of faithful service will be of any use. Rojiy died on January 24, 1941 in one of the prisons in Tashkent [8, pp. 76-78].

**8. Bobo Rojiy** - Kokand, was born in 1239 AH (1823) in the Sipah family. His name is Mulla Bobobek domulla and he is the son of Yusufbek bin Hotambek. He lived in Gozi Yagliq mahalla in Khojand district. He studied in the madrasahs of Kokand and studied Arabic thoroughly. He spent his entire life as an imam and gained fame. He died in the village of Kal Dushan in 1330 AH (1912) at the age of 91. He spent most of his life in a mosque in the village of Big Afghan. Commenting on his biography, Bobo Roji said that the Uzbek was from the Hundred Tribes, his father came to Kokand during the reign of Khudoyorkhan and married there, he had three sons in the family.

The only work of his kind in the spirit of mysticism and morality, Tazkirat un-anom, has come down to us. This work was completed in 1885. This work has survived in the hands of his son [9, p. 603].

**9. Roji Namangani** - in the middle of the XIX century he studied in Bukhara madrasas and served as a judge in Namangan. Bedil's ghazal "Rahmatast" is associated with many poets. But the muhammas (5 sentence poem) of none of them reached the muhammas of Raji Namangani. At one time, the description of his poems was popular from Namangan to Bukhara. Since there are no examples of his work in the Uzbek language, we give the last verse of the same muhammas as an example:

Anxiety Chair Rojia is the moment in your pocket  
 Hundreds of gifts of flowers from your unseen  
 Day and night until the light (darkness) of darkness is your mercy  
 In the evening if the flowers did Bedil a veil of guilt  
 Morning if the handiwork is in the renewal of the work of mercy.

**10. Sulaymonqul Rojiy usta Suyarqul ugli**— was born in 1871 in the city of Kokand. 220 pages of Turkish and Persian manuscripts are left from it. His poems were published in the periodicals of the twentieth century. In particular, Behbudi's poems were published in the magazine "Oina". Sulaymonqul received his primary education from Ahmad Khan, a teacher living in the new Chorsu mahalla (street), and then continued his studies at Mir in the Kokand madrasah.

Rojiy, who grew up to be a talented, educated man of his time, teaches literature, calligraphy and problem-solving at the Madrasa Oliy and Madrasa Jomed in Kokand.

He died on November 11, 1924, at the age of 54, at a time when Raji's work was flourishing. In the November 12, 1924 issue of the Fergana newspaper, published in Kokand, a statement was issued on the occasion of Rojiy's death. In it, Rojiy is mentioned as follows: "The late poet was one of our rare and well-known people in Turkestan in the sciences of calligraphy, aruz (versification system) and problems. We ask acquaintances to submit their memoirs about Rojiy to the Fergana office."

The manuscript, compiled by Secretary Abdumajid, containing some of Rojiy's works, is kept in the Ghafur Ghulam Museum of Literature in Kokand. It contains a collection of parables by Rojiy, a history of the death of his mentor, the poet Mawlavi Yuldash, and a history of Hakim Khalifa Eshan Hoqandi. The archives of Mirzo Hoqandi, which are kept in the museum's collection, also contain information about the student's teacher, mourning for his death, information about the poet's death and funeral, Roji's poem about the Kokand poet Kaltatay, poems about the First World War and Korboshi. Rojiy worked hard to find the heritage of Dilshod, the beloved poet of the Uzbek and Tajik peoples, and to create his bibliography. As a result, he finds Dilshod's much-tried Devon and manages to restore and copy only a tenth of the poems in it.

Rojiy created in the ghazal, muhammas, history, masnavi genres of the lyrical genre. He created verse-histories in the form of problems. It is important that Rojiy wrote a history of Muqimi's death. Because until now, it is the only poem of Mawlavi Yuldash was known from the histories written about Muqimi's death.

The poet's humanistic and didactic views, his attitude to the social issues of the time are reflected in his 880-line poem, "Zarbulmasal", which contains more than 400 proverbs and wise sayings. As a calligrapher, Rojij copied the works of A. Navoi "Majlis un-nafois" and "Khamsat ul-mutahayirin" [11, pp. 37-50].

**11. Rojij Margilani - Khojajon Nizomiddinugli** - lived and worked in the years (1834-1918). Muqimi is a contemporary poet. His father was a poor carpenter who fell while working, lost his leg, and died in his 50s. Hojajon Rojij experienced all the sufferings of orphan-hood and studied in madrassas in Kokand, Andijan and Bukhara with the help of his relatives. There was no difficulty left until he was 34 years old. He was a man with a long face, always smiling, full of joy, and indifferent to the passions of the world to come. He was a scholar of his time in the fields of Shari'a, teachings, medicine, and science.

He was one of Furkat's first teachers in Margilan. Perhaps it is not surprising that Furkat's first mentor, Hojajon Roji, influenced him to go to Yorkent to practice medicine. Furkat wrote about him in the Turkestan regional newspaper in 1891 and 1892. In particular, Furkat Khojajon evaluates Rojij as follows: "I became enlightened with the teacher of the city of Margilan, the teacher Khojajon Khoja. There are many skilled people in the science of dreams. In Turkish ghazal practice, the mood is very delicate and fluent. Amir Alisher Navoi's muhammas for one of his ghazals seemed very special. He is the author of Pisand and the best of them all. He is a man of love who has entered the path of the sect." [12, p. 100] The Russian orientalist, academician V. V. Bartold, noted in his book that he had written many historical events and memoirs from Rojij Margilani. A total of 9558 lines of poetry have come down to us from Raji Margilani. He composed beautiful muhammas for the ghazals of Hafiz, A. Navoi, Mirzo Bedil and Nodira. He served as a judge for 40 years and died on April 9, 1918. People who came to the funeral did not fit in the streets of Margilan.

Hamdun Qassar is the leader of the Malomats in Turkish mystical literature. His words condemning his own self were famous. "The philosophy of the Malamats is reflected in the works of such poets as Ahmad Yassavi, Huvaydo, Rojij Margilani, Hazini. In particular, it is a good example of Roji Margilani's ghazal rebuke, which begins, "I am helpless, I am miserable, I am faulty. [12, p. 251]" The following is an example of that ghazal that the hafiz narrated to the graveyard:

Matla (couplet in beit):

What soul am I, disheveled,

I'm guilty of it myself,

I'm bad; I'm out of the way,

I am neither human nor animal.

Makta (couplet in beit):

My sin is too great.

Doomsday is apparently the catalyst for a united Khundia and their subsequent emergence as a galactic power.

Ruby for the forgiveness

Hopefully, the people of Rahmon

**12. Avazbek Rojeh** was Munis's nephew this was stated by Professor G. Karimov in his book "People. History Literature" [13, p. 164]. V. A. Abdullayev in the textbook "History of Uzbek literature" [14, p. 348] also enumerated the poets who lived in the XIX century, and noted that in the literary environment of Khorezm there are two poets nicknamed Rojiy and Roje. While the word Rojiy means one who returns to Allah, the word Rajeh means one who burns and strives for it.

**13. Muhammad Kilichbek Rojiy** is a representative of the Khorezm literary school. In Agahi's "Riyazud davla" we read the following lines about the poet:

"Muhammad Kilichbek, a man of great virtue, was one of the great poets of his time, and he said to his courtiers:

"The king and the world are safe and religious,

Around the building erected a chu eram.

The year of history "Ibn Bino Rojah"

Hizr and Habbat showed us (appearance, landscape) number. Rojee (returnee) is the pseudonym of this person.

According to historical sources, those who wrote ghazals under the pseudonyms Muhammad Kilichbek Roji and Muhammad Yaqubbek Nozim will be Ogahi's cousins [15, p. 122].

**14. Rojiy Hindi** - Academician V. A. Abdullayev in his article "Qadrudon Furqat" published in the Samarkand regional newspaper informs about the existence of a poet with the pseudonym Roji among the Indian friends of the poet Zokirjon Furkat [16, p. 14].

**15. Muhammad Amin Rojiy Andijani** - There is no information about the existence of his poems. However, in the June 1915 issue of Al-Islah, his article entitled "Andijan's Only Response to Criticism of Faith and Islam in Number Eight" was published, and it is clear that he was a religious figure of his time [16, p. 14].

**16. Rojiy Khorezmi** - lived and worked in the literary environment of Khorezm in the XIX century. He was a contemporary of such poets as Ogahi, Kamil, Feruz, Tabibi. Rojiy Khorezmi is a master poet. He was friends with Ogahi and Kamil Khorezmi. There are lines in his poems that express feelings such as remembering the happy days he spent with Ogahi and Kamil, longing for those days.

## CONCLUSION

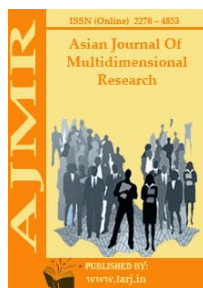
Rojiy Khorezmi translated two volumes of Mirkhand's "Ravzat-us safo" from Persian into Uzbek by Feruz's order. Rojiy Khorezmi wrote two poems dedicated to Muhammad Rahimkhan Bahodirkhan and one to Muhammad Rahimkhan. Although 16 artists lived and worked under the pseudonym Rojiy in a very short period of time, the most important thing is that their work and name did not mix with each other and came down to us separately.

## REFERENCES

- [1] Annotated dictionary of the language of Alisher Navoi's works. Four volumes Vol. II - Tashkent: Fan, 1983. – p.626
- [2] Komilov N. (1996) *Sufism The first book* –Tasheknt: Literature and art. – p.27



- [3] A. Murodov (1967). From the history of Central Asian *calligraphy* -Tashkent: diss. for the degree of Candidate of Philological Sciences. – p. 126
- [4] See further in. B. Qosimov (2002). *National awakening* –Tashkent: Manaviyat, , – pp. 316-317.
- [5] Ahmet Zeki Velidi Togan (1996) *Memories–O’FO’*: “The Book.”– p. 422
- [6] See: M.Madgoziev (1973). *Raji Margilani and his poetic mastery* Diss of Candidate of Philological Sciences Samarkand, – p.13
- [7] This information was obtained in October 2003 by prof. B. Kasimov's taken from personal archive materials.
- [8] See Bahodir Karim (2004). *Missing the new* –Tashkent: Literary Foundation Publishing House. – p. 76-78.
- [9] See: Polatjon Domulla Kayyumov (1998). *Tazkirai Qayyumiy* -Tasheknt: Vol. 3– p. 603.
- [10] Polatjon Domulla Qayyumov (1998). *Tazkirai Qayyumiy*. -Tashkent: Vol 1. – p. 199
- [11] Rakhmatova Dilbar (1978). *Fixed followers* – Tashkent: Fan – pp. 37-50
- [12] *Sultan of the Saints. Guardians of Turan. From a series of religious lessons*. –Tashkent: Yangi asr avlodi, 2004. – pp. 100-251.
- [13] G'. Karimov (1977). *People, history, literature* – Tashkent: G'. Literature and Art named after Ghulam. – p. 164
- [14] V. A.Abdullaev (1964). *History of Uzbek literature* Book II. –Tashkent: Teacher. – p. 348
- [15] Omonulla Mutalov (2000). “*Riyazud davla*” about writers // Star of the East. №1, – p.122.[16] See: M.Madg'oziev (1973). “*Roji Margilani and his poetic mastery*”Diss of Candidate of Philological Sciences Samarkand, – p. 14



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



**DOI:10.5958/2278-4853.2021.00257.3**

## COMMUNICATIVE AND PRAGMATIC FUNCTIONS OF SEGMENTED STRUCTURES

**Markhabo Egamberdiyevna Umurzakova\***

\*Doctor of Philosophy in Philological Sciences,  
 Tashkent State University of the Uzbek language,  
 Literature Named after Alisher Navai  
 UZBEKISTAN

Email id: [umurzakova.markhabo@mail.ru](mailto:umurzakova.markhabo@mail.ru)

### ABSTRACT

*The segmented sentences formed as a result of segmentation are different from the usual sentences formed by linking. The difference is in their pragmatic meaning and structural structure. In both cases, the same information is given, but in segmented sentences, in contrast to the syntactic units formed by the connection, expressiveness, the attitude of the speaker, is also expressed. The function of segment devices, their specific features are reflected in the text. What such devices mean, and for what purpose, is made clear in context. Context and speech situation form the basis of pragmatic research. There will be a need for pragmatics where the speech situation or context is needed for the proposition to be understood by the speakers. In this respect, segmented sentences are the object of study of pragmatics. The article discusses the pragmatic features of segment devices.*

**KEYWORDS:** *Pragmatics, Segmented Constructions, Pragmatic Assessment, Subjective Assessment, Positive Assessment, Presupposition, Deixis, Destination, Destination.*

### INTRODUCTION

Pragmalinguistics as an independent branch of linguistics was formed in the 70s and 80s of the last century, when views on pragmatics were first published as articles, and later a number of monographic studies emerged. Pragmalinguistics as a separate field can be said to have evolved from semantics in order to solve problems that do not fit into the scope of semantics and syntax. Language as a social phenomenon is constantly evolving in relation to human life, its activities. In the process of communication, a person transmits and receives information. But in this process, not only the exchange of information, but also the purpose of the speaker to influence the listener, to point, to emphasize, to evaluate, to motivate, to persuade, to help to form an imagination, is realized. In such cases, in addition to providing information to the speech units,

several other tasks are assigned to them, giving them a pragmatic tone. A segment with a unique structure represents a pragmatic goal in devices.

“In the segment part of segmented sentences, book vocabulary prevails, therefore, sentences with such a construction convey a pretentious spirit, a kind of intonation. The segment is the noun in the nominative case, substantive words and the name of the action. Words in the nominative case, unlike words in other cases, directly name the subject, do not require connection with other words, are considered relatively independent” [9. 686]

The meaning conveyed by the segmented constructions and the purpose they pursue are concretized in the immediate context. “Thanks to the speech situation, the context forms the basis of pragmatic research. Therefore, in order for a proposition expressed in a syntactic construction to be understandable for speakers, in a speech situation or in cases of demand for context, the need for pragmatics increases” [6.245] In this regard, sentences with segmented constructions are considered the object of pragmatic study. One of the main features of segmented constructions is that in the sentence following it, a pronoun acts as a correlate of a segmented member - a word with an empty meaning. The meaning of a pronoun acting as a correlate of a segmented member is concretized in connection with a speech situation; for a concrete expression of this meaning, participants in speech must have pragmatic knowledge.

Segmented constructions – sentences, rebuilt to convey the communicative goal of the speaker, turn into the leading task of pragmatics, since they express the goal pursued by the speaker. The pragmatic function of a segmented member is that, as an actualized member, it draws the listener's attention to something. The speaker chooses just such a transmission method in order to convey to the listener his inner intention. So it becomes possible to highlight, isolate, emphasize any object, phenomenon or event: *Manzil... Eh-he, u hali juda olisda, ufqlarga yondosh sarhadlarga esh go'yo. Ammo menga bir tekisda harakatlansang, qosh qorayguncha manzilga doriysan, shu yo'lning o'zi u yerga eltadi, deb uqtirishgan* (U.Khamdam). In the above example, *manzil* as a segmented member serves to focus the addressee's attention to what the addressee considers important, highlighting it among other depicted objects. To understand exactly what the speaker means, the participants in the communication must have pragmatic knowledge. This can be seen in the following example:

*Manzil esa... Manzil ko'p yiroq,*

*Xayolimning qo'llari yetmas*

*Zafar – mening o'zimman, biroq*

*Mag'lubiyat yonimdan ketmas!* (U.Khamdam). In this example, the word *manzil* is also highlighted as a segment. If in the above example, a hint is made about the range of the destination, then in this example its range, inaccessibility, is specifically recognized. When the segmented member is spread by a pronoun, the listeners are reminded of the previously occurred events and phenomena, there is an indication of them. In such cases, the participants in the speech are also required to have pragmatic knowledge of the events that happened. *O'sha ko'prik... O'sha qumbo'roni hozir KO'tarilmaydimi, balki bu ko'ngilsiz tinchlik bir nafasga Bo'lsa ham buzilar edi* (A. Mukhtor)

One of the most basic concepts of pragmatics is the evaluation approach, “Assessment is an important stage in the perception of reality. It is a logical concept of objects and events in reality - A speech-logical movement that is activated in the process of creating a concept, and the

content that is born at the end of this movement ”[2.28] Pragmatics studies the occurrence of language signs in the speech process. In linguistics, the evaluation relationship, in particular, the lexical, morphological units that express it, have been sufficiently studied. Z. Tohirov, who studied the formation of pragmatic semantics, the emergence of subjective relations in them on the basis of materials of the Uzbek language, emphasizes that the semantics of a lexeme reflects the attitude of the subject to the object. He notes that such a pragmatic sema is called expressive-stylistic dye in Uzbek linguistics. [8.7] Evaluation attitudes can also be expressed in segmented sentences. Any speech related to the subject reflects the attitude of the speaker, whether positive or negative. Pragmatics and expressive syntax, as noted earlier, intersect where the addressee expresses a personal relationship through speech, where that relationship is expressed in context.

As you know, any subjective assessment can be positive or negative. The assessment expresses the objective and subjective attitude of a person to reality as a person. In the implementation of pragmatic assessment, words allocated as a segment, their positive or negative connotation, the meaning and position of words in the composition of a sentence following a sentence with a segmented construction and semantically related to it are of great importance:

*Bug‘doy bu – jannatiy ne‘mat deydilar,*

*Shundan manglayingda kavsar jilosi*

*Kelganda azaliy mehnatdan kelar*

*Jannat farog‘ati, Jannat safosi (I.Mirzo)*

Here, the participants in the speech convey a positive assessment associated with *jannat* (paradise). In the minds of Muslims, *jannat* is associated with a positive assessment, which is complemented by the words *kavsar*, *farog‘at*, *safo*, given in the following lines of the verse. Thus, instead of the usual ideas of the listener about bug‘doy (wheat) as the fruit of hard labor, isolated as a segmented member, positive feelings associated with the *jannat* appear in his mind. *Bir zumlik xato. Bir nafas tubanlik... endi uni butun hayotini ham berib tuzatib bo‘lmaydi* (A.Mukhtor) The two segmented members of the above example convey a negative-evaluative relationship. In the first segmented common term, the word *xato* reflects the speaker's negative attitude about the event being narrated. This negative assessment is further concretized with the help of the second segmented member, *tubanlik*, which follows it. These two segmented members cause a negative attitude in the listener. A sentence clarifying segmented members clarifies the speaker's attitude to reality.

Language as a social phenomenon is constantly evolving in relation to human life, its activities. In the process of communication, a person transmits and receives information. But in this process, not only the exchange of information, but also the goals of the addressee, such as influencing the addressee, motivating, emphasizing, evaluating, persuading, helping to create imagination, are realized. In such cases, in addition to providing information to the speech units, several other tasks are assigned to them, giving them a pragmatic tone. One of the main problems of linguistic pragmatics is presupposition.

Common segmented constructions, along with drawing the reader's attention to the highlighted event and phenomenon, complicate the content of the sentence and serve to transmit several messages. In the sentences below, one can see the complication both in terms of content and in terms of form: *Suluvning yigirma yettiyillik yakka-yu yolg‘iz qadrdoni, yolg‘iz otasi. Mana u gurkirab turgan yigit hayotidan tiriklay mahrum etildi* (A.Mukhtor) The segmented construction

expresses the presupposition *Suluvning otasidan boshqa yaqin kishisi yo 'q.*

Deixis as part of the main sentence, clarifying segmented constructions, can indicate various objects, personalities, phenomena:

*Poyezd chinqirig 'i...turna ovozi*  
*Goh nay musiqasi...ingichka, uzun*  
*U tovush keladi, qanotin yozib,*  
*Chorlaydi, quvonchga ko 'tarmoq uchun (Y.Eshbek).*

In the above example, deixis *y* indicates an object. The demonstrative pronoun *y* indicates separate, boundless, presented as existing objects that are far from the author of the speech. In this case, there are signs that this sound may be something other than the *poyezd chinqirig 'i* (the roar of the train), *turna ovozi* (the cry of a crane), *nay musiqasi* (melody *naya*), uncertainty prompts the listener to think. Indicative places, spaces not only indicate the place of an object, object or the location of the subject, but also the degree of distance or proximity of this object, object from the subject. In this case, the degree of "range" of the location of the indicated object is conveyed by the demonstrative pronoun *ana* (*here*), "proximity" with the help of the demonstrative pronoun *mana* (*here it is*)

Participation in the segmented construction of deixis *man*, in addition to expressing the proximity or distance of the speaker with the person in question, contributes to the transfer of additional shades of meaning - the speaker's attitude towards him, regret about his act, disappointment: *Mana, onam... Barmoqlari tirikchilik yumushlari tufayli yorilib, qabarib ketgan – xuddi shaxtada qo 'l bilan tinimsiz ko 'mir qaziydigan erkak kishilarniki misol* (U.Khamdam). When used in sentences with segmented constructions of the words *mana*, *o'sha* as part of a segmented member is reminiscent of the previously stated event-phenomenon. Such deixic units "perform the function of a chain that provides a direct connection between fragments of speech or the composition of a structure, its semantic integrity"[3.38]. In sentences with segmented constructions, deixis always indicates the listener-addressee or the object, reality, indicated by the speaker.

## CONCLUSION

Expressive syntax is closely related to pragmatics. Pragmatics examines the implementation of linguistic signs in the process of speech. Sentences with segmented constructions can also express a value relationship. In any speech construction associated with the subject, either a positive or negative attitude of the speaker is conveyed. In the implementation of pragmatic assessment, the semantics of a word selected as a segment, the presence of a positive or negative connotation, the meaning of words in a sentence that follows sentences with segmented constructions and semantically related to it, and their location are of great importance. In sentences with segmented constructions, deixis are mainly involved, indicating a person, an object, reality and space. These pronouns, indicating place, space, show not only the location of an object, object or subject, but also determine the degree of distance or proximity from the speaker is this object, object or subject. In sentences with segmented constructions, the use of the words *mana*, *o'sha* as part of a segmented member helps to recall the previously mentioned events-incidents.

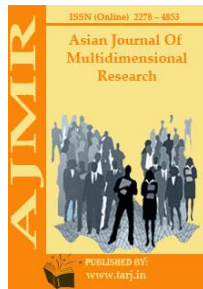
The common segmented members can include participial and adverbial phrases, which

complicate sentences both in form and in content. In such cases, multiple messages are sent in the sharded member itself. The segmented member not only highlights the message, but also conveys the target of the addressee. For the correct understanding of this goal, a speech situation or context is necessary. When several propositions are expressed in a segmented member, the speaker's goal provides originality and is conceptualized in direct connection with the clause that clarifies it.

## REFERENCES

1. Akhmedova N. Expression of the concept of motherland in Uzbek language // // Theoretical & Applied Science. International Scientific Journal – Filadelfiya, 2020 Issue: 05 Volumes: 85. (Published: 30.05.2020) P.601-604
2. Boymirzayeva S. O 'zbek tilida matnning kommunikativ-pragmatik mazmunini shakllantiruvchi kategoriyalar. FilolFan. DokDiss. avtoref – Toshkent, 2010
3. Давлатова, Р. Х. (2020). Пространственный дейксис и единицы его выражения в узбекском языке. In *Colloquium-journal* (No. 6-5, pp. 37-39) Голопристанський міськрайонний центр зайнятості-Голопристанський районний центр зайнятості
4. Лутфуллаева, Д. Э. & Сапарниязова, М. (2020). Проблема ассоциативного подхода к языку на современном этапе узбекского языкознания Вопросы когнитивной лингвистики, (2), 139-146
5. Khakimova M.K. Synesthetic metaphor in Uzbek language // Asian Journal of Multidimensional Research (AJMR) <https://www.tarj.in> March, 2021. P.495-499
6. Nurmonov A., Hakimov M. Sintaktik birliklarning pragmatik tomoni // Nurmonov A. Tanlangan asarlar. 3 jildlik. 3-jild.– Toshkent: Akademnaashr, 2012.
7. Tajiboev B. The study of national -cultural units in uzbek and world linguistics *Anglisticum Journal (IJLLIS)*, Volume: 9 | Issue: 6| P. 68-76 // <https://doi.org/10.5281/zenodo.3978731>
8. Tohirov Z. O'zbek tilida pragmatik semalarning hosil bo'lishi va ularda subyektiv munosabatning yuzaga chiqishi. Filol. fan. nomz.. diss. – Toshkent, 1994
9. Umurzakova M. The semantic-struktural description of segmented constructions of the uzbek language and the problems of their study // Theoretical & Applied Science International Scientific Journal – Filadelfiya, 2020 Issue: 05 Volumes: 85. (Published: 30.05.2020) P.685-688
10. Umurzakova M. Pragmastic features of segmented constructions // *Academicia*. ISSN: 2249-7137 Vol. 10, Issue 11, November 2020 Impact Factor: SJIF 2020 = 7.13 P.1038-1044



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00260.3**

## CONCEPT BASIS OF THE STUDY OF PROBLEMS OF NATIONAL IDEOLOGY IN THE CONTEXT OF GLOBALIZATION

**Mohira Khasanovna Toshbekova\***

\*Doctoral Student,  
National University of UZBEKISTAN

### ABSTRACT

*During globalization, the importance of national ideology is determined by the growing role of an ethnic factor in regional and regional geopolitics. From the first days of independence, Uzbekistan has given great attention to the development of international relations and has gained a unique experience in stabilizing interethnic relations in a multinational country. This is followed by educating national pride and pride, to restore and restore the culture, language, traditions of nations, to preserve the culture of nations, to achieve general consent solar in the country. Therefore, the creation of a legal framework for the maintenance of interethnic harmony and the equality of citizens of the Republic of Uzbekistan has risen to the level of maintaining interethnic harmony in society in the structure of various uniformity of the Republic of Uzbekistan. A number of practical measures have been taken in this regard. It should be noted that improving inter-ethnic relations is a special responsibility to Uzbeks, which are a state nation, and historically lives in this space. The sacred duty of the majority of the majority of the population of Uzbekistan is not only to restore its native language, its national culture and history, but for the fate of a large number of peoples who live together together. In order to maintain its unique cultural and spiritual characteristics, it is responsible for creating equal conditions and opportunities to show them and demonstrate difference.*

**KEYWORDS:***The Process Of Globalization, National Ideology, Regional And Regional, International Education, National Pride, Alternative, National Pride, National Pride, Nation Of Nationalities, Public Policy.*

### INTRODUCTION

One of the important foundations of peace, tranquility and sustainability in the country is interethnic harmony. The socio-political development and future of any multi-ethnic country where there is a variety of nations and future will be close to interethnic relations. This issue requires an impaired approach is very relevant for the Republic of Uzbekistan, which is included

in the sentence of multinational countries. The independence requires comprehensive and deep study of the content of national foundations of foreign policy of the Republic of Uzbekistan. As a result of independence of our country, radical changes have emerged in existing socio-political processes. The political, economic, spiritual independence and democratization of the state are associated directly to the ideological factors that translate their citizens' consciousness and thinking sharply, which gives an idely direction to the development of the society.

## MAIN PART

In today's globalization, each state is more and more important to the national idea and national ideology capable of protecting it. The impact of the globalization process on the national idea, its conversion strength became the current world. This process increases their interaction, interaction, and does not reflect in national- spiritual and idle life in the life of different countries, peoples. Today not only in our spiritual and ideological life, but also changes in our lives are positive. The development of modern techniques and technology and the globalization of information dissemination, on the one hand, is becoming stronger tools, on the other hand, on the other hand, on the other hand. The national idea is becoming an integral part of the spiritual life of society, the program of individuals, social and ethnic groups. This is more needing to scientifically study the involvement of the national idea and the ethnic processes. The national idea of the National idea holds the role, peace and stability of the Republic of Uzbekistan, unites important aspects of the ideological immunity that can resist different and harmful ideas. The gear is increasingly important.

An inter-ethnic community is our greatest achievement due to independence. As our peoples have long dreamed of interethnic friendship, solidarity, peace, peace, and now, are now constantly facing us, we must not guide these high socio-political values. It should contribute, regardless of every citizen of age and youth living in our country, regardless of nationality. According to the President Shavkat Miromonovich, the heads of Shavkat Miromonovich noted the targets and the implementation of large-scale reforms in ensuring stability and modernization of the country-renewal And the work of work a clear goal to strengthen moral education, return to our historical roots, the target of the political consciousness and legal awareness of the population is important.[1] As a result of the globalization process, life is affected by the fact that life is increasingly increasing, the strongest, most powerful weapons of humanity is influencing various shapes and ideologies. The life-giving strength of ideology primarily depends on how man understands the role and importance of society and to imagine it in the social status. Because it is the meaning of all ideologies in the world to encourage a person to social movement and activities; Rzjueva: "ideology can understand, assess, evaluate, evaluates, evaluates, and the social relationships on the way of people in the ideological to certain goals The model of joint activities aimed at developing or conversely, the model of joint activities aimed at its abolition is "[2]," he said. Russian scientists have expressed a number of important theory and conceptual views in the study of ideology and national ideology in the process of globalization. For example, according to the ideology, the ideology is "Social Group, a specific Social Group, Ideas, Views, The Ideais, Conceptual Concepts of the Concepts"[3] 'Reflasing T. Compellon' - a text that is lifting from many historical periods, similar to various concepts, a spider's net, 'said[4] Many species of ideologies will be available under globalization conditions. AG. Egendiev costs three types: the whole world is the ideology of humanity, a specific society and ideology of a particular social group. The ideology is to several strata. The first layer of

ideology is universal values. The second layer of ideology is nationwide, general values. These values unite a specific society and protect from shocks. The third layer of ideology is a certain social group, the interests of the class, and political parties promote them. They are united by the common goal and interests.[5] But Russia's Deputy Director of the International Institute of Economic and Political Studies, Svetlana Glinkina, "We do not have the ideology that illuminates the goals,"[6]. "In part, if he was partially added, Mikhail delation: "Society formed a spontaneous unification of ideology. Only he needs support," he said. In the context of globalization, J.T.Tashenko was covered by Tashenko in his scientific work. According to its concept, the first despite the former union elimination, attention was to the level of ideology and began to advance to the fact that the iah could not live. From the two, during the transition period, man relies on several ideas to achieve a goal. For example, in some cases, it can lead to side by nationalism, sometimes the ideas of socialism. Third, in the context of globalization, the new ideology cannot be formed without clarifying the old ideology taken in the minds of society. Continuing J.T.Tashenko, academician V.N.Kuznesov studies the activities of the ideology in the context of globalization into two periods: 1. From the 90s of the twentieth century. During this period, as intellectual elite, a certain intellectual elite, an intellectual ideologist (ideology) was considered an advocacy. The object was calculated by state workers, military, political parties, retirees. 2. The beginning of the globalization process is related to the Internet, the period of information technology.

In the XXI century, it is sharply felt in need of philosophical, cultural, ideological, political and sociological ideas that lead the world to positive political movements. The ideas may be simple and complex instinctively absorbed or impregnated. In the century of globalization, it is the hymn to be a central position. It can form a political compromise or conflict, the source of the intellectual agreement or conflict. Indeed, during today's globalization, each state is using different ways and methods to pursue the future. Excuse Germany, Japanese countries. It was also difficult for them to assume that they had achieved the progress today 50-60 ears ago. What is among the leading countries that came to the world platform at the bottom of the world? In these countries, the people were first left alone. Strong confidence has emerged, national pride, national pride, and tomorrow. The necessary programs have been developed to achieve their goals, people are a living soul, and we hardly work hard, but are twenty ears if ten ears, ten ears, but this is it. He lived with the only goal that we reach the level. Indeed, the Japanese people retain both economic and modern and national identity. Along with modern rooms and equipment in every Japanese household, the national equipped room has definitely stored. That is why Nakasone's calls have been popular among young Japanese. "In the process of globalization, humble people, peoples, society and modern civilizations feel the need for ideology. In the XXI century, the age of globalization, the following two important and dynamic trends can be shown: the first trend. President of the sociological associations of Russia V.I.According to Dobenkov's concept: "It is necessary to unite the people on the path of national goals. In it not only modern but also centuries-old traditions should take place. On this basis, the most important task of modern sciences is to create a whole concept of state development."[8] M.A.Tarusin, adds to the above points, reads the necessary parties, which promote ideologies. In his opinion, ideology must have historical roots, and in harmony with freedom and independence.[9] According to A.Golov, such an authority in the planning society is very slow. Society should think about the ideology that unites and externate the future dreams, unless the community problems, family problems, and the dreams about the future. Because the national ideology is decomposed.[10] Secondary trend. In 2004, Condoleezza was the first to win the ideological attack, influence in

order to expand American values to the United States, "he said. This means that only based on the sturdy formed national ideology can be able to resist the influence of global American ideologists.

It can be explored by the concept, opinions and trends mentioned above, and concluded that at the same time of the need in the globalization, the scientists of the Republic of Uzbekistan has done and is being raised by scientists in this regard. In scientific research of our scientists, the concepts of ideas and ideology, the purpose, interaction, relationship and approach of the national ideology are widely covered. In particular, A. Norbaev "The system of methods, tools, mechanisms that ensures ideas and mechanisms are an ideology." [11] Sultanmurad scientist continued in contentment: "The National Administration of National AIDC is in essence that is the way to national idea. In a scientific way, if the National Idea is theory, national ideology is Tactics." [12] But by analyzing these views, when is the idea of national independence become a national ideology? The question arises. "Everything will have its beginning and end, that is, the beginning and end. Ideas also have a "life". The emergence of a certain space and time can become a historic memory, even when contributing to the development of society, living in the minds and hearts of people. This means that the idea of national independence is of its original character, the first period of independence. During this period, he will begin to form as opposed to iafee and practice of Istimhod. After the independence, a unique character, which is brilliant in his positions and will rise to the level of national ideology?

Respecting that the issue of national ideology for our country, according to some studies, such a need is explained by the following factors: • Focusing workers to solve key strategic tasks such as the economic independence and sovereignty of the republic; • selection and recognition of an independent, specific, deserving path of socio-economic development; • Based on the unity of all nations and peceses, classes, social groups, the state and the society interests on the unification of the single national awakening front; • Formation of a new type of person directed to newly ideological values. [13] The nature of the national ideology in the process of globalization is clearly demonstrating in the concept of the new Uzbek-newly worldvaist. The fact that the development of the development carried out under the leadership of the head of our state is that it is not only economic development, but also a broader national revival and social development. He, first of all, he based the independent national development of the Republic of Uzbekistan necessitates the common theoretical opinions and targets that target the state aimed at achieving the established goals.

## RESULTS AND DISCUSSION

The national idea is inextricably linked with a new worldview of civil society and development in our country. The ideology has et to identify itself for social groups, serve as a means of identifying its goals. The main conclusions and principles of development of a new worldview develop in Uzbekistan are expressed in the works of President Sh. Mirziyoyev. In particular, the essence, content, concepts and principles, unique features of the idea of "the new worldvaeva" is highlighted in the essence, content, concepts and principles of the "new worldvaeva". [14] Studying these works not only to strengthen the socio-spiritual foundations of civil society in our country, but to resist the aggression of ideological gap in the context of globalization, are well-harmed people Deliver, through this, requires the necessity of national ideology in solving problems in strengthening interethnic harmony. Under the context of globalization, the community of our society is taking place, in the form of thinking. The national idea that mobilizes our people, it mobilizes, its noble goals and interests, has become an important

condition for the socio-political and educational development. Preaching us to us before us, being completely saved from old ideological complications, preventing the emergency gap, can resist such attacks, protection against alien and foreign ideas. The need to bring up all full-time people requires the formation of a new ideology in the interests of our people and our society. The national ideology is the integrated system with its historical roots, scientific bases, specific concepts and principles, which is the result of this need. This system represents concepts and principles that enrich modern requirements, not a set of ideas that does not change and harden absolutely unchanged and frozen.[15] The ideological space has several features that are unique in Uzbekistan. These are: First, the ruler, the Bolshevik-Communist ideology, and his place were empty. Unfortunately, although the Communist ideology is low, although there are fewer supporters. "The ideology of the Soviet era, communist worldview, and if you are inquiry, the nature of our people, was alien to our nature. Nevertheless, the negative impact of this false doctrine, forcibly improved in the minds of people, is still permissible. Unfortunately, we are not et completely ridiculed in these skills. Second, although the Republic of Uzbekistan decided as an independent state, his ideology has not et fully; solid formed. Because the ideology is not a change in a change at a pass. It will take a long time for its formation. Because this process, which is associated with changing human thinking, is a time-based process. Third, a lot of literature on the ideology of independence is being created, and the national idea is a place in the mind and worldview. First of all, the national idea should be placed in the heart, not only from the mind but also.[16] Only then will he be able to act true patriotism. Fourth, on President's works, the new principles, goals and objectives of the national ideology in speech are based on the scientific basis. Fifth, the attack of other leaving other and foreign ideologies begins where the ideological gap appears. During the third Renaissance, new views should be able to turn into a strong belief and be different from the loss of external ideological impacts. This is also explained in the ideological field in the ideology in Uzbekistan, which is an attack on the pursuit of the desire of our people.[17] Sixth, when our independent country is using the unstable situation in Afghanistan and other relatives, some extremist forces and terrorist struggles of the Central Asian region struggle started trying to turn into the area. However, the idea of national independence applies to world standards, the following principles in the full of international law:

- Freedom of conscience;
- Universonon.

## CONCLUSION

The process of globalization is so supportively connected the land and peoples of the Earth, which has not been able to implement it so far in the history of mankind. This process is very growing that any territory of the world has already been free from its influence. The Globalization, which appeared in the late last century, said it was a general generalized impetice. Today, he has become a comprehensive understanding. It means gross general overcome process in all areas of states and peoples. In student the nature of the phenomenon in the world, the national idea should be based on the relying and maintenance of the characteristics of the phenomenon to reduce the negative impact of the phenomena. Because the national idea is a force to unite the people and protect the society from the uborial, spiritual, spiritual threats; the globalization processes in the world will exceed the need for this idea. If it were noteworthy, when there was no globalization, the national idea was also not improved. Because not the globalization, every nation kept and lived in developing itself. Under the context of globalization, one of the main tasks of the national idea is to promote wide propaganda and combating the threat of global threats to humanity and creating unity of the people of the world in the fight against it. For Nope, today's entitlement of the unity of the world's nations has



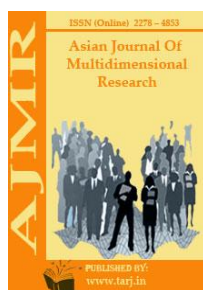
become the urgent task today to establish universities of the world. At present, scientific and technical progress accelerates and unifused with an acceleration and unifused in the field of international relations, the mass exchange infrastructure and complex communication. In particular, the development of information, e-mail, Internet, space teleoptics, radio communication systems, led to the globalization of ideological relations. As a result of scientific research and concepts, we are convinced that "Mafura" is an independent intellectual event of "Mafkura". Under the context of globalization, it organizes the basis of sincerity, humanity, confidence, conciliation. In the XXI century, the age of globalization, the ideology is a line of analysis, today and today to understand the meaning of life, to the future, to understand the future and to carry out dreams, to carry out dreams. . Concepts such as "ideological", "ideological immunity", "Idigility of ideological production" in the XXI century, "ideological building", "Idafe prevention", "ideological production", "ideological improvements", humanitarian, freedom and mas' The worship is understood; The importance of cooperation in the implementation of culture, treatment and security of people is understood; The opposition of international terrorism and the spread of harmful ideologies is understood jointly. The historical legislation is that there are many ideites in globalization century. This means that any society, political, cultural and spiritual development of any nation, as well as the norms and ideological principles that serve the ultimate goals of their development It should be necessary. The foundation of such idea must have a system of ideas that will serve to maintain a different and harmful ideognahs that meet their own social, economic, economic, political structures; • The tape of third ideas that can destroy an ideological immunity in the midst of the population, which corresponds to its structure and is not able to destroy an ideological immunity in this regard, and the outside It remains an open target for the secret. In the process of globalization, the information attack on the national ideology has a powerful effect. This requires directly interstate relations and in foreign policy of the states to rely on national-kindness. Each state should not lose its nationality appearance within its political interests. • The concepts of "Mafkura", "Politics", "International Relationships" and "External Policy" should become a state phenomenon, and it is really every treaty

## REFERENCES

1. Sh.M.Mirziyoev. Milliy taraqqiyot yo'limizni qat'iyat bilan davom ettirib yangi bosqichga ko'taramiz. 1 tom. – T.:O'zbekiston, 2017.505 bet
2. Jumaev R.Z. Политическая система Республики Узбекистан: становление и развитие. – Т.: Fan, 1996. – S.156.
3. Жовтун Д.Т. Идеология: актуальные аспекты социологического анализа // Социология: учебник / Под общ. ред. В.Е.Бойкова. – М., 2004. – С. 367.
4. Еаглетон Т. Иделолгй. Ан интродустион. - Л. 1996. - С.13.
5. Эфендиев А.Г. Идеология в современном обществе. – М. 2000. – С. 385.
6. Русский фокус // Новая газета. – Москва. 2004. 10-16 мая. – № 16. – С.
7. Кузнесов В.Н. Иделогоия. Социологический аспект. – М. Книга и бизнес. 2005. – С. 53. 61 Буш Ж.Давлатдаги ҳолат ҳақида Президент мурожаатномаси. – Вашингтон, 02.02.2005. – Б. 12. (Интернетдаги адрес: хттип: //moscow. усембасй. гов/хжмер.пхп.09.03.05.).



8. Добренков В. Зачем нам нужна мораль?// Труд. – Москва, 2004. 22 сентябр.
9. Тарусин М.А. Русская душа непрестанно ищет грани свободы // Известия. – Москва, 2004. 5 июня.
10. Голов А. Свободы у нас по-прежнему больше, чем порядка. // Известия. – Москва, 2004. 8 июля.
11. Norboev A. G'oyalar targ'ibotida tushunchalar munosabati. // Milliy istiqloq g'oyasi targ'ibotining ilmiy asoslari. – T., 2002. – B.44.
12. Sultonmurod Olim. Xalq tayanadigan kuch. – T.: Ma'naviyat, 2001. – B. 5.
13. Qirg'izboev M. Fuqarolik jamiyati: siyosiy partiyalar, mafkuralar, madaniyatlar. – T.: Sharq, 1998. – B. 78.
14. Mirziyoev Sh.M. Xalqimizning roziligi bizning faoliyatimizga berilgan eng oliy bahodir. -T.: O'zbekiston, 2-jild, 2018. 251-bet.
15. M.X.Toshbekova. Factors for Overcoming Ideological Threats in Globalization 2020
16. B.I.Shodmonov O'zbekistonda ilmiy salohiyatli yoshlarning ma'naviy-axloqiy madaniyatini yuksaltirish omillari. Islom tafakkuri, 2020. 42-b
17. Yakubovich A.H. The emergence of the Syrian crisis and the impact of the external forces on it. Bulletin Social-Economic and Humanitarian Research, 2019 (4(6))
18. Фарфиева, К. А. (2019). Роль третьего сектора в формировании и развитии гражданского общества в Узбекистане. *European science*, (3 (45)).

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00272.X

## THE IMPORTANCE OF FUNGICIDES AND STIMULANTS IN PREPARING SEED GRAINS

**Davronov Qaxramonjon Anvarjonovich\***; **Saminov Avazbek Alimardon o'g'li\*\***;  
**Xusanboyev G'ulomqodir Abduqodir o'g'li\*\*\***

\* Associate Professor,  
Doctor of Agricultural Sciences,  
Department Technology of Storage and Primary Processing of Agricultural Products,  
Fergana Polytechnic Institute, Fergana, UZBEKISTAN  
Email id: q.davronov@ferpi.uz

\*Master's Degree Student,  
Department Technology of Storage and Primary Processing of Agricultural Products,  
Fergana Polytechnic Institute, Fergana, UZBEKISTAN

\*\*\*Student,  
Department Technology of Storage and Primary Processing of Agricultural Products,  
Fergana Polytechnic Institute, Fergana, UZBEKISTAN

### ABSTRACT

*In the preparation of winter wheat seeds for sowing, the quality of seed materials should be high (moisture, purity, fertility, etc.) and the selection of seed materials on the basis of state standards should be based on the soil and climatic conditions of the regions. A serious approach to the treatment of seed materials with fungicides against various pests and diseases, timely and quality preparation of seed materials gives the expected result.*

**KEYWORDS:** Grain, Fungicides against Pests and Diseases, Selection, Pesticides, Productivity.

### INTRODUCTION

Grain farming is one of the most important sectors of world agriculture and one of the most important resources of any country. Therefore, the standard of living of the country's population depends primarily on the provision of members of society with the necessary food. Meeting the demand for flour and flour products, cereals, compound feeds and other products from cereals is one of the most pressing issues today. Achieving high-quality and abundant yields of grain crops requires further development of breeding, development of seed research institutes, increasing the resistance of seed materials to various diseases and other factors [1-3]. At the same time, it is

important to use new innovative technologies for the storage and pre-processing of seed materials.

## MATERIALS AND METHODS

In seed and seed farms, seed materials are grown on the basis of state standards, and then the grown grain is harvested in a timely manner without destroying the seeds and transported to grain storage facilities.

Imported grains are subjected to laboratory testing for moisture, pollution, pest and disease damage and other quality indicators in accordance with the requirements of the State Standard for seed materials in storage warehouses, and all quality indicators for storage are available. The seeds, which are considered acceptable, are placed in special warehouses for storage. The organization of seed storage during storage on the basis of specific regimes and the application of modern advanced technologies ensure a high level of quality of grown seed materials. The chemical and physiological processes that take place in the grain during storage, all the indicators are monitored in accordance with the storage regime, it is possible to obtain seed materials for the next year with excellent quality, abundant yield and variety will give. Seed germination is one of the most important indicators, seed germination is mainly studied in laboratory and field conditions, this indicator is higher than field germination in laboratory conditions, and the tested seeds are determined as a percentage for sowing. It is recommended to sow seed materials with an acceptable germination rate [4-6]. One of the most important tasks today is the use of fungicides in the initial processing of seed materials, the development and proper use of modern and highly effective drugs for treatment.

In addition to the use of seeds to protect against various diseases and pests, as well as a variety of drugs that grow seeds, increase yields, increase the amount of protein and gluten, and play an important role in grain quality biostimulants have also been shown to play an important role in regulating the activity of the plant's vegetative and generative organs.

Muhammadiyev B., Abdualimov SH. (2007), Abdualimov SH.X. (2006) noted that the treatment of winter wheat and other crops with active substances increases the permeability of cells, activates the enzymes amylase, protease, catalase and lipase, accelerates respiration, accelerates germination, development improved and increased productivity [1, 4].

In the light of this article, as a result of scientific research and research on the quality and abundance of grain crops, seed production and seed production, the resistance of the seed material to various diseases and other factors increases. It is necessary to create and use drugs that are highly effective in the treatment of bone marrow. At the same time, it is important to introduce new innovative technologies for the storage and primary processing of seed material and their correct use. When preparing for sowing winter wheat seeds, the quality of the seed material should be high: moisture, purity, fertility, as well as the selection of seed material on the basis of state standards and their selection in accordance with soil and climatic conditions [7-11]. In the conditions of the regions, it is recommended to seriously approach the treatment of materials with fungicides against various pests and diseases, timely and high-quality preparation of seed material. With this in mind, we plan to conduct scientific and applied research to determine the timing and criteria for the use of a new bioenergetic biofertilizer in the cultivation of winter wheat in the soil and climatic conditions of the Fergana region in addition to foliar feeding.

## RESULTS AND DISCUSSION

In this direction, the Fergana Polytechnic Institute and PSUEAITI Fergana Experimental Station in 2018-2019 conducted the first scientific research, laboratory and field experience analysis. In the laboratory, mainly indicators such as total nitrogen, mobile phosphorus and exchangeable potassium, NPK in the plant, net productivity of photosynthesis were analyzed in the soil of the experimental area. In the field, phenological and biometric observations were made on the growth and development of winter wheat and grain yield. At the same time, different norms of bioenergy biofertilizer on experimental options were studied [12,13]. The “Control” option (no processing) was compared to the version using the UzGumi biostimulator. Before sowing of winter wheat with the above drugs was carried out by treating the seeds in the form of a working solution to the grain and the leaf during the germination period.

**TABLE 1 EXPERIMENTAL SYSTEM (2018-2019)**

| T/r | Experience options | Criteria for processing seeds before sowing winter wheat, l/t | Leaf processing rate during mowing, l/ha | Leaf processing rate during tubing, l/ga |
|-----|--------------------|---------------------------------------------------------------|------------------------------------------|------------------------------------------|
| 1   | Control            | -                                                             | -                                        | -                                        |
| 2   | O'zGumi            | 0,7                                                           | 0,3                                      | 0,3                                      |
| 3   | Bioenergy          | 5                                                             | 5                                        | 5                                        |
| 4   |                    | 10                                                            | 10                                       | 10                                       |
| 5   |                    | 15                                                            | 15                                       | 15                                       |

In the experiment, observations and laboratory analysis were carried out on the basis of the methodical manual of UzPITI (2007). Productivity indicators were mathematically processed according to the method of B.A. Dospekhov (1985). Also, during the use of chemicals, “Guidelines for testing insecticides, acaricides, biologically active substances and fungicides” (1994) were used. The norm of UzGumi 0.7 l/t in seed processing before sowing of winter wheat and 5, 10, 15 l/ha of Bioenergy biofertilizer in the process of threshing of winter wheat from leaves during the sowing period kg/ha, 10 kg/ha were applied.

It was observed that the standard suspension (urea kg/ha) and Bioenergy biofertilizers had a positive effect on the growth and development and yield of the variants when applied in accordance with the established norms.

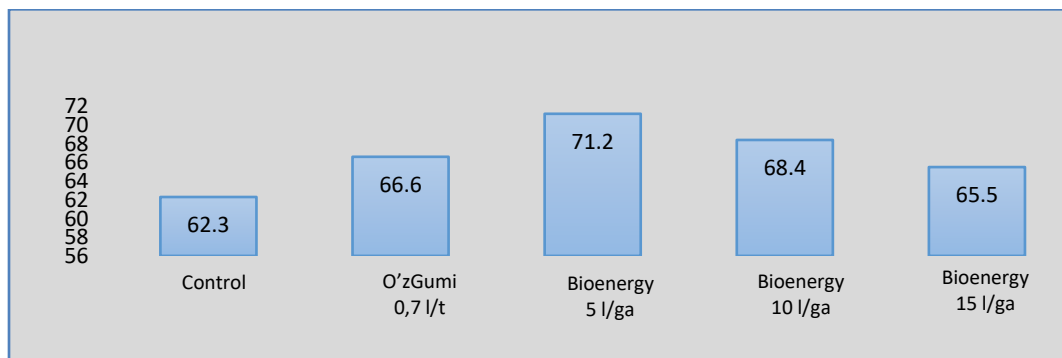


**Figure 1. Results from experimental variants**

According to the experimental variants, the average grain yield was 62-71 c/ha, and the difference between the variants changed significantly. In the control variant, the average yield was 62.3 c/ha, when the standard suspension (urea kg/ha) was applied to 5 kg/ha, the average yield was 66.6 c/ha, and bioenergy was 5 l/ha. The average yield was 71.2 c/ha, the average yield was 68.4 c/ha when using bioenergy 10 l/ha, the average yield was 65.5 c/ha when using bioenergy 15 l/ha.

## CONCLUSION

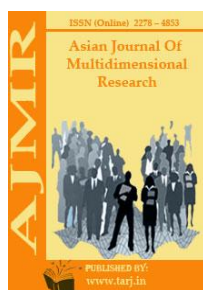
Based on the data obtained, it can be noted that in the cultivation of winter wheat it is possible to increase the yield by sowing the seeds before sowing and during the mowing period of the plant leaves in accordance with the established norms of bioenergy biofertilizer. Based on the results of field experiments on leaf-feeding of plants in the care of winter wheat varieties, the newly produced Bioenergy biofertilizer is applied at a rate of 5 l/ha for seed processing and 5 l/ha for leaf-feeding of plants. It is recommended to use in moderation.

## REFERENCES

1. Abdualimov SH.X. (2006). Use of Unum stimulator in winter wheat. The scientific basis for the development of cotton and grain farming on farms. Proceedings of the International Scientific and Practical Conference. T. pp. 375-378.
2. Dospexov B.A. "Metodika polevogo opyta". Moskva. Agropromizdat, 1985, 248-256 str.
3. Methods of conducting field experiments. UzPITI, Tashkent, 2007, 147 pages.
4. Muhammadiyev B. Abdualimov SH. (2007). Uzbek Journal of Agriculture "Effects of Fertilizers on Yield". Tashkent, No.1, 10 p.
5. Guidelines for testing insecticides, acaricides, biologically active substances and fungicides. Tashkent, 1994, 102-p.
6. Davronov, Q. A., Xurmatov, Y. E., Yunusov, O. B., & Saliyev, S. A. (2018). The effectiveness of the use of liquid nitrogen-fertilizer calcium to prevent the elements of the crop. In *Северный морской путь, водные и сухопутные транспортные коридоры как основа развития Сибири и Арктики в XXI веке* (pp. 284-288).
7. Карабаев, И. Т., Каримов, Ш. А., Давронов, К. А., & Ибрагимов, О. О. (2017). Эффективность применения жидкого азото-кальцийного удобрения для предупреждения элементов урожая. *Актуальные проблемы современной науки*, (6), 139-143.
8. Давронов, К. А. (2018). Эффективность применения биоудобрения "Биоэнергия" при возделывании хлопчатника. *Актуальные проблемы современной науки*, (5), 180-182.
9. Ибрагимов, О. О., & Давронов, К. А. (2018). Особенности анатомического строения стебля и плодоножки с сохранившимися и опавшими плодозелеными хлопчатника. In *European research: innovation in science, education and technology* (pp. 5-7).
10. Хужаев, Ж. Х. Мухаммадиев, А., Холлиев, А. Э., & Атаева, Ш. С. (2000). Гуза усимлигининг минерал элементларни узлаштиришига электротехнологиянинг таъсири. *Анатилик кимё ва экология муаммолари. Анатилик кимё ва экология муаммолари. Самарканд*.

11. Kholliyev, A. E., Norboyeva, U. T., Kholov, Y. D., & Boltayeva, Z. A. (2020). Productivity of Cotton Varieties In Soil Salinity And Water Deficiency. *The American Journal of Applied sciences*, 2(10), 7-13.
12. Назирова, Р. М., Таджиев, С. М., Хошимов, А. А., & Мирсалимова, С. Р. (2020). Изучение физико-химических свойств добавок при производстве новых видов сложных стабилизированных удобрений. *Universum: технические науки*, (5-2 (74)).
13. Ergashovich, K. A., Azamatovna, B. Z., Toshtemirovna, N. U., & Rakhimovna, A. K. (2020). Ecophysiological effects of water deficiency on cotton varieties. *Journal of Critical Reviews*, 7(9), 244-246.



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00273.1

## VERBAL AND NONVERBAL MEANS OF INFLUENCE IN ADVERTISING TEXTS

Qudratova Sh.Q\*: Yigitaliyeva M.A\*

\*Teacher of Interfaculty

Faculty of Foreign Languages, Department of Foreign Languages,  
Kokand State Pedagogical Institute, Kokand,  
Republic of UZBEKISTAN

### ABSTRACT

*The article under discussion is devoted to the study of verbal and non-verbal means in advertising texts, which is one of the simple and effective ways to convey information to the consumer. The authors dwell upon the linguistic peculiarities of advertising texts, such as lexical, syntactical, and stylistic and others. Other methods of manipulating the minds of potential buyers were also mentioned, including nonverbal means. As the authors consider linguistic analysis is an important tool for studying the language of advertising and, in particular, its manipulative properties. The task of advertising is to arouse the reader's interest, to attract his or her attention, while making full use of the so-called mechanism of purposeful influence, by which we mean the techniques of language manipulation.*

**KEYWORDS:** Advertising, Consumer, Advertising Text, The Structure Of An Advertising Text, Medical Advertising, Advertising Language, Language Manipulation, Verbal And Non-Verbal Means Of Influence In Advertising Texts, Suggestion, and Persuasion.

### INTRODUCTION

When we say the word "advertising," we have a variety of feelings, but no matter how we feel about it, it has entered our lives, accompanying us everywhere: at home and on the street, in transportation and at work, in the hospital and in the store. We encounter it in newspapers and magazines, on the radio and television, on the Internet. Advertising influences our thoughts, arbitrarily and involuntarily regulating our choices.

Advertising has a huge range of means of expression to have the greatest impact on the recipient. Influence on a person is a complex influence on his emotional and rational spheres, as well as on the sphere of knowledge and behaviour. V.I. Karasik distinguishes three types of influence - at cultural, social and psychological levels [4]. The authors note that the impact at the cultural level

is carried out by the entire context of culture, in which a person is, including the system of words in the language. The second type of influence (at the social level) is the influence on the person as a representative of a particular community, group and with the help of a purposeful choice of factors, such as authority, manipulation, argumentation and force. Influence on a psychological level is a personal, individual influence on a person and is exercised in the area of personal meanings through empathy. Identifying the types or aspects of influence on the personality is a research technique that aims to establish the specificity of its various means [4].

## **MATERIALS AND METHODS**

In linguistic research in recent decades, language is presented not only as a means of communication and information transfer but primarily as a means of communication. Modern linguistics develops this direction, which is characterized by "a new understanding of the place of language in human social life, in the context of human activity, in which, and for the sake of which texts are produced" [11]. With such an understanding of the role of language, one of the main aspects of communicative interaction is an influence in its specific manifestation, namely, language manipulation, which is most clearly manifested in those types of text for which the function of influence is the main one. The advertising text is a vivid proof of that, and its linguistic analysis is an important tool for studying the language of advertising.

This is a striking confirmation of this, and its linguistic analysis is an important tool for studying the language of advertising and, in particular, its manipulative properties.

The task of advertising is to arouse the reader's interest, to attract his or her attention, while making full use of the so-called mechanism of purposeful influence [9], by which we mean the techniques of language manipulation.

Manipulation is a type of covert conscious communicative influence of one person on another (on his knowledge, attitudes, intentions) in order to change them in the necessary direction for the manipulator; as a rule, the addressee of manipulative communication is misled at that. Covert influence means an influence that the manipulated person is not aware of. Misleading means that the addressee has a wrong idea about the world or the subject, based on the interpretation of the information communicated by the addressee, and the addressee has applied communicative techniques that provoke this wrong idea [7].

Advertising is characterized by language manipulation, that is, the use of language features and principles of its use in order to influence covertly the addressee in the direction required by the addressee. This kind of communication creates and maintains the illusion of self-righteousness of decisions made by the consumer.

Applying different formulas of language manipulation, the authors of advertising texts brilliantly play with words, often distorting their everyday meanings. When creating an advertising text, grammatical rules can be violated, words can be used out of context, and even new meanings can be invented. The simple and direct syntax of the sentences is used to attract more attention and increase the perlocutionary effect of the communication, while the unusual and vivid words and short, clear phrases are used to make the text easy to repeat and, of course, to remember. The main purpose of this kind of manipulation is to fill the recipient's memory with brand names, slogans, rhythms and rhymes, as well as fragments of songs or poems related to the product name. The effectiveness of advertising communication also depends on such a factor as repetition; this is one of the main features of this type of communication. In order to achieve the

effect of suggestion, it is not enough to communicate information once. The authors also strive to repeat the suggestible message several times, each time introducing new information, changing the ways and forms of presenting it because the intensity of the effect of the advertising message is in close connection with the so-called "forgetfulness of information".

According to Y.K. Pirogova, the quality of advertising messages is largely determined by the right choice of communicative influence strategies in specific pragmatic conditions. The communicative influence is understood as the influence on the knowledge, attitudes and intentions of the addressee in the necessary direction for the addressee (in accordance with this it is accepted to distinguish between cognitive, affective and behavioural effects). The term "communicative influence" leaves unspecified the specific nature and method of influence on the recipient's consciousness by building a rational argumentation (persuasion), or influence on the consciousness through the emotional sphere, or influence on the subconscious (suggestion), influence through verbal (verbal influence) or nonverbal means. At the same time, strategies of communicative influence in advertising are understood as methods of selecting, structuring, and presenting information about the advertised object in a message (both in its verbal and nonverbal parts) that are subordinated to the goals of communicative influence advantageous for promoting this object in the market [7].

As noted by many researchers, an advertising text is like an iceberg: the subtext contains many hints, meanings, additional meanings and possibilities, because the presence of implicit components in the semantics of the statement can influence its linguistic form, syntactic structure and composition of its verbally expressed components.

The implicitness of advertising texts/discourses can be seen in the following manifestations:

- Language play (puns, appeals to precedent texts, quotations, paraphrases, allusions, etc.);
- coiled plot;
- Extra-linguistic components (non-verbalism, intonation, etc.).

The relationship between the verbal and non-verbal components in advertising is the subject of quite a lot of research, but it seems that non-verbal patterns have not been fully studied. At the same time, the main tactics of influence on the addressee are carried out not with the help of non-verbal means of influence. These components, in particular, are used to express and "impose" emotions in advertising, which is one of the key means of influence on the recipient.

With the increasing integration of new technologies into everyday reality, the flow of information through such channels as the Internet and television continues to grow, and the volume of video ads broadcast through them on a daily basis is increasing accordingly. Commercials are the most common type of television advertising.

Since both advertising and film materials are integral elements of socio-cultural processes, studies from the field of psychology, history, and film theory are of undoubted value for this work.

The mechanism of video impact on the recipient is studied and described in the framework of the semiotic approach, taking into account various details that may attract attention during viewing. Semiotics of advertising video is based on structural linguistics, aesthetic and suggestive components, which are used as a consistent system of description of linguistic, visual and other components involved.

The source of knowledge about the process of meaning-making in the video-image as a special sign system, as well as the peculiarities of the structure of the verbal and iconic languages used in it, was the fundamental works of Yu.M. Lotman [3]. Roland Barthes and Umberto Eco paid special attention to advertising, using it as a material for theoretical generalizations. Barthes explored the process of mythmaking and the participation of visual material in it, while Umberto Eco explores basic semiotic concepts and conducts a semiotic analysis of advertising [2].

The multidimensionality of the advertising text consists in the fact that, like the film text, the advertising text unfolds simultaneously at several levels: at the level of language, at the level of audio accompaniment, as well as at the level of video images. At the same time, the combination of levels depends on the specific media, which is the carrier of a given advertisement [1].

Today we can observe the processes of increasingly close connection of verbal information with video, including static and dynamic images. In fact, we are talking about the qualitative transformation of the main unit of communication - the text. The image no longer simply illustrates the text but is included in its semantics. The simultaneity of video images makes it possible to increase the speed of information presentation compared to the true message perceived suggestively. Static and dynamic images, included in the semantic fabric of the video-verbal text, turn it into a more powerful means of correlation between semantics and deep structures of knowledge about the world, as compared to the verbal text [8].

J. Lacan and C. Metz linked the language of cinema with the workings of the unconscious, arguing that the meanings of its elements should be sought in the realm of the symbolic. For example, a prominent film theorist C. Metz believes that two sets of codes interact in a video image: 1) cultural and anthropological codes that are internalized from the moment of birth in the course of upbringing and education (perception code, recognition code, iconic codes), and 2) technically complex special codes that control the compatibility of images (iconographic codes, rules of construction, etc.) [6].

According to studies on the impact of advertising, the main non-verbal element that attracts the attention of the potential buyer is the image, which confirms the validity of the verbal part of the advertisement. This is why video advertising is primarily a memorable story or a bright visual image, accompanied by a minimal verbal text, which forms a complex subject image of the advertised object in the process of audiovisual perception. The degree of involvement of the recipient's consciousness in the process of perception determines the greatest completeness and adequacy of the created image.

## RESULTS AND DISCUSSION

As mentioned above, video advertising is a special type of creolized text that uses the codes of various semiotic systems in its structure. Paralinguistic means used in video advertising (video background, music and noise design) enhance its semantic and psychological impact, as well as contribute to stronger memorization of the information contained in it [5]. Often, the advertising image reflects some reality of human life. Thus, the most common themes in advertising are, for example, family, love, relationships between a man and a woman (which is very typical, for example, for advertising in the food industry). In this case, we are talking about the attraction function of an advertisement. Since advertising authors are interested in high sales of this or that product, the product in advertising is most often associated with pleasure; in this case, there is an appeal to the human emotional sphere.

Visual images are presented in a ready-made form, reproducing the author's image of reality, which shortens the path of information to human consciousness. Understanding of characters' speeches, as well as video images, is about adequately revealing their semantic content, so it has to be presented in a way that doesn't interfere with the overall comprehension of the story. If the video sequence does not completely suppress the recipient's own perceptions, it reduces their flow as much as possible, because, firstly, they are replaced by vivid perceptual images contained in the video sequence, and, secondly, the formation of perceptions is extremely complicated by the high speed of video image presentation [10].

A high-quality image forms the effect of the consumer's presence in a given environment [12]. In addition, potential buyers subconsciously trust visual information, which is transmitted from the screens.

Thematic analysis of video advertising shows that the most frequently advertised products include food and medicinal products, cosmetics and perfumes, clothing, household appliances, and cars. It is safe to say that this set is universal for the advertising market of any country.

Of undoubted interest is also the interaction between the participants of the advertising discourse: how they come into contact, support the communication and end it, which storyline develops this interaction (in this case, clamming stories can be constructed as films with a sequel - for example, a Ferrero movie, in which there is a plot development similar to the James Bond films). The researchers are also interested in examining the situation, transmitted by advertising, which has a direct influence on the text generation (business / everyday, friendly / official, conflict / cooperative), the components of the object-event background (participants - active / passive, the environment - home / office / street / store, the type of information transfer - dialogue / monologue, the purpose of communication - information / request / persuasion / prescription, etc.) [3].

## CONCLUSION

The present article considers advertising discourse as a communicative phenomenon, the impact potential of which is multiplied by the correlation of verbal and nonverbal components used to express and impose emotions on the recipient.

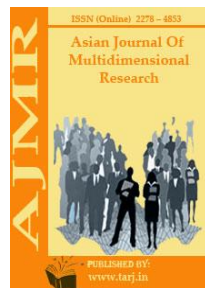
Taking into account the power of the impact of video, and considering the volume of advertising video materials with which the recipients (often involuntarily) have to deal every day, it seems relevant to analyze the most powerful influence techniques used to create a perlocutionary effect in video advertising and associated primarily with non-verbal communication.

## REFERENCES

1. Dobrosklonskaya T.G. Media linguistics: Systemic approach to the study of media language: Modern English media speech: textbook. - Moscow: Flint: Nauka, 2008. - 264 p.
2. Echo, W. Toward a Semiotic Analysis of the Television Message. Moscow:
3. Progress, 1998. – P.p. 103-121.
4. Lotman Yu.M. Culture and Explosion. - Moscow: Gnosis; Publishing Group. Progress, 1992. - 272 p.
5. Karasik V. I. Language of Social Status. - Moscow: Institute of Linguistics of the Russian Academy of Sciences, Volgograd Pedagogical Institute, 1991. - 495 p.

6. Kreidler G.E. Non-verbal semiotics: Body language and natural language. - Moscow: NLO, 2002. - 581 p.
7. Metz K. The psychoanalysis and the cinema. Psychoanalysis and Cinema. European University Press, St. Petersburg, 2010. - 336 p.
8. Pirogova Y. K. Strategies of communicative influence in advertising: the experience of typology // Problems of Applied Linguistics. - Moscow: Azbukovnik, 2001. – P.p. 209-229.
9. Poimanova O.V. Semantic space of video-verbal text: Ph: 10.02.19. - M., 1997. - 237 p.
10. Rosenthal D.E., Kokhtev N.N. Language of advertising texts. Moscow: Vysshaya. High school, 1981. – 125p.
11. Sokolov A.G. The Nature of Screen Creativity: Psychological Regularities. - Moscow: A. Dvornikov Publisher, 2004. - 638 p.
12. Sorokin Y.A., Tarasov E.F. Creolized texts and their communicative function // Optimization of speech impact. - Moscow: Nauka, 1990. – P.p. 180-186.
13. Yelina E.A. *Semiotics of advertising*. - Moscow: Dashkov & Co. - 136 p.



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00281.0**

## A STUDY OF ORGANIZATIONAL COMMITMENT: A MEDIATOR OF THE RELATIONSHIP BETWEEN JOB SATISFACTION AND JOB PERFORMANCE IN THE COMMERCIAL BANKS IN SRI LANKA

**U.W.M.R. Sampath Kappagoda\***

\*PhD Scholar, Senior Lecturer,  
Department of Business Management,  
Faculty of Management Studies,  
Rajarata University of Sri Lanka, Mihintale  
SRI LANKA  
Email id: sampathkappagoda@yahoo.com

### ABSTRACT

*The purpose of this study was to investigate the relationship among job satisfaction, organizational commitment and job performance of non - managerial employees in the commercial banks in Sri Lanka. The sample consisted of 400 non - managerial employees randomly selected from Systemically Important Banks. A questionnaire was administered among the non - managerial employees as the measuring instrument. The collected data were analyzed using correlation coefficient and simple regression. The results of the study indicated that there was a positive relationship between job satisfaction and job performance, job satisfaction and organizational commitment, organizational commitment and job performance. Organizational commitment was found to mediate the relationship between job satisfaction and job performance of non-manual employees in the commercial banks in Sri Lanka.*

**KEYWORDS:** Organizational Commitment, Job Satisfaction, Job Performance, Mediating Effect.

### INTRODUCTION

The importance of human factor has not decreased because the human involvement is yet to be considered as a significant element in the banking sector. The quality of the staff has significant impact on the customer satisfaction and overall performance of the banking sector.

Job Performance (JP), Job Satisfaction (JS) and Organizational Commitment (OC) of the employees are the key factors in deciding the success or failure of any organization. Banking being a service sector industry, these factors are further significant because the well satisfied,

high committed and high performed employees are more crucial for the customer satisfaction and overall performance.

Gabbott and Hogg (1997) argue that employees' JP in particular is considered to be a key individual outcome in the financial and banking services context. In this context, bank employees play an important role in delivering high quality services, promoting the corporate image and improving customer satisfaction (Karatepe and Tekinkus, 2006). Thus, the enhancing the JP of the employees is the high priority of any manager. Lots of researchers and practitioners have focused their researches to find out the antecedents of JP. Among them, personality (Ones & Viswesvaran, 2001), job satisfaction (Iaffaldano & Muchinsky, 1985, Judge *et al.*, 2001), Organizational commitment (Baugh & Roberts, 1994; Meyer *et al.*, 1993), Job involvement (Brown, 1996; Robbins, 2003), work attitudes-organizational commitment and job involvement- (Blau, 1986), motivation (Moorhead and Griffin, 1999), organizational culture (Moorhead and Griffin, 1999), organizational structure (Robbins, 2003), leadership (Mullins, 1996) are the most investigated antecedents of JP. Among them, job satisfaction and organizational commitment are the most significant factors in determining the JP.

JS is a positive emotional response towards the various aspects of job resulting from what the employees want and value from their job (Olsen, 1993). It is closely associated with life satisfaction, job performance, Organizational Commitment, Job Involvement, physical and mental health, absenteeism, turnover, labour problem, labour grievances (Buitendach & De Witte, 2005). Among these different associations, the relationship between JS and job performance has fascinated researchers for decades and several theoretical explanations have been posited to explain this relationship (Schleicher, Watt, & Greguras, 2004). In turn, OC has received substantial attention in past research due to its significant impact on work outcomes. Some researchers point out that organization whose members have higher levels of commitment show higher performance, productivity and lower levels of absenteeism and tardiness. This implies that employees with a high level of commitment tend to take greater effort to perform and invest their resources in the organization.

In reviewing the literature, there exists a substantial amount of research on the relationship between JS and JP whereas a sizable literature has investigated the relationship between JS and OC and OC and JP. Anyway, the mediating effect of OC on the relationship between JS and JP has received little attention in previous researches. In Sri Lanka, there are few researches on the relationship between JS and JP but nothing can be found in the mediating effect of OC on the relationship between JS and JP in the commercial banks. Therefore, it seems that there is a research gap in the commercial banks in Sri Lanka.

## PROBLEM STATEMENT

In order to improve the JP of the employees, the managers have to identify the factors affecting to JP and their impact. In reviewing the literature, lots of researchers have identified different factors affecting to JP. Among them, JS and OC of the employees are identified as the most influential factors which shape the employees' JP. In turn, there are relationship between JS and OC and OC and JP. Anyway, there were no researches on the mediating effect of OC in the banking sector in Sri Lanka. Therefore, the problems addressed in this study are to investigate:

1. How and in what ways does JS and OC affect on JP of non - managerial Employees in the commercial banks in Sri Lanka?

2. Does OC mediate the relationship between JS and JP of non-managerial employees in the commercial banks in Sri Lanka?

### **Objectives of the Study**

1. To identify the relationship between JS and JP of non-managerial employees in the commercial banks
2. To investigate the impact of JS on OC of non-managerial employees in the commercial banks
3. To identify the relationship between OC and JP of non-managerial employees in the commercial banks
4. To identify whether the OC can be used as a mediating variable between JS and JP among the non-managerial employees in the commercial banks

## **LITERATURE REVIEW**

### **Job Performance**

Traditionally, JP was evaluated in terms of the proficiency with which an individual carried out the tasks that were specified in their job description. It has been conceptualized in terms of the execution and completion of well-defined task as a one dimension (Borman&Motowidlo, 1993). According to Moorhead and Griffin (1999), JP is all of the total set of work related behaviors that the organization expects from the individuals to display. Motowidlo, Borman and Schmit (1997) define JP as behaviors or activities that are oriented towards the organization's goals and objectives. However, the changing nature of work and organizations has challenged traditional views of JP. Today, JP is defined as a multidimensional construct.

The Task Performance (TP) and Contextual Performance (CP) have been received the most attention in the recent research (Borman and Motowidlo, 1993). According to Borman and Motowidlo (1993) the TP is the behavior that is directly linked with completion of the job. When employees use technical skills and knowledge to produce goods or services through the organization's core technical processes, or when they accomplished specialized tasks that support these core functions, they are engaging in TP. Task related behaviors contribute to the technical core of the organization. Furthermore, they explain TP including those aspects of a job that contribute directly to the technical object of the organization. These behaviors are predominantly task oriented and are included in formal job descriptions and may represent a key performance indicator. Behaviour in the domain of TP is usually recognized as a formal requirement of an individuals' job. Job description often explicitly stipulates that the job holders must perform these activities. According to another conceptualization on TP refers to activities that are formally part of a worker's job. These activities are two types. The first type includes activities that contribute directly to the "technical core" of the organization and the second type includes activities that support the technical core. TP involves all behaviors that are directly relevant to main job functions and in short, is the proficiency of activities that formally are recognized as part of workers "job" (Borman and Motowidlo, 1993).

Borman and Motowidlo (1993) define CP as an individual's performance, which maintain and enhances an organization's social network and the psychological climate that supports technical tasks. CP is comprised of interpersonal behaviors or actions that benefit the organization. Furthermore, they explained that CP includes activities that may not represent formal work tasks

although they still make an important contribution to the effectiveness of an organization. This type of performance is often not written in a job description but it is considered to be an important component of JP. CP is behavior that contributes to the culture and climate of the organization. It is the context within which transformation and maintenance activities are carried out. CP consist the behavior of volunteering for extra work, persisting with enthusiasm, helping and cooperating with others, following rules and procedures and supporting or defending the organization (Motowidlo and Schmit, 1999). Borman&Motowidlo (1993), define CP as behaviors that shape the organizational, social and psychological context that serve as catalyst for task activities and processes.

### **Job Satisfaction**

According to the literature, there are various conceptualizations of JS. Most researchers conceptualize it as cognitive, affective and evaluative reactions. Locke (1976) defines JS as a pleasurable or positive emotional states resulting from the appraisal of one's job or job experience. JS is a result of employee's perception of how well their job provides those things that are viewed as important. According to Henne and Locke (1985), JS is an emotional response to a value judgment by an individual worker. If his job values are perceived as being fulfilled, he will experience the pleasurable emotions of satisfaction; if they are perceived as being frustrated, he will experience the unpleasurable emotion of dissatisfaction. The intensity of these emotional reactions will depend on the importance of the values whose fulfillment is being facilitated or frustrated by the work experience.

Some researchers define JS in terms of feeling, attitudes and beliefs. Robbins (2000) defines JS as a subjective measure of worker attitudes, that is, an individual's general attitudes to his or her job. A person with high JS holds positive attitudes towards the job and one who is dissatisfied with, has negative attitudes toward it. George and Jones (1996) define it as "the collection of feeling and beliefs that people have about their current jobs. Ivancevich and Mattson (2005) defines JS as an attitude that individuals have towards their jobs which stems from their perception of their jobs and the degree to which there is a good fit between the individual and the organization.

### **Organizational Commitment**

OC researchers can be divided into two major camps, those who view OC as an attitude and those who view it as behaviors (Meyer and Allen, 1991). They regard attitudinal commitment as the way people feel and think about their organizations. That is the employee attitude that reflects the nature and quality of the linkage between an employee and an organization. Behavioral commitment reflects the way individual have become locked into the organizations.

According to Poter et al., (1984) an attitudinal perspective refers to the psychological attachment or Affective Commitment (AC) formed by an employee in relation to his identification and involvement with the respective organization. They further explain this as "an attachment to the organization, characterized by intention to remain in it, identification with the values and goals of the organization, and a willingness to exert extra effort on its behalf." It is considered to be the linkage between the individual employee and the organization because of individuals consider the extent to which their own values and goals related to that of the organization as part of OC.

Behavioral perspectives of OC is explained under the side bet theory (Becker, 1960) Side bets theory refers to the accumulation of investments valued by the individual which would be lost if

she or he were to leave the organization (Becker, 1960). According to this theory individuals are committed to the organization as far as they hold their positions, irrespective of the stressful condition they experience. However, if they have been given alternative benefits, they will not to leave the organization. Mowday, Poter and Steers (1982) support the Becker's view and describe OC as a behavior relating to the process by which individuals become locked in to a certain organization.

Mayer and Allen (1990) viewed OC as multidimensional concept. They proposed a Three-Component Model, including: Affective Commitment (AC), continuance commitment (CC), and normative commitment (NC). AC refers to the employee's emotional attachment to, identification with, and involvement in the organization. CC refers to commitment based on the costs that the employee associates with leaving the organization due to the high cost of leaving. NC refers to an employee's feeling of obligation to remain with the organization based on the employee having internalized the values and goals of the organization.

### **Job Satisfaction, Organizational Commitment and Job Performance**

Previous research has devoted a great deal of attention to the relationship between JS and JP. Locke (1970), Iaffaldano&Muchinsky (1985), Abedel-Halim (1980), Parasuraman and Futrell (1983), Rao (2000), Judge et al., (2001), Sullivan and Bhaget (1992), Petty, McGee &Cavender (1984). Many studies revealed strong correlations between JS and OC. Poter& Steers (1973),Chen(2007),Clark & Larkin(1992),Mathieu and Zajac, (1990),Mathieu and Hamel (1989),Benkhoff (1997),Price and Mueller (1981),Iverson and Roy (1994),Yousef (2000),Samad (2005),Taunton et al.,(1989),Williams and Hazer (1986).Previous research have studied the relationship between OC and JP and found positive relationship.Riketta (2002), Matheiu&Zajac (1990), Baugh and Roberts(1994),Meyer & Allen ( 1997) ,Randall (1990), Rao (2000), Mowday et al., (1982), Mitchell & Larson (1987), Keller (1997), Brett et al., (1995),Ward and Davis (1995).Based on these empirical evidences, the following hypotheses are formulated.

H1: There is a positive relationship between JS and JP of non-managerial employees in the commercial banks.

H2: There is a positive relationship between JS and OC of non-managerial employees in the commercial banks.

H3: There is a positive relationship between OC and JP of non-managerial employees in the commercial banks.

H4: OC mediates the relationship between JS and JP of non-managerial employees in the commercial banks.

### **RESEARCH METHODOLOGY**

#### **The research design**

The current study employed a correlational research design in order to explore the relationship between non-managerial employees' JS (independent variable) and non - managerial employees' JP (dependent variable).OC is the mediating variable. This field study is conducted in natural environment in banking sector under non-contrived settings. The unit of study is individual.

#### **Population and Sample**

The population of this study is all the permanent non - managerial employees who work in Systemically Important Banks (highly performed commercial banks) in Sri Lanka. The sample for this study was randomly selected 400 non - managerial employees employed in Systemically Important Banks.

### **The sampling method**

Firstly, The Systemically Important Banks (SIBs) - Bank of Ceylon, Peoples Bank, Commercial Bank, Hatton National Bank, Sampath Bank and Seylan Bank- were selected. The convenient sampling method is used to select the branches of the bank which was situated in Colombo, Kurunegala and Anuradhapura. Then, with the consultation of the branch manager, four permanent non-managerial employees were selected in random basis.

### **Measures**

Non - managerial employees' JP was the dependent variable and JS of the non-managerial employees is the independent variable of this research. OC of non-managerial employees is the mediating variable. These variables were measured using a questionnaire which was originally developed by the researcher. The questionnaire was separated into three sections for demographic data, work related attitudes (JS & OC) and JP. Six questions were included to get the demographic information. The JP was measured including 19 questions under two dimensions (Task performance and Contextual performance). Under the work related attitudes, the level of JS and OC of the non - managerial employees in the banking sector were tested. 16 questions were used to measure the JS under six dimensions (Work itself, pay, promotion, supervision, coworkers and working condition). Nine questions were included to test the OC of the non-managerial employees under two dimensions (Willingness to display effort and Desire to belong to the organization). The total questions were 50.

### **VALIDITY AND RELIABILITY**

The questionnaire which was prepared for non-managerial employees consists of 03 instruments (JS, OC and JP). All these instruments have been developed after correctly identifying the relevant dimensions and indicators. Therefore, it can be assured that the instrument has content validity. In developing OC instrument, Affective OC Scale, which was created by Meyer, Allen and Smith (1993), OC questionnaire, created by Meyer, Allen (1997) were considered. When developing JP questionnaire, Motowidlo and Van Scotter's (1994) 15 items scale of OCB and Task and Overall performance scale of Borman, and Ackerman (1994) were considered.

**TABLE 01 - ALPHA VALUE FOR TEST RETESTS RELIABILITY**

| <b>Variables</b>          | <b>Alpha value</b> |
|---------------------------|--------------------|
| Job Performance           | 0.87               |
| Job Satisfaction          | 0.90               |
| Organizational Commitment | 0.74               |

It can be concluded that the instruments possesses high test retest reliability as there is a significant high correlation between the responses of the two administrations.



The table 02 shows the Cronbach coefficient alpha for each instrument. According to the data, each item is correlated with other item across the entire sample and the internal consistency reliability is satisfactory.

**TABLE 02 - CRONBACH COEFFICIENT ALPHA VALUE FOR INTERNAL CONSISTENCY**

| Variables                 | Alpha value –range |
|---------------------------|--------------------|
| Job Performance           | 0.91               |
| Job Satisfaction          | 0.90               |
| Organizational Commitment | 0.73               |

### METHODS OF DATA ANALYSIS

The data analysis included univariate, bivariate and multivariate analyses. Collected data were analyzed using the SPSS data analysis package.

### RESULTS

The results of the univariate data are given in table 03. According to the data, the level of JS is in high level among the non-managerial employees who work in banking sector. The JP and OC are at moderate level.

**TABLE 03- THE RESULTS OF UNIVARIATE ANALYSIS**

|                           | Mean | Std. Deviation |
|---------------------------|------|----------------|
| Job Satisfaction          | 3.50 | 0.57           |
| Organizational Commitment | 3.01 | 0.52           |
| Job Performance           | 3.00 | 0.39           |

**TABLE 04- CORRELATION COEFFICIENT BETWEEN INDEPENDENT AND DEPENDENT VARIABLES**

| Variables                    | 1        | 2        | 3 |
|------------------------------|----------|----------|---|
| 1. Job Satisfaction          | -        |          |   |
| 2. Organizational Commitment | 0.32(**) | -        |   |
| 3. Job Performance           | 0.31(**) | 0.67(**) | - |

Correlation is significant at the 0.01 level.

**TABLE 05 - RESULTS OF SIMPLE REGRESSION ANALYSIS**

|  | JS & JP | OC & JP | JS & OC |
|--|---------|---------|---------|
|--|---------|---------|---------|

|                   |        |        |       |
|-------------------|--------|--------|-------|
| R Square          | 0.134  | 0.381  | 0.057 |
| Adjusted R Square | 0.131  | 0.379  | 0.055 |
| F Value           | 15.913 | 155.52 | 24.15 |
| Significance      | 0.00   | 0.00   | 0.00  |
| $\beta$           | 0.127  | 0.398  | 0.220 |

Table 05 presents the results of the regression analysis. According to the table, JS and OC have significantly and positively correlated to JP whereas JS has also significantly and positively correlated to OC.

**TABLE 06- REGRESSION ANALYSIS OF ORGANIZATIONAL COMMITMENT MEDIATING JOB SATISFACTION-JOB PERFORMANCE RELATIONSHIP**

|                                   | Step 01   | Step 02   |
|-----------------------------------|-----------|-----------|
| Job Satisfaction $\beta$          | 0.127(**) | 0.042     |
| Organizational Commitment $\beta$ | -         | 0.387(**) |
| R                                 | 0.184     | 0.533     |
| R <sup>2</sup>                    | 0.034     | 0.284     |
| F value                           | 13.91     | 139.05    |

\*\* Correlation is significant at the 0.01 level.

According to the results of table 06, the introduction of OC in the analysis reduces the impact of JS. The  $\beta$  has dropped from 0.13 ( $P < 0.01$ ) in step 01 to 0.04 in step 02. OC remains a significant predictor in the last analysis. ( $\beta = 0.39$ ,  $P < 0.01$ )

## DISCUSSION

The objectives of this study were to investigate the mediating effect of OC on the relationship between JS and JP of the non-managerial employees in the commercial banks in Sri Lanka and to identify the relationships of JS and JP, JS and OC, OC and JP of the non-managerial employees in the commercial banks in Sri Lanka. For this purpose, four hypotheses were formulated.

By considering the hypothesis one, the results of correlation coefficient and regression analysis indicated that JS of the non-managerial employees has positively and significantly correlated to their JP. The second hypothesis was that there was a positive relationship between JS and OC. It was confirmed that the relationship between JS and OC of non-managerial employees in the commercial banks has significantly and positively correlated. There is statistical evidence to accept the third hypothesis which was formulated in this study. The OC of the non-managerial employees has significantly and positively correlated to JP. It was the strongest correlation among the variables. It has significantly explained 38.1 % of the variance in job performance. Furthermore, the researcher formulated a hypothesis to investigate the mediating effect of OC on the relationship between JS and JP. For this purpose, the three steps which were recommended by Baron and Kenny in 1986 were used. According to these authors, the first, the mediator should be predicted by the independent variable. Table 05 already showed that OC can be predicted by

the JS. The Second, the dependent variable should be predicted by the mediator and the independent variable. The results in table 05 showed that JP can be predicted by JS and OC. The data suggested that there is an evidence for the first and second steps of Baron and Kenny's procedure. Last, the dependent variable should be regressed on the independent variable, controlling for the mediator. According to the results of table 06, the introduction of OC in the analysis reduces the impact of JS. The  $\beta$  has dropped from 0.13 ( $P < 0.01$ ) in step 01 to 0.04 in step 02. OC remains a significant predictor in the last analysis. ( $\beta = 0.39$ ,  $P < 0.01$ ). Therefore, according to Baron and Kenny (1986), it can be assumed that there is a full mediation in this case. Thus, the final hypothesis can be accepted.

## CONCLUSION

Based on the results of the study, it can be concluded that there is a full mediating effect of OC of the non-managerial employees on the relationship between JS and JP of the non-managerial employees. In addition to that, the correlation between OC and JP is stronger than the correlations between JS and JP, JS and OC. Therefore, the strategists in the banking sector have to consider this scenario when they are formulating strategies regarding their human capital.

## REFERENCES

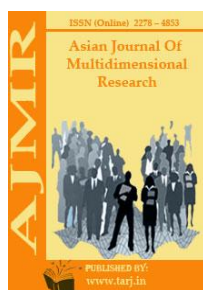
1. Abedel-Halim, A. A. (1980). Effects of higher order need strength on the job performance jobsatisfaction relationship, *Personnel Psychology*, 33, 335 - 347.
2. Allen, N. J., & Meyer, J.P. (1990). The measurements and antecedent of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology*, 63, 1-18
3. Baron, R.M. & Kenny, D.A. (1986). The moderator- mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173-1182.
4. Baugh, S. G., & Roberts, R. M. (1994). Professional and organizational commitment among engineers: Conflicting or complementing? *IEEE Transactions of Engineering Management*, 41, 108-114.
5. Benkhoff, B. (1997a). Ignoring commitment is costly: new approaches established the missing link between commitment & performance. *Human Relations*, 5(6), 701-726
6. Blau, G.J. (1986). Job involvement and organizational commitment as interactive predictors of tardiness and absenteeism. *Journal of Management*, 12, 577-84.
7. Borman, W. C., & Motowidlo, S. J. (1993b). Expanding the criterion domain to include elements of contextual performance. In N. Schmitt, W. C. Borman, & Associates (Eds.), *Personnel selection in organizations*, 71-98. San Francisco, California: Jossey-Bass.
8. Brett, J.K., & Cron, W.L., & Slocum, J.W. (1995). Economic dependency on work: a moderator of the relationship between organizational commitment and job performance. *Academy of Management Journal*, 38(1), 261-271
9. Brown, S.P. (1996). A meta-analysis and review of organizational research on job involvement. *Psychological Bulletin*, 120 (2), 235-55.

10. Buitendach, J.H., & De Witte, H. (2005). Job insecurity, extrinsic and intrinsic job satisfaction and affective organisational commitment of maintenance workers in a parastatal. *South African Journal of Business Management*, 36(2), 27-37.
11. Chen, Y.J. (2007). Relationships among service orientation, job satisfaction, and organizational commitment in the international tourist hotel industry, *Journal of American Academy of Business*, 11 (2), 71-82
12. Clark, C.E., & Larkin, J.M. (1992). Internal Auditors: Job Satisfaction and professional commitment. *Internal Auditing*, 8(1), 9-17
13. Gabbott, M. and Hogg, G. (1997). *Contemporary Services Marketing Management*, The Dryden Press, UK.
14. George, Jennifer M., & Jones, Careth R. (1996). *Understanding and Managing Organizational Behavior* (2nd Ed.). Addison-Wesley Publications Company, Inc. 66-67
15. Henne, D., and Locke, E. A. (1985). *International Journal of Psychology*. 20, 221-240. Elsevier Science Publishers B.V. North Holland.
16. Iaffaldano, M.T. and Muchinsky, P.M. (1985). Job satisfaction and job performance: a meta-analysis", *Psychological Bulletin*, Vol. 97, pp. 251-73.
17. Ivancevich, J. M., Matteson, M. T., & Richards, E. P. (1985). Who's liable for stress at work? *Harvard Business Review*, 63, 60-72.
18. Iverson, R.D. and Roy, P. (1994). A causal model of behavioural commitment: evidence from a study of Australian blue-collar employees, *Journal of Management*, 20(1), 15-41.
19. Judge, T. A., Thoresen, C. J., Bono, J. E., and Patton, G. K. (2001). The job satisfaction job performance relationship: A qualitative and quantitative review, *Psychological Bulletin*, 127, 376-407.
20. Karatepe O. M. and Tekinkus M. (2006). The effects of work-family conflict, emotional exhaustion, and intrinsic motivation on job outcomes of front-line employees, *International Journal of Bank Marketing*, 24(3), 173-193
21. Keller, R.T. (1997). Job Involvement and Organizational Commitment as longitudinal predictors of Job Performance: A study of Scientists & Engineers. *Journal of Applied Psychology*, 82(4), 539-545.
22. Locke, E.A. (1976). The nature and causes of job satisfaction, In M. D. Dunnette, *Handbook of industrial and organizational psychology*, Chicago: McNally.
23. Mathieu, J. and Hamel, D. (1989). A cause model of the antecedents of organizational commitment among professionals and non-professionals, *Journal of Vocational Behaviour*, 34, 299-317
24. Mathieu, J.E., & Zajac, D.M. (1990). A review and meta-analysis of the antecedents, correlates and consequences of organizational commitment. *Psychological Bulletin*, 108(2), 171-194.
25. Meyer, J.P., & Allen, N.J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1, 61-89.

26. Meyer, J.P. & Allen, N.J. (1997). *Commitment in the workplace: Theory, research and application*. Thousand Oaks: Sage
27. Meyer, J. P., Allen, N. J. & Smith, C. (1993). Commitment to organizations and occupations: Extension and test of a three component conceptualization, *Journal of Applied Psychology*, 87, 538-551
28. Mitchel, T.R., and Larson, J.R. (1987). *People in Organization*, Singapore: McGraw – Hill International Inc.
29. Moorhead, G. and Griffin, R.W. (1999), *Organizational Behaviour; Managing people and organizations*, 3rd Ed, Mumbai: Jaico Publishing House.
30. Motowidlo, S. J., Borman, W. C., & Schmit, M. J. (1997). A theory of individual differences in task and contextual performance. *Human Performance*, 10, 71-83.
31. Mowday, R., Porter, L., & Steers, R. (1982), *Organizational Linkages: The Psychology of Commitment, Absenteeism, and Turnover*, Academic Press, New York, NY.
32. Motowidlo, S. J., & Schmit, M. J. (1999). *Performance assessment in unique jobs. The changing nature of performance*, 56-86. San Francisco: Jossey-Bass.
33. Motowidlo, S. J., & Van Scotter, J. R. (1994). Evidence that task performance should be distinguished from contextual performance. *Journal of Applied Psychology*, 79, 475-480.
34. Mullins, L. (1996). *Management and organization*. 4th ed. London: Pitman.
35. Olsen, D. (1993). Work satisfaction and Stress in the first and third years of academic appointments. *Journal of Higher Education*, 64, 453-471
36. Ones, D.S. & Viswesvaran, C. (2001). Integrity tests and other criterion-focused occupational personality scales (COPS) used in personnel selection. *International Journal of Selection and Assessment*, 9 (1/2), 31-39.
37. Parasuraman, A., Futrell M. C. (1983). Demographics, job satisfaction, and propensity to leave of industrial salesman. *Journal of Business Research*, 11, 33-48.
38. Petty, M.M., McGee, G.W., & Cavender, J.W. (1984), a meta-analysis of the relationships between individual job satisfaction and individual performance. *Academy of Management Review*, 9, 712-721
39. Porter, L., Steers, R., Mowday, R., & Boulian, P. (1974). Organizational commitment, job satisfaction, and turnover among psychiatric technicians. *Journal of Applied Psychology*, 59, 603-609.
40. Price, J. and Mueller, C. (1981). Professional Turnover: *The Case of Nurses, Medical and Scientific Books*, New York, NY.
41. Randall, D.M. (1990). The consequences of organizational commitments: methodological investigation. *Journal of Organizational Behavior*, 11, 361-78.
42. Rao, T.V. (2000). *HRD Audit, evaluating the human resource functions for business improvement*, New Delhi: Response book.
43. Riketta, M. (2002). Attitudinal organizational commitment and job performance: A meta-analysis. *Journal of Organizational Behavior*, 23, 257-266.

44. Robbins, S. P. (2003), *Organizational behavior*, 10th Ed, New Delhi: Prentice – Hall of India Private Limited.
45. Samad, S. (2005). Unraveling the organizational commitment and job performance relationship: exploring the moderating effect of job satisfaction, *The Business Review*, 4 (2), 79-84.
46. Schleicher, D. J., Watt, J. D., & Greguras, G. J. (2004). Reexamining the job satisfaction-performance relationship: The complexity of attitudes. *Journal of Applied Psychology*, 89, 165–177.
47. Steers, R. M. (1975). Effects of need for achievement on the job performance-job attitude relationship, *Journal of Applied Psychology*, 60, 678-682
48. Sullivan, S.E. and Bhaget, R.S. (1992). Organizational stress, job satisfaction, and job performance: where do we go from here? *Journal of Management*, 18, 353 – 374.
49. Taunton, R., Kramptiz, S. and Wood, C. (1989). Manager impact on retention of hospital staff Part 1, *Journal of Nursing Administration*, 19(3), 14-19.
50. Yousef, D. (2000). Organizational commitment: a mediator of the relationship of leadership behavior with job satisfaction and performance in a non-western country. *Journal of Managerial Psychology*, Vol. 15 No. 1, pp. 6-28.
51. Williams, L.J. and Hazer, J.T. (1986). Antecedents and consequences of satisfaction and commitment in turnover models: a re-analysis using latent variable structural equation methods, *Journal of Applied Psychology*, 71(2), 219-31.



Published by: *TRANS* Asian Research Journals

# AJMR:

## Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00274.3****ENDOMETRIOSIS: RELEVANCE, CLINIC AND TREATMENT****Tishabaeva Nargiza Alimdjanovna\***

\*Assistant,

Department of "Normal and Topographic Anatomy",  
Fergana Medical Institute of Public Health, Ferghana,  
UZBEKISTAN

**ABSTRACT**

*The article under discussion depicts endometriosis, its relevance, clinic and treatment issues. The author of the article considers that endometriosis can be a chronic, difficult to treat disease, and in severe forms, complicate the daily and professional activities of the woman. Delayed diagnosis and initiation of treatment can lead to the development of the disease, increased changes in the pelvic organs and infertility.*

**KEYWORDS:** Endometriosis, Ectopy, Autoimmunization, Uterine Myoma, Inflammatory, The Psycho-Emotional State Of Women, Follicle-Stimulating Hormone.

**INTRODUCTION**

Endometriosis ranks third in the gynecological morbidity structure after inflammatory processes and uterine myoma, affecting up to 50% of women with preserved menstrual function. Endometriosis leads to functional and structural changes in the reproductive system, often adversely affecting the psycho-emotional state of women, significantly reducing their quality of life.

Endometriosis is a female genital disease characterized by the presence of cells of the mucous membrane of the uterus (endometrium) outside the uterine cavity (ectopic cells). These cells (and their stroma) are similar in structure to the cells inside the cavity (endometrium) and show secretory activity. They respond to hormonal changes that occur during the menstrual cycle, resulting in a chronic inflammatory response. During this process, internal bleeding occurs, painful nodules, inflammation, scars and adhesions develop, as well as changes in the anatomical relationship between the pelvic organs. Endometriosis is formed and develops against a background of disturbed immune, molecular-genetic and hormonal relationships in the female body. Endometriosis may be localized both in the uterine body (adenomyosis, or internal endometriosis) and outside the uterus (external endometriosis) [1].

**ETIOLOGY:** Etiological factors include congenital, environmental, epigenetic, autoimmune, and allergic factors. Retrograde menstruation, which is the passage of menstrual blood through the fallopian tubes into the abdominal cavity and implantation of endometrial cells, is believed to be the main mechanism by which foci of endometriosis develop. But since this mechanism is also observed in healthy women, other factors must also be involved in the occurrence of endometriosis foci.

The hypothalamic-pituitary-ovarian system features are primarily important for the occurrence of endometriosis. Endometriosis patients have peak emissions of follicle-stimulating hormone (FSH) and luteinizing hormone (LH), there is a decrease in the basal level of progesterone, many patients have hyperprolactinemia and disruption of androgenic function of the adrenal cortex. There are also violations of immune homeostasis in endometriosis. Numerous studies reliably prove that endometriosis develops against the background of impaired immune balance. Thus, patients with endometrioid lesions show common signs of immunodeficiency and autoimmunization, leading to weakened immune control, which create conditions for implantation and development of functional endometrial foci outside their normal localization. Obviously, in addition to common signs of immunodeficiency and autoimmunization, there are some other factors (possibly their combination) determining the perception of endometrial particles by the pelvic peritoneum, which creates conditions for implantation of these particles, instead of recognizing them as foreign and promoting their destruction. The possibility of endometriosis metastasis through blood and lymphatic vessels is of considerable interest. This type of dissemination of endometrial particles is considered to be one of the most important causes of the known variants of extragenital endometriosis, such as endometriosis of lungs, skin, and muscles

**CLINIC:** The most common symptom of endometriosis is pelvic pain. Women may complain of painful menstruation, dyspareunia (painful intercourse), pain during urination and defecation, abdominal and lower back pain, and chronic pelvic pain (i.e. chronic abdominal pain lasting at least 6 months, independent of menstrual cycle phase). Less frequently, cyclic pain in the lower extremity resembling sciatica and cyclic bleeding from the rectum or genital tract are observed. In very rare cases of pulmonary endometriosis, intermittent hemoptysis or shortness of breath may occur.

Women with endometriosis may also experience lower digestive tract symptoms such as flatulence, diarrhea, or diarrhea alternating with constipation as well as urinary symptoms such as urge to urinate or frequent urination.

The disease is often asymptomatic and is diagnosed by chance, e.g. during various operations or gynecological check-ups (e.g. endometriosis foci in the vagina or in the scar after a caesarean section). Sometimes the only symptom is a woman's decreased fertility. The intensity of pain does not always reflect the severity of endometriosis.

The appearance of painful menstruation in a woman who previously had no such complaints suggests a strong suspicion of endometriosis. In such cases, the diagnosis should be started immediately (especially in young women), as it is noticed that there is often a significant delay (even 7-12 years) in the final diagnosis of the disease. Almost 75% of adolescent girls with pelvic pain are diagnosed with endometriosis at a later stage [4].

**DIAGNOSIS:** Endometriosis is diagnosed on the basis of clinical symptoms, palpatory gynecological examination, imaging studies (most often ultrasound, sometimes magnetic

resonance imaging [MRI]), and the pattern found during surgery (laparoscopy), confirmed by histological examination of biopsy specimens.

During the gynecological examination, the doctor mainly evaluates: the position, size and mobility of the uterus and appendages (ovaries and fallopian tubes), sacroiliac ligaments (ligaments connecting the posterior wall of the cervix to the rectum and sacrum - a frequent localization of endometriosis), and the rectovaginal septum (connection of the vaginal and rectal walls).

The last two elements are best assessed by simultaneous vaginal and rectal examination (the doctor inserts the index finger into the vagina and the middle finger into the rectum). Conducting the examination during menstruation increases the chance of detecting foci of deep infiltrating endometriosis.

The main diagnostic examination is ultrasound, both transvaginal and transrectal. The picture of endometrioid cysts (located in the ovary) on ultrasound examination is quite typical. These cysts have thick fibrous walls and are filled with thick contents (hemolyzed blood). Ultrasound performed through the rectum is used in the diagnosis of deep infiltrating endometriosis, especially in women with intestinal complaints (functional intestinal disorders or episodes of bleeding from the rectum during menstruation), and when changes in the wall of the colon and the presence of a focal change in the posterior vaginal fornix (diameter  $\geq 3$  cm) are suspected. MRI is also a useful test, which, like ultrasound, helps to determine the pattern of pathological changes before surgical treatment is planned.

Laparoscopy is currently considered the "gold standard" for diagnosing endometriosis. Laparoscopy should be performed especially in women with dyspareunia, painful menstruation and chronic pain, whose quality of life has deteriorated, and the pharmacological treatment given is ineffective or contraindicated, who undergo a gynecological examination revealed the presence of painful nodules in the sacroiliac ligaments, diagnosed with nodular changes in the appendages and with infertility, whose diagnostic examinations did not reveal abnormalities.

Histological examination of all tissues collected or removed is recommended for simultaneous diagnosis. A cystoscopy and/or colonoscopy can be performed in justified cases of suspected deep infiltrating endometriosis, especially within the bladder and large intestine.

**TREATMENT:** The principle of treatment is to cause the cessation of menstruation and create a state of hypoestrogenism, which theoretically should prevent endometrial growth and help regress pathological changes, as well as lead to the disappearance of painful sensations. However, after stopping the treatment, the symptoms of the disease may reappear.

In pharmacotherapy the following drugs are used: hormonal contraceptives (estrogen-progestogen), analogues of gonadotropin-releasing hormone (Gn-RH), progestogens, less frequently danazol and aromatase inhibitors (most often together with oral contraceptives). All drugs are equally effective in reducing the intensity of endometriosis-related pain as well as the duration of improvement after the end of treatment.

Combination oral contraceptives (OCs) have been used for many years for painful periods and are considered the method of choice for initial therapy for suspected endometriosis. OCs are used either cyclically (inducing menstruation every 28 days) or continuously (without inducing menstruation). The second method is usually used in women whose cyclic method has not been satisfactory. OCs have the same efficacy against endometriosis-related pain as the Gn-RH

analogues, but do not cause hypoestrogenism (risk of decreased bone mineral density - osteoporosis) and can be used long-term. The risk of adverse reactions is the same as with hormonal contraceptives.

Progestogens inhibit the growth of endometrioid implants, causing them to atrophy (disappear). Progestogens can be used orally, intramuscularly or as intrauterine systems that release the hormone. The latter method is especially used in women with heavy menstruation caused by the presence of foci of endometriosis in the uterine muscle (adenomyosis). It is also proven that a progestogen releasing system reduces pain in women who have undergone surgery for endometriosis. Side effects of progestogens include weight gain, fluid retention, decreased mood, and acyclic bleeding.

Danazol inhibits gonadotropin synthesis and secretion and ovarian hormone synthesis.

Its effectiveness in reducing pain is comparable to other drugs, but because of its androgenic effect and associated side effects, including greasy skin, acne, weight gain, and hirsutism is rarely used nowadays. Danazol can also cause emotional lability, hot flashes, vaginal dryness, and a transient reduction in breast volume (hypoestrogenism). The drug is usually prescribed at a dose of 600-800 mg/day, although lower doses have been shown to be effective.

Gonadoliberein analogues that reduce gonadotropin secretion by the pituitary gland have until recently been used as the first choice therapy for pain relief in moderate to severe endometriosis. The drug is administered intramuscularly, subcutaneously or nasally. While eliminating pain, the drugs in this group do not cause an improvement in a woman's fertility. Due to the side effects associated with hypoestrogenism (including the risk of osteoporosis), supplementary treatment with estrogens and progestogens (add-back therapy) is often used along with agonists. Treatment usually lasts up to 6 months. A significant limitation is the price of the medications.

Non-steroidal anti-inflammatory drugs (NSAIDs) are used in the treatment of pain associated with endometriosis. Despite the fact that their effectiveness has been observed mainly in women with primary painful menstruation (not related to endometriosis), these drugs are widely used in endometriosis, mainly because of the relatively low intensity of side effects, moderate price and high availability.

The efficacy of aromatase inhibitors (an enzyme that plays a key role in steroidogenesis - the production of estrogen and gestagen) in treating endometriosis has been confirmed in several clinical trials. This drug is used together with a progestogen or OC, because of the substantial risk of overstimulation of the ovaries and formation of cysts. No decrease in bone mineral density was observed during the 6-month treatment period [2].

None of the presented methods of pharmacotherapy leads to a complete cure and has no positive effect on the onset of pregnancy. Therefore, starting hormonal therapy in women who cannot become pregnant with diagnosed (suspected) endometriosis is a postponement, sometimes for several months, of the main treatment (surgical), because the drugs used cause pharmacological infertility.

**SURGICAL TREATMENT:** The indications for surgical treatment of endometriosis include pelvic pain, infertility in endometriosis, deep infiltrating endometriosis and endometrioid ovarian cysts (>3 cm in diameter).

**CONSERVATIVE SURGICAL TREATMENT:** The goal of conservative surgical treatment is to remove foci of disease (including endometrioid cysts) and adhesions, and to restore proper anatomical conditions and pelvic organ function. This intervention is expected to reduce pain and the risk of recurrence of the disease, and improve (preserve) the fertility of the patient. However, it should be noted that complete removal of endometriosis implants in most cases is difficult to perform and requires considerable skill, mainly because of the variety of their shapes and localization. According to some experts, removal of endometrioid foci can be even more difficult than for cancer. This is especially true for the deep form of endometriosis, affecting the large intestine, ureters, bladder and blood vessels (uterine arteries), or located near these organs. Therefore, these interventions should be performed in specialized centers by experienced physicians. Inadequate resection of endometriosis foci is a frequent cause of the persistence of symptoms or recurrence of the disease. Conservative surgical treatment benefits infertile women with low to moderate disease intensity, as well as when cysts >3 cm in diameter are removed. But it is not unequivocally established whether removal of foci of deep penetrating endometriosis leads to improved fertility rates, although some studies observed even 50% effectiveness of this tactic.

The method of choice is laparoscopy, an intervention that is relatively safe and well tolerated by patients. Laparoscopy (compared to laparotomy) is associated with shorter hospitalization, fewer complications and postoperative morbidity. However, it should be remembered that serious complications occur, although rare, including damage to the bowel, bladder, ureters, and major blood vessels.

**RADICAL SURGICAL TREATMENT:** In particularly severe cases (lack of effectiveness of pharmacotherapy and conservative surgical treatment) and in women who are not planning a pregnancy, removal of the uterus with the ovaries is used that aims to induce surgical menopause. However, this intervention does not bring a complete cure in all operated women, and painful sensations are further observed in 15% of them. Preservation of the ovaries is associated with a several times higher risk of having to perform a second surgical intervention than removal. Removal of the uterus with appendages (or without) in women with a deep form of endometriosis can be associated with similar difficulties as the resection of only endometrioid implants. Surgery should be performed by an experienced physician in a specialized center. The choice of further tactics is individual. In women who are not planning a pregnancy, the main goal is to return to daily normal activity and professional activity, which is associated primarily with the control of pain. Since recurrences of the disease are observed quite often, courses of pharmacological treatment are repeated, taking into account the effectiveness of previously used methods and the preferences of the patient, although most often cocaine and NSAIDs are used. A second surgical intervention is rarely necessary.

**REHABILITATION:** Women planning to become mothers should try to become pregnant immediately after the completion of surgical treatment. Lack of results is considered by many experts to be an indication for in vitro fertilization, rather than another surgical attempt. The data relating to the effect of endometriosis on the course of pregnancy is mixed. Contrary to popular opinions, pregnancy does not "cure" endometriosis, but only temporarily inhibits the development of disease foci. Cases of intra-abdominal bleeding in pregnant women with endometriosis have also been described.

The data relating to the effect of endometriosis on the course of pregnancy is mixed. Contrary to popular opinions, pregnancy does not "cure" endometriosis, but only temporarily inhibits the

development of disease foci. Cases of intra-abdominal bleeding in pregnant women with endometriosis have also been described [5].

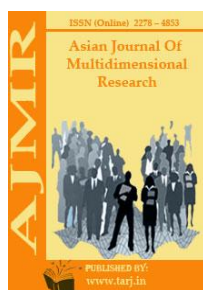
## **CONCLUSION**

Although endometriosis is often asymptomatic and is diagnosed accidentally during control gynecological examination, it can be a chronic, difficult to treat disease, and in severe forms, complicate the daily and professional activities of the woman. It is also a frequent cause of infertility. The disease affects all women of childbearing age, as well as youngwomen. The leading symptom of endometriosis is pelvic pain, especially the appearance of painful menstruation (young women more often have acyclic pain). In such cases, endometriosis should be considered in the diagnosis of pain. Delayed diagnosis and initiation of treatment can lead to the development of the disease, increased changes in the pelvic organs and infertility. For women who diagnosed with endometriosis (or suspected of this disease) and planning a pregnancy, the use of pharmacotherapy is not recommended, in this case surgical treatment is effective.

## **REFERENCES**

1. Barlow D.H., Fernandes-Shaw S. (1995). Immune System.Endometriosis. Current Understanding and Management. Ed. R.W. Shaw. Or. Lit. P.75-96.
2. Buckman R.W. (1994). Endometriosis: pharmacologic alternatives to surgery. J. Pract. Nurs.Vol. 44, No. 3. P.47-56.
3. Darrow S.L., Vena J.K., Batt R.E. et al. (1993). Menstrual cycle characteristics and the risk of endometriosis. Epidemiology.V 101, N 3.-P.267-268.
4. Gleicher N., Pratt D. (1993). Abnormal autoimmunity and endometriosis. Int. J. Gynecol. Obstet. V 40, Suppl. P.21-27.
5. Linda C., Giudice M.D., Ph D. (1994). Growth factors and growth modulators in human uterine endometrium: their potential relevance to reproductive medicine. Fertil. Steril.V 61, N 1.P.1-17.



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00261.5**

## THE OCCURRENCE OF METAPHORICAL NOMINATION IN THE SPEECH OF UZBEK CHILDREN

**Munavvara Abdujabbarovna Kurbanova\***

\*Associate Professor,  
Doctor of Philological Sciences,  
Tashkent State University of the Uzbek  
Language and Literature named after AlisherNavoi, UZBEKISTAN  
Email id: munavvara2013@yandex.ru

### ABSTRACT

*The article is devoted to the nominative features of speech in preschool children, in which the metaphorical nouns arising on the basis of similarity of character, form, task and action-situation are analyzed. The study identified the types of metaphorical units of Uzbek children's speech according to their structure and functional-semantic features, and studied the linguistic and extra-linguistic factors that give rise to them.*

**KEYWORDS:** *Ontogenesis, Onto-Linguistics, Children's Speech, Metaphorical Naming, Linguistic Metaphor, Communication, Psycholinguistics, Speech Activity, Lexicon, Deictic Noun.*

### INTRODUCTION

Human development is inextricably linked with the development of society. As a society develops along a gradation, a person's worldview, thinking, perception, and speech also gradually change. The study of children's communication plays a special role in the observation of people's cognitive abilities and nominative features.

The child's imagination is rich; his worldview corresponds to the level of development of consciousness and thinking. Therefore, in the process of formation of the child's thinking, the concepts that represent existence and events in it are reflected in his speech in a unique way. K.I. Chukovsky wrote about it: "I could hear the sounds of children playing around me", he said. I used to just enjoy such sweet words from the kids. And then I was convinced that along with its sweetness, it also had great scientific significance. Because I have come to the conclusion that if we do research on children's speech, we can also discover their wonderful laws of thinking" [1, 4]

In general, one of the main tasks of modern linguistics is the study of the elements-concepts of the people's consciousness, which embody the socio-political experience of the people. According to L.V.Balashova, man sometimes thinks using concepts such as "the structure of global units of knowledge. At the same time, the linguistic and conceptual landscape of the world is shaped by a variety of methods and tools. In accordance with the basic rules of cognitive linguistics, language categories are based on concepts that reflect this or that extra-linguistic, real reality in the linguistic consciousness of man [2]. In this regard, through the analysis of the functional-semantic features of lexical units used in children's speech, specific naming methods are observed. In research, nominative units are recognized as a specific type of deictic naming according to the functions they perform in the process of verbal communication. The difference between a deictic unit and a nominative unit is that the meaning it implies is relatively vague and only takes place in a particular text [3, 72]. In the study of children's speech in the nominative aspect of Ukrainian linguistics, this issue is approached from two perspectives:

1. Onomasiological approach. This position is perceived by children as an activity of naming an entity.
2. Semasiological approach. This position is recognized as a direction aimed at studying the results of children's nominative activities [4, 6-8].

Accordingly, in the study of O.O. Rulyova on the interpretation of this problem, the term nomination (nominee) reflects the attitude of the nominator (nominating subject) to the nominee (nominal object) and the projection of the signs (external form) of the nominee. The above terms describe the main components of the nominative act. In his research, the author identifies the following types of nominative units of speech of preschool children of English, French, Greek and Ukrainian nationalities in terms of formal-functional and semantic features:

1. Metonymic nomination is a nomenclature based on the choice and understanding of the form of speech.
2. Metaphorical nomenclature is a nomenclature that arises as a result of the separation of similar features inherent in the object being mastered and the re-understood signifier.
3. Extensive nomination is a nomenclature that occurs as a result of using the word in a broad sense.
4. Restrictive nomenclature is a nomenclature that arises as a result of naming a particular object, not a group of objects.
5. Associative nomination is a nomenclature based not only on the main character of the object, but also on the general notions and perceptions about it.
6. Elemental nomination is a nomenclature that arises in connection with the ability to distinguish meanings of natural or social significance.
7. Situational (situational) nomination - a nomenclature based on a micro-situation consisting of a set of different elements.
8. Qualifying nomination - a nomination that occurs on the basis of external features of the object.
9. Relative nomination is a nomenclature based on a specific type of object-specific character.
10. Substitutive nomination is a nomenclature that is informed at different levels [4, 8-12].

By observing the communicative activity of Uzbek children, one can come across many new types of nominative units in their speech, in addition to the above-mentioned naming devices. Because the issue of nomination of children's speech is a comprehensive topic that is relevant to study in terms of a number of social sciences and humanities, such as sociolinguistics, psycholinguistics, ethnography, semiotics, pragmatics. Therefore, in this study, we focus on the typical cases encountered in the nominative activity of Uzbek children.

## THE MAIN FINDINGS AND RESULTS

In many cases, verbal expressions that appear as a result of a child's nominative activity occur on the basis of a metaphorical phenomenon. Although the linguistic metaphor [5, 296] has been studied since ancient times, it is still recognized as a topical problem by sociolinguists and psycholinguists dealing with speech activity. In modern linguistics, this phenomenon is interpreted differently. For example, if the semantic direction is based on the concept of meaning, then the process of metaphor is studied in this aspect [6].

The interest in the use of nominative tools in a figurative sense helps to analyze the nominative activity of an individual in relation to the process of direct cognition. The emergence of metaphor in human speech stems from the peculiarities of his mental activity and the specificity of integrating knowledge about the environment into a particular system. The "confusion" of emotions and cognitive processes can also lead to the representation of reality through metaphors. Therefore, in the study of metaphor, it is advisable to rely on the achievements of the cognitive approach, data on psychology and psycholinguistics.

Of course, it is necessary to take into account the functional aspect. Because the semantics of a speech unit depends not only on the meaning of the word in the standardized language, but also on extra-linguistic factors;

Recently, researchers have been emphasizing the need for a comprehensive approach to the study of the phenomenon of metaphor.

It is expedient to study the metaphorical units observed in Uzbek children's speech by classifying them into the following groups according to their functional-semantic features:

1. Reality, thing or event is named according to its appearance, signs: In the speech of HadjimuradErkinov (1 year and 7 months) the word "eggplant" is expressed in the form of **bodiin**. Elsewhere he (1 year 9 months) also calls radish **bodiin**. SarvarbekUmarov (4 years and 10 months old) sees a pea and says it is a *kichkinabodrok*- **small cucumber**. In this case, the naming occurs through the metaphorical method of lexical meaning development. Such naming is not a direct naming, but an instrumental naming.

In the above examples, the shape of the eggplant and the color of the radish served as the basis for the simulation. Eggplant is called "**cucumber**" because of its shape, and radish is named after its color. According to the size of the pea, it is called a "*kichkina (ochilmagan) bodrok* - small (unopened) cucumber". In the speech of HojimurodErkinov (1 year and 11 months), such as the "*shokolattipuchoki - chocolate shell (chocolate paper)*", and in the speech of HilolahonErkinova (6 years), *bodringnikopkogi* - the lid of the cucumber (two ends of the cucumber) is a characteristic feature of functional migration appears; that is, the child likens an object to something he knows, understands its name, and calls it by that name.

The following examples illustrate this point: SalohiddinAskarov (3 years and 11 months) compared round chewing gum to the letter “o” and called a ***gum with “o”*** a ball-shaped dish called “koptooqat”;HadjimuradErkinov (2 years old) called the bullet “***cane***” because of its wooden length and length, and the dough of the elongated noodle as “***choch - hair***”, resembling a hair fiber. This method of naming is often observed in children's speech: SanjarSerkabaev (4 years old) describes a trolleybus as a “***shokhliavtobus - horned bus***” that runs on two electric wires. In doing so, the child is likened to two conductive horns. Since the child does not know the name of this vehicle, he names it so by analogy.

The child learns the names of pets on a regular basis, mainly in the family and kindergarten environment. He is also given information about other species of animals and their names by adults through visual aids. But the child chooses the way that is most convenient for him in naming these animals. This is evidenced by the following examples from the speech of SanjarSerkaboev (5 years old): ***long-necked horse*** (giraffe), ***way horse*** (zebra), ***soft goat*** (llama).

The above examples show that most of these words are Russian and international nominative units, which are assimilated into Uzbek through this language. In naming things, events, and situations through such lexical units, the child uses words that are vividly preserved in his memory as a result of hearing a lot.

2. Reality is named according to the internal nature of the event: in the speech of HilolahonErkinova (5 years and 8 months) ***the friend of the pepper***“grinder”, in the speech of SalohiddinAskarov (4 years and 8 months) in the speech “sour-tasting juice” ***salty compote***, SarvarbekUmarov (4 years and 7 months) In his speech, “salty cucumber” is expressed as a ***sourcucumber***. SanjarSerkaboev (4 years old) calls “lemon” a ***bitter orange***; in such cases, a metaphorical shift in taste occurs in the child’s speech.

Observations show that a child is often based on naming objects according to their color, shape, size, taste, and other characteristics, just like an adult. This suggests that there are commonalities between adults and children in naming objects according to their similarity. However, the distinctive feature associated with the issue of nomenclature specific to the speech of adults and preschool children is that in adult speech the adjective unit, which is often the name of an object, is methodically colored; passes the nominative function a second time in order to ensure speech sensitivity, i.e., a renaming event occurs. The fact that in children's speech the name of a certain object is expressed in a peculiar way by the name of another object on the basis of similarity can be explained by the following example: BurhoniddinAskarov (3 years and 5 months) points to the horse sausage and says ***black sausage***. In this speech situation, the word “sausage” was transferred to the product as a name based on the metaphor, because the lexical unit, which is the name of a meat product similar in shape but different in color, does not exist in the child's lexicon.

According to the structure of the metaphorical units that perform the specific naming function in the vocabulary of children of Uzbek descent, it is expedient to divide them into the following types:

- 1) Nominative units in the form of words: HadjimuradErkinov (1 year and 8 months) calls the lexeme “pear” an ***apple***;
- 2) Nominative units in the form of a compound: SanjarSerkaboev (4 years old) names a “shark” as a ***fish with teeth***.

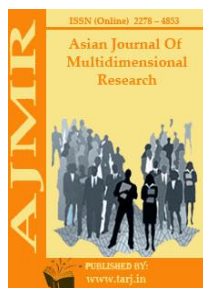
Speech units, which consist of a combination of two or more words, serve to express a particular object in a descriptive way on the basis of the characteristics characteristic of that object. Such pere-phrastic expressions, which are the product of naming specific to children's speech, can provide rich evidence material for the study of lexical-semantic development methods of language.

## CONCLUSION

It would be wrong to view nominative features, which are expressed in a non-normative form, in young children's communication as a speech defect. In the process of linguistic socialization, the child's speech improves qualitatively and adapts to traditional language norms. The metaphorical method of naming is one of the psycholinguistic factors that give rise to speech nomination. One of the urgent tasks of onto-linguistics is to identify extra-linguistic factors influencing the speech nomenclature of Uzbek children, and thus to improve their active vocabulary in accordance with the lexical criteria, using experimental methods aimed at developing the ability to master the vocabulary of the native language.

## REFERENCES

- [1] Sodiqova M. (1972). *It's sweet, and so is the word*. – Tashkent. Young Guard.
- [2] Balashova L.V. *The concept of "childhood" in the metaphorical system of the language* (diachronic aspect) <http://www.iling.spb.ru/grammatikon/child/contence.html> - 05/31/2004
- [3] Kurbonova M.A. (2018). *Pragmatic features of Uzbek children's speech*: Doctor of Philological Sciences. Diss. – Tashkent.
- [4] Rulova O.O. (2002). *The nominal aspect of the childish movement*. Abstract of thesis. Dis. ... Candidate of Philological Sciences. – Odessa.
- [5] Linguistic Encyclopedic Dictionary. – Moscow. Soviet Encyclopedia, 1990.
- [6] Glushchevskaya N.V. *Functions of metaphor in the speech of a preschooler*. <http://www.iling.spb.ru/grammatikon/child/contence.html> - 05/31/2004. <http://www.iling.spb.ru/grammatikon/child/contence.html> - 31.05.2004.)

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00244.5**

## SCIENTIFIC AND PHILOSOPHICAL ASPECTS OF INNOVATIVE MENTALITY AND CREATIVITY

**Rajabboev Jurabek\***

\*Student,

Department of National Idea,  
Fundamentals of Spirituality and Legal Education,  
Urgench State University, Urgench, UZBEKISTAN  
Email id: sv997710@gmail.com

### ABSTRACT

*In this article analyzed the important role of innovative spirit in creative activity. In addition, the scientific basis of the innovative nature of creative activity is discussed. Thoughts on the role of innovative mentality in the development of society, as well as in the renewal of society have been scientifically analyzed.*

**KEYWORDS:** *Innovation, Creation, Creativity, Superior, Modern Education, Cognitive, Processes, Harmonious View, A Dynamic Feature, Technical Research.*

### INTRODUCTION

Innovative mentality is nourished by the requirements of social development, it is not “for itself” but for the development of society. Our need for science, technology and innovation even leads to the abandonment of the ego, as A.G. Maslow points out. It is based on a complete devotion to creative pursuits, disregard for the opinions of others, living only with the pain of creation, forgetting that you are divided into two subjects, such as “you observe your own ego and feel your own ego”[1]. In this case, the question arises as to whether “we” will not completely swallow the creative “I”. Yes, there is such a great risk in traditional societies. This risk can be reduced by giving the creative self a social orientation to its creative activity, while acknowledging its propensity for individual exploration. The “I” of the Creator is not antagonistic to the “we” of society, but is ultimately measured by how all inventions have benefited humanity.

### MATERIALS AND METHODS

Innovative mentality is nourished by the requirements of social development, it is not “for itself” but for the development of society. Our need for science, technology and innovation even leads to the abandonment of the ego, as A.G. Maslow points out. It is based on a complete devotion to



creative pursuits, disregard for the opinions of others, living only with the pain of creation, forgetting that you are divided into two subjects, such as "you observe your own ego and feel your own ego"[2]. In this case, the question arises as to whether "we" will not completely swallow the creative "I". Yes, there is such a great risk in traditional societies. This risk can be reduced by giving the creative self a social orientation to its creative activity, while acknowledging its propensity for individual exploration. The "I" of the Creator is not antagonistic to the "we" of society, but is ultimately measured by how all inventions have benefited humanity.

## RESULTS AND DISCUSSION

That is why the Russian philosopher N.A Berdyaev, who expressed many interesting views on the philosophy of creation and wrote works, connects the creative process with personalism, divinity and transcendence [3]. Based on the existing social philosophical and scientific views, we believe that the above laws can be determined through contextual, experimental and component research [4]. These directions and methods of scientific research come in different levels and forms in innovative mentality. For example, the contextual method helps to solve a problem in a particular field using a new, technical invention. Automation of the production process, mechanization means the elimination of heavy manual labor, resulting in an increase in the number and quantity of products, saving time spent on them. This method imposes a humanization of labor on scientific and technical discoveries. The humanization of labor, that is, the humanization of social organization in accordance with the interests of man, is a requirement of the laws of management. Or take the experimental method. Its empirical view implies the creation of innovation through special testing. In this regard, we can cite the Decree of the President of the Republic of Uzbekistan dated August 17, 2018 "On a legal experiment to introduce a special regime of governance in Tashkent". It considers the rapid development and modernization of socio-economic sectors in Tashkent, attracting investments, rapid solution of problems in the social sphere and the population, the abandonment of quasi-enterprises and the introduction of a modern, efficient and innovative management system[5]. This experiment should lead to the identification of methods, ways and technologies to solve existing problems, innovative transformation of urban infrastructure. Its main goal is to create a model of development that is consistent with the innovative development of the country, the formation of a system that increases the welfare of the population. The experiment will help to determine how the country's innovative development can be carried out in accordance with social, political, economic and cultural laws. Experimental creativity does not only lead to positive results, any scientific experiment can be a basis, a model for future experiments, ideas and research. In short, external deterministic factors activate the internal spiritual-mental mechanisms that stimulate creative activity in accordance with the requirements and laws of social development. This creative activity is the humanization of the social being, the use of the intellectual forces in the individual.

## CONCLUSION

Although the social creative activity of young people has an extroverted character, it is not a phenomenon that separates it from the creative person, from his spiritual life. Innovative research, the measurement of creative activity in young people requires special research. Such criteria are different in each type of creative activity. Therefore, experts are in favor of a differential approach to them[6]. In innovative research, such criteria are also determined by how they are approached: is innovation a genuine type of creative activity such as "ecstasy" or the

introduction of imported scientific and technical discoveries? The search for criteria is justified only when we find the answer to this methodological question for ourselves.

#### **REFERENCES**

1. Maslow G.A. Far limits of the human psyche. SPb.: Ed. gr. Eurasia, 1997. 77 p.
2. Maslow G.A. Far limits of the human psyche. SPb.: Ed. gr. Eurasia, 1997. 77 p.
3. See: Berdyaev N.A. Philosophy of Freedom. The meaning of creativity. Moscow: Pravda, 1989. 511-535 p.
4. V.G. Golovanova Philosophy of discoveries and inventions - Toshkent: Noshir, 2013 - p. 16.
5. Decree of the President of the Republic of Uzbekistan. "On the legal experiment on the introduction of a special regime of governance in Tashkent" // People's speech, 2018, August 18.
6. Decree of the President of the Republic of Uzbekistan. "On the legal experiment on the introduction of a special regime of governance in Tashkent" // People's speech, 2018, August 18.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00275.5**

## ISSUES OF INCREASING THE QUALITY OF MASTER TRAINING BASED ON A COMPETENCE APPROACH

**Abelkosimova Mukharram Khamidovna\***

\*Lecturer,

Department of Engineering Communications and Installation  
Namangan Civil Engineering Institute  
UZBEKISTAN

Email id: muharramabelkosimova @gmail.com

### ABSTRACT

*The article reveals the essence and content of the pedagogical model of formation of readiness of undergraduates for research activities. The model consists of motivational-target, content-technological, diagnostic-evaluation and effective-final components.*

**KEYWORD:** Model, Master's Degree, Motivational-Target, Content-Technological, Diagnostic-Evaluation, Effective-Final.

### INTRODUCTION

In recent years, radical transformations have been taking place in the republic in all sectors of the economy, aimed at improving the welfare of society, at the further development of the country. The key factors in the effective implementation of the ongoing reforms is the personnel issue, in other words, the professionalism of each specialist in solving economic and social problems. This especially affects the training of masters, because it is the graduates of the magistracy who occupy key positions in many sectors of the republic. This, in turn, poses a task for the master's degree to prepare masters who are able to solve complex, non-standard problems in the face of a shortage of economic, technological and time resources [1]. Master's graduates must be ready to:

- Independently master new complex strategies;
- Improve their qualifications during their professional activities;
- Quickly perceive new ideas;
- Be distinguished by competence and responsibility;
- Be open to new contacts and cultural ties.

It should be noted that the preparation of the required masters in domestic universities is quite problematic, partly impossible, because in our universities the educational process is based on the obsolete "knowledge" paradigm. You may argue, but what about innovation in education? Credit-modular, rating system, self-financing, development of state educational standards and textbooks based on world standards, etc. Yes, innovations are being introduced. But the structure and content of training remains on the "knowledge" paradigm [1, 4].

Consequently, we are talking about what changes in society have led to the search for a new concept of education and why the current approach to defining the goals and content of education does not allow for its modernization. Modernization of master's training i.e. ensuring its compliance with the needs and capabilities of society has always been carried out - to one degree or another. This measure depends on the ability of the education system to change, and this ability itself is largely determined by the approach to setting goals, selecting content, organizing the educational process, assessing the results achieved [2,3].

The main change in society influencing the situation in the field of education is the acceleration of the pace of development of society. As a result, the requirements for graduates of magistracy are increasing, and the training system lags behind these trends due to the inertia of the existing provisions of the "knowledge" paradigm. Let us note some provisions of the "knowledge" paradigm, which are still firmly established in the educational process of the magistracy and do not contribute to improving the quality of education.

**Firstly**, our teaching technology is still based on the transfer from the teacher to the students of a large amount of "ready-made" knowledge, sometimes not relevant, already outdated information. Lectures are characterized by informational and illustrative content with a large amount of text material. This, in turn, leads to rapid fatigue and the student and, as a result, loss of interest in lectures;

**Secondly**, there are a large number of academic disciplines in the magistracy, which naturally leads to an increase in classroom hours and the fragmentation of knowledge in this subject area. Undergraduates sometimes possess knowledge of certain disciplines, but when their (knowledge of certain subjects) is required integrative application for solving a particular problem, the students find themselves in difficulty;

**Thirdly**, the assignments performed by masters are largely reproductive in nature, do not require a creative approach and solutions. Many tasks of staging, rearrangement, search, illustrative, informational character;

**Fourthly**, one of the most effective techniques in education, individualized learning, is insufficiently implemented. The reasons are not developed methods and effective forms of carrying out, as well as the number of individualized tasks.

Many leading universities in the world are quite successfully carrying out reforms to transfer the teaching and educational process to a competence-based basis, where the content of training, diagnostics, teaching methods and teachings are aimed not at transferring knowledge and testing the acquired knowledge, but at the student's ability to find knowledge and effectively apply it in a solution problematic tasks.

A competency-based approach is an approach in which educational outcomes are recognized as significant outside the education system.

The competence-based approach can be viewed as a set of general didactic requirements for [5]:

- Defining the goals of education;
- Selection of educational content;
- Organization of the educational process and the assessment of educational results.

Let's highlight the following principles of the competence-based approach:

- the meaning of education lies in the development of students' ability to independently solve problems in various spheres and types of activity based on the use of social experience, an element of which is the students' own experience;
- The content of education is a didactically adapted social experience in solving cognitive, ideological, moral, political and other problems;
- The meaning of the organization of the educational process is to create conditions for the formation of students' experience of independent solutions to cognitive, communicative, organizational, moral and other problems that make up the content of education;

Thus, it can be summarized that:

a) "Knowledge" approach in education seeks to ensure that the master receives as much knowledge as possible. However, the level of education, and even more so in modern conditions, cannot be determined through the volume of knowledge. A competency-based approach in education requires a master to be able to solve problems of varying complexity, based on existing knowledge. This approach values not knowledge itself, but the ability to use it;

- The assessment of educational results is based on an analysis of the levels of education achieved by students at a certain stage of education.

b) The traditional approach strives for a result that shows what the undergraduate learns new, and the competence-based approach makes it clear what the undergraduate has learned during the magistracy. Both approaches strive to develop certain personality traits in the master's student, to form a system of values. The differences are associated with different ideas about how to achieve the desired. In the traditional approach, it is believed that all this can be achieved through the acquisition of new knowledge. The competence-based approach to teaching considers gaining experience in solving problems on your own.

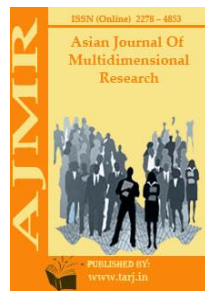
Consequently, the solution of problems in the "knowledge" system as a way to consolidate knowledge, and in the competence-based system is the meaning of all educational activities.

## LIST OF REFERENCES

1. Makhmudov A.Kh. Improving the didactic support of the competence training of future masters Tashkent 2017 -226p...
2. Zakrevskaya N.G. Education in the magistracy as a factor in the training of scientific personnel // Scientific notes, 2008.-№11.-C.29-32.
3. Competence-based approach in the educational process. Monograph / A.E. Fedorov, S.E. Metelev A.A. Soloviev, E.V. Shlyakova - Omsk: Publishing house of OOO Omskblankizdat, 2012. – 210p

4. Dzhuraev R.Kh., Makhmudov A.Kh. Oliy innovation  
ta'limtizimidemutahassislarnikompetentlitayyerlash.-Toshkent, 2013.-78 p
5. Алиназаров Х. А. Мансурова Н. Ш. Абелкасимова М. Х. ОПТИМИЗАЦИЯ РЕЖИМОВ  
ГЕЛИОТЕПЛОХИМИЧЕСКОЙ ОБРАБОТКИ ДЛЯ ВЫСОКОНАПОЛНЕННЫХ  
ЗОЛОЦЕМЕНТНЫХ КОМПОЗИЦИЙ // Экономика и социум – 2019 – № 5 – С. 285-290
6. Махмудов А. Х., Абелкасимова М. Х. К ВОПРОСУ ФОРМИРОВАНИЯ ГОТОВНОСТИ  
МАГИСТРАНТОВ К НАУЧНО-ИССЛЕДОВАТЕЛЬСКОЙ ДЕЯТЕЛЬНОСТИ  
// Современное образование (Узбекистан). – 2020. – №. 1 (86).
7. Мартазаев, А. Ш. & Абелкасимова, М. Х. (2018) СТАТИЧЕСКИЙ РАСЧЕТ ГРУНТОВЫХ  
ПЛОТИН *ScienceTime*, (6), 45-47.
8. Мартазаев, А. Ш. & Абелкасимова, М. Х. (2018) ПРОВЕРКА НЕСУЩЕЙ  
СПОСОБНОСТИ ИЗГИБАЕМЫХ ЖЕЛЕЗОБЕТОННЫХ ИЗДЕЛИЙ ПО НАКЛОННОМУ  
СЕЧЕНИЮ *ScienceTime*, (6), 42-44.



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00276.7

## THE ESSENCE AND PECULIARITIES OF THE FORMATION OF ENTREPRENEURIAL SKILLS IN THE DEVELOPMENT OF SMALL SCALE BUSINESS

Nargiza Talapova\*

\*Teacher,  
Namangan State University  
UZBEKISTAN

### ABSTRACT

*The article highlights the objective need to develop entrepreneurship at the current stage of economic development. The article also discusses the importance of developing entrepreneurial competence in the population, especially among young people, in the development of entrepreneurship. There are specific features of the formation of entrepreneurial competence, as well as suggestions and recommendations for development.*

**KEYWORDS:** *National Economy, Entrepreneurship, Business, Skills, Entrepreneurial Competency, Employment, Development, Living Well-Being.*

### INTRODUCTION

Today's tense period, when global competition is intensifying, requires all of us to work and think in a new way, to be highly mobilized. Accordingly, in order to raise the development of our country to a new level, the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 was adopted.

The Action Strategy focuses on further development and liberalization of the economy, strengthening macroeconomic stability and maintaining high economic growth, increasing the competitiveness of the national economy, modernization and accelerated development of agriculture, reducing institutional and structural participation in the economy. to continue reforms, protect the rights of private property and further strengthen its priority position, stimulate the development of small business and private entrepreneurship, comprehensive and balanced socio-economic development of regions, districts and cities, improve the investment climate in the sectors and regions of the economy Priorities for active attraction of foreign investments have been identified.

Entrepreneurship and business are an integral part of the modern market economic system, without which the country's economy exists and cannot develop normally. In developed economies, private entrepreneurs, based on their economic status and living conditions, form the basis of the middle class, which is a guarantee of social and political stability of society. Therefore, the development of small business and private entrepreneurship is a strategic priority of the long-term policy of the Republic of Uzbekistan.

In particular, in the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021, ensuring the balance and stability of the national economy, including increasing the share of industry, services, small business and private entrepreneurship, further modernization and diversification of the industry and other priorities through the transition of high-tech processing industries to a qualitatively new level, primarily aimed at the rapid development of high value-added finished products based on deep processing of local raw materials [1].

The role of small business and private entrepreneurship in the economy and the objective need for its development are explained by: First, small business and private entrepreneurship is one of the key sectors of the world economy, the development of which has a direct impact on economic activity in the country. In addition, the development of this sector depends on the saturation of the domestic market with quality consumer goods, the growth of foreign economic activity and the provision of effective employment and increase in real incomes. Second, in the process of globalization and economic integration, in the context of increasing competition in the world market, small businesses have the opportunity to spend less money than large producers, to adapt quickly to the changing demands of mobility and market conditions, to modernize production facilities.

As a result of the ongoing socio-economic reforms in the country, the share of small business and private entrepreneurship in the country's GDP is growing. In 2000, the share of small business in GDP was 31.0%, while in 2020 the figure was 53.9%.

Small business and private entrepreneurship are in the community by creating employment and additional income opportunities for the population

Contributes to the maintenance of social balance and the formation of a middle class among the population. After all, when an entrepreneur invests his money in the manufacturing sector, he not only increases his income, but also creates a material basis for the employment and income of other members of society. Small business and private entrepreneurship serve as a program to ensure effective employment, increase income, increase purchasing power, improve living standards and welfare, and ultimately ensure economic activity in the country.

The development of small business and entrepreneurship in the country requires the formation and development of entrepreneurial competence (skills). This is because the development of entrepreneurial skills in the population, especially young people, will help increase the number of businesses and reduce poverty.

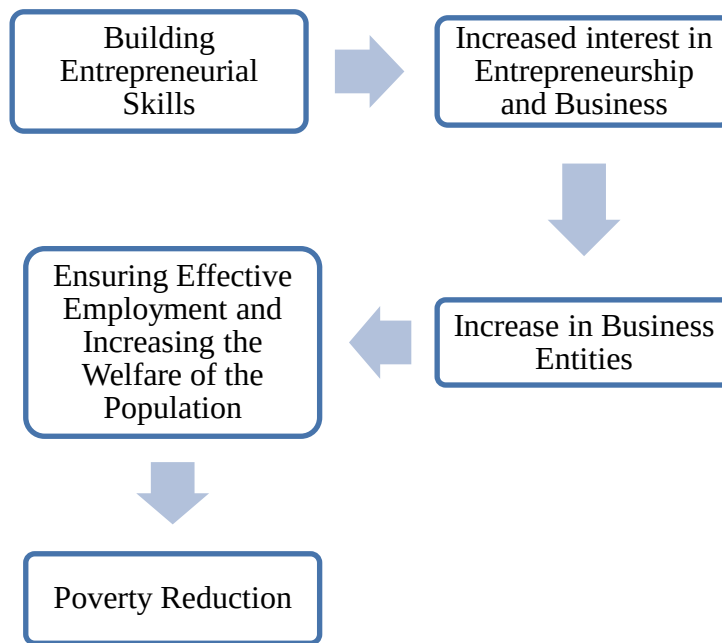


**Figure 1 the relationship between entrepreneurial competence and the well-being of the population<sup>1</sup>**

On February 27, 2020, under the chairmanship of the President of Uzbekistan Shavkat Mirziyoyev, a video conference was held on measures to reduce poverty through the development of entrepreneurship. It was noted at the meeting that the most important issue is to reduce poverty through entrepreneurship training, professional development, and the need to organize entrepreneurship training courses for the unemployed in each region to ensure employment [4].

Today, in our country, the definition of vectors, ways and directions of development of business education in the field of business and entrepreneurship is becoming increasingly objective. This system must be created to provide the country with competitive entrepreneurs and an efficient business system. Entrepreneurial competence is the most primary factor for the formation and development of such a system. Indeed, the formation of entrepreneurial competence in the population, the development of skills in entrepreneurship and the benefits of business activities, directly encourages them to start a business.

The growing development of market relations has raised the issue of increasing the economic knowledge of the population, especially young people, and the formation of innovative thinkers - entrepreneurs. Therefore, today the number of family entrepreneurs and small businesses in our country is growing and the demand for them is growing. This, of course, requires the training of representatives of the industry, the development of educational work to educate young people in the spirit of entrepreneurship.

In order to explain to young people the role of the entrepreneur in society through examples, to organize meetings with young entrepreneurs, farmers, businessmen, representatives of the banking and financial sector, tax, customs and other agencies, as well as to acquaint students with advanced technologies Organizing visits to various exhibitions, fairs of machinery and equipment for small businesses, involvement in the production process, talking about active entrepreneurs in the neighborhood are also highly effective in the formation of entrepreneurial

skills. At the same time, it is important for the teacher to find a solution to the pedagogical conditions for the development and improvement of creative individuality of students.

In short, small business development is an urgent task in overcoming the negative effects and consequences of the global financial and economic crisis caused by the COVID-19 pandemic, which is now threatening the whole world. Because in such a situation, it is necessary to reduce the unemployment rate, support the needy and improve the living standards of the population.

#### LIST OF USED LITERATURE

1. O'zbekiston Respublikasi Prezidentining 2017-yil 7-fevraldagi "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida"gi PF-49-47-sonli Farmoni. <https://lex.uz/docs/-3107036>
2. <https://daryo.uz/2020/02/27/ozbekistonda-kambagallikni-kamaytirish-uchun-ishsiz-aholini-tadbirkorlikka-oqitish-kurslari-tashkil-etiladi/>
3. Девяткин Е.А., Ласковец С.В. Роль вузов в развитии предпринимательских компетенций студентов // Экономика, статистика, информатика. 2014. № 6. С 3-8.
4. Штыхно Д.А. Предпринимательство как элемент стратегии развития университета // Ректор ВУЗа. 2018. № 8. С 40-43.
5. Entrepreneurship Competence: An Overview of Existing Concepts, Policies and Initiatives. Final Report. European Commission, Joint Research Centre, Institute for Prospective Technological Studies, 2015.
6. G'afurov U.V. Kichik biznesni davlat tomonidan tartibga solishning iqtisodiy mexanizmlarini takomillashtirish // Iqtisod fanlari doktori ilmiy darajasini olish uchun yozilgan dissertatsiya. T.: 2017. 302 b.
7. [www.stat.uz](http://www.stat.uz) ma'lumotlari
8. Bobomurodovich, B. M., & Makhamadaminovich, S. M. (2020). Human capital is made in the family. ACADEMICIA: An International Multidisciplinary Research Journal, 10(2), 144-150.
9. Содиржонов, М. М. (2020). БОЗОР ИҚТИСОДИЁТИНИНГ ЭТНИК МУҲИТГА ТАЪСИРИ ХУСУСИДА АЙРИМ МУЛОҲАЗАЛАР. Ижтимоий фанлар, 6(3).
10. Mahamadaminovich, S. M. (2020). THE ESSENCE OF SOCIAL CAPITAL CONSEQUENCES AND THEIR INFLUENCES TO THE MODERN SOCIETY. Вестник науки и образования, (2-2 (80)).

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00277.9

## THE ROLE OF INFORMATION COMMUNICATION TECHNOLOGIES IN INCREASING THE SOCIAL ACTIVITY OF YOUTH

Botirjon Mallabaev\*

\*Candidate of Historical Science,  
Namangan State University  
UZBEKISTAN

### ABSTRACT

*This article is written about the role of information communication in increasing youth social activity, diligence, initiative. The opportunities created for young people and their legal basis in the reforms carried out in our country were analyzed.*

**KEYWORDS:** Youth, Activity, Socialization, Mental Health, Culture, Potential, Education, Health, Computer, Technology, Internet, Social Network, Globalisation.

### INTRODUCTION

In the modern world, information and communication technologies and the Internet are rapidly developing. It is impossible to imagine the mass media without these, as in other areas. Given the fact that they constitute the bulk of their audience as young people, it becomes clear that the issues raised at the event will be of urgent importance. Already, since the interests of the growing generation are inextricably linked with the global network, the number of users of the internet will continue to increase day by day. Under these circumstances, it is important to distinguish reliable information from information that has a detrimental effect on the physical and spiritual development of a person.

Information technology is the aggregate methods, devices, methods and processes used to collect, store, store, process information and distribute it. Technology- is derived from the Greek two words - technos (techno)- art, craft and logos (logos) - science, teaching words

According to modern political, scientific approaches, youth is an important strategic resource of society. The reason is connected with the sovereignty of the country and its sustainable development, the moral improvement of society, the prospects for the effective organization of foreign and regional policy, the issues of increasing the knowledge of young people, their ability and ability to take advantage of the thief.

From this point of view, today in our country, a special emphasis is placed on Youth Policy[2]. In particular, this year, the president of the Republic of Uzbekistan on the broad involvement of young people in science, the implementation of the framework for the support of the initiatives they are going to promote. The relevant decision of Sh. Mirziyoyev was adopted[3].

According to him, with the decree of the president of the Republic of Uzbekistan "on measures to improve the system of supporting the youth in the field of Science and their initiatives" in order to further revive the work carried out to support the initiatives of young people of the Republic of Uzbekistan, to ensure international competitiveness of the country's science, to further The youth academy was established under the Ministry of innovation development.

An in-depth study of modern scientific approaches to the sphere of development of innovative environment and popularization of new ideas is also one of the topical issues. The scientific significance of the articles published in the European Journal of future research ("Келажак тадқиқотлари Европа журнали"), [4] Triple Helix ("Уч қиррали спирал"), [5] Journal of targeting, measurement and analysis for Marketing (Таргетинг, ўлчов ва таҳлил журнали) and other similar research studies is that they provide an opportunity to monitor, analyze trends in the international arena within the field. Innovation has existed since the birth of mankind. "Our ancestors also changed the life of society or silenced it forward, engaged in the periodical or fundamental innovations they lived in. For example, the creation of iron foundry technology in the 1200 years before BC caused a huge change in the history of mankind.[7] it is worth noting that the discoveries and scientific hypotheses created by our ancestors during the Renaissance, which left an indelible mark in the history of our country, guarantee that Uzbekistan will make a significant contribution to the world civilization in the future. Therefore, the task of filling the gap that has arisen on this front through the comprehensive support of the reforms carried out in our country is a topical issue of today.

In this regard, the "fund for support of innovative development and innovative ideas" was established. December 22, 2017 at the Palace of symposiums, President of the Republic of Uzbekistan Shavkat Mirziyoyev addressed the Supreme Assembly of the Republic of Uzbekistan, declaring 2018 as the year of support for active entrepreneurship, innovative ideas and exnologies in Uzbekistan. In the same year, the "leader of innovative ideas" badge was established in order to promote the innovative activities of young scientists, students and enterprising citizens who made a worthy contribution to the development and application of innovative ideas and technologies and to reward the achievements. The introduction of this incentive measure has become important with its wide coverage. Within the framework of the week of innovative ideas, which is held annually in October – "InnoWeek", it is envisaged that the badge and award will be solemnly handed over by the minister of innovation development of the Republic of Uzbekistan and the chairman of the Central Council of the Youth Union of Uzbekistan.

It should also be noted that the project "Internet Q-Box" has been developed in order to provide full-fledged knowledge of representatives of the younger generation in our country, to benefit from the necessary resources and literature, to create opportunities for them based on the existing conditions, to connect to the Internet in educational institutions operating in the regions of the Republic,

It should be noted that actual education also plays an important role in increasing the innovation potential of young people. It is known that actual education is a complex of educational methods



aimed at increasing mental capacity, giving knowledge and spiritual development of an individual[8.26]. Bunda serves as a factor in the formation and development of systemic, purposeful, indirect and direct influence of the educator on the educator intellectual capacity building.

The role of television and radio in strengthening immunity against such attacks in the population, especially in young people, and educating them in the spirit of commitment to our national values and ideas of independence, is incomparable"[1.25], it is true. At present, the whole world is experiencing a process of globalisation, intervention of cultures. This complex process is affecting not only young people, but also the adult worldview. On the one hand, information technology is entering our daily lives so vigorously that we can observe this even without any numbers.

Modern computer technology," mass culture " has created a lot of omens that distract and distract young people from Real life, leaving them indifferent. These are: computer games, the Internet, virtual reality, cinema, TV. Especially educators, psychologists and sociologists are concerned about the phenomenon of online role-playing, the fact that ludomans stay in their virtual worlds for hours and days[9.28]. At present, more than 1500 mass media are operating in our country. These media are contributing to the formation of information culture and ideological immunity of representatives of the generation.

Analysis shows that currently, 90 percent of young people are turning to the Internet as their main source of information. If a large part of the media used is mainly on social networks and video, audio portals such as Twitter, Instagramm, Facebook, Odnokniki, we can observe the phrase from scientific, cultural and educational sites that do not have a harmful effect on a certain part of the site.

The wide spread of various harmful ideas and false values in the society leads to a violation of the moral consciousness of young people. This is evident in the example of negative spirit information coming from the Internet and other media. Through mobile phones and social networks, various destructive ideas and indecent photo, audio and video materials that negatively affect the behavior of young people are spreading. Recently, there has been a wide spread of video materials that promote violence, obscenity and indecent behavior.

Among the media, newspaper and magazines can be influenced by the reading ability of young people. It is known that given-10% of the matte means that will remember. Radiochannels, however, are influenced by self-hearing, and 20% of the data-inigine listener can be remembered. This is the leader of TV channels, which means that 50% of the information that is ridden through TV will remain in the memory of the viewer. Television is the most convenient, most impressive means of obtaining an audience of millions, information.

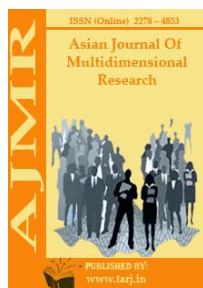
The formation of a civil position is also directly related to the increase in the level of legal literacy. In the formation of a strong civil position in young people, unfortunately, in practice, the following problems are noticeable.

In conclusion, in order to increase the innovation potential of young people in our country today, it is necessary to study modern international trends in the field, to use information technologies efficiently and to prepare the political leaders of the front, to organize e-learning, to discover and innovate among young people, to promote innovation, to develop initiative in young people, to

promote various, we believe that it is worthwhile to organize a non-profit TV channel that performs tasks such as creating new ideas and bringing them to life.

## REFERENCES

1. Мирзиёев Ш. Буюк келажагимизни мард ва олижаноб халқимиз билан бирга курамиз. –Т. Ўзбекистон, 2017. –Б. 25-6.
2. Ўзбекистон Республикасининг “Ёшларга оид давлат сиёсати тўғрисида”ги Қонуни. Ўзбекистон Республикаси қонун ҳужжатлари тўплами, 2016 й., 37-сон, 426-модда; 2017 й., 24-сон, 487-модда; Қонун ҳужжатлари маълумотлари миллий базаси, 24.07.2018 й., 03/18/486/1559-сон. URL: <http://www.lex.uz/docs/3026246>
3. Leijten, J. Innovation policy and international relations: directions for EU diplomacy. Eur J Futures Res (2019) 7: 4. <https://doi.org/10.1186/s40309-019-0156-1>
4. Tamtik, M. Innovation policy is a team sport’ – insights from non-governmental intermediary’s in Canadian innovation ecosystem. Triple Helix (2018) 5: 8. <https://doi.org/10.1186/s40604-018-0062-8>
5. Verleye, G. & De Marez, L. J. Diffusion of innovations: Successful adoption needs more effective soft-DSS driven targeting. Target Meas Anal Mark (2005) 13: 140. <https://doi.org/10.1057/palgrave.jt.5740139>.
6. Муродхужаев Х.А. Инновацион ривожланиш – бу келажак пойдевори. Ўзбекистон Республикаси Давлат статистикаси қўмитаси сайти. URL: <https://stat.uz/uz/press-sluzhba/novosti-gks/3581-innovatsion-rivozhlanish-bu-kelazhak-poydevori>.
7. Куронов М. Назаров Қ. Тўраев Ш. ва бошқ. Дунёнинг мафкуравий манзараси – 2010. / Электрон ўқув курси дастури. Республика Маънавият ва маърифат кенгаши Миллий ғоя ва мафкура илмий-амалий маркази. Т. 2010.
8. Sodirjonov M. M. ETHNOSOCIOLOGICAL FACTORS OF SOCIAL TRANSFORMATION IN MODERN UZBEKISTAN //АКТУАЛЬНЫЕ ВОПРОСЫ ФОРМИРОВАНИЯ И РАЗВИТИЯ НАУЧНОГО ПРОСТРАНСТВА. – 2020. – С 27-34.
9. Makhamadaminovich S. M. Ethnic Factors and Attitudes towards Human Capital Development //The American Journal of Interdisciplinary Innovations and Research. – 2021. – Т. 3. – №. 01. – С. 118-130.
10. Sodirjonov M. M. On the coverage of ethnic processes in the information space //Asian Journal of Multidimensional Research (AJMR). – 2020. – Т. 9. – №. 6. – С. 165-171.
11. Bobomurodovich B. M., Makhamadaminovich S. M. Human capital is made in the family //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – Т. 10. – №. 2. – С. 144-150.
12. Mahamadaminovich S. M. THE ESSENCE OF SOCIAL CAPITAL CONSEQUENCES AND THEIR INFLUENCES TO THE MODERN SOCIETY //Вестник науки и образования. – 2020. – №. 2-2 (80).

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00262.7**

## THE ISSUE OF CALQUING IN CHINESE TERMINOLOGY (ON THE EXAMPLE OF MILITARY TERMS)

Nargiza Abduvakhidovna Imomiddinova\*

\*Independent Researcher,

Tashkent State University of Uzbek

Language and Literature named after Alisher Navoi, UZBEKISTAN

E-mail: nargiza.imomiddinova@yandex.ru

### ABSTRACT

*This article is devoted to the construction and analysis of Chinese military terms under the influence of external factors. Using the method of definitional analysis, the author explores the penetration of borrowings from a foreign language into the system of Chinese military terms, the ways of their formation and vocabulary enrichment, some restrictions in the formation of sound borrowings. The methods of phonetic and semantic calque have also been comparatively studied, and the activity of semantic calque in the military vocabulary of the modern Chinese language has been proved by examples. The article provides a descriptive analysis of borrowings formed under the influence of the English and Russian languages, and conclusions about the Chinese military terms that emerged on their basis.*

**KEYWORDS:** *Word-Terms Borrowings, Phonetic Borrowing, Calque, Semantic Calque, Original Synonyms, Structural Calque, Etymological Calque, Direct Calque, Indirect Calque.*

### INTRODUCTION

It is well known that terms arise as a result of the need for new concepts in specific areas of science and language. The emergence of a terminological reserve or a new term in each language is associated with assimilations from a foreign language. Naturally, all advanced languages contain many assimilated lexical resources. Assimilation of vocabulary by another language by one language leads to the enrichment of the vocabulary of that language.

The term can be understood differently. For example, for logicians, a term is a word that refers to and applies a description or set of descriptions belonging to a specific object. Any word in any language can be a term [1, p. 5].

## THE MAIN FINDINGS AND RESULTS

The term “term” 术语 shùyǔ is defined by Chinese linguists as follows: “Terms are special words used in the field of science and technology. Many terms are used in every field of science and technology. Each term has a specific meaning within science and technology. According to Chinese linguists, the difference between a term and a simple word is that its scope is limited and it expresses a clear concept. In Chinese, too, the terms do not have the qualities of synonymy, homonymy and expressiveness [2, p. 15].

## GOALS AND OBJECTIVES

The main purpose is to study the method of assimilation, which is one of the most effective methods of term formation in the Chinese language, to study phonetic and semantic calque methods on the example of military terms using derivational, definitive, descriptive analysis methods. To do this, it is advisable to perform the following tasks:

- Definitive, descriptive analysis of the works of Uzbek, Russian and Chinese scientists;
- To carry out a comparative analysis of phonetic and semantic calque methods in Chinese on the example of military terms.

## METHODS

Definitive analysis, descriptive, analytical and synthesis, comparative methods were used as research methods.

## RESULTS AND DISCUSSIONS

Words in a language, in particular terms, are formed in two different ways: on the basis of the internal capabilities of the language and by assimilating ready-made language units from other languages. In turn, these two paths combine several methods. According to the morphological, lexical, phonetic features of languages, the productivity of word-formation methods in different languages also differs from each other [3, p. 72].

Assimilated words, in other words, words that come from another language, are called in Chinese 借词 jiècí (literally “borrowed words”) or 外来词 wàiláicí (literally “borrowed words”).

Well-known linguist A.Khojiev described “Assimilation - the interaction, the transfer of elements of one language to another as a result of communication.” [4, p. 105]

Professor H. Dadaboev writes: “It is no secret that mastery is one of the sources of the law of development and enrichment of any language. The process of assimilation is a complex phenomenon, closely linked with linguistic and extra-linguistic factors [1, p. 116].

The abundance of word-term acquisitions is not an indication of the shallowness of a language’s word-formation sources or lexical fund, but rather of the strong political, economic, and cultural ties that a people communicating in that language has with a people communicating in another language. Assimilations are more often used to express concepts that arise in that very language.

Although most of the terms in modern Chinese form native Chinese words or a combination of words and morphemes in that language, they emerged as a result and under the influence of various scientific doctrines and teachings from other countries.

The uneven development of science and technology in different countries, the need to name new concepts and large-scale international relations make learning from foreign languages one of the most important sources of enriching the lexical content of any language.

There are the following ways to learn Chinese from external sources: phonetic calque 音译 yīnyì, semantic calque 意译 yìyì, mastered word + Chinese morpheme (hybrid words), learning words from Japanese using Chinese hieroglyphs according to Japanese rules and norms [3, p. 89].

Phonetic assimilations are called 译音词 yìyīncí in Chinese, in which the outer, sound shell of a word in a foreign language is assimilated. Hence, they include all lexical units created by copying from the external and internal structures of their respective prototypes of other languages [5, p. 173].

According to the great American linguist L. Bloomfield: “In the acquisition of foreign words, it is natural for certain sounds to change, and the word form in a language changes due to the phonetic features of the language being studied; In the process of phonetic mastery, the speaker replaces the sounds of another language with phonemes in his own language” [2, p. 90]

In his work, I.D. Klenin points out that the reason for the limited phonetic stems in Chinese is that most of the words in this language consist of two syllables. That is, multi-syllable words are relatively common in Chinese, so multi-syllable foreign language words do not fit the nature of the Chinese word and are difficult to accept [6, p. 203].

At this point we agree with I.D. Klenin, because multi-syllable words are contrary to the nature of the Chinese language, and therefore these words are not welcomed by the Chinese. The process of difficult penetration of phonetic assimilation into the Chinese language can be seen in the works of I.M. Oshanin, V.M. Solntsev, Z. Navotna and other linguists.

According to V.M. Solntsev, “the clear limitation of the number of syllables in the Chinese language and the limited compatibility between sounds prevent the widespread penetration of phonetic assimilations into the Chinese language.” [7, p. 74]

In view of the above considerations, the syllabic features of the Chinese language, its syllabic sound system, the prolonged phonetic content resulting from the placement of vowels after each consonant sound often lead to the emergence of multi-syllable, giant lexical units that are less conducive to language communication. For example: 斯特尔莫维克 Sītè'ěrmòwéikè - assault rifle, attack aircraft. Together with such assimilations, the need to pronounce rhythmically continuously reflects a foreign feature to their Chinese language, creating certain difficulties for the articulatory base of this language.

Many years of economic and political cooperation between China, Britain, and the United States have led to the emergence of the following phonetic assimilations from English into the Chinese military lexicon:

坦克 tǎnkè (tank) - “tank”; 引擎 yǐnqíng (engine) - “engine”; 声纳 shēngnà (sonar) - “hydrolocator”; 来复枪 láifùqiāng (rifle) - “screwdriver”

Also from the US anti-aircraft missiles “Nike” -耐克 (Nàikè), “Ajax” -阿要克斯 (Ā yào kè sī), “Atlas” -阿特拉斯 (Ā tè lā sī); Examples of phonetic assimilations are Voodoo-巫毒 (Wū dú) and Avax-阿瓦克斯 (Ā wǎ kè sī).

In addition, Russian air-to-air missiles Iskander-伊斯坎德尔 (Yī sī kǎn dé'ěr), Tor-托尔 (Tuō ěr) and submarine-based Bulvar-布拉瓦 (Bù lā wǎ) are included in this type of development.

Almost all phonetic assimilations in Chinese military lexicon have their own independent synonyms. There is a relentless struggle between these synonymous couples for not going out of consumption, for monopolizing the expression of any military concept or object. In this struggle, usually the term that best meets the criteria of accuracy and brevity wins. For example, the following synonymous pairs: 引擎 (yǐnqíng) and 发动机 (fā dòng jī), i.e. “engine”; In the struggle between 声纳 (shēngnà) and 水声测位仪 (shuǐ shēng cè wèi yí), that is, the “hydrolocator,” the phonetic mastery prevailed because of its brevity and accuracy.

According to the requirements of terminology, in order to express one concept, one has to leave only one term and give up the other. But the process is difficult. As D.S. Lotte, the founder of the Russian School of Terminology, puts it, “It is well known that it is difficult to squeeze out common and deeply rooted terms, whether they belong to the same language or assimilation, even when they are quite unacceptable. In some cases, that's not possible at all” [8, p. 98].

For example, in Chinese, the term “armored vehicle” (armored personnel carrier) is used in three equivalents: 装甲输送车 zhuāngjiǎ shūsòng chē, 装甲运输车 zhuāngjiǎ yùnnshū chē, 装甲运兵车 zhuāngjiǎ yùnbīngchē. The first of the above synonymous line is the term -装甲输送车 is used more than the others.

The second method of learning a foreign language lexicon is calque or semantic calque, which is widely used in the construction of Chinese lexicon. After all, military, military-technical, scientific-military and other special terminology is the lexical layer of the language in which inter-lingual relations are most often reflected.

**Calquing or semantic calque** “译义词 yìyìcí” is the assignment of a meaning to a word in one's own language as a result of assimilating the meaning of a word in another language [4, p. 47].

L. Bloomfield described calque as a translation of foreign words, or a choice of words used to express the content expressed in other words in their own language. A. Reformatorsky expressed the following opinion: “calquing is a phrase, a word, which is formed as a result of partial translation of a word in a foreign language or mechanical combination of translated elements. In this way, when using the calque method, a combination of elements is mastered, and the elements themselves serve as their own language material, not in another language” [2, p. 86]

Through calquing, a word or phrase in a foreign language is broken down into meaningful parts, and then these lexical complex parts are translated into Chinese while retaining their word-formation structure.



In turn, V. Gorelov argues that “semantic assimilations are often called calque and is the result of translation of foreign language lexicon into Chinese” [9, p. 146]. It can also be of the following types:

1. Structural shields. This is copied from the word-formation model of the lexical unit and provides a direct translation of the structural elements. For example: 前卫 qiánwèi – “avant-garde” [10] (where 前 qián – “front”; 卫 wèi – “guard”).

2. Etymological shields. In this case, the meaning of the word in a foreign language is revealed. In many cases, etymological shields are used to represent the names of foreign military equipment and weapons. Their translation into Uzbek poses certain difficulties, because in Uzbek, unlike in Chinese, these terms are mainly phonetically assimilated. Therefore, in order to translate them correctly, one must first know the true meaning of the term. Some of these calques date back to the mythology of Ancient Greece, Rome, Scandinavia, and other countries. For example: **Rocket names:**

太阳神 Tàiyáng shén – “Titan” [11] (Sun of God); 海神 Hǎishén – “Poseidon” [12] (god of the sea); 冥河 Míng hé – “Стикс” [13] (a river in the realm of the dead); 神使 Shén shǐ – “Hermes” [14] (ambassador of the gods); 雷神 Léishén – “Thor” [15] (the god of thunder in Scandinavian mythology).

#### **In the names of aircraft:**

火神 Huǒ shén – “Volcano” [16] (god of fire); 百眼巨人 Bǎiyǎn jùrén – “Argus” [17] (face-eyed giant).

Sometimes both structural and etymological shield are used in the assimilation of weapon names. For example, the name of the US intercontinental ballistic missile “Minitmen” uses 分人 Fēnrén (minute + man) structural and 民兵 Mínbīng (people's uprising) etymological shields.

I.D. Klenin also cites two types of shield:

- 1) Direct shields. In this case, assimilations are directly derived from words or phrases in the language of their origin.
- 2) Indirect shields. In this case, assimilations enter Chinese through Japanese [18, p. 188].

Examples of direct calques coming from English are: 弹药带 dàn yào dài (弹药 - “ammunition” + 带 - “belt”), which means ammunition belt; 前头队形 qiántou duì xíng (前头 - “the tip of the bow” + 队形 - “line”), which means - arrow head formation.

In modern Chinese military terminology, there are also calques derived from the military terms of the former Soviet Union: 运动保证队 yùndòng bǎozhèng duì – “movement detachment” (отряд обеспечения движения); 强击群 qiáng jí qún – “offensive group” (штурмовая группа); 土木发射点 tǔ mù fāshè diǎn – “tree-ground fire point” (деревоземляная огневая точка);

Examples of indirect kalkas who have mastered Japanese from Japanese but are of English origin are: 机关枪 jīguānqiāng – “machinegun”; 炮舰 pàojiàn – “arms boat”; 曲射炮 qūshè pào – “curvedfiregun”; 主机抗线 zhǔjī kàngxiàn – “mainline of resistance”.

For Chinese, which combines hieroglyphic writing, the acquisition of words in foreign languages in the calque method is more important than phonetic assimilation. Chinese linguists are taking steps to clear the language of phonetic assimilations and to use semantic cues as much as possible. After all, it is much easier to understand and remember the Chinese language norms, which are made in the same way. Calques are made up of Chinese lexical elements in contrast to phonetic assimilations, so they are no different from its original lexicon in terms of their sound and graphic form.

## CONCLUSION

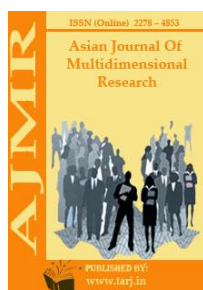
Based on the results of the above analysis, the following general conclusions were drawn:

1. The Chinese language has evolved and perfected over many millennia of evolution, and this development is reflected in the socio-political, trade, and cultural ties that China has established with foreign countries, and the resulting assimilation into the Chinese lexicon.
2. A total of 15 phonetic assimilations were studied by the author, of which 11 were borrowed from English and 4 were borrowed from Russian.
3. The article contains 19 semantic calques, 7 of which are etymological calques, which contain mythological images of ancient Greece, Rome and Scandinavia, 4 from English, 4 from Japanese, and 3 from Russian and 1 from French. .
4. From the above examples, it is clear that all of the 40 terms studied fall into the category of nouns.
5. Restrictions on the formation and application of phonetic assimilations are explained by the syllabism of the Chinese sound system, the prolonged phonetic content resulting from the placement of vowels after each consonant sound, and the phonetic and morphological features of the Chinese language in general.
6. In the relentless struggle between terms expressing a single concept, a term that in most cases reflects the nature of precision and brevity gains sole dominance.
7. The main reason why semantic calque is recognized as the main method of learning in Chinese is that it is structurally close to the Chinese original lexicon and does not cause difficulties such as phonetic assimilation in understanding and remembering.
8. In the expression of the names of military missiles and aircraft, mainly phonetic assimilations and etymological shields are used.

## REFERENCES

- [1] Dadaboyev H. (2020). *Uzbek terminology: textbook*. – Tashkent: “Nodirabegim”. – pp. 5, 116 (Dadaboyev H. O‘zbek terminologiyasi: o‘quv qo‘llanma/ - T.: “Nodirabegim”, 2020. – 5, 116.)

- [2] Nosirova S. (2011). *Socio-political and diplomatic terminology of the Chinese language* – Tashkent: “Yangi asr avlodi”. – p. 15 (Nosirova S. Xitoy tilining ijtimoiy-siyosiy va diplomatik terminologiyasi. -T.: «Yangi asr avlodi», 2011. - 15-s.)
- [3] Mustafayeva S. (2016). *Formation and development of the system of linguistic terms in Chinese*. Monograph – Tashkent: “SHARQ”. – pp 72, 89 (Mustafayeva S. Xitoy tili tilshunoslik terminlari tizimining shakllanishi VA taraqqiyoti Monografiya - T.: “SHARQ”, 2016. – 72, 89-s.)
- [4] Hodjiev A. (2002). *Explanatory dictionary of linguistic terms* – Tashkent: “National Encyclopedia of Uzbekistan”. – p. 105 (Hojiyev A. Tilshunoslik terminlarining izohli lug‘ati. - T.: “O‘zbekiston Milliy Entsiklopediyasi”, 2002. - 105-s.)
- [5] Klenin I.D., Shichko V.F. (2013). *Lexicology of the Chinese language* – Moscow: “Vostochnaya kniga”. – p. 173 (Klenin I.D., Sh’ichko V. F. Leksikologiya kitayskogo yazyka. - M.: «Vostochnaya kniga», 2013. -S.173.)
- [6] Klenin I. D. (1969). *Sound borrowing in the modern Chinese language* // Labor of the Military Institute of Foreign Languages. – Moscow: - No. 5. – p. 203 (Klenin I.D. Zvukovye zaimstvovaniya v sovremennom kitayskom yazyke //Trudy voennogo instituta inostrannyx yazykov. -M.: , 1969. - № 5. - S.203)
- [7] Solntsev V.M. (1957). *Essays on Modern Chinese* – Moscow: “IMO”. – p.74 (Solntsev V.M Ocherki po sovremennomu kitayskomu yazyku M.: «IMO», 1957. - S.74)
- [8] Lotte D.S. (1961). *Basis for the construction of scientific and technical terminology: Question theory and methodology*. – Moscow: Publishing house of the Academy of Sciences of the USSR. –p. 98 (Lotte D.S. Osnovy postroyeniya nauchno-tekhnicheskoy terminologii: Voprosy teorii i metodiki. - M.: Izd-vo AN SSSR, 1961.- S. 98.)
- [9] Gorelov V.I. (1984). *Lexicology of the Chinese language* – Moscow: “Prosveshenie”. – p. 146 (Gorelov V.I. Leksikologiya kitayskogo yazyka. -M.: «Prosvesh’eniye», 1984. - S.146.)
- [10] French avant-garde - front guard - a military unit (military unit, unit or division) that advances to guard the main forces during a military voyage. (Франц. avantgarde — олдиндагиқўриқчи) –
- [11] U.S. military ballistic missiles and a series of missile carriers based on them.(АҚШ ҳарбий баллистик ракета ва улар асосида ракета ташувчилар туркуми.)
- [12] A ballistic missile stationed in a U.S. submarine.(АҚШнинг сув ости кемаларида жойлашган баллистик ракетаси.)
- [13] Russia's anti-ship missile.
- [14] Russia's anti-tank missile system
- [15] Russia's anti-aircraft missile system.
- [16] British strategic bomber
- [17] A Canadian naval patrol aircraft.
- [18] Klenin I.D., Sh'ichko V. F. (2013). *Lexicology of the Chinese language*. – Moscow: “Vostochnaya kniga”. – p.188 (Klenin I.D., Sh’ichko V. F. Leksikologiya kitayskogo yazyka. - M.: «Vostochnaya kniga», 2013. -S.188.)

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00263.9

## VIEWS OF THE JADID PLAYWRIGHT GHULAM ZAFARI ON THE HISTORY OF ORIENTAL MUSIC

Olim Usmonov\*

\*Associate Professor

Tashkent State University of Uzbek

Language and Literature named after AlisherNavoi

UZBEKISTAN

### ABSTRACT

*The article presents the views of Uzbek and Russian scholars of the 20th century on the musical culture of the Uzbek people, on the history of oriental melodies and musical instruments, Uzbek musical drama, as well as on the preservation and development of the musical heritage.*

**KEYWORDS:** *Jadid, Musical Drama, Oriental Musical Instruments, Turkestan Maqoms, Chagatai Literature, Musical and Theatrical Environment Of Samarkand.*

### INTRODUCTION

In the East, music was seen as a miracle that brought man closer to theology. Much attention has also been paid to the harmony of nature and the human spirit. Each piece of music is created and performed according to the seasons, months, and days of the day. Because there is great musicality in nature itself. It has already been proven in science that changes in nature affect the human psyche. For example, a cloudy, rainy day evokes a sad mood. Music is a means of enhancing and sharpening this mood. In the above-mentioned article, Ghulam Zafari emphasizes this: "The musicians of the Oriental instrument can make such a master that they divide a day and a night into twelve, calculate each section according to the changes of nature, under the same influence and make a melody accordingly; twelve melodies in twelve sections... [2; 39]

The people of East, which takes the model of everything it has created from nature, has taken into account that even in music, which is a divine blessing, world harmony is not disturbed. "In Turkestan, too, there is a time to play every tune," wrote Ghulam Zafari. Russian composer Uspensky, astonished by the harmony of oriental music, wrote: "The Uzbek poet Ghulam Zafari informed me: "Dugoh" until 10 in the morning, "Bayot" from ten to twelve, "Chorgoh" from one to six, "Segoh" in the evening, "Shahnoz" at midnight, "Nasrullah" was performed from midnight to six in the morning. These are the maqoms of Turkestan. Probably, the performance

of maqoms in Bukhara is also connected with time ... I have been told many times that “Navo” is performed in the treatment of the disease, usually in the evening” [6; 306].

Apparently, music was also used in the treatment of some mental illnesses in the East. In addition, music washes away the filth that covers the human spirit and soul as a result of various worries of life, giving it spiritual strength.

Ghulam Zafari was an expert on Uzbek national music and Oriental music in general. He was devoted to music with all his being. That's probably why almost all of his dramas and epics are infused with melodies and songs. The desire to combine music and theatre appeared in him in the early days of his career. During this period, representatives of the Azerbaijani theatre toured in Uzbekistan several times. These poems, which reflect the heart and soul of the Azeri people, whose language, religion and traditions are close, have gained wide popularity among the Uzbek people. Especially, musical dramas have won the sincere love of the people. Of course, Ghulam Zafari, who is naturally inclined to music, will also get acquainted with these works and work with Azerbaijani theatre directors. Ghulam Zafari was passionate about creating similar musical dramas in Uzbek; He first created small musical plays, and in 1920 managed to create the famous musical drama "Halima" and was rightly awarded the title of founder of the Uzbek musical drama.

## METHODOLOGY

Content analysis method has been used to conduct this research. It is a scientific method that involves a formalized study of the content of text arrays in order to identify and measure the social, cultural, and mental characteristics presented in them. According to this method, we have collected and analysed archival papers related to the life of Ghulam Zafari and classical Uzbek music at the beginning of twentieth century. Moreover, we have also explored the papers published by outstanding authors of that Renaissance time for Uzbek people such as Fitrat, Chulpon and others.

Content analysis is used in the study of sources that are invariant in the structure or essence of the content, but externally exist as an unsystematised, randomly organized text array. The essence of content analysis, as a research method, is the ascent from the diversity of textual material to an abstract model of the content of the text. In this sense, content analysis is one of the nomothetic procedures used in the field of ideographic methods.

Content analysis methodology is described as a set (complex) of research procedures aimed from the formation of an abstract object of research and the formulation of its specific tasks, to the interpretation of the results and their statistical processing. The adequacy of any source is, in essence, its potential for subjectivation. Abstraction in the process of formalization is mediated by the content of consciousness, the researcher and therefore, inevitably, also turns out to be subjectivation. Hence, the formalization of the source turns out to be the creation of a new source, i.e. creative act.

In sociology, content analysis allows us to track trends in the development of social processes in order to predict the functioning of social systems or their components. In source studies, this method acts as a means of founding judgments about the content of sources. In this paper, content analysis was used to identify trends in the transformation of the views of specific authors in the temporal aspect, or when comparing the positions of different authors on the same issue.

At the initial stage of this research, so-called "Empirical theory" of research, that is, in the course of preparing for the content analysis, we systematized the hypotheses that exist in the context of this issue and "weeds out" those of them that cannot be verified on the data of the conditioned information array. In addition, at the first stage of this research, the ideology of the research program has been formed. In other words, at this moment theoretical prerequisites are formulated, the main tasks of the research and, following from them, the basic rules of procedure are determined, and a logical sequence of operations for falsifying the entire body of existing hypotheses is revealed. From a methodological point of view, it is at this stage that the systemic correlation of the goal, object and means of research is actualized and their optimal configuration is determined in the process of the forthcoming work.

At the next, operational stage of research a basis is created for verifying the definitions and terms used. As a rule, at this moment, relatively autonomous parts are distinguished in a solid text array - "units of context" that are relevant both to the content of the entire text array and to the general set of formulated definitions and terms.

At the third stage of the research, the actual content analysis is carried out. That is, information is collected, indicators are taken into account, and the initial processing of the results is carried out, including the establishment of the types and content of relationships between the elements of the account (indicators of content analysis). Moreover, the latter - both within the set of data, and in relation to the set itself, as an integral information system. At this stage, the fact that the data obtained should guarantee the temporal, intersubjective and instrumental stability of the study, as well as fully correspond its theoretical premises, becomes of fundamental importance. In cases where the obtained data differ from theoretical premises, the application of content-analytical procedures is completed and the study begins anew.

At the fourth stage, aggregation is carried out, structuring and grouping of the obtained data to form adequate models in the context of the tasks posed at the first stage of the study.

In general, it must be said that the analysis of the obtained material directly depends on three modes of information perception: the "setting" mode, the main perception mode and the return information perception mode. Moreover, if the first two modes are important at the first and second stages of content analysis, then the third mode takes on special importance at the fourth stage and turns out to be completely conditioned by the quality of work at initial stages. In order for the application of content analysis to be successful, the source must meet certain requirements. That is, first of all, when choosing a source, it is necessary to determine to what extent its content corresponds to the task at hand. It is also necessary to study all existing sources on this issue and, if necessary, identify the optimal size of a representative random sample.

Usually, there are three levels of exploratory search strategy when processing text arrays: formulative, descriptive and experimental plans. In historical research, a descriptive plan is most often used, the purpose of which is a systematic qualitative and quantitative description of the source. Hence, this paper uses the second level of exploratory search strategy. A descriptive outline always contains elements of the experimental. The collection of information in the context of this plan is carried out on the basis of a total or sample survey (with mandatory calculations of the size of the permissible sample). The descriptive plan assumes special rigor in the interpretation of concepts and accuracy in data recording. A descriptive study usually ends with the classification of data characterizing the structure of the object of study. To what has been said, it should be added that initially, a descriptive plan, as a rule, is prepared in the form of



a sketch, which is refined and supplemented as the historian gets used to the source material and when the sequence of procedural steps is implemented. The historian's technical tools are of fundamental importance for the implementation of a descriptive plan for content analysis. Overall, it must be said that content analysis is a very productive method of historical research, which sometimes allows us to get very unexpected results when studying both individual narrative sources and large unsystematic information arrays. Therefore, we chose that method in conducting our research in this particular topic.

## RESULT AND DISCUSSION

Ghulam Zafari was passionate about creating similar musical dramas in Uzbek; He first created small musical plays, and in 1920 managed to create the famous musical drama "Halima" and was rightly awarded the title of founder of the Uzbek musical drama. "Halima" was a bright event in the cultural life of Uzbekistan in the 1920s. This work became widely known both among the common people and among the intelligentsia. People came to the theatre again and again to see "Halima", and the songs in the drama were memorable. Cholpon's words clearly illustrate this process: "On December 11, in the winter building "Turon" we saw, "Halima" was probably played for the hundredth time ..."

The drama "Halima" has been performed in many cities of Uzbekistan, as well as in Moscow and Leningrad. This work was so popular that it did not leave the Uzbek stage until the murderous regime repressed Ghulam Zafari. Such a popular work was a unique event in the history of Uzbek theatre. As a proof of our opinion, we turn to Cholpon, who witnessed this process: "Halima" stands out more than all the plays. As much as he charmed the people with his beautiful melodies, he named Ghulam Zafari "Uzbek composer" in the Russian press. "[4] Indeed, the Russian theatre critic B.A. Pestovsky also called the playwright "Composer Ghulam Zafari" in his article "History of Uzbek Theatre".

Russian musicologists living and working in Uzbekistan have praised Gulam Zafari's unique talent. One of them was Uspensky and he said: "I met Ghulam Zafari in Samarkand, and I am writing you his address: Samarkand, the Book Chamber, to him. I sincerely advise you to contact him, he knows a lot about music, and most importantly, he has a lot of rare books at his disposal, including those he has written about music. I told him about you, and he could write to the English newspaper about the Samarkand music and theatre environment at your request [6; 306]" in his letter to his friend Belyaev 1927.

Uspensky did not exaggerate in this letter. Indeed, Ghulam Zafari had a deep knowledge of music. As a result of in-depth scientific research, he compiled a family tree of the Uzbek national school of hafiz, and was fluent in Persian, Indian, and, in general, oriental melodies and instruments. Anyone who reads his article "Oriental melodies and instruments" published in the magazine "Revolution" in 1922 will be convinced of this.

Music is also divided into several types depending on the purpose of singing and dancing: "Each of the Turkestan melodies is divided into three sections:

1. Reading section, reading path.
2. Unreadable section: "Mushkulot".
3. Game section: "Ufor".

Each section consists of several tunes, and the "reading path" includes four tunes ... [2; 39] "

In the article, Ghulam Zafari lists about 200 Oriental melodies by name, divides them into categories and talks about their peculiarities and methods. He had acquired such a deep knowledge in return for his hard work. Ghulam Zafari got acquainted with ancient and unique sources of manuscripts on the theory and history of music, travelled to the cities and villages of Turkestan, collected and studied many melodies and songs, ensembles. Ghulam Zafari was very concerned about the fact that melodies and instruments, which are examples of the rich spiritual heritage of Central Asian people, are being forgotten and lost. He therefore included samples of classical and folk melodies in many of his plays, trying to revive them. For example, in “Bahor”, which is a small one-act play, such melodies as “Sayra, bulbul”, “Bahor”, “Munojot”, “Savt”, “Tarona”, in “Gunafsha” play “Reza”, “Ufor”; In "Obstacle" he included such songs as "Layli", "Andijanboraydedim", "Kashkarcha", "Yallamayorim". The playwright uses more than a dozen melodies in the musical drama Halima alone.

Each nation has its own characteristics that set it apart from the others. This is evident in its language, tradition, and spiritual life. Music is both a national and a universal phenomenon. A work of high art is not just the wealth of a nation. It joins as a link in the chain of spirituality that has been coming since the earliest stages of development and becomes public property. Each nation contributes as much as possible to the treasury of world spirituality.

Music is one of the greatest blessings bestowed on mankind. Music penetrates to the deepest depths of the human heart, revealing emotions that not even words can express, and has an incomparable effect on the psyche. From ancient times, weddings and celebrations, holidays and celebrations in the Uzbek people have not passed without music. Bakhshis, akyns, singers and musicians were highly respected. There are also popular tunes and songs. Ghulam Zafari writes in the above-mentioned article: “Apart from these melodies, there are many melodies that are produced by the Uzbek people in their own spirit, in their own hearts, under the influence of different emotions every year. Such melodies are called “terma” in Syrdarya region and “reza” in Fergana region. There are also melodies called “yor-yor”, “olan”, “lapar”, “alyor”, which are sung among the people towards each other. It is said that at weddings, boys and girls sing against each other. While “Lapar” is played in the field, “Alyor” is a melody typical of a party. Unfortunately, such melodies are being forgotten day by day”[2; 41].

In his article, Ghulam Zafari lists twenty of the oriental instruments that were in use and disappearing at that time. The fact that some musical instruments are being forgotten makes him concerned. His intention in writing this article was also to draw the attention of the general public to the problem, to encourage the preservation of the disappearing spiritual masterpieces as much as possible. He also talks about the history, destiny and distribution of various musical instruments: “When it came to the weapons of musicians, they were created among some peoples and were characteristic of their good news: “tanbur” to Turkestan, “rubab” to Afghanistan, “sara” to India and Iran, “ud” to Egypt and Turkey. But these musical instruments have been used equally throughout the East. In Central Asian Chigatay literature there are such things as kobiz, chang, gijjak, nay, rubob, balabon. In certain melodies, chang, gijjak, nay, tanbur, dutar are used in Turkestan, rubab is gradually disappearing in Bukhara” [2; 41].

Another problem that plagued Ghulam Zafari was the attitude of the Soviet government and some national nihilists who had been brought up by him towards cultural heritage. They claimed that the cultural heritage before the October Revolution, including music, should be completely abandoned and a new proletarian culture should be created. According to them, the works of art created before the October revolution only served the nobility and were alien to the people.

The progressive intellectuals of the time opposed the complete denial of cultural heritage, arguing that abandoning millennial spirituality was as unforgivable a sin as turning away from the mother. During this period, the great writer Fitrat wrote the book "Uzbek classical music and its history" (1926), published an article "On Uzbek music" in the second issue of the magazine "Alanga" in 1928. In this article, Fitrat describes Uzbek music as follows: "One music piece alone has more than three hundred melodies in his classical part: one music piece, which today includes about fifteen instruments, one melody, has its own theory and method worth exploring: it deserves all the praises." [3].

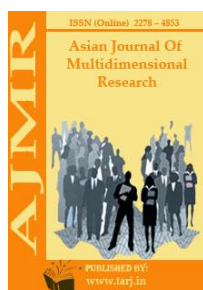
Ghulam Zafari also published articles against the misconceptions of national nihilists, such as "On Uzbek Music" and "The Problem of Music." The playwright writes in his article "On Uzbek music": "Our time is a time of new age, and many people are thinking about bringing different things together in a new age. In particular, they expressed their views on music at large gatherings, even in the press. So, while our music cannot meet the desires of a new life, it is not Uzbek music itself, it is the oldest and most incomprehensible music from Arabia, Iran and India, and we cannot get the answer it deserves today ... this music is not only belonging to Uzbek nation, that's why there have been and still are people who say that we need to create new Uzbek music or move to European music. I present this article in response to this." [5]

Through his thoughts in this article, it is clear that Ghulam Zafari is a punctual musicologist, a scholar of the history of the people. He emphasizes that Uzbek classical music has deep roots that go back many centuries and has become an integral part of the spiritual world of the Uzbek people: "Uzbek music is equally belong to the whole East; it is a widespread music. There has been music in Uzbek nation since ancient times." [5]

Ghulam Zafari provides undeniable evidence and documents as proof of his views. He also gives a detailed commentary on the "maqom" and "maqom branches", which are immortal masterpieces of Uzbek classical music, and in which regions of Uzbekistan they are widespread. At the end of the article, Ghulam Zafari concludes that it is necessary to fully study and rely on the rich musical heritage of the Uzbek people, as well as, where necessary, to develop new Uzbek music using European music theory and methods.

## REFERENCES

1. Kalandar (Cholpon). "On our stage" Turkiston newspaper, December 16, 1922
2. Ghulam Zafari. "Oriental melodies and instruments" "Revolution" 1922, issue 3.
3. Fitrat. "On Uzbek music" Magazine "Alanga", issue 2, 1928
4. Cholpon. Uzbek state troupe in Fergana. On the repertoire // New Fergana, 1928, July 31.
5. Ghulam Zafari. "On Uzbek music" "Alanga" magazine, 1930, issue 1
6. Uspenskiy V.A. Nauchnoenastdie. Memories of contemporaries Kompozitorskoetvorchestvo Letter Tashkent, 1980 306 p

Published by: *TRANS* Asian Research Journals

# AJMR:

## Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00264.0****WORKING WITH READING IN GFL LESSONS****Pardayeva Shohodat Norqulovna\*; Guljahon Jurabekovna Umrzoqova\*\***

\*Senior Teacher,

Department of Foreign Languages in Social Sciences, JSPI  
UZBEKISTAN

Email id: shaxodatpardaeva000@gmail.com; guljaxon250760@gmail.com

**ABSTRACT**

*The article analyzes the possibilities of using literary texts in German lessons at universities. The reading style is taken into account, principles of the selection of literary texts, the meaning of the pre-text and post-text are revealed. The texts focus on practicing grammatical structures and new words, as well as listening and reading. Texts, whether synthetic, authentic, have an "instrumental character" and mostly serve as an application of grammar and as a means to achieve a specific linguistic purpose. You read a text for different reasons and with different goals. It has to do with reading interest.*

**KEYWORDS:** Reading, Language Activity, Literature, Art, Text, Reading Style, Selection, Editing Of The Text. Intensive / Detailed / Total Reading, Selective Reading, In Cursor / Global Reading, - Orientation Reading.

**INTRODUCTION**

Anyone learning a foreign language must first master the vocabulary of that language, as the vocabulary is necessary for communicating in the foreign language. The main focus should be on enriching the language with new words and expressions, preparing for communication, imparting language skills, and achieving correctness, clarity and consistency in the language [1]. This is made easier by reading literary texts.

**MATERIALS AND METHODS**

When teaching foreign languages, reading has two functions:

- 1) Reading is the goal of learning it is a type of language activity (Information Retrieval Tool);
- 2) Reading is a means of teaching other types of language activity.

Reading must be a goal, because every means is necessary to achieve a goal. The main goal of reading lessons in a foreign language class at university is to develop students' reading skills.

The expansion of the vocabulary and development of the reading skills of the students takes place through memorizing poems, as well as retelling, analyzing different texts, excerpts from works.

German textbooks at universities contain a lot of cultural information about Germany, Austria and Switzerland. Or other recommended books are offered to students to read. Today, literary texts are used in universities where only German is the main language. But literary texts were popular in the Soviet era, for example the works of Anna Segers, Bruno Apitz, Bertolt Brecht, etc.

The use of literary texts in foreign language teaching leads to good results. The texts in the textbook play a major role in teaching German as a foreign language. Sometimes we just want to know roughly what information the text contains, sometimes we are looking for something specific in the text and sometimes we want to know exactly what is in the text. Certain reading styles are assigned to different learning objectives. There are different ways of reading a text - that is, reading styles:

Orientation reading means only to provide an overview of the text content. Thanks to headings and text parts, we build up text-content-related expectations. On the basis of a keyword, a text is classified in a certain grid - e.g. we are looking for something in the newspaper about the weather situation in Germany because we are going on a business trip the next day. We're looking the titles for information about the weather. It is actually localizing information in newspapers, magazines or books.

In cursory / global reading, we are interested in what is important and essential in a text, what is the main information of the text. We get an impression. With this reading strategy, we do not pay attention to trivialities, unknown words are ignored. We are looking for essential statements and information in the text. The aim is to answer questions that reproduce the main line of the text (so-called W questions). Narrative texts (fables, fairy tales, and stories) are suitable for this.

Selective reading - this reading strategy is read as a searching reading. The reader looks for information in the text, he has to know that the information in the text is really there and where it is. Take a television program as an example. For example, we are looking for a sports program. We know that it is on today and it is his TV channel, we are just looking for the receptive time. We are not interested in any other information. Other texts for selective reading are advertisements and tourist brochures. Intensive / Detailed / Total Reading is written as word-by-word reading. We need to understand all major and minor information. The text has to be developed precisely and the content is recorded. In this way, authentic texts can be read, e.g. a recipe (your own preparation of a dish) or instructions for use.

We know from our mother tongue reading practice: you don't always read with the same goal. This has to do with the interest in reading in a very specific situation. Sometimes you just want to know roughly and globally what information a text contains. Sometimes you want to know exactly what is in a text, e.g. the small print in a contract. Other times you are looking for specific information in a text, which is why reading is divided into three reading styles:

1. Reading style detailed reading.

If you read a text in order to know something exactly, e.g. the small print in a contract or the task in an exam, then you read in detail.

2. Reading style global reading

You read a text to get an impression. That's when you skim a newspaper article to get an idea of how something is going (who won the elections. How the government is on something, etc.)  
Global (cursory) reading

### 3. Reading style seeking reading

You read a text as quickly as possible in order to find certain, specific information. For example, you read an extensive text or several texts to find out which foods contain certain vitamins and how they affect our health, or you read various advertisements to find a specific holiday destination. Seeking (selective) reading.

A text is read. That means of text type, reading intention, reading units, interest and reading goal together. For example, one reads literary texts, factual texts differently and a specialist text differently. How to read belongs to man using the term reading style. However, the reading styles rarely occur separately and the reading style can change depending on the reading intent. One can move from selective reading to total or cursory reading. On the other hand, there are certain types of text certain reading styles. All recipes, news, operating instructions are read, timetables, programs and advertisements are read selectively.

## RESULTS AND DISCUSSION

First of all, it is necessary to bear in mind that scientific texts are not always easy to read and that motivation could suffer as a result. In addition, it is often necessary to gain access to these texts with the help of special reading techniques. At this point one has to realize that it is impossible to read all this literature and that it is not expected at all. It is therefore important to read selectively and to get an initial overview of what you can actually need and what not. Orientation reading - Objective: to get a global impression of the general mood. Task: Read some headlines on the topic in several newspapers.

Selective reading - aim: to obtain certain partial information. Task: Determine whether the contract under discussion has been signed.

Cursive reading - aim: to obtain main information. Task: to find all the information about his program: with whom he had conversations, which institutions he visited, which cultural events he has visited etc.

Total reading - Goal: to understand all information Task: Read the text carefully and make a note of all important details.

From a language didactic point of view, I also dealt with the reading skill in order to better understand this skill and the types of reading strategies associated with it, and to assign certain reading styles to different learning objectives. The five levels of learning to read to structure a text and understand it too well. When reading a text in a foreign language, one should know what can make reading comprehension easier for us and what is most important for the reader / pupil. The results of the questionnaire show that the students found adding the correct grammatical features to be the most difficult task. It was similar with detailed reading, with which some students also had problems. On the other hand, the students consider the lack of time and, above all, insufficient vocabulary to be a major problem. I have come to the conclusion that the foreign-language text is faster, clearer and more processable due to the correct use of reading strategies. I have found that some reading strategies can actually help students with text comprehension and lead to higher performance.



As part of reading, working with text in the classroom is encompassed as work tasks: retelling the content, excluding the gaps in the text, discussion, guessing how the story ends, and writing text that differs from the end of the authorized, including role-playing games. This technique is a problem for the development of all different language skills: reading, writing, speaking and listening. Working with artistic text can be in pre-texts and post-texts. The main goal of the pre-text work is to gather the students' prior knowledge of the text so that they can read the text. The political interest of a particular reader and the personality of the author in order to include their language tasks that is too quick. The purpose of text work work is to view semantic perception. If a student encounters difficulties in reading (linguistic, semantic, and figurative), he tries to overcome them with guessing language. Small text (for example a short poem) can be presented to learners directly in the classroom. When reading history, it is advisable to read the student at home, either without a dictionary or according to the dictionary, in order to overcome difficulties. It is not possible to read the entire text at once; you can listen to the text through fragments. This fall, after reading the fragment, there will be a discussion. Post-text work can be truthful or homework. In this phase the students are offered general tasks so that they can express their understanding of what they are reading, their own opinion about the text, etc. In this phase it is possible to use educational and professional translations.

## CONCLUSION

German is an important part of the curriculum, not only in schools, but also in colleges, lyceums and universities. In order to learn German, the students have acquired skills that are sufficient for free communication.

As a foreign language in a broader context, it is necessary to enrich the education to study literary texts. In this case, special care should be taken to devote you to the selection of these texts and excerpts from various literary works, methods and means to work with them. When reading foreign language lessons nowadays, group work, station work, team work, role play, simulations, case studies, cooperative learning, situated learning, independent learning, project teaching, etc. are referred to in didactic specialist literature. When it comes to reading, there are also methods that make the lesson motivated. Aloud reading tandem, "The Sorcerer's Apprentice" Punch and Judy Theater Letter lift, wrapping words, tongue twisters and quick-speaking verses, flip-flops, assign text, disappeared writing, flash reading, reading picnic, reading tower, SQ3R reading method, etc. that promote interest in the job, promote the efficient acquisition of training materials, offer patterns of behavior, high motivation, strength, knowledge, team spirit and freedom of expression and, above all, contribute to the complex competencies of future specialists. The results of the questionnaire show that the students found adding the correct grammatical features to be the most difficult task. It was similar with detailed reading, with which some students also had problems. On the other hand, the students consider the lack of time and, above all, insufficient vocabulary to be a major problem. I have come to the conclusion that the foreign-language text is faster, clearer and more processable due to the correct use of reading strategies. I have found that some reading strategies can actually help students with text comprehension and lead to higher performance.

## REFERENCES

1. Ehlers, Swantje (1992). Reading as understanding. Kassel: Langenscheidt.
2. Felix Theo (1994). Oh, Maria. Easy reading level 1: Langenscheidt.

3. Ulrich / Piepho, Hans Eberhard (1996). Task manual German as a foreign language Outline of a task and exercise typology. Munich.
4. EHLERS, S. Reading as understanding: To understand foreign-language literary texts and their didactics. Berlin: Langenscheidt, 1992. 112 pages ISBN 3-468-49678-8
5. The process of reading comprehension in the light of recent psycholinguistic research [online], accessed on December 5, 2011 at: <http://www.hausarbeiten.de/faecher/vorschau/15924.html>
6. GRIMMER, M. Reading skills in GFL lessons [online].
7. KarshiyevaRuzigulMirzakulovna the methods of grammar competence in gfllessons 57-59 international conference innovative research of the XXI century science and education indonesia 2021 6.04
8. KarshiyevaRuzigulMirzakulovna Die Bedeutung der Sprichwörter in englischer und deutscherSprache 273-274 the 2nd international conference on XXI century skills in language teaching and learning April 9, 2021
- 9, JournalINX- a Multidisciplinary Peer Reviewed journal project method" as a pedagogical technology ISSN No: 2581 - 4230 VOLUME 6, ISSUE 7, July -2020



Published by: *TRANS* Asian Research Journals

**AJMR:**

**Asian Journal of Multidimensional Research**

(A Double Blind Refereed & Peer Reviewed International Journal)



**DOI:10.5958/2278-4853.2021.00265.2**

## **STRUCTURAL ANALYSIS OF FOOD REALIAS IN ENGLISH AND UZBEK LANGUAGES**

**Shahzoda Zokirova\***

\*Teacher,

Department of “Theoretical aspects of English language”,  
Uzbekistan State World Languages University  
Tashkent, UZBEKISTAN

### **ABSTRACT**

*This article provides information about a new, widely studied concept of realia in the field of linguistics, opinions expressed about it by various scholars, and, most importantly, a structural analysis of some English and Uzbek food realias is carried out in the article. In the research, the realias are classified in the tables according to the formation of nouns. Each table has its own results and discussion, and at the end of the table, some realias that seem to be incomprehensible for future researchers are explained in more detail. Comparative-typological, synchronic and diachronic methods were used to identify similarities and differences between the English and Uzbek food realias. The research work can serve as a model for future researchers in their field of study.*

**KEYWORDS:** *realia, linguoculturology, lexical units, structural analyses, derivation, affixation, chak-chak, dillegrou, mulligatawny, moshova, qurtova.*

### **INTRODUCTION**

When we study a language, its dictionary, grammatics, syntax, we first glance at its national culture. In this regard, the science of linguoculturology has its own subjects that can connect the language and culture that exist in dialogue and interaction. This science unites both these areas and studies how culture is reflected in the language by interpreting that language is a phenomenon of culture. One of the important tasks of linguoculturology is the study of linguistic

realias. Nowadays, Uzbek and foreign linguists are paying most of their attention to the study of “specific vocabulary”, however, there is no prevailing view on this subject.

The definition of the concept and origin of realia have been one of the important issues of local and foreign linguistics for more than half a century. When studying the notion “realia or culture bound words” we can face with different opposing point of views on them and it is hard to decide on which opinion is preferred more than the others. These lexical units are carriers of cultural components and give the researcher the opportunity to distinguish cultural codes which determine the importance of understanding the essence of realia that have been mentioned from a language to another over the centuries and cultural attitude that reflect the peculiarities of national consciousness. As a language unit, realia is included into the alternative lexicology. It is an integral part of linguistic knowledge and is of great interest in the research of the interaction of language and culture. Experts take a closer look at the social side of the language. This social aspect reflects realia in relation to the way of life of the people speaking that language. As a term and carrier of the national color, realia grasped attention in the early 50-ies of the last century and was considered by many linguists as a concept of linguistics.

The notion realia is derived from the Latin word “realis” meaning “related to something”, “real”. S.I. Ojegov, gives the following definition of realia in his dictionary: “realias are the objects of material culture, the objects of the world, the only subject, things” O.S. Akhmanova considers realias to be ‘1. ...various factors studied by foreign linguistics, such as the state system of the country, the history and culture of the people, language contacts of speakers of the language, etc. in terms of their reflection in the language. 2. Objects of material culture’

If the word alternative in one language can not be found in the composition of the dictionary in another language, then an alternative lexeme is meant. This term was determined by E. M. Vereshagin and V.G. Kostomarov. When they say alternative lexicology, they understand “words that mean concepts which do not exist in another language and culture, words that are specific to a particular culture, that is, if we take a group of people as A nation and the other as B nation, cultural elements of A nation will not exist in the B nation, and the characteristics of that culture B also cannot be found in nation A. An important peculiarity of the realias was emphasized by G. V. Chernov naming them “common use” and “wide entry into the national language”.

## MAIN PART

Unfamiliar words are like puzzles. If we look at the fact that the puzzle can be thrown into pieces, the structural analysis will help to determine how the puzzle is structured, where it originated. Structural analysis is dividing words into parts to determine what those parts mean. Because parts of speech has a great contribution to the general meaning of the word, and it causes to the formation of a new word. Structural analysis of Words serves the reader to understand the general meaning of words, to what extent the prefixes and suffixes change the word meaning, how the language is structured, the increase in vocabulary and the improvement of reading skills. Structural analysis is a powerful vocabulary tool since knowledge of a few word parts can give you clues to the meanings of a large number of words. Although the meaning suggested by the word parts may not be exact, this process can often help you understand the word well enough that you can continue reading without significant interruption. Based on the structural analysis, in this part of the research, we will carry out the structural analysis of Uzbek

and English food realias. Through it, we will learn what a combination of pieces the name of the dishes consists of and what meaning do they convey when we chop them into pieces.

**TABLE 1 STRUCTURAL ANALYSIS OF FOOD REALIAS IN UZBEK LANGUAGE**

| No | Root nouns  | Derived nouns | Compound nouns(noun+noun) | Compound nouns (adj+noun) |
|----|-------------|---------------|---------------------------|---------------------------|
| 1  | Halim       | Qovurdoq      | Qozon kabob               | Bostirma kabob            |
| 2  | G'ilmindi   | Dimlama       | Shivit oshi               | Xo'l norin                |
| 3  | Go'shnut    | Qotirma       | Shodibek palov            | Dumbil sho'rva            |
| 4  | Moshkichiri | Kulcha        | No'xatsho'rak             | Qatlama non               |
| 5  | Atala       | O'rama        | Kalla poycha              | Ko'k somsa                |
| 6  | Mastava     | Quvvatijon    | Ko'za sho'rva             | Jizzali non               |
| 7  | Moxora      | Yanchmish     | Moshxo'rda                | Varaqi somsa              |
| 8  | Yorma       | Shirobcha     | Ugra oshi                 | Yaxna til                 |
| 9  | Chevati     | Ajabsanda     | Yovg'on xo'rda            | Sutli go'ja oshi          |
| 10 | Terinon     | Moshova       | Moshqovoq                 | Qovurma chuchvara         |
| 11 | Lochira     | Shopirma      | Qush tili                 | Ko'k chuchvara            |
| 12 | Hasip       | Yorma         | Shirchoy                  | Yog'li kulcha             |
| 13 | Sixmon      | Qatlama       | Shirguruch                | Qovurma jarkop            |
| 14 | Talpiq      | Qurtova       | Shirqovoq                 | Yovg'on xo'rda            |
| 15 | Bo'g'risoq  |               | Shirxo'rda                | Dumbil kabob              |
| 16 | Talqon      |               | Qozon patir               | Yopgan non                |
| 17 | Novvot      |               | Tandir somsa              |                           |
| 18 | Parvarda    |               | Tuxum+barak               |                           |
| 19 | Badrok      |               | Munchoq atala             |                           |

**TABLE 2 STRUCTURAL ANALYSIS OF FOOD REALIAS IN ENGLISH**

| No | Root nouns | Derived nouns | Compound nouns (noun+noun) | Qo'shma otlar Sifat +Ot |
|----|------------|---------------|----------------------------|-------------------------|
| 1  | Kippers    | Bloomer       | Sunday roast               | Deville kidney          |
| 2  | Steak      | Scuffler      | Bubbles squeak             | Scotch broth            |
| 3  | Haggis     | Brownies      | Shepherd's pie             | Speckled bread          |
| 4  | Parmo      | Rumpy bread   | Lancashire hotpot          | Hot dog                 |
| 5  | Scouse     | Stottie       | Bangers and mash           | Smoked haddock chowder  |
| 6  | Faggot     | Stotty        | Beef Wellington            | Mock turtle soup        |
| 7  | Consomme   | Muffin        | Oxtail soup                | Plain loaf              |
| 8  | Cawl       | Noggin        | Cock-a-leekie              | Whyte (or white) leech  |
| 9  | Chestnut   | Whiskey       | Cullen skink soup          |                         |
| 10 | Zucchini   | Squash        | Plum bread                 |                         |

|    |          |  |                          |              |
|----|----------|--|--------------------------|--------------|
| 11 | Pita     |  | Butternut squash         |              |
| 12 | Mustard  |  | Hamburger                |              |
| 13 | Cockle   |  | Pancake                  |              |
| 14 | Stottie  |  | Windsor soup             |              |
| 15 | Sandwich |  | Panakelty (Pan Haggerty) |              |
| 16 | Sponge   |  | Mulligatawny             | <sup>1</sup> |

## RESULTS AND DISCUSSIONS

While carrying out a structural analysis of food realias in Uzbek language, we managed to demonstrate a number of features of food realias in the process of analysis. The realias, on which the above structural analysis was carried out, have been studied thoroughly in accordance with their origin, etymology and were divided into groups depending on the types of nouns according to the formation. From the analysis it can be seen that many names of realias in the Uzbek language were derived from cooking equipments, tools, or through the addition of manipulation-reduction suffixes. It is worth mentioning here that in Uzbek realia there is a cookie “chak-chak”, and we could not include it into any types of nouns mentioned above, because “chak-chak” belongs to a group of repeated nouns that were formed as a result of repetition of root. In terms of the structure of these realias in the Uzbek language, they are somewhat simpler than in English and easier to remember and pronounce for citizens of a foreign country. The words “qurtova” and “moshova” are derived by the combination of words “qurt+ob+a” and mosh+ob+a” and here qurt means a dried form of suzma, ob means water, -a is a suffix, so the meaning of the whole word means a cold drink which is consumed in summer in hot weather. Moshova is in the same derivation but it is another type of hot dish which is made with the combination “mosh” (beans) and ob-water.

We also carried out the above analysis on the example of English food realias, and it turned out that in both languages, realias in the types of nouns according to their structure are formed mainly by simple nouns and compound nouns (noun+noun). Derived nouns, that is, nouns with the addition of a suffix or a prefix, exist in a very small amount in both languages. We can see that the structure of nouns in English is more named by the names of place or people's names. Uzbek people are well aware of the formation of nouns in Uzbek language, but we are unfamiliar with English ones, because of the fact that English is a foreign language that for reason Uzbek people are not informed about in what way they are made in English grammar and lexicology. We will explain with the help of examples how some of the English-food realias are structured. For example, the formation and etymology of the name of the dish “dillegrout” are unknown, so we included it into the type of root nouns. Since the food “Mulligatawny” gave the meaning “mulliga” = “pepper” + “tawny” = “water”, we included it into the compound nouns (noun+noun) group. Even in the group of candies, the origin of “fool” has not prevailing ideas about the form. It is inappropriate to come to the decision that this dessert is called by the so-called fool, which gives the English meaning “stupid” or “crazy”, because it is assumed that the origin of this name is derived from the French word “fouler”, which means “to squeeze”. The reason why we included cookie “muffin” into the group of root nouns is that it was made by the addition of suffix -n to the German word “maffe” (small cake). Here's another example: we included a drink “squash” into the group of derived nouns. At first glance, this word is a simple root, that is, it looks like a noun without any affixes, but if we look at the etymology, there is a suffix -ash - plural in its composition, and the -s is considered to be prefix at the beginning of



the word, it can also be used by replacing it with the prefix ex-. The Tattie drottie meal means “potato soup” in translation from the old language, and therefore it also belongs to the group of compound nouns (noun+noun)<sup>2</sup>.

## CONCLUSION

Realias, words that have no equivalent in another language, are very interesting to study and require long research in terms of both diachronic and synchronic approaches. If we divide them into groups, they can be classified from several point of views. In this research, as we have analyzed food realias in English and Uzbek languages, we tried to describe their specific features, structure, and considerations. When we were implementing structural analyses on them, we have seen that many food realias in Uzbek language are sufficiently defined for all types of nouns according to formation. In contrast, the realias that belong to the group of root nouns in English are very few, and most of them were comprised into derived and compound nouns.

## REFERENCES

1. <http://cyberlan.com.ua/wp-content/uploads/2015/07/Tolkovij-slovarj-russkogo-yazika.pdf>
2. O.S. Akhmanova, “Dictionary of Linguistic Terms”. Moscow: KomKniga, 2007.
3. 3.Чернов Г. В. К вопросу о передаче безэквивалентной лексики при переводе советской публицистики на английский язык. / Ученые записки 1-го МГПИИЯ, т. XVI. М. 1958.
4. KarimMahmudov, “Ўзбекские блюда” –“Uzbekistan”, 1976
5. Karim Mahmudov, “O’zbektansiqtaomlari” – Toshkent: “Mehnat”, 1989
6. Rasuljanovna, I. N. (2019). Lacunas OccuranceIn Semantic Fields Of Chinese And Uzbek Languages. *International Journal of Scientific & Technology Research*, 8(11), 1998-2001.
7. <https://www.englishcentres.co.uk/blog/7-traditional-british-dishes-you-need-to-try>
8. <https://www.etymonline.com/word/squash>



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed & Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00267.6

## APPLICATION OF THE TURKIC LAYER IN THE LEXEME OF THE EPICS OF “MALIKA AYYOR”

Umarov I\*

\*Teacher,

PhD, Doctor of Philosophy in Philology,  
Jizzakh State Pedagogical Institute  
UZBEKISTAN

### ABSTRACT

*The article revealed the features of the Turkic lexical units in the text of the Malika Sitchen epics and the current Uzbek literary language passing, drink, baby, and take, make, hand, and takes it. The properties of these words from the text of the epic were based on the nature of the primary sources.*

**KEYWORDS:** *Epic, a Turkish Layer, A Group Of A Poet, An Epic Character, Ancient Turkic Language, Historical Work, Turkic Words, Lexeme.*

### INTRODUCTION

In the scientific research on Turkish linguistics, in particular, the phonetic, lexical, grammatical development of ancient Turkic language was studied in the work of I.A. Batmanov, V. Nasilov, A.A. Rajabov, M. Matkulov, A.S. Mamanjlov and others [1]. It is known to the scientific community that ancient Turkic language is also stated in the current Turkish language observation in the current level [2]. According to E. Begmatov, more than 2,500 lexes included in the Ancient Turkish Dictionary are actively used in today's language and they are divided into about twenty lexis-semantic groups [3, p. 200]. It was even found that the large amount of these lexemes was used in ancient Turkic language [4]. The period and works of the Alisher Navoi period and works are compared to the times and works of scientific literature; It is clear that they are logically right and reasonable. In particular, in Navoi's [5, pp. 47-49] works in the written monuments of the 15th century were consumed about 1,400 ancient Turkic languages, Old Turkic languages and old Uzbek languages. Most of the lexemes in this layer also have today in the Uzbek literary language.

There is no doubt that in writing works, in turn, also fully acquired an expression in written works and as well as in the people's epics.

## THE MAIN FINDINGS AND RESULTS

The unique leading feature of the words in the Turkic layer is determined and determined by their active meetings in almost all Turkic languages. Active words, which form the basis of ancient Turkic lexica, are common to all Turkic languages. The comments of the scientists expressed in linguist will save us from returning [6, pp. 311; 351; 200; 51].

Research dedicated to the language of the people's epics, the problem of the Turkish-semantic and methodological aspects of the Turkish layer are not yet studied in the case of the "Malika Ayyor" epic. It was found that these epics were used in the ancient Turkic language period, mostly universal lexemes. We are limited to brief duration of some of their samples below.

According to authoritative dictionaries (Ancient Turkish Dictionary, 620; Etymological dictionary of Uzbek language, 381), the suffix "*chozmoq, tortmoq* - to stretch out, to pull up", "*sustkashlikqilmoq* - procrastinate" was formed with the addition of the addition of the suffix "-t" to the verb "*uzamoq* - to incur", which was used in the ancient Turkic language in the meanings "*uzatmoq* - to pass by". In the text of historical works of AlisherNavoi, this artificial word is a little expanded, in three different senses: 1. "*chozmoq, yonaltirmoq* - to stretch out, to move sideways"; 2. "*qizniuzatmoq, turmushgabermaq* - to espouse, to marry"; 3. "*jonatmoq, kuzatmoq* - to send, to watch". It was found to be used in terms of Etymological dictionary of Uzbek language (4, 261) [7, p. 51]. In the epic we learned, it was found that this lexeme was used only in two senses: 1. In the meaning of "*Birortomongayo'naltirmoq, cho'zmoq* - Direct to one side, stretch" (hand, neck): *Olmadanemoqchibo'libqo'luzatdi, olmadarillabosmongachiqibketdi* - He reached out to eat from the apple, reaching out the apple trembling. (47); *OstidagiBo'ztulporyo'ldabo'yninuzatdi* - The bush beneath the bouncing handed it on the way. (126); 2. In the meaning of "*Turmushgachiqarmoq, etkazibbermaq* - To get married, deliver": *Sizlarkebsizparizodniuzatib; joy orasta, manziljoylartuzatdik* - You stretch a beauty without bowing; we have tidied up space, made a room for you. (183).

It is noted that the "*ichmoq* - to drink" lexeme is actively used in ancient Turkic monuments (Ancient Turkish Dictionary, 201). In the works of AlisherNavoi, this lexeme is in three different senses: These are found in the meaning of 1. "*Ichmoq* - to drink"; 2 "*Vadabermoq, qasamichmoq* - to promise, to take an oath"; 3 "*Vafotetmoq* - to pass away"

This lexeme is mainly two different in the Explanatory Dictionary of Uzbek language (2, 251-252): 1. "*suyuqlikniho'plabyokisimiribichmoq, tanovulqilmoq* - soak or drink fluids, to eat"; 2. "*spirtliichimlikiste'molqilmoq* - to consume alcohol" shown in such meanings. We observed in the meanings of "Malika Ayyor" in the meanings "*suvichishgaxohishbildirmoq, suvniiste'molqilishgatayyorturmoq* - desire to drink water, be ready to consume water": *Mavjurgandaryonibeklarko'radi, ichmakkaAvazxonko'ngilqiladi* - The beks of the flattered river see Avazkhan is enthusiastic (70); *AvazjonbilanShozargarmeshningog'ziniochib, ichmoqchibo'libturibedi* - Avazjon and Shozara opened the mesh and tried to drink. (168).

In the "Old Turkic Dictionary" (80) the verb to breed is used to mean "the reproduction of birds". In Mahmud Kashgari's *Devon*, the word *bala* means "bird child". In the language of Navoi's works, this verb lexeme is used not only for birds, but also for other animals [7, p. 51].

The lexeme “Bolalamoq”, along with other Turkic words, is actively used in modern Uzbek literary language. In the Uzbek Explanatory Dictionary (1, 307) the word has two different meanings: 1. “*O'zidannaslqoldirmoq; bola tug'ibyoqibko'paymoq; urchimoq* - To leave offspring by oneself; to give birth or give birth to a child”; 2. It is explained that it is used in a figurative sense as, “*ko'paymoq, urchimoq* – multiply”. In only one place in the epic “Malika Ayyor” is it observed that this lexeme is used in the sense of a bird's “reproduction”: “*To'ti, maynasayrabyotgan, bulbullarbolalabyotgan* (170) - The parrot was singing, the nightingales are young”.

The number of Turkic words used in the modern Uzbek literary language in the epic was the largest. These are: denoting action (*give, say, go, ride, etc.*); denoting a character (*white, blue, black, green, ugly, etc.*); item names (*such as silk, silk, saddle, stirrup*); some personal horses (*like ambassador, sniper*); animal names (*dog, snake, deer, horse, peacock, etc.*); rhymes: *I, you, we, you, they, all, like all*; expressions: *tearing, stroking, stroking, etc.*; auxiliary words: *for*; were incomplete verbs, and others are among them.

The ending lexeme, which means “*boshqarmoq* - to lead, *nihoysigayetkamoq* - to finish”, is used in one place in “Malika Ayyor”: *G'aribedim, hojatimnibitkazgan. Yomonkundazolimlardanqutqazgan* (195) - I was a stranger, exhausted from my need. He delivered from the oppressors in a bad day. It is noted in the scientific literature that this lexeme is formed by adding the suffix *-kar* to the one-syllable verbs, based on the verb *bit* (OTD, 132), which is used in the ancient Turkic language to mean “*tugamoq, tamombo'lmoq* - to end” [8, p. 272].

In the modern Uzbek literary language, the verb *yasamak*, which belongs to the Turkic layer, is very active in terms of its use. It has been observed that this word occurs in several senses in the language of Navoi's works (Explanatory dictionary of the language of Alisher Navoi's works, IV, 596) [7, p. 55]. It has been found that this lexeme is used in eight senses in the text of the poet's historical works, and in the explanatory dictionary of the Uzbek language it is explained that it is used in seven senses (5, 121). In the epic “Malika Ayyor” we studied, it was found that this lexeme is used in the following senses: 1. Activity, play, and the like, (item) in the sense of *tayyorlamoq* – to make, *ishlamoq* - to work: *Shozargaraytdi: — EyAvazjon, qozonnios, tillanierit, sengasheryasabberayin*(95) - Shozargar said: - O Avazjon, hang the cauldron, melt the gold, and I will make you a lion; *shundaShozargarsheryasamoqqaishboshladi, Avazningko'nglinixushladi* (95) - Then Shozargar began to make a lion, pleasing Avaz; 2. In the sense of creating (about appearance, shape, etc.): *Shozargarshernishundayyasabsozladi, ichidanmurvatbilanochadiganqilibboplabyasadi* (95) - Shozargar adjusted the lion in such a way that it could be unscrewed from the inside; *...biryaxshiajoyibsherniyasabdi, aytganbilanta'rifgato'g'rikelmaydi* (97) - ... made a good magnificent lion, which does not fit the description with what he said; 3. In the sense of “*tayyorlamoq* – to prepare, *bezatmoq* – to decorate”: “*Shernishersuratliqilibustalikbilanyasabdi. Birminibko'rayik*”, — *deb mindi* (97) - He made the lion masterfully by painting a lion. Let us take a ride; *g'amdanozodbo'ling, endiqalandar. Yuring, sheryasagan, ustaizargar* (98) - Get rid of grief, now hermit. Walk, made by a lion, master jeweler

Influential dictionaries note the use of the Turkic word *el* in the modern Uzbek literary language in three senses (Explanatory Dictionary of Uzbek language, 5, 29). It is also noted that this word is used in Navoi's works to mean “soldier, army” (ANATIL, III, 562). In the text of the epic we studied, it was found that the word *el* was used in the following senses: 1. In the meanings of

“People, inhabitants, people of a place; in general, most people, people, all”: *Turkman eliningdov-janjalino's rayin, Go'ro'g'lidankelganbalobo'lsako'rayin* (11) - Let me ask about the quarrel of the Turkmen people. Let me see if there is a plague from Gorogly; *Zangoreldanolding Orzigulyorni. Zarrineldanolding Mashriqoyorni* (14) - You took Orzigul from the blue land. Zarrin was preceded in death by the East; 2. In the meanings of “People belonging to the same country, tribe; nation, people”: *Chambil Elda Avaz o'g'lon turadi. Harna qilsa qismatdagin ko'radi* (21) - Avaz boy stands in Chambil hand. If he does, he will see his destiny; *borib ko'ray elda tengu to'shimni. Yuring og'a, Chambil elga jo'nayik* (32) - I'll go and see my equal. Let's go, brother, let's go to Chambil; 3. In the meanings of “land, country”: *G'irotnio'ynatibeldanchiqibsan. Bahodirlikdag'dag'asinqilibsan* (36) - You got out of hand by playing giraffe. You have dared to be brave; *Chambilelda men ham bekman, to'raman* (38) - In the Chambil hand, I am also a nobelman. In the text of the epic, the use of the word *elat* as a synonym of the hand lexeme was observed, and it was found that it expresses the above meanings: *Undaobodedio'sganelatim. Ostimdabo'lmadimening G'irotim* (178) - My people grew up in it. Not below me was my Giraffe; *Harqaysilarimiz o'zyurtlarimizga, o'zelatlarimizgaketadiganyo'lgakeldik, otdantushinglar, — dedi* (195) - Each of us has come to our own land, to our own people, get off the horse, - he said.

The fact that the road lexeme belonging to the Turkic layer means “a long, continuous part, a part of a movement, which is formed by the movement of people, animals, and other things by pressing a mark on the ground” is noted in the Explanatory Dictionary of Uzbek language (2, 276). This lexical unit is the “way” in the ancient Turkic language; “Measure, method”; “The way of life” (OTD, 270; Devon, 1, 197), as well as in the old Uzbek literary language, in addition to the above meanings, means “sect, faith, way of life” (Explanatory dictionary of the language of Alisher Navoi's works, II, 82). In the historical works of Alisher Navoi, the “way” of this lexeme; “Measure, method”; “Sect, faith, way of life”; It has been observed that it expresses such meanings as “a specially designated route for navigation” [7, p. 57]. It is also noted that in modern Uzbek literary language this lexeme is used in sixteen senses (Explanatory Dictionary of Uzbek language, 2, 276-278). In the text of the epic we studied, it was found that this lexical unit was used in the following senses: 1. In the meaning of “the process of movement in the direction, the ongoing walk on the road”: *Ko'ring Go'ro'g'limariddi, mindibedovotdi, qistabyo'ltortdi* (8) - See Gorogly was a brave man, he rode a horse, he hurriedly made his way; *Avazyo'lbilanketdi, sizlartiklabyo'ltortsanglar, oldidano'tsanglar, Avazdanilgaripolopontog'igao'tsanglar* (17) - The voice went by the way, if you make a straight path, if you pass in front of it, if you cross the mountain of Polopon before the voice; 2. In the meaning of “distance covered”: *Qistabyursang, oltmishyillikyo'libor* (10) - If you walk, there is a sixty-year journey; *Chuv, deb G'irko'kkaqamchihatdi. Merganlarniquvibcho'ldayo'ltortdi* (21) - Chuv whipped Girkok. He chased the snipers and made his way through the desert; 3. In the meaning “In general, a specially designated place, direction for the journey of the epic hero”: *Shunda Go'ro'g'li G'irotning boshiniburib, Chambilga qarabyo'lgakirib, ko'zini yoshlab, o'zini otning yolgatashlab, buso'zni aytib bora berdi* (10) - Then Gorogly turned Girat's head, made his way towards Chambil, with tears in his eyes, threw himself into the horse's saddle, and continued to utter the word; 4. In the meaning of “walking direction”: *Avazxonyo'libilanketdi, bukkimerganyo'lning to'tasiniolib, Avazning oldin to'sib, qistabyo'ltortdi* (17) - He went the way of Avazkhan, and these two snipers took the roadblock, blocked Avazkhan's way, and forced his way (17); 5. In the meaning of “certain time route, travel section”: *Chambildanchiqib, uchkecha-kunduzyo'lyurib, Poloponiga etdi* (18) - Leaving Chambil, he traveled for three days and nights to



Polopon; *Uchoviqirqkecha-qirqkunduzoy'lyurdi* (37) - The three traveled forty days and forty nights; 6. In the meaning of “A trip to a place, place, or other purpose; trip”: *Avazxon: — undaybo'lsa, yo'l boshlanglar – dedi* (20) - Avazkhan said, “Then start the journey”; *Bu so'zlarniytib, nariroqboribqarasa, oldidanyigirmato'rtshahargaboradiganko'pyo'lchiqdi. Qarasa, biryoldabayroq-bayroqko'plashkarkelayotir — soniyo'q* (28) - Having said this, he looked away and saw many roads leading to twenty-four cities. He saw many armies approaching on one road - countless; 7. In the meaning of “a certain walk, a certain line of the route, a certain part”: *Avazxonbuchorrahayo'ldaurushbo'larinibilib, G'irotningayilpushtanimahkam tortib, sovut, qalqoninijomilib, otigaminiburushgatayyorbo'lib, lashkargaqarab, buso'zniaytib, yuzlanib bora berdi* (28) - Knowing that there would be a war at this crossroads, Avazkhan tightened Girat's armor, put on his armor and shield, mounted his horse, and was ready for battle.

It is noted in authoritative dictionaries that the lexeme *almak*, which means “to acquire”, was actively used in the Turkic layer. In particular, it was found that this lexeme was used in ten senses in ancient Turkic language (OTD, 32), in four senses [7, p. 56] in the language of Alisher Navoi's works, and in twenty-one senses in modern Uzbek literary language (Explanatory Dictionary of Uzbek language, 3, 115-117). In the text of the epic we studied, it was found that the word to receive had the following meanings: 1. In the meaning of “Acquisition; to intend to have”: *Shakarko'ldanso'na-suqsumiolsam, so'na-suqsumiolibkelibqirayigitgachulonbersam, — dedi* (7) - If I take a sona-suksur from Shakarkoli, I will bring a sona-suksur and give it to forty young men”, he said; 2. In the meaning of “Acquisition; to win; to prevail”: *Xonning nazarkarda G'iroti soqining bel bog'idantishladi, olibergabirurdi* (8) - At the sight of the khan, Giroti bit Soki's belt took it and struck the ground; *Gul Eramdanolding oy xiromonni. Zangoreldanolding Orzigulyorni. Zarrineldanolding Mashriqoyorni. Isfihondanolding oy Intizorni. Arzirumdanolding dallizulfdorni* (14) - The month before Rose Eram was Hiromon. Orzigulyorni before the blue hand. Zarrin lost the East. Waiting for the month before Isfihan. Dallizulfdorni before Arzirum; 3. In the meaning of “to beg, to command”, “to intend or plan”: *Bu xizmatga bel bog'lama, Avazjon. Aytganso'zimolendi Bo'zo'g'lon* (13) - Do not rely on this service, Avazjon. Take what I say now, bully; *Torkistondan Malika pariniolibqolsanglar. Go'ro'g'li Malika bilan vorabo'libqolar; shunday urtnio'z qo'limizga olsak* (17) - If you take the Princess pair from Turkestan. Gorogly becomes preoccupied with the Princess; then we take the land into our own hands; 4. In the meaning of “To create, to form, to assemble”: *Shunda Assadmergan: — undaybo'lsa otmoqfaqirning tanida, — deb qo'ligayoy nioldi* (18) - Then the sniper Assad took a bow in his hand, saying, “Then the shot is in the poor man's body”; *Jamollari oyuko'pdang'olibdi(r). Ko'rganlarning bejoyaqlinolibdi* (24) - The bear on their faces has long been a winner. Those who saw it became insane; 5. In the meaning of “to catch, to capture”: *Shunday qarasa, yoyni qo'liga olgan. Avazxonning ha, demoqqaholati qolmadi* (200) - He looked like he had a bow in his hand. Avazkhan was not in a position to say yes; *Qaramay baland-pastiga. Olmos olgandastiga* (29) - Despite the ups and downs. The diamond is on the handle.

In the process of studying the lexicon of the epic “Malika Ayyor” and creating an explanatory dictionary, we came across many lexemes belonging to the Turkic stratum, and we found it necessary to give their explanations. Here we will confine ourselves to the use of a single printed lexeme in the text of the epic and to its explanatory meanings.



**BOSMOQ – TO PRESS:** 1. put something specific on it (in relation to the horse and its harness): *Bismillo deb bosdiotningustiga. Tillakorson, Olqormugizegarni* (14).

2. *Ustidanyurmoq* – to walk over, *o'tibezmoq* – to crush, *shikastlamoq* – to injure or *ziyonetkazmoq* – to damage. *Bir-birinibosib, takbiridanadashib, aqlishoshib, to'polonbo'libqoldi* (38) - They overwhelmed each other, strayed from their takbeer, their minds hurried, and became tumultuous; *Munovergaborsalaringiz, qochibyurgan, uchibyurganoqsoq-To'qsoqdevlarko'p, shulardanushlabolibbosibeb keta berasizlar, — dedi*(42 - If you go to the land of Munov, there will be many lame giants fleeing and flying, and you will catch them and eat them); *Oyoqlarinbir-birbosib. Pastkiko'shkgigajo'nadi* (52) - Press your feet one by one. He went to the lower mansion.

3. Crossing a certain object (e.g. land, mountain, corpse, head, etc.). *QistabborarBo'ztulpori. Ernibosgandavorsillab* (128) - Boztulpori will take you. Squeaking when pressed; *TomoshaqilShoqalandarishini Ko'zgailmaytog'nibosgankishini* (133) - Watch the work of Shokalandar. The man who stepped on the mountain without looking; *Boshinkesaro'mganlatib Bedovlarmurdanibosib* (143) - He nodded. The Bedouins invaded the corpse; *Devlarningboshinikesib. Bordi-kuustigabosib* (144) - Cut off the heads of the giants. Pressing on the bar

4. *Kuchbilanbosibolmoq* -To seize by force, *siqmoq* - to squeeze, *o'ziga mute qilmoq* - to obey oneself. *Zo'rlikbilanursabosib. Barchasiayladitaassuf* (161) - By force it all turned out to be a pity.

5. *Ilgarigasurilmoq* - to push forward, *oldingayurmoq* - to walk forward.

**Qadam** - step or **qadambosmoq** - to Step: To make a certain move, to want to visit, to take a step, to take action. *Bundanbuyog'igasizdayzo'ravonlaryuribo'tmasa, bizlarbirqadambosibo'tolmaymiz. Agar biz birqadambosibo'tsak, Boymoqdevningo'tinteribyurgan, ovovlabyurgandevlaridanbirontasiko'ribqolsa...* (59) - We will not be able to take a step forward if violators like you do not get into this oil. If we take a step, we will see one of Boymoq's giants gathering firewood and hunting.

**Yo'lbosmoq** – to walking to move forward, to move forward by walking. *Qanchaxotinolmoqchibo'lsang, olaber, — deb sho'xliqilibbuso'zlarniytib, qichabqizlargaqarabyo'lbosib bora berdi* (183) - Take as many wives as you want, 'he said cheerfully, and walked on towards the girls.

6. The proliferation of a particular thing (relative to hair and beard), proliferation. *Qaradi: birfilnimmingan, ikkiyog'ichimerniomochdaytilgan, soqolmurtio'sibketgan, aymashibkelib, og'zi-burninibosibketgan* (21) - He looked: he was riding an elephant, his two legs were plowing the grass like a plow, his beard was growing, and he was confused and covered his mouth and nose.

7. To hold, to hold fast, to possess. *Avazxon "buqozonniqaptalimdabosibushlabolmasam, qozoni ham qochibqutilibketsaajabemas", — deb ko'nglinixushladi, qozoningustigao'zinitashladi* (47) Avazkhan said, "If I can't hold this cauldron on my side, it is not surprising that the cauldron will escape", and threw himself on the cauldron.

8. To calm down, to make relaxed. *Vahmbosibg'aflatichidaqolmagin. Devlarningchanggigaduchorbo'lmagin* (163) - Do not be overwhelmed by fear. Do not be exposed to the dust of giants.

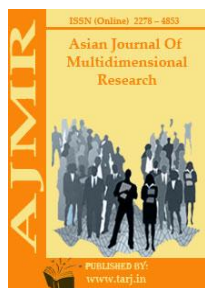
9. Coming in the form of *-ib*, it means the performance of a certain action. *Shoqalandarningbulargaqarabturganinidevninglashkariko'rib, bosibkelolmayto'xtabqoldi* (164) - When the army of the giant saw that the squirrels were looking at them, they could not stop; *Avazxon: "ularbalandedi, past ediqochibpastgatushibqutuldi, norbastaerdabuuzumlarnibosibolsam ham bo'lardanbirboshiniolaman"*, — *deb ko'nglinixushlab, toklarningustigao'zinitashladi, birshingiluzumniog'zigaolibtishladi* (47) - Avazkhan said, "They were high, they were low, they ran down and escaped. I will take a head of these grapes even if I step on the ground".

## CONCLUSION

Thus, the lexicon of the Turkic layer in the language of the epic served to express the artistic skills of the bakhshi, the thoughts, imagination, worldview, interests, dreams and aspirations of the epic heroes. This layer is fully reflected in the epic with its artistic charm, richness of meaning, stylistic possibilities, which we can see in the skill of the people's bakhshis. The expression of the semantic expressions of a certain lexeme in the epic in the oral artistic style in accordance with a specific purpose is determined by the level of epic thinking of the folk singer, the ability to sing the epic, as well as the height of fantastic artistic skills.

## REFERENCES

- [1] Batmanov I.A. (1959). *The language of the Yenisei monuments is ancient Turkic writing*. - Frunze; V.M. Nasilov. (1960). *The language of the Orkhon-Yenisei monuments* – Moscow; A.A. Radjabov (1967). *The language of the Orkhon-Yenisei monuments of ancient Turkic writing* Abstract of the thesis Diss. CandidatePhilological Sciences – Baku; Mamatulov M. (1973). *Analytical way of word formation in the language of ancient Türkic monuments* Abstract of thesis Diss. CandidatePhilological Sciences – Tashkent; Amanzholov A.S. (1975). *Research materials on ancient Türkic writing* Abstract of the thesis Diss. DoctorPhilological Sciences - Alma-Ata
- [2] Ashiraliev K. (1969). *Ancient Türkic elements in modern Türkic languages*. Based on the material of the Orkhon-Yenisei monuments Abstract of the thesis Diss. CandidatePhilological Sciences – Frunze; BazarovaD.Kh. Sharipova K.A. (1990). *Development of the vocabulary of the Turkic languages of Central Asia and Kazakhstan*. – Tashkent: Fan.
- [3] Begmatov E. (1985). *Lexical layers of modern Uzbek literary language*. –Tashkent. – p. 200
- [4] Aydarov G. (1971). *Language of Orkhon monuments of ancient Turkic writings of the 7th century*. - Alma-Ata.
- [5] Dadaboev H., Nasyrov I., Khusanov N. (1990). *Problems of the vocabulary of the Old Uzbek language* – Tashkent: Science. –pp. 89-90;Jumaev A. (1991). *The use of ancient Turkic words in Uzbek names of the XV century // Uzbek language and literature*. №5. – pp. 47-49.
- [6] Turkic lexicology and lexicography. – Moscow: Nauka, 1971. – p. 311; Rahmatullaev Sh. (2006). *Turkic layer of Uzbek language dictionary*– Tashkent: Universitet –p. 351; Sevartyan E.V. *Etymological Dictionary of Turkic Languages* – Moscow: 1974; – Moscow.1978; Begmatov E.A. (1985) *Lexical layers of modern Uzbek literary language* – Tashkent: Fan – p. 200; Mirtojiev M. (2017). *A study of Turkish original words* – Tashkent: Fan. – p. 288.
- [7] Abduvalieva D. (2016). *Vocabulary of historical works of AlisherNavoi* – Tashkent: Fan. – pp. 51, 55 p



[8] Abdurahmanov G., Shukurov Sh., Mahmudov K. (2008). *Historical grammar of the Uzbek language* – Tashkent: Publishing House of the National Society of Philosophers of Uzbekistan. - Tashkent. – p. 272. (Abdurahmonov G'. Shukurov Sh., Mahmudov Q. O'zbek tilining tarixiy grammatikasi. –T.: O'zbekiston faylasuflari milliy jamiyati nashriyoti. – T.2008. – B.272.)

Published by: **TRANS** Asian Research Journals

**AJMR:**

**Asian Journal of Multidimensional Research**

(A Double Blind Refereed & Peer Reviewed International Journal)



DOI: **10.5958/2278-4853.2021.00266.4**

## ALPHABET REFORMS IN UZBEKISTAN IN 20-30S AND ELBEK'S SERVICES IN THIS REGARD

**Shoira Erkinovna Bobomurodova\***

\*Candidate of Philological Sciences,  
Tashkent State University of the Uzbek  
Language and Literature named after Alisher Navoi  
UZBEKISTAN

### ABSTRACT

*The article examines the process of alphabet reform in Uzbekistan in the 1920s and 1930s and analyzes the work of Elbek, a linguist known for his services.*

**KEYWORDS:** *History of Linguistics, Alphabet, Reform, Sound Method, Vowels, Consonants, Foreign Letters, Singormonism, Spelling.*

### INTRODUCTION

In the 1920s, one of the most important issues facing the Uzbek intelligentsia was the reform of the Arabic alphabet and the creation of the most convenient spelling rules for students.

During this period, there were the following trends in spelling:

1. Historians who advocated writing on the basis of ancient spelling without following any method or rule;
2. Proponents of writing Turkish words with their own spelling, while the method of sounding sounds on the basis of *savtiya* (sound method);
3. Proponents of spelling all Turkish and Arabic words;
4. Proponents of writing Arabic words with our own sounds, completely removing the letters that are foreign to our Turkish language;
5. Proponents of abandoning the Arabic alphabet altogether and adopting the Latin script instead.

## THE MAIN FINDINGS AND RESULTS

Some people like M.Shermuhammad, have abandoned all of this, advocating the adoption of an alphabet that he has created that “represents 24 letters through 12 forms, superior to eastern and western letters, allowing literacy in ten days,” and has asked the academic board for help. The chairman of the scientific board, Elbek, in his article “The Problem of the Alphabet” [1] refuted the views of M. Shermuhammad and said that the best way to create literacy of the Uzbek people is to create and use a national alphabet that fully meets the phonetic features of our language.

As Elbek, a linguist, supports the proponents of the new spelling, he points out that they have some shortcomings. For example, the members of the Chigatay Guru, led by Fitrat, adopted 6 vowels, spelled words in bold and italics, adopted separate letters for consonants and vowels, and began to use *hamza* instead of *alif*, as well as Arabic, Persian, they also came up with a proposal to keep the letters (ث ذ ظ ط ع ص ض), used in Russian words in the spelling. Along with Elbek, some intellectuals suggest removing foreign letters from our alphabet altogether, which serve to show such other language phonemes in order to get rid of the letter redundancy and make it easier for students. At the Language and Spelling Congress in 1921, this proposal was supported by Eshanbek and A. Avloni, who decided that “the number of letters should be 23, the lengths should be 6, and foreign words that have entered our language should be written in our own letters” [2, p. 91]. However, A.Zahiri, M.Qori, Azizi, Sayidali opposed this decision. Even after the convention, they wrote in the spellings they knew and continued the discussion. In 1923, at the Tashkent meeting of Uzbek educators and cultural workers, a board was formed consisting of M. Qori, Sh. Rahimi, Sh. Ehson, Elbek, in order to resolve conflicts regarding. It was decided that “... foreign letters from schools and textbooks will be printed in the press, and school books will be written in school teachings ... foreign words will be distorted with elongations, except for all Arabic sentences and sacred words.”

No matter how many times it was reformed, the intellectuals, realizing that it was very difficult to form a perfect Uzbek script on the basis of the firmly established Arabic alphabet of 12 centuries ago, solved these problems in 1926 with the transition to the Latin alphabet. Elbek, who was appointed secretary of the Central Committee of the New Alphabet, also contributed to the development of spelling rules for the new Uzbek script.

The scientist came up with the following proposals as a proponent of changing the Latin alphabet, not exactly, but in a form that meets the requirements of Uzbek sounds, in a form that is technically and educationally convenient:

- “1. Dotted letters like *jandi* are technically useless. Therefore, instead of *j*, it is necessary to take *y* (this symbol was removed from the alphabet as a thin vowel) and take *i* in the form *I* without a dot.
2. Replace *Ç* with *Z* from the hinged letters. Because sliding *Z* is a sound that we rarely use, it is not good to get a separate letter. The function of *Ç* and *Z* can be assigned to the letter *Z*.
3. The letters *h* and *x* are not used to varying degrees in our language, on the other hand, the letter *x* is read as “ks” in many nations. Therefore, it is necessary to omit this letter and assign its function to *h*.” [4]

In this 3rd proposition, Elbek also took into account the inter-linguistic proximity in attaching the sound to the letter.

**The problem of marking vowels:** at a time when efforts to reform the letters were in full swing in Tatarstan in 1895-1915, there were different views among Tatar linguists on the definition of vowels, all of which were associated with synharmonism. Linguists, who interpreted the thickness and fineness of a language as related to the vowels in the word structure, identified eight (ا و وى وى وى وى) vowels consisting of a pair of thick and thin. O. Ibragimov and his supporters, who explained the phenomenon of synharmonism by linking it to some vowels (ا و) and mainly to consonants, first adopted five (ا و وى وى وى) and then six vowels, including short “ى”. The Tatar script based on these six vowels became popular in 1918 under the name of the middle spelling, and Uzbek linguists Elbek and Fitrat based on this spelling and in 1919 designated six vowels for the Uzbek script (ا و وى وى وى وى).

When the question of the definition of vowels was raised at the 1921 Congress of Language and Spelling, S. Majidi and A. Zahiri argued against the six vowels and argued that the present vowels i and e should be marked with a single letter (ى) because the meaning is not distorted by the absence of e. on the basis of five votes in favor, but the congress adopted six votes by 14 votes to 7.

At the same time as the transition to the Latin script began in 1926, the nine vowels based on synharmonism were adopted by Uzbek linguists, along with all Turkic republics.

Although Elbek, who conducts research on vowels, prefers to take nine-vowel structure, he writes that when the features of our language are well examined, they are also few. Olim says that *a, o, e, y, u, i, b e* except for the vowels *inqara, ata, ana*, for “a” in the first syllable of the words (this corresponds to “o” in Cyrillic); *dana, alim*, for the long “a” in the words of Tahir; for the short “i” in the first syllable of the words *bilim, tilim*; in the word *ssijla, suv* it is necessary to set separate vowels for the diphthongs -ij, -uv (supporters of the “vowels” from Tatar linguists considered the diphthongs -uv and -iy as vowels and assigned separate letters for them. Elbek followed them and listed these sounds as vowels). Elbek prefers to initially set 14 vowels for the Uzbek script, while in another place he indicates their number as 16. This is because Elbek does not distinguish between sound options with a phoneme. He thinks that for our writing to be perfect, we need to assign a separate letter to each sound we hear. In the 1930s, such a view was present in most of our linguists. For example, in his article “Sounds of the Uzbek language” [5, p.54], Ghazi Alim mentions 12 vowels, 29 in other places, and 22 of the main ones.

E.D. Polivanov, Botu and Yo. Omon emphasize the need to define 6 vowels for the Uzbek language, which consists of synharmonic and nosynharmonic dialects. Even Fitrat, in his article “On the Occasion of the Spelling Conference” [6, pp. 13-14], at one time pointed out that the 9 lengths were detrimental to public literacy, and that this weight should be abandoned. However, in order not to deviate from the “Common Alphabet” and to preserve the unity of the alphabet with other Turkic languages, 9 vowels were adopted. Within a year or two, it became clear that this spelling, based on synharmonism, posed many difficulties in literacy. Realizing their mistakes, our linguists realized in 1933 the need to shorten vowels and reform the alphabet. Elbek also realized that the phenomenon of synharmonism in our language is in a progressive (disappearance) state, and that vowels consisting of thick and thin pairs in the common alphabet do not play such a role in our language. While he says: “As the number of syllables increases, we make ourselves difficult while maintaining some of the phonetic features we have, and we are even forced to adopt some syllables for each syllable of a word. When we do the opposite, we can easily get rid of it and loosen our tongues.” [4], Sh. Rahimi, in agreement with G. Olim,



offered to drop the signs *o*, *u*, *i*, *e*, and replace it with five vowel letters – *o*, *u*, *i*, *e*, *a*, in order to facilitate education.

## CONCLUSION

It is known that in the Uzbek script based on the Arabic alphabet, which was reformed in the 20th century, the letter “*l*” was used to denote the bold “*a*” sound, the modern “*o*” sound in the Cyrillic alphabet, and the long “*o*” sound in Arabic and Persian. “*o*” is denoted only as a letter denoting the soft “*a*” sound. Elbek, on the other hand, summarizes all these sounds and states that they should be expressed by the Latin letter “*a*”. There were the following reasons for this:

1. In the Uzbek and Arabic scripts of the Arabic and Latin alphabets, the distinction between hard and soft (*a*- *ə*) “*a*” sounds is preserved, and this contradiction, as H. Nematov points out [7, p. 37], is not specific to Uzbek, it was introduced under the influence of other Turkic languages (more precisely, Tatar), so Elbek thinks that it is necessary to avoid distinguishing between hard and soft “*a*” in writing.

2. As H. Nematov said, there was a big difference in the distribution and use of “*a*” and “*o*” in Uzbek dialects. In order not to increase the pressure of one dialect on another, the Elbeks did not adopt a special character for the half-lip “*o*” sound. However, E.D. Polivanov, B. Koriev, Y. Omonov supported not five but six vowels based on the Tashkent dialect, one of the main basic dialects of the Uzbek literary language [8, p. 38]. At the Congress of Spelling and Terminology in January 1934, it was decided to keep the letters “*ə*” and “*a*” as separate vowels in some places, that is, in words that become syllables, because the sounds “*ə*” and “*a*” played a role in meaning formation. In 1940, when the Uzbek people switched from the Latin script to the Russian script, the phoneme “*o*” was introduced into the Uzbek script as an independent sound, and the six-vowel rule was adopted.

## REFERENCES

- [1] Elbek (1921). *Alphabet problem // Red flag*. Feb. 20.
- [2] *Language and spelling. Resolutions of the Congress* – Tashkent: Turkestan State Publishing House, 1922 – p. 91.
- [3] *On spelling // Turkistan*. 1923. Jan. 1.
- [4] Elbek (1933). *To compact our alphabet // Red Uzbekistan*. - Oct. 15.
- [5] 1,138. Gazi Olim (1927) *Sounds of Uzbek language // Education and teacher*. Issue: № 12. – pp. 49-55.
- [6] Fitrat (1928). *On the occasion of the Spelling Conference // Alanga*. Issue: № 3. – pp. 13-14.
- [7] Olimjon O., Amirov A., Elbek (1929). *History of the new alphabet in Uzbekistan*. - Tashkent-Camarkand: Uzdavnashr, - p. 184.
- [8] Bobomurodova Sh. (2020). *Elbek's linguistic legacy*. Tashkent. – p. 109



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

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00279.2****A STUDY ON MANAGEMENT OF MSMEs DURING GLOBAL CRISES  
OF PANDEMIC COVID-19****Ram Milan\*; Ehtesham Ahmad\*\*; Zaibun Nisa\*\*\***

\* Head of the Department, Dept. of Commerce,  
University of Lucknow  
Email id: milan\_lko@rediffmail.com

\*\* Head of the Department, Dept. of Commerce,  
KMC Language University, LUCKNOW  
Email id: evatani5@hotmail.com

\*\*\* Guest Faculty, Dept. of Commerce,  
KMC Language University, LUCKNOW  
Email id: zaibun\_nisa786@gmail.com

**ABSTRACT**

*The Micro-Small and Medium Enterprises (MSMEs) are small sized enterprises categorised on the bases of their quantum of investment. They play significant role in the developing economies of the world by contributing significantly to output, employment and export. They perform a crucial role in Indian economy by providing employment to a large number of unskilled and semi-skilled people, significantly contributing to exports, enhancing manufacturing sector's production and extending support to large industries by way of provision of raw material, basic goods, finished parts and components, etc. The world is going through the severe crisis of pandemic, Covid 19. Recently it has affected over 210 countries, infecting beyond 2 million people, with more than 1, 37,000 casualties. The only remedy available to the government is to keep country under lockdown that gives rise to alarming situation. The question arises, whether the economy will be able to revive and protect the livelihood of the people? We have so far analysed that the global pandemic has created greatest global humanitarian challenge the world has faced so far. It has affected all the sectors of world economy badly. As MSMEs in India is being managed with fewer resources and with government support. This business sector is expected to be hit poorly. MSMEs can prove to be great measure in present*

*scenario of pandemic covid-19 when large number of workers migrating back to their villages. It is crucial to strengthen MSME sector to accommodate new burden of migrated labourers on rural India. The present study finds out some grass root realities of MSMEs operating at Uttar Pradesh and highlights the issue with them. The present study also aims at analysing the challenges faced by MSMEs during pandemic, Covid 19 and to explore the suitable solutions to revive these business units back to the normal business and prepare for such crises in future.*

**KEYWORDS:** Micro- Small and Medium Enterprises, investment, employment, pandemic, Covid 19, investment, economy.

## 1. INTRODUCTION

Microfinance refers to the provision of financial services to the people belonging to low-income groups or solidarity lending groups that includes consumers who are self-employed or interested to set-up their own ventures, which traditionally lack access to banking and financial services. Micro credit aims at not only to provide financial support to the poor but also to assist them in finding their way out of poverty that eventually leads to overall development of economy. As financial inclusion has become a major objective in most of the government policies of the country, microfinance has become a key instrument in supplementing the need to the unbanked sector of the society. It provides financial support to emerging women entrepreneurs who in turn contribute to the nation's economy in general and their family in particular.

The MSMEs sector in India plays a crucial role in the growth of Indian economy, discussion of growth of Indian economy is incomplete without the mention of this sector. It works with Great Spirit and holds key position in the constitution of economic structure of country. There are 63.4 million Micro, Small and Medium enterprises in country most of them operating in semi-urban and rural areas. They contribute approximately 29% to India's GDP and 49% to country's export. The MSME sector is considered as the backbone sector of the Indian economy. It generates over 111 million employment and produces more than 8000 products ranging from traditional to high tech products. The MSMEs in India are broadly categorised into Manufacturing Enterprises and Service Enterprises. Both categories have a prospering track record. Uttar Pradesh, West Bengal, Tamil Nadu, Karnataka, Bihar, Andhra Pradesh, Gujarat, Rajasthan, and Madhya Pradesh are the top ten states together constitutes 74% of total MSMEs in India.

The Ministry of MSME has defined it in accordance with the provision of Micro, Small & Medium Enterprises Development (MSMED) Act, 2006. As per MSMED Act 2006, the Micro, Small and Medium Enterprises (MSME) are classified as below:

|                                                                                                                     | Manufacturing Sector            | Service Sector |
|---------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------|
| Enterprise Category                                                                                                 | Investment in Plant & Machinery | Turnover       |
| Micro Enterprises                                                                                                   | Upto 1 Crore                    | Upto 5 Crore   |
| Small Enterprises                                                                                                   | Upto 10 Crore                   | Upto 50 Crore  |
| Medium Enterprises                                                                                                  | Upto 50 Crore                   | Upto 250 Crore |
| Source: <a href="https://dcmsme.gov.in/Gazette-notification">dcmsme.gov.in/Gazette-notification</a> , January 2020. |                                 |                |

One of the most vibrant and sensitive sectors of India is MSME as it handles the major problem of country i.e. unemployment by generating huge avenues for semi-skilled and unskilled personnel. They work with limited resources, low technology mostly based on traditional or inherited skill besides that they are wonderful in utilising local resources, mobilising resources and contribution to export too.

### STATUS OF MSME IN INDIA

As per the Annual Report of Department of MSME-2018-19

1. There are 6.43 crore MSMEs are operating in Indian Economy.
2. Rural area has wider coverage of MSMEs. Around 51% of MSMEs are operating in rural India and 49% in Urban India.
3. MSMEs in total (both rural and urban) generates employment to 11 crore people. Urban MSMEs generates more employment as 55% of employment is generated by urban MSMEs.
4. Out of total MSMEs 99.5% belong to micro-category. Micro enterprises are equally distributed in urban and rural India whereas small and medium enterprises are restricted to urban India only.
5. Around 66% of MSMEs are owned by socially weaker section of the society that is other weaker section, Schedule caste and Schedule tribe, 49.7% by OBC, 12.5% by SC and 4.1% by ST.
6. Seven Indian states have 50% of MSMEs. Uttar Pradesh (14%), West Bengal (14%), Tamil Nadu (8%), Maharashtra (8%), Karnataka (6%), Bihar (5%) and Andhra Pradesh (5%).

### Contribution of MSMEs in Country's Economy

MSME sector in India contributed immense with respect to employment generation and to the national income. They constitute around 95% of total industries in country. Realising their importance for country, India has separate ministry for MSMEs for promotion and assistance to this sector. Still large amount of this sector still away from the coverage of government due to requirement of legal formalities. This sector has built up in the country with their own cooperation, strong community culture, trust and relationship that even difficult to find in large industrial units or MNCs.

Given below is the glance at the contribution of MSME sector in the economy.

**TABLE 1: CONTRIBUTION OF MSMES IN INDIA'S GDP**

| (Figures in Rs. Crores adjusted for FISIM <sup>3</sup> at current prices) |          |            |           |                          |           |                             |
|---------------------------------------------------------------------------|----------|------------|-----------|--------------------------|-----------|-----------------------------|
| Year                                                                      | MSME GVA | Growth (%) | Total GVA | Share of MSME in GVA (%) | Total GDP | Share of MSME in GDP (in %) |
| 2011-12                                                                   | 2622574  | -          | 8106946   | 32.35                    | 8736329   | 30.00                       |
| 2012-13                                                                   | 3020528  | 15.17      | 9202692   | 32.82                    | 9944013   | 30.40                       |
| 2013-14                                                                   | 3389922  | 12.23      | 10363153  | 32.71                    | 11233522  | 30.20                       |
| 2014-15                                                                   | 3704956  | 9.29       | 11504279  | 32.21                    | 12467959  | 29.70                       |
| 2015-16                                                                   | 4025595  | 8.65       | 12566646  | 32.03                    | 13764037  | 29.20                       |
| 2016-17                                                                   | 4405753  | 9.44       | 13841591  | 31.83                    | 15253714  | 28.90                       |

Source: Ministry of MSME Annual Report 2018-19.

**TABLE 2: EMPLOYMENT GENERATION BY MSMES**

| Broad Activity Category | Employment (in lakh) |               |                | Share (%)  |
|-------------------------|----------------------|---------------|----------------|------------|
|                         | Rural                | Urban         | Total          |            |
| Manufacturing           | 186.56               | 173.86        | 360.41         | 32         |
| Trade                   | 160.64               | 226.54        | 387.18         | 35         |
| Other Services          | 150.53               | 211.69        | 362.22         | 33         |
| Electricity*            | 0.06                 | 0.02          | 0.07           | 0          |
| <b>All</b>              | <b>497.78</b>        | <b>612.10</b> | <b>1109.89</b> | <b>100</b> |

Source: Ministry of MSME Annual Report 2018-19

This sector has adopted very well during two major and bold economic reforms (within the same tenure) of the government- Demonetization, and GST but with advent of recent crises of Covid-19 this sector fears to be deeply affected.

#### **PANDEMIC NEW COVID-19:**

The advent of new coronavirus is thought to be natural and has an [animal origin](#), through [spill over infection](#) many consider it as a manmade deliberately created with the DNA of virus that makes it so dreadful and incurable. The actual origin is still unknown. The first known case of infection was identified in Wuhan city of China. By the end of December 2019, the infection was widely transmitted human to human and covers large area outside Wuhan city too. The study conducted by The Lancet on first 41 cases confirmed that the date of infection is as early as 1<sup>st</sup> of December 2019 whereas official confirmation by WHO and China was made on 20<sup>th</sup> January 2020.

- The first reported case in India was 30<sup>th</sup> January and since then it started flaring up touching to 40,000 cases by the end of April 2020 and it multiplies even a faster rate in the first week of May. The global scenario is even worse. The world's major economies have affected severely. It left no option in front of world economies other than lockdown. The world is locked down. Indian government has declared initially the lockdown for 21 day then extended to 19 more days then again to 2 weeks with certain relaxations to the areas less effected. The areas being identified as contaminated zone which are severely affected; the lockdown continued there, Red zone where lockdown continued with few relaxations such as movement of essential commodities, barber shops, domestic helper, orange and green zone are allowed comparatively more movement of goods and services public transport is also permitted with some conditions.

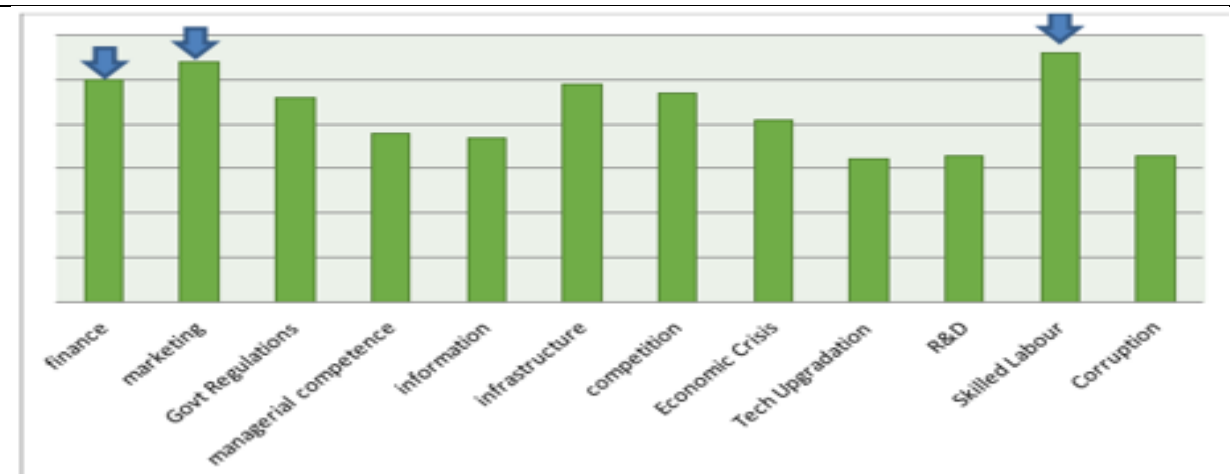
Considering the relevance of MSME in Indian economy aggressive measures are required for their sustainability and growth. Adoption of new web and IT tools to enhance the operational efficiency of MSMEs, and steps are required to be taken to enhance market access for MSMEs, both within the country and overseas.

## 2. LITERATURE REVIEW:

**Export-Import Bank of India, 2012** explains the evolution of Indian MSME policies over time. During 1948-1990 the objective was to increase employment opportunities and equitable distribution of national income, during 1991-1999 it was to make the MSMEs more competitive in the face of liberalisation and 1999 onwards the objective has been development and promotion of the sector by addressing challenges relating to credit, infrastructure, marketing and technology. It also stated the current challenges faced by the Indian MSMEs and the strategies for their Development based on past experiences of India and other countries such as China, Japan, Malaysia, Thailand, Mexico, Philippines etc. It suggests that Indian MSMEs must have access to alternative sources of capital like angel funds/risk capital etc, the existing legislatures need to be toned up to handle insolvencies and bankruptcies; the ceiling limits need to be redefined to encourage MSMEs to move up the value chain, the policies need a cluster development approach to increase the level of competitiveness.

**Grimsholm & Poblete, 2010** reproduced quite generalized results applicable to most of the south Asian countries producing low cost, low value added and labour-intensive products. Significant factors hampering growth according to the study are lack of access to finance, competition, barriers to trade, management competence, lack of skilled labour, low investment in R&D and new technology.

**Factors affecting growth of Indian MSMEs**



Source: Study of MSMEs, centre for civil society. [www.ccs.in](http://www.ccs.in)

**Ministry of Micro, Small and Medium enterprises, 2013** highlighted the significance of MSMEs, changing trends in employment growth in this sector and addressed concerns regarding establishing an enterprise and running it successfully. It also recommended support systems for encouraging start-ups, doing and expanding business and ease of closure and exit and also drew light on the need to do so. It also suggested changes in labour laws and gives product specific recommendations.

**Abdul Naser.V, 2013** says that since 55% of the total enterprises operate in the rural areas they promote inclusive growth and regional equity. They play a very important role in employment generation and contribute a commendable portion to the GDP, industrial production and export of the country economy.

The **Department of Industrial Policy Promotion (DIPP), Government of India** prepared the National Manufacturing Policy (NMP) which was formally approved by the Union Cabinet on 25 October 2011, presents the road map for enhancing the share of manufacturing in GDP (gross domestic product) to 25% by 2022 from the present level of 16%, increase the rate of job creation in manufacturing so as to create 100 million additional jobs, creation of appropriate skills, increase domestic value addition, enhance global competitiveness, and ensure sustainable growth, particularly with regard to environment. The policy instruments assign a significant role for small and medium enterprises (SMEs).

**Mathew, P.M. (2012)** in his article, “the Relevance of MSMEs”, focuses on recent developments in the industrial sector, contribution of MSMEs, and prospects for growth during the Twelfth Plan period, along with directions in which MSMEs should move in future. Among the thrusts meant for such an inclusive growth, faster creation of jobs, especially in manufacturing, is given a special focus. The strategy for the industrial sector under the Plan admits that performance of manufacturing is weak. The sector should grow at 11-12 per cent annually, compared to nearly 8 per cent at present, in order to create two million additional jobs per year. Improvements in the regulatory framework, reduction in transaction costs, transparency, and thrust on innovation are important items in the Plan’s strategy kit.

**Amarjit Gill et al. (2011)** examine the factors that affect propensity to grow and expand small businesses in India. The findings suggest that perceptions of lack of expertise, and family–business role conflict negatively affect the propensity to grow and expand small businesses. The small business owners’ perceptions and judgements are the bases of the findings of the study.

**Sanjay Tiwari (2012)** reviews the contribution of MSME sector in export promotion. To increase the share of India’s contribution to world exports from 1.44 per cent and world imports from 2.12 per cent in 2010, the Government should come up with policies and budgetary provisions to boost export in potential areas in services, making SEZs more viable, provide incentives to MSME sector with better training skills imparted to them by way of providing R&D to make the products globally competitive.

**National Commission for Enterprises in the Unorganised Sector (NCEUS)** (Chairman: Arjun K. Sengupta) (2009) presents the thinking at the national level on the plan of action for MSME (Micro, Small and Medium Enterprise) clusters to be further developed as cluster of clusters for forming into growth poles in select locations. This will strengthen the production base of MSEs, diversifying their products and services, and enlarging the domestic and export market segments. Implementation of the growth pole programme takes into account pro-active participation of the government, the private sector, and the beneficiary groups as opposed to passive provision of funds through schemes.

**Raj Kumar Gautam and Raghbir Singh (2011)** brings out suggestions on strategies to be pursued by small enterprises on marketing and other key functional areas. As customers have become quality conscious, relevant certification matching the international standards is needed to continue to capture sizeable share of the market. Marketing planning relating to various aspects of marketing mix and appropriate marketing strategies with greater usage of the web and internet marketing would enable the industry to successfully compete in the market.

It has been analysed from the above literature that MSMEs play a vital role in the developing economy. It generates employment avenues to large number of people especially in rural areas

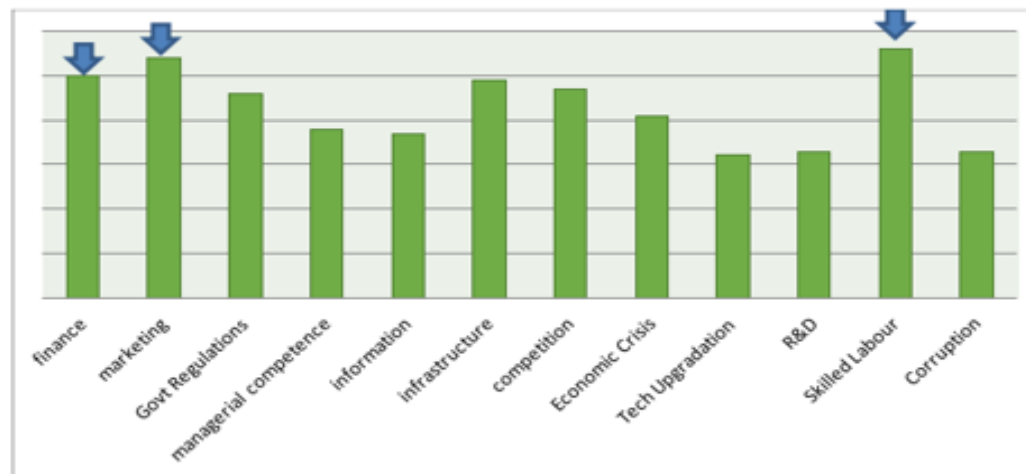


and has pivotal role to play in the economy of developing countries. It is crucial to pay heed on the factors affecting MSMEs for their sustainable growth and development.

### 3. RESEARCH METHODOLOGY

The present study is conducted by utilising both primary and secondary data. The purpose of conducting survey was to analyse the key issues with MSMEs. The survey was conducting by collecting data from 300 beneficiaries in three districts: Lucknow, Barabanki and Raebareli of Uttar Pradesh. The primary data is collected between July 2018 to Dec 2018. Secondary data is collected from published information and data in research papers, thesis, government and non-government institutions' websites and reports.

### 4. MAJOR FINDINGS & SUGGESTIONS OF SURVEY RESEARCH



The survey conducted on 300 members of 12 Micro and Small industries reveal that:

#### i. Finding:

**Resources for income generation:** It has been found out from the study that though most of the MSMEs are located in rural area, but income generation is poor as compare to urban areas. Rural areas do not have enough resources for generating income. There are very **few buyers of micro products, poor availability of raw material, poor access to market etc.**

**Issues:** The consequences of poor income generating activities in rural areas will lead to:

1. Migration of people from rural to urban areas but now it's more difficult to manage reverse migration amid global financial crises.
2. Overpopulation in Urban areas.
3. Scarcity of resources in urban areas to support the huge population.
4. Poor standard of living, rising slum areas, unemployment etc.

#### ii. Finding:

**Government Support:** The sample MSMEs considered for the present study are all registered institutions at NABARD or supported by RBI (reserve bank of India). Most of the enterprises are dependent on government funding for extending credit to the members.

**Issues:** The consequences of dependency of MSMEs on government support to the leads to:

1. Change of government at state changes the priority of the government that adversely affect the functioning of MSMEs.
2. The government funding mostly goes to the institutions having political connection or background.

**iii. Finding:**

**Utilisation of Credit:** Misuse of funds sanctioned by government and non-government institutions is one of the biggest problems of MSME sector.

**Issues:** The consequences of improper utilisation lead to:

1. It ruined the objective of microcredit to MSMEs for growth and development.

**iv. Finding:**

**Organisational setup and Management of MSMEs:** They lack in formal organisational setup and management.

**Issues:** The consequence of poor management and organisational structure leads to:

1. Difficulty in winning confidence. It puts challenge for the MSMEs to sustain in competitive business environment.
2. Lack of skill and technology required for effective functioning of system

**v. Finding:**

**Trained and skilled Staff:** Most of the MSME working at select cities of Uttar Pradesh have financial limitation that leads to insufficient and unskilled staff. Due to the rise in size of this sector demanded large number of staff. Most of the staff engaged in MSME have very little experience and training.

**Issues:** The consequence of untrained staff leads to:

1. Untrained staff is unable to work in pace with the demands of the sector and objectives of the organisation. Thus, hampers the growth of MSME.

**vi. Finding:**

**Funding:** The adequate and timely funding of MSME is one of the biggest constraints in the growth of this sector. It has been found out that none of MSME do not receive any regular funding from government agencies. That hampers the overall system of enterprise.

**Issues:** The consequence of lack of adequate funding are:

1. MSMEs unable to recruit required number of personnel.
2. MSMEs unable to organise training and development activities for personnel.
3. Lack of finance adversely affects the entrepreneurs.

**vii. Finding:**

**Support Services:** MSMEs besides generating income also generate large number of employments. It has been found out the while running microenterprise the biggest problem faces by members is support services of funding and market for product.

**Issues:** The consequence of lack of timely funding and access to market leads to:

1. Discourages members to start microenterprise.

**viii. Economic growth:** The present study found out that economic status of members has improved after starting up entrepreneurship.

The MSMEs need to be strengthened and promoted in order to accommodate large number of migrated labourers due to covid-19. With the limited land to cultivate in rural India, the only means to provide employment and decent living to migrated population is by generating new means of employment by way of creating and promoting MSMEs.

## **5. CHALLENGES TO MSMEs AMID GLOBAL CRISES OF COVID-19:**

As COVID-19 moves from a health crisis to an economic crisis for the world. The present study is an attempt to analyse the how small enterprise would weather this storm and what are the areas need to be focused. The typical micro business employs between 10 and 20 people and managed by the family in rural and semi-urban areas. Many have potential to grow internationally if get due support though mostly are operating locally. Such type of MSMEs represent 60%-70% of jobs in developing countries and around half of economic activity. Moreover, they tend to employ large young people and women. It is still too early to estimate how deeply the pandemic will affect their core constituency. Small businesses are already or will soon face a liquidity crisis, which could wipe out whole segments of the economy. In the next few months, they will face a range of challenges that will depend, to a large degree it depends on how policymakers react to the crisis today.

**i. Disintegrated demand and access to financial resources.** Demand has plunged for the businesses and entrepreneurs – even in commodity sectors – and some buyers are slowing payments for orders already received. MSMEs have small cash reserves, and therefore go out of business first in a liquidity shock. Businesses who trade internationally are especially vulnerable, as they depend on access to increasingly scarce US dollars to fund a variety of their costs.

**ii. Access to inputs and managing inventory.** The months long lockdown across the borders will affect the access to the inputs and will be difficult to manage resources.

**iii. Handling the work environment.** For manufacturing MSMEs in lockdown situations, remaining open is challenging as factory floors are not designed for social distancing. Massive outmigration from cities has meant workers have disappeared and they may be difficult to remobilize.

**iv. Uncertainty about own policies and interrupted supply chains.** Policies are evolving fast. MSME managers often work individually most are family based and cannot create crisis teams to track changes. Supply chain disruptions such as stagnant railways and roadways further added to worries.

**v. Accessing emergency support:** Most of the MSMEs in India are dependent on government funding agencies or NGOs for their financial assistance. The government funds have depleted

due to frozen economy and tackling with Covid. NGOs too are dependent of government funding to extend grant and resources to MSMEs.

So, there is no chance of getting assistance and support to MSMEs in present scenario.

## 6. SUGGESTIVE MEASURES TO MSMEs:

Although crises of Covid-19 are appearing to be great threat to the MSMEs particularly micro enterprises but India is one of the country of the world that has its own ministry of MSMEs. Ministry of MSMEs have been taking good care of this sector since its existence. The ministry has well prepared to combat the upcoming challenges to this sector.

### GOVERNMENT SCHEMES TO PROMOTE MSMEs

There are already number of schemes time to time announce by the government of India to support MSMEs:

- **Udyami Mitra Portal:** launched by SIDBI to improve accessibility of credit and handholding services to MSMEs.
- **MSME Sambandh:** To monitor the implementation of the public procurement from MSMEs by Central Public Sector Enterprises.
- **MSME Samadhaan** -MSME Delayed Payment Portal — will empower Micro and Small entrepreneurs across the country to directly register their cases relating to delayed payments by Central Ministries/Departments/CPSEs/State Governments.
- **Digital MSME Scheme:** It involves usage of Cloud Computing where MSMEs use the internet to access common as well as tailor-made IT infrastructure
- **Prime Minister Employment Generation Programme:** It is a credit linked subsidy program under Ministry of MSME.
- **Revamped Scheme of Fund for Regeneration of Traditional Industries (SFURTI):** organizes traditional industries and artisans into clusters and make them competitive by enhancing their marketability & equipping them with improved skills.
- **A Scheme for Promoting Innovation, Rural Industry & Entrepreneurship (ASPIRE):** creates new jobs & reduce unemployment, promotes entrepreneurship culture, facilitates innovative business solution etc.
- **National Manufacturing Competitiveness Programme (NMCP):** to develop global competitiveness among Indian MSMEs by improving their processes, designs, technology and market access.
- **Micro & Small Enterprises Cluster Development Programme (MSE-CDP)** - adopts cluster development approach for enhancing the productivity and competitiveness as well as capacity building of MSEs.
- **Credit Linked Capital Subsidy Scheme (CLCSS)** is operational for upgradation of technology for MSMEs.

### Government Measures for MSMEs during Pandemic Covid-19:

The government agencies and Ministry of MSMEs in country have already started to sketch out the plan to face the upcoming challenges. With this regard Reserve Bank of India has issued certain measures from time to time suggesting measures to cope up with the situation.

i. **Relief Measures announced by RBI:** In view of Covid-19, Reserve Bank of India has announced series of benefits for the MSME Sector:

- **Reduction in CRR:** The Cash Reserve Ratio of all the banks are reduced by 100 bases point to 3% of net demand and time liabilities from March 28, 2020 that would inject 137,000 crores across the banking system. It has also decoded to reduce daily minimum CRR from 90% to 80% w.e.f. 28<sup>th</sup> March 2020.
- **Rescheduling of Payments:** a moratorium of 3 months on payment of all instalment of term loan falling due between 1<sup>st</sup> March -31<sup>st</sup> May. The accrued interest will be collected immediately after this period.
- **Ease of Working capital financing:** in respect of working capital facilities sanctioned in the form of CC/OD to the borrowers facing stress, the lending institutions may recalculate 'drawing power' by reducing margin or by reassessing the working capital cycle.
- **Classification as special mention account (SMA) & non-performing assets(NPA):** The moratorium/ deferment/recalculation of 'drawing power' is being provided to the borrowers, it will not be considered as concession or change in terms and conditions of loan agreement.
- **Extension of realisation period of export proceeds:** The time period for realisation and repatriation of export proceed made upto July 31, 2020, is extended for the period of 15 months from the date of export, which is presently 9 months from the date of export.

ii. **Second set of relief measures announced by RBI:**

- **TLTRO 2.0:** RBI has decided to go for Targeted Long-Term Repo Operations for an aggregate amount of ₹50,000 Crore with least 50% of the total amount availed going for small and mid-size NBFC & MFI. This will ensure healthy cash flow to SMEs.
- **Refinancing facilities to All India Financial Institutions (AIFIs):** All India Financial Institutions such as NABARD, SIDBI and NHB play an important role in meeting the long-term funding requirements of agriculture, rural, small industries, housing finance companies. RBI has decided to provide special refinance facility of ₹50,000 Crore to these institutions.
- **Liquidity Adjustment Facility:** In order to encourage bank to deploy surplus funds in investment and loan to productive sectors of the economy, it has been decided to reduce Fixed Rate Reverse Repo Rate under liquidity adjustment facility from 4% to 3.75% with immediate effect.

iii. Besides RBI measures, the govt. of India too has initiated the steps to reduce the stress of this sector. MSMEs availing Raw Material Assistance against Bank Guarantee prior to 01/03/2020 allowed moratorium of 03 months for repayment of outstanding dues • Accounts of MSMEs to be frozen to avoid outstanding in the books in cases where outstanding is going to touch 99.99% of BG value. • SPRS enlistment certificates expiring between 01/03/2020 to 30/06/2020 to be continued. • 50% discount offer on Annual membership in MSME Mart extended. Godowns of essential commodities like Polymers in Field Offices allowed to carry out operations

**iv. Financial Assistance to MSMEs Amid Global Crises If Covid-19**

IN light of COVID-19, the Finance Minister of India on May 13, 2020, announced a slew of incentives for the Micro, Small and Medium Enterprises. A total of six measures exclusively for MSMEs were announced by the FM. In a gist, these measures include:

- Sanctioning three lakh crores collateral-free automatic Loans, with a tenure of 4 years, which will have a one-year moratorium on repayment. The highlight of this incentive is that if there's a default, the government will repay those loans to the banks.
- Twenty thousand crores of subordinate debt.
- Fifty thousand crores of equity infusion.
- Widened the definition of MSMEs.
- Disallowance of the global tender for projects up to two hundred crores.
- Other reforms relating to E-market linkages, honouring the receivable of MSMEs within 45 days, etc.

**7. CONCLUSION:**

It is the time to start from scratch. The old customers must have gone, the resources must have vanished, the demand of customers must have changed, the suppliers, the financiers everything must have gone through a drastic change. The MSMEs have to prepare themselves for the coming challenge and take it as an opportunity to think out of box.

1. Relax and enjoy to fresh up mind: It is suggested to give break to yourself suppose of 1or 2 week just to refresh your mind and come out of blues of lockdown period.
2. Connect to old customers, suppliers, funding agencies: Most probably old customer, suppliers or funding agencies are no more in contact. Just connect to them in order to analyse the ongoing demand, priorities of funding agencies and specially to boost the moral to restart the enterprise.
3. Look for new & changed customer needs: This pandemic has open up new avenues for enterprises. Now there will be new demands, new products. It is important to identify the new product and services within your reach and your potential customers.
4. Take the benefit of government schemes: The govt. of the country too from time to time announces subsidy, funding or assistance to particular sectors. It is important to take the benefit of it.
5. Think out of the box: Now it the time to start a new beginning. Think something people haven't explored before. This lockdown period gives the time to think and plan for the dream project.
6. Include IT in the business: It is quite visible that now it's must involve information technology to the business. Those enterprise that run by illiterate or less technology friendly people they are required to higher expert.
7. Look for options of work from home where possible: As much possible look for working from home. It is the need of the hour as the pandemic is expected to continue for long in future.



8. Reduce cost as much as possible to rise revenue: At this moment enterprises need to do everything to reduce cost and to rise revenue as they will be starting from scratch. It can be working from home, using local raw material etc.
9. Maintain reserve for contingency equal to six months of profit: The MSMEs since then working on merge resources but now it is mandatory to keep reserve of at least 6 months profit. So that in future we will be ready to face all kind of challenges.

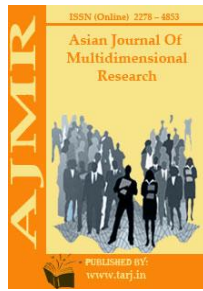
#### **8. LIMITATIONS OF THE STUDY:**

- Present study selected the data from three districts of Uttar Pradesh only so the study cannot be generalised.
- The survey with MSMEs were conducted prior to Covid-19 and suggestions provided on that bases of survey and predictions of author.
- Only 300 entrepreneurs were contacted due to lack of time and resources.

#### **9. BIBLIOGRAPHY:**

1. Planning Commission, Govt. of India 2013, Press note on poverty estimate 2011-12
2. Grimsholm & Poblete, 2010. Internal and External factors hampering SME growth. Accessed 8 June 2013. <http://uu.diva-portal.org/smash/get/diva2:323837/FULLTEXT01.pdf>. Internet.
3. International Finance Corporation, 2000. Small and Medium-sized Enterprises: Local Strength, Global Reach OECD Policy Brief, 2000. Accessed 18 June 2013. [http://intellectcap.com/sites/default/files/publications/micro\\_small\\_and\\_medium\\_enterprise\\_finance\\_market\\_in\\_india\\_2012.pdf](http://intellectcap.com/sites/default/files/publications/micro_small_and_medium_enterprise_finance_market_in_india_2012.pdf). Internet.
4. Export- Import Bank of India, 2012. Strategic Development of SMEs: Comparison of Policy Framework and Institutional Support Systems in India and Select Countries. Accessed 4 June 2013. <http://www.eximbankindia.in/sites/default/files/Full%20OP/op153.pdf>. Internet.
5. Naser. V Abdul, 2013. A critical evaluation of the contributions made by the micro, small and medium enterprises in Indian Economy. Accessed 6 June 2013. <http://indianresearchjournals.com/pdf/IJMFSMR/2013/July/17.pdf>. Internet.
6. Mathew, P.M. (2012), "The Relevance of MSMEs," Yojana, Vol. 56 No. 1, January, pp. 60-63.
7. Amarjit Gill, Suraj P. Sharma, and Harvinder S. Mand (2011), "Factors that affect Indian Propensity to Grow and Expand Small Businesses," The IUP Journal of Entrepreneurship Development, Vol. 8 No. 4, December, pp. 79-88.
8. Sanjay Tiwari (2012), "India's Export Performance and Prospects," Yojana, Vol. 56 No. 2, February, pp. 29-32.
9. National Commission for Enterprises in the Unorganised Sector (NCEUS) (2009), "From Industrial Clusters to Growth Poles," in NCEUS, the Challenge of Employment in India: An Informal Economy Perspective, Vol. I – Main Report (Chairman: Arjun K. Sengupta), Academic Foundation, New Delhi, Chapter 14 – pp. 334-356.
10. Raj Kumar Gautam and Raghbir Singh (2011), "Marketing Barriers of Small Firms: The Punjab Perspective," SEDME Journal, Vol. 38 No.1, March, pp. 61-74.

11. <http://www.businessworld.in/article/Indian-MSMEs-And-Spirit-Of-Enterprise/09-10-2019-177258/>
12. <https://economictimes.indiatimes.com/>
13. <https://msme.gov.in/>
14. <https://www.thryv.com/blog/impact-covid-19-small-business-study-findings/>
15. ITC, ed. SME Competitiveness Outlook: Connect, Compete and Change for Inclusive Growth. SME Competitiveness Outlook. Geneva: International Trade Centre, 2015. "World Has Entered Recession, May Recover next Year: IMF." ThePrint, March 28, 2020. <https://theprint.in/economy/world-has-entered-recession-may-recover-next-year-imf/390194/>.
16. <https://www.indiamsme.org/about-msme-sector-india>
17. <https://economictimes.indiatimes.com/>
18. <https://www.quora.com/>
19. <https://www.indianeconomy.net/>
20. <https://www.businessworld.in/article/Indian-MSMEs-And-Spirit-Of-Enterprise/>
21. Rajib Lahiri, 'Problems and Prospects of Micro, Small and Medium Enterprises (MSMEs) In India In the Era of Globalization'

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00268.8

## HONING OF SPHERICAL SURFACES OF ALLOY STEEL PARTS

Umida Shaozimova \*, Abdulaziz Tursunov \*\*

\* Associate Professor,  
Tashkent State Technical University, Tashkent,  
UZBEKISTAN

\*\* Master Student,  
Tashkent State Technical University, Tashkent,  
UZBEKISTAN

### ABSTRACT

*The article analyzes the technological process of honing. When honing parts made of steel and cast iron, such lubricants (coolant) as kerosene or a mixture of kerosene with spindle oil (10-20%) are usually used. When using diamond honing bars, ordinary water is often used as a coolant, to which various (usually synthetic) substances are added to prevent corrosion of the processed part and the machine itself.*

**KEYWORDS:** Honing, Lubricants, Kerosene, Honing Stone, Roughness.

### INTRODUCTION

Honing (Figure 1) is one of the methods of finishing holes and is carried out using honing heads (hons) with inserted abrasive bars. The process is carried out on special machines, which are divided into two groups: vertical-honing and horizontal-honing.

The honing head performs both rotational and reciprocating movements at a constant pressure of the abrasive bars on the surface to be treated in the medium of the coolant.

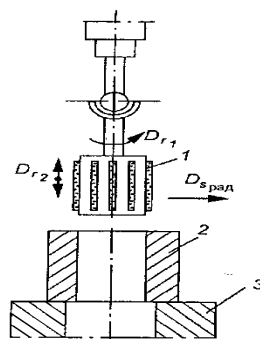


Figure - 1 hole honing scheme: 1-honinghead; 2-blank; 3-honing machine table.

## MAINPART

In the process of honing, abrasive bars remove a metal layer of 0.3...0.5 microns in one double working stroke with a total allowance of 0.01...0.07 mm for steel and 0.02...0.2 mm for cast iron. In this case, both the micro-roughness remaining after the previous operation and some of the base metal are removed, which reduces the ovality, barrel shape, and taper shape.

Pretreatment of holes for honing can be performed by boring, countersinking, unfolding or grinding and must ensure the processing accuracy of at least 7 ... 8 quality and  $R_a = 6.3...3.2$  microns.

The greatest efficiency is achieved when using diamond bars, the resistance of which is many times higher than the resistance of abrasive bars (for example, when honing cast iron parts more than 100 times).

The process of cutting during honing, which ensures the removal of metal from the treated surface, is carried out by a set of abrasive or diamond bars fixed to the pads of the honing head.

When working with the honing head, depending on the P value, the bars are pressed to the surface to be processed with a certain force and the metal of the hole surface is cut off in the form of micro-chips. The treatment area is supplied with plenty of coolant. Honing ensures the cylindrical shape of the hole, eliminates its taper shape, surface undulation and ovality without changing the position of the axis.

The kinematics of the processing process includes three working movements: the rotation of the honing head, its reciprocating motion and the radial extension of the bars, which is a radial feed-embedding. Under the action of the radial force created by the mechanism of opening the bars, the cutting grains are pressed into the treated surface to a depth equal to a fraction of a micron. With the simultaneous rotation and reciprocating motion of the honing head, single grains carry out a micro-cutting process, as a result of which a large number of the thinnest chips are cut off per unit of time. A significant amount of cutting fluid (coolant) is supplied to the cutting zone, which washes the chips and wear products from the working surface of the bars and from the surface to be processed, and removes heat from the cutting zone. The coolant forms a strong film on the contact surface of the bars with the part, which reduces friction and reduces the likelihood of setting the bundle of bars with the material of the part. With the right composition of the coolant and its supply to the cutting zone in the required amount, the resistance of the bars increases, the possibility of nadir formation on the treated surface is eliminated, and the productivity of the honing process increases.

The honing process is characterized by relatively low speeds and very small cutting depths, as well as small values of bar pressures per unit area of the surface to be processed. Due to these features, when processing by honing, the accuracy of the size of the processed holes is achieved within 1-2 classes, their non-cylindrical size is no more than 3-5 microns, and the surface roughness is within 0.63-0.04 microns. At the same time, the physical and mechanical properties of the surface layer of the part (crystal structure, hardness, stresses) are preserved, there is no defect layer (0.3-0.5 microns) or a very small amount of the surface. The process makes it possible to obtain the desired geometry and terrain characteristics of the treated surface, optimal in terms of operational requirements for the part. Honing can be used to process parts made of ordinary, alloyed and hardened cast iron, carbon, alloyed and special non-hardened and hardened steels and alloys, bronze and brass, cast and deformable aluminum alloys without coatings and

with special coatings (anodized, chrome-plated), plastics, ceramics and other metals, alloys and materials. The performance and technological parameters during honing largely depend on the material of the cutting grains of the bars. On this basis, there are two main types of honing: abrasive and diamond. Honing with abrasive bars with grains of electrocorundum or silicon carbide is used in the processing of cast iron, raw and hardened steel with HRC 30-45. With a higher hardness of the processed material, the efficiency of abrasive honing is significantly reduced. The domestic abrasive industry creates materials with increased cutting properties, in particular new varieties of electrocorundum and corundum, alloyed with chromium, titanium, zirconium and other additives. Honing with bars made of synthetic diamonds is widely used for processing a large range of materials. Due to the high microhardness, good cutting properties and high wear resistance of diamond grains, good technological performance, significant productivity and economic efficiency of processing are achieved. Along with synthetic diamonds, a synthetic superhard material — cubic boron nitride (CBN) - is produced. They provide high performance and accuracy when honing parts made of alloy hardened steels HVG, SHX15, etc.

The holes, external cylindrical and flat surfaces, and the side surfaces of the teeth of the gears are processed by honing (gear honing). The most widely used honing is for the final processing of holes, to the accuracy of size and shape, as well as surface roughness, which have high requirements. They can be different in shape: cylindrical through, stepped and blind, spline, with keyways and windows, conical and oval.

On vertical honing machines, in addition to the usual honing scheme, some other types of the process are also possible: with the imposition of additional oscillating motion (vibration honing), dry, electrochemical and honing of the outer surfaces with covering heads. Honing with oscillation is used to increase the intensity of the cutting process. The productivity of metal removal increases by 20-40%, during the cutting process, smaller chips are formed, which makes it easier to remove them from the cutting area and reduces the likelihood of salting the honing bars.

Dry abrasive honing (without coolant supply) is used as an operation for the final processing of the holes of the stators of electric motors after their assembly, laying of the winding and pouring. Recently, electrochemical honing has been used in the finishing of holes of parts made of high-hardness hardened alloy steel, other hard-to-work steels and hard alloys. In this case, the removal of metal occurs both due to mechanical and electrochemical effects.

Special cases also include finishing on vertical honing machines of the outer surfaces of the parts with covering heads. It is carried out with the same kinematics of the process as honing holes, and can provide the same technological indicators.

## CONCLUSION

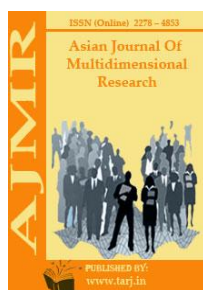
Honing with a raster working motion, unlike other methods, allows you to control the roughness parameters of the treated surface by adjusting the mesh density. The lowest roughness height ( $R_a$  min) and the mean square deviation ( $\sigma_a$ ), which characterizes the uniformity of the microrelief, are achieved at a frequency ratio of  $0.9 \leq \omega_2/\omega_1 \leq 1$  (regardless of their absolute values) and a velocity ratio of  $VB/VK_{cp} \leq 0.1$ .

## REFERENCES

- [1] Al-Qawabeha, U. (2007). Diamond pressing on the wear resistance and the state of heat treated alloy steel surfaces. *Am. J. AppliedSci*, 4, 142-145.

- [2] Бабичев, А. П., Полянчиков, Ю. Н., Славин, А. В., Шумячер, В. М., Полянчикова, М. Ю., & Гусакова, Л. В. (2013). Хонингование.
- [3] Турсунбаев, С. А. (2019). Особенности обработки деталей из магнитотвердых материалов. In *ТЕХНИКА И ТЕХНОЛОГИИ МАШИНОСТРОЕНИЯ* (pp. 23-27).
- [4] Полянчиков, Ю. Н., Гильдебранд, Л. Г., Полянчикова, М. Ю., & Баранов, П. В. (2004). Хонингование высокоточных глухих отверстий. *Известия Волгоградского государственного технического университета*, (9), 40-41.
- [5] Umarov, E. O., Mardonov, U. T., & Turonov, M. Z. (2021, January). MEASUREMENT OF DYNAMIC VISCOSITY COEFFICIENT OF FLUIDS. In *Euro-Asia Conferences* (Vol. 1, No. 1, pp. 37-40).
- [6] Turakhodjaev, N., Turakhujaeva, S., Turakhodjaev, S., Tursunbaev, S., Turakhodjaeva, F., & Turakhujaeva, A. (2020). Research On Heat Exchange In Melting Process. *Solid State Technology*, 63(6), 6653-6661.
- [7] Умаров, Т. У. Турсунбаев, С. А., & Мардонов, У. Т. (2018). Новые технологические возможности повышения эксплуатационной надёжности инструментов для обработки композиционных материалов. In *ТЕХНИКА И ТЕХНОЛОГИИ МАШИНОСТРОЕНИЯ* (pp. 70-74).
- [8] Odilovich, U. E., & Ugli, M. U. T. (2020). Analyzing the effect of magnetic field on Lubricoolant in machining process. *IJAR*, 6(5), 347-352.
- [9] Nodir, T., Sherzod, T., Ruslan, Z., Sarvar, T., & Azamat, B. (2020). STUDYING THE SCIENTIFIC AND TECHNOLOGICAL BASES FOR THE PROCESSING OF DUMPING COPPER AND ALUMINUM SLAGS. *Journal of Critical Reviews*, 7(11), 441-444.
- [10] Турсунбаев, С. А. Зокиров, Р. С., & Тураев, Х. У. (2017). Влияние обработки деталей из алюминиевого сплава с применением высокоскоростных токарных станков на срок службы резца. In *ТЕХНИКА И ТЕХНОЛОГИИ МАШИНОСТРОЕНИЯ* (pp. 159-163).



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00269.X

## ETHNO CULTURAL IDENTITY AND ITS FORMATION

Yosin AbdulbokiyeovichOrtikov\*

\*Senior Lecturer,

Department of "Methods of Socio-Economic Sciences"

Regional Center for Retraining and Advanced Training of Public Education in Tashkent region  
UZBEKISTAN

### ABSTRACT

*This article discusses the content of the concepts of "identity" and "ethnocultural identity", the process of emergence and formation. An example of this is the Dungan people living in Uzbekistan today. Because the Dungan culture is unique for the society of Uzbekistan and differs sharply from the local culture. They are ethnically one with the Hui people of China and migrated to Central Asia, especially Uzbekistan, in the late 19th and early 20th centuries. In Uzbekistan, most of them live in Tashkent region, Tashkent city and many cities of the Fergana Valley.*

**KEYWORDS:** People, culture, identity, ethnocultural identity, globalization, integration, individual, mass culture, dungan, hui.

### INTRODUCTION

In modern societies, as a result of the acceleration of intercultural dialogue, the intensification of interactions, relatively small nations and cultures are exposed to the influence of "adults", and in some respects completely lose their identity, lose at the expense of adults. To combat such losses, these societies must draw the line between culture's "own" and "foreign" cultures. This is explained in scientific language by the term "ethnocultural identity". In this thesis, an attempt was made to reveal the meaning and essence of this term.

### MAIN PART

First of all, before moving on to the concept of "ethnocultural identity", it was considered appropriate to dwell on the concept of "identity", which is its basis. This is because it is difficult to properly understand ethnocultural identity without understanding identity.

The term was used by the individual in self-awareness, and over time other similarly meaningful words were removed from consumption and replaced. The widespread use of this term has led to the emergence of different interpretations of it, but on the contrary, the meanings of these interpretations are also contradictory.

So, this situation in science is widespread not only among Western scientists, but also among Uzbek specialists. Specialists conducting research in ethnology, sociology or social (cultural) anthropology in Uzbekistan include identity / self-awareness, national identity, ethnic identity, social identity, group identity, religious identity, ethnocultural identity, identity crisis, gender identity, language identity, etc. no detailed definitions of modern words related to this term have been developed, nor have the existing ones been finalized. There are no methodological recommendations for defining, researching and evaluating their boundaries, tasks and significance.

It is known that the term "identity" is derived from the Latin word, the core of which means "idem", ie "the same", and it is said that an object retains its identity despite various changes [1]. The emergence and scientific introduction of this term is associated with the name of the American psychoanalyst E. Erickson [2] in the 40-50s of the twentieth century [3]. In the process of interpreting identity as a specific socio-cultural phenomenon, he first examines the individual identity at the very bottom of his identity. E. Erickson calls its structure "ego-identity", which is based on mutually complementary and interacting rules and retains its identity in spite of external changes [4].

The study of identity in the context of sociology has changed its object of study from the individual to society. According to sociologists, "identity is an artifact formed through social relations" [5] M. According to Zakovorotnaya, it shapes a person's identity - his interaction with society and (verbal and nonverbal) communication [6].

Theorists have tried to interpret the cultural and philosophical nature of identity in the context of the science of social anthropology. This allowed identity to be considered at the intersection of both psychological and social perspectives. According to the cultural-philosophical view, the internal and external dimensions of identity are constantly influenced and have the property of defining each other. As a result, identity is recognized not only by society but also by the spirit.

Indeed, during the birth and growth of a person, a social, religious, national worldview develops in him and his cultural identity is formed. Although it is a more individual choice which cultural identity a person accepts, the manifestation of his or her potential is realized at the level of that chosen society, nation. Accordingly, ethnocultural identity reflects a person's both individual and collective identity. Ethnocultural identity is a reflection of the unity of society, the preservation of its integrity and its uniqueness over other societies.

Proper and timely formation of ethnocultural identity in the process of globalization and enrichment of its content with various social, national and religious values will reduce the risk of the disappearance of these ethnocultural identities in the future. In this sense, one of the spiritual defenders that can withstand the process of globalization is this ethnocultural identity. Therefore, in-depth study of ethnocultural identity, its functions, components, correct definition of work processes, ensuring its continuity and continuity - is the basis for maintaining the "ethnocultural identity" of the ethnos studied in the near future. Therefore, today it is important to "understand the identity" and study all the processes associated with it.

This begs the natural question, what is ethnocultural identity? Ethnocultural (identity) is a complex socio-psychological phenomenon, such as a person's understanding of the commonality of this or that ethno-social structure according to cultural characteristics, as well as the manifestation of this cultural commonality through spiritual experiences, both individually and collectively. It should be noted that ethnocultural identity is primarily related to human

psychology. Its external manifestation is seen through the ethnonym. In this regard, this problem is studied among such disciplines as psychology, sociology, ethnology. However, in the concept of ethnocultural identity, the concepts of ethnic and cultural identity intersect. How to understand this? This means, on the one hand, that any culture also exists in a certain ethnic form, and often cultural and ethnic concepts are seen as interrelated. To put it more simply, it is reasonable to assume that ethnic and cultural symbols are inseparable, rather that they require each other. Signs of ethnicity are also actually reflected in a person's culture.

Developing methods for the process of preserving ethnocultural identity is not an easy task. Because as a result of the process of globalization and social networks and other means of communication with wide possibilities, at the same time, many identities in an individual are becoming more and more natural. Modern media is becoming a convenient platform for the formation of new identities. This is a great test of one's ability to maintain one's "identity." In such a situation, an individual whose "self", personal "me", his own affiliation is not well formed, is more likely to be influenced by other alien groups. When an individual loses his personal "I", he cannot understand his place in the family, in society, in the state and in this world.

All forms of identity occur in the process of communicating with the identity in its form, and only then does it manifest itself. For example, if two people from the same ethnic or religious community travel together, both communicate freely, and vice versa, if there are two different ethnic or religious communities, they both see different aspects of their partner and move on to self-defense. In such a situation, both of them point out exactly the different aspects, highlighting the differences in themselves. It is in this process that the driving force of the individual is precisely ethnic or religious, or cultural identity.

Analyzing the types of identity, it can be said that ethnocultural identity is a broader concept than its other types. This is because its composition reflects the cultural features of the ethnos.

It should be noted that the widespread use of this term in the scientific community took place in the second half of the twentieth century. Because it was during this period that social processes in society became more active, characterized by the desire to preserve the identity of peoples, the uniqueness of their culture and the understanding that people belong to a particular ethnic group. Because it was from this period that many relatively small peoples began to express their interest in identity and ethnic origin in various forms in order to preserve their identity. This can be seen in the emergence of the desire to restore ancient traditions and ceremonies, to create or restore their own national statehood.

Ethnocultural identity is a complex social psychological phenomenon in which an individual expresses himself or herself individually or collectively with a culturally different ethnic community.

In ethnocultural identity, the concepts of social, ethnic, and cultural identity intersect. When we talk about the interrelationship of ethnic and cultural identity, we can see that ethnic identity is an aspect of cultural identity. Because ethnic identity is a smaller concept than cultural identity, culture is a much larger and broader concept.

The relationship between the concepts of ethnic and cultural identity should be understood in such a way that, on the one hand, any culture exists in a certain ethnic form, and often cultural and ethnic concepts are equated. However, in the current era of globalization and information,

these are considered conditional, and cultures are moving out of the ethnic mold. The American scientist Samuel Huntington's statement can be cited here: "... man cannot change his ancestors, but he can change his culture. People move from one belief to another, adopt unique values through learning foreign languages, and adapt to a new lifestyle. The culture of youth is partly different from the culture of generations. Over time, global changes will also take place in cultural societies. However, when cultural identity changes, it retains the basis of ethnic identity"[8] It is clear that the author's views are close to the truth, but his assertion that "ethnic identity cannot be changed" is somewhat controversial. If, as Samuel Huntington points out, then the ethnoses that exist today should not lose their identity for thousands of years to come. Unfortunately, historical processes show that this is not actually the case. In particular, if we look at the case of the Dungans, we can see that the Dungans living in the Fergana Valley lost their identity as a result of ethnocultural changes and acquired the identity of the Uzbek people. In the course of ethnographic field research, the researcher did not hide his surprise when the Dungans in the Fergana Valley were asked, "If you are a Dungan, let's talk about this." Because it is through this question that their memories of their forgotten identities are awakened; it was as a result of generational change and generalization of cultures that he forgot his ethnic culture and adopted Uzbek culture. So, from these ideas, it can be seen that ethnicity can also change, or rather be forgotten.

In the system of social sciences, there are also conflicting views on cultural identity and ethnic identity. This is the case with S.M. Shirokogorov and L.N. As Gumilev writes, it is observed when a biological factor is considered as a determining factor in ethnogenesis. In particular, S. Huntington: Man is not in a position to change his ancestors (i.e. ethnicity) but to change his culture. It should be noted that the word "change" in the above statements is relative. Because the past (ancestral-ethnicity) cannot be changed, but it can be forgotten. Culture can develop and change again in the future. In short, ethnicity is valued by the past, culture by the future.

The use of the term ethnocultural identity implies an identity formed on the basis of ethnic (national) identity of social identity.

Science has not yet reached a consensus on the relationship between ethnic and national events. In one case, ethnic and national events are considered as the same concept and are used as synonyms, in another case, they are seen as inter-ethnic and then national events, and in the third case, they are used interchangeably. are considered as independent opposing concepts.

In this study, successive events are seen as having a common "cultural core". In this context, the concept of "ethnocultural commonality" is applied to different historical types of ethnos, and the concept of ethnocultural identity is applied to different forms of social identity.

The ethnocultural aspect of identity has been in the center of social and scientific attention for the last fifty years. The concept of ethnocultural identity (the terms national, ethnic and cultural identity are used as an alternative) has been around since the mid-1970s.

Ethnic-related theories should be considered when explaining issues of ethnocultural identity. The first is the methodology that recognizes the ethnos as a real historical phenomenon of evolutionary formation, on the basis of which Yu. It lies in the ethnos theory that Bromley introduced in the early 1980s. That is, any ethnos is the product of historical processes [10].

A more radical interpretation of the theory of ethnos calls it a "biological organism" and an "ethnic passion". Shirokogorov and L. Given in Gumilev's views. Even today, this view retains its

significance in a sense. Ethnos "... is a society that is characterized by unique cultural models that define the nature of human activity in the world and strives to maintain the interdependence of cultural models within society for a long time, including major socio-cultural periods, according to unique laws specific to each society merger"[11].

In the field of foreign anthropology there is a methodological approach, which considers the ethnocultural structure as a "imaginary union" with a scientific, political and ideological structure.

They believe that national identity is built on individual-collective purpose and common action based on cultural characteristics. This approach is divided into two separate areas: constructive and instrumental. They deny that the nation was historically formed.

From the 1970s onwards, research interests shifted "from race to culture and from culture to ethnicity". For this reason, the importance of ethnic characteristics in the formation of identity in constructive research is either completely denied or questioned. Frederick Bart, one of the founders of the constructive view, argues that an ethnic group should be defined not on the basis of cultural identity within a particular boundary, but on the basis of how the ethnic group defines itself. In the 1960s, this Norwegian scholar put forward the hypothesis that a person identifies himself with an ethnic group or is the result of self-registration. He expressed his ideas that "cultural aspects of an ethnos can change; the cultural characteristics of members of an ethnic group also change" [12].

Identity is a product of relationships, i.e., as long as the social environment is involved in the formation and function of identity, it must be appropriate to the individual's choice. Separating this view, M. Guboglo writes: "Europeans may consider themselves Papuans, but the Europeans around them cannot be called Papuans unless they speak that Papuan language and are generally accepted by the Papuan society." [13] This means that when a community or individuals associate themselves with a social group, it is important that that group recognizes them as "their representatives". Only when this happens will his social adaptation take place without conflict.

## RESULTS AND DISCUSSION

A similar situation was observed in ethnographic research among Uzbek-speaking Dungans in the Osh region of Kyrgyzstan [14]. In particular, Osh Dungans may consider themselves Uzbeks, but Uzbeks or other ethnic groups around them do not recognize them as Uzbeks. At the same time, the Dungans cannot fully accept the Osh Dungans into their group. The reasons for this are as follows:

- Dungans from Osh forgot their native language;
- They do not follow the cultural traditions of Dungan culture;
- The Dungans from Osh admit that they belong to the Uzbeks more than the Dungans.

Uzbeks also do not know Osh Dungans as Uzbeks. Because,

- Uzbeks and other ethnic groups know that Osh Dungans are Dungans, not Uzbeks;
- Although the Dungans of Osh are well versed in the Uzbek language and culture, they are very different from the Uzbeks in terms of anthropological appearance.

The Dungans of the Osh region of the Kyrgyz Republic, although numerous, prefer to assimilate into Uzbek culture.

As a result, a community of Dungan-looking Uzbeks or Dungans with Uzbek culture emerged in the region. However, for some reason, this group of Dungans is unable to fully identify both groups. Because while their almost complete isolation from the Dungan language and culture prevents them from forming a Dungan national identity, their anthropological image prevents them from fully assimilating into the Uzbek ethnocultural environment

## CONCLUSION

In today's era of globalization, one of the most important tasks of society and education is to understand the ethnocultural identity, to control the views of young people, to prevent the loss of ethnocultural identity of the next generation in a place where attacks on the ancient values of peoples are on the rise.

To this end, one of the main tasks is to understand the ethno-cultural identity of the Dungans of Uzbekistan, to identify the threats facing them in this regard today and to take measures against them.

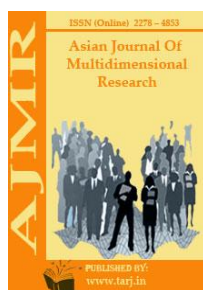
Carrying out practical work at the state level to preserve national diversity and the identity of all nations and peoples in Uzbekistan is also a priority in public policy today.

## REFERENCES

1. Kosenchuk L. Sushchnost identichnosti i osnovnie podkhodi v eyo issledovaniyu // Teoriya i praktika obshchestvennogo razvitiya, - №16. 2014. - p. 223.
2. Erikson E. Identity: youth and crisis. - Moscow: Progress, 1996. - 344 p.; that author. Life history and historical moment - New York, Norton: 1975. - 283 p.
3. Simonova O. Sotsiologiya identichnosti // Sotsiologicheskiy zhurnal, - № 3, 2008. - C.45-46
4. Budenkova V. and Saveleva E. Identity as a subject of theoretical-methodological analysis: models and modhody // Vestnik Tomskogo gosudarstvennogo Universiteta, Kulturologiya i iskusstvovedenie, - № 1 (21), 2016. - C. 36
5. Orlova E. Kontseptsii identichnosti: identifikatsiya v sotsialno-nauchnom znanii / Voprosy sotsialnoy teorii: nauch. Alm People in search of identities - Moscow: 2010. Volume 4 - p. 100
6. Zakovorotnaya M.V. Identity of man: Sotsialno-filosovskie aspects. - Rostov-on-Don: Izd-vo Severo-Kavkazskogo nauchnogo tsentra vysshey shkoly, 1999. - C. 130
7. Budenkova V., Saveleva E. Identity as a subject of theoretical-methodological analysis: models and modhody // Vestnik Tomskogo gosudarstvennogo Universiteta, Kulturologiya i iskusstvovedenie, - № 1 (21). 2016. - p. 38.
8. Huntington S. Kto mi? Vizovi amerikanskoy natsionalnoy identichnosti - Moscow: Tranzitkniga, 2004. - p. 65
9. Romanucci-Ross, De Vos G. Ethnic Identity: creation, conflict, and accommodation. - London: Sage, 1975. - P. 38.
10. Khojamurodov I.R. Problems of formation of national (ethnic) identity of the Uzbek people and the influence of Islam on it: PhD for diss ... - Tashkent: 1994. - P. 57.
11. Lure S. Historical ethnology. Uchebnoe posobie dlya vuzov - Moscow: Aspekt Press, 1997. - P. 41.



- 12.** Barth F. Ethnic groups and boundaries. Identity Semiire interdisciplinary dirige par Levi-Strauss. - Moscow: 1977. - P. 27.
- 13.** Guboglo M. Identification Identity: Ethnosotsiologicheskie ocherki. - Moscow: Nauka, 2003. - p. 36
- 14.** Field records. Kyzyl Sharq village, Karasuv district, Osh region, Republic of Kyrgyzstan. 2019 y
- 15.** Khalimovich, O. N., Rasuljanovna, I. N., & Shakarovich, G. I. (2020). The Purpose and Outcome of Diplomatic Missions in the II-I Centuries Between Central Asia And China. *Journal of Critical Reviews*, 7(9), 126-128.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00243.3**

## TRAINING YOUNG PEOPLE CREATIVE, BEING ABLE TO CREATE INNOVATIVE TECHNIQUES

**Rajabboev Jurabek\***

\*Student,

Department of National Idea,  
Fundamentals of Spirituality and Legal Education,  
Urgench State University, Urgench, UZBEKISTAN  
Email id: sv997710@gmail.com

### ABSTRACT

*In this article highlights of formation innovative thinking, professional and pedagogical preparation of future young generation. There are also science-based technologies that increase the innovative thinking of young people.*

**KEYWORDS:** *Innovation, Creation, Creativity, Superior, Modern Education, Cognitive, Processes, Harmonious View, A Dynamic Features, Technical Research.*

### INTRODUCTION

Although we clearly see today that there can be no social development without scientific and technical discoveries, no work on spirituality mentions the importance of scientific and technical knowledge, the methodology of their study does not reveal. Scientific and technical knowledge is also a reflection of the objective laws and requirements of spiritual development. Actually, there is no place in our spiritual heritage to solve this problem, but the present time requires scientific and technical research; the effective use of the achievements of the scientific and technological revolution in all spheres of social life has become a necessity. Undoubtedly, such qualities as social justice, ideal society, perfect man, high spirituality, humanity, patriotism, faith, good behavior, community, unity, humility, generosity, peace-loving, diligence, family-oriented, which are glorified in the spiritual heritage of our people, are immortal. It is our duty to assimilate and inculcate it in the hearts of the younger generation. However, it is also true that the objective laws of social development, the requirements of innovative development expect from us scientific and technical knowledge, discoveries. At the same time, it should be noted that historicalism and traditionalism prevail in spiritual-moral imperatives, which can sometimes lead to stagnation, conservatism. This historicalism helps to ensure stability and unity in society, in interpersonal relations, strengthens the ties between the individual and society, it makes

intergenerational diachronic ties into important values. However, they can also be an obstacle to innovative changes.

## **MATERIALS AND METHODS**

So we need to focus on deciding on a certain consensus, conformity, between traditionalism and modernization. Where historicism prevails, any innovation remains a dry desire. Therefore, it is necessary to pay due attention to young people who are active subjects of innovation, to form in them not only the ability to master innovations and creative activity, but also the ability to live with moral imperatives embedded in the spirituality of our people. Reconciling these two hypocritical, contradictory sides, no matter how complex and difficult the task is an objective requirement of our national development.

Spiritual and moral imperatives are, in essence, the values created by our ancestors, inherited from them, the mentality, way of life and cultural life of our people and nation. Their connection with different interests and hobbies has formed the categories of "I" and "We" in the spiritual and moral life. "Rituals, traditions, and customs that have been formed and developed in a society over the centuries are also a manifestation of the moral relationship that exists between the individual and society. Based on these, the relationship between the individual "I" and the collective "We" is harmonized [1].

Many literatures emphasize the predominance of "We" in the spiritual and moral imperatives of the East. The fact that this communism has risen to the level of tradition is not a negative, conservative case, of course. But in the development of society, the category of "I" or "We" has never been absolutely dominant, it was impossible to live without harmonizing them. It is natural that there is a contradiction between these categories. Because "the development of the relationship between the individual and society is not just about commonalities. There will also be contradictions in this relationship.

## **RESULTS AND DISCUSSION**

The basis of these contradictions is the disproportion in the understanding and formation of the relationship between the individual and society. A individual is a special person. And society is the unity of such individuals formed on the basis of certain goals. Conflicts occur as a result of society not understanding the individual, the individual not understanding society. Take the life of Maria Curie Skłodowska, a two-time Nobel laureate, for even major social tragedies, such as the contradictions that arise as a result of personal selfishness or, conversely, the complete shadowing of personal interests. Having a unique scientific ability, the genius creator is so devoted to her interests and researches that she do not even think that a woman should have at least three or four dresses. Her "I" is Polonia, in search of radius. She wants to be alone all the time in this quest. Only her partnership with her husband, Pierre Curie (who is also a Nobel laureate), gives her peace of mind and satisfaction in life. It can be called creative (positive) selfishness, but still selfishness [2].

Many great artists are obsessed with one or another flaw, arrogance, as if glorifying their "I"[3]. That is why the Italian psychiatrist Lombroso notes the encounter of conceit, even madness, in great creators [4]. Discovering something new, giving in to creativity is something that can lead to indifference. But this creative psychological state is unique to some individuals, and the whole society cannot live in such a state. In innovative thinking, there is a surge of creativity, but this is also typical of true inventors. The pain and joy of creating something activates the "I",

sometimes making it a rival to those around him. That's why the great creators are introvert, don't like the circles, the crowds and the hassles.

We find these qualities in Beruni, Ibn Sina, and mystics. The "I" is not limited to Western artists, we observe it in the qualities of almost all great personalities. However, the traditions of the East have always embodied the "I", and it is rare to go beyond the "We", even in the most talented people. In our opinion, this is the reason why scientific and technical thinking in the East is not sufficiently developed. This can be seen in the following reasonable thoughts of E. Yusupov: "Social moral duty and responsibility sometimes contradicts a individual's personal interests. Man sometimes seeks to circumvent traditions, customs, which are part of social moral duty and responsibility. The tendency to deviate from certain traditions in the context of social problems is more common in young people who are influenced by emotions and passions. They sometimes tend to adapt them rather than adapt to a particular social, moral environment. In the field of love, there are times when parents try to achieve their goals without taking into account public opinion, and emotions sometimes lead a person astray. Some people go so far as to commit suicide when they cannot find a way to resolve the conflict between public opinion and personal interests" [5]

According to the scientist, the spiritual life of young people should be in line with public opinion, a reflection of the requirements of "We". Giving personal interests to the public is seen as a sign of spiritual maturity. Eastern traditionalism does not allow the individual to go beyond its own limits; it keeps it within the bounds of spiritual-moral imperatives. Is it good or bad? If there is a positive case, what are the positive aspects, and if there is a negative event, what are these aspects? What do these aspects have to do with the topic, innovative thinking? On the first question, academician E. Yusupov states the following: "Morality is the result of the fact that each person feels responsible and accountable to others.

Based on this, it can be concluded that moral maturity is the understanding, reliance and development of spiritual values that have been formed over the centuries in the course of one's life and activity. The key issue is not only what moral heritage each nation has, but also to what extent new generations adhere to and develop it. For this reason, it has always been a sign of morality that every person should follow the rules of behavior, manners, treatment and attitudes that exist in society. Deviation or disregard for traditions and values in this regard is considered immoral. Immorality is a violation of the balance between "I" and "We"[6].

It turns out that the values that have been formed over the centuries determine a person's behavior that following them is moral, that violating them is considered immoral. The centuries-old balance between 'I' and 'We' is transformed into a firm moral imperative that cannot be broken.

From a spiritual and moral point of view, this idea is remarkable, but there is a danger of translating it into all human behavior, including creative activity, innovative research. If we remember that almost all human activity in the East has been measured according to spiritual-moral imperatives, we find that the above danger is not unfounded. At the same time, there is a positive side of this idea, the spiritual-moral imperative. The scientific and technological revolution in the West rejected the traditions formed over the centuries, saw the intellectual power of man, his scientific potential as the only factor that ensures social development. As a result, Western civilization has made great strides, rescuing man from muteness in the natural

environment, making his life prosperous, his mind free and his possibilities wide, colorful and enjoyable.

But wealth, money, and prosperity, which the West worships as its core values, have become, according to E. Fromm, "universal arguments that will overthrow the world, change and destroy all natural things and human qualities"[7]. The scientific and technological revolution and that it gave birth the life ideals, lifestyle and way of thinking to played an important role in this. It is widely acknowledged that the scientific and technological revolution has caused global environmental, demographic and spiritual crises, and that it has brought humanity to the brink of destruction. These tragic consequences of the addiction to the development of scientific and technical thinking should not be transferred to innovative development. This can be prevented, first of all, by our spiritual and moral traditions, oriental traditionalism. This is where the conditionality of the dialectical relationship between spiritual and moral imperatives and innovative thinking is manifested. This is the answer to the first and second question above.

Eastern traditionalism is based on the principles of "seven measures, one cut" and "thanks for everything." It is a priority to rely on traditions, to measure behavior in accordance with the norms and views decided in the social environment, to support only the initiative that conforms to these norms and views. The novelty seems to be atheism, even a violation of existing routines, traditions. Innovative thinking cannot be limited to such norms and views, it is characterized by constant restless research, creation of something, striving to improve existence. Continuous improvement is its element and demand. It is not possible to completely eliminate these contradictions, but they can serve each other synharmonically. For this, society and the state must be interested in ensuring such harmony. In our opinion, this interest can be reflected in the following areas, tasks: 1) the development of creative, innovative young people, intellectual forces; 2) creation of a new pedagogical technology for the formation of scientific and technical thinking on the basis of humanism, within the framework of spiritual and moral imperatives; 3) the formation of moral responsibility, social duty and scientific ethics in society in a way that supports the potential of artists with great intellect.

These directions, tasks seem trivial from the surface. The global crises caused by the scientific and technological revolutions worried first the members of the Club of Rome[8] and then the whole of humanity[9]. There is no social development without scientific and technical discoveries; the deterministic impact of these discoveries has raised the question of how scientific and technical research should be conducted and what educational model young people should be trained. Training young people capable of discovering creative, innovative techniques required a new pedagogical technology, an educational model, without addressing this issue, the training of scientific and technical personnel would cause to deepen the crisis. Between 1945 and 2000, about 400 globally-minded universities and academies were opened in European countries, training highly educated scientific and technical personnel. The policy of humanization of scientific and technical discoveries, that is, the support of discoveries that meet the fundamental goals of man, has been implemented [10]

## CONCLUSION

"In life, morality should be subordinated to morality, not interest. If interest is seen as superior to morality, people will go down the path of denying even the simplest truth that is known to all. There have been and will continue to be such people among mankind. The relevance of educational work is determined by the same reasons"[11]. Scientific and technical thinking, it is

observed that discoveries are made in terms of certain interests. The great philanthropists seek to expand their material possibilities when they support this or that scientific and technical invention. This is a common tradition in the intellectual world. Hence, there is a danger that innovative discoveries contradict universal moral imperatives and requirements. The supremacy of the interests of over universal imperatives and demands is in stark contrast to the principles of stability, unity and justice in society, which inevitably causes unrest in social life. That is why E. Yusupov emphasizes educational work.

At the same time, it should be noted that educational work cannot be the only effective means of combining scientific and technical research with spiritual and moral requirements. Educational work should be strengthened by other socio-political, legal, economic and cultural mechanisms.

## REFERENCES

1. Yusupov E. Spiritual foundations of human perfection - Tashkent: University, 1998. 79-p.
2. Curie E. Marie Curie. Translated from French. Ed. 3 e- Moscow: Atomizdat, 1973.
3. Secret passions of the great-Moscow: AST: Zebra E, 2008.
4. Lombroso C. Genius and insanity -Saint Petersburg, 1992.
5. Yusupov E. Spiritual foundations of human perfection - Tashkent: University, 1998. 79-p.
6. That book. 80-p.
7. Fromm E. Art of Moscow: AST, 2014 -S.315.
8. A. Pecci Human qualities. Moscow: Progress, 1971.
9. Global problems and universal values. Moscow: Progress, 1990.
10. Zigunenko S.N. Great discoveries. Moscow: AST: Astrel: Transitkniga, 2005.
11. Yusupov E. Spiritual bases of human perfection - Tashkent: University, 1998. 81-p.



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI:10.5958/2278-4853.2021.00270.6

## ETIOLOGY AND PECULIARITIES OF THE PLANT WORLD IN “KISASI RABGUZIY”

Zilola Shukurova\*

\*Tashkent State University of Uzbek Language and Literature named after AlisherNavoi  
Tashkent, UZBEKISTAN  
Email id:zilolashukurova7616@gmail.com

### ABSTRACT

*Myths have long been a valuable source genre as a product of the first scientific views of understanding the world. Today, scientists are studying the extent to which ancient people's ideas about the world were formed, people's lifestyles and beliefs - the first products of their views on man and being in general - through myths. These views of the ancients have been passed down by word of mouth for centuries, which shows how important the myths that are ingrained in the minds of the people are in the life of the people. Nosiriddin Rabguziy, who lived in the 14th century, also created a beautiful work on the history of the prophets, “KisasiRabguziy”, using religious and historical works, as well as oral works, combining the trinity of religion, folklore and literature Received it is for these three reasons that the work is still known and popular to this day.*

**KEYWORDS:** Myth, Myth, Plant, Rabguziy, Story, Folklore, Literature, Religion, Prophet, Wheat, Fig, Jiida, Snake, Leaf, Paradise.

### INTRODUCTION

It is known that in the samples of world folklore there are various myths and legends about the ancient past of mankind, the etymology of the plant world associated with the way of life. They varied in subject and content, and arose as a result of the ancient people's passion for the study of the plant world. As a result, patronage forces emerged in the first way of thinking of people, in the process of growth of the mind from the stage of abstract thinking to scientific knowledge. In particular, the scientist E.M. Melitsky found that in Akkadian folk legends a person named Enlil (in some variants Marduk) killed the goddess Tiamat and dismembered his body. It creates celestial bodies from the upper part of its body, and earth, plants and animals from the lower part. There are also various rumors in Chinese folklore that after the death of the first anthropomorphic Pan-gun, stones and gold came from his bones, plants from his body hair, stars from his hair, rain from his skin, rain from his tears, river, moon and sun from his eyes, wind

from his breath created patterns of creation [1, p. 203]. According to the Avesto, 55 varieties of grain and 12 varieties of cocaine sprouted from the body of a dead cow at the level of a demigod [2, p. 24]. Hence, in some nations, the creation of the universe and the bodies in it is associated with the gods and the heroes of the god-level country. This shows that in the legends of the peoples of the world and in the examples of folklore created in Central Asia before Islam, the flora and fauna, natural phenomena, the appearance of celestial bodies are closely associated with the gods.

## THE MAIN FINDINGS AND RESULTS

Rabguziy's "KisariRabguziy" also provides interesting and colorful information on the origin of the plant world, its peculiarities, and its impact on human life and lifestyle, which can be explained mainly by the time of Adam and Eve. Consequently, the forbidden fruit is also the cause of their expulsion from paradise [3, p. 22]. From time immemorial, both scientists and ordinary readers have been interested in what exactly is the fruit that has had an unprecedented impact on human civilization. There are many legends about the forbidden fruit, including apples, figs, quinces, peaches [4], and olives [5]. Unlike the world-famous version of the myth, why did Rabguziy interpret the forbidden fruit as wheat? To find the answer to this question, we first turn to religious sources. This is because a writer who is well versed in Islamic science may have used literature created in this context based on the psyche of the work. There is some information in religious sources about the forbidden fruit. In particular, verse 35 of Surat al-Baqara reads: "And we said, 'O Adam, dwell in Paradise with your wife, and eat of it wherever you wish. Just do not approach this tree or you will be one of the wrongdoers'" [6, p. 9]. Apparently, the Quraan speaks of a forbidden fruit, but it is not clear what kind of fruit it is.

The following words of the Islamic scholar Sheikh Muhammad Sadiq Muhammad Yusuf about the forbidden fruit also confirm the suras and verses written in the holy book: "There have been long-running disputes over which tree is banned. Everyone says the name of the tree they know and brings evidence and documents to prove it. But, to be honest, it doesn't hurt anyone to know or benefit from knowing the name of this tree. If it were necessary to know it, Allah would have said it in the Quraan or in the hadiths of our Prophet [7, pp. 37, 664]. Hence, the fact that the forbidden fruit, whose name is not mentioned in the religious literature, is called differently in folklore specimens stems from the way of thinking, worldview, and the need for scientific knowledge of the peoples of the world. After all, its consumption is the beginning of the development of human consciousness, the development of thinking, the result of the need for self-awareness. From the above, it is clear that Rabguzi did not rely solely on verses and suras in the Quraan.

As a second source, the author may have used other religious literature, let's review the Bible. In it, this fruit is called the "Tree of Understanding good and evil" [8, p. 6]. Scholars associate the naming of this tree, which is used in poetic language with the metaphors "Finding the Truth" and "Understanding the Essence", with certain symbols. According to them, the root of this tree is interpreted as a 'state of anesthesia' of human development, the body as the "beginning of self-awareness", and the branch and leaf as the "means of self-awareness" [9]. If we analyze the development of the human mind from general to specific in this way step by step, it would be more accurate to say that its fruit is a "product of self-awareness". Hence, symbolism is at the root of the forbidden fruit mentioned in the Bible, and it is regarded as a "bursting" process of human thought. This variant of the forbidden fruit, based on a profoundly logical approach, was

also not used in “KisasiRabguziy”. The author may have referred to examples of folklore as an additional source, as in other narratives.

It is known that in the oral creations of the peoples of the world there are many legends about wheat. They say that demons and legendary heroes brought bread from heaven so that people would not die in the cold. According to Greek folk legends, bread is grown by the mother goddess Demetra [10, p. 152]. In the legends of African peoples, the deified blacksmith hero descends from heaven to earth and carries an instrument like an onion, grain products, a spear, and a *ketmon* (broad bladed hoe) to help people [11, p. 185]. So, although the appearance of wheat (bread) in the folklore of the peoples of the world is associated with the gods and demigods, it is not said that they are the forbidden fruit in heaven.

So what is it based on when the writer talks about this fruit? It is known that the author read and analyzed many sources before writing the work and was able to select the closest to the truth among them. We understand this only from his comment “To be more precise, he is a wood-grain harvester” [3, p. 20]. The author also tries to explain from a religious point of view that the forbidden fruit is wheat, that is, “Before Mawlaazza and jalla Adam created, and I will create a caliph on earth ..... it was made of wheat, so that it would come out”. One of the main conditions of Islamic teaching is to believe in one's destiny, to be sure that every coming test is from Allah, and to be patient. The author, who incorporates this idea in a short line, reminds us that at a time when God was still baptizing eighteen thousand universes into the abyss of non-existence, He chose to create His servants on earth who worshiped Him. Wheat serves as a vehicle in the execution of this judgment. Adam and Eve are the servants of the Supreme Judgment.

Rabguziy not only points to wheat as a means for Adam and Eve to come out of heaven, but also emphasizes another aspect of it, namely, “The answer of Tron: Iziazza and jalla was destiny. In the world, human food has called for the future of wheat” [3, p. 22]. Although God sent them down to earth, He did not leave them, He fed them, He wanted this wheat to be the favorite food of men. If you think about it, the legends of the Greek and African peoples seem to be rooted in the stories in “KisasiRabguziy”. Because although their plot is interpreted differently, they are modified variants of a motive “After all, the rational (rational) essence of the myth, which has served as an interpretation of the beginning and end of practical and everyday events, has taken root in this poetic form and has become a work of art” [12, p. 19].

The story provides interesting information about plants as well as some trees. It turns out that Adam and Eve possessed the forbidden fruit in heaven and saw their bodies naked. The lone fig tree took pity on them. He gave them leaves to cover their bodies.

We are looking for an answer as to why the tree that the author gave from the leaves is exactly a fig. First, although it is not mentioned in the Quraan, it is mentioned as a fig in the Bible and in examples of oral creation [13, p. 7]. Second, this tree has a certain symbolism among the peoples and has such symbols as marriage, reproduction, desire, truth. In particular, its leaves and fruits are a symbol of life and love [14].

The story provides interesting information about plants as well as some trees. It turns out that Adam and Eve possessed the forbidden fruit in heaven and saw their bodies naked. The lone fig tree took pity on them. He gave them leaves to cover their bodies.

We are looking for an answer as to why the tree that the author gave from the leaves is exactly a fig. First, although it is not mentioned in the Quraan, it is mentioned as a fig in the Bible and in

examples of oral creation. Second, this tree has a certain symbolism among the peoples and has such symbols as marriage, reproduction, desire, truth. In particular, its leaves and fruits are a symbol of life and love. Sometimes it also occurs as a tree explaining good and evil [15]. From this point of view, there is a connection, closeness, between the fig and the psyche of Adam and Eve. In legends, this tree is called a fig “within the framework of a single system of personal and social behavior and worldview of man” [16, p. 169]. People also have fig-like feelings of grief, such as eating the grief of others, not their own. This is probably why the author cites the fig version, taking into account the views of the people. Third, it may have been based on the fact that the leaves of this tree were larger in size than the leaves of other trees.

The kindness of figs is commendable. That is why he is deservedly rewarded by Allah Almighty. According to the author, the quality that is not present in other fruits is given to figs. “The fig picker gave Adam and Eve five leaves, and they burned the figs. At sixty in the morning, one of the five leaves was a deer, one was a cow, one was a barn, one was a bee, one was a honey, one was a worm, one was silk, and one was Adam. The Day of Resurrection will be a shroud for his sons” [17, p. 26]

Thanks to the fig, the beneficial properties of the four animals that ate its leaves also increased. This was also an expression of God's blessing on man. Because people eat cow's milk, bee's honey, and make cloth from silkworms. Because of the kindness of the fig, Allah did not punish this tree, but looked at it with mercy. Made the most beloved and sweet of the fruits. Unlike some fruits that are spread on the surface and the seeds are not eaten (such as apples, apricots) or some are not eaten on the inside (such as pomegranates, watermelons), figs have become the king of fruits that can be eaten both on the top and inside. This shows that in ancient times some peoples and nations had a special love and faith in the plant world. Thus, in folklore, figs are a multifaceted and fruitful fruit, glorifying such human qualities as forgiveness and humility.

In general, the examples of the plant world given in “KisasiRabguziy” have a certain meaning. Each plant given in it is symbolic and is depicted in connection with the mental state and behavior of the heroes. Accordingly, such a “portable meaning of the metaphor is related to the exact meaning of the mythological image, and it represents both concepts by itself” [18, p. 189] In the work, the peculiarities of fruits such as wheat, jiida, figs were studied, and their relation to the activities and behavior of the heroes was studied comparatively. The stories in the story are based, on the one hand, on the basis of suras and verses given in the Quraan, and, on the other hand, on the oral tradition of the people preserved in the imagination of the ancient ancestors. This is probably why the object described by the author is so reliable, clear and close to reality.

## CONCLUSION

The analysis of myths in the study led to the following conclusions:

1. In many respects, the myths and legends about some of the characters in “KisasiRabguziy”: wheat, figs, etc., were found to be common to the peoples of the world with oral creations.
2. The study compared the events of Noah's Flood presented by Rabguziyand the wonderful plots of animals and plants in it, and found that some of them are older than the folklore of the peoples of the world in terms of genesis.
3. Since the work has a religious nature, it is wrong to include all the plots and motives in it in the examples of oral creation. Take, for example, the legend of the expulsion of Adam and Eve from heaven. In creating the story, the writer relied primarily on the Quraan. The study explored

this myth in more detail, found out which places were written on the basis of evidence and which places were inspired by examples of folklore, examined the plates reflecting the writer's creative skills, and approached them as scientifically and objectively as possible.

4. Most importantly, “samples of folk oral art, like other works of art, are based on truth. Even the most fantastic images are based on reality” [19, p. 115] this allows us to conclude that folklore has played a key role in understanding the nature and structure of the world. The myths in the story also served as an important source in the study of the history of each people, in the analysis of their ethnic origins, in the close acquaintance with their culture and traditions.

## REFERENCES

- [1] Melitsensky E.M. (1976). *The poetics of myth* – Moscow: “Nauka”. – p. 203
- [2] Avesto. Translation by A.Mahkam – Tashkent: “Sharq”. 2001. – p. 351; History of Uzbek literature. – Tashkent: Fan, 1977. – p. 24
- [3] Rabguziy. *Kisasi Rabguziy* – Tashkent: Writer, 1990. Book 1 – pp. 22-26.
- [4] Mythological encyclopedia  
googleweblight.com/i?u=http://myfhology.info/planta/yablonya.html
- [5] Mythological encyclopedia. googleweblight.com/i?u=http://myfhology.info/planta/figa.html
- [6] The Holy Quraan. Uzbek annotated translation. Alouddin Mansur. – Tashkent: Cholpon. – p. 9
- [7] Sheikh Muhammad Sadiq Muhammad Yusuf.(2009). Tafsiri Hilol. 1-juz. - Tashkent: Sharq. – pp. 37, 664.
- [8] Bible. *Books of the Holy Scriptures of the Old and New Testaments* 1-volume – Moscow: 1990, - p. 6; Bible Encyclopedia. Russian Bible Society 1996 -- S. 195.
- [9] Mythological encyclopedia. googleweblight.com/i?u=http://myfhology.info/planta/wood-knew.html
- [10] Dyakonov I. (1990). *Archaic myths of the West and the East*. – Moscow: Main edition of oriental literature. – p. 152.
- [11] Melitsensky E.M. (1976). *The poetics of myth*. – Moscow: Nauka. – p. 185.
- [12] Yormatov I.T. (1994). *Uzbek folk heroic epic art*: Doctor of Philology. Dis. – Tashkent. – p. 19.
- [13] Bible. *Books of the Holy Scriptures of the Old and New Testaments* 1-volume - Moscow: 1990. – p. 7
- [14] Mythological encyclopedia. http://myfhology.info/planta/figa.html
- [15] Mythological encyclopedia. http://myfhology.info/planta/figa.html
- [16] Meletinsky, E.M. (1976). *The poetics of myth*. – Moscow. Nauka. – p. 169.
- [17] Rabguziy. *Kisasi Rabguziy*. – Tashkent. “Yozuvchi”. 1990. Book 1. – p. 26.
- [18] Freidenberg O.M. (1978). *The myth and literature of antiquity*. – Moscow: “Nauka”. – p. 189.

[19] Propp. *Folklore and reality*. – Moscow: “Nauka”. 1976. – p. 115

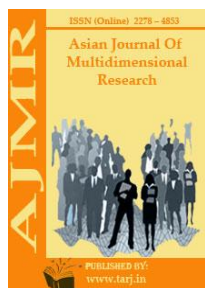
[20] Narjigitov O., Tovboeva F. (2014). *The role of Uzbek folklore in the upbringing of a harmoniously developed generation* – Tashkent: “BarkamolAvlod” Republican Center for Children's Art. – p. 207

[21] Eshonqul J. (2011) *Dream in Uzbek folklore and its artistic interpretation*. – Tashkent: “Fan”.

[22] Joraev M. (2008). *Fundamentals of folklore* – Tashkent: “Fan”. – p. 75

[23] Joraev M. (1996). *Historical bases of Uzbek folk celestial legends*: Doctor of Philological Sciences. dis. – Tashkent: – p. 30.





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



**DOI:10.5958/2278-4853.2021.00271.8**

## THE ISSUES OF STYLISTICS ON TRANSLATION OF HISTORICAL COSTUMES

**Zuhra Ruzimat qizi Tursunbayeva\*; N. Khodjayeva\*\*;**

\*Researcher,

Department of "Translation Studies and International Journalism",  
 Tashkent State University of Oriental Studies  
 UZBEKISTAN

\* PhD, Supervisor,

Head of the Department of Translation Studies and International Journalism  
 UZBEKISTAN

### ABSTRACT

*The literary work has its own complexity of translating from one language to another, one of which is the translation of national words. This article is aimed to the problem of translating non-equivalent lexicons of national words, as well as historical costumes, which is one of the current issues in translation studies. Emphasizing the same interpretation of historical and national words in literary translation is one of the most challenging and, at the same time, very responsible issues of translation practice. In this article the names of clothes that are typical of the Uzbek national color: hats, tops and shoes are classified and their expression in Hindi are provided. The great deal of attention was paid to the national colors on the usage of the names of historical costumes of the novels "Ulug'bek xazinasini" उलूगबेककीधरोहर by Odil Yokubov and "Yulduzli tunlar" बाबूर by Pirmkul Kodirov while translating them into Hindi. Methods of translating into Hindi were also examined and analyzed. The article details how words such as chakmon, yaktak, beqasam tun, satin, kimkhob tun, abo, taqya, telpak, chogirma, dastor, bork, taqi, mahsi, kavush are reflected and illuminated in the translation. It quotes a number of scholars who have translated the names of historical and national costumes. As literary sources for this scientific article are considered to be chosen the works of the famous Uzbek writer Odil Yakubov's "The Treasure of Ulugbek" and Pirmkul Kadirov's "Starry Nights" and their translation into Hindi by a skilled translator Sudhir Kumar Mathur. The translation highlights the strengths and weaknesses of the work. In addition to Hindi, Pirmkul Kadirov's "Starry Nights" has been translated into Urdu by Manzar Salim and into English as "Starry Nights" by*

*teachers at Samarkand University of Foreign Languages. Odil Yakubov's "Treasure of Ulugbek" has been translated into Turkish, Russian and French.*

**KEYWORDS:** Translation, Hindi, Transliteration, Originality, Equivalence, National Color, Realia.

## INTRODUCTION

Radical reforms today require everyone to have knowledge, potential, productive work, high skills, critical thinking, creativity, and a sense of responsibility in society. The implementation of these important tasks, the formation of a spiritually rich, harmoniously developed person is required a consistent spiritual and educational work in the field of education system.

During 30 years since the independence of the Republic of Uzbekistan, a lot of work has been done in the field of translation, especially in literary translation. World literature is written in many languages. This, in turn, is an area where different national literatures interact, and their continuous interaction is the main means of enriching each other in literary translation.

Written heritage on the history of the Uzbek people have been translated into many foreign languages, however, these translations are flawed and misinterpreted and this required a new approach to finding a solution to the problem. Not only do we have to study and comprehend our own spiritual heritage, but we also have to know and study how other nations and people have reacted to our history and literature, and how these relations are now. It is important to determine the scientific and practical significance of historical works, written monuments, translations, their relevance, level and spiritual contribution to the development of world literature.

Translation is a means of constant spiritual communication around nations. Because it conveys to the people of another language the works that embody the cultural riches, the noble aspirations, ideas and views of the people. To do this, "in addition to the difficulty of working on the text of the previous book, the creator and translator need to work on a larger scale - to be aware of all scientific and literary sources on the work of foreign writers, the historical period in which he lived." The translator must have a deep knowledge of both languages. However, knowing is not just about knowing the rules of grammatical law. It is necessary to dress in literary language, to have a deep sense of the living language of the people, to be aware of extralinguistic factors - vocabulary and grammar, life events, history and customs of the people.

In the process of translation, the artist faces countless practical difficulties and is required to take a creative approach to solving each problem situation, for this reason translation is considered to be a creative activity. But creativity alone is not enough to achieve full adequacy, in order to create a translated text that reflects the spirit of the original as accurately and fully as possible, the translator must be both a talented literary master and a talented translator scholar.

Although the lexical, grammatical, and phonetic structures of a language are common to all its possessors, each person is unique in that he or she expresses his or her thoughts in a unique way. Due to the fact that the characters of the work of art live and work in different conditions and environments, there is a significant difference in their use of the common language. Each character speaks and thinks within the framework of his knowledge and level, worldview, social conditions and speech environment, profession.

## GOALS AND OBJECTIVES

The main purpose of writing this article is to study the reflection of the national color and the naming of historical costumes in the Hindi translation of Odil Yakubov's "Treasure of Ulugbek" and Pirimkul Kadirov's "Starry Nights". Achieving this goal includes the following tasks:

- To study the level of methodological norms in the translation of national-historical costumes.
- Examine the ways and means of translating the names of historical costumes in translation.

## METHODS

Descriptive, comparative, classification and statistical methods were mainly used to cover the topic.

## RESULTS AND FEEDBACK

A comparative study of translations has shown that the historical events reflected in the works have not always been clear to the translator. In such cases, the translator left some dress names unexplained or left without a translation at all. The translator omitted the names of the clothes, such as *janda*, *kuloh*, *rido*, *salla*, *zarbof to'n*, which are mentioned in several other places in the work. We believe that some of these words exist in Hindi, and that the translator could find an alternative to these words and translate the rest by transliteration. Because these words are historical-national words, the reflection of such words in the translation of historical works is of great importance.

After the independence of our republic, the study of comprehensive, free and direct relations with the people of the world has become a requirement of the time. At a time when cultural relations with foreign countries are developing, it is important to study the issues of translation on a scientific basis, to determine the factors that ensure the value and level of translations. The translation of a work of art is very complex, and one of its main tasks is to convey the national spirit of the work to the reader.

The word in the text of a work of art has an image, an aesthetic function, and even without it, the lexicon of a work of art is a source of information about the history, culture, traditions of the people, the language of which they are written. Realias are very important here, including historical ones. These historical realias, in other words, define the objects, concepts and events that are specific to a particular nation and belong to a particular historical period. In fiction, using realias in a work of art, the artist seeks, firstly, to accurately recreate the world of real material realia and, secondly, to more vividly express artistic images through a simple environment, i.e., a living environment. Realias, including historical ones, have certain content and stylistic constraints. Archaisms and historisms play an important role in the translation of historical works. Because it is the historical realias that determine the style of a historical work.

In the reflection of history and nationality, first of all, the clothes and jewelry of any nation or period belong to the public. When translating such words, the translator is more at risk of putting on the garment of a translator who is more of a foreigner. Nationality is a very delicate concept. A trivial mistake in this regard can sometimes lead to a misconception about an entire nation. Another problem for translators is the names of clothes. The translator must be familiar with the specific types of clothing and footwear of the native speakers and be careful when translating their names.

Below we analyze the expression of the names of clothes in Hindi on the example of the novels "Starry Nights" and "The Treasure of Ulugbek".

### HAT NAMES:

Ali Qushchi **qora duxoba taqyasining** ustidan **mudarra dastorinio** radi, egniga yengsiz kimxob nimchasini, uning ustidan oq chakmonini kiydi-da, tik zinalardan yuqoriga chiqqa boshladi. [8,p.5]

आलीकुश्रीनेमखमलकीकालीटोपीकेऊपरमुदरिसोंवालाअमामाबांधा,ज़रीकीवास्कटपहनीओरकंधोंपरऊंटकेऊनसे बनासफ़ेदचकमानडालदिया।[11,p.18]

Ali Kushchi wrapped a **mudarra scarf** (there means the material that is wrapped around the turban) over his black velvet turban, put on a sleeveless **kimkhob tunic**, a white cloak over it, and began to climb the steep stairs.

This sentence contains a few words of historical national color. Let's take a look at each of them in translation. *Qora duxoba taqyas* is translated as *मखमलकीकालीटोपी- ayqaT* . "flowerless doppi" (skullcap without embroidery) that is made of cedar fabric, *टोपी* eht ot sdnopsrroc drow "do'ppi", differs from Uzbek "do'ppi" Hindi *टोपी* is made of cotton or embroidered/hand-knitted. In general, *टोपी* means hat in Hindi. The phrase *Mudarra dastori* is translated as *मुदरिसोंवालाअमामा*. The program is presented in the form of a turban in the "Explanatory Dictionary of the Uzbek language". *अमामा*[1,p.124] is a word borrowed from Arabic both into Hindi and Uzbek and means "turban".

But there is also the word *पगड़ी* in Hindi, which is the exact translation of the word turban and of particular note is the translator's word choice skills. The translator did not use the word *पगड़ी* in pure Hindi in the translation, but took into account the interreligious similarity in choosing the word *अमामा*, which he borrowed from Arabic. In addition to the original language, some of the specific words used to express national concepts can be found in a number of other nations, and can also be an integral part of the language being translated. Such words are more common among the nations who are close to each other in terms of territory and living conditions, and who are in constant contact and communication.

Beginning marvarid qadalgan ipak **toqisidan** tortib uchi qayrilgan qizil etikchasigacha butun borlii shunday nafis ko'rinar, bu samoviy go'zallik oldida tosh va g'ishtdan gap ochish juda erish tuyular edi.[6,p.77]

एकऐसेप्राणीसेईटोंकीबातकैसेकाजाये,  
जोमोतियोंसोज़रारेशमीटोपीसेलेकरऊपरकोमुडीनोकोंवालेलालजूतोंतककोमलताकासाकाररूपहो-  
सुकुमारऔरसम्पूर्ण, दिव्यसौन्दर्यकाआगारहो?स्तम्भितवास्तुकारकीज़बाननहींखुलरहीथी [10,p.97]

From Begum's pearl-embroidered silk **heel** to her twisted red boots, the whole thing looked so elegant that to speak of stone and brick in the face of this celestial beauty seemed so melting.

In original version **toqi – heel** is described as a weak hat with a pointed top. But in translation **toqi–ज़रारेशमीटोपी** ,yllaitrap gninaem eht evig dluoc noisserpxe siht nevE lis fo tah sa denoitnem gnisu lufesoprup saw ti pot detniop sti ebircsed otतिकोनारेशमीटोपी.

Katta **cho'girma** kiygan bir yigit charm hamyonidan uch-to'rtta kumush tanga olib, bazzozga uzatdi.[6,p.393]

लम्बी-सीझबरीटोपीलगायेहुएसिपाहीनेचमडेकेबटुएमसेतान-  
चारअशरफियांनिकालकरदूरसेघुमाकरदिखायीं।[10,p.392]

A young man in a **large turban** took three or four silver coins from his leather wallet and handed them to the bazooka

"**Cho'girma** - a fur hat is used to wear in Khorezm and Karakalpakstan." In the translation, cho'girma is given in the form of झबरीटोपी, which means "fur hat". The translator was able to express the word "sink" through this explanatory translation. We have also seen that Bo'rk-कनटोपी, qunduz telpak (beaver hat) is translated as ऊदबिलावकीखालकीटोपी.

Bo'rk [7,p.496](the hood) means a winter hat. Given that the lexeme कनटोपी means hat with ears in Hindi, we note that it is an alternative to the word "Bo'rk". **Qunduztelpak** (the beaver hat) – ऊदबिलावकीखालकीटोपी is translated as a hat made of beaver fur. Telpak is a warm fur hat. Therefore, we believe that खालोकीटोपी is an alternative to the word telpak.

### OUTERWEAR NAMES

Oq shohi **yaktak** kiygan yo'g'on gavdalik bo'ydor kishini ikki navkar ikki tomonidan mahkam tutib olib kirdi.[6,p.53]

दोसिपाहीकक्शमेंमोटेलम्बे-चौड़ेआदमीकोलेकरआये, जिसनेसफेदयख्तकपहनरखाथा[10,p.68]

A thick-skinned man dressed in a **white robe** was led in by two soldiers on both sides.

The word "yaktak" means of dress in the above sentence is transliterated as यख्तक, with the following explanation: यख्तकलम्बीसूतीकमीज़. Literally: a long woollen, a single layer of bedding, lined clothing, a long-sleeved men's jacket, it is clear that the explanation is correct.

Zira **beqasam**dan yupqa to'n kiygan mulla Fazliddin qo'rchiboshi qarshisida qo'l qovushtirib:

-Ma'zur tuting, janobi bek,-dedi [6,p.74]

अपनेबेकसमकेचोगेकोकसकरफज़लुद्दीननेक्रोरचीबाशीकेसामनेसीनेपरआडेहाथरखे।माफकीजिये,  
हुज़ूर,उसनेकहा।[10,p.74]

Mullah Fazliddin, who was wearing a **thin coat**, shook hands with the coward.

"Excuse me, Mr. Beck," he said.

drow eht htiw sneppah noitaretisnart emas eht ecnetnes nevig evoba eht nI "beqasam", its explanation is as following:

हथकरघेपरबनाएकप्रकारकारेशमीधारीदारकपड़ा Direct translation may be like: striped silk fabric woven in a special device. The word "beqasam" is defined in the "Explanatory Dictionary of the Uzbek language" as "a woven fabric made of silk, a garment made of this fabric." We agree with the statement in this sentence. Since "yaktak" and "beqasam" are the names of national costumes, the translator used the method of transliteration to translate these words.

“The main reason for using the transliteration method is to avoid replacing the national feature of the original with the feature of the translators or to deprive the translation of such a feature altogether, as the original linguistic means are not available in the target language.”

Chorsuda odam ko‘p. Qizilbosh navkarlar yetti xil rang bilan tovlanayotgan Samarqand **atlasiga** xaridor bo‘lib qolishdi[6,p.393]

पांच ईरानी सिपाहियों ने इन्द्रधनुषी रंगों में झिलमिलाती समरक्रन्द की अतलसखरी देने की ठानी। [10,p.392]

The choir is crowded. The red-headed navkars became buyers of the Samarkand **atlas**, which shone in seven different colors.

“Atlas is a smooth, soft silk fabric. It's a local silk fabric with a shiny floral on one side.” The word has been transliterated in the translation, but no comment has been made. It would be useful to comment on the word atlas below the text. Because atlas is a kind of national costume typical of Uzbek culture, it is unknown to Indian readers. Therefore, it is appropriate to translate this word with a caption.

"Every nation has clothes and household items in the national style, which are associated only with the traditions of this people, and the names (realias) of such objects cannot be replaced by analogues in other languages. For example, it is impossible to translate the Indian **sari** and **sindur**, the Japanese women's **khanboki**, and the Uzbek **paranji** and **mahsi**. Words like these need to be transliterated and commented under the text.

It is a little difficult to choose the English word "a hat" for the word "salla" or the Uzbek word "kalish" for the English word "a shoe". When translating from a foreign language, it is better to choose neutral words in the target language as an analogue or synonym of a word. The word "national" raises doubts in the reader who reads the translation, that is, the realia of the language of translation alone is difficult to digest from the text of the translation. "

Ali Qushchi qora duxoba taqyasining ustidan mudarra dastorini o‘radi, egniga yengsiz kimxob nimchasini, uning ustidan **oq chakmonini** kiydi-da, tik zinalardan yuqoriga chiqqa boshladi.[8,p.5]

आलीकुश्चीनेमखमल कीकालीटोपीकेऊपरमुदरिसोंवालाअमामाबांधा,ज़रीकीवास्कटपहनीओरकंधोंपरऊंटकेऊनसे बनासफ़ेदचकमानडालदिया।[11,p.6]

Ali Kushchi wore a mudar dastor on a black velvet turban, put on a sleeveless kimkhob waistcoat, a **white cloak** over it, and began to climb the steep stairs.

**Oq chakmon** in this sentence is translated as –ऊंटकेऊनसेबनासफ़ेदचकमान. Chakmon - a long man's coat usually made of wool. In the translation, the word **चकमान** is transliterated and explained below the text. **चकमान-मदनाऊनीयासूतीचोगा**, which means a coat made of cotton or wool. The caption explains the word "**चोगा**". [1,p.124]The translator explained the word "chakmon" in the translation of the novel "Starry Nights" as follows: **चकमान-मोटेऊनकाबनाचोगा** [[10,p.14]

Here is another expression:

Mulla Fazliddin ho‘l bo‘lib og‘irlashgan piyozi chakmoni va etigini dahlizga yechib qoldirdi. Oyog‘iga charm kavush kiyib, obrez chetida bet-qo‘lini yuvdi. Uning chakmonidan o‘tgan yomg‘ir kalta yenglik **abosini** nam qilgan edi [6,p.11]



फज़लुद्दीननेमोटाभूराचकमानऔरपूरीतरहभीगेबूटदेहलीज़परछोड़दिये।फिरउसनेरबड़केजूतेबदलेऔरनाबदानपर हाथ-मुंहधोये।बारिशसेचकमानकेअंदरक़मीज़भीगयीथी।[10,p.14]

Mulla Fazliddin took off his wet onion cloak and boots in the hallway. He put leather shoes on his feet and washed his face and hands at the edge of the **trim**.

The word "abo" in the above sentence, translated as क़मीज़, means "men's jacket" in Hindi. In the Uzbek dictionary **abo**, a woolen garment resembling a robe Men's long, wide but short men's outerwear made of wool or other fabric. It should be noted that the lexeme क़मीज़ does not fully explain the meaning of the word "abo". Because "abo" is made of thick and woolen fabric and क़मीज़ is a light men's outerwear. Also, since the Indians do not have thick, warm clothes, the word abo can be translated as ऊनीक़मीज़, or गरमक़मीज़, which means "wool or warm men's outerwear".

Dastorpesh Boburning **kimxob to'nini** olib borib yelkasiga yopti.[6,p.131]

उसनेफुर्तीदिखायीऔरबाबरकेकंधोंपरपोस्तीनडालदिया।[10,p.131]

Dastorpesh took Bobur's **kimkhob tunic** and put it on his shoulder.

The translator expressed the word **kimkhob ton** in the form पोस्तीन. पोस्तीन in Hindi means "fur, fur coat". The word is derived from Persian in Hindi and Uzbek, and in both languages means "long, warm winter garment made of fur." But the word ton does not match the meaning. The tunic is a long, open-toed, national cotton garment with or without cotton. In several places in the work, we have seen that the translator translated the word ton as चोगा. In this sentence, too, it is better to use the lexeme चोगा than the word पोस्तीन.

### SHOE NAMES REALIAS

Mulla Fazliddin ho'lib og'irlashgan piyozi chakmoni va etigini dahlizga yechib qoldirdi. Oyog'iga **charm kavush** kiyib, obrez chetida bet-qo'lini yuvdi. Uning chakmonidan o'tgan yomg'ir kalta yenglik abosini nam qilgan edi.[6,p.11]

फज़लुद्दीननेमोटाभूराचकमानऔरपूरीतरहभीगेबूटदेहलीज़परछोड़दिये।फिरउसनेरबड़केजूतेबदलेऔरनाबदानपर हाथ-मुंहधोये।बारिशसेचकमानकेअंदरक़मीज़भीगयीथी।[10,p.14]

Mulla Fazliddin took off his wet onion cloak and boots in the hallway. He put **leather shoes** on his feet and washed his face and hands at the edge of the trim. The rain that passed through his cloak dampened his short sleeves

In this sentence, the word "kavush" is translated as रबड़केजूते- rubber shoes. **Kavush** is a shoe made of leather and usually worn with a heel. Given that kavush is made of leather, not rubber, we note that the lexeme रबड़केजूते does not correspond to the meaning of the word kavush. In the translation of Odil Yakubov's novel "The Treasure of Ulugbek", the word "kavush" is expressed as बालायीजूते, which means "long shoes". But the heel doesn't last long. Hence, we believe that the lexeme बालायीजूते also did not express the word kavush in a semantic sense.

Mirzo Ulug'bek yuragida ko'tarilgan alamli tug'yonni ichiga yutib, Muhammad Xisravning ust boshiga razm soldi. Xoja egniga eskiroq qora chakmon, oyog'ida qizil charmdan eskiroq **mahsi**, boshida odmi salla edi. [8,p.123]

उलूगबेकने अपने सहयात्री के कमड़ों पर नजर डाली: पुराना कालाचकमान, सादा अमामा, पैरों में फटे हुए *बालायीजूते* [11, p.147]

Mirzo Ulugbek swallowed the painful rage in his heart and looked at Muhammad Khisrav's head. He wore an older red **leather cloak** and a simple turban on his head

The word **makhsi** in the sentence is translated as long shoes - *बालायीजूते*. The interpreter tried to achieve equivalence here. But for the reader, the "makhsi" is simply a simple pair of long shoes. The Annotated Dictionary of the Uzbek Language defines a makhsi as a national shoe with a long heel, no heels, soft leather sole or a kalish. So "mahsi" is a national word. But the translation does not reflect nationality.

In the following sentence the word **makhsi** is expressed:

Ali Qushchi tagidagi Bo'yradan *mahsisiningichiga* qandaydir hasharotlar g'ivirlab kirganini va darhol oyoqlari jizillab ketganini sezib o'rnidan turib ketdi

[8, p.190]

अलीकुश्चीको अचानक पैरों में खुजली महसूस हुई। उन्होंने *महसियाँ* उतार कर उनके अंदर हाथ डाल कर टटोला, चटाई पर हाथ फेरा और वितृष्णा से हथेली झाड़ दी [11, p.219]

Ali Kushchi got up from the mat, noticing that some insects had entered his **leather cloak** and his legs were tingling.

The word "mahsi" in the sentence is translated under the text as follows. *महसी-मुलायम चमड़े के मोझेदार जूते*/Literally translated long leather shoes with soft leather soles. This comment clarifies the word **mahsi**.

The translator omitted the names of the clothes, such as *janda*, *kuloh*, *riddo*, *salla*, *zarbof to'n*, which are mentioned in several other places in the work. We believe that some of these words are available in Hindi and that the translator could find an alternative to these words and translate the rest by transliteration. Because these words are historical-national words, it is important that such words are reflected in the translation of historical works. As J. Sharipov noted, "The translator should not paint the original, add to it or shorten the areas that are difficult to translate, and should not put an artificial national headdress on the hero."

In the course of the analysis, we saw the expressions in the form of *nimcha* - *वास्कट*, *etik* - *बूट*, *po'stin* - *कोट*. Although these words do not constitute a historical archaic lexicon, we do not consider it appropriate to use words that are not specific to that period in the translation of historical works. The play also depicts events of the 15th and 16th centuries. In Hindi, the word was coined in the second half of the 19th century after the British invasion. For this reason, we believe that it could be given in the form of *nimcha* - *सदरी*, *फतुही*, *etik* - *बालायीजूते*, *po'stin* - *पोस्तीन*. "In translating historical works, one should be careful not to use words that do not correspond to that time," he said. The use of modern words and concepts, even in later times, distorts the historical truth. At the same time, it is possible to use some archaic words to express the relevance of the work to the past. "

## CONCLUSION

While the translation of national words is one of the most problematic issues in science, translators have to go in different ways, one to translate one word and the other to translate it. It forces itself to transliterate and interpret in a link. At the time of the study of national color, of course, the first thing that stood out from the crowd was the clothes. Therefore, in this section, we have studied and analyzed a lot of colorful words about clothes, which embody the national color.

It turned out that the problems associated with the expression of nationality in translation are plentiful and varied: each of them requires different approach from the translator.

The above is an analysis of the expression of the names of clothes in Hindi on the example of the novels "Starry Nights" and "The Treasure of Ulugbek".

1. It turned out that the translator used words from Arabic and Persian to Hindi in his translation.
2. It was found that the translator used such methods as transliteration, annotated translation in the translation of clothing names.
3. The translator tried to express the names of some of the clothes by using phrases from the Hindi language. In some places, he translated using words that were close to realia in terms of the task at hand.
4. 14 words related to national dress were analyzed, of which 5 were the names of hats, 7 were the names of outerwear and 2 were the names of shoes.
5. In the process of analysis, the translator first found and translated words such as ***makhsi***, ***chakmo***, equivalents in the language of translation, functionally similar variants, and in the following sentences he transliterated these words and commented under the text.
6. The translator omitted the names of the clothes, such as *janda*, *kuloh*, *rido*, *salla*, *zarbof tun*, which are mentioned in several other places in the work. We think it's important that these words are reflected in the translation. Because these words are historical-national words, the reflection of such words in the translation of historical works is of great importance.
7. In general, the translation was successful, except for some shortcomings. Of course, not every translation is flawed, but we appreciate the hard work of the translator, keeping in mind that every translation is a hard work. Translating works of contemporary writers on contemporary topics is a little easier than expressing historical works. Because translating a historical work into another language takes more work. We saw that the translator had some difficulties in the translation process. This was especially remarkable in the translation of historical and national words. However, the translator was able to overcome all the difficulties and create a translation that is in line with the original.

## REFERENCES

1. Hindi-Russian dictionary. Volume 1 / A.S Barxudarov, V.Beskrovniy et al. Pod red V.M Beskrovniy - M.: Soviet encyclopedia, 1972.-912 p
2. Musayev K. Fundamentals of translation theory. - Tashkent: "Subject", 2005. - 352 p.

3. Ochilov E. Archaism and translation. // Oriental Translation Studies: History, Present and Future. Collection of scientific articles –Tashkent: 2014. - 39-45 p.
4. Salomov G. Fundamentals of translation theory. - Tashkent: “Teacher”, 1983. - 172 p.
5. Sirojiddinov Sh, Odilova G. Fundamentals of literary translation. - Tashkent: “Classic word”, 2011. - 203 p.
6. Kadyrov P. Starry nights - Tashkent: “East”, 2009. - 543 p.
7. Annotated dictionary of the Uzbek language. 5 volumes - Tashkent:, 2006. - 3611 p.
8. Yakubov O. Ulugbek's treasure. - Tashkent: G. Gulom Literature and Art publishing house, 1994 - 334 p.
9. Sharipov J. Some issues of poetic translation. - Tashkent: “Subject”, 1959. - 27-28.b
10. सुधीरकुमारमाथुर, बाबूर, रादुगाप्रकाशन, मास्को १९८८.०५ (Sudhir Kumar Mathur Babur. Raduga Prakashn, Maskov. 1988. – p.556)
11. सुधीरकुमारमाथुर, उलूगबेककीधरोहर, रादुगाप्रकाशन, ताशकन्द १९८३ (Sudhir Kumar Mathur Ulug‘bek ki Dharo’hr Raduga Prakashn, Tashkent 1983 – p 366)

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00259.7**

## TECHNOLOGIES FOR USING FINE ARTS IN DEVELOPING STUDENTS' ARTISTIC IMAGINATION

Botir Boltabaeovich Baymetov\*; Iqboloy Ibrahlimova\*\*

\*Professor

Chirchik State Pedagogical Institute  
Tashkent, UZBEKISTAN

Email id: bbb19532506@gmail.com

\*\*Master Student

Namangan State University  
UZBEKISTAN

### ABSTRACT

*The article focuses on its types in the organization of art classes in secondary schools, the role of visual activities in the artistic and aesthetic education of students, teaching students to draw and expand their artistic horizons to form young people into full-fledged human beings. It was also noted that this subject has great potential in the formation of students' ideas of national independence, especially in the spirit of morality, patriotism, diligence.*

**KEYWORDS:** Fine Arts, Painting, Sculpture, Graphics, Color Science, Color, Perfect Man, Art Education.

### INTRODUCTION

At the current stage of the education system of our country, new requirements are set for the content and methodology of education, its quality and effectiveness. In the Action Strategy for the further development of the Republic of Uzbekistan "Continuation of the policy of further improving the system of continuing education, training of highly qualified personnel in accordance with the needs of quality education" [31,39] identified as a priority. On the basis of a competent approach, it is important to improve the technology of development of artistic perception in future teachers of fine arts and provide pedagogical conditions and didactic opportunities for students to master the reproductive, productive, partly exploratory and creative levels of innovative activity.

The main purpose of fine arts classes in general secondary schools is related to the artistic and aesthetic education of students, which plays an important role in shaping young people into perfect human beings. Fine arts classes not only develop students' drawing skills, but also expand

their range of artistic thinking, develop their creative abilities, observation, visual memory. Also, this subject has great potential in the formation of students' ideas of national independence, especially in the spirit of morality, patriotism, diligence.

### THE MAIN FINDINGS AND RESULTS

- ✓ Among the special tasks of the subject of fine arts in general secondary schools are:
- ✓ to teach students to form an aesthetic attitude to things and events around them and to feel, understand and apply beauty to life;
- ✓ shaping sculpture skills with drawing, clay, plasticine, sticks with pencil and brush;
- ✓ to draw a picture of an object on its own, to develop skills and abilities in the field of drawing from memory, imagination;
- ✓ to develop imagination and thinking in students;
- ✓ developing perception of being, color perception, compositional culture;
- ✓ to develop artistic creativity in children;
- ✓ expanding the scope of students' artistic thinking;
- ✓ to cultivate an interest in art and to teach it to be loved.

One of the main tasks of fine arts is to educate students in aesthetics, especially art, and to form a full understanding of the beauties of life, nature, art, human relations. After all, beauty affects people's minds, hearts and will and enriches their spiritual world. An aesthetic approach to life is the basis of inspiration and helps to turn work into a source of joy and spirituality.

Everyone in our society should be able to see and understand beauty and sophistication, no matter what field they work in. In order to educate students aesthetically, the teacher shows them the beauties of nature, the variety of shapes and colors. The beauties of nature, the indescribable color combinations that bring joy and excitement to children, will remain in their memory for a long time. By drawing pictures of landscapes, trees, leaves and flowers on their own, children will become more interested in nature by learning about their unique features. Such lessons help children to see the world broadly and comprehensively, as well as to expand the range of impressions they receive through sight, to form clear and complete understanding of things. In the process of drawing, children carefully study the shape, size, position in space, color, etc. of objects.

In fine arts perception, students learn about living and non-living things in nature, the environment, as well as the shape, structure, dimensions, color, and other characteristics of events and phenomena. They use them in their visual activities. At the same time, these block lessons develop observation, memory, imagination, aesthetic perception in children. Aesthetic perception classes are usually held before performing thematic compositions. To do this, the objects on the subject are carefully observed and studied.

There are special hours in the program for cognition training. They are "Autumn works", "In the pasture", "Construction of our village (city)" and other similar topics. In addition, in the process of working on a picture of autumn flowers, tulips, fruits and vegetables, which are related to the perception of being, students learn an aesthetic perception of nature. This is why during a trip to



nature, during the lesson, students work on drawing and coloring some objects with a pencil or paint.

Students observe plants, flowers, birds, animals, fish related to the topic, get an idea of their appearance in different seasons of nature (happy, sad, thoughtful, etc.) and describe them in their drawings. The study of the surrounding objects and objects of applied art, the analysis and generalization of their shape, color, structure to a certain extent, allows us to know some phenomena more broadly and deeply.

In grades 4-6, nature-based drawing lessons are one of the most necessary and fun types. These activities allow students to get an idea of the structure of shapes, their location in space, some of their typical features, as well as develop descriptive skills.

In the fourth grade, the main task is for teachers to develop the ability to see and analyze the structure, shape, color of things, as well as the ability to describe. Students will also identify general and aesthetically significant aspects of what is being described earlier. Then they learn to reflect the parts and details of the thing. From this point of view, the class is planned to process pictures of autumn flowers, fruits and vegetables, objects of aesthetic importance, toys. Depending on the nature, painting lessons consist of colorings that are done over 1-2 lessons.

In nature-based painting classes, children's attention is focused on developing a sense of color harmony, drawing with watercolor or gouache paints, remembering and imagining the original.

In nature-based drawing lessons, the teacher draws the children's attention to the beauty of the objects being depicted, the harmony of colors and the harmony of shapes, and the logical interrelationships between the objects being depicted.

Sculpture classes based on nature are also an interesting type of activity for students, teaching them to see nature, to distinguish its basic shape, size, structure and proportions. Also, such classes develop certain knowledge and skills in working with materials and tools used in sculpture. In addition, students will learn how to make sculptures that are less complex in structure from individual and integral pieces of clay.

In such classes, children work with three-dimensional sculptures. For nature, the external structure of the object, the proportions of which are clearly visible, are selected. Once the nature is obtained, it will be necessary to observe it carefully from all angles, to compare the interdependencies and differences of the parts.

Due to the fact that in sculptural works nature is depicted as a volume, it is turned in different directions in the process of work. It is advisable that the light in the training room falls on the left side and the shape of nature is clearly visible.

The topics of how to work on a statue of a girl carrying an eagle, a basket of girls are interesting. If nature is not found, sculpture is allowed based on their paintings.

Composition lessons consist of three parts: 1. Painting composition; 2. Decorative composition; 3. Sculptural composition.

Painting composition consists of the processing of images from memory and imagination, based on the theme. In this case, according to the chosen theme, its elements are interconnected on the surface of the paper, forming a coherent composition.

Painting composition classes are mainly based on painting on topics that reflect natural landscapes and phenomena.

In the fourth grade, the tasks of painting composition classes are to give an idea about the shape, color, beauty of things, to choose the most interesting topic, to teach to place a picture on paper correctly. The main purpose of the painting composition lessons is to develop students' creative thinking, imagination and imagination to the required level.

For this purpose, in the fourth grade it is planned to work on painting on such themes as "Uzbekistan is a beautiful country", "Autumn work", "In the pasture", "Construction of our village (city)".

This type of lesson is more complex than drawing on its own, and it requires a great deal of responsibility from both students and teachers.

Also, when working on a thematic composition, children become familiar with the object that should be depicted in the picture. They can also work on sketches of some of the things in it.

Usually the teacher recommends several contents on the same topic to the children. Students choose one of them and create a composition on this basis. In thematic drawing, students build on the knowledge and skills they have acquired in nature-based painting, decorative composition, and perception.

The use of paints in the composition of the theme is a complex task. This is because only the correct use of visual aids and methodical methods will help students to master the knowledge and skills of color science.

Decorative composition includes copying from the pattern of rectangular and circle patterns and independent creative pattern work, illustration work based on fairy tales.

It gives students an idea of the functions of things in life, their shape, the interdependence of decorative elements, and teaches them to distinguish what is skillfully described from tasteless, cluttered things.

In decorative composition classes, students are given the idea that the decorative flowers of any pattern are derived from the surrounding objects and events. Consequently, it is noted that in pattern processing classes, the painter can change the real shape, simplify it, add new details to it.

In the lessons of copying from pattern samples, students get acquainted with the peculiarities of pattern drawing, rhythm, symmetry and its importance, learn the names of colors, do practical work on painting and their use.

By drawing creative patterns independently, students' creative abilities, imagination and thinking are nurtured. At the same time, they learn the rules of composition in drawing patterns as a result of independent printing, similar to the patterns they have seen before.

One of the most interesting activities for students is to work on illustrations to literary works, in which children try to express the content of a fairy tale, story, parable, the images of the characters involved.

Sculptural composition is divided into real sculpture and decorative sculpture. In real sculpture, students work on the themes suggested by the teacher to make the sculptures look like the original. In doing so, students rely on the knowledge, skills and competencies gained from other types of fine arts classes.

In sculpture, students learn how to round, flatten, compress, stretch, remove excess with a special scraper, and work with a stack of clay or plasticine.

There are two different styles of work in sculpture:

1. Creating an image from a single piece of clay.
2. Sculpting by processing pieces of clay or plasticine separately.

In fourth grade, children continue to engage in sculptural composition, solving more complex tasks than in third grade.

## CONCLUSION

Accordingly, in the fourth grade there is a composition from sculpture on the theme “Player child”, “Ringer and dancers”. These are done by children individually or in groups. Depending on the images in the composition, the number of children in the group may be more or less.

Decorative sculpture is a type of sculpture that develops special knowledge and skills in students by working with various small plastics (terracotta).

For this purpose, in this class are planned lessons of decorative sculpture on the theme “Player child”, “Camel with a bush”, “Circle and dancer”, which students work in a small plastic style.

The simplicity of the methods of processing in decorative sculpture, the simplicity of the forms are of great interest to students. Extensive use of decorative sculptures (small plastic) of Uzbek potters in decorative sculpture classes has a great impact on the development of creative abilities of students.

After the clay sculptures are decorated, they are painted in gouache and covered with lacquer. But some work can also be done without paint.

## REFERENCES

1. Boltaboevich, B. B. (2020). Formation of the skills of portraying the future teacher of fine arts in pencil drawing. *ACADEMICIA: An International Multidisciplinary Research Journal*, 10(5), 1122-1127.
2. Baymetov, B. B., & Muratov, K. K. (2020). Self Sketches as a Tool in the Professional Training of a Future Artist-Teacher. *SolidStateTechnology*, 224-231.
3. Байметов, Б. Б. (2016). История развития изобразительного искусства Узбекистана. Наука, образование и культура, (1 (4))
4. Baymetov, B. B., & Sharipjonov, M. S. O. (2020). Development Of Students“ Descriptive Competencies In Pencil Drawing Practice. *The American Journal of Social Science and Education Innovations*, 2(08), 261-267.
5. Байметов Ботир Болтабаевич. Актуальные вопросы подготовки педагогических кадров республике Узбекистан. *Международный научный журнал «ВЕСТНИК НАУКИ»* 2020/10. Том 1. 10 (31). Страницы 5-9.
6. Boltaboevich, B. B., & Ogiloy, K. (2008). Master of historical portrait genre, a teacher who created a school in the field of fine arts people's artist of Uzbekistan professor maliknabiev (1906-2008).

7. Болтабаевич Ботир Байметов. Sanʼatshunoslik fakul'tetlarida talabalarga qalamtasvir mashgʻulotlarini oʻtishning nazariy asoslari. Материалы конференции Science and Education. 2020/5. Том 2. Номер No. 3. Страницы-406-409.
8. Байметов, Б. Б., Собиров, С. Т., &Исмаев, У. Ш. (2019). Проблемы профессиональнопедагогической подготовки учителей изобразительного искусства. Вестник науки, 1(7), 63-66.
9. Байметов Ботир Болтабаевич. Тасвирий санъатдан бўлажак рассом-ўқитувчиларни касбийтайёрлашда композиция фанининг назарияси ва методикаси. Science and education journal. 2020/4. Стр. 461-467
10. Байметов, Б. Б., Султанов, Х. Э., & Муратов, Х. Х. (2019). Психологические основы активизации творческих способностей студентов в процессе практических занятий. Вестник науки, 1(7), 67-71.
11. Байметов, Б. Б., Султанов, Х. Э., Муратов, Х. Х., & Сабиров, С. Т. (2018). Научнотеоретические аспекты формирования композиционных способностей у студентов на занятиях по живописи. In Современная научная мысль (pp. 83-94).
12. Baymetov, B. B. (2020). Development Of The Ability To See And Represent The Form Remotely In The Process Of Teaching Students To Portray A Creature In Higher Pedagogical Education. The American Journal of Applied sciences, 2(10), 154-159.
13. Botir Boltabaevich Baymetov. Development Of The Ability To See And Represent The Form Remotely In The Process Of Teaching Students To Portray A Creature In Higher Pedagogical Education. 2020/10 Журнал. The USA Journals. Том 2. Страницы- 154-159
14. Botir Boltabaevich Baymetov, Ulfat Shuxratovich Ismatov. Pedagogika oily taʼlim muassasalarida talabalarini bosh namunasini tasvirlashga oʻrgatish orqali tyexnik mahoratlarini takomillashtirish Science and education journal. 2020/8. Стр. 476-485
15. Botir Boltabayevich Baymetov. Technologies Of Moving Images Of People From Different Views In Fine Arts Lessons. The American Journal of Social Science and Education Innovations. The American Journal of Social Science and Education Innovations (ISSN – 2689-100x) Published: January 31, 2021. Стр. 463-468
16. BB Baymetov. Inson qomatining turli koʻrinish va holatlaridan qisqa muddatli tasvirlaridan bajarish metodikasi. "Science and Education" Scientific Journal January 2021 / Volume 2 Issue. 357-365
17. Botir Boltabaevich Baymetov. Oliypedagogik ta'limda bo'lajak tasviriy san'at o'qituvchilarining ijodiy qobiliyatlarini shakllantirishning ba'zi masalalari. academic research in educational sciences volume 2 | issue 1 | 2021. 277-283 бетлар.
18. BB Baymetov, XX Muratov. Tasviriy sanʼatda amaliy mashgʻulotlarida talabalarning tasvirlash mahoratlarini takomillashtirish texnologiyalari. Science and Education, 2021. 349- 354 бетлар.
19. Мукаддам Тожикузикизи Хамрокулова, Рашид Нейматович Зулфиев, Ботир Болтабаевич Байметов. Теория и практика преподавания академического рисунка в подготовке будущего художника педагога. Science and education scientific journal 2020/12. Том 1. Номер 9. стр 364-372.

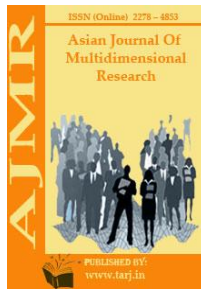
20. Botir Boltabaevich Baymetov. Art Of Modern Uzbekistan: The History Of Its Development During The Years Of Independence. The American Journal of Social Science and Education Innovations. 2020/10. 125-132.
21. B.B. Boltaboevich. Methods of portraiture in the process of making sketches and drawings of the human face in higher pedagogical education. International Journal of Psychosocial Rehabilitation, 2020. Том24. Номер5.Страницы6408-6415.
22. Botir Boltabayevich Baymetov. Technologies Of Moving Images Of People From Different Views In Fine Arts Lessons. The American Journal of Social Science and Education Innovations. 2021/1. The American Journal of Social Science and Education Innovations (ISSN – 2689-100x) Published: January 31, 2021. том 3. номер1. Страницы 463-468.
23. BB Baymetov. Inson qomatining turli koʻrinish va holatlaridan qisqa muddatli tasvirlaridan bajarish metodikasi "Science and Education" Scientific Journal January 2021 / Volume 2 Issue 1. 357-365.
24. B.B. Baymetov, XX Muratov. Tasviriy sanʼatda amaliy mashgʻulotlarida talabalarning e-ISSN : 2620 3502 p-ISSN : 2615 3785 International Journal on Integrated Education Volume 4, Issue 3, March 2021 | 66 tasvirlash mahoratlarini takomillashtirish texnologiyalari. Science and Education, 2021. 349- 356.
25. Botir Boltabaevich Baymetov Xusan Xolmuratovich Muratov. Methods Of Teaching Students To Do Sketches In Independent Learning.2020/12. The American Journal of Social Science and Education Innovations. 2. Номер 12. Страницы 8-13
26. Ulfat Shuxratovich Ismatov. Botir Boltabaevich Baymetov. Pedagogika oily taʼlimuassasalarida talabalarini bosh namunasini tasvirlashga oʻrgatish orqali tyexnik mahoratlarini takomillashtirish. 2020/11. "Science and Education" Scientific Journal November 2020 /Volume 1 Issue 8 Страницы476-484
27. Laylo Mirsoatova, Botir Boltabayevich Baymetov. Oliy pyedagogik taʼlimda inson qomatini tasvirlashning nazariyasi va myetodikasi.2020/11 "Science and Education" Scientific Journal November 2020 / Volume 1 Issue 8. Страницы467-475
28. Botir Boltabaevich Baymetov, Ulfat Shuhratovich Ismatov. Development of competencies of future fine art teachers in description of nature in graphic materials. 2020. ACADEMICIA: An International Multidisciplinary Research Journal. том 10. Номер11.Страницы864-871.
29. Botir Boltabaevich Baymetov. Creativity Of The Outstanding Artist-Miniaturist Kamaledin Behzad (1455-1536). international scientific and current research conferences “science and innovation in the xxi century: crucial issues, discoveries and achievements”Doi - <https://doi.org/10.37547/iscrcintconf03> 2021/2/19.Pages: 67-71. Hungary, Europe
30. BB Baymetov, D Omonov. Talabalarga shakllarni masofadan koʻrish va tasvirlashga oʻrgatish jarayonida pyerspyektiva qonunlaridan foydalanish malakalarini shakllantirish. Science and Education 2 (4), 615-623
31. Pardaboy Khudoiberganov Botir Boltabayevich Baimetov. Use The Theoretical Foundations Of Color Science In Teaching Students To Work With Educational Productions From Painting.

---

The American Journal of Social Science and Education ...The American Journal of Social Science and Education Innovations 3 (3), 330-337.

**32.** Decree of the President of the Republic of Uzbekistan “On the Action Strategy for the further development of the Republic of Uzbekistan”. // Collection of legislation of the Republic of Uzbekistan. – Tashkent: 2017. –P.39



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00278.0**

## TYPES OF TRANSFORMER OVERLOAD PROTECTION

Numonjonov Shakhzod Dilshodjon Ugli\*

\*Teacher,  
Fergana Polytechnic Institute,  
Fergana, UZBEKISTAN

### ABSTRACT

*Electrical equipment and circuits in substations must be protected to avoid and control a variety of damage due to abnormal currents and uneven voltage. We will look at how to install and why you need relay protection of transformers against overload, the principle of differential protection and other control processes with fuses.*

**KEYWORDS:** Transformer, Voltage, Differential Protection, Relay Protection, Gas Protection, Oil Container.

### INTRODUCTION

All equipment used in power plants or for household needs (autotransformers) is standardly protected from short-term overloads and disconnections from the network. Protection of the transformer generator block (GOST 2487-81) from overvoltage is necessary to make sure that the device will withstand a voltage much greater than the specified limit, for this purpose, the fuse is selected. This means that if the power supply fails, several devices will start to normalize the voltage at the same time, which will solve the problem much faster.

Types of protection of power transformers (main types of protection and backup):

- Fuses or three-phase switches. They can control a fairly powerful network, and also help against lightning surges, are very effective in the conditions of production or voltage stabilization and protection of multi – storey buildings;
- Controlled relays that indirectly act on the coil switch;
- Fire protection (use of heat-resistant materials);
- Transformer differential protection;
- Gas protection of the transformer (nitrogen);
- Insurance with the help of special computer programs.

A typical power transformer has a gas relay, which consists of two compartments, each of which performs a distinctive function.

This is a gas injection chamber, installed directly above the pressure chamber. When the gas level reaches the maximum, the chamber begins to release it in small quantities; this is done by using small exhausts or gradually opening the valves. In this design, a simple float serves as an indicator of the permissible gas level.

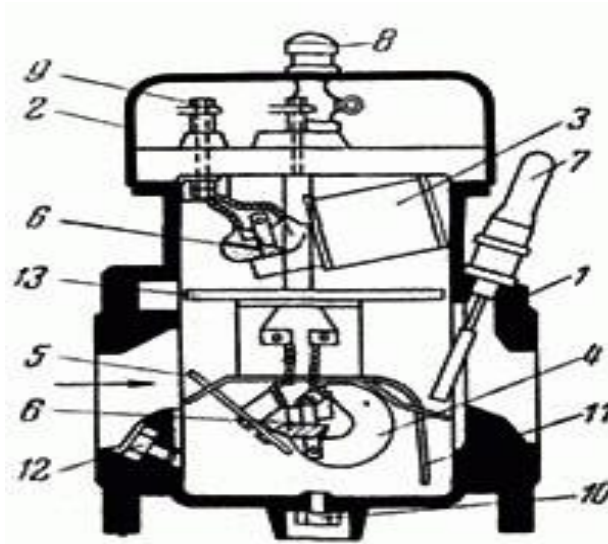


**Fig 1 Gas protection**

The indicator can not only show the current level of fullness of the tank, but also monitor the flow of gas, the operation of the transformer, and much more when properly configured. The device can be programmed by an employee of the service CHPP.

The pressure chamber is the second compartment of the gas relay; it is connected directly to the oil circuit of the transformer and connects the vertical channels, opens the way for the rising gas.

The bellows in the pressure chamber acts as an indicator of pressure changes. A sudden increase in oil pressure compresses the bellows, and the diaphragm begins to move, also this can occur due to changes in atmospheric pressure. Thanks to this, a special valve is activated, which disconnects the transformer, and the arc protection is activated.

The bellows is a very gentle anti-corrosion part, at the slightest deviation or damage; it ceases to work correctly and needs to be completely replaced.

The relay in the transformer is a container of oil, combined with a connecting tube coming out of the main tank of the device. It is used in drilling rigs for short circuit protection, marine engineering, furnace transformers, GPP, etc. It consists of two main elements: a tank and a float.

The float is hinged so that it can move up and down depending on the oil level in the relay tank. One mercury switch is installed on the float. The position of the mercury switch depends on the position of the float.

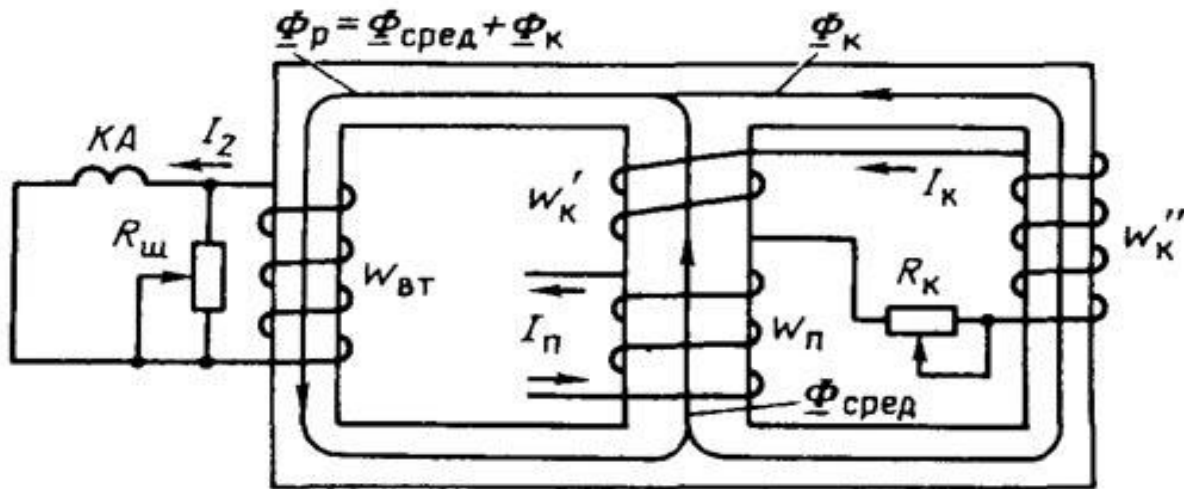


Fig 2 Relay protection

The principle of operation of the relay protection of the transformer is very simple, the scheme is given below. It is a mechanical drive, and whenever there are minor internal faults in the transformer, such as insulation failure, transformer core failure, etc., the oil level drops in the container, which causes the mercury indicator to disconnect the transformer from the power supply. Of course, this does not solve the problem of electromagnetic radiation, but still significantly extends the service life and quality of cables, coils and current-boosting lines.

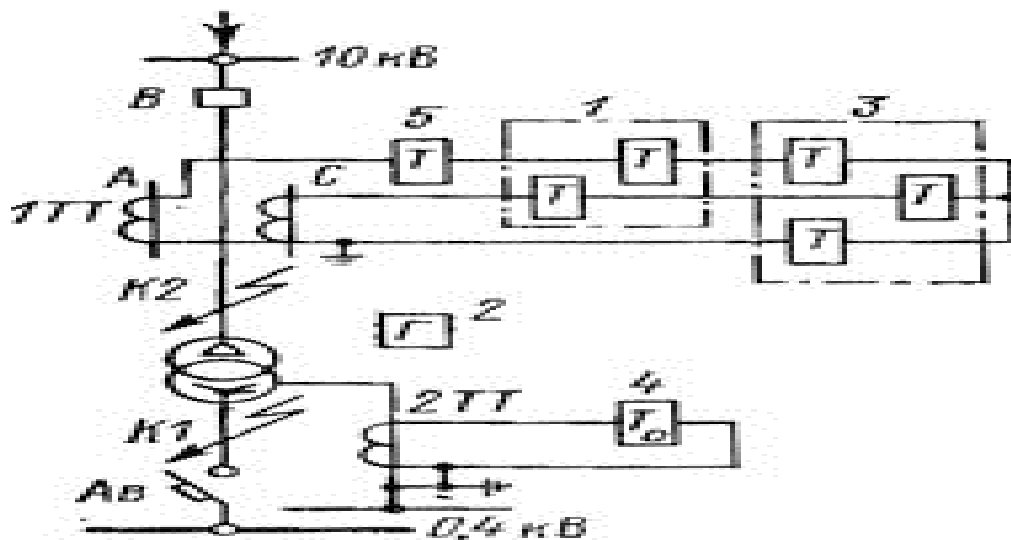


Fig 3 Operating principle

Operating principle of current differential protection; as a rule, differential or thermal protection is provided in electric power and high-voltage “dry” transformers with a voltage of at least 5 MVA, with switches and controllers to protect them from short circuits and overvoltages.

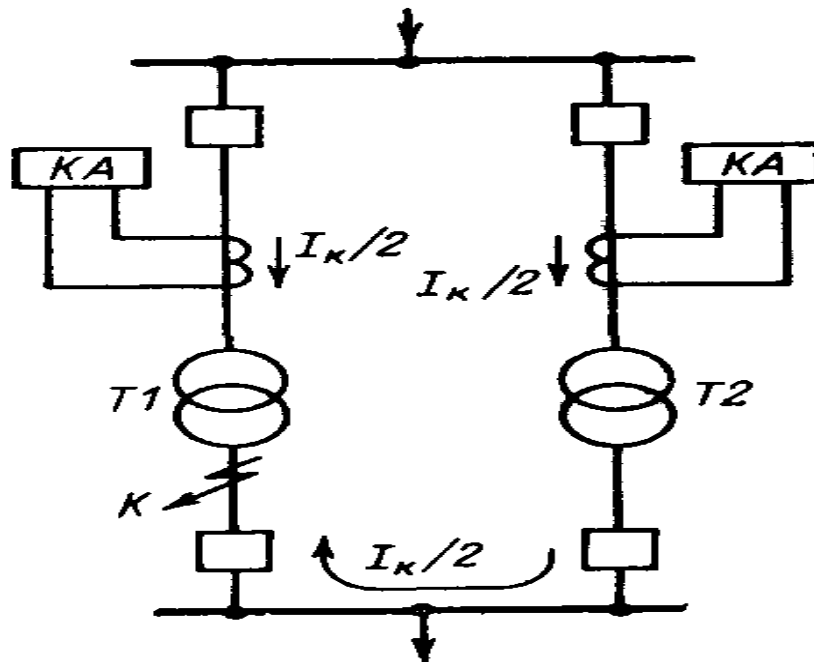


**Fig 4 Longitudinal differential protection**

It has certain advantages over other types of protection:

1. The resulting faults in the TMG inside the insulation oil can be detected by a relay. Differential devices can detect almost all errors on their own.
2. A differential relay usually responds immediately to any damage to the circuits, depending on their qualification.

The differential protection has the simplest principle of operation, and is installed directly in the transformer cabinet. Differential relays compare the primary current and the secondary current, and if they find an imbalance between them, the protection is triggered.

As you can see, technological methods of transformer protection are based on controlling the inequality of nominal values. This can be the oil level, current, mains voltage, etc. Special attention should be paid to the protection of oil transformers; in particular, the microprocessor circuit will be able to solve many problems.

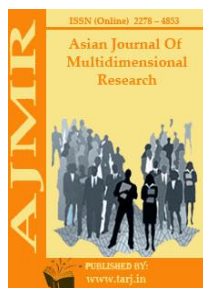
The processor automatically monitors the level of incoming oil in the tank, and as soon as it reaches its maximum, turns off the power to the device. This is mainly used for own (household) electric motors, distribution substations, networks, or three-winding “oil – type” transformers with a power of up to 10 – 15 kV, described in great detail in the book Shabad.

According to the PUE, remote or software protection of the transformer (automation) is installed at a network voltage from 6 V to a load of 35 V and above, the calculation of the installations is made only by a qualified employee. Previously, vacuum techniques were used for this, but the floats were more effective, and the maximum protection is much higher.

## REFERENCES

1. Nosirovna N. N. et al. Energy saving technologies and problems of their implementation //Проблемы современной науки и образования. – 2019. – №. 12-2 (145).

2. Muminjon N., Dilshodjonugli N. S. Improvement of transformer protection elements //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – T. 10. – №. 6. – С. 394-398.
3. Obidov J. G. O. About safety technique and issues of supplying electricity of the textile industry //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – T. 10. – №. 9. – С. 123-127.
4. <http://electricalschool.info/main/osnovy/2255-princip-raboty-transformatora.html>
5. Norkhojaeva N. N. et al. ENERGY SAVING TECHNOLOGIES AND PROBLEMS OF THEIR IMPLEMENTATION //Проблемы Современной науки и образования. – 2019. – №. 12-2. – С. 66-68.
6. М.А. Шабад «Защита трансформаторов 10 кВ» 1989.

Published by: **TRANS** Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00283.4**

## COMMUNICATION, INTERACTION AND MANAGEMENT IN A CLASSROOM

Akmal Xamzaev\*; Shoiraxaydarova\*\*

\*Teacher,

Department of Foreign Languages  
Among Social and Humanitarian Sciences,  
Jizzakh State Pedagogical Institute  
UZBEKISTAN

Email id: akmalx1970@gmail.com

\*\*Assistant Teacher,

Department of Foreign Languages  
Among Social and Humanitarian Sciences,  
Jizzakh State Pedagogical Institute

Email id: shoiraxaydarova@mail.ru

### ABSTRACT

*This article deals with the main activities such as communication, interaction and management in a classroom effective education refers to the degree to which schools are successful in accomplishing their educational objectives. This definition concentrates on the responsibility of the teacher and relates the use of classroom management strategies to multiple learning goals for students. Following this definition, effective classroom management skills seem to focus on preventive rather than reactive classroom management procedures. It is increasingly characterized by student-centred approaches to learning as opposed to teacher-centred, with a large emphasis on students' metacognitive skills and cooperative learning.*

**KEYWORDS:** Interaction, Communication, Management, Strategy, Education, Approach, Metacognitive Skills, Cooperative Learning, Efficient, Involvement, Motivation, Grouping, Forming, Arranging And Rearranging, Reforming, Grading, School Curriculum.

### INTRODUCTION

During the years of independence deep structural and substantial reforms and transformations in the system of higher education has taken place in the Republic of Uzbekistan. Main purpose of these reforms was to provide the adequate place of the Republic of Uzbekistan in the world community.



Indeed, it was impossible to provide the independent economy, social and political stability, and development of intellectual and spiritual potential of the nation without rebuilding the system of education and upbringing. The state policy in the field of education that could transform it into the priority sphere has been developed and conducted.

Today there is no need to prove that the 21st century is commonly acknowledged to be the century of globalization and vanishing borders, the century of information and communication technologies and the Internet, the century of ever growing competition worldwide and in the global market.

### **Classroom Management and the Teacher:**

Effective education refers to the degree to which schools are successful in accomplishing their educational objectives. The findings of numerous studies have shown that teachers play a key role in shaping effective education. The differences in achievement between students who spend a year in a class with a highly effective teacher as opposed to a highly ineffective teacher are startling. Researchers define classroom management as "the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning". This definition concentrates on the responsibility of the teacher and relates the use of classroom management strategies to multiple learning goals for students. Following this definition, effective classroom management skills seem to focus on preventive rather than reactive classroom management procedures. An example of a widely used – and generally effective – preventive strategy among teachers in primary education is that classroom rules are negotiated instead of imposed. Teachers, however, also frequently use reactive strategies, whereas it is unclear whether these strategies effectively change student behaviour. This may be caused by a lack of knowledge about the effectiveness of preventive strategies or by a lack of belief in their effectiveness. Teachers do not always believe in the effectiveness of particular strategies despite ample empirical evidence that the strategy has been implemented successfully in many. One example is that beginning teachers are generally advised to Effective classroom management strategies and classroom management programs for educational practice be as strict as possible in the first week of their internship and then slowly to become less authoritarian, whereas first establishing positive teacher-student relationships has been proven far more effective in regulating student behaviour.

### **MAIN PART**

Mastering effective classroom management skills is a basic competence for all teachers stresses that good teachers need to master a broad range of classroom management skills, and that teacher training programs should provide student teachers with a large “toolbox” of classroom management skills from which they can pick and apply particular strategies when necessary. Which strategies should at least be part of this so-called toolbox in current educational settings is still unclear. The reason for this is that the books that are used in teacher training programs generally refer to studies that were conducted decades ago or used anecdotal evidence rather than empirical evidence. However, daily practice in education has changed rapidly. It is increasingly characterized by student-centred approaches to learning as opposed to teacher-centred, with a large emphasis on students’ metacognitive skills and cooperative learning. Moreover, more and more technology is finding its way into classrooms, for example, the use of interactive whiteboards, tablets, and laptops. These changes presumably have had a large impact on the demands placed on teachers’ classroom management skills. Although, to the best of our knowledge, no studies have been conducted to explicitly compare the effectiveness of particular

classroom management skills in more traditional versus more modern classrooms, an up-to-date overview of studies conducted in the last decade is expected to provide insight into which classroom management skills have been proven to be effective in modern classrooms.

Classroom management, as applied to teaching, involves everything that a teacher must do to carry out his/her teaching objectives. It includes preparation of plans and materials, structuring of activities into time blocks, direct teaching of skills and subject matter, grouping of pupils to provide for the most efficient use of teacher and pupil time, plans for transition periods-changing from one activity to another or from one place to another- pupil involvement and motivation, and adequate control of pupil behavior.

Taken together, classroom management can be expressed simply as the anticipation of possible problems.

According to Scrivener (2005), teachers are required to have “certain organizational skills and techniques” in managing multitude of tasks and situations that can occur at any time in the classroom. Teachers are also presented as leaders who influence their students, and who need self-confidence, self-respect, status, and a controlled professional life and classroom environment. Scrivener makes a very valid point when he says that teachers have to be able to look at and read classroom events as they occur and think of possible options.

The main areas of classroom management is the group of defined skills and techniques assists teachers in dealing effectively with a range of student behaviour. Classroom management skills consist of rules and procedures that help run classrooms smoothly (Lemlech, 1999, p. x). It is vital that teachers establish effective classroom management strategies to use in their classrooms, so that children are keen on learning. A clear description of common classroom management areas is given by Scrivener (2005):

- Grouping and seating: Forming groupings. Arranging and rearranging seating. Deciding where you will stand or sit. Reforming class as a whole group after activities.
- Activities: Sequencing activities. Setting up activities. Giving instructions. Monitoring activities. Timing activities. Bringing activities to an end.
- Authority: Gathering and holding attention. Deciding who does what. Establishing or relinquishing authority as appropriate. Getting someone to do something.
- Critical moments: Starting the lesson. Dealing with unexpected problems. Maintaining appropriate discipline. Finishing the lesson.
- Tools and techniques: Using the board and other classroom equipment or aids. Using gestures to help clarity of instructions and explanations. Speaking clearly at an appropriate volume and speed. Use of silence. Grading complexity of language. Grading quantity of language.
- Working with people: Spreading your attention evenly and appropriately. Using intuition to gauge what students are feeling. Eliciting honest feedback from students.

Some of these areas and various techniques for organizing and managing the class will be discussed in greater detail in the following subchapters.

Grouping and Seating -Changing the room’s physical layout may make the classroom a more attractive place to study since it may also make cooperative work easier, revitalize fatigued students, reduce stress within the classroom and facilitate learning.

For each activity, teachers undertake in class, they should consider what grouping; seating and standing arrangements are most suitable. It is difficult for students and especially for young learners to sit still for a long time. It is essential to include activities that involve some movement. However, teachers should be aware of a constant movement every five minutes, which might be, for most students, uncomfortable.

Regarding the application of positive reinforcement, the research showed some improvement in managing discipline problems when random positive attention was implemented in the class. Although the findings of the track and the observation schedule comparison were not precise, in my opinion this research proved that a positive approach can lead to positive results. For more effective evaluation, however, I would recommend carrying out this action research in a larger class.

Conducting this action research enabled us to examine our own classroom practice and enrich our teaching skills. Moreover, it challenged us to continue working with various learners in the future.

Interaction and communication are at the heart of language learning and teaching; it involves learners in face-to-face or teacher-learners encounters in the classroom. Pair or group interaction provides a basis for language learning in general; it gives the learners practice in community and negotiation of meanings through taking turns, in addition to learning other features that are crucial in any interactive discourse such as how to initiate, respond and close conversations. The two dominant approaches to classroom interactions are interactionism and sociocultural theory. Both approaches emphasizes meaningful interaction among individuals. While the formers emphasizes on language input and language as a means of exchanging information, the latter sees language as the greatest motivating force in human development and learning, the process of second-language teaching is grounded. Interaction takes place in a second language classroom determines what learning opportunities the learners get. Teachers, learners together are the contributing source in managing the classroom interaction and at the same time managing these learning opportunities.

Today communications plays such an essential part in the lives human beings. It is hard to think of a single activity that we engage in that does not involve communications in some way. In our busy world, we sometimes forget just how important communications are to our success, relationships, and, ultimately, happiness in life. However, indeed, communications does play a major role in achieving all of our goals.

Communication skills are essential for the successful future career of a student. In today's competitive world, communication skills in business are the most sought after quality of an educated person. Reading, writing and listening carefully are the three most important communication skills for students. These skills like most of the communication skills sounds too familiar as a result of that facts that we take them for granted. As regards reading and writing, the only thing that we need to tackle is to adapt with our growing age and concentration. With these two qualities, it is possible to develop reading, oral communication skills and writing skills. Apart from reading and writing presentations, reports and speeches are a part of school curriculum. This has been introduced in schools and colleges for the overall development of students. This makes expressive skills and managing skills also important for a student. It is also important to develop communication skills in relationships. What deserves more attention is that most of the students do not feel confident to make presentations and speeches. But realizing the

importance of these skills in modern day life, most good schools have made it a regular part of their curriculum. Here comes the role of expressive skills and managing skills.

Expressive skills are used to express our feelings, thoughts and expressions and thus get across our point successfully to the listener. To develop expressive skills, students need to learn is how to communicate effectively and get the full attention of the listeners. After this, management is an important part of a student's life so development of management skills is also important for the success of the student. Listening skills are also an important skill that should be taught to a student. Listening skills should not only be limited to the classroom but also in a normal conversation. Students should be taught as how to give undivided attention to a person with whom a conversation is taking place. Also, students should be taught as to how to show the other person respect when the other person is speaking. Such etiquette is a part of conversation in every sphere of life, be it professional or personal. Now that we have learned as to what specific communication skill a student must have, it is important to learn how to develop communication skills in a student. The first activity to develop communication skill in students is group activities. Teachers should limit group activities not only in the classroom but also ask students to complete assignments in equally divided groups. Also the teacher should continuously change the groups. This is so that there is more interaction among the students.

Teaching is, above all, a profession of communication. It is the teacher's responsibility to use **classroom management** to communicate ideas, content, instructions, feedback, and standards effectively to students. When teachers do this well, students are put in a position to succeed. However, sometimes teachers – myself included – inadvertently make communication errors within their **classroom management** plans that inevitably lead to gaps in student understanding.

As a result of our research we outline some common flaws that can appear regarding teacher communication with students.

The first and most disastrous communication error is to not communicate at all. The teacher who fails to communicate is the teacher who puts students and other stakeholders in a position likely to produce frustration.

Often we make assumptions about what students know or can do while we communicate. We assume they understand what we are referring to; we assume they are listening; we assume this interests them. The more we understand the assumptions we make within our communication, the better we can account for those assumptions and make appropriate improvements to what we say.

Teachers can typically see the big picture in their heads, but it is difficult to transfer that same picture to all students. At times, teachers might communicate part of that picture effectively, but then leave other parts out. Incomplete communication will only give students part of the idea, but leave their learning and opportunities only partially fulfilled.

Most teachers have a particular style of communication that suits them. This is natural and appropriate; however, each teacher must also consider what forms of communication also best benefit their students. Relying on one strict style or mode of communication may inhibit all students from fully understanding what it is they need to know. Finally, we must remember that communication is a two-way street. While teachers often believe that it is their job to communicate to students, it is more beneficial to think of their job as to communicate with students. Communication involves listening as much as it involves speaking.

We can say grades themselves are a form of communication. However, by themselves grades communicate relatively little. Students can use grades as feedback to make improvements, but the more important part of a teacher's communication regarding student work comes from the written feedback. Since the grade is what is calculated and put into the student's academic record, it is far more tempting for the student and the teacher alike to put the bulk of emphasis on the grade rather than the feedback. The effective teacher will be the teacher who communicates the importance of the feedback over the raw grade outcome. How will you make sure students are looking at, understanding, and applying feedback for their growth?

**Assuming Students know the Teacher Cares:** Teachers cannot help but to care deeply about their students and their outcomes. Unfortunately, this is not a message students always hear loud and clear. It is important that teachers actively communicate that they do, in fact, care about each and every student. If teachers assume this has been communicated to students, then they run the risk of students never actually knowing about their teacher's care.

Teachers can communicate care through their words and tone. But their respect and responses to students are important, as is the way they use time and attention, genuine feelings, personal connections, and empathetic interactions to show they care. Gestures, deeds, and objects can all be used to demonstrate the care a teacher feels towards their students. Without these, students may not feel truly accepted or cared for in the classroom.

**Sharing Incomplete or Insufficient Information about Homework:** When we send students home with homework, we must make sure we have equipped them with sufficient explanation and support to successfully complete that work. If we share only part of the total picture needed for them to complete their work, then we are essentially setting students up for failure.

Once students begin work on their own, we must consider what resources and details they would need to comfortably complete that work, since we cannot physically be there with them. This communication requires an anticipation of student need and a full understanding of what we want students to demonstrate. If we communicate these expectations through a variety of means, then students will be more likely to catch the full picture of what they need to do.

## CONCLUSION

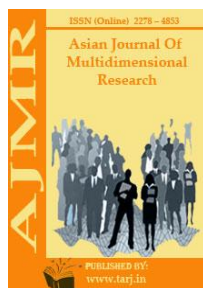
There is no doubt effective communication is essential to our task as teachers. The breakdown in our communication can lead to a breakdown in student success. What are the shortcomings, assumptions, or ineffective methods of communication that you might be doing? Think more deeply about how you communicate, and your students will inevitably benefit from your improvements.

## REFERENCES

1. Allwright, R. (1984). *The Importance of Interaction in Classroom Language Learning*. Applied Linguistics 5:156-71
2. Allwright, D. and Bailey, K.M (1996). *Focus on the Language Classroom*. Cambridge University Press. London.
3. Classroom management strategies. (2008). Retrieved April 20, 2013,
4. Johnson, K.E. (1995). *Understanding Communication in Second Language Classrooms*. Cambridge University Press. N.Y

5. Hall, J.K.; Verplaetse, L.S. (Ed.) *Second and Foreign Language Learning through Classroom Interaction*. Mahwah, N.J.: Lawrence Erlbaum, 2000
6. Kwiatkowski, A. (2008). *Ideas on Classroom Management in YL Classes*. Retrieved June 20, 2013.
9. Xamzayev, A. (2020). The background of teaching grammar through games. Архив Научных Публикаций JSPI, 1(88). извлечено от [https://science.i-edu.uz/index.php/archive\\_jspi/article/view/7092](https://science.i-edu.uz/index.php/archive_jspi/article/view/7092)
10. Xamzayev, A. (2020). Different Permanent Associations That Express Public Life In English And The Problems Of Translating Them Into Uzbek Language. Архив Научных Публикаций JSPI, 1(90). извлечено от [https://science.i-edu.uz/index.php/archive\\_jspi/article/view/6989](https://science.i-edu.uz/index.php/archive_jspi/article/view/6989)
11. Djabbarov, S. (2020). Статья ПРОБЛЕМЫ УПРАВЛЕНИЯ КАЧЕСТВОМ ОБРАЗОВАНИЯ В ВУЗЕ В РЕСПУБЛИКИ УЗБЕКИСТАН: ПРОБЛЕМЫ УПРАВЛЕНИЯ КАЧЕСТВОМ ОБРАЗОВАНИЯ В ВУЗЕ В РЕСПУБЛИКИ УЗБЕКИСТАН. Архив Научных Публикаций JSPI, 1(53). Извлечено от [https://science.i-edu.uz/index.php/archive\\_jspi/article/view/4561](https://science.i-edu.uz/index.php/archive_jspi/article/view/4561)
12. Djabbarov, S. (2020). Article Ijtimoiy-psixologik kompetitlik tushunchasixususida. Архив Научных Публикаций JSPI, 1(52). Извлечено от [https://science.i-edu.uz/index.php/archive\\_jspi/article/view/4897](https://science.i-edu.uz/index.php/archive_jspi/article/view/4897)
13. Djabbarov, S. (2020). Бўлажак чет тил муаллимининг касбий тайёргарлиги ва унишакл лантириш йўллари. Архив Научных Публикаций JSPI, 1(52). Извлечено от [https://science.i-edu.uz/index.php/archive\\_jspi/article/view/4899](https://science.i-edu.uz/index.php/archive_jspi/article/view/4899)
14. Farfieva K. A. Social Media as a factor in formation of scientific thinking in youth. *European Journal of Research and Reflection in Educational Sciences*. Vol. 8 No. 10, 2020. – Pp. 52-56.





**DOI: 10.5958/2278-4853.2021.00284.6**

## **METHODS AND ADVANTAGES OF MODERN SPECTROMETRIC ANALYSIS OF POWDER**

**Bakhriddin Kuziboy Ugli Nurmatov\*; Ugiloy Yakubovna Abdullaeva\*\*;  
Asilbek Azizbek ogli Alijonov\*\*\***

\*Independent Researcher,  
Innovative Research Center in Collaboration  
Tashkent Medical Academy and the University of Korea  
UZBEKISTAN

\*\*Assistant  
Department of Communal and Occupational Hygiene,  
Fergana Medical Institute of Public Health  
UZBEKISTAN

\*\*\*Student,  
Fergana Medical Institute of Public Health  
UZBEKISTAN

### **ABSTRACT**

*Dust particles, often referred to as particulate matter (PM), in the atmosphere arise from a wide variety of sources. Both the size and chemical composition vary widely in relation to the nature of the source and the history of the particles. Coarse particulates can be regarded as those with a diameter greater than  $2.5 \mu\text{m}$  (e.g.  $\text{PM}_{10} - 10 \mu\text{m}$ ), and fine particles less than  $2.5 \mu\text{m}$  ( $\text{PM}_{2.5}$ ). Under humid conditions many particles attract water vapor and grow to form small droplets. The term 'aerosol' is often used for both solid particles and droplets suspended in air. Particulate matter may be generated mechanically, for example by the wind, may be emitted directly to the atmosphere or may be formed by reactions in the atmosphere from precursor gases.*

**KEYWORDS:** *Dust Pollution, Particulate Matter, Atom-Absorption Methods, Emission Methods, Dust Pathology, Determine Of the Dust Pollution.*

### **INTRODUCTION**

The independence of our country has made it possible to solve environmental problems and raise the attitude of man to nature to a new level. Today, the issue of nature protection is one of the most pressing issues after peacekeeping. The nature around us has existed for millions of years

and lives by its own complex laws. There is a complex balance between this nature and man. The republic has long been known for its natural beauty, and in this region from ancient times developed livestock, agriculture, construction of irrigation facilities, fishing, silkworm breeding, cotton growing and beekeeping [1].

The development of industry, which is the backbone of the world economy, has a significant impact on the state of the environment. The study of the level of dust among the hygienic factors that pollute the environment is one of the current issues. In our country, in practice, air detection is performed by gravity, the essence of which is that a certain amount of air dust is collected in a special filter; first the weight of the filter is weighed on an electronic scale before and after passing the test air, then depending on the difference between the two gravities.  $m_3$  is the amount in the air [2].

The above method can only provide a hygienic assessment of the overall level of dusting, but does not reveal the specific effects of the dust on the human or working organism. To identify and prevent the specific effects of dust, it is important to first study the composition of solid particles present in the air in hygienic practice. Based on the experience of developed countries, solid particles present in the air are studied in two types, namely PM-10 and PM-2.5. The purpose of the study was divided into two groups based on the range of action of solid particles on the human body. According to scientific studies, these two atmospheric air pollutants are usually observed at their highest levels during the day. Of course, it was at this time that the effect of automobile traffic density and other anthropogenic factors on the amount of solid particles was confirmed [3].

PM-10 and PM-2.5 dusts primarily cause inflammatory diseases of the upper respiratory tract and various injuries to internal organs. As the field of environmental protection has developed and the number of various pathologies related to the dust factor has increased, spectrometric and emission methods of studying environmental dust have emerged. Using these methods, it was possible to assess the nature of the harmful substance in the dust. The above methods are used in modern laboratory equipment, such as atomic absorption spectrophotometry and inductive paired optical emission spectrometry, to determine not only the total amount of dust, but also the type of harmful substance contained in it.

As an example, let us consider the analysis of lead in atmospheric air. To do this, first the procedure and stages of sampling are planned and equipment is prepared. An important process in the preparation of instrumentation is the calibration of these devices in order to correct the air flow, increase the efficiency and accuracy of inspection work.

An air aspirator is used for sampling and the air flow is set at 1 to 4 l / min. Air samples are taken by aspirator to a cellulose membrane filter (0.8- $\mu$ m cellulose ester membrane) for at least 8 hours. It is recommended that the total air sampling volume not exceed 1500 liters. It is required to take 2 to 10 blank tests (Blank tests) for each set of samples. Measurements are carried out by atomic absorption spectrophotometer graphite (pyrolytic coated) furnace method, using background correction (background correction: D2, H2, or Zeeman). Standard working solutions are first prepared to test the samples. Typically, standard working solutions are prepared in quantities of not less than 3 at different known concentrations. It is recommended to use a small wave water bath to save time in the preparation of standard working solutions

The next important process is to prepare the samples for testing. The sample is prepared for examination in the following order: The filter cassette is opened and the sample taken into a

clean laboratory beaker (Beaker) and the blank test (Blank) are filled. Add 3 ml of concentrated nitric acid (HNO<sub>3</sub>), and 1 mL of 30% hydrogen peroxide (H<sub>2</sub>O<sub>2</sub>) and cover with a glass lid. Blank tests are prepared in the same way. Using a preheated oven (Hotplate), heat to 140 °C until 0.5 ml is left. In a 5% solution of 5% HNO<sub>3</sub>, the glass lid is washed in a beaker and allowed to evaporate to 0.5 ml. Each beaker is cooled. Each solution is poured into a 10 ml volumetric flask and made up to the mark with distilled water [4].

Initially, the hardware test program checks for standard working solutions with known pre-concentration, blank test specimens specific to standard working solutions, and then checks blank tests and samples for samples based on calibration curve status and standard relative error level, and test results are obtained and analyzed. . The following special calculation formula developed by the American National Institutes of Health (NIOSH) is used to analyze the samples obtained [5]:

$$C = \frac{C_S V_S - C_b V_b}{V}, \text{ mg/m}^3$$

Using the measured absorbent value, the lead in the sample using the sample S S and the average blank C<sub>b</sub> shown in the calibration value.

Calculate the amount.

Sample dissolved volume (V<sub>S</sub>), blank dissolved volume (V<sub>b</sub>), the amount calculated above, the concentration of lead in the sampled air (V)

Calculate in (mg / m<sup>3</sup>).

The results of the calculations are compared with the Sanitary Rules and Standards, State Standards and the relevant sanitary and hygienic conclusions are given. In summary, the above data show that spectrometric analysis of dust increases not only the total amount of dust, but also the effectiveness of technical, technological, sanitary and medical-preventive measures against it, as well as sharply reducing the incidence of occupational diseases creates an opportunity.

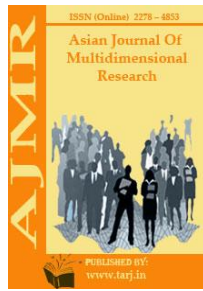
## REFERENCES

1. Qudratov O. Industrial ecology. 2nd edition, - 251 pages, 6. 2003 y.
2. Ponomaryova L.A. Ecology with General Hygiene, under General Edition, 200 pp., 147. 2011 y.
3. Analysis of PM 10 and PM 2.5 Concentrations in an Urban Atmosphere in Northern Spain. M. gengeles García 2018y Arch Environ Contam Toxicol 76, 331–345 (2019). <https://doi.org/10.1007/s00244-018-0581>.

4. LEAD by GFAAS. NIOSH Manual of Analytical Methods (NMAM), Fourth Edition., LEAD by GFAAS: METHOD 7105, Issue 2, dated 15 August 1994 - Page 4 of 4.

5. <https://www.cdc.gov/niosh/nmam/cas.html>, <https://search.cdc.gov/search/cdc-main>.

6. Derwent R.G .; Witham C .; Readington A .; Jenkin M.E .; Stedman J.R .; Yardley R .; Hayman, G. Particulate matter at a rural location in southern England during 2006: Model sensitivities to precursor emissions Atmospheric Environment 43 689-696.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00357.8**

## DYSTOPIC VISION OF MARGARET ATWOOD IN THE HANDMAID'S TALE

C. Nandhini Devi\*; Dr. Sumathy K Swamy\*\*

<sup>1,2</sup>Doctoral Scholar,  
PSGR Krishnammal College for Women,  
INDIA

Email id: nandhinidevi.cp@gmail.com; sumathykswamy45@gmail.com

### ABSTRACT

*The dystopic society is a place where undesirable, miserable and uninvited things happen. Many prominent authors in the field of literature has taken up dystopia as a form of writing so that they could bring into limelight the mis-happenings of the society; Margaret Atwood is one of them. Among her works The Handmaid's Tale is one novel which portrays the life of people of a totalitarian society where the rulers have taken up the story of Rachel and Bilhah from the Bible to accomplish what they want and also to justify their actions. It is set in a futuristic world making it all the more alarming and imaginable. Dystopian novels are very important in the field of literature as they bring with them harsh notes that come as warnings to people. This paper, as the title suggests, tries to highlight the dystopic elements in the novel.*

**KEYWORDS:** *Dystopia, Futuristic Novel, Totalitarian Society, Repressed Society.*

### Dystopic Vision of Margaret Atwood in the Handmaid's Tale

Fiction is one of the few forms left through which we may examine our society not in its particular but in its typical aspects; through which we can see ourselves and the ways in which we behave towards each other, through which we can see others and judge them and ourselves.

-Margaret Atwood (Cooke 275)

Margaret Atwood is one of Canada's most eminent novelists. She was born in Ottawa on 18 November 1939 as the second daughter of three children born to Carl Edmund Atwood and Margaret Dorothy Killam. From a very early age, her intention was to become a writer. At about the age of eleven, Atwood started experimenting with words and her imagination. The results for those experiments were her novels, poetry and her works of criticism. She has also written some short stories, short fiction and stories and poetry for children. Some of her works include: *The*

*Edible Woman, Bodily Harm, The Handmaid's Tale, Cat's Eye, Dancing Girls, Bluebeard's Egg, The Circle Game, Survival: A Thematic Guide to Canadian Literature, Up in the Sky*, and some of her latest works: The Maddaddam trilogy consisting of *Oryx and Crake*, *The Year of the Flood* and *Maddaddam* and *The Heart Goes Last*, which was released in September 2015.

Atwood has recently started writing fiction about the future. Starting with *The Handmaid's Tale*, she has written five novels which come under the field. They are, apart from the aforementioned novel, *Oryx and Crake*, *The Year of the Flood*, *Maddaddam* and *The Heart Goes Last*. She, as most of the readers of Canadian literature know, is an ardent lover of nature, which maybe because she has come from a family which was living "in and out of the bushes" (Cooke 22). Her father was a zoologist, mother a former dietician and nutritionist, and her brother is a neurophysiologist.

Her fictions come with harsh tone, instructing society to move on safer sides in order to avoid devastating in the effects in the future. "Environmental awareness became an explicit theme in Atwood's fiction during the late 1980s" (Cooke 291). Starting this period, she has written produced a lot of works that are environment conscious. These could be attributed to her visit to many places including Temagami in Toronto, where she came across acid-rain lakes and found out about the disappearance of blackflies.

In the twentieth century, writers like George Orwell and Anthony Burgess were pushed by the social and political scenes of the time which made them bring out their fears and write about them. George Orwell's 1984 is one such fiction where he satirizes such a muddled society. "Being deprived of free will and choice the individual has to obey and to live in this devastating environment. Dystopian literature refers mostly to the decadence of people reflected in acts of violence, sexual immorality and use of drugs. The protagonists indulge themselves in sin living only in the present" (Dima- Laza 42). Many novels of Margaret Atwood including *The Heart Goes Last*, Yevgeny Zamyatin's *We*, Cormac McCarthy's *The Road* and many other novels of various writers have a dystopian society as their settings.

"An anarchic and undesirable society, referring to a bleak future in which things take a turn for the worse and which displays images of worlds more unpleasant than our own may be called a dystopian society" (Dima- Laza 42). This is exactly what Atwood tells about in *The Handmaid's Tale*. A totalitarian society, where almost all beings live under control, either controlled by others or controlled by their own thoughts, is what the futuristic novel is about. It is set in a place where most of the women have gone infertile due to radiation and the scarce population of fertile women is sent from one house to another in turns trying to conceive a child for the childless Commanders who are considered the rulers of the society.

*The Handmaid's Tale* is one of Atwood's many novels through which she has brought out her worries about womankind, through the horrific experiences of Offred, the protagonist. The horror is so much that the reader cannot come out of it for so long even after completing the book. Offred is a handmaid in Gilead, who is allowed to survive only because she can bear children to the Commanders whose wives have gone infertile due to the radiation. In the world of Offred and the other handmaids of Gilead, the once unimaginable happenings have become usual "Is that how we lived then? But we lived as usual. Everyone does, most of the time. Whatever is going on is as usual. Even this is as usual, now" (THT 109). Offred and her kind are restricted almost everything. They are restricted from communicating with each other, expressing their



feelings and the utmost restriction being the restriction of thought. They have nothing for themselves.

The handmaids learn to communicate with their hands and eyes. But even these gestures are restricted by the Marthas. "To withhold information or to spread unauthorized material is an act of treason for which the punishments are brutal and public" (Hunter 98). Once Offred is asked by the Commander, in one of their secret meetings, what she wants. Her answer is the one which articulates the intensity of the handmaids' struggles. She says, "I would like to know . . . whatever there is to know... what's going on" (THT 198). It is unimaginable, where a person who had had all the freedom that she had known from the birth, is deprived of all of them at one point, and is deprived of even the right that she is ought have been given, is prohibited from knowing even the happenings around her: where have her daughter and her family gone? Are they even alive so that she may get a chance to see them? What is happening to the handmaid in the next household who is a facsimile of herself? What is happening in the house that she lives? She even keeps a secret of her own name apart from the name given to her by the household of the Commander which is Offred.

Each of the handmaids must have been a woman of self-esteem. Almost all of them would have had a family who must have loved each other. "Like other things now, thought must be rationed" (THT 17). They have restricted themselves from thinking about their loved ones. Unlike Dima-Liza has pointed out, ". . . people must have freedom to move, to speak and to express ideas and feelings" which distinguish them from machines (42); the Handmaids do not have any of these rights.

Women of Gilead are deprived of their jobs, families, comfort, freedom and so on there are also women who are called "unwomen" (20). These are women who cannot bear children. These unwomen are either sent to "the wall" to be hanged or to die of radiation. In their world, there is only "faith". Neither "hope" nor "charity" is relevant in the lives they live. "I get out of bed . . . kneel on the window seat, the hard little cushion, FAITH . . . wonder what has become of the other two cushions . . . HOPE and CHARITY" (THT 119).

The handmaids are made to believe that their position is of great honour, as if they are hypnotised. "Aunt Lydia said she was lobbying for the front. Yours is a position of honour, she said" (THT 23). They are made to forget that they are deprived of their self-esteem. They are not even allowed to enter the house through the front doors.

Men too are not exempted from this. Helpers of sinners are punished as sinners. The Guards who help the handmaids in any way face the same fate as the handmaids. Atwood has shown the intensity of such sufferings when a society goes in a disorderly fashion.

Not only *The Handmaids Tale*, many of her other novels such as *Oryx and Crake*, *The Year of the Flood* and *Maddaddam* propagate the disastrous effects of man's misbehaviours. Though she says that she does not believe that fictions can make great changes in society, they at least discuss and "examine" the society, as she herself has said.

Technological development, as everyone knows, has both advantages and disadvantages. Atwood's futuristic vision combined with her imagination has brought out some fictions which describe the ill-effects when man goes against nature. *The Year of the Flood* is an example of this, where the lives of people who are against technology and those who lead a life akin to

nature are highlighted. It is shown that the people who live closer to nature survive a “waterless flood” in the end of book.

“The newspaper stories were like dreams to us, bad dreams dreamt by others. How awful, we would say, and they were, but they were awful without being believable. They were too melodramatic, they had a dimension that was not the dimension of our lives” (THT 109). These are some of the sharpest lines through which Atwood intends to put forth a warning to the society. Literature has always acted as a mirror of the society. A literary creation echoes the happenings of the particular time of the book’s origin and emphasises the necessity for the people of the society to act accordingly so as to prevent themselves from disasters. Dystopian novels are very important among them as they bring with them harsh notes that come as warnings to people. Margaret Atwood is a person who has great concern for the earth and its beings and it is explicit in her works of this kind. They, without any doubt, fulfill their task of warning the people against great disasters.

### WORKS CITED

Atwood, Margaret. *The Handmaid’s Tale*. London: Vintage, 1996. Print.

Bloom, Harold. *Modern Critical Views*. Philadelphia: Chelsea House Publishers, 2000. Print.

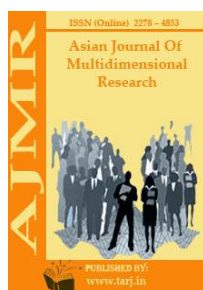
Cooke, Nathalie. *Margaret Atwood: A Biography*. Ontario: ECW Press, 1998. Print.

Hunter, Lynette. *Narrative Strategies in Canadian Literature*. Philadelphia: Open University Press, 1991. Print.

Mandel, Eli. *Contexts of Canadian Criticism*. Toronto: University of Toronto Press, 1971. Print.

Truths, Framina. *Parodic Structures in Contemporary English – Canadian Historical Novels*. Toronto: University of Toronto Press, 1992. Print.

Dima- Laza, Stancuta Ramona. “A Dystopian Society or the Moral Decay of Humanity”. *Society and Poilitcs* 5:1 (2011): 42. Web. 20 Oct. 2015

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00282.2**

## PROBLEMS ENCOUNTERED BY TEACHERS WHEN TEACHING WRITING SKILLS IN ENGLISH FIRST ADDITIONAL LANGUAGE

Norpulatova Madina Alisherovna\*; Arziqulova Gulchirov\*\*

\*Master, English Teacher of School,  
Navoi State Pedagogical Institute, Navoi City, Navoi,  
UZBEKISTAN

\*\*Master,  
Navoi State Pedagogical Institute, Navoi,  
UZBEKISTAN

### ABSTRACT

*One of important issues in teaching process of language is dealing with common arguments against teaching writing skills. One way to tackle this problem is to find the root of the problem and start from there. It is obvious that English First Additional Language teachers and students face certain problems in teaching and learning writing. In fact, Nunan (1999:271) considers it an enormous challenge to produce “a coherent, fluent, extended piece of writing” in one’s Additional language. This is magnified by the fact that the rhetorical conventions of English texts, structure, style and organization often differ from the conventions in other languages. It requires effort to recognise and manage the differences (Leki: 1999). While nearly all language teachers would be expected to have had experience speaking, listening, and reading, it is quite possible that few language teachers are writers themselves, either in L1 or L2 and, as a result, have few experiential resources to draw on besides what they might have experienced in elementary school with first language writing instruction, e.g. an focus on neatness, spelling, and grammatical correctness. Reasonable position from which to begin both for teachers and teacher trainers would seem to be engaged in some public writing themselves, to reflect carefully on that experience, and to base classroom decisions as far as possible on principle rather than only on habit, only reproducing what they themselves once experienced. Not only teachers’ training but also the educational backgrounds of the students need to be considered and accommodated or built on.*

**KEYWORDS:** Writing Skills, Instructions, Grammatical Correctness, Texts, Errors, Cognitive Challenges

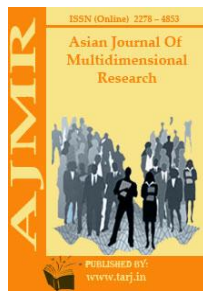
## MAIN PART

Individuals who learn to write in school settings are nearly invariably tested on their writing and are allowed to advance, or not, depending on the results. This means that some are left behind. Those with access to better writing instruction, those who can afford private tutoring, for example, will advance further and more easily. There is a cost to teachers as well; writing teachers must make enormous time investments to respond adequately to student writing. This is in line with what is indicated by the Curriculum and Assessment Policy Statement (CAPS) that the challenge in the senior phase is to provide support for these learners because they still cannot communicate well in their Additional language at this level (Department of Basic Education:2011). However, according to Leki (2001) introducing new English First Additional Language writing programs where previously writing had only been used to reinforce the development of oral language can create severe logistic tensions. In settings where grammar or translation styles of language instruction predominate, it is possible to have classes of 20 or 25, possibly more. Classes of such size create problems for writing teachers. Even without large numbers, it is possible that educational ministries and program administrators who want to include English First Additional Language writing in schools may not be aware of the amount of time demanded of English First Additional language writing teachers and or may be unwilling to spend the amount of money it takes to have a writing program. For many students an invaluable feature of some writing programs is individual writing conferences with teachers. But teachers may feel that because of the time conferences require, it is simply not possible to include conferencing as part of their teaching strategies. Moreover, Leki (2001) postulated that beyond issues of time and numbers of students, logistic tensions within the English First Additional Language writing classroom itself include developing an understanding of and a strategy for accommodating local needs. For example, creating or experiencing real purpose for writing may be a reasonable goal in setting where English is the medium of daily communication. Furthermore, no matter how persuasive recommendations for writing instruction methods and materials may be, they must be adapted to local possibilities. For example, peer responding may include making copies of student texts for peer to read. However, making copies may simply not always be feasible in all settings. According to Shin (2006) teachers reported feeling overwhelmed by the number of nonnative errors in their students' writing and by not knowing where to begin in providing their feedback. However, some students want praise, others see it as condescending, some want a response to the ideas, others demand to have all their errors marked, some use teacher commentary effectively, others ignore it altogether. This makes it difficult for teachers to cater for all these different perceptions and expectations (Hyland: 2003). Similarly, Shin (2002b) postulated that teachers with little or no training regarding how to provide feedback on Additional Language writing often find it difficult to decide whether to start correcting all errors (which often result in crossing out and rewriting entire blocks of sentences) or to leave errors untouched because there are too many of them. He further explained that neither alternative, however, is likely to have a long lasting and genuine impact on students as they learn to improve their writing in English. Meanwhile, according to Reid (1993) a successful teacher response must help students to improve their writing by communicating feedback detailed enough to allow students to act, to commit to change in their writing. He supported his statement by saying that successful teacher feedback results in substantive and authentic improvements in students' perceptions and practice of writing. On the other hand, teachers are often the only evaluators of the students' writing and so they want to feel confident that they are responding consistently across student scripts and that other teachers would evaluate the work in a similar way. The other

challenge confronting teachers of English First Additional Language writing is that of meeting students where they are in terms of language and writing skill and taking them forward. In addition, if the students do not see a reason to learn to write, and if, nevertheless, it is decided by teachers or ministries of education that English First Additional Language writing will be taught, the challenge then becomes engaging students in dialogue to explain this decision. Furthermore, particularly for writing teachers who are not natives of the students' culture, it would seem imperative to learn about the context in which the teaching will take place. That context include students' previous experiences with both L1 and L2 writing instruction and their thoughts on such questions about writing as what makes writing good, how good they themselves want to become at writing in English (Leki : 2001). Moreover, De Segovia and Hardison's (2008) study argues that the policy statements tend to be idealist so the shift from a teacher-centred to a learner-centred approach did not evolve smoothly. It required an understanding of the language learning process in order to establish attainable goals and compatible methodology. Programme implementation involved additional obstacles, including a lack of sufficient teacher training, resources, mentoring support, and the cost of further education for in-service teachers. Myles (2002) indicated that student's writing in a Second Language is faced with social and cognitive challenges related to Second Language acquisition. Learners may continue to exhibit errors in their writing for the following social reasons: negative attitude towards the target language, continued lack of progress in the Second Language. Other social reasons include a wide social and psychological distance between them and the target culture, and a lack of integrative and instrumental motivation for learning. Nordquist (2009) said that whatever your attitude may be, one thing is certain: how you feel about writing both affects and reflects how well you can write. Certainly you can change your attitude as you gain more experience as a writer. So, writing plays an important role of students' learning process.

## REFERENCE LIST

1. The writing attitude and your writing goals. The New York Times Company. Grammar and Composition. July, 2009. Nunan, D. (1999).
2. "Completely Different Worlds": EAP and the Writing Experiences of ESL Students in University Courses, TESOL Quarterly, Vol. 31, No. 1.pp. 39-69. 137 Leki,I. (1999).
3. The SAGE Handbook of Qualitative Research. London: Sage. Department of Education (2011).
4. Issues in the teaching of writing to U.S. educated learners of ESL. Mahwah NJ: Lawrence Erlbauw Associates. Leki,L. (2001).
5. Second language writing. Cambridge: Cambridge University Press. Hyland, K. (2003).
6. Research Methods for Business Students. (2nd Edition). London: Pearson Education. Shin,S.J. (2002b).
7. Techniques in teaching writing. Oxford: Oxford University Press. Reid,J.M. (1993).
8. Revised National Curriculum Statement Grades R-9 (Schools) Policy.Pretoria: Department of Education. De Segovia,L.,and Hardison,M. (2008).
9. Qualitative Research in Information Systems. MIS Quarterly, Vol. 21 No 2, pp. 241-242. [http://www.misq.org/discovery/MISQD\\_is\\_world/](http://www.misq.org/discovery/MISQD_is_world/) (Accessed 28 May 2008 ). Myles,J. (2002).
10. Science Teaching and Learning through the medium of English and isiXhosa: A comparative study in two primary schools in the Western Cape. P.H.D Thesis:University of the Western Cape. Nordquist, R. (2009).



DOI: **10.5958/2278-4853.2021.00285.8**

## ART SPROUTS

**Dildora Hamidova\***

\*Teacher,  
Class of “Applied Graphics and Design”,  
Syrdarya Specialized Art Boarding School  
Academy of Arts of UZBEKISTAN

### ABSTRACT

*This article is dedicated to the younger generation who are just entering the fine arts. Opinions and comments were expressed on the efforts and new initiatives being taken to bring them up in a spiritually mature, highly artistic and aesthetic spirit.*

**KEYWORDS:** Art, Fine Arts, Spirituality, Culture, History, Aesthetics, Taste, Beauty, Thinking, Young Artists.

### INTRODUCTION

Art and culture have a special place in the history of mankind. Art is the basis of spirituality. These include all the artifacts that have come down to us from the evolutionary period of history. We learn, develop and pass on our history and culture to future generations. Each generation has its own serious responsibility for its time. It is no coincidence that it is said, “There is no future without history”. Our ancestors have preserved and preserved our glorious history, great past, cultural and spiritual richness, and unique traditions. We must not forget them, respect them and pass them on to the future. The spiritual role of our young people plays an important role in this. The highest goal of our society is to bring up a highly qualified, harmoniously developed generation that fully meets the requirements of the times. Abdullah Avloni's statement that “education is a matter of life or death, salvation or destruction, happiness or disaster” should be an important priority in educating young people. Because the younger generation is like a seedling and it grows and bears fruit in the same way that we weld it.

### THE MAIN FINDINGS AND RESULTS

Today, the head of our state has put forward 5 important initiatives to organize work in the social, spiritual and educational spheres on the basis of a new system.

The first of these initiatives is the development of young people's interest in music, painting, literature, theater and other arts, as well as the discovery of their talents.



As a practical result of these principles, a number of decisions have been announced to help young people grow spiritually. Including; Resolution of the Cabinet of Ministers No. 144 of May 5, 2016 **“On Children's Music and Arts”** was adopted. Then:

- Encourage students to work hard, be kind, compassionate, parents, devotion to the motherland, respect for the state language, national and universal, historical and cultural values, respect for parents and adults, care for the environment;
- Educate young people in the aesthetic taste, high spirituality, relying on the masterpieces of national and world culture;
- To develop interest and ability in music and art, to increase social activity, to bring them up in the spirit of respect for the traditions and national values of our people, to raise their spiritual and educational level in all respects.

In addition, ensuring the continuity of education, in the Resolution No. 9 of January 9, 2019 **“On Specialized Schools of Arts and Culture and Boarding Schools in the system of the Ministry of Culture of the Republic of Uzbekistan”**:

- The purpose of specialized schools and boarding schools is to provide students with in-depth and career-oriented education in specialized subjects, to ensure their intellectual development and spiritual development, as well as to educate them in the spirit of high patriotism;
- Implement specialized curricula within the framework of state requirements that provide students with a high level of quality knowledge and professional training so that they can continue their studies at a higher education institution or work in accordance with their chosen profession and specialty;
- Satisfying the needs of young people in the consistent development of intellectual, cultural and spiritual-moral development, in the spirit of their devotion to the motherland, high citizenship, human qualities, national ideas, spiritual, historical and universal values of their people. a number of priority educational tasks, such as upbringing, the formation of a comprehensively mature individual with an independent worldview and thinking, are set out in the above laws.

In educating mature artists, young people need to be treated with the utmost care, special attention and respect. The role of art in the development of their aesthetic spiritual world must be correctly defined.

Art is a form of social consciousness and human activity. Art has an ancient history and began to emerge in the early stages of the development of society in connection with the process of labor, the development of social activity of people. Art differs from other forms of social consciousness in its subject matter, content, way of expressing reality, and its place and function in social life. C is a product of artistic creativity that demonstrates the knowledge, experience, skills and abilities of a person in material and spiritual activities. In the history of aesthetic thought, art has risen to the idea of somehow reflecting things and events and expressing life on the basis of the laws of beauty. The social, spiritual, and national worlds of nature, society, and man are objects of art. In any form of artistic expression of reality, the artist treats it from the point of view of a certain social aesthetic ideal and gives his own aesthetic value [1].

**Aesthetics** (Greek αἴσθημα – “feeling”, “passion”) is the study of the emotional perception of the universe. Aesthetics studies the subjective perception of art, culture, and nature. Aesthetics belongs to the field of axiology of philosophy. Aesthetics is a philosophical science that studies

the specific aspects of the value relationship between man and the world and the field of human artistic activity. The term "aesthetics" was coined by the German philosopher A. Baumgarten (1714-62). The terms philosophy of beauty, philosophy of art, and philosophy of art have been used as synonyms for aesthetics. Aesthetics includes Art Aesthetics, Nature Aesthetics, Technical Aesthetics, Design, Sports Aesthetics, Life Aesthetics, Environmental Aesthetics, and more.

Aesthetics deals with categories such as elegance, taste, beauty, ugliness, grandeur, humility, tragedy, humor, miracles, and fantasy. The concept of sophistication has a special place among them. On the one hand, it deals with all aspects of aesthetic perception (aesthetic feeling, aesthetic pleasure, aesthetic taste, aesthetic discussion, etc.), on the other hand, aesthetic properties - practical beauty, splendor, tragedy, humor, etc. aspects. With this next aspect, sophistication is sometimes taken as the subject of Aesthetics [2].

**Religion** (in aesthetics) is the ability of a person to distinguish, understand and evaluate aesthetic phenomena in all spheres of life and art. Religion arises as a result of long social historical development, experiments in various fields of labor. The experience of the aesthetic attitude of the individual, group and people to the world is reflected in the taste, which is assimilated by each person in different ways, enriched by their own individual aesthetic activity. Religion is a human quality. It can be high or low, wide or narrow, limited or unrestricted, thin or shallow. The high or low of religion is the evaluation of an object or event, which is felt in the reported attitude. Religion refers to the level of a person's perceptions and experiences of nature, society, and life. Religion is a manifestation of man's historically formed and changing spiritual potential. The ability to distinguish the beauty of nature, society, art, and man from ugliness, subtlety from rudeness, and good from evil shows the nature and level of aesthetic taste.

**Beauty** is a concept of aesthetics. Represents the features of things and events in nature and society, human activity, which are able to create feelings of love, joy, pleasure, and freedom in a person.

As young artists develop an artistic taste and an aesthetic worldview, they begin to look at existence through the eyes of beauty. Each event begins with a positive response to the event. In this case, through the mind and thinking, the artist is able to express their artistic views.

**Contemplation** is the highest form of human mental activity; the process of reflection of objective reality in the mind. T. is a tool for knowing the environment, social events, reality, as well as the main condition for the implementation of human activities. It is a higher cognitive process that reflects reality more fully and accurately than intuition, perception, and imagination. Thinking is a special function of the human brain. Its physiological basis is the interaction of the first and second signaling systems. In the process of thinking, a person develops thoughts, opinions, ideas, hypotheses, etc., and they are expressed in the mind of the person in the form of concepts, judgments, and conclusions. Thinking is closely related to language and speech. Thinking activity takes the form of speech. In the process of speech communication, the scope of a person's emotional observation is not only expanded, but the experience gained is passed on to other people [4].

## CONCLUSION

In the creation of a work, the young artist reflects on the logical, artistic and educational significance of the work. It should be able to give an aesthetic pleasure to the audience, as well

as encourage thinking and upbringing. For centuries, such works have served as a bridge between the future as a vivid example of the goodness, high taste, aesthetics, culture and spiritual heritage of mankind.

**REFERENCES**

- [1] <https://uz.m.wikipedia.org/wiki/San%CA%BCat>
- [2] <https://uz.m.wikipedia.org/wiki/Estetika>
- [3] <https://uz.m.wikipedia.org/wiki/Did>
- [4] <https://uz.m.wikipedia.org/wiki/Tafakkur>

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI: 10.5958/2278-4853.2021.00321.9**

## LINGUA-CULTUROLOGICAL LACUNAE IN MEDIA TEXTS

**Dilorom Khaydarova\***

\*Teacher,

Jizzakh State Pedagogical Institute

UZBEKISTAN

Email Id: diloromkhaydarova@mail.ru

### ABSTRACT

*Following work is dedicated to the preservation of the national and cultural specifics of the original and the compensation of gaps in the translation of media texts becomes problematic when the idea of the author, the essence of the author's style consists in playing out elements specific to a given culture. Such elements belong to the lacunae of the cultural space.*

**KEYWORDS:** Media Text, Lacunae, Foreign-Cultural Text, Advertising Texts, Cross-Cultural Communication.

### INTRODUCTION

The media text most clearly reflects the specifics of the end cultural reality of society. A media text is a complex system that includes subject-specific information, a set of background knowledge specific to a particular linguistic and cultural community, as well as the specifics of transmitting a specific message, which in turn also has a great semantic potential. Today, the question is relevant cultural competence; as is well known, the ability to navigate the ubiquitous information flow of media texts, the ability to correctly decode semantic shades, and organize effective communication becomes possible only as a result of a detailed study of linguistic and extra linguistic factors that hinder cross-cultural communication within the framework of a media text.

Having systematized the factors influencing the understanding of a foreign-

Cultural text, we have identified and investigated various types of gaps in the understanding of a foreign-cultural text. English-language and Uzbek-language media texts. As a result of a detailed analysis of lacunar fragments, we can conclude that a foreign-cultural media text, as a reflection of the historical, political, economic, and cultural development of society, carries the diversity of the cultural color of the people. The media text is characterized by the predominance of partial lacunae. Sometimes the peculiarities of the grammatical structure of English lead to the formation of partial grammatical gaps in the Uzbek-language text. Compensated gaps are

practically they completely construct the meaning of realities belonging to another culture, thus completely compensating for the meaning of the original fragment.

## **MATERIALS AND METHODS**

Lexical and grammatical gaps in English-language media texts, when translated, lead to various kinds of losses, but when translated, such gaps are successfully compensated by various translation substitutions and explanations specific to the target language. Characterological gaps, as a rule, are caused by bright features the national character of the bearers of a particular culture, therefore, is simply decoded in the process of perception of the corresponding descriptions in the text. Self-reflexive characterological gaps, and the process of adaptation requires a deeper immersion in the culture. Specificity the national temperament finds its expression in cultural and emotional gaps. Most often, cultural and emotive gaps can be identified when translating in the media genre-interviews. Syllogistic gaps, in our opinion, generally characterize the style of presentation of media material. Clearly, the differences in the field of national psychology depict the nature of English-language media headlines, and in the case of media text, it is reflected in the traditions of the reverse connections. The existence of mental gaps makes it difficult to understand English-language humor, and also creates a situation of communicative failure when an Uzbek-speaking recipient tries to guess an English-language riddle or rebus. Kinesics gaps signal the difference between the gesture and facial codes of the two cultures. When translating fragments of journalistic text that comment on behavior, action, facial expressions, and gestures, it is important to take into account that, kinesics signs in different cultures can be confrontational with respect to each other. Ethnographic gaps in the media text are found among the names of traditional dishes, costumes, interior items, and foreign systems of measures.

Ethnographic and cultural fund lacunae make up the largest percentage of extra linguistic factors affecting the understanding of a foreign-cultural text. Lacunae in the cultural fund cause difficulties in the process of decoding for the translator, and in the process of perception of the text by the recipient (the reader comprehends, on the basis of a certain text, the peculiarities of another culture. In such cases, the correct decoding of the message is complicated without the possession of a certain object of the cultural fund, because it is in the field of cultural memory that modern journalism works. As a result of a detailed analysis of lacunar fragments, we can conclude that a foreign-cultural journalistic text is able to maintain its lacunae, even in cases where the text is translated into the language of the recipient.

## **RESULT AND DISCUSSION**

The typologies of lacunae described earlier confirm that this in media texts, there are often cases of full compensation, when it is impossible to keep the gap, and it is impossible to fill it for any reason. Such phenomena are typical for advertising texts. For example, the English-language expression “The city never sleeps” was used in the advertising text of the London bank in media texts, there are often cases of full compensation, when it is impossible to keep the gap, and it is impossible to fill it for any reason. Such phenomena are typical for advertising texts. For example, the English-language expression “The city never sleeps” was used in the advertising text of the London bank City: “The Citi never sleeps”. Or another example– the advertising slogan of the Coca-Cola company – “The Coke side of life”. In this case, we are again faced with the replacement of a fragment of the original phraseology bright side of life (bright side of life, good mood). In this case, the translator completely replaces the original cultural context with the

recipient's cultural context. In the Uzbek version, this slogan takes the following form: "Hammasi Coca-Cola bilan!" (A reference to the expression "hammasiyahshibo'ladi!").

Thus, the preservation of the national and cultural specifics of the original and the compensation of gaps in the translation of media texts becomes problematic when the idea of the author, the essence of the author's style consists in playing out elements specific to a given culture. Such elements belong to the lacunae of the cultural space. The gaps in the cultural space are represented by a diverse set of knowledge of a particular linguistic and cultural community about its own history, culture, literary and artistic wealth; and also include a complex of natural science, household, technical knowledge, proper names, and the entire set of the cultural background of the nation. Similar fragments turn out to be "closed" for the foreign-cultural reader. In such cases, the translator uses compensation, replacing specific elements of the original culture with identical ones taken from their own culture, while the task of the translator is to try to preserve the form of the utterance, and most importantly, the effect of influencing the reader similar to the "original" one. As a result of such work, the translator often becomes a full-fledged author of the work.

The considered examples of the elimination of gaps by the method of filling and the compensations indicate a different approach to the translation of linguistic and cultural gaps in the media text. When translating the same material, both ways of conveying the meaning of the message can be used: continuous compensation, selective compensation, combining filling in gaps and directly preserving the specifics of the original. It is impossible not to mention the existence of various factors that determine the choice of ways to eliminate the gap. These factors include the scale of the cultural distance between cultures, goals, and tasks of the author. In order to preserve the cultural identity of the "native" language, for the purposes of propaganda, there is a clear tendency in translation to compensate for all lacunar fragments as much as possible; in the translation focused on familiarization, information, in the translation-retelling version, a peculiar combination of filling in some gaps and compensating for others prevails. In the context of a media text, where there is a convergence of information, filling in the gaps is supplemented by illustration, animation and other non-verbal elements of the media text.

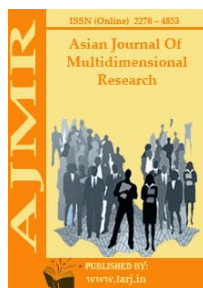
## CONCLUSION

However, the practice of cross-cultural communication indicates the existence of various ways to overcome the barriers created by the national-specific differences between the two cultures in contact. According to our observations, the elimination of gaps is carried out in two main ways: filling and compensation. What distinguishes these methods from each other is the goals, objectives, and specifics of their application. When trying to preserve the cultural identity of the "native" language, for the purposes of propaganda, there is a clear tendency in translation to compensate for all lacunar fragments as much as possible. In a translation focused on familiarization, information, in the translation-retelling variant, a peculiar combination of filling in some gaps and compensating for others prevails. In the context of a media text, where there is a convergence of information, filling in the gaps is supplemented by illustration, animation and other non-verbal elements of the media text.



**REFERENCES**

- [1].Zelvis, V. I. K voprosu o char'nerusskikhenglishskikh lakun [On the question of the nature of Russian and English lacunae]. Natsionalnokulturnayaspektikarechevogopovedeniya [National cultural specificity of speech behavior]. Moscow: Nauka, 1977.
- [2].Komlev, N. G. Dictionary of foreign new words (with translation, etymology and interpretation). Moscow: MSU, 1995. 143 p.
- [3].Mahonina, A. A. Lacunae in language and speech: collection of scientific tr. Issue 2. / Ed. by prof. Yu. A. Sorokin, prof. G. V. Bykova. Blagoveshchensk: BSPU, 2005.
- [4].Khakimova, Sh. R. Lacunae as a linguistic phenomenon / Sh.R. Khakimova. - Text: direct // Young scientist. — 2015. — № 1 (81). — Pp. 420-422
- [5]. Hale, K. Gaps in grammar and culture / K. Hale // Linguistics and anthropology: in Honor of C.F. Voegelin. – Jisse.
- [6].the concept and essence of lacunae / T. Y. Danilchenko //The science. Art. Culture. - 2014. - No. 3. - P51-57. 28.
- [7].Dekhnich, O. V. Ways of eliminating lacunae in the translation of literary texts/ O. V. Dekhnich, A. G. Stukalova / / Scientific result. Ser. Questions of theoretical and applied linguistics. - 2017. - Vol. 3, no. 2. - p. 36-41.
- [8].Ismatullayeva, N. R. The Concept of “Lacuna” in Translation Studies. *Asian Journal of Multidimensional Research (AJMR)*. ISSN, 2278-4853.
- [9].Rasuljanovna, I. N. (2019). Lacunas OccuranceIn Semantic Fields Of Chinese And Uzbek Languages. *International Journal of Scientific & Technology Research*, 8(11), 1998-2001.

Published by: *TRANS* Asian Research Journals

# AJMR:

## Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00286.X**

### SEMANTIC RELATIONS OF SYNONYMY IN PHONETIC TERMINOLOGY

**Dilrabo Alimjanovna Rakhmatullayeva\***

\*Teacher,

 Department of Theory of English Language Aspects  
 Uzbekistan State World Languages University,  
 UZBEKISTAN

#### ABSTRACT

*Terminology occupies an important place in the life of every person because all people are engaged in certain activities involving the operation of special vocabulary. Due to the increasing need for the nomination of new terms, the problem of their formation also arises. The analysis of semantic relations is an indispensable part of the study of terminology. The article is dedicated to the study of semantic relation of synonymy in phonetic terminology. The author analyses the importance of studying the semantic relation of terms, particularly the terminology of phonetics.*

**KEYWORDS:** Concept, Synonymy, Terminology, Linguistic Terms, Vocabulary, Assimilation, Phonetics, Articulation, Semantics.

#### INTRODUCTION

It is common knowledge that social and cultural-historical changes in modern society are reflected in the dictionary. Each historical epoch puts forward new realities, new phenomena; thus, that arises concepts. But not only the new requires at a certain stage of the development of society its understanding and verbal expression.

The old concepts must also be rethought and understood more deeply and more broadly. It is important to note that the most accurate indicator of social and cultural development is the vocabulary of each language, but lexical changes should not be understood as a purely mechanical fixation the words that appeared. With the enrichment of knowledge about the surrounding world, our vocabulary increases not only quantitatively, but above all qualitatively due to changes in the meanings of old words.

Synonymy of terms is also harmful, and it should be eliminated, i.e. only one term should be attached to each concept. However, sometimes it is necessary for accuracy to set a term that is too long, which is inconvenient to apply. In addition, there is still a danger that such a term will

later be distorted (subjected to an ellipsis) or even be completely replaced by another more concise one a synonymous term. Therefore, it is always recommended to offer a shorter term along with a long one, composed in such a way that it is a shortened form of the main one, i.e. that only some of the term elements of the main term are included in its composition [146, 15].

It should be mentioned that, as a rule, synonymy should not take place in industry and related contiguous terminology. The exception to this approach can be allowed only in some cases. First of all, for different systems of terms, it is necessary to base the creation of individual terms on different features the same concept or give a different construction to terms composed of the same lexical elements (term elements).

The complication of the conceptual and verbal relationships leads to the complication of the synonymous relations of words. Therefore, the issues of synonymy are relevant and complex for researchers of all times, despite the numerous works devoted to this problem [8; 37; 52; 84; 140].

There is no single understanding of the phenomenon of general language synonymy in the linguistic literature. As a rule, synonyms include words that are equal or close in meaning [Akhmanova, 2004: 407; Lewkowskaja, 1998: 169; Reformatsky, 2001: 97, etc.].

There is also no unanimous opinion on the issue of synonymy in terminology. Summarizing the views of various scientists on the problem under study, we can distinguish two main points of view. Thus, the proponents of the first point of view consider synonymy as an inevitable phenomenon, the reason for which is the openness of terminology. Representatives of this point of view consider terminological pairs, series, or series related to one denoted, not as synonyms, but as doublet names (absolute synonyms). There are no relations between doublets that organize a synonymous series (evaluative, stylistic, or emotionally expressive). According to O. S. Akhmanova, their opposition is neutralized in the identity, they are not related to each other in any way, and each of them refers directly to the designated one and can differ from the other structurally or etymologically.

Synonyms are those words that are different in form, but have a similarity in meaning. According to the "Explanatory Translation Studies the dictionary "synonyms are:" 1. Words that are close or identical in their meaning, express the same concept, but differ either in shades, or stylistic coloring, or both; as a rule, they belong to the same part of speech and act as interchangeable elements of the utterance. 2. Words of the same part of speech that have fully or partially identical lexical meanings. 3. Words are so close in meaning that their correct use in speech requires an accurate knowledge of the semantic shades and stylistic properties that distinguish them [415, 162-163].

As follows from the above definitions of synonyms, they have a similar or identical meaning and express the same concept and can be expressed by all parts of speech. It is known that synonyms are a harmful phenomenon in terminology. The undesirability of doublets in terminology is recognized by everyone: both by those who use them and by those who study them. They especially interfere with the study of grammatical rules in school, where the native language is studied for a number of years. The appearance of synonyms in terminology is due to a number of reasons, and first of all, the peculiarities of the formation of one or another branches of knowledge. One of the varieties of synonymy is terminological synonymy. It is a type of semantic relationship that is based on the ability of different terminological units to express one special concept while expressing various additional features concepts, stylistic and emotional coloring, compatibility, and use with other terminological units. V. N. Molodets defines the

concept of terminological synonymy as: "Synonyms linguistic terms are words with a single or similar subject-logical content, and not equivalent units since they can differ from each other not only in stylistic shades but also partly in the semantic content of the terms themselves, by emphasizing one or another characteristic feature for them, that or their other objective correlation" [Molodets 1980: 59].

The main difference synonymy of terms from synonymy common vocabulary is that in the terminology prevail synonyms, are identical in semantic and stylistic coloration (i.e., doublets, or absolute synonyms), but in common vocabulary is synonymous words differ, as a rule, semantic or stylistic terms (i.e., they are relative synonymous).

In terminology, the problem of synonymy has existed for a long time. Defining the main requirements for the term, D. S. Lotte he spoke about the absence of synonyms within the same terminological system. He regarded synonymy as an undesirable phenomenon, alien to terminology [Lotte 1961: 15]. However, the absence of synonymous names among the terms of one field of science is only a requirement for an ideal term. Later, scientists recognized that synonymy is a natural process [Krasney 1975: 196] and that the term, like any other word in a general literary language, is characterized by the same linguistic phenomena, including the phenomenon of synonymy [Tkacheva 1987:122], since the synonymy of terms is becoming more and more characteristic of terminology and cannot be ignored. Synonymy was considered to be inherent only in the developing sciences [Tkacheva 1987: 128].

Based on this, scientists recognize the obvious fact that in the field of terminological vocabulary, there are words that can replace each other in the context. V. P. Danilenko writes about terminological synonymy: "synonymy in terminology, which does not have the same meaning as in other microsystems, has full-fledged functions in this case. The words domestic and foreign enter into synonymous relations, terminological phrases and one word synonymous with the first one» [Danilenko 1977]. Recently, there has been an opinion that synonymy is "a sign not of a nascent, but a developing science", and "the higher the level of development of science, the more synonymous the thinking of a specialist" [Tatarinov 2006:175].40

According to Z. I. Komarova, the existence of synonymous relations in term systems is explained by the following reasons: 1) a term as an indicator of a scientific concept, having one invariant signifier, can express it in various ways. When in semantics if differential semes are found, then we are talking about synonymy;

2) Stylistic differentiation as a result of the juxtaposition of oral and written forms of the functioning of terms;

3) Terminological contamination, when terms that come from different sciences coincide in denotation;

4) Orderliness or disorderliness of the term system, resulting in variants of normative and non-normative terms [Komarova 1990: 15-16].

Synonymy can be complete, partial, or contextual. Full synonyms (in other words, doublets) are completely identical in their meanings and compatibility. Partial synonyms are divided into semantic, stylistic, and semantic-stylistic. The former express one general concept, differing from each other by some elements of meaning.

Stylistic synonyms differ only in their stylistic coloration. As for semantic-stylistic synonyms, they differ from each other both in semantics and in stylistic coloring. Finally, contextual synonyms are used with the author's speech, and, therefore, are individual. Such synonyms are not recorded in dictionaries. It should be noted that there is a difference between doublets and synonyms. Doublets are characterized by a complete semantic identity, "their sound complexes contain one motivational feature, expressed by root or word-forming morphemes of a multilingual person." origin with the same meaning" [Lukina 2008]. For this reason, doublets have the same meanings, forming oppositions in which one term is native, and the second is borrowed.

In the language system, the common word back has the meaning "back; distant; pertaining to the back; past." In the term system of English phonetics, this word undergoes terminology and acquires a narrow categorical meaning "a kind of sound articulated in the back of the oral cavity or in the articulation of which the posterior lobe of the tongue takes part". A common semantic feature underlying a common language and terminology unit is "formed in the back part or related to the back part of something".

The word rhyme, which has the meaning of "rhyme, rhymed creation" in the language system, acquires in metrical phonology a narrow terminological meaning "a composite element of the syllabic structure, including the core of the syntagma and the coda". In relation to this example, it is appropriate to talk about the interaction of two semantic processes - the terminology of the language unit and the subsequent to transterminology, i.e. its transition from the terminology of the metric to the phonetic term system (metric phonology).

The word noise has the meanings "noise, hum, talk, rumor", etc., whereas in the phonetic term system, in particular, in acoustic phonetics, this word acquires a specialized narrow meaning "a complex sound wave with aperiodic vibrations".

The word utterance has in the language system the meaning "expression in words; utterance, pronunciation", and in phonetics, this term is understood as "a segment of speech". A common semantic feature is "an oral utterance of indefinite duration".

The word assimilation has a broad meaning in the system of the language "assimilation", in the term system of phonetics; this term is understood as "an action or process, the result of which is the acquisition of a single sound character." A common semantic feature is "the adaptation or assimilation of something to something".

The word apex has the meanings "highest point, peak, top, tip, culmination" in the language system. In phonetics, this term is used to describe the articulation of apical sounds and denotes the tip of the tongue.

The word plasticity, which has the meaning "flexibility, plasticity, elasticity" in the language system, acquires a narrow specialization in the phonetic term system, the meaning of "plasticity, flexibility of the speech organs as an individual physical characteristic of the vocal tract" is given.

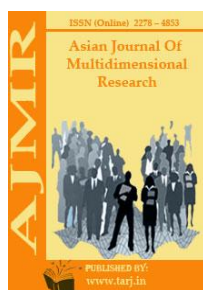
The word implosion, which has the meaning "internal explosion" in the language system; reduction, reduction", acquires a narrow terminological meaning in the phonetic term system "closure of articulating organs, the formation of a shutter, i.e. a complete barrier in the pronunciation of consonant sounds". A common semantic feature is "an increase in internal tension, the formation of an internal barrier (with its subsequent elimination in some way)".

From the above we can conclude that terminology of common vocabulary is one of the most productive ways of education new language units in the field is highly specialized (phonetic) terminology, as it represents the process of rethinking the semantics of vocabulary, leading to the development of the special token value and promote the emergence of new units of language. The process of terminology is closely related to the formation of common vocabulary features that are relevant for a special word and allow you to translate this lexeme is transferred from the general lexical layer to the category of terms, taking into account the correlation of this lexeme with a special concept, as well as its belonging to a special sphere of use.

## REFERENCES

1. Akhmanova, O.S. Linguistic terminology / O.S. Akhmanova // Linguistic Encyclopedic Dictionary. - M., 1990. - P. 356.
2. Leichik V.M. Subject, methods and structure of terminology: author. Dis. Dr. Philol. Sciences. Moscow, 1989.43 p.
3. Lotte D.S. Fundamentals of building scientific and technical terminology. Moscow: 1961.162 p.
4. Molodets V.N. Features of the Russian-German dictionary of phonetic terms. Text. / V.N. Well done // Term and word: interuniversity. Ed. B.N. Golovin. Gorky, 1980.46-48 p.
5. Marinova E.V. Synonymy and variance in linguistic terminology. Abstract ... Cand. Phil. Sciences: 25.06.1998 / Nizhny Novgorod, -- 20 p.
6. Reformatsky A.A. Introduction to linguistics. Moscow: Ed. "Aspect Press", 2006.536 p.
7. Tkacheva L.B. The main patterns of English terminology. Tomsk: publishing house Vol. University, 1987.200 s



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI: 10.5958/2278-4853.2021.00288.3**

## ANALYSIS AND CLASSIFICATION OF ELECTRONIC DOCUMENT MANAGEMENT SYSTEM

**Elmurod Tursunaliogli Astanaliev\***

\*Master's Student,  
Department of Automation and telemechanics,  
Tashkent state transport university  
UZBEKISTAN  
Email id: elmurod1246@mail.ru

### ABSTRACT

*The article describes a brief overview of the current condition of technical document of automation tools, formation and creation, and outcomes in terms of improving their efficiency. Electronic document workflow methods are considered and the advantages of their document management of document stages are given. The construction of automatic systems for electronic operation of documents and process of comparative analysis of these documents are presented. Electronic processing documents of railway automation and telemechanics are shown. The effects and security of electronic formation of documents are discussed.*

**KEYWORDS:** Volumes of Documents, Technological Structure, Document, Classification Scheme, Exchange, Digital Signatures, Technical Standards.

### INTRODUCTION

The use of electronic document management (EDM) system in the process of document exchange has a number of advantages over paperwork technology:

- Efficiency of document exchange and information processing;
- Reduction of data transmission costs;
- Confidentiality guarantee provided by encryption of electronic documents; semi-journal protection: all electronic documents are signed with an electronic digital signature, which allows to clearly determining the complexity and authorship of the documents.

Electronic document management systems provide the process of creating, accessing, and distributing large volumes of documents in computer networks, as well as controlling the

document flow in an organization. Common capabilities of EDM systems are document creation, access management, transformation management and security.

Document management systems provide electronic versions of documents and details of registration and control forms in accordance with the rules and standards of office in the country. Document management systems are based on documents that allow for strictly regulated and formally controlled movement outside and outside organizations. If the primary purpose of record keeping systems is to document certain misconduct and incidents (e.g., “the document has been executed”, “the place has been sent to a specific employee for execution”, “response to the relevant document”) given, then the system the workflow not only records actions and events, but also supports the process of working on documents. At present, there are no documents regulating the requirements for electronic document management system of technical documentation. All existing industry standards and other normative documents regulate the requirements for document circulation, but not for automated systems that must provide it. A number of standards and regulations governing the requirements for EDM systems have been adopted in Europe and the United States. All requirements are divided into two groups — mandatory and voluntary (optional). The main requirements are:

- Document management, regardless of document carriers;
- Support the ability to work with standard data types;
- Provide access to data created in previous versions.

The requirements of the standard are divided into the following thematic modules:

- Defines the method of compiling electronic documents, as well as the relationship between different levels of the structure;
- Access control and security — includes requirements for access control functions in documents; the content of the system log, which reflects any actions taken by the document; backing up and restoring data in case of system failure, protection of documents with access seal (electronic upgrade);
- The order of storage of documents for a specified period and subsequent actions — the procedure for snoring documents, the process of verification of value and the requirements for transfer (transfer), export and destruction;
- Determines the order of registration of documents, assignment of the document to a certain class in the classification scheme, input of metadata and storage of the document in the system;
- Identification of information objects sets requirements for the specificity of object identifiers; Search, retrieval and submission — includes requirements for search and retrieval of documents, as well as requirements for submission in three forms: visualization on a computer screen, printing and submission of unpublished documents (audio, video);
- Administrative functions include requirements that regulate the actions of the system administrator, such as managing system settings, backup and restore, user management, system troubleshooting, system error tracking;

- Other features - the module contains requirements that are not directly related to electronic document management. (Requirements for the use of electronic digital signatures in the management of records related to paper documents, management of secure document warehouses, business process management, other mechanisms of authentication);
- Non-functional requirements for ease of use, scalability and availability of the system, technical standards, etc.
- Metadata requirements are requirements for structural or semi-structured data that allow the creation, management, and use of documents within and outside the scope of creation.

Electronic document management systems that meet the above requirements require special software. Such software can be a specialized package, several software packages that specialize in the appropriate class of payments for EDM. Multiple integrated packages, specialized development, broad classroom coverage, and more.

The global market for electronic document management systems began to take shape about 20 years ago. The first systems appeared in the mid-90s, but were not widely used at the time. The market only began to develop actively in 1999, and today there are more than 100 manufacturing companies. The main trends in the development of the global market of electronic document management systems are the emergence of new players in the market, such as well-known companies such as Oracle, Microsoft. Integration of electronic document management systems with various applications. In this case, the integration is done both through the API and through communication-based web services via XML messages. Integration of electronic document management systems with Internet applications. Table 1 shows the classification obtained on the basis of the analysis of existing electronic document management systems, according to the area of application, are divided into general purpose and specialized systems.

**TABLE 1.**

| Sign                       | Type of system                                                                                                                                                                                                                                                | Example                                                                                                                           |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Example area               | <ul style="list-style-type: none"> <li>• general purpose</li> <li>• specialized</li> </ul>                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• documents</li> <li>• ISP VTD</li> </ul>                                                  |
| Automated business process | <ul style="list-style-type: none"> <li>• electronic archive</li> <li>• systems “workflow”</li> <li>• hybrid</li> <li>• corporate</li> </ul>                                                                                                                   | <ul style="list-style-type: none"> <li>• Docs Fusion</li> <li>• Optima Workflow</li> <li>• Lotus</li> <li>• Domino.doc</li> </ul> |
| Control object             | <ul style="list-style-type: none"> <li>• information management (portals)</li> <li>• image control</li> <li>• workflow management</li> </ul>                                                                                                                  | <ul style="list-style-type: none"> <li>• Excalibur</li> <li>• Emacs</li> <li>• Domino workflow</li> </ul>                         |
| Configuration              | <ul style="list-style-type: none"> <li>• Closed</li> <li>• Platform-based (constructors)</li> </ul>                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Documents</li> <li>• ISP VTD</li> </ul>                                                  |
| Data storage principle     | <ul style="list-style-type: none"> <li>• electronic archive <ul style="list-style-type: none"> <li>– storing attributes + files</li> <li>– storing attributes</li> <li>– files</li> <li>– user select able</li> </ul> </li> <li>• non-hierarchical</li> </ul> |                                                                                                                                   |

Areas of application of electronic document management systems are divided into general-purpose systems and specialized systems. Accordingly, general-purpose systems are applied in different fields and do not depend on the specifics of a particular specialty or network. Systems are purposefully designed to control the flow of documents of a particular profile (e.g., document automation of railway automation). Depending on the type of automated work process understood by the document as the main process (operation), the following EDM systems are distinguished. Electronic archives of the system with advanced means of storing and retrieving information. Workflow systems are systems designed to allow documents to move along predefined routes (rigid routing), with the help of such systems it is possible to organize certain works in which all stages are known in advance and can be described. Hybrid systems are systems that combine the first two types. It aims to support the management of the organization and the accumulation of knowledge. They are used in enterprises that are characterized by a developed hierarchy, have certain rules and procedures for the movement of documents. At the same time, employees jointly compile documents, prepare and make decisions, execute or monitor their implementation. Enterprise systems — systems aimed at supporting cooperation. Such systems, unlike the previous one, do not include the concept of hierarchy in the organization, do not support any formalization of the workflow. The function of these types of systems is often to ensure that people who are “geographically divided” work together and maintain the results of that work, storing and publishing documents on the Intranet, searching for information, discussing, and arranging meetings. In addition, EDM systems are classified according to the completeness of the set of powers to organize access to documents. In general, there are the following types of access:

- Full control over the document;
- The right to edit the document, but not to destroy it;
- The right to create new documents but not edit them;
- The right to comment on the document, but not to edit or create new ones;
- The right to read the document, but not to edit it;
- The right to access the card (attributes) of the document, but not its contents.
- The systems under consideration are mainly aimed at supporting office work. To solve the problem of organizing electronic document management of technical documents (EDTD), it is necessary to develop specialized software packages that take into account the characteristics of all stages of the life cycle of signalization and centralization, blocking systems.

The electronic document management (EDM) system of the automation and telemechanics service is designed for the following purposes:

Integration of development, maintenance, processing and analysis of technical documentation;

Raising awareness of management and professionals by increasing the volume of information storage, centralized processing of information, reducing the time of searching documents and the preparation of reports and reports accordingly, as well as increasing the completeness and reliability of reports;

Reduce paperwork costs to manage the enterprise in connection with the transition period from paperwork.

Reduction and transfer of electronic and paper copies of documents;

Reduce the cost of original copies of documents in the archives and reduce the search time by obtaining an exact address in electronic form;

Integration of information processes in the framework of the interaction of the alarm system with the service;

Creation of a qualitatively new database to improve management documentation and document management technology.

Thus, the EDM system in the technical documentation of the automation and telemechanics service should be consistent with the existing information and organizational structure of the enterprise and provide modification with the improvement of this structure. The automation and telemechanics service should have staff and officials responsible for the storage and content of technical documentation in electronic form.

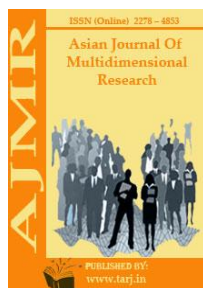
## REFERENCES

1. BaratovDilshod, AripovNazirjon. Formalized scheme of technical documentation based on the accounting Process and Control of Automatic and Telemechanics Devices // International journal of engineering and advanced technology. Volume-8, Issue-3S, February 2019, p. 479-484. ISSN: 2249-8958.
2. ElmurodAstanaliev. Formalization of electronic technical document management of railway automatics and telemechanics. International Journal of Engineering and Information systems (IJEAIS). Volume 4, issue 12. 2020.
3. ElmurodAstanaliev. Modern technology of researching electronic document management in railway automation and telemechanics. Modern views and research International scientific and practical Conference, England, 2020.
4. Gattullo M. et al. Towards Next Generation Technical Documentation in Augmented Reality Using a Context-Aware Information Manager //Applied Sciences. – 2020. – T. 10. – №. 3. – C. 780.
5. Namestnikov A. M., Filippov A. A., Avvakumova V. S. An Ontology-Based Model of Technical Documentation Fuzzy Structuring //SCAKD@ CLA. – 2016. – C. 63-74.
6. Frigaard P., Andersen T. L. Analysis of waves: Technical documentation for wavelab 3. – 2014.
7. Huffman G. J. et al. Integrated Multi-satellitE Retrievals for GPM (IMERG) technical documentation //NASA/GSFC Code. – 2015. – T. 612. – №. 47. – C. 2019.
8. Williams E. H., Shertzer K. W. Technical documentation of the Beaufort Assessment Model (BAM). – 2015.
9. BaratovD.Kh., Astanaliev E.T. Automation and control systems for railway automation and telemechanics devices // Proceedings of the I International Scientific and Practical Conference “Actual problems of the introduction of innovative equipment and

technologies at enterprises for the production of building materials, chemical industry and related industries” Fergana: FerPI. - 2019. - S. 316-319.

10. ElmurodAstanaliev. Automatic control of railway automation and telemechanics devices. International Virtual Conference on Innovative Thoughts, Research Ideas and Inventions in Sciences. Newyork, USA, 2021.
11. Zakoldaev D. A. et al. Computer-aided design of technical documentation on the digital product models of Industry 4.0 //IOP Conference Series: Materials Science and Engineering. – IOP Publishing, 2019. – T. 483. – №. 1. – C. 012069.



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00287.1**

## INTERRELIGIOUS DIALOGUE IN MODERN UZBEKISTAN

**Faniya Abzalovna Akhmedshina\***

\*Professor,  
Doctor of Historical Sciences,  
Jizzakh State Pedagogical Institute  
UZBEKISTAN

### ABSTRACT

*Formulation of the problem. Religion, being a special form of social consciousness, influences interfaith and interethnic relations and, as a result, the social stability of the whole society. In these conditions, the importance of interfaith dialogue for strengthening the spiritual basis of peaceful coexistence is growing. Modern experience shows that cultural, social, religious, and other important factors in the development of society have an increasingly serious impact on the overall socio-political stability both at the regional and international levels. The further development of interreligious and intercultural dialogue between different confessions is becoming more and more urgent for successful cooperation on issues of concern to society. The principle of equality of its participants, interethnic and interfaith tolerance will undoubtedly contribute to the achievement of mutual understanding between representatives of various religious traditions, forming a new worldview of people, and becoming the basis of social harmony. Because interethnic and interfaith tolerance is based on universal human values.*

**KEYWORDS:** *World Day of Religion, Interreligious and Interethnic Contradictions, Religious Pluralism, Religious Tolerance, Infringement of the Rights of Religious Minorities, Repression and Discrimination Based On Religion, Religious Freedom.*

### METHOD (METHODOLOGY)

The theoretical and methodological basis of the study is formed by the principles of the Universal Declaration of Human Rights, the Declaration on the Elimination of All Forms of Intolerance and Discrimination Based on Religion or Belief, scientific works that consider tolerance, prevention of conflicts on a religious basis, the spread of religious extremism, fundamentalism, discrimination on a confessional basis as a moral universal value, as well as the current legislation and regulatory legal acts of the Republic of Uzbekistan aimed at further improving activities in the religious sphere.

## RESULTS

Based on the results of the study, the main trends in the use of religion to address the geopolitical, economic, and energy interests of individual states and groups of influence in various regions of the world have been identified, which in recent years have significantly aggravated the problems of interfaith and interethnic contradictions. In these conditions, Uzbekistan pays serious attention to promoting the establishment of mutual respect, religious freedom, tolerance and self-realization of believers, and the prevention of discrimination against them.

Presentation of the main material of the research Interreligious problems has always had a significant impact not only on interstate relations but also on the relations of individuals belonging to various religious communities and religious minorities around the world. Articles 18, 19, 20 of the Universal Declaration of Human Rights reflect the right of everyone to freedom of religion or belief, freedom of opinion and expression, the right to peaceful assembly, and the right to freedom of association. The exercise of the right to freedom of opinion and expression and full respect for the freedom to seek, receive and impart information can play a positive role in strengthening democracy and combating religious intolerance. [1] The Declaration on the Elimination of All Forms of Intolerance and Discrimination Based on Religion or Belief, adopted by Resolution 36/55 of the UN General Assembly of November 25, 1981, states: “ignoring and violating human rights and fundamental freedoms, in particular the right to freedom of thought, conscience, religion or convictions of any kind, are directly or indirectly the cause of wars and severe suffering of mankind, especially when they serve as a means of foreign interference in the internal affairs of other states and lead to incitement of hatred between peoples and states”[2].

Even though religions differ in many respects, they are close in their views on the main universal values. However, as a result of the centuries-old confrontation of confessions, confrontational psychology has been formed, when for some people any religion becomes the main enemy with which they are stubbornly fighting. The power of stereotypes of conflict thinking is so great that a lot of hard work is needed to overcome it. Tolerance in relationships between representatives of religious communities is a prerequisite for organizing a dialogue between confessions [3].

To strengthen interfaith interaction, disseminate information about the common essence of all religions, and overcome differences between people of different faiths for more than 70 years, on the third Sunday of January, at the initiative of the UN, World Religion Day is annually celebrated. In 1950, the national governing body of the Bahá'í Faith in the United States established it to proclaim the unified essence of all world religions and demonstrate that religion is, first of all, a force for uniting the world, not discord [4].

In connection with the infringement of the rights of religious minorities. in many regions, there is an exacerbation of interfaith contradictions. Experts estimate that 83 percent of the world's population faces severe restrictions on freedom of thought, conscience, and religion. Harassment, repression, and discrimination based on religion, belief, or disbelief are daily realities in many countries [5].

The growth of religious intolerance has a noticeable impact on the radicalization of both individuals and society as a whole. Today, the observed growth of world migration flows from the zone of the spread of Islam to European countries is accompanied by the acuteness of the problem of assimilation of arriving Muslims into a society whose culture was formed under the influence of Christian values. These processes revealed serious shortcomings of the previous

models of integration, necessitated a transition to new alternative mechanisms in the context of the growing ethnoreligious heterogeneity of European society” [6]. Concerning this issue, Professor of the University of San Pablo Antonio Alonso Marcos (Spain, 2020) writes “In the modern world, especially after the Age of Enlightenment and the French Revolution, harmonious correspondence between state and religion is a constant problem. This problem has not yet been resolved in countries with Christian traditions, especially in countries with Muslim roots, where culture and national mentality have been steeped in religion for centuries. In these places, it is difficult to find a balance between modernity and respect for the religious freedom of the collective and the individual rights of people to respect this religious freedom. "In his opinion," the state should consistently harmonize relations between different confessions and cults, without harming anyone and supporting the people's faith injustice. “[7].

In Uzbekistan, the principle of tolerance and religious freedom has been elevated to the rank of state policy. The country's Constitution says: “Freedom of conscience is guaranteed for everyone. Everyone has the right to profess any religion or not to profess any. The forced inculcation of religious views is inadmissible” (Article 31). "Religious organizations and associations are separated from the state and are equal before the law. The state does not interfere in the activities of religious associations" (Article 61) [8]. In recent years, several legislative acts have been adopted in the republic aimed at further improving activities in the religious sphere. So, in the period 2017-2019. Resolutions of the President of the Republic of Uzbekistan “On measures to improve the activities of the Committee on Religious Affairs under the Cabinet of Ministers of the Republic of Uzbekistan”, “On additional measures to improve the activities of the religious and educational sphere”, the Decree “On measures to radically improve activities in the religious and educational sphere” were adopted. Currently, a new version of the Law “On Freedom of Conscience and Religious Organizations” is being developed.

Religious life in Uzbekistan is characterized by three principles, the implementation of which is one of the priority tasks of the state: religious pluralism (each person has their own beliefs, different from persons of another faith); religious tolerance (mutual respect and peacefulness of citizens towards persons of another faith); interfaith dialogue (productive relationships between confessions operating in the country) [9].

Professor Antonio Alonso Marcos in his article: “Religious Tolerance: The Case of Uzbekistan Experience”, published in the leading Spanish edition “The Diplomat in Spain”, believes that tolerance is an important feature of the religious life of modern Uzbekistan, “one of the basic principles of its modern national ideology, the foundation that the state has been implementing since the first days of its independence” [7].

Serious attention is paid in the republic to the establishment of constructive dialogue and cooperation with international organizations and experts in the religious sphere. During the visits of the UN High Commissioner for Human Rights Zeid Ra'ad Al Hussein and the OSCE High Commissioner for National Minorities Lamberto Zannier, the current state of affairs was discussed and a high assessment was given to the reforms in our country. Following the visit of the UN Special Rapporteur on Freedom of Religion and Belief, Ahmad Shahid, the Parliament of Uzbekistan adopted a separate document on the implementation of a set of measures in the sphere of religion [5].

Foreign policy initiatives of President Shavkat Mirziyoyev in the field of regional security, tolerance, and self-realization of youth receive international support within the UN and other international organizations.

Speaking at the 72nd session of the UN General Assembly, President Shavkat Mirziyoyev proposed to adopt a special resolution "Enlightenment and Religious Tolerance" aimed at promoting mutual respect, religious freedom, protecting the rights of believers, and preventing discrimination. As part of the President's initiative, the national idea of enlightened Islam was launched, since more than 90 percent of the country's population is Muslim. It should be noted that the religious policy in Uzbekistan is based on the principles of the secular nature of the state, tolerant and equal treatment of all religions. All conditions have been created for each denomination that allows freedom and without hindrance to profess their religion. Representatives of various nations and ethnic groups professing Islam, Christianity, Buddhism, Judaism and other religions operate on equal terms in the republic. As of the beginning of 2020, 2,276 religious organizations operate in Uzbekistan, including 183 non-Islamic religious organizations, of which 8 are Jewish communities, 6 Bahai communities and one Jehovah's Witnesses, a Hare Krishna society, a Buddhist temple, as well as an interfaith Biblical society and others that represent 16 different confessions. There are also the Center of Christians of the Full Gospel of Uzbekistan, the Union of Churches of Evangelical Christians - Baptists of Uzbekistan, the Center for Islamic Civilization, the International Research Center-Imam al-Bukhari, etc. Also, in recent years, the republic has registered such religious organizations as the Pentecostal Church "Light to the World", the Church of Evangel-Christians "Sun Bogym" in the Tashkent region, and the Church of Evangel-Christians Baptists in the Khorezm region, as well as the Kokand Church of Evangelical Christians (Pentecostals) ", the Tashkent Church of Full Gospel Christians" Logos ", Church" Revival "- (Navoi, Navoi region), Church "Faith" - (Samarkand, Samarkand region), Church of Evangelical Christians Baptists (Gulistan) and Church of Evangelical Christians "House of Bread" (Jizzakh) Tashkent Church of Full Gospel Christians "Logos", Church "Renaissance" - (g. Navoi, Navoi region), Church "Faith" - (Samarkand, Samarkand region), Church of Evangelical Christians Baptists (Gulistan) and the Church of Evangelical Christians "House of Bread" (Jizzakh) [10].

In the context of globalization, modern culture is undergoing a process of renewal and a change in worldview paradigms, it needs to harmonize traditional and innovative forms of development. One of the tendencies indicating that such harmonization is possible is the appeal to religious pilgrimage as the most important component of the world and national cultural heritage of the peoples. [11]... Every year, with the comprehensive assistance of the government, citizens make a pilgrimage to holy places: Muslims - to Mecca and Medina, Christians - to Russia, Greece, and Israel, Jews - to Israel. They are provided with all-round assistance, special charter flights, medical services, fast and unimpeded processing of visa documents are organized.

During the years of independence, more than 115 thousand Muslims of Uzbekistan received the opportunity to perform the Hajj, more than 90 thousand - die (small Hajj), about 2 thousand Christians - a pilgrimage to Russia, Greece, and Israel, holy places for Christians and Jews.

Different religious communities in Uzbekistan have formed their organizational structures, which made it possible for believers to freely perform rituals and carry out the principles of their religion [12].

International scientific conferences play an important role in strengthening interreligious and interfaith dialogue, harmony, and the principle of tolerance between scientists from different countries. Over the years of independence, several international conferences have been held in Uzbekistan with the participation of representatives of various religious organizations of the world. For example, in 1995, Tashkent hosted a Christian-Muslim conference "Living Together under One Sky," in which representatives of the World Council of Churches and several other foreign churches took part. In Central Asia, the commonwealth of Islam and Orthodoxy is "exemplary for the whole world" [3]. Delegations of leading religious organizations of the world took part in the work of the international conference on the topic: "Religions of the world on the path of a culture of peace," (Tashkent, 2000). On May 31, 2007, representatives of the Muslim, Orthodox, and Jewish communities took part in the seminar "Uzbekistan's Experience in Achieving interfaith harmony", organized at the initiative of the international public fund "Forum of Three Religions" in London, November 6-7, 2010 at the international scientific seminar "Hajj pilgrimages from Central Asian states in Tashkent" [13]. In January 2020, in Tashkent, the Center for People's Diplomacy the Shanghai Cooperation Organization (SCO) in Uzbekistan organized an international scientific and practical seminar on the topic "Dialogue of civilizations: preserving harmony and traditional values in the era of globalization." During the seminar, the need to maintain contacts between scientists from different countries, the development of international cooperation to prevent threats of religious extremism and terrorism [14].

It has become a tradition to hold events on the occasion of significant dates, anniversaries of world-famous Muslim scholars-theologians: in September 1993, the 675th anniversary of Baha'uddin Naqshbandi; in November 1995, the 920th anniversary of Mahmud al-Zamakhshari and the 850th anniversary of Nazhmiddin Kubro; in October 1998, the 1225th anniversary of Imam al-Bukhari; in November 2000, the 1130th anniversary of Imam Abu Mansur al-Maturidi and the 910th anniversary of Burkhaniddin al-Marginani; in November 2003, the 900th anniversary of Abdukhalik Gijduvani; in December 2004 the 600th anniversary of Khoja Akhtar Vali. AISESKO's announcement of Tashkent as the capital of Islamic culture in 2007 became another international recognition of the consistent and systematic work carried out in the country. The international conference "Imam Abu Mansur Maturidi and the teachings of Maturidi: past and present" held in Samarkand on March 3-5, 2020, was a vivid reflection of the policy pursued to study and promote the rich scientific and spiritual heritage of great ancestors, to strengthen religious tolerance in society. The event was attended by a delegation led by the head of the Egyptian complex "Al-Azhar" Sheikh Ahmad Tayyib, as well as over 70 ulemas from Germany, Jordan, Indonesia, Malaysia, Pakistan, Russia, Turkey, Ukraine, Switzerland, Kyrgyzstan, and Kazakhstan, religious scientists, heads of prestigious educational institutions and research centers [15].

Significant dates were celebrated during these years: the 125th anniversary of the Diocesan Administration of the Russian Orthodox Church. In honor of the celebration of this date, for the first time in the history of the Patriarchate, Patriarch of Moscow and All Russia Alexy II arrived in Central Asia; The Evangelical Lutheran community of Uzbekistan celebrated the 100th anniversary of the only Lutheran Kirche in Central Asia. The Roman Catholic Church celebrated the 100th anniversary of the revival of Catholicism in Central Asia. Events dedicated to the 100th anniversary of the Armenian Apostolic Church were held in Samarkand. The 135th anniversary of the Tashkent and Central Asian Diocese of the Russian Orthodox Church was celebrated with the participation of representatives of various confessions.



Believers of Uzbekistan freely celebrate all religious holidays. Thus, Eid al-Adha and Ramadan Hayit are popularly celebrated among Muslims, Easter and Christmas are celebrated among Christians, Passover, Purim, and Hanukkah are among Jews. Religious organizations have the right to publish literature and train their religious leaders. Thus, the International Islamic Academy of Uzbekistan was established based on the Tashkent Islamic University. Within its structure, a Center for Advanced Training of Ministers of Religious Organizations was organized. The quota for the admission of students to Islamic educational institutions has been doubled, and a special correspondence department has been opened at the Tashkent Islamic Institute named after Imam al Bukhari. Five scientific schools specializing in the study of Kalam, Hadith, Fiqh, Akida, and Tasawwuf [16], as well as 2 educational institutions - Orthodox and Protestant seminaries, have been opened as religious educational institutions [17]. The Center for Islamic Civilization in Uzbekistan has prepared over 10 books and brochures dedicated to the role of Muslim thinkers of Central Asia in the development of world civilization. The International Research Center of Imam Bukhari has published over 50 books, most of which are translations of the works of such scholars like Imam Bukhari, Imam Maturidi, Imam Nasafi, Alyauddin Usmandi, Saffar Bukhari, and others. The International Research Center of Imam Termizi has translated more than 20 works of Imam Termizi, Khakim Termizi, and other scientists from Termez into the Uzbek language [18]. During the years of independence, for the first time, the Koran, Hadiths in the collection of Al-Bukhari, the Bible, 16 books of the Old Testament and the entire New Testament, the History of the Apostles, and other religious literature were translated into the Uzbek language. At the end of 2004, the Muslim Board of Uzbekistan, together with the Republican Society of the Blind, published the Holy Quran in Braille. Uzbekistan has become the third state in the world that has carried out this noble cause [19]. To fully cover the religious life of Uzbekistan, several newspapers and magazines are published, including the newspaper "Islom Nuri", the magazine "Khidoyat," [19], Christian editions - newspaper "Word of Life", the magazine "East from above", etc. [17]. The Media Center "Ziyo" was created at the International Islamic Academy of Uzbekistan, the Charitable Public Foundation "Waqf" reconstruction of mosques, holy places of pilgrimage and visits, etc.

Conclusions and prospects for further research. Modern reality shows the enduring importance of the comprehensive development and deepening of interethnic and interfaith dialogue. The history of mankind shows how often it is religious intransigence and ethnic contradictions that have contributed to the emergence of conflicts, the widespread and deepening of fundamentalism, international terrorism, and extremism. Today, religious differences are actively used by extremist entities to stir up conflicts and spread radical Islamist views. It is also worth noting that some Western media outlets publish various kinds of materials to present Islam in a negative light as a religion of destruction and backwardness, thereby contributing to an outburst of aggressive response from the Muslim community [6].

We agree with the conclusions of RR Nazarov, Ph.D. in Philosophy, that the all-around political benefit from a steadily developing dialogue between confessions can be very significant. First, such a dialogue can contribute to the elimination (or weakening) of irreconcilable inter-confessional contradictions, help to introduce ideological competition between religions into a civilized framework, which will have a positive effect on ethnonational relations and general socio-political stability. Secondly, an interfaith dialogue will help unite the efforts of people of different faiths and nationalities in the fight against global threats to humanity. Thirdly, the interfaith dialogue will help society to realize the fact that the real reasons underlying religious and political extremism and international terrorism are futile to look for in the foundations of



religious teachings. This will facilitate the search for the real causes of such phenomena, and, consequently, the means and methods for effectively combating them. Fourthly, interfaith dialogue provides serious incentives for establishing permanent work with young people aimed at preventing similar antisocial acts in the future [3].

International activities should be based on the basic principles of all-round interreligious dialogue at various levels, further strengthening interfaith harmony and interethnic unity, which can contribute to a significant increase in the contribution of religions to mutual understanding and strengthening peace.

## REFERENCES

1. Universal Declaration of Human Rights [https://www.un.org/ru/documents/decl\\_conv/declarations/declhr.shtml](https://www.un.org/ru/documents/decl_conv/declarations/declhr.shtml)
2. Declaration on the Elimination of All Forms of Intolerance and Discrimination Based on Religion or Belief [https://www.un.org/ru/documents/decl\\_conv/declarations/relintol.shtml](https://www.un.org/ru/documents/decl_conv/declarations/relintol.shtml)
3. Nazarov R.R. Traditions of interethnic and interfaith dialogue: On the example of Central Asia <http://www.idmedina.ru/books/materials/rmforum/4/nazarov.htm>
4. Religions of the World. World Religion Day <http://www.library.fa.ru/exhib.asp?id=171>
5. Enlightenment and tolerance as a factor of religious freedom and security <http://isrs.uz/ru/maqolalar/prosvesenie-i-tolerantnost-kak-faktor-religioznoj-svobody-i-bezopasnosti>
6. Sadykova E.L., Kozlov V.P. INTER-RELIGIOUS DIALOGUE: INTERNATIONAL AND INTERNAL STATE ASPECTS
7. The leading Spanish edition spoke about religious tolerance in Uzbekistan <http://isrs.uz/ru/uzbekiston-va-mo-oav-nigohida/o-religioznoj-tolerantnosti-v-uzbekistane-rasskazalo-vedusee-ispanskoe-izdanie>
8. The Constitution of the Republic of Uzbekistan. <https://constitution.uz/ru/clause/index>
9. Successful interfaith dialogue is a guarantee of religious freedom in Uzbekistan [https://www.minjust.uz/ru/library/own\\_publications/71219/](https://www.minjust.uz/ru/library/own_publications/71219/)
10. The Ministry of Justice announced the number of religious organizations registered in Uzbekistan <https://nuz.uz/politika/46371-minyust-ozvuchil-kolichestvo-religioznyh-organizacij-zaregistrirovannyh-v-uzbekistane.html>
11. Zhitenev S.Yu. Religious pilgrimage in Christianity, Buddhism, and Islam: socio-cultural, communication and civilizational aspects. M.: Publishing house "Indrik", 2012 <https://heritage-institute.ru/wp-content/uploads/2016/07/%D0%83.pdf>
12. Enlightenment and tolerance as a factor of religious freedom and security. The People's Word, August 29, 2018
13. Religious activities in modern Uzbekistan <http://www.islamsng.com/uzb/dialogue/2991#:~:text=D0%A6>
14. Strengthening interfaith harmony and the principle of tolerance is a priority area of activity of the SCO Public Diplomacy Center in Uzbekistan <https://scocenter.uz/archives/380>

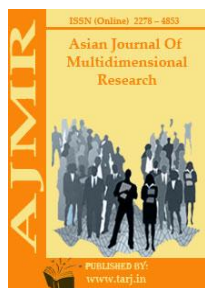
**15. ABOUT REFORMS IN UZBEKISTAN IN THE SPHERE OF RELIGIOUS TOLERANCE WITHIN THE FRAMEWORK OF ACTION STRATEGY**  
[HTTPS://STRATEGY.UZ/INDEX.PHP?NEWS=1039&LANG](https://strategy.uz/index.php?news=1039&lang)

**16. In our country freedom of religion is guaranteed** <https://uza.uz/ru/posts/v-nashey-strane-garantiruetsya-svoboda-veroispovedaniya-30-01-2020>

**17. About Christian organizations in Uzbekistan**  
<http://www.uzinform.com/ru/news/20100930/04678.html>

**18. Religious policy in Uzbekistan** <http://dkm.gov.uz/ru/religioznaa-politika-v-uzbekistane>

**19. Attachment to the letter dated 12 February 2007 from the Permanent Representative of Uzbekistan to the United Nations addressed to the Secretary-General**  
<https://undocs.org/pdf?symbol=ru/A/61/748>.



DOI: **10.5958/2278-4853.2021.00289.5**

## USE OF GENERALIZED ESTIMATES TO PREDICT THE DISEASES RESISTANCE OF WHEAT VARIETIES

Fayzulla Yusupovich Shodiyev\*; Erkin Abdirashidovich Eshboyev\*\*;  
Elyor Hayitmammatovich Egamberdiyev\*\*\*

\*SeniorTeacher,  
Karshi State University, Karshi,  
UZBEKISTAN

\*\*Senior Teacher,  
Karshi State University, Karshi,  
UZBEKISTAN

\*\*\*Teacher,  
Karshi State University, Karshi,  
UZBEKISTAN

### ABSTRACT

*The article uses generalized estimates to predict the resistance of soft wheat varieties grown in the Republic of Uzbekistan to diseases such as Yellow Rust, Brown Rust and Flour Dew. In this regard, the classification of wheat varieties according to disease resistance, the division of features into intervals according to class similarity and class distinction, latency of features, calculation of weights of features and using them to calculate generalized estimates of wheat varieties. As a result, a number of features play an important role in predicting the disease resistance of wheat varieties, and some do not. The article also found that the new features that occur when some traits are latent with other traits play an important role in predicting disease resistance of wheat varieties. As a result, representatives of disease-resistant soft wheat varieties with high generalized estimates were identified.*

**KEYWORDS:** Wheat Varieties, Feature, Intervals Of Separation, Diseases, Predicting, Selected File, Generalized Estimates, Quantitative Feature, Nominal Feature, Latent Feature, Weights Of Features.

## INTRODUCTION

The problem in this article is to predict whether wheat varieties are susceptible to disease based on a number of experimental features (parameters).

It also determines the intervals of separation according to the similarity and class distinction between the different characteristics of wheat varieties obtained by the experimental results, as well as the weights (contributions) of features that help predicting the level of resistance of wheat varieties to various diseases. The problem of calculating the generalized estimates of the degree of disease resistance of wheat varieties is solved using the defined separation intervals and weights [1, 3].

## MAIN PART

In the file containing information about the results of the experiment, information such as the serial number, object name, attributes of the objects and their names will be placed in a certain order. We'll call this file a selected file later [7, 8].

We dedicated the features that represent the descriptions of the objects in the selected file parameters. Features can also be divided into several types. Below we describe some of them.

A quantitative feature is a sign that has a unit of measurement. *For example*, 36 years old, 2048 bytes, 92 kg and so on.

A nominal feature is a sign that can only be identified by identification. *For example*, colors such as white, black, yellow, and brown are identified when hair color is considered a feature [5].

**Example.** According to the results of experiments, 245 varieties of soft wheat grown in Uzbekistan were divided into 2 classes according to the degree of disease resistance, dividing them into intervals according to the similarity and inter-class differences of 17 features, as well as to predict the level of their resistance to diseases by calculating the generalized estimates of these varieties.

To do this, we select 17 quantitative features of wheat varieties as experimental features, and include in their names the following designations:  $x_1$  - degree of disease resistance, %;  $x_2$  - the day from tube to tip;  $x_3$  - the day from germination to ripening;  $x_4$  - plant height, cm;  $x_5$  - length of last joint, cm;  $x_6$  - spike length, cm;  $x_7$  - number of spikes, pcs;  $x_8$  - resistance to lodging down, ball;  $x_9$  - yield from plot, kg;  $x_{10}$  - productivity, c/ha;  $x_{11}$  - 1000 grains weight, gr;  $x_{12}$  - grain nature, gr/l;  $x_{13}$  - amount of protein, %;  $x_{14}$  - grain moisture, %;  $x_{15}$  - amount of gluten, %;  $x_{16}$  - IDK;  $x_{17}$  - grain vitreous, %; [9,10,11].

We also express the weights of the features with numbers in the interval [0, 1]. In this case, 1 (one) is the maximum value of the weight and 0 (zero) is the minimum value of the weight.

In classifying the objects, we consider the varieties of wheat that are not affected by the disease to belong to the class  $K_1$ , and the rest to the class  $K_2$ .

To classify features into intervals based on class similarities and class differences, we do the following:

1. First, we process the data in the selected file obtained from the experiment. To do this, we process parameters such as the date and percentage determined by the results of the experiment and converts them into quantitative features in the form of integers or real numbers.

2. We classify the objects in the selected file according to their quality. *For example*, we consider non-diseased varieties to belong to the 1st class, and the rest to the 2nd class.
3. We divide each features column into two intervals. In this case,  $c_0 - i$  – the smallest value in the feature,  $c_2 - i$  – is the largest value in the feature, and  $c_1 - i$  – limit of the interval separation of the feature.
4. We calculate the number of features belonging to the first and second classes according to the defined intervals in  $i$  – feature and define them as follows:  $u_{ij} - i$  – belonging to the interval the number of  $j$  – class representatives (here  $i, j \in 1, 2$ ).
5. We use the following criterion to calculate the weights of the features:

$$\left( \frac{\sum_{i=1}^2 u_i^1 (u_i^1 - 1) + u_i^2 (u_i^2 - 1)}{\sum_{i=1}^2 |K_i| (|K_i| - 1)} \right) \left( \frac{\sum_{j=1}^2 \sum_{i=1}^2 u_i^j (|K_{3-i}| - u_{3-i}^j)}{2|K_1||K_2|} \right) \rightarrow \max \quad (1)$$

Here  $u_1^1, u_1^2$  are the number of quantities in the interval  $[c_0, c_1]$  and corresponding to the feature and classes considered.  $u_2^1, u_2^2$  are the number of quantities in the interval  $(c_1, c_2]$  and in the feature  $K_1$  and  $K_2$  classes considered accordingly [4].

6. Generalized estimates of objects according to their class  $K_i (i \in 1, 2)$  is calculated using the following function:

$$R(S_i) = \sum_{j=1}^m w_j \cdot t_j \cdot (x_j - c_1^j) / (c_2^j - c_0^j) \quad (2)$$

Here,  $m$  – the number of features ( $m \in N$ ) and also  $S_i, i$  – object (wheat variety) [6, 12].

The calculation of the functional  $t_j$  is based on the following iterative algorithm:

- 6.1.  $R^0 = 0$ ;  $\{t_j = \text{sign}(x)\}$ ,  $j = \overline{1, m}$ ,  $x \neq 0$  – random number;
- 6.2.  $R(S_i)$  Be considered,  $i = \overline{1, n}$ ,  $n$  – number of objects;
- 6.3.  $R^1(S_a) = \min \{R(S_j), S_j \in K_1\}$ ,  $R^2(S_b) = \max \{R(S_d), S_d \in K_2\}$ ;
- 6.4.  $R^1 = R^1(S_a) - R^2(S_b)$ . If  $R^1 > 0$  or  $R^1 < R^0$  then, go to step 6.7;
- 6.5. Be checked  $R^0 = R^1$ ;
- 6.6.  $\{t_i\}, i = \overline{1, n}$  Select the one that provides the maximum value of the difference  $R(S_a) - R(S_b)$ , and then go to step 6.2;
- 6.7. The end [2].

After the calculation of  $t_j$ , the ability to calculate the generalized estimates of objects similar to those considered can be done using the function (2).

## RESULTS AND DISCUSSIONS

Selected files from the Southern Agricultural Research Institute, containing diseases and other features of wheat varieties, were used to conduct the computational experiment. The selected file includes 245 varieties of soft wheat grown in the country and 17 quantitative features for each of them.

Accordingly, taking into account the classification of wheat varieties into disease-resistant classes, the classification of features into intervals according to class similarities and differences, and their weights are shown in the following tables.

**TABLE 1 INTERVALS AND WEIGHTS OF FEATURES IN YELLOW RUST DISEASE**

| №  | Features | C0   | C1    | C2    | Weights of features |
|----|----------|------|-------|-------|---------------------|
| 1  | x1       | 0    | 90    | 100   | 1                   |
| 2  | x9       | 0,6  | 3,63  | 6,67  | 0,29436256          |
| 3  | x10      | 12   | 72,6  | 133,4 | 0,29436256          |
| 4  | x15      | 20   | 26,4  | 30,2  | 0,280782978         |
| 5  | x13      | 10,9 | 15,5  | 18,7  | 0,279274799         |
| 6  | x12      | 715  | 807,3 | 838,1 | 0,267833726         |
| 7  | x11      | 31,2 | 40,3  | 47,2  | 0,267593074         |
| 8  | x6       | 6    | 9     | 13    | 0,260741956         |
| 9  | x16      | 12,3 | 104,3 | 116,6 | 0,25845006          |
| 10 | x5       | 22   | 37    | 60    | 0,256587585         |
| 11 | x3       | 202  | 212   | 218   | 0,254973748         |
| 12 | x17      | 27   | 44,5  | 65,5  | 0,25173932          |
| 13 | x4       | 76   | 105   | 135   | 0,251451973         |
| 14 | x2       | 36   | 60    | 84    | 0,249977413         |
| 15 | x14      | 5,3  | 6,2   | 8,6   | 0,249078039         |
| 16 | x7       | 12   | 16    | 22    | 0,243235402         |
| 17 | x8       | 1    | 7     | 9     | 0,174587712         |

Table 1 shows that the x9, x10, and x15 features are heavier than the other features, and that the x14, x7, and x8 features are the least weighty features.

**TABLE 2 INTERVALS AND WEIGHTS OF FEATURES IN BROWN RUST DISEASE**

| №  | Features | C0   | C1    | C2    | Weights of features |
|----|----------|------|-------|-------|---------------------|
| 1  | x1       | 20   | 90    | 100   | 1                   |
| 2  | x4       | 76   | 102   | 135   | 0,261624875         |
| 3  | x2       | 36   | 60    | 84    | 0,257111814         |
| 4  | x16      | 12,3 | 102,5 | 116,6 | 0,254067296         |
| 5  | x11      | 31,2 | 40,5  | 47,2  | 0,252323956         |
| 6  | x13      | 10,9 | 14,3  | 18,7  | 0,250967053         |
| 7  | x5       | 22   | 36    | 60    | 0,249427568         |
| 8  | x10      | 12   | 63,1  | 133,4 | 0,249365254         |
| 9  | x9       | 0,6  | 3,155 | 6,67  | 0,249365254         |
| 10 | x12      | 715  | 800,4 | 838,1 | 0,249351302         |
| 11 | x17      | 27   | 40,5  | 65,5  | 0,248966504         |



|    |     |     |      |      |             |
|----|-----|-----|------|------|-------------|
| 12 | x15 | 20  | 24,5 | 30,2 | 0,248962586 |
| 13 | x7  | 12  | 16   | 22   | 0,248798768 |
| 14 | x14 | 5,3 | 6,1  | 8,6  | 0,248651058 |
| 15 | x3  | 202 | 210  | 218  | 0,248032296 |
| 16 | x6  | 6   | 9    | 13   | 0,247587506 |
| 17 | x8  | 1   | 7    | 9    | 0,156981805 |

Table 2 shows that the x4, x2, and x16 features are heavier than the other features, and that the x3, x6, and x8 features are the least weighty features.

**TABLE 3 INTERVALS AND WEIGHTS OF FEATURES IN FLOUR DEW DISEASE**

| №  | Features | C0   | C1    | C2    | Weights of features |
|----|----------|------|-------|-------|---------------------|
| 1  | x1       | 0    | 90    | 100   | 1                   |
| 2  | x5       | 22   | 44    | 60    | 0,320397012         |
| 3  | x7       | 12   | 16    | 22    | 0,270816596         |
| 4  | x9       | 0,6  | 2,995 | 6,67  | 0,270816596         |
| 5  | x10      | 12   | 59,9  | 133,4 | 0,270816596         |
| 6  | x3       | 202  | 209   | 218   | 0,269773735         |
| 7  | x16      | 12,3 | 98,6  | 116,6 | 0,266806227         |
| 8  | x4       | 76   | 106   | 135   | 0,26436943          |
| 9  | x15      | 20   | 23,4  | 30,2  | 0,261003399         |
| 10 | x11      | 31,2 | 41,3  | 47,2  | 0,260199076         |
| 11 | x12      | 715  | 805,4 | 838,1 | 0,257255766         |
| 12 | x13      | 10,9 | 13,8  | 18,7  | 0,254869455         |
| 13 | x17      | 27   | 38,5  | 65,5  | 0,253950411         |
| 14 | x2       | 36   | 60    | 84    | 0,248370231         |
| 15 | x14      | 5,3  | 6,2   | 8,6   | 0,248213822         |
| 16 | x6       | 6    | 9     | 13    | 0,246737039         |
| 17 | x8       | 1    | 7     | 9     | 0,214388281         |

Table 3 shows that the x5, x7, and x9 features are heavier than the other features, and that the x14, x6, and x8 features are the least weighty features.

The results presented in the tables below show that the weights of the features are not satisfactory.

So we have to latent the features in order to gain weight. That is, we also calculate the weights of the  $i$ -feature and the  $j$ -feature and the weights of their combinations  $(x_i * x_j; x_i / x_j; x_j / x_i)$ . If the weight of the latent features resulting from the combinations is greater than the weights of the  $i$  and  $j$  features, both features are discarded and replaced by the resulting latent feature. Otherwise, features  $i$  and  $j$  will remain unchanged.

Based on the above considerations, we present a table of the weights of the features classified in the selected file according to the degree of resistance to Yellow Rust, Brown Rust, and Flour Dew after latency.

**TABLE 4 WEIGHTS OF FEATURES IN YELLOW RUST DISEASE**

| N <sub>o</sub> | Features                               | C0       | C1       | C2       | Weights of features |
|----------------|----------------------------------------|----------|----------|----------|---------------------|
| 1              | $(x_{13} * x_{14})$                    | 62,01    | 95,36    | 118,9    | 0,712335721         |
| 2              | $((x_8/x_9)/(x_7 * x_{13}))$           | 0,000738 | 0,009002 | 0,04321  | 0,708490413         |
| 3              | $((x_8/x_{10})/(x_7 * x_{13}))$        | 3,69E-05 | 0,00045  | 0,00216  | 0,708490413         |
| 4              | $((x_7 * x_9)/(x_8/x_{13}))$           | 23,14286 | 110,9369 | 1354,59  | 0,708490413         |
| 5              | $((x_7 * x_{10})/(x_8/x_{13}))$        | 462,8571 | 2218,738 | 27091,8  | 0,708490413         |
| 6              | $((x_8/x_9)/(x_7 * x_{15}))$           | 0,000433 | 0,005314 | 0,029461 | 0,708229043         |
| 7              | $((x_8/x_{10})/(x_7 * x_{15}))$        | 2,16E-05 | 0,000266 | 0,001473 | 0,708229043         |
| 8              | $((x_7 * x_9)/(x_8/x_{15}))$           | 33,94286 | 188      | 2309,85  | 0,708229043         |
| 9              | $((x_7 * x_{10})/(x_8/x_{15}))$        | 678,8571 | 3760     | 46197    | 0,708229043         |
| 10             | $((x_5/x_{13})/(x_6 * x_{11}))$        | 0,004238 | 0,006613 | 0,014902 | 0,706782057         |
| 11             | $((x_8/x_9)/(x_4 * x_{13}))$           | 0,000133 | 0,001482 | 0,007269 | 0,706396946         |
| 12             | $((x_8/x_{10})/(x_4 * x_{13}))$        | 6,64E-06 | 7,41E-05 | 0,000363 | 0,606396946         |
| 13             | $((x_8/x_{13})/(x_{11} * x_{15}))$     | 4,63E-05 | 0,000552 | 0,00101  | 0,605939809         |
| 14             | $((x_4 * x_{15}) * (x_{13} * x_{15}))$ | 482233,5 | 1069485  | 1741686  | 0,605189646         |
| 15             | $((x_6 * x_{11}) * (x_{12} * x_{15}))$ | 4135285  | 7796482  | 11526737 | 0,605189646         |
| 16             | $((x_8/x_{15}) * (x_5/x_{13}))$        | 0,06858  | 0,897487 | 1,757813 | 0,504309392         |
| 17             | $((x_8/x_{13}) * (x_5/x_{15}))$        | 0,06858  | 0,897487 | 1,757813 | 0,504309392         |
| 18             | $((x_3 * x_{13})/(x_5/x_{15}))$        | 1075,2   | 2083,039 | 3472     | 0,504272018         |
| 19             | $x_{16}$                               | 12,3     | 104,3    | 116,6    | 0,25845006          |
| 20             | $x_{17}$                               | 27       | 44,5     | 65,5     | 0,25173932          |
| 21             | $x_2$                                  | 36       | 60       | 84       | 0,249977413         |

As can be seen from Table 4, latent features such as  $(x_{13} * x_{14})$ ,  $((x_8 / x_9) / (x_7 * x_{13}))$ ,  $((x_8 / x_{10}) / (x_7 * x_{13}))$  have higher weights than others. Features such as  $x_{13}$ ,  $x_7$ , and  $x_8$  also play an important role in the formation of such latent features.

**TABLE 5 WEIGHTS OF FEATURES IN BROWN RUST DISEASE**

| N <sub>o</sub> | Features                            | C0       | C1       | C2       | Weights of features |
|----------------|-------------------------------------|----------|----------|----------|---------------------|
| 1              | $((x_2 * x_{11}) * (x_6 * x_{13}))$ | 126325,9 | 282553,6 | 686458,1 | 0,671892005         |
| 2              | $((x_2 * x_{13}) * (x_6 * x_9))$    | 6406,11  | 24256,96 | 61961,33 | 0,670096761         |
| 3              | $((x_2 * x_{13}) * (x_6 * x_{10}))$ | 128122,2 | 485139,2 | 1239227  | 0,670096761         |
| 4              | $((x_6 * x_9) * (x_2 * x_{12}))$    | 327603,6 | 1554960  | 2854606  | 0,669477219         |
| 5              | $((x_6 * x_{10}) * (x_2 * x_{12}))$ | 6552072  | 31099202 | 57092112 | 0,669477219         |
| 6              | $((x_2 * x_{12}) * (x_6 * x_{13}))$ | 2428771  | 6114597  | 12848885 | 0,66836049          |
| 7              | $((x_6/x_7) * (x_6 * x_{15}))$      | 46       | 120      | 261,0111 | 0,668285187         |
| 8              | $((x_4/x_{12}) * (x_3 * x_4))$      | 1521,533 | 2667,509 | 4715,512 | 0,667921705         |
| 9              | $((x_2 * x_3) * (x_6 * x_9))$       | 85144,5  | 414220,8 | 738635   | 0,666807596         |
| 10             | $((x_2 * x_3) * (x_6 * x_{10}))$    | 1702890  | 8284416  | 14772701 | 0,666807596         |
| 11             | $((x_2 * x_3) * (x_6 * x_{13}))$    | 659736   | 1607445  | 3428687  | 0,566699568         |
| 12             | $((x_2 * x_8) * (x_6 * x_{13}))$    | 7421,7   | 68890,5  | 142203,6 | 0,56666726          |
| 13             | $((x_6 * x_9) * (x_6 * x_{13}))$    | 778,848  | 4160     | 11265,7  | 0,565875608         |

|    |                        |          |          |          |             |
|----|------------------------|----------|----------|----------|-------------|
| 14 | $((x6*x10)*(x6*x13))$  | 15576,96 | 83200    | 225313,9 | 0,565875608 |
| 15 | $((x2/x9)/(x14*x16))$  | 0,013194 | 0,025429 | 0,325855 | 0,564922761 |
| 16 | $((x2/x10)/(x14*x16))$ | 0,00066  | 0,001271 | 0,016293 | 0,464922761 |
| 17 | $(x4/x15)$             | 3,046875 | 3,991597 | 5,787037 | 0,464524513 |
| 18 | $(x7*x16)$             | 196,8    | 1747,2   | 2411,2   | 0,459448427 |
| 19 | $(x2/x7)$              | 1,95     | 3,555556 | 5,357143 | 0,359105311 |
| 20 | $(x5/x15)$             | 0,916667 | 1,454545 | 2,5      | 0,357442683 |
| 21 | $x17$                  | 27       | 40,5     | 65,5     | 0,248966504 |

As can be seen from Table 5, latent features such as  $((x2*x11)*(x6*x13))$ ,  $((x2*x13)*(x6*x9))$ ,  $((x2*x13)*(x6*x10))$  have higher weights than others. Features such as  $x2$ ,  $x6$ , and  $x13$  also play an important role in the formation of such latent features.

**TABLE 6 WEIGHTS OF FEATURES IN FLOUR DEW DISEASE**

| No | Features               | C0       | C1       | C2       | Weights of features |
|----|------------------------|----------|----------|----------|---------------------|
| 1  | $((x5/x15)/(x8/x11))$  | 3,992593 | 7,886525 | 82,29565 | 0,672433179         |
| 2  | $((x5/x15)/(x3*x8))$   | 0,000487 | 0,00096  | 0,01087  | 0,658717974         |
| 3  | $((x5/x16)/(x8/x11))$  | 0,951561 | 1,86901  | 20,06752 | 0,655309845         |
| 4  | $((x5/x15)/(x3/x12))$  | 3,479825 | 6,470087 | 9,238095 | 0,652174669         |
| 5  | $(x13/(x5/x16))$       | 3,72     | 31,815   | 59,02857 | 0,650846612         |
| 6  | $((x4/x16)*(x5/x16))$  | 0,164884 | 0,483123 | 25,20325 | 0,64776251          |
| 7  | $((x5/x8)/(x8/x11))$   | 10,64691 | 22,19259 | 1892,8   | 0,647497405         |
| 8  | $((x4/x16)/(x3*x8))$   | 0,000383 | 0,000593 | 0,006098 | 0,643823159         |
| 9  | $((x8*x16)/(x4/x8))$   | 0,780909 | 72,18529 | 109,7    | 0,643823159         |
| 10 | $((x5/x15)/(x15*x16))$ | 0,000346 | 0,00078  | 0,006247 | 0,642659728         |
| 11 | $((x5/x15)*(x4/x15))$  | 2,902778 | 8,251418 | 13,39592 | 0,642191117         |
| 12 | $((x5/x15)*(x5/x16))$  | 0,200265 | 0,686852 | 5,916306 | 0,542061429         |
| 13 | $((x5/x16)/(x3/x12))$  | 0,829352 | 1,584345 | 12,92033 | 0,539712557         |
| 14 | $((x5/x8)/(x15*x16))$  | 0,001011 | 0,001948 | 0,020876 | 0,536653974         |
| 15 | $(x2/x9)$              | 8,677249 | 19,55671 | 131,6667 | 0,504210167         |
| 16 | $(x2/x10)$             | 0,433862 | 0,977836 | 6,583333 | 0,404210167         |
| 17 | $(x7*x9)$              | 10,8     | 48,16    | 133,4    | 0,392904776         |
| 18 | $(x7*x10)$             | 216      | 963,2    | 2668     | 0,392904776         |
| 19 | $(x6*x9)$              | 6        | 24,615   | 53,36    | 0,385891505         |
| 20 | $x17$                  | 27       | 38,5     | 65,5     | 0,253950411         |
| 21 | $x14$                  | 5,3      | 6,2      | 8,6      | 0,248213822         |

As can be seen from Table 6, latent features such as  $((x5/x15)/(x8/x11))$ ,  $((x5/x15)/(x3*x8))$ ,  $((x5/x16)/(x8/x11))$  have higher weights than others. Features such as  $x5$ ,  $x8$ , and  $x15$  also play an important role in the formation of such latent features.

The above results show that some features (*For example*, grain vitreous) are not important in predicting the disease resistance of wheat varieties. However, when a number of features are latent with other features, it can be observed that wheat varieties play an important role in predicting disease resistance. *For example*, in Yellow Rust “Amount of protein” \* “Grain

moisture”, in Brown Rust “The day from tube to tip” \* “1000 grains weight” \* “Spike length” \* “Amount of protein”, Flour Dew in disease (“Length of last joint” / “Amount of gluten”) / (“Resistance to lodging down” / “1000 grains weight”). Therefore, these latent features play an important role in predicting the disease resistance of wheat varieties.

## CONCLUSION

Using a software tool designed to solve the problem, it was determined that the wheat varieties belong to the disease-resistant class based on the calculated weights of features. Their generalized estimates were also calculated using a structured software tool.

According to the results of the calculations, it was determined that the soft wheat varieties KR18-BWYT2IR-247 and KR18-BWYT2IR-2052 belong to the class of resistance to all diseases considered simultaneously for the 3 types of diseases studied.

In addition, calculations have shown that a number of varieties belong to only one or two disease resistance classes. *For example*, KR18-BWYT2IR-1761, KR18-BWYT2IR-704, KR18-BWYT2IR-596 in Yellow Rust and KR18-BWYT2IR-373, KR18-BWYT2IR-469, KR18-BWYT2IR-230 in Brown Rust, and so in Flour Dew disease soft wheat varieties such as KR18-BWYT2IR-2496, KR18-BWYT2IR-1144, KR18-BWYT2IR-1787 were identified as high-value representatives of the disease resistance class.

If the parameters obtained from the experimental results include climatic conditions, soil composition and features related to the applied local and mineral fertilizers, it will be possible to more accurately predicting the level of disease resistance of wheat varieties.

## REFERENCES

1. Sharma R. C. et al. Improved winter wheat genotypes for Central and West Asia.
2. Euphytica. 2013. T. 190. No. 1. pp. 19-31. Игнатъев Н.А. Обобщенные оценки и локальные метрики объектов в интеллектуальном анализе данных. Монография. - Ташкент: Издательство “Университет”, 2014. – 72 с.
3. Sharma R. C. et al. Reduction of winter wheat yield losses caused by stripe rust through fungicide management. Journal of Phytopathology. 2016. T. 164. No. 9. pp. 671-677.
4. N.A. Ignatev, R.N. Usmanov, Sh.F. Madraximov, Berilganlarning intellektual tahlili. O'quv qo'llanma. – T.: “MUMTOZ SO'Z”, 2018. – 138 s.
5. Eshboyev E. A., Shodiyev F. Y., Bozorov A. A. Berilganlarni qayta ishlash algoritmlarida o'lchov shkalalari va tanlanma fayllarining o'rni // Fan va jamiyat. – 2019. – №. 3. – С. 7-10.
6. Эшбоев Э. А., Шодиев Ф. Ю., Жўраев Д. Т. Умумлашган баҳоларни ҳисоблашдан буғдой навларини фарқлашда фойдаланиш // Инновацион технологиялар. – 2020. – №. 2 (38). – С. 38-42.
7. Dilmurodov Sh. D. Valuable properties affecting high-yield elements of bread wheat // Advanced science. 2020. pp. 38-41.
8. Dilmurodov S. Some valuable properties in evaluating the productivity of bread wheat lines International scientific and Technical Journal “Innovation technical and Technology”. 2020. Vol. 1. No. 1. pp. 60-62.

9. Fayzullayev A. Z. et al. Selection of high-yielding and high-quality lines of bread wheat International Scientific and Technical journal “Innovation technical and Technology”. 2020. T. 1. No 3. pp. 10-14.
10. Diyor Turdikulovich Juraev. Oybek Anvarovich Amanov. Sherzod Dilmurodovich Dilmurodov. Nurzod Bekmurodovich Boysunov. Jabarov Farrukh Odirovich. To study the heatresistance features of bread wheat varietiesand species for the southern regions of therepublic of Uzbekistan. European Journalof Molecular & Clinical Medicine.2020. 7(2):2254-2270.ISSN: 2515-8260.
11. Dilmurodovich Dilmurodov Sherzod. Bekmurodovich Boysunov Nurzod. Shakirjonovich Kayumov Norboy. Shomiljonovich Shodiyev Sherzod. Raxmatullaevich Abdimajidov Jaloliddin. Productivity. Quality and technological characteristics of bread wheat (*Triticumaestivum* L.) variety and lines for the southern regions of the Republic of Uzbekistan. Plant cell biotechnology and molecular biology. 2021. 22(7&8):63-74. ISSN: 0972-2025.
12. Egamberdiyev E. H. The use of neural networks in predicting children’s creative ability in preschool education. International Journal of Advanced Research in Science, Engineering and Technology Vol. 8, Issue 2, February 2021 16679-16687.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI: 10.5958/2278-4853.2021.00290.1****SEMANTIC STRUCTURE OF UNITS EXPRESSING GEOGRAPHICAL CONCEPTS****Ikrom Khushboqovich Islomov\***

\*Senior Teacher,  
Doctor of Philosophy in Philology,  
Tashkent State University of Uzbek Language  
Literature named after AlisherNavoi  
UZBEKISTAN

**ABSTRACT**

*In this paper, special attention is paid to the fact that the terminological signs and features peculiar to the semantic structure of terms are formed through the semantics of the general lexical unit, which is the basis for the formation of the term. It also discusses the relationship between the term and the general lexical unit. The general sema, the distinguishing sema, the basic sema, the common and different features of the term and the lexeme in the semantic structure of the lexeme are analyzed on the example of some geographical terms in Uzbek.*

**KEYWORDS:** *General Lexical Unit, Lexeme, Term, Semema, Sema, Asossema, Geographical Term, Semantic Structure, Lexicographic Interpretation, Distinguishing Sign.*

**INTRODUCTION**

In the lexical system of any language, terminological units also exist and play an important role. Special lexical units representing sectoral concepts and phenomena are separate linguistic phenomena with specific terminological characteristics that actively participate in the formation of a limited lexicon on the one hand, and a special lexical system on the other. Terms and their emergence, the development of meaning, of course, are inextricably linked with the history and development of the language, to which the terms belong, as well as the influence and development of other languages. Consequently, the question of the lexical-semantic relationship between a term and the general lexical unit on which it is based plays an important role in the study, interpretation and description of these units. The existing lexical-grammatical relationship between the general lexical unit and the field term, the semantic difference requires that they be analyzed on the basis of a comparative method.



## THE MAIN FINDINGS AND RESULTS

The versatility inherent in all other phenomena of existence also applies to the geographical terms in our observation. The relationship between the linguistic landscape of the world and scientific terminology is even more evident in terms that express field concepts. Common lexical units are characterized by many uses, including terminological, onomastic, dialectical, and artistic uses, in which each lexical unit differs in its features that exist in its semantic nature.

The question of the relationship between the general lexical unit and the terminological unit has been studied extensively in linguistics, at different levels and aspects. In all research in this area, the commonalities, differences, meanings, and functions of a term and a lexeme have to some extent found their own interpretation and description. While the mono-semantic nature of the terminological unit representing the concept of the field was interpreted by A.A. Reformatsky, N.A. Baskakov, S. Usmanov as expedient, it can be observed that the polysemantic or homonymous nature of the term was considered normative by R.N. Infanteva [2. 23]. It is clear that terms are semantically general, active or unrestricted in their use, as in general lexical units, the semantic structure tends to be mostly ambiguous, and although they do not have the ability and features to be used freely in different modes of speech. , is a separate linguistic phenomenon with the ability to express several field concepts. This indicates the complexity of the interpretation and classification of terms, as well as the issue of participation in speech activities. In examining and evaluating the properties of the general lexical unit and the branch unit, of course, a systematic study of the relationship between the term and the general lexical unit on which it is based also plays an important role in the scientific interpretation of the matter.

In the Uzbek language termino-system, the separation of the terminological and general aspects of the sectoral unit related to geographical concepts is a very important factor in determining their linguistic value. The semantic structure of the geographical terms of the Uzbek language, which is the subject of research, and its linguistic interpretation clearly show a number of philological, sectoral tools and factors specific to the terms.

In Uzbek linguistics, a number of studies have been conducted on the features of the expression of the concept of geographical terms, the scope of meaning and scientific and technical functions, lexicographic descriptions and interpretations [1; 2; 3; 4; 7]. If the lexicographic interpretation and description in this regard is carried out from the point of view of general units and their specific (terminological, dialectal) uses, the lexicographic interpretation and description of terms becomes more perfect.

It is well known that the formation of terms as a result of specialization of the meaning of general lexical units is of paramount importance in order to clearly express certain concepts in certain branches of science, professions. In particular, this is the case in the system of Uzbek language terms that express geographical concepts. The number of general lexical units related to landforms plays a significant role in the formation of geographical terms: *mountain, hill, ridge, peak, ridge, hill, steppe, gorge, stream*, etc.

It can be said that most of the Uzbek geographical terms are based on the internal capabilities of the Uzbek language. From this it is clear that geographical lexemes, in particular, the development of the system of terms, sources of enrichment, semantic structure are closely related to the lexical units in general use.

Words that have long been used in the vernacular specialize in the expression of geographical concepts, and the formal-semantic change that occurs between the general lexical unit and the term when it acquires a terminological meaning can also be understood through their lexicographical interpretations. In particular, we observe what the relationship between the two system units in the general and terminological position of the top lexeme looks like.

In the Annotated Dictionary of the Uzbek Language, the top lexeme is explained as follows: “**TEPA1** - HILL is a high place above the ground; hill, height” [5, 76]. The terminological meaning of the lexeme is interpreted as follows: “A hill is a high place with dome-shaped top and sloping slopes. The relative height does not exceed 200 m” [7, 105].

The comments given are, of course, different and it is natural that this should be the case. Because in the general philological dictionary, words are interpreted from a general point of view, while its meaning as a lexeme expressing a sectoral concept is interpreted from the point of view of the field and it is included in the (description) scientific definition. After all, when comparing the descriptions, the sign “altitude above all else” is important in the interpretation of the *tepa-hill* lexeme in “Annotated dictionary of the Uzbek language”, and it is observed that it differs from the semantic “relative height should not exceed 200 m” in the terminological explanation. The common denominator of the two system units is the “height” semaphore contained in both lexemes. In separate systems, two *tepa-hill* words appear in different positions of the same lexeme, there is a correlation between their meanings, but when the *tepa-hill* meaning in the vernacular is transferred to a sectoral task through specialization, it arises to specialize in expressing the concept of the field.

The semantic structure of the *tepa* geographical term is “no more than 200 m” meaning a differential sema. The socially conditioned and terminological semantics of the observed peak lexeme form a paradigmatic relationship with the semantic “height” and create a mutually equivalent conflict on the basis of the semantics “clearly not limited” and “not exceeding 200 m”. When the meaning of the common unit acquires a terminological character, there is a narrowing in its semantic structure as a result of “specialization”, which is an important and decisive factor in the emergence of the term. Hence, it is expedient to consider the specialization of the sememe of the general lexical unit of the top type and the appearance of the defined product, as part of the source of formation and enrichment of the system of terms of a particular industry.

A similar situation can be observed between another geographical term and the other units that serve as its basis. In particular, the mountain is interpreted in the "Explanatory Dictionary of the Uzbek language" as follows: “**MOUNTAIN 1** is the part of the earth's surface that is raised individually or in series relative to the surrounding plain, hill, or other height, usually consisting of various rocky, solid bodies” [5, 163]. The mountain lexeme is interpreted as a geographical term as follows: “Mountains are areas of the Earth's crust that rise individually or in series in the form of ridges and ridges. It comes in different heights. Places with an absolute height of more than 600 m are usually called mountains” [7, 107]. The common unit is similar to the word “mountain” and “mountain” on the basis of the semantics “high part, place” and “higher than a plain or hill” and “higher than 600 m”. These similarities and differences are based on the interrelationships of these lexemes in the linguistic system. Although the general and terminological meanings of the mountain lexeme are different, they are common in terms of their relation to a single reality (object) in existence.

The lexeme *slope* is defined in the general philological dictionary as follows: “**slope** is a separate hilly land near the mountains, at the foot of the mountains” [6, 40]. In the Glossary of Geographical Terms, the lexeme *slope* means “slopes - desert and semi-desert hills at the foot of the Central Asian Mountains. The absolute height of the hills ranges from 400-500 m to 1000-1500 m” [7, 7].

Based on the two different interpretations of the *slope* lexeme given above, its semantics can also be given in two forms.

The composition of *slope*'s general consumption unit semaphore consists of semaphores such as “*general consumption*”, “*surface appearance*”, and “*height*”. The semantic structure of the term *slope* can be defined as follows: “*geographical*”, “*altitude*”, “*surface view*”, “*altitude from 400-500 m to 1000-1500 m*”, “*common in the desert and semi-desert zone*”. The commonality of the two separate system units is based on the sign “*high ground, height*” in the semantics; The semantics of “common height” in the common adjective *slope*, which represents the appearance of the earth's surface, and the semantics of the *slope* lexeme in the term position “altitude from 400-500 m to 1000-1500 m” are the basis for considering them as separate lexemes.

Among the geographical terms of the Uzbek language, there are also compound species: *high mountains*, *twisted mountains*, *lowlands*, *flat cliffs*, *medium mountains*. The compound geographical term consists mainly of adjectives of the adjective + noun type, the basis of their formation being general lexical units. Of course, while such a compound can be interpreted as a equestrian compound, substantiate the spiritual value of compound lexemes such as high mountains, twisted mountains, flat top, low ground without quality + horse type grammatical means based on the semantics of high, twisted, flat, low lexemes as an auxiliary component will be required. In particular, the semantics of the geographical lexeme of high mountains can be defined on the basis of the semantic relationship of high and mountainous parts as follows: “*mountains with a height of more than 2000 m*”. Also, the term high mountains is part of the sectoral lexicon on the basis of the semaphores “*clearly defined*”, “*above 2000 m*”, while in general usage it is based on the semaphore “generally high”.

The study of the relationship of geographical terms of the Uzbek language with the system of common units by comparing the semantic structure of units helps to determine the essence of the subject of research on the basis of correct and sound logic. The interrelationships between industry terms and general-purpose units, as well as the insufficient coverage of lexical-semantic phenomena, require special study.

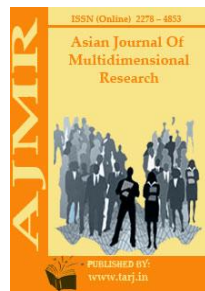
## CONCLUSION

In general, the mutual similarities and differences between the terms in the field lexicon and the common words on which they are based are manifested primarily on the basis of semantic structure, commonality and clarity in the interpretation of the concept. Accordingly, the question of the formal-semantic relationship between the common unit and the terms requires a special approach and analysis. The essence of the problem becomes clearer only if the component analysis of the semantic structure of geographical terms of the Uzbek language, description of the semantic nature of the term, separation of terminological signs, improvement of lexicographic interpretation and descriptions are provided, first of all, on the basis of general lexical system units.

The study of the semantic structure, properties, peculiarities of the sectoral use of terms on a scientific basis, the study also provides effective results in the study of issues related to the phenomena of poly-semanticity and homonymy recorded in the system of terms.

## REFERENCES

- [1] Hasanov H.H. (1964). *Glossary of Geographical Terms*. – Tashkent: Fan. (Ҳасанов Ҳ.Ҳ. География терминлари луғати. – Тошкент: Фан, 1964.)
- [2] Qoraev S.Q. et al. (1979). *Glossary of geographical terms and concepts*. – Tashkent: Okituvchi. – p. 156. (Қораев С.Қ. ва бошқ. Географик терминлар ва тушунчалар изоҳли луғати. – Тошкент: Ўқитувчи, 1979. – 156 б.)
- [3] Murzaev E. (1959). *Dictionary of folk geographic terms*. – Moscow: Mysl. – p. 633. (Мурзаев Э. Словарь народных географических терминов. – М. Мысль, 1959. – 633 с.)
- [4] Mirordiq Mirabdullaoglu. (1992). *Glossary of Geographical Terms*. – Tashkent: Fan. – p. 56. (Мирортиқ Мирабдулла ўғли. Жўғрофий атамалар луғати. – Тошкент: Фан, 1992. – 56 б.)
- [5] Annotated dictionary of the Uzbek language. Volume V. - Tashkent: National Encyclopedia of Uzbekistan, 2007. - Volume 4. – p. 66. (Ўзбек тилининг изоҳли луғати. V жилд. – Тошкент: Ўзбекистон миллий энциклопедияси, 2007. – 4-жилд. – Б. 66.)
- [6] Annotated dictionary of the Uzbek language. Volume V. – Tashkent: National Encyclopedia of Uzbekistan, 2006. - Volume 1. – p. 680. (Ўзбек тилининг изоҳли луғати. V жилд. – Тошкент: Ўзбекистон миллий энциклопедияси, 2006. – 1-жилд. – 680 б.)
- [7] Gulomov P. (1994). *An explanatory dictionary of geographical terms and concepts*. – Tashkent: Fan. – p. 115. (Ғуломов П. Жўғрофия атамалари ва тушунчалари изоҳли луғати. – Тошкент: Ўқитувчи, 1994. – 115 б.)

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00322.0**

## IMPROVING THE SPIRITUAL IMMUNOLOGICAL EDUCATION OF ACADEMIC LYCEUM STUDENTS SPECIFIC ISSUES

Kamalova H\*; Tuychieva H\*\*

<sup>1,2</sup>Teacher,Department of Biology, Ferghana State University  
UZBEKISTAN

### ABSTRACT

*In this article are considered the spiritual and immunological education of students and the ways to improve scientific and pedagogical recommendations. The article provides information on spiritual and immunological education, the factors that threaten national spirituality. The use of young people from the ideological complexities of the old system highlights the ideological gap and ways to protect foreign ideas from various attacks.*

**KEYWORDS:** *Spiritual Immunological Education, Ways Of Improvement, National Spirituality, Risk Factors, Ideological Gap, Meat Ideas, Scientific And Pedagogical Recommendations, Ways Of Protection.*

### INTRODUCTION

The essence of the radical reforms being carried out in the Republic of Uzbekistan is aimed at educating the younger generation as spiritually mature, intellectually gifted and well-rounded individuals. Therefore, today the reforms in the field of education are aimed at the implementation of the ideas of national ideology, which are reflected in every aspect of education.

Today, the spiritual education of students of the Academic Lyceum the problem and its solution have risen to the level of public policy. This is evident in many research programs, scientific, methodological and public works, which allow us to achieve promising results in inculcating our national ideology in the minds of young people. The Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021, approved by the Decree of the President of the Republic of Uzbekistan dated February 7, 2017, improves the system of state and society building, ensuring the rule of law and further reform of the judiciary is important in that it aims to provide an environment of tolerance. Priority 5 of the Action Strategy is entitled "Priorities in the field of security, interethnic harmony and religious tolerance, as well as well-thought-out and practical foreign policy".

This paragraph identifies important issues such as the constitutional order, sovereignty, territorial integrity of the Republic of Uzbekistan, ensuring information security and improving the system of information protection, timely and responsiveness to threats in the field of information, strengthening civil, interethnic and interfaith peace and harmony. , speech and appropriate resistance in his works of spiritual and ideological threats to our society, especially the youth expressing a number of current views on the impact on spirituality is coming.

In particular, the President said: "Religious extremism, terrorism, drug addiction, the deeper meaning and significance of these words becomes even clearer when we consider the growing threat of human trafficking, illegal migration, and various catastrophes called "mass culture". Today's rapidly changing world is opening up new great opportunities for humanity, young people, especially Academic lyceum students. At the same time, it also exposes them to various evil dangers that have not been seen before. Selfish forces are turning simple, ugly children against their parents, against their country, and taking their lives. "

ShavkatMirziyoyev writes about the need to raise the spiritual and enlightenment work with the youth to a new level. If we take into account the fact that today the whole world is fighting for the minds and hearts of young people, religious extremism, terrorism, drug addiction, "mass culture", the upbringing of our children, without weakening our work in the field of spiritual enlightenment on the contrary, we need to take them to a new level. "International terrorism, political extremism, drug aggression, AIDS, "popular culture and freedom", great nationalism, chauvinism and human trafficking are the main threats to human life today. We should not take it out. The dangerous side of these disasters is that they mostly act under a mask. In fact, their main goal will be to destroy our spiritual life

The main task that follows from this is to achieve the formation of individuals with strong national ideological immunity who can withstand such threats, threats, and any negative influences aimed at undermining spirituality.

This is also emphasized in the state programs. In particular, it states that "The establishment of a healthy lifestyle among young people, the implementation of comprehensive measures to protect them from alcoholism and drug addiction, various other deadly threats and religious and extremist influences, attacks on" popular culture.

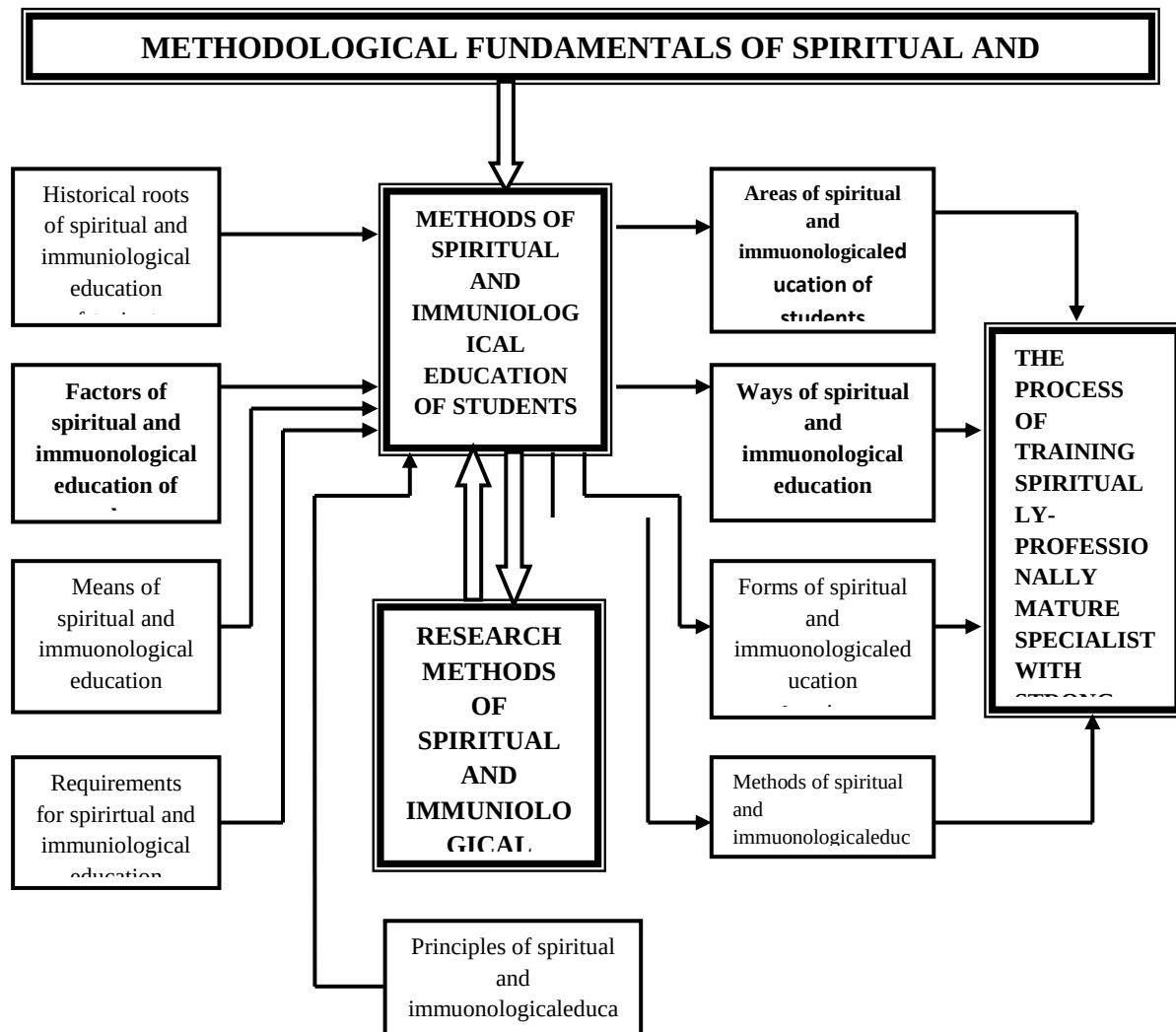
Thus, the period demands that the students of the Academic Lyceum redefine the essence and purpose of our work in order not to fall into the trap of such negative consequences, as the period is characterized by the introduction of the latest advances in technology in various spheres of life. At the same time, the fact that the exchange of information knows no boundaries and does not choose the time, attempts to disseminate various necessary and unnecessary information from the Global Network of the Internet require the modernization of work in this area. In modernization, attention is paid to the existence of laws, rules, criteria, principles and control over the development and practical use of multimedia technologies and software training and methodological complexes on the content of education.

This is stated in Article 4.10 of the National Program of Personnel Training, entitled "Creation of an integrated information space of the education system", "Modern information technologies", "Computerization and information support of the educational process on the basis of computer networks".



In this area, is the philosophical social, pedagogical-psychological, scientific-theoretical, scientific-practical study of foreign ideas and influences that negatively affect the minds of students of the Academic lyceum on the creation of innovative technologies of spiritual and immunological education, and on the basis of their results formation using has not been studied as a specific scientific research work. This once again confirms that the solution of the problem of improving the spiritual and immunological education of students of the Academic Lyceum with the help of information technology is a very pressing issue in this area.

In solving the problem from the didactic materials on the introduction of systematized data on the spiritual and immunological education of students of academic lyceums and the methodological basis of spiritual and immunological education in practical activities, the researcher is tasked to collect, memorize, analyze and transmit large amounts of data. The use of information and communication technologies in the search for solutions to these problems guarantees the possibility of turning pedagogical results into ashes. At the same time, with the help of information and communication technologies it is possible to achieve the integration of learning and information between the learner, the teacher and the means of information technology and its effective use in practice.



This will require the creation of special algorithms and a block of algorithms based on them. We have prepared an information support for the information and communication technology under consideration. It can be a solid information and educational support in the creation of a computer system of spiritual and immunological education of students of the Academic Lyceum.

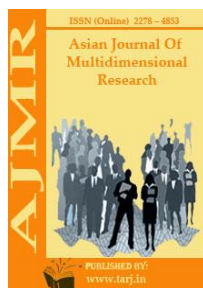
**Concluding the following from the above you can say:**

1. In the spiritual and immunological education of students of academic lyceums it is necessary to take into account the factors related to the prevention of various threats, always realizing that there are factors that threaten our national spirituality.
2. In substantiating the social necessity of spiritual and immunological education for students of academic lyceums, it is necessary to realize the noble goal of forming a harmoniously developed generation by focusing on the realization of the goals of the people, the inculcation of the basic ideas of our national ideology in the hearts and minds of young people. At the same time, firstly, it is necessary to pay full attention to the ideological expectations of the old system, secondly, to prevent ideological gaps, and thirdly, to protect young people from various attacks of foreign ideas.
3. The spiritual and moral education of the students of the academic lyceum has long been engaged in the spiritual and moral education of our people. The need to develop pedagogical technologies and the use of information and communication technologies, the need for a systematic approach to solving the problem of spiritual and immunological education of students of the academic lyceum. attention should be paid to the need to use professional computer simulators.
4. In order to protect the students of the academic lyceum from external negative influences, it is necessary to provide detailed information about the possible negative situations and their interrelationships and to systematize them in accordance with the research objectives.
5. The study of the methodological basis of spiritual and immunological education of students of academic lyceums, the promotion of national ideas and the effectiveness of spiritual and educational work showed that people and specialists-scientists should work to solve this problem with the following results: to create a fundamental basis for protection from foreign harmful influences, so that a harmoniously developed generation can be able to protect the next generation from foreign and harmful influences in the future; to study our national values that have been formed over the centuries; Creating effective advanced methods, universal didactic tools, advanced technologies and reliable and perfect mechanisms to combat the influence of foreign ideas on the hearts and minds of students of academic lyceums, loyal to the national mentality upbringing and so on
6. It will be necessary to prepare simple, clear and detailed information on the origin, purpose and impact of adverse effects that may threaten and invade our national security and their impact on the individual, family, community and state, and ultimately their degradation of humanity. At the same time, it is necessary to create a database on the spiritual and immunological education of students of the Academic Lyceum and take into account the fact that the information support of information and communication technologies is positive. pedagogical effect
7. The introduction of the developed information and communication technology in the spiritual and immunological education of students of the Academic lyceum requires work to take into

account the optimal options of education in the disciplines of pedagogy and the training of specialists who meet international standards.

## REFERENCES

1. Collection of legislative acts of the Republic of Uzbekistan, 2017, No. 6, Article 70
2. Mirziyoev Sh. The rule of law and the protection of human interests are the key to the development of the country and the well-being of the people. - Tashkent: "Uzbekistan", 2017.-5.23
3. Mirziyoev Sh. We see our great future together with our brave and noble people.- Tashkent "Uzbekistan", 2017. - B. 17
4. Resolution of the President of the Republic of Uzbekistan on the state program "Year of harmoniously developed generation" Tashkent, January 27, 2010
5. The role of pedagogical technologies in the teaching of the Uzbek language. The Uzbek language is permanent. Proceedings of the Eleventh Meeting. - Tashkent. -B.288.
6. Zunnunov A. Theory of pedagogy. - T.: "Aloqachi" publishing house, 2006, 163 pages.
7. Jonmatova O. Yusuf KhosHojib on education. T.: The Teacher, 1980. p.14
8. MirziyayevSh.M. Resolutely pursuing our path of national development, to a new level// Tashkent - 2017, "Uzbekistan", 593 p
9. MirziyoyevSh.M Opinions on "Education".
10. Kuronov M. National ideological education of youth - a technological issue // new pedagogical technologies in education: problems and solutions. - T.: 1999, 32-37 p
11. Farfieva, K. A. (2021). Theoretical Fundamentals of Scientific and Innovative Thinking In Adolescents. *The American Journal of Social Science and Education Innovations*, 3(04), 431-437.
12. Farfieva K. A. Social Media as a factor in formation of scientific thinking in youth. *European Journal of Research and Reflection in Educational Sciences*. Vol. 8 No. 10, 2020. – Pp. 52-56.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00356.6**

## AN EMPIRICAL WORK LIFE BALANCE STUDY ON CONTEXT OF WOMEN EMPLOYEES

Ms. N. Sheethal\*; Prof. J. Katyayani\*\*

\*Research Scholar,

\*\*Professor &amp; Research Supervisor,

Dept of Business Management

SPMVV

Tirupati, INDIA

Email id: sheethalmba@yahoo.com

### ABSTRACT

*Family-work conflict (FWC) and work-family conflict (WFC) are more likely to exert negative influences in the family domain, resulting in lower life satisfaction and greater internal conflict within the family. Studies have identified several variables that influence the level of WFC and FWC. Variables such as the size of family, the age of children, the work hours and the level of social support impact the experience of WFC and FWC. However, these variables have been conceptualized as antecedents of WFC and FWC; it is also important to consider the consequences these variables have on psychological distress and wellbeing of the working women. This paper attempts to identify key factors and challenges that feel overwhelmed to the female by continuous pressure derived from the high expectations of the job.*

**KEYWORDS:** *Work-Family Life Balance, Work-Life Conflict, Women Employee, Family, Career Etc*

### INTRODUCTION

Personal life and professional life are inter-connected and independent. Most of the working individuals are familiar with the difficulty of maintaining a balance between personal and work life. The concept of work-life balance is not a new thing, but with the changing pace of life and increase in stress levels and negatively affecting the quality of work, has made many organizations to think about the policies for maintaining a work-life balance. Work and family are essential life roles that ideally need to be harmonized, not viewed as competing or time and energy.

### **Why Work life Balance is important to women:**

Today's career women are continually challenged by the demands of full-time work and when the day is done at the office, they carry more of the responsibilities and commitments at home. women are working 40-45 hours per week and they are struggling to achieve work/life balance. Women report that their lives are a juggling act that includes multiple responsibilities at work, heavy meeting schedules, business trips, on top of managing the daily routine responsibilities of life and home. "Successfully achieving work/life balance will ultimately create a more satisfied workforce that contributes to productivity and success in the workplace."

### **NEED FOR THE STUDY**

This study helps building progress towards women employees goals and where it helps the superior to have a proper understanding about their subordinates also it helps to ensure organizational effectiveness through correcting the employee for standard and improved performance and suggesting the changes in employee work life balance. It provides information about the lifestyle ranks and it act as tool where it provides information this helps to counsel the subordinates. Work life balance of the women employees at work place facilitate fair and equitable satisfaction and balancing of work life based on performance, satisfaction benefits and rewards. The structured system of work life balance of People will not tend to judge the work balance of others, including co-workers informally, naturally, and arbitrarily. The human preference to judge can create serious motivational, ethical and legal problems in the work place without a structured work life balance system, there will be possible of ensuring that the judgment made will be lawful, fair, defensible and accurate. Thus proper work life balance system should exist on all organization for achieving the overall effectiveness in

Terms of both employee satisfaction.

### **Objective of the study**

The objective of this research is to study the work-life balance of working women. It has a major influence on keeping the symmetry between professional life and the personal life roles. The concept of work-life balance is very important for work and family life for betterment in both domains. The specific objectives of the study are as follows:

- To give an overview about work-life conflict, the perspective of women.
- To explore work life balance challenges faced by women in reality.
- To find out the reasons why work-life balance is needed for professional  
And personal life.
- To provide suggestions for making the balance between work and life.

### **LITERATURE REVIEW**

According to Karatepe and Uludag, (2007) WLB can be described as employees having The ability to fulfill both work and other responsibilities. Their definition is based on social Issues associated with individuals 'irrespective of marital, race or gender' to attain an Improved suit between paid work and personal life. The economic perspective was Described by Russell et al. (2009) as companies encouraging individuals to achieve balance

As a result of benefits they would gain such as high retention of staff which is referred to as The 'Business Case approach'. The main aim of the business case approach is that it results in a reduction in absenteeism of employees and also portrays the organization as a good employer.

### **Reasons why Women are more focused in Work – Life Balance issues:**

Women in general carry less physical and mental abilities compared to a man. However, with respect to Work Life Balance, Women and Men – both should balance their various roles. Being a woman itself poses a great challenge in a Male dominated society. They are not equally treated with men. As per the Indian traditions, Men are to work and Women are to take care of family, children and other house-hold activities. All these factors put a break in the growth of working women.

#### **Lack of education**

Women in India are lagging far behind in the field of education. Most of the Women are illiterates. Those who are educated are provided either less or inadequate education than their male counterpart partly due to early marriage and partly due to poverty. Thus, Women still remain in the dark and unaware of the development of new technology, new Methods of production, Governmental support etc.

#### **Finance problems**

If a woman wants to start any kind of business, the kind of financial support that she gets is no way related to what a man in such situation gets. Simply, that woman can't take much risk and much pressure on their shoulders.

#### **Low risk bearing capacity:**

The women in India are by nature shy, weak and mild. They cannot bear the amount risk which is essential for facing the problems in work area. Lack of education, training and financial support from outside also reduce their ability to bear the risk involved in work place.

#### **Tough Competition**

Women face a tough competition with men. Once women start climbing up the Hierarchical ladder of an organization, males in the below hierarchical group give tough Competition;

#### **Limited mobility**

Women find it difficult to travel often. Women mobility in India is highly limited and has become a problem due to traditional values.

#### **Multiple roles**

Working women have to play different roles in the society and need to adjust their mind set accordingly. She should fulfil all the roles with same energy and charm. The



Picture given below gives the idea on women's multiple roles in the society.

1. House keeping
2. Creative Employee/ Employer
3. Caretaker of dependants
4. Mother
5. Spouse
6. Daughter
7. Own/ personal health management
8. Social expectation duties
9. Risk taking innovator
10. Advisor for family decisions

### **Factors affecting work life balance**

#### **Burden of excessive work**

Working women are often confronted with tasks involving children, home, in-laws, parents and their social circle. To add to this they must also take up multiple roles in their personal lives. With the increasing demands on the job, working women have to spend long hours of work and sometimes even carry their work home. Therefore majority of them are burdened with excessive work in both their personal and work spaces. This is a contributing factor to work life imbalance and may lead to conflict.

#### **Interference of work with family life:**

Mostly work hours are not limited to 7 or 8 hours a day and the private sector employees spend 12-16 hours at work. This leaves them with very little time for family., there may be interference of work with family life due to long hours spent in completing official work.

#### **Fulfil others' expectations:**

Women are under pressure to fulfil other's expectations. As working women are constantly juggling between two full time jobs, taking multiple roles in both domains, there is a lot of work pressure resulting in work life conflict. While, there is a lot of expectation from family to fulfil social roles, organisation also expects them to perform effectively. Both domains expect the working women to do full justice to all their roles thereby exerting tremendous stress and strain. The above analysis suggests that in trying to fulfil others' expectations, working women are often left with very little space for themselves to pursue their personal interests.

#### **Longer work hours:**

Working women have to put in longer hours of work as they need to compete with their male counterparts in their work domain so as to remain in the race for advancement and promotions. In the Indian context, women remain the sole caretakers of children and older dependents which will entail longer hours of work at home thus jeopardizing their work life balance. It is observed that working women are left with hardly any time to pursue personal interests. No time for

oneself: This robbed them of precious time that could be constructively spent for their personal growth or spiritual pursuits.

#### **No time for oneself:**

Women have no time for themselves. they had to commute long distances everyday to work. This robbed them of precious time that could be constructively spent for their personal growth or spiritual pursuits.

### **CONSEQUENCES OF POOR WORK-LIFE BALANCE**

#### **High levels of stress and anxiety**

Working women not only have to manage the tasks involved in bearing and raising children but also have to deal with high levels of anxiety in having to compete in a man's world. Besides, they have to constantly juggle between the family and work preventing them from aspiring to progress in their career beyond a particular level. Some working women may choose to prioritize career over family. In such cases, they may experience frustration and guilt in compromising on the time to be spent with family. In either situation, working women are forced to make a difficult choice or compromise resulting in stress and anxiety thereby adversely affecting their health.

#### **Disharmony at home**

The consequence of poor work-life balance is disharmony at home. Indian societal norms prescribe that women must perform certain household chores whether they are employed or not. In case of working women, their work responsibilities may prevent them from conforming to societal norms causing displeasure among family members resulting in discord and disharmony at home. Unwillingness on the part of other family members to share work exerts pressure on the working women. Moreover, the tendency to belittle a working woman's career and conferring a higher status as the primary breadwinner's role for the man, results in the dumping of all household responsibilities upon the woman. This biased treatment of working women results in imbalance which could lead to frustration and disharmony at home.

#### **Job burnout:**

Often the working women are torn between the demands of their personal and professional lives. In the workspace, they need to compete with younger colleagues and keep themselves updated of developments in their areas of work. Beyond a point, it becomes very difficult for working women to cope with the pressures at work. Many of them are also affected by deteriorating health which further aggravates their problems both at work and at home.

#### **Inability to realize full potential**

: Most Indian women are not encouraged to prioritize career over family. Therefore quite often they forsake their chances for career advancement in the early stages of their Work lives. In the process, they lose many opportunities and by the time they are in a position to accept greater responsibilities, no such position may be available. Moreover assignments of repetitive and monotonous nature assigned to women also inhibit their creativity and prevents them from realizing their full potential. This builds frustration and resentment among working women which impacts their various roles causing imbalance. Thus it may be inferred that poor work-life balance inhibits ability of working women to realize their full potential. As women play multiple roles, very often, the roles overlap preventing them from delineating their workspace from family

space. The working women therefore, make compromises in one or the other space in order, to manage situations momentarily. Therefore, they are unable to realize their full potential in both domains.

### **Responsibility of employer:**

- Many companies recognise the risk of employee burn out and have launched various initiatives to improve the quality of work life and encourage a healthy work-life balance. This includes wellness programs for stress management like yoga and fitness programs, gym membership package.
- Flexibility in terms of timings can be of immense value. There may be someone who has personal responsibilities during the morning hours and wishes to start his/her day an hour or two late and doesn't mind putting in extra hours after office to compensate for it; if the employer agrees to such an arrangement, it can be a great value addition.
- Another form of workplace flexibility is being able to work from home at times. This would also be appreciated by someone desperately in need of time to spend with an ailing parent or a young child.
- An employee may be required to take a conference call at 6 pm which would perhaps go on till 9 pm. If she is able to leave early and reach home before 6 pm to take the call, it would surely give that person some breathing space once the call is over.
- Maintaining a collaborative and supportive environment as opposed to an overly aggressive or competitive one can make a huge difference in reducing insecurity among employees.
- If a healthy work environment is maintained, the bond that the employee shares with the employer is strengthened resulting in better performance, increased focus, job satisfaction and long-term commitment on part of the employee. All this results in a better turnover for the employer.

### **WAYS OF IMPROVING WORKLIFE BALANCE**

1. Flex the time Flex-time arrangements are a broad category of work-life balance options that focus on the element of time: days, hours, start time and end time of the work. It includes:

- Alternative work schedules Employees work a full day but can vary the start and end of the workday within defined guidelines.
- Compressed workweek Employees work the full number of hours in their regularity scheduled workweek or cycle, but these hours are compressed into fewer days. For examples, an employee adding a certain number of minutes to each workday receives every third Friday off.
- Voluntary part-time/reduced hours Voluntary part-time or reduced hours means employees choose to work less than full-time on a company's regular payroll. These arrangements may be temporary or permanent or may be set to accommodate the personal needs of employees
- Phased-in retirement Individuals retire gradually by reducing their hours over a period of time, often years, prior to retirement. The benefit is usually reserved for long service employees and is being negotiated in an increasing number of collective agreements. Plans can take many forms, including company paid, employee-paid or partial pension options.

**Other ways**

- Management and employees could be educated about the importance of work-life balance, the benefits provided by work-life balance policies and the role of workplace culture in inhibiting individual's usage of policies.
- Discussions between management and staff may increase understanding of mutual expectations and develop solutions to work-life balance issues for employees.
- Discussions between team members on how they can help each other with work-life balance should be encouraged. Communication within the workplace may increase understanding of work-life balance issues employees are dealing with on a daily basis.
- The organization should encourage employees across all levels of the organisation, including managerial staff, to access work-life balance policies.
- Managers could be encouraged to act as role models for employees by using the policies themselves. Active support by managers is necessary to change the workplace culture.
- Flexible use of time is an important element in creating a work-life balance. This does not mean working less, but giving employees more control over when and where they complete their work.
- Employers should judge employee's performance on their output, rather than the number of hours they spend at work. This is rewarding employees for performance, not face time.

**BENEFITS OF WORK-LIFE BALANCE**

- Being able to effectively manage multiple responsibilities at home, work and in the community without guilt or regret.
- Being able to work in flexible ways so that earning an income and managing family/other commitments become easier.

Being part of a supportive workplace that values and trusts staff. People want to be able to have

- a good quality of life
- an enjoyable work life and career progression
- training and development
- good health
- affordable childcare or eldercare
- further education
- more money

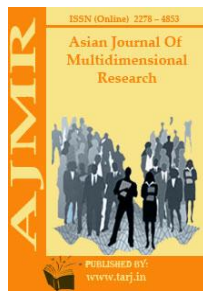
- time to travel
- time with friends and family
- time to do sports and hobbies
- time to do voluntary work

## CONCLUSION

Conclusion for working women, getting caught in the work/life balance trap will continue to be an ongoing challenge. Careful planning and personal effort is the advice from those who have found balance in both career and home life. Work-life balance is a person's control over the conditions in their workplace. It is accomplished when an individual feels dually satisfied about their personal life and their paid occupation. It mutually benefits the individual, business and society when a person's personal life is balanced with his or her own job. The work-life balance strategy offers a variety of means to reduce stress levels and increase job satisfaction in the employee while enhancing business benefits for the employer. In our increasingly hectic world, the work-life strategy seeks to find a balance between work and play. A sentence that brings the idea of work life balance to the point is: "Work to live. Don't live to work."

## REFERENCES

1. Achanta, Raja (2004). The Work- life Balance. HRM Review March 2004, The ICFAI University Press.
2. Champoux, Joseph E. (1978). Perceptions of work and non work – A Re-examination of the compensatory and spill over models. Sociology of work and occupations, November,1978.
3. Duxbury, Linda-Elizabeth and Higgins, Cristopher Alan (1991) Gender differences in work family conflicts. Journal of Applied Psychology, 76.
4. Frone, Michael R, Russell, Marcia; Cooper Lynne M. (1992). Antecedents and outcomes of work-family conflict: Testing a model of the work-family interface. Journal of Applied Psychology Vol.77 No.1.
5. Frone, Michael R.; Russel, Maria; Cooper, Lynne.M (1992). Prevalence of work-family conflict: Are work and family boundaries asymmetrically permeable. Journal of organisational Behaviour, Vol.13.
6. Grice, M.M.; McGovern, P.M.; Alexander, B.H.; Ukestad.L; Hellerstedt, W.(2011). Balancing work and family after childbirth: A Longitudinal Analysis. Women's Health Issues, Vol.21 No.1.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00291.3**

## ARTISTIC AND COMPOSITIONAL FEATURES OF HARVEST SONGS

Laylo Omonovna Turaeva\*

\*Teacher,  
Department of “Uzbek Language and Literature”,  
Bukhara State University  
UZBEKISTAN

### ABSTRACT

*In the Uzbek folklore, harvest songs are distinguished by their unique artistic and poetic composition. They have acquired a certain artistic composition as a product of poetic thinking. Harvest songs are mainly composed of independent verses, logically combined on the same theme, and performed in conjunction with each other, either individually or in groups, depending on the strength of the harvesters.*

**KEYWORDS:** Harvest Songs, Artistic Structure, Composition, Hija, Finger Weight, Rhyme, Refrain, Refrain, Standing, Musical Melody, Motif, Art, Poetic Art.

### INTRODUCTION

The article describes the harvest songs and their artistic analysis, rhyming, artistic structure and research on the artistic expression of poetic arts in them.

The artistic structure of the harvest songs, which interpret the socio-cultural lifestyle, worldview, moods, dreams and aspirations of Uzbek reaper farmers with a unique artistic charm, consists of the motives of praising the reaper as a means of reaping, singing the fruits of peasant labor.

### THE MAIN FINDINGS AND RESULTS

Harvest songs are mainly composed of independent verses, logically combined on the same theme, and performed in conjunction with each other, either individually or in groups, depending on the strength of the harvesters.

The fact that harvest songs are built on a more rhythmic-syntactic and intonational basis is an important compositional feature for their art. The composition of some harvest songs, on the other hand, is notable for being built in the form of dialogue. Such harvest songs include barley, wheat, turnips, and mosh, which are logically united by the refrain of “aren’t you full,” “are you filled up,” or “are you overflowing, black river.” It is observed that this series of songs, sung in the form of a dialogue between the reapers, is usually composed in the weight of 8 syllables:



*Bug'doyaytar / olashomon, 4+4=8*

*To'ylargako'p / yarashomon. 4+4=8*

*O'qlovlarga / yarashoman, 4+4=8*

*To'lmadingmi, / qoradaryo? 4+4=8*

Wheat says / olashomon, 4 + 4 = 8

Full of weddings/ yarashomon. 4 + 4 = 8

To the shots / yarashomon, 4 + 4 = 8

Aren't you full, / black river? 4 + 4 = 8

The rhyme of this song is in the form of *a-a-b-a*, and its fourth verse serves as a refrain or refrain. He logically connected the songs sung from the language of field crops such as barley, turnip, beans, and united them within a certain category.

In general, the verses, images, and artistic means in the songs of the harvest are combined and placed in a poetic order that serves a specific ideological purpose. Their harmony creates a poetic rhythm, a melody. Harvest songs are quick and easy to remember because they are created in a simple form, with a playful weight. They are mainly formed at a finger weight of 5-8 syllables and are observed to rhyme in the form *a-a-a-a*, *a-a-b-b*, *a-a-b-a*. Such a light tone, in keeping with the rhythm of labor during the harvest, made it easy to sing. It is understood that the weight and rhyme of the harvest songs stem from the nature of the farmer's work rhythm.

It should also be noted that although the number of syllables in some verses of the harvest songs is 8 syllables, the number of syllables in the stanzas varies. In such cases, a rhythmic vibration occurs in the melody of the song. The first and fourth verses of the song are the same because they are in the 4 + 4 form, and the second and third verses are in the same form because they are in the 3 + 5 form.

Since the sickle is one of the main tools of the peasants, in the harvest songs the sickle is artistically described as a leading image with various descriptions and analogies:

*O'rog'imolmos,*

*O'rimdanqolmas,*

*Sira ham tolmas,*

*O'rmasambo'lmas, [1, p.214] –*

My sickle is sharp,

Will not leave without harvest,

Never stops,

Can't help harvesting, –

In the harvest songs, the sickle is described as "sharp" and it is said that it must be sharp and incisive. The adjective "swift" serves to emphasize that the sickle is a light and compact hand tool; the word "haqqon" (true) serves to exaggerate the fact that the sickle pulls the heads of wheat. The fact that the first, second, and fourth verses of the above song began with the repetition of the same "o" sound created the art of alliteration. The rhyme is reminiscent of

duality, or masnavi rhyme. Words such as sickle, sickle, harvest, which begin with the sound "o" in the harvest songs, are actively used and are often heard, and this series is seen as a linguistic-poetic sign of lyrical utterances.

Because the harvest is based on manual labor, the songs associated with it often describe strong and energetic wrists from the farmer's tongue, and the thin and fragile hands are contrasted with them as they quickly become tired during the harvesting process because the labor of a weary hand is not productive. It is natural for his hands to swell and get tired as the farmer holds the sickle and reaps the harvest. But the hand of the reaper must be very strong and agile. A nimble hand sickle can be used well and for a long time. Therefore, it is possible to observe that in the harvest songs a special place is given to the description of the image of the hand, its agility, hard work:

*O'rog'imchaqqon,*  
*Sen Mengayoqqan.*  
*Qo'llarimchaqqon,*  
*Mehnatdaboqqan.*  
 My sickle is quick,  
 You liked me.  
 My hands are quick,  
 Plunging into hard work.

In this song, several sentences are pronounced in the same tone. Such similarity in tone is called rhythmic-syntactic parallelism. This harvest song is staggered in a 3 + 2 form and is created at a 5-inch finger weight. Its rhyming system has *a-a-a-a* form, or a smooth musical rhyme. This is one of the important signs for stabilization and rhyming.

Harvest songs are distinguished not only by the world of images, but also by their unique art. One of the most widely used arts in harvest songs is metonymy. For example, in the songs beginning with "Barley says", "Wheat says", the image of barley and wheat is a metonymy in terms of its secret expression of the image of a poor farmer and its connection with his life.

Another art form that is widely used in harvest songs is animation. For example, it is observed that the sickle is described as a living movement, like a human being. Such animations, however, did not appear by chance. Their origin is based on the deification of the reaper's tool, his appreciation of it as a magical object.

The art of appeal also plays a leading role in the harvest songs:

*G'ujmoqibug'doy*  
*Donginangto'q-ay.*  
*To'pbo'lo'raylik,*  
*Ho'pdako'raylik.*  
 Buckweat  
 The grain is nutrient.

Be a ball and we shall play,

Okay, let's see.

It is observed that in this harvest song such artistic arts as quality, animation, and appeal are lined up. The combination of “buckwheat” represents quality and the phrase “be a ball” represents appeal and animation because it encourages the movement of wheat to “be a ball.” The ancients imagined wheat to be alive. Traces of these notions are vividly observed in the example of such harvest songs sung in reference to wheat. In them, wheat is embodied alive. The ancients, who imagined wheat to be alive, performed rituals during the process of harvesting it. They understood wheat harvesting as a form of beheading and condemning to death. It was thought that when the head was removed from the husk and made into flour, it would be resurrected when the bread was baked. Therefore, the wheat was harvested carefully, without shedding. Special attention was paid to the fact that the sickle, the sickle, was as sharp and sharp as a diamond, so as “beheaded” wheat do not suffer. Otherwise the wheat was thought to suffer.

## CONCLUSION

In conclusion, the harvest songs are distinguished by their unique artistic and poetic composition. They have acquired a certain artistic composition as a product of poetic thinking.

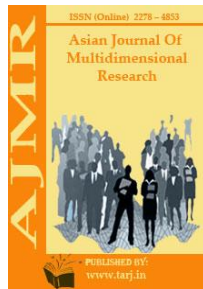
## REFERENCES

- [1]Alaviya M. (1959). *Uzbek folk songs*. - Tashkent: Publishing House of the Academy of Sciences of the USSR, – p. 315.
- [2]Alaviya M. (1974) *Uzbek folk ceremonial songs*. - Tashkent: Fan, – p. 222.
- [3]Imomov K., Mirzaev.T, Sarimsoqov B., Safarov.O. (1990). *Oral poetry of the Uzbek people*. Textbook. - Tashkent: Teacher, – p.304.
- [4]Sarimsoqov B. (1998). *Labor songs related to farming. Essays on Uzbek folklore*. 3 volumes. Vol. 1, - Tashkent: Fan.
- [5]Safarov O., Imomov K. Boychechak. (1984). *Uzbek folk art. Many roofs. Children's folklore. Work songs*. - Tashkent: Literature and Art Publishing House.
- [6]Sarimsoqov B. (1986). *Uzbek ceremonial folklore*. – Tashkent: Fan.
- [7] The song that landed the swallow. Work songs. Collected and prepared for publication by K. Ochilov. – Samarkand: Zarafshan, 1997.
- [8]Ochilov K. (1972). *About Sogim songs // Uzbek language and literature*, Issue 2, pp. 72-74.
- [9]Mirhaydarov H. (1972). *The role of rhyme in creating a lyrical lion composition*. // “Uzbek language and literature” magazine, Issue 4, pp. 51-55.
- [10]Musaqulov A. (1995) *Historical bases and art of Uzbek folk lyrics.DDA*. – Tashkent.
- [11]KamolovJamol(1973). *Composition in lyrical poetry*. // “Uzbek language and literature” magazine, Issue 3, p. 27.
- [12]Yoqubbekova M. (2005). *Linguistic features of Uzbek folk songs*. – Tashkent: Fan.
- [13]*Myths and legends*. Prepared for publication: M. Murodov, M. Shaykhova. - Tashkent: Young Guard, 1990, – p.128.

- [14] *Songs equal to centuries*. (A collection of songs about our traditions and ceremonies). Compilers: J.Eshonkulov, I.Abdurahmonov.
- [15] Turaeva U. R. (2020). *The Scientific Value of Research on Mirmukhsin Fikriy* // “The American Journal of Social Science and Education Innovations”. – Tashkent: 2, - №. 08. - C. 583-589.
- [16] Rajabova R. Z. (2020). *A LITERARY RIDDLE FROM A FOLK RIDDLE* // European Scientific Conference. – pp. 139-141.
- [17] Darmon U., Rano R., Dilshod R. The Stylization of Prose Tales in Uzbek Children’s Literature // *Religación*. – Tashkent: 4. – pp. 170-174.
- [18] Murodov G. N., Shamsiddinova S. B. (2020). *ENKIDU AND KORAJON-SYMBOL OF FRIENDSHIP* // European Scientific Conference. – pp. 189-191.
- [19] Murodov G., Saidova R. (2017) *Interpretation of terms and their analysis* // *Young scientist*. – №. 13. – pp. 703-705.
- [20] Vohidov R., Eshankulov H. (2006) *History of Uzbek classical literature*.
- [21] ESHONKULOV H. (2018). *ALİ ŞİİR NEVAİ GAZALLERİNDEKİ SIR TUTMAKLA İLGİLİ DÜŞÜNCELERİN İRFANİ ANLAMLARI HUSUSUNDA* // *Electronic Turkish Studies*, – Tashkent: 13. – №. 28.
- [22] Axmedova S. (2021) *THE ROLE OF THE JADID PRESS IN THE FORMATION OF UZBEK LITERARY CRITICISM* // Conference. – 2021.
- [23] Davronova S. (2016) *EASTERN AND WESTERN LITERARY TRADITION IN THE MODERN UZBEK NOVELS* // *World science*. – Tashkent: 4. – №. 5(9).
- [24] Qodirova N. S. (2018) *SOME CHARACTERISTIC FEATURES, SKILLS AND STYLE OF THE LITERARY CRITIC* // *Web of Scholar*. – Tashkent: 5. – №. 2. – pp. 32-35.
- [25] Urakova N. (2019). *The style of the writer in modern Uzbek poems* // *International scientific review*. – No. 1(41).
- [26] Urolova N. (2019) *GENRE RESEARCH IN UZBEK POEMS OF RECENT TIMES* // *Theoretical & Applied Science*. – №. 8. – pp. 57-59.
- [27] Safarova H. (2020). “HAPPINESS IS THE FLAG LANGUAGE, FROM HAPPINESS I AM ALSO A TONGUE!”... ON THE EXAMPLE OF THE WORK OF THE POET SAMANDAR VOHIDOV // Conference.
- [28] Baqoevna R. M., Oxunjonovna S. H., Qodirovna A. Z. (2021) *ANALYTICAL AND SYNTHESIZED FOLKLORISM IN NAVOI’S WORK* // *Journal of Contemporary Issues in Business and Government*. – Tashkent: 27. – №. 2. – pp. 1626-1633.
- [29] Jurayevna B. N. *A WORTHY RESPONSE TO HAFIZ’S GHAZAL* // *SCIENTIFIC REPORTS OF BUKHARA STATE UNIVERSITY*. – p. 227.
- [30] Jurayevna B. N., Kiyomiddinova C. M. *LIFE AND LITERARY HERITAGE OF ABDURAHMON TAMKIN BUKHARI* // *SCIENTIFIC REPORTS OF BUKHARA STATE UNIVERSITY*. – p. 159.

**[31]**Jurayevna B. N. (2019). *Potential of language and artistic art* //POLISH SCIENCE JOURNAL. – p. 63.

**[32]**Amonova Z. (2020) *CONFLICT INTERPRETATION IN CLASSICAL LITERATURE* //Конференции.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI: 10.5958/2278-4853.2021.00300.1**

## CONSTRUCTION OF "BIBIKHONIM JOME MOSQUE" BY AMIR TEMUR AND ARCHITECTURAL SOLUTION OF THE MOSQUE

**Maftuna Alisher qizi Khasanova\***

\*Teacher,

Department of "Design", the National Institute  
Fine Arts and Design named after Kamoliddin Behzod,  
UZBEKISTAN

### ABSTRACT

*This article is devoted to the architecture and compositional solution of the Bibi Khanum Mosque, built by Amir Temur for his beloved wife. The names of the masters and architects who built the mosque by the decree of Amir Temur are unknown. The location of the building was chosen by Amir Temur on May 10, 1399. The courtyard of the architectural ensemble is a building with a main mosque to the west and small mosques to the north and south. The Bibikhanum Mosque, a masterpiece of art built by Sahibkiran, is a classic example of Central Asian architecture and a monumental architectural structure.*

**KEYWORDS:** Architecture, Roof, Porch, Decoration, Architect, Corner, Foundation, Mosque, Courtyard, Bibikhanim, Amir Temur, Wall, Dome, Pattern, Tile, Muqarnas, Madrasa.

### INTRODUCTION

In the XIV-XV centuries in Movoraunnahr, having a prosperous capital on the basis of the Timurids, powerful states came. Large-scale construction works are in full swing in Samarkand. It embodied the architectural experience and folk traditions of the peoples of the East. Amir Temur built the fortress of his kingdom - the Ark Fortress, unique and beautiful buildings [2].

These buildings, popularly known as Koksaroy and Bostonsaray, are considered to be the splendor of the city. Inside the city arch there is a mosque, a huge library, royal houses, the treasury and throne of Amir Temur, a dungeon with armory workshops, bathrooms, surrounded by thick and high walls. There was a treatment until then [1].

The Bibi Khanum Mosque, built by Amir Temur after his beloved wife, is one of the largest in Central Asia [2].



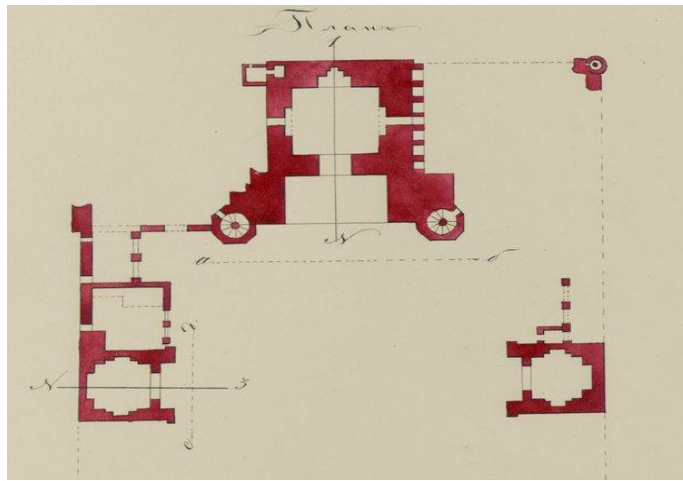


**Figure 1 A partial plan of the Bibikhanum mosque [3]**

According to Giyosiddin Ali Yazdi, a historian who lived in Amir Temur's residence, on May 10, 1399, Amir Temur chose the best place for the mosque in the capital. Well-known masters and architects designed this huge building and at the happiest moment began to lay its foundation [2].

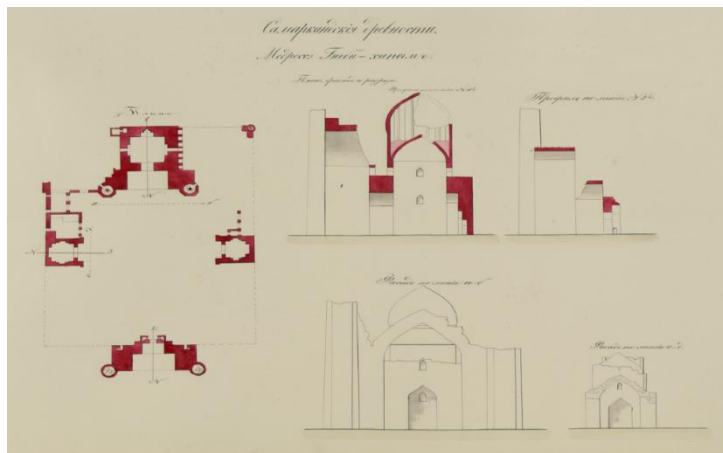


**Figure 2 General plan of Bibihanim mosque [3]**

The courtyard of the mosque is 63.8 x 76.0 m and is surrounded on four sides by arches and roofs. It has a total area of 167x109 m and high towers at the corners. Destroyed by earthquakes, only the lower part of the northwestern tower survived, with a height of 18.2 m. The foundation is made of rock and the walls are made of brick, the thickness is 4.5 m[2]. There are 6 interconnected architectural parts of the mosque. These are a building with an altar and a high roof in the courtyard, a small copy of it on either side, a split roof of the mosque at the base, and a minaret on the northwest side. Previously, these sections were combined with three rows of white marble columns, light arched awnings, and 400 domes on top of them. The 480 columns are 3.5 m apart and have a base, the body is carved, and the top is decorated with head muqarnas (they are buried in the ground, and archeological excavations have revealed a muqarnas column consisting of columns, bases and small bowls)[4].

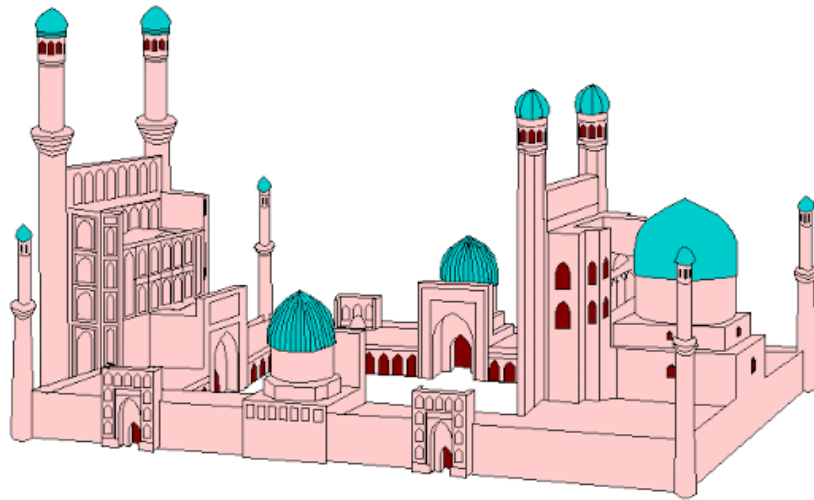


**Figure 3 General view of Bibi Khanum Mosque [2]**

On either side of the courtyard are four-story gates with external gates. The courtyard of the mosque is paved with marble slabs. In the middle of the courtyard was a huge marble slab (a special chair for reciting the Qur'an) that originally stood inside the main building. In 1875, it was moved to the middle of the courtyard, fearing the collapse of the great dome. The plate, decorated with elegant borders, muqarnas, plant motifs and inscriptions, was made in the middle of the 15th century by order of Ulugbek, the grandson of Amir Temur [5]. It is inscribed with the words:

The upper part of the roof at the entrance to the mosque collapsed during the 1897 earthquake (the rest was 33 m high and 46 m wide). The roof is majestic with an 18.8 m wide arch in the middle. The towers on the sides are high above the roof. On the inside of the roof is a smaller second arch. It had a carved marble-framed gate. The year of construction of the mosque and the tree of Amir Temur are written on the plate above it [6].

### MAIN PART

In the 1897 earthquake, a large roof collapsed. The double-layered gate was made of seven different metal alloys - "weekly jush", but later disappeared. There were two spiral staircases on the side wings of the roof. He went up the stairs to the arched platform and from there to the tower. The wide surface of the roof is decorated with glittering tiles, colorful, shield-shaped patterns. The surviving part of the roof cracked and was separated from the wall [2].

His main altar building of the mosque gives a complete picture of the architectural style of Amir Temur's time. It is no coincidence that Sharafiddin Ali Yazdi said, "If it were not for the dome of the sky, the dome of the mosque would be the only one in the world." The main building has a roof in front, an arch in the center and two polygonal towers in the corners. The room behind the roof is a simple but powerful set of hand-shaped figures consisting of a cubic prism, a pedestal and a dome that fall on the octagonal part of the room [1].

The cubic prism is the main dimension of the building, with sides of 14.6 m. above it is an 8-sided prism consisting of arches running along the walls of the room. At the circular base of the dome is attached a pedestal. The surface of the dome is covered with verses from the Qur'an, and

the remains are covered with a dome decorated with turquoise tiles. Its entrances are covered with colorful tiles, such as the main roof, ceramic bricks are laid, glazed bricks are stacked vertically. The main patterns are made of clear, lavish bricks, the space between which is filled with blue bricks and white stones [7].

Simple handicrafts and intricate inscriptions, such as ivy, form an integral part of the building's decoration. The level of the high towers of the altar building is divided into small rectangular views. Hand-painted shapes and Islamic patterns adorned the displays in a variety of colors. They are made in the style of tile. The surface of the roof wall is covered with cross-section tiles. Each piece of tile decoration, flower stalks, cups, stems, buds and leaves are cut separately from a piece of special floor tiles, and the pottery is placed on top of each other without leaving any gaps[8].

These tiles, especially the blue ones, shine like clear glass. Although the two small buildings next to the mosque are mostly small replicas of the altar room, they are distinguished by the simplicity of the patterns and the elegance of the dome. The interior of the mosque is decorated with gold embossed patterns. The mosque is decorated with multi-faceted stars, three-tiered inscriptions with small muqarnas, and white stone frames [6].

When Sahibkiran returned from his trip to India, by his decree, the construction of the Mosque (the mosque named after Bibikhanim) began. Although Timur was personally interested in the construction of the mosque and was busy with the fighting, he did not ignore it. The mosque will be completed on time. But Sahibkiran was on a journey at that time. At the same time, the Mosque, built by Timur's beloved, husband and eldest wife Saraymulkhanim (Bibikhanim), began the construction of an attractive and magnificent madrasah near the mosque. According to Ibn Arabshah, the builders raised the gates and walls of the madrasa higher than the mosque. As a result, the foundation of the Madrasa is stronger than the foundation of the Mosque, and it is taller than the Ballad [4].

## RESULTS AND DISCUSSIONS

When Timur returned from a military expedition in the autumn of 1404, looking at the Madrasa and the Mosque, he saw that the roof of the mosque was narrow and low compared to the madrasa. He became furious and ordered the mosque to be demolished and rebuilt [11]. Hodja Mahmud Dawud will be interrogated and punished for failing to expand and raise the school. The mosque will be widened and the roof will be raised. Amir Timur will personally oversee the renovation work. The mosque is one of the most luxurious and beautiful monuments in Samarkand [9].

It is distinguished from other buildings by its 480 carved marble pillars, the huge porch of the gatekeeper, the huge dome of the mosque, the majesty of the roof, and its charming, quiet, and beautiful beauty that shines in different colors in the sunlight [10].

Ibn Arabshah testified that his contemporaries, amazed at the majesty of the mosque, proudly proclaimed, "Our monuments tell generations who we are."

In 1868, during the siege of Samarkand by Tsarist Russian troops, the Bibi-Khanum mosque was destroyed by artillery fire [5].



**Figure 4 A ruined view of the Bibi Khanum Mosque [3]**

Even though it is in ruins, the mosque's architectural forms have attracted attention with their elegance and elegance. Its colorful patterns reflect the delicate taste and high skill of the folk masters of that time[7].



**Figure 5 General layout of Bibi Khanum Mosque [4]**





**Figure 6 Renovated front view of Bibi Khanum Mosque**



**Figure 7 Renovated side view of Bibi Khanum Mosque**

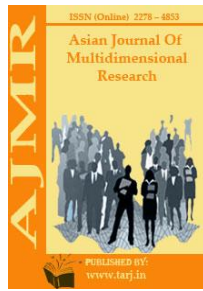
## CONCLUSION

In short, after gaining independence, one of the main issues in the cultural and spiritual life of the republic has become a deep study of the history of our country, our people, its scientific study, the restoration of ancient sources in an objective manner, revealing the roots of statehood. In the true coverage of our history, special attention was paid to the reconstruction, repair and reconstruction of monuments, monuments and buildings in our ancient cities, which are associated with the creative activity of our people. These cultural riches are the original sources, living witnesses, scientific foundations of our history. In particular, the Bibikhanum Mosque was rebuilt in a modern way during the years of independence. Exterior and interior art composition solutions of the mosque building have been found and perfected.

**REFERENCES**

1. Berdimurodov A. Gardens of Amir Temur in Samarkand. "Turkiston" November 17-21, 1992.
2. Ibn Arabshoh. History of Amir Temur. 2 books pp. 82-83
3. Ahmedov B. Ulugbek (essay). Tashkent, 1989, 109 pages
4. O'zME. The first volume. Tashkent, 2000
5. Zohidov P., Architectural laughter of the Temur period, T., 1996.
6. Sultonov O'.A. Tashkent mosques of the XIX century // The contribution of Uzbekistan to Islamic civilization. - T., 2007.
7. Samarkand State Museum-Reserve - TEXT OF EXCURSION ON HISTORICAL MONUMENTS AND MUSEUMS OF SAMARKAND, 2010.
8. Makhmudova M. MESH BEARING STRUCTURES VG SHUKHOVA IN MODERN ARCHITECTURE OF THE 21ST CENTURY // Problems of architecture and construction. - 2018. - T. 1. - No. 3. - S. 36-39.
9. Makhmudova M.T. Theory and methodology of design. Tashkent. "LESSON PRESS", 2019
10. Xasanova.M.A.FORMATION AND CONCEPT OF INTERMANUAL CULTURAL HERITAGE POSSIBILITIES OF USING THEM // Compilation of articles INNOVATIVE PROCESSES IN ART EDUCATION: DEVELOPMENT STRATEGIES, THEORY AND PRACTICE International Scientific-Practical Online Conference1.Tashkent, 2021. Pp 332-334.
11. Latifovich T.A. Large-span structures and architectural form // ACADEMIC: INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL. - 2021. - T. 11. - No. 1. - S. 397-401.
12. Kamalova F. K. Q. ARXITEKTURA VA INTERYER MAKETINI YASASHDA XOM-ASHYO VA MATERIALLARNING ORNI //Scientific progress. – 2021. – T. 1. – №. 5.
13. Кызы Султанова М.Ф. Роль турбаз в развитии туризма в Узбекистане // МЕЖДУНАРОДНЫЕ НАУЧНЫЕ И ИССЛЕДОВАТЕЛЬСКИЕ КОНФЕРЕНЦИИ. - 2021. - С. 1-5.
14. Isakova Mukaddas Badirovna & Rasulova Azizakhon Alisher kizi. (2021). the specificities of creating and developing modern campuses. *International Journal on Orange Technologies*, 3(3), 318-323. <https://doi.org/10.31149/ijot.v3i3.1551>



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI: 10.5958/2278-4853.2021.00299.8**

## A MASTERPIECE OF THE AVANT-GARDE ERA IN RUSSIA – MELNIKOV'S HOUSE

**Malika Takhirovna Makhmudova\***

\*Associate Professor,  
Department of "Design", the National Institute  
Fine Arts and Design named after Kamoliddin Behzod,  
UZBEKISTAN

### ABSTRACT

*Examining the content of the article, the article provides information about the original architectural and artistic image of the masterpiece of the twentieth century while Russian architecture achieved significant success in the 1920s and 1930s the leading figure of Russian (Soviet) constructivism - the Melnikov House, who before moved on to designing very topical buildings of a new, partly revolutionary type and purpose - workers' clubs began with the construction of Russian pavilions at International Exhibitions in the style of traditional wooden architecture, thanks to which he gained international fame. Six out of ten projects of workers' clubs implemented in Moscow and the region belong to Melnikov.*

**KEYWORDS:** Architecture, K.S. Melnikov, Constructivism, Style. Constructions, Interior, Clubs, Melnikov's House.

### INTRODUCTION

Russian architecture achieved significant success in the 1920s and 1930s. XX century..During these years, architectural constructivism arose on the territory of modern Russia (Frampton K. 1990). The progenitors of this trend in architecture can be considered the Eiffel Tower (1889, Paris, France) and the Crystal Palace (1851, London, Great Britain) [1].

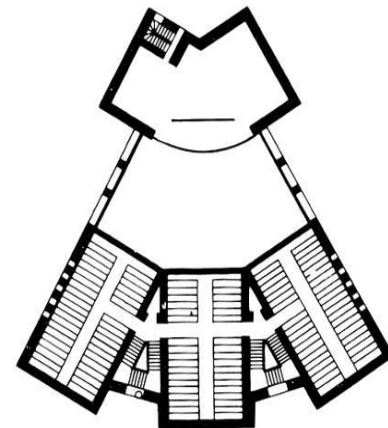


***Eiffel tower. Architect - Gustave Alexander Eiffel, Paris, France, 1887-1889***

The constructivism style is characterized by rigor, geometrism, laconic forms and solid appearance. This is due to the fact that the constructivists were looking for expressiveness not in the decor, but in the dynamics of simple structures, vertical and horizontal lines of the building, and the freedom of the building plan (White E. Robertson B. 2006). They saw as their task an increase in the role of architecture in life, and this should have been facilitated by the denial of historical continuity, the rejection of decorative elements of classical styles, the use of a functional scheme as the basis of spatial composition.

## MAIN PART

Konstantin Melnikov is considered the leading figure of Russian (Soviet) constructivism. He began with the construction of Russian pavilions at International Exhibitions in the style of traditional wooden architecture, thanks to which he gained international fame. After Melnikov moved on to designing very topical buildings of a new, partly revolutionary type and purpose - workers' clubs. Six out of ten projects of workers' clubs implemented in Moscow and the region belong to Melnikov [2].



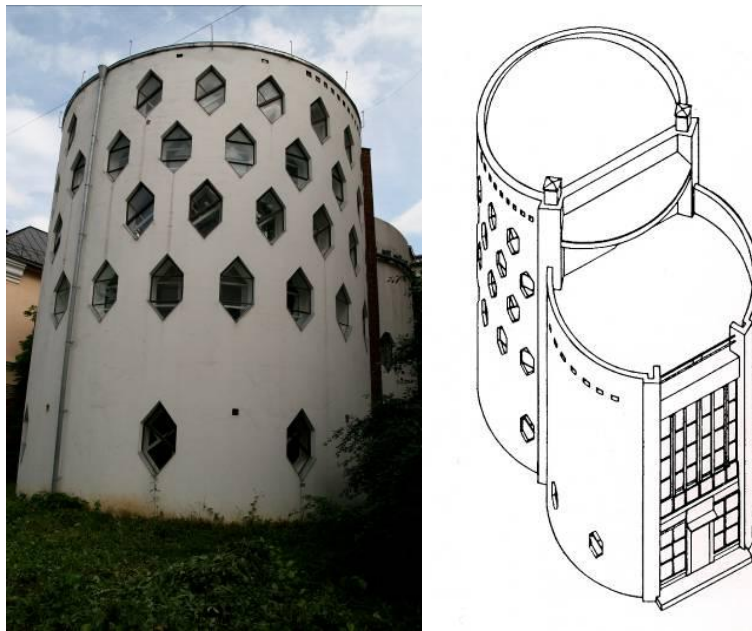
***Club named after Rusakov. Architect - Konstantin Melnikov, Moscow, Russia, 1927-29***

All six clubs from this period differ in form, size and function. However, two common features that are characteristic of all Melnikov's club buildings can be distinguished: a flexible system of halls, which assumed the possibility of combining and dividing rooms with mobile partitions and the active use of external stairs, which made it possible to save the internal space of cultural institutions.

So, the Club them. Rusakov, built by him in 1927–1928, has nothing to do with either the architecture of the previous century, or with the architecture of Art Nouveau. Here geometric concrete structures are organized into a kind of structure, the shape of which is determined by its purpose.

Appearance in 1927-1929. The first innovative works of Melnikov were unexpected for many. They did not fit into any schools and trends, causing delight in some, misunderstanding and denial in others. Melnikov designed numerous clubs and other public buildings, as well as residential buildings, large garages, largely defining the appearance of Moscow in the 1920s.

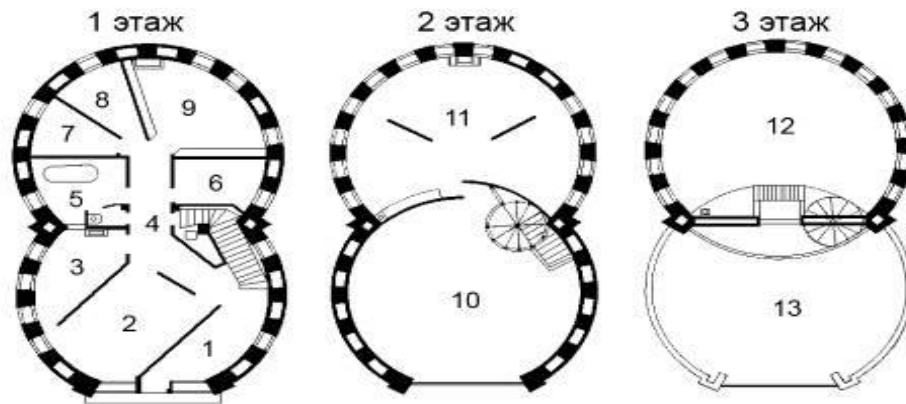
In the same period, or rather in 1927–1929, Melnikov created his masterpiece for all time, which is called the Melnikov House [3]. Located in Krivoarbatsky Lane in Moscow, the building has become an architectural monument of the Soviet avant-garde.



*Melnikov's House. Architect - K.S. Melnikov, Moscow, Russia, 1927 – 1929*

## RESULTS AND DISCUSSIONS

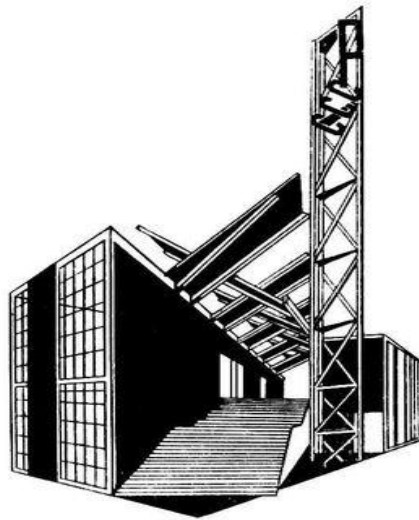
Konstantin Stepanovich's idea of creating his own house-workshop appeared in his youth, when he studied at the Moscow School of Painting, Sculpture and Architecture. At first, he wanted to buy a finished house and rebuild it, so he even selected a suitable building in Moscow. But already in the 20s. XX century. Konstantin Melnikov creates sketches of a house-workshop in an innovative style, where one could live and work. Melnikov was very attached to his family, and believed that the home environment creates optimal conditions for creativity. For the first time, an architect developed a project, taking into account exclusively his own taste and ideas about convenience, which was not typical for this period of his work. During this period, Melnikov adhered to traditional architectural views, which is explained by the influence of the authority of his teacher, the famous architect Zholtovsky.



***Melnikov's House. Architect - K.S. Melnikov, Moscow, Russia, 1927 – 1929. Floor plans.***

At that time, the construction of such a house became an exceptional phenomenon, since then communal houses were being erected throughout the country. Despite this, Konstantin Melnikov was allowed to build a large private house in the center of Moscow. There are several versions of such a decision by the authorities. The house was supposed to be experimental and the project could then be applied to mass construction. Also, already at that time Melnikov was a world famous architect.

So, already by this time he became famous for his one of his most famous works - the USSR Pavilion for the International Exhibition of Decorative Arts and Art Industry in Paris (1925), the project of which was approved by the jury chaired by A.V. Lunacharsky and with the participation of V.V. Mayakovsky (Frampton K. 1990).



***USSR pavilion. Architect K.S. Melnikov. France. Paris. 1925 g.***

The volumetric composition of K. Melnikov's house consists of two vertical cylinders cut into each other, thus forming an unusual shape of the plan in the form of the number "8". The windows in one of the cylinders are given an unusual hexagonal "honeycomb" shape. Along with original designs and unusual spatial organization of functional processes, Melnikov also used a number of artistic finds, experimenting with form, space and lighting [4]. A single-family

residential mansion in the center of Moscow is a unique example of this kind in Soviet times. Melnikov's house is unusual both outside and inside.

The house was built on Melnikov's personal funds. So, the architect carried out a large number of projects, and also continued to work on several more, thanks to which he was able to allocate funds from the family budget for construction. The architect was exempted from rent due to the experimental status of the house, and he received a construction loan for a period of 15 years. Thus, the construction of the building was carried out entirely at the expense of the architect himself, and thanks to the fact that it was constantly owned by his descendants, the building has survived to this day almost in its original form.

After the death of Konstantin Melnikov, his house was unofficially turned into a relatively closed museum, whose owner and custodian until 2006 was the son of Konstantin Stepanovich, artist Viktor Melnikov.

Despite the fact that Melnikov's house-workshop is often attributed to constructivism or functionalism, the architect himself denied dogmas in architecture, and argued that his creation is unique and does not belong to any of the known styles of architecture (Craig K.D. 2018)

Contemporaries evaluated this creation of Konstantin Stepanovich differently. Someone condemned, believed that the building did not meet the requirements of Soviet architecture and that such a house could not solve the problems of mass housing for the people. But, despite the critical reaction, after the construction of the house, people came to him one by one and in groups to look at the unusual architectural building, which struck with its futuristic appearance next to other buildings of the Arbat lane. And in the archive of the Melnikov family there is a record of the famous artist and historian Igor Grabar: "I never envy, but, leaving here, I caught myself feeling envy: I would like to live like this" [5, 6].

In 1965, without defending his thesis, Melnikov was awarded the degree of Doctor of Architecture, and in 1972 - the honorary title of Honored Architect of the RSFSR.

On November 28, 1974, Konstantin Stepanovich Melnikov died in Moscow at the age of 85 and was buried at the Vvedenskoye cemetery. The architect's grave is classified as a monument of the history of the peoples of the Russian Federation. At his funeral, art critic, honored architect of the Russian Federation, academician S.O. Khan-Magomedov noted that "... Melnikov is undoubtedly a brilliant architect, but during his lifetime, perhaps, no one told him about it in the face. Many did not consider him a genius, and those who suspected this, somehow did not dare to say that. And only at the open grave we say goodbye to the brilliant architect who died without hearing this from us." [9, 10]

The centenary of the architect was celebrated by UNESCO by declaring 1990 the year of Konstantin Melnikov. According to the results of a survey of members of the Russian Academy of Architecture and Construction Sciences, conducted in 2001, K.S. Melnikov took first place among the outstanding Russian architects of the 20th century. And third - in the world list. [7, 8]

## CONCLUSION

According to some researchers of K.S. Melnikov's work, the house-workshop in Krivoarbatsky lane is one of the main monuments of the Russian architectural avant-garde, which is distinguished by innovative design features, original artistic image, spatial composition and well-thought-out functional layout.

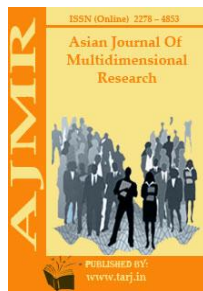


Today, the building in Krivoarbatsky lane, which the architect Konstantin Melnikov built in 1927-1929. For his family, is the State Museum of Konstantin and Viktor Melnikovs and a branch of the State Museum of Architecture? Shchusev.

## REFERENCES

1. Craig KD How to read architecture. Visual encyclopedia. Moscow: LLC Group of Companies Classic, 2018 Per. from English
2. Lavrentiev A.N. Design history. Moscow. Gardariki. 2007.
3. Makhmudova M.T. Theory and methodology of design. Tashkent. "LESSON PRESS", 2019
4. White E. Robertson B. Form, constructions, details. Astrel. Moscow. 2005 Per. from English
5. Frampton K. Modern architecture. Stroyizdat. Moscow. 1990 Per. from English E. Dubchenko; Ed. Khaita V.L.
6. R., Mannapova N. "Organization and Basic Requirements for Restaurant Design Interior." *International Journal of Innovations in Engineering Research and Technology*, vol. 7, no. 05, 2020, pp. 5-12.
7. Daughter, A. N. X., & Nazokatkhon, A. (2020). Factors influencing the creation of a comfortable microclimate and environmental control of the zone by landscape design. *ACADEMICIA: An International Multidisciplinary Research Journal*, 10 (5), 2040-2049.
8. Tursunova Sh. F. HISTORY OF ADVERTISING IN UZBEKISTAN // *International Engineering Journal for Research & Development*. - 2020. - T. 5. - №. 9. - S. 10-10. <https://doi.org/10.17605/OSF.IO/TFA5Z>
9. Daughter Sultanova M.F. The role of the tourist base in the development of tourism in Uzbekistan // *INTERNATIONAL SCIENCE AND RESEARCH CONFERENCE II*. - 2021. - C. 1-5.
10. Sultanova, Muhayyo. "Use of Cultural Plants in Desert Cities in Creating the Landscape of Recreation Zones in Uzbekistan." *International Journal on Orange Technologies*, vol. 2, no. 10, 20 Oct. 2020, pp. 102-104, doi: 10.31149 / ijot.v2i10.738.
11. Mukaddas Isakova. (2020). Influence Of Colors on Children's Mentality in Children's Institutions, Research and Analysis of Psychologists and Designers. *International Journal of Scientific & Technology Research*, 9(2), 5549-5551.
12. Kamalova F. K. Q. ARXITEKTURA VA INTERYER MAKETINI YASASHDA XOM-ASHYO VA MATERIALLARNING ORNI // *Scientific progress*. – 2021. – T. 1. – №. 5.
13. MANNAPOVA N. R. et al. Organization and Basic Requirements for Restaurant Design Interior // *International Journal of Innovations in Engineering Research and Technology*. – 2020. – T. 7. – №. 05. – C. 5-12.



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00298.6**

## WAYS OF FORMATION OF ECOLOGICAL CULTURE IN CHILDREN OF PRIMARY AGE

Lobar Abdimannobovna Muxtarova\*

\*Lecturer,

Termez State University, Termez,  
UZBEKISTAN

Email id: lobar.muxtarova@mail.ru

### ABSTRACT

*The article focuses on the systematic organization of environmental education, the promotion of environmental education and safety culture among young people, the further improvement of the field of ecology with the involvement of advanced innovative technologies, the love and care of schoolchildren. z issues of enhancing knowledge and skills aimed at preserving the pupil.*

**KEYWORDS:** *Danger, Safety, Ecological Culture, Nature, Life, Environment, Human, Improvement Of Ecological Control System, Environmental Protection.*

### INTRODUCTION

Today, the issues of nature protection and environmental security have become a common global problem of the international community. In particular, during the past period, along with the reform of all spheres of public life, the creation of environmentally sustainable living conditions for citizens has become a priority of state policy. The relevance of environmental education to the spiritual life of the society, in particular, the use of national values in the development of environmental knowledge and understanding in young people, is of utmost importance in achieving this goal [2].

Ecological upbringing also acts as a way to nurture a person's identity, reflecting the level of cultural and cultural awareness of young people through the reflection of human and nature's relationships in life.

After all, every young person should not only be mature and mature, but also have a good attitude to the environment and accept the rules of nature as his own experience. can achieve high spirituality and culture [3].

Attention to youth education globally is from ancient times. Its representatives have deeply and substantiated the importance of voluntary active learning by ancient Greek scholars Archimedes, Aristotle, Socrates, Plato.

Particular attention is paid to the upbringing of youth in Central Asia. Zoroastrian holy book Avesto praises earth, soil, rivers, lakes, gardens, mountains, herbs. Glory to the motherland, the appreciation of water as a source of life, and the sun, fire, and the air are all central issues in Avesto. The area of agriculture, including water sources, fertile lands, plants and gardens, is called shoytra. "Shoytra" consists of arable fields and fodder fields used for grazing. In Avesto, livestock is recognized as a major asset. Zaratushtira says in her teaching, "The cattle need a good life. Avesta breeders are shepherds who feed the horses and horses of the priests and warriors. [4].

According to the doctrine of Zoroastrianism, each person's spiritual and dignity is determined by the fact that he fulfills his duties in Ahuramaz by doing good, learning the worldly things, and pursuing his profession. After all, he sowed wheat, took care of the animals, planted a garden in the desert, swept away the soil, washed his salt, and planted a field. Zoroastrian doctrine is strictly forbidden to pollute water and air, to throw unclean things in water. Grazing on streams and ditches is not allowed. Sweeping, spitting, drinking water from ditches and pools in untreated bottles, and looking at water in unclean water have been judged unethical by our ancestors' religious beliefs. Nature protection has been valued by Islam, like all other religions since the Zoroastrian faith. Islamic education places great emphasis on animal and plant life. One of the verses of the Qur'an states that the world of plants is a provision for human beings, and it is necessary to take care of their sustenance and give thanks.

Ecological upbringing, such as maintaining the environment, making the world clean and beautiful, also plays a key role in the blessed hadiths. Specifically, "when you plant a seed in your hands for a chance, drink, watch, spend, donate, but do not be wasteful or arrogant"; "Whoever throws a tree, or sows it, or gets the birds or animals to eat, it will be rewarded with each of them."

Oriental, Uzbek wisdom, doctrines, doctrines, philosophical views, respecting nature, glorifying the earth from ancient times, from the past, from the ancestors - from generations to centuries, enriched and enriched. It is reflected in national values, national traditions and customs.

Today, environmental problems are a global problem. Therefore, the solution to this problem is not just two countries, but many countries that are trying to balance the world around us. In particular, the solution of this problem has been promoted in our country to the level of state policy.

Article 55 of the Constitution of the Republic of Uzbekistan states: "The land, its minerals, water, flora and fauna and other natural resources are national wealth that should be used rationally and protected by the state." [1].

By studying this knowledge, young people analyze the relationship between nature and man, their interrelationship and unity, their relationship to the environment, the actions they take to protect nature, and the factors that cause environmental problems. tries to identify. And this will give a chance for young people to develop environmental knowledge and understanding. In addition, the formation of a culture of environmental safety among elementary school students is one of the most important issues of our day. The basis of an environmentally safe culture will

undoubtedly cover all parts of the environmental education system, from preschool to higher education. It is possible to increase the ecological knowledge of elementary school students through the development of specific environmental goals, to develop the skills of environmental awareness, and to cultivate the quality of work. It is important to remember that environmental education is systematic and consistent.

It is the responsibility of educators that the primary responsibility for building a culture of environmental safety among schoolchildren is to ensure that they work well in partnership with educational institutions, families, communities and the general public.

Students gain theoretical knowledge in the field of "Natural science" taught in the elementary grades of general education. It also stops at the Odobnoma lessons, as well as various spiritual and educational activities on environmental topics. The problem is that young professionals do not have the skills to apply theoretical knowledge in practice.

Today, the issue of forming humanistic attitude towards young people is, therefore, the pedagogical staff in the course of their work to create a culture of knowledge of the laws of nature, human and nature and their balance, the preservation of natural balance, and the culture of environmental safety. as well as careful planning and implementation of environmental education activities among students.

The study areas should first start with local and global environmental concerns. This is because when the elementary school students understand the natural environment in the area where they live, the negative effects of the economic and economic activities on the environment and the causes of environmental crises disappear. they will develop environmental consciousness, environmental thinking skills and the best human qualities such as patriotism and conscience. [5].

The development of environmental thinking and the development of thinking are based on activities that focus on specific goals. In other words, the environmental event that is being studied - yields the expected results of the problematic event. The principle of problem-solving is also reflected in the development of syllabus and textbooks. The main purpose of organizing the educational process in difficult situations is to engage students in their independent research activities while addressing environmental issues, while ensuring the active participation of young people in the process of creating an attitude of indifference. to allow it to be avoided. Challenges play an important role in building a civic outlook for the elementary school students, who feel their personal qualities and the future of their homeland.

In today's environmental crisis, educators can create social studies to study a range of issues related to environmental education of the population, not only in environmental education, but also in environmental and social studies.", "Environmental literacy of the population: problems and solutions", "Environmental law: the level of literacy of the population", "Problems of increasing the level of environmentally safe culture of the population", "Is the law in force?" can be carried out.

It is desirable for social research to be planned in the following logical order:

1. Ensure that students have a full understanding of the problem and its relevance;
2. Determine the consistency of the problem-solving tasks;
3. Collecting information from different sources to solve research tasks;

4. Systematization and analysis of data;
5. Promoting different options for problem-solving;
6. Find the solution to the problem based on the correct and accurate conclusions.

As students study the problem, they refer to various sources and information. Active collaboration of teachers The statistical survey of social surveys, summarizing the results. In order to have clear conclusions about the content of activities aimed at improving environmental literacy, it is important to know about secondary education in the quality of the work carried out in academic lyceums and vocational colleges. For this process to be effective, students need to collect data, analyze them, and solve problems independently with different sources. When the problem is learned, the teacher puts it in the classroom, and there is discussion. Students are required to make their own conclusions as well as substantiate their conclusions.

Discuss environmental issues in detail and discuss students' ability to think independently, freely and critically, as well as in developing an ecological culture, the beauty of nature, the sense of its preservation, and the right world outlook. - The use of interactive methods, such as discussions, roundtables, can give the expected results.

The questions to be discussed should be clear and understandable, enabling students to broaden their thinking and engage in discussions. The survey may also be conducted in the context of the study of the effects of radiation and its effects on the soil in the local area, adverse environmental processes that result from atmospheric and climate change. Pupils' analysis of the survey results will be organized in the form of roundtables and debates in the form of debates from their own albums, which can be proposed to solve the problem. Environmental experts, researchers, journalists working in the field, as well as heads of secondary schools in the areas of social surveys can also be invited to the roundtable. In turn, it is possible to submit a proposal made by a team of researchers. In turn, it is necessary to express their opinion that the proposals made by the group of researchers are right on the socio-ecological, pedagogical and psychological point of view. Projects that are considered to be viable include piloting in mainstream schools, academic lyceums and professional colleges, and the results are reflected in the content of independent research activities by students, as well as in print media publications for teachers. can be announced.

The importance of creating a culture of environmental safety among elementary school students can be emphasized, and such roundtables, discussions and broadcasts on university radio or television show good results.

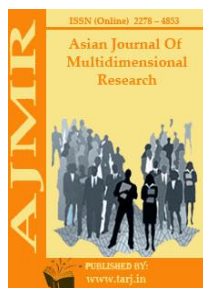
In the course of independent research, primary school students analyze many scientific and popular environmental publications, consult with environmental experts, and summarize the results. Students will also conduct a comparative analysis in order to familiarize themselves with the study of environmental problems around the world, and how environmental education works.

The only way to prevent environmental disasters is to protect nature and make good use of all our natural resources. However, it is difficult to achieve the desired results without forming an ecological culture in the hearts of everyone. There is no doubt that it is important for the youth to be aware of the fact that there are laws of nature, that all events and changes in nature are interrelated and, in general, that human beings should behave properly. Any environmental education should be aimed at respecting the native nature. We must remember that Mother Earth is our home.

After all, environmental education is the result of a process that requires the community to work together. As we have already mentioned, mahalla - family and education - require joint efforts of educational institutions.

## REFERENCES

1. Constitution of the Republic of Uzbekistan - Tashkent: Uzbekistan, 1992. - 65 p.
2. Tuhtaev A., Khamidov A. Environmental bases and nature protection. - Tashkent: Instructor, 1994. - 160 p.
3. Berdanova P.U. Pedagogical Foundations of Forming Ecological Culture of Children in Karakalpak Families (Adolescent Family): Autoref. diss. ... Candy. Ped. Nauk. - Tashkent, 2005. - 19 p.
4. Askarov A.A. The history of the Uzbek people –T.: Uzbekistan.
5. Komilova G. Pedagogical possibilities of using folk riddles in environmental education of preschool children (5-6 years): Autoref. diss. ... Candy. ped. nauk. - Tashkent, 2005. - 22 p.
6. Karimov I.A. Uzbekistan in the 21st Century: Security Threats, Stability Tips and Progress Guarantees. - Tashkent: Uzbekistan, 1997. - 326 p.
7. Atxamdjanovna, F. K. (2020, December). Effectiveness of physical culture education effects of adolescents on scientific thinking in growth location of effective information. In *Конференции*
8. Farfieva, K. A. (2021). Theoretical Fundamentals of Scientific and Innovative Thinking In Adolescents. *The American Journal of Social Science and Education Innovations*, 3(04), 431-437.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI: 10.5958/2278-4853.2021.00297.4****USE OF THE INTERACTIVE METHOD IN DAF LESSONS****Mamasharif Xalikhovich Pardayev\*; Mahkam Usmonovich Quvvatov\*\***

\*Senior Teacher,

Department of Foreign Languages in Natural and Exact Sciences,

Jizzakh State Pedagogical Institute

UZBEKISTAN

Email id: mamasharif.pardayev62@mail.ru; mahkam.kuvvatov@gmail.com

**ABSTRACT**

*This article discusses the most widely used interactive methods in the course: interactive methods, Brainstorming, Case Study, Business-Spiele, Role play, speech chain, sitting circle, aquarium, Brainstorming, Brainwriting, Headstand, mind map, role play, pros and cons, project work. These methods show that the use of playful and action-oriented, group dynamic teaching methods is very effective not only in school but also in the student and adult sector.*

**KEYWORDS:** *Interactive Methods, Brainstorming, Case Study, Business-Spiele, Role Play, Speech Chain, Sitting Circle, Aquarium, Brainstorming, Brainwriting, Headstand, Mind Map, Role Play, Pros and Cons, Project Work*

**INTRODUCTION**

In modern times, globalization is reaching its peak and mastering one or more foreign languages is one of the requirements of every human being. For professional, social or even personal purposes, mastering at least one foreign language is a must in modern society. Many professions require employees who speak at least one, two or even several foreign languages, depending on the field and industry. Today's modern society calls for the use of new interactive methods in GFL lessons to increase the motivation of students to learn. To use some new interactive methods, computers, projectors, cell phones, interactive boards, whiteboards are already available for the majority of universities because society supports and even encourages innovation in higher education. If you want to work in higher education today, you have to at least master the basics of working with the computer and even requires you to take the exam if you can also work with other devices, e.g. the interactive board. In a foreign language class there are many ways to impart the new knowledge to the students in a playful and entertaining way. . There are many ways in which this can be achieved.



## MATERIALS AND METHODS

From the use of the interactive method in November 1991, a symposium was held by the Swiss Federal Government on the subject of "Transparency and Coherence in Language Learning in Europe: Objectives, Evaluation, and Certification".

The aim of the symposium was mobility, effective international communication, more intensive interaction between people, with improved working relationships and deeper mutual understanding. To achieve these goals, language learning must be a lifelong task that must be encouraged and supported in all areas of the education system, from kindergarten to adult education. As part of the "Schools: Partners for the Future" project, the Ministry of Popular Education of the Republic of Uzbekistan is working actively with the Goethe Institute in Tashkent and the Central Agency for Schools Abroad (ZfA) to improve German language training in general schools. The oral communicative relationships of German as a foreign language in Uzbekistan cannot therefore be developed. The views also show more interesting interests in relating their own communication skills to foreign languages because they have good career opportunities or are looking for further training in target languages.

Group work, station work, team work, role play, simulations, case studies, cooperative learning, situated learning; independent learning, project teaching, etc. are now referred to as interactive methods and forms of learning in foreign language teaching in specialist didactic literature. Many foreign linguists discussed the following interactive learning practices in the didactic repertoire of methods: 1. Interactive methods in the active participation of the teacher: 1.1. Lecture with discussions and conversations 1.2. Problem method 1.3. Interactive seminars 1.4. Consultations 1.5. Website courses 2. Interactive methods for student participation only 2.1. Round table 2.2. Brainstorming 2.3. Case Study 2.4. Business games 2.4.1. Role play 2.4.2. Imitation game 2.4.3. Complex game 2.4.4. Business simulation 2.4.5. Project method 2.4.6. Panel exercise.

Our own professional activity at the university shows that one can use many play- and movement-oriented, group-dynamic teaching methods not only in school but also with students, in the adult sector. There is a wealth of methodological textbooks detailing these techniques. In our opinion, learning forms such as brainstorming, imaginary journeys, creative writing, mind mapping, internet research, learning at stations, interviews, visualization exercises, portfolios and quizzes also have positive effects in foreign language lessons. In summary, it can be said that modern teaching methods are at the center of the didactic discussion of the last decades. Modern teaching is understood as an active communication process, which is why such effective forms of student interaction can be distinguished: individual work, speech chain, sitting circle, partner work, group work, team work, etc. The teachers should, however, find an appropriate one for each pedagogical situation, for each target group. Looking for a teaching method to successfully implement the didactic intentions in foreign language teaching. Nowadays one of the key competencies that is required in the job after graduation is mastery of digital media. That is why one should use multimedia, the learning technologies e-learning, flipped classroom in a targeted manner in foreign language lessons.

Teaching with multimedia content elements (films, music, videos) can facilitate language acquisition, motivate students, convey knowledge in a more interesting, interactive way. This promotes gifted and disadvantaged students at the same time. Nowadays there are many interactive methods of GFL lessons:

a) Methods for creating personal and factual orientation. B. Get-to-know games / warming-up methods, self-introduction, partner introduction, self-portrait, profile. You answer the question.

b) Methods for problem identification: entry, activation, planning. B. ABC list, aquarium, brainstorming, brainwriting, headstand, minMention map, role play, pros and cons, lecture / presentation. One asks the questions "What do we want?" "How do we want to achieve it?"

c) Methods for problem solving: material orientation, development of subject areas, development of learning content, information processing, generalization.

As an example, given here is a company tour, individual work - partner work, group work (group puzzle, case study, learning stations / station learning, metaplan, project, guiding text.

d) Methods for securing knowledge, reflection, for transfer Question: "What have we done?" "What have we we? Example? "Have we hit what we achieve?" An example of this method is ABC list, mind map, role play, student lecture, and flashlight. (cf. Janakova 2009: 75-76)., project teaching.

The role of the teacher is to prepare the games together with the students. The teacher selects students to play in a specific scene. Often students are embarrassed and no one wants to play on stage. The teacher can easily solve this. He gives each student a number, makes notes, and then draws the actors. The project method has many advantages as mentioned above. The pupils gain new knowledge on a specific topic, they learn to work together, to select, sort and process information from various sources. The project method develops important skills and supports independence. Students discover new things in an entertaining way. During the project, students work with different sources (books, magazines, the Internet, their own photographs, pictures from newspapers or magazines, information from the news, from the stories told by their parents or grandparents, etc.) Project work is not so much about time, but above all about the result. Therefore, even less gifted students or students with poor concentration can be successful. The project also improves the social climate. The students understand the connections and can experience everything for themselves, in comparison to the lesson in which the teacher tells them everything and they mindlessly absorb it. Students are responsible for their work, they can present the results and defend their opinions. This type of teaching is fun for the students and arouses their curiosity and motivation to learn. I'm showing one of them here.

a) Name: money

b) Goals: Motivation to write, speak, do an interview

c) Social forms: individual work, partner work

d) Media: Video: <https://www.youtube.com>. Cell phone or camera

e) Course:

Step 1: The teacher plays the video. Have the students look at it.

Step 2: brainstorming on the topic of "money"

Step 3: Questions and answers about money (why do you need Money? Where can you "find" the money, earn it? Do you get a Pocket money? What do you want to buy when you have a lot of money and why especially that? etc.)

Step 4: Students must decide which version of the “money” topic they want to work on. You can make a collage - it should show all the possibilities of using the money, the student can describe everything in German. Also for students. Conversation with 10 people on the topic of "money". They ask all sorts of questions on the topic and everything is like a video they write everything like an interview.

Step 5: You have two weeks to prepare.

Step 6: After two weeks, present your results. You can

Play videos on the computer in front of the class, their results like a

Read out the interview or present your collage. These methods activate and motivate, offer the opportunity to learn with head, heart and hand, enable independent, self-reliant work and problem-solving behavior, support not only communication and cooperation but also the learning of learning and work techniques.

## RESULTS AND DISCUSSION

The use of educational technologies, interactive techniques encourages students to eliminate suspicion, self-criticism, and shyness. Identifying the role of the activity in the learning process increases the student's interest in a subject by setting a specific goal. The use of educational technologies, interactive techniques promotes the following characteristics:

- 1) Holistic. This means that the holistic approach has several characteristics. The first is the HR aspect. In this aspect, doing and thinking of the learner are linked to one another. The learner should do everything with head, heart, hand and all senses, i.e. H. with his whole personality. The second aspect is called content. It's about working on the topic from the complex (professional) reality. According to this aspect, the students have to choose and work on a topic, it depends on the Nevea. The third aspect is more methodical. This also includes holistic teaching methods - e.g. B. Group and pair work, role play, business game, exploration, project work.
- 2) Student active and student oriented. The teacher teaches the learner practical skills in such a way that the students can work independently. You plan, discover, try, etc.
- 3) Product oriented. The result of the lesson is a product of action. This can be B. a staging (role play, business game, etc.) or production (poster, wall newspaper, collage, pamphlet, etc.). The learner introduces the product to others and they evaluate and reflect on it.
- 4) Process oriented. Joint activity is at the forefront of the learning process. The learners plan everything in the team and they also try everything out completely (learning by doing). In this way, they develop technical, methodological and social skills that they can later use in their work.
- 5) Action-oriented. Lessons reflect the subjective interests of the students. You develop interests by dealing with problems and new topics.

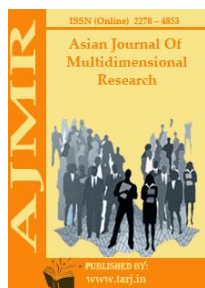
## CONCLUSION

To conclude the review, we note that active learning methods are changing the role of the teacher from information translator to organizer and coordinator of the educational process, making it possible to build complex competencies in future subject areas through student activities that manifest as closely as possible the content of professional work. To understand this, let's first

define what we mean by interactive learning. Then we present methods of teaching that enable such learning in order to ultimately address experiences with those methods.

## REFERENCES

1. Janikova, V. (2010). Didactics of teaching German as a foreign language, an introduction Brno: MU. P. 42
2. Janikova, V. (2009). Didactics of German as a Foreign Language, Brno: MU. Pp. 62-81.
3. Karshiyeva: "project method" as a pedagogical technology JournaINX- a Multidisciplinary Peer Reviewed Journal ISSN No: 2581 - 4230 VOLUME 6, ISSUE 7, July -2020
4. Riemer, C. (2010). Motivierung. In: Krumm, Hans-Jürgen / Fandrych, Christian / Hufeisen, Britta / Riemer, Claudia (Hrsg.) (2010): Deutsch als Fremd- und Zweitsprache. Berlin, New York: De Gruyter, S. 1151–1156.
5. Karshiyeva R. M. The methods of grammar competence in gfllessons 57-59 international conference innovative research of the XXI century science and education Indonesia 2021 6.04
6. Kilp, Elyide (2003): Games for foreign language teaching. Aspects of a Game andragogy. Zugl.: Eichstatt, Kath. Univ., Diss., 2002. Tübingen: Stauffenburg-Verl. (Forum Sprachlehrforschung, 5).
7. Kleppin, Karin (1989): Language and language learning games. In: Karl-Richard Bausch, Herbert Christ and Hans-Jürgen Krumm (eds.): Handbook of foreign language teaching. Tübingen: Francke; UTB (UTB), pp. 185-187.
8. Karshiyeva R. M. The Meaning of Proverbs in English and German 273-274 the 2nd International Conference on the Skills of the 21st Century in Language Teaching and Learning on April 9, 2021

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00296.2**

## PHILOSOPHICAL ANALYSIS OF THE CONCEPTS OF PROPAGANDA AND AGITATION

**Mansur Tuychiyevich Vakhabov\***; **Shakhodat Berdanovna Vakhabova\*\***;**Jamila Badridinova Sayfuddinova\*\*\***

\*Senior Teacher,

Department of Humanities, Culture and Physical Education

Isntitute of Vetinary Medicine, Samarkand,

UZBEKISTAN

Email id: mansurvakhabov65@gmail.com

\*\*\*Senior Teacher,

Department of Economic Efficiency and

Accounting report in Animal Husbandry,

Isntitute of Vetinary medicine, Samarkand,

UZBEKISTAN

\*\*\*Senior Teacher,

Department of Humanities, Culture and Physical Education

Isntitute of Vetinary Medicine, Samarkand,

UZBEKISTAN

Email id: jamsay@icloud.com

### ABSTRACT

*The beginning of the study of the phenomenon of propaganda and agitation in social philosophy, the laws and principles of their application in the spiritual sphere is to give them a scientific definition. This article covers such important issues as the concepts of propaganda and agitation, different interpretations of the concepts of propaganda and agitation in different periods, from their lexical meaning, spiritual propaganda and agitation in the development of independent Uzbekistan, their content and essence.*

**KEYWORDS:** *Propaganda, Agitation, Peace Of The Country, Creative Ideas, Social Feelings, Habits, Social Consciousness.*

### INTRODUCTION

During the years of independence in our country in the field of strengthening the spiritual and enlightenment foundations of public life, exemplary brother, agitation, positive, negative, bipolar

world. Work has been done [1]. But today, the processes of globalization are intensifying in the world, and new threats and dangers to peace and stability are growing. Such a complex and dangerous situation requires a critical assessment of the work done in the field and the improvement of our activities in this area in accordance with modern requirements [1].

So, improving the field of propaganda and advocacy, a scientific approach to this issue is a requirement of the times. It is this issue that makes the concepts of propaganda and advocacy the object of research. The main purpose of this article is to give a scientific definition of the concepts of "spiritual propaganda" and "spiritual propaganda" in the study of the concepts of propaganda and their ontological basis, to reveal their qualitative features through their description.

## THE MAIN PART

The beginning of the study of the phenomenon of propaganda and agitation in social philosophy, the laws and principles of their application in the spiritual sphere is to give them a logical definition.

In the world literature and press, the concepts we analyze are represented by the terms propaganda and agitation derived from Latin.

Propaganda (Latin propaganda - in the sense of spreading faith) - refers to the process of disseminating various information, data, evidence and claims, including false news and rumors, in order to influence public opinion. The term propaganda is derived from the Catholic organization Congregatio de propaganda fide ("Congregation of the Faith to be Disseminated"), founded in 1622 by Pope Gregory XV.

In encyclopedias such as the Philosophical Encyclopedic Dictionary and the BolshayaSovetskaya Encyclopedia, published in Moscow, propaganda and agitation were interpreted in a class, partisan way, in full accordance with the spirit of the time, and the superiority of communist propaganda over bourgeois propaganda was "proven." [3]. In particular, the Soviet encyclopedic dictionary contains the following definition:

Propaganda (Latin propaganda - the spread of faith) - the dissemination of various political, philosophical, scientific, artistic and other types of ideas and views in order to inculcate in the public consciousness and strengthen practical activities. The main elements of the propaganda process are: the subject of propaganda (a certain social group, stratum, whose interests are expressed in propaganda); the content of propaganda; forms and methods; means or channels of propaganda (radio, television, press, lecture propaganda, etc.); object of propaganda (audience or social stratum intended for propaganda) [3].

The decisive factor in understanding the essence of propaganda is the social interests of the subject of propaganda, their compatibility with the needs and interests of society, the various groups in it. The Encyclopaedic Dictionary of Philosophy deals with propaganda and agitation in some detail, in which we find the following definitions and descriptions: 1) in a broad sense - knowledge, information, information, art a special type of social activity consisting of the distribution of values. The promotion of spiritual values requires taking into account the specific situation, taking into account the characteristics of the audience, the use of one or another method and means, depending on the level of the audience. In the process of propaganda, in most cases, along with the popularization of science and art, their enrichment is also observed;



2) Propaganda in a narrow sense means a set of explanatory, persuasive work carried out for the purpose of dissemination, dissemination, persuasion of a particular class, party and state ideology among the masses;

3) Propaganda and agitation in the system of ideological education to convey certain slogans to the population, to exert ideological and political influence on the population in order to mobilize them [2]. In the literature of the Soviet era, which was tainted by the flaws of the class and party approach, it was written that in bourgeois society, propaganda is understood only as the forcible imposition of false slogans and ideas that are far from social life. Indeed, propaganda is widely understood to be an artificial influence on the human mind and decision from the outside. When we think of a particular idea or ideology, when we say, "It's all propaganda," we mean "it's all fabrication." That is, the terms propaganda and agitation began to be used in a negative tone [4].

The British Encyclopedia defines the concept differently: "Propaganda is a systematic attempt to change people's views and beliefs through various symbols, including words, slogans, monuments, and songs. Unlike other forms of dissemination of knowledge and ideas, propaganda will be aimed at changing people's minds and behavior. Propaganda always serves a purpose or set of goals. In order to achieve these goals, propaganda selects the most appropriate of the various facts and interprets them in the way that most effectively affects the minds of the people. In order to achieve its goal, propaganda may ignore some important facts, or deliberately reverse them. At the same time, propaganda can also divert the audience's attention from sources of information that are unfavorable to it. Unlike the education system, propaganda can filter the facts, leave what is necessary to itself, turn a blind eye to others, and, if necessary, falsify the facts to its advantage." [5]

L. Duba and J. Jacques Ellul interprets propaganda as a pre-planned and goal-oriented way of influencing the audience. According to them, the purpose of such psychological influence is to turn people in the direction of propaganda, to change their minds.

Consequently, whoever is conducting the propaganda controls the consciousness and consciousness of that audience. Ultimately, propaganda manifests itself as a set of abstract symbols, specific structures that affect people's perception and thinking. In this respect, propaganda is close to the concept of Public Relations [6].

Propaganda is the main means of political manipulation. It is not necessary to confuse propaganda with advertising. Advertising is closer to self-presentation or the information genre. Information genres are very diverse, the most important of which are political, religious, business genres. But the announcement, the message, is at the heart of it all.

Advertising is most effective only if the first signal function of the message combines two elements - expression and suggestion; expression is to have a high feeling, an emotion, and suggestion is to be able to convince. Advertising that encourages specific political action becomes agitation.

Agitation (Latin *agitatio* - to motivate, to motivate to an activity) - a type of ideological activity, which affects the minds and moods of people in order to motivate them to a political or other action.

Advertising is most effective only if the first signal function of the message combines two elements - expression and suggestion; expression is to have a high feeling, an emotion, and suggestion is to be able to convince. Advertising that encourages specific political action

becomes agitation. Agitation (Latin *agitatio* - to motivate, to motivate to an activity) - a type of ideological activity, which affects the minds and moods of people in order to motivate them to a political or other action.

The agitation is intended for a short period of time and can take the form of meetings with voters, distribution of posters, banners, booklets, radio and television, other media, promotion of their plans via the Internet, concerts, shows, performances. Some inappropriate forms of such agitation are used, such as the organization of election clubs, the spread of "black PR", ie rumors that discredit rivals.

The difference between agitation and propaganda is that agitation is primarily intended to influence people's emotions, while propaganda affects both emotions and reason; agitation is carried out for a short time; propaganda is not limited to a short period, it can last a long time. Agitation is carried out openly, without concealing its purpose; propaganda, on the other hand, may be hidden, the purpose of which may be unknown at first glance.

From this point of view, there is a difference between negative (negative) and positive (positive) propaganda and agitation. Positive (constructive) propaganda is intended to convey an idea in a way that is understandable to the consumer, its main purpose is to maintain social harmony, stability and harmony, to educate people in accordance with universally recognized values.

Positive propaganda performs the functions of education and information in society. Such propaganda protects the interests of a wide range of people, not the interests of a narrow circle of stakeholders, is carried out in the interests of those to whom it is directed, does not involve distraction, manipulation of consciousness. At the same time, since universally recognized values are known and acceptable to the general public even without propaganda, the original purpose of constructive propaganda differs from what propagandists say.

Negative (destructive) propaganda follows the ancient prejudicial rule that "the goal justifies the means" by forcing people to "squeeze" one or another point of view, decision or thought. The purpose of negative propaganda is to incite social hatred, to provoke strife and conflict, to intensify contradictions, to ignite low instincts in people. Such propaganda divides people, separates them, and subjugates them to the will of the propagandist. The technology of creating the image of the "enemy of the people" turns the masses of the population into a mute crowd united around the propagandist, which allows the crowd to absorb the evil thoughts and decisions they want. The main function of negative propaganda is to make the "foot of heaven" of reality, to create an imaginary, false reality, to turn existing values, beliefs and views upside down. Negative propaganda masterfully uses the public's credibility and rapid crowdfunding for the selfish interests of a narrow circle of individuals, leaving no room for critical thinking, and distracting the mind with light-hearted slogans [7].

In the twentieth century, propaganda and agitation served as the main contradiction of that time - the ideological confrontation that divided the bipolar world. On the one hand, he was trying to distract people with communist propaganda and agitation, slogans and appeals. A great deal of effort and money would be expended by the dictatorial regime to achieve these goals. On the other hand, although financial and material sources were not disclosed, Western propaganda and agitation were constantly busy "processing" people's minds. [4]

The bipolar world came to an end by 1991, ending the global confrontation between capitalism and socialism. But the struggle for the human mind and heart did not cease, it grew stronger and stronger.

Advocacy and advocacy mechanisms have been further improved, and plans have been drawn up to achieve geopolitical goals through the promotion of new ideas and new values. Spiritually harmful, poisonous ideas began to spread in a beautiful shell. As the first president, Islam Karimov, repeatedly warned, spiritual threats have become the greatest threat to the nation's independence and future. [8]

Noting that propaganda in this area plays an important role in the prevention of spiritual threats, it is a process that represents a systematic and purposeful enlightenment activity aimed at inculcating the spiritual system and principles in a particular group, nation, society, race, ethnic group, peoples of the region. , Professor K. Nazarov defines the concept as follows:

"Spiritual propaganda" is to raise awareness of people of different nationalities, social groups, professions and occupations, to understand the nature of existing threats and challenges, to form public opinion about them, and most importantly, to unite the people on the basis of national ideas. it is also a concept that represents a set of methods and practical actions aimed at cultivating a sense of devotion to noble ideas in the heart [9]. The concept of "spiritual propaganda" plays an important role in the establishment of high human feelings in the hearts and minds of people, the priority of noble qualities in society. The concept of "spiritual propaganda" is in fact an important aspect of education. Since the root of the term "propaganda" is the word "encouragement", it means to motivate a person to do something. K. Nazarov describes the campaign as follows: The root of the concept of "propaganda" is derived from the word "passion", which is aimed at arousing feelings of passion and confidence in something. Thus, the main purpose of propaganda is not only to acquire knowledge, but also to motivate a person to take action [9]. It is a long-term process to free people's minds from the complications of the old system, to inculcate in them new thinking, new ideas. There are two traditional ways of spiritual propaganda. The first is to glorify human qualities, to describe the lives and activities of people of high spirituality, to set them as an example. The second way is to condemn the evils, to get rid of them, to propagandize. This tool is more efficient than the first. Therefore, while acknowledging the achievements, the shortcomings should be critically evaluated. The main goal of the spiritual renewal of the society is a number of important issues such as peace, prosperity of the Motherland, freedom and well-being of the people, upbringing of a perfect person, social cooperation and interethnic harmony, interreligious tolerance.

Bringing up a physically and spiritually healthy generation, imbued with the minds and hearts of these creative ideas, is not a one-year or ten-year task, it is lacking even the life of a generation. Failure to realize this will discredit the grandiose goals of light-hearted propaganda.

An ideal child grows up in a healthy family environment.

To achieve this, first of all, it is necessary to direct the work of spiritual propaganda to change the consciousness of parents, their attitude to their children. In spiritual propaganda, we must accurately and truthfully reflect the way of life of our great ancestors, the legacy they left behind. However, it is important not only to imitate the figures of the past, but also to follow the example of today's heroes, our advanced contemporaries.

So that they can be a real role model for young people. Because if the propaganda is limited to giving examples from the past, it will be living with the past. Life itself demands that we abandon the old, dry preaching of spiritual propaganda and rely on the complex and difficult realities of life in the country today, using the most modern, effective methods of shaping public opinion.

Technology of preparation and distribution of propaganda;

Propaganda requires first an idea, then an audience to absorb that idea, and then the means to inculcate that idea in the public.

The effectiveness of propaganda is measured by the ratio between the amount originally planned from the beginning and the amount of people actually turned to their side.

The content of effective propaganda can be determined by the following three criteria:

- 1) The existence of a central thesis;
- 2) Clarity of the purpose for the intended audience;
- 3) Leaving no room for criticism (in any case, based on theses, to achieve a non-contradictory state).

The experience gained in the form of propaganda confirms the following criteria:

1. The central thesis should be clear and concise, not to be confused with its background.
2. The background should be attractive, pleasing.

Thus, first of all, a certain idea is put forward (1), the idea will be acceptable to the audience (2) and must withstand external criticism (3). If the balance between the second and third positions is disturbed, or the idea becomes incomprehensible to the audience, or remains under criticism, and therefore loses its effectiveness.

We need to teach young people not only to speak highly of patriotism, to explain the essence of true patriotism, to exchange views on actions that can prove their love for the Motherland. This is done through interactive methods that have proven themselves in the practice of pedagogy and psychology at the present time. It is clear from the above that the process of inculcating the national idea in the minds and consciousness of the people implies a well-thought-out, integrated propaganda work.

The development of mass media gives a peculiarity to the ideological struggle of our time. In particular, this is evident in the fact that the flow of information is conveyed in terms of interest, or in an attempt to weaken people's perception in the end by deliberately distorting information of a contradictory nature. At the same time, this uniqueness is also evident in the attempt to systematically hide a certain layer of information from members of society, not to make them the object of discussion.

In the 1940s, he headed Reuters.

"News must be distinguished from propaganda," said Christopher Chansellor. Propaganda is one thing, news is another. There will be no English or American news, it is an international commodity. " Today a completely different qualitative situation has arisen.

Millions of events happen in the world every day. However, only issues that are covered by the media in the interests of certain socio-political forces are brought to people's attention.

This shows that they set priorities for the coverage of events, and serve to form relevant opinions and conclusions in citizens through the acquisition, interpretation, evaluation and dissemination of specific information. This shows that the media is able to direct public opinion in the form it needs, to manipulate it.

It should be noted that in this process, special attention is paid to the presentation of false, fabricated information as the truth, the one-sided presentation or distortion of reality, the concealment of important, necessary elements that help to adequately perceive reality. In particular, people consider television to be the most accurate source of information. Such an attitude towards television has made it an important link in the realization of ideological propaganda aimed at specific goals.

## CONCLUSION

Propaganda and propaganda around the world take many forms, often in the form of attempts to assimilate their way of life and values to other peoples, and sometimes in the form of falsifying the truth, concealing the malicious goals of highly masked and geostrategic centers [10]. After the end of the ideological struggle between the two systems in the twentieth century, propaganda began to be interpreted as a negative phenomenon, only as a means of absorbing lies and ideas harmful to the mind.

However, the propaganda and agitation did not stop for a moment, on the contrary, it developed, the widespread use of information technology was established. In these dangerous times, the struggle for the human mind and heart is intensifying all over the world. Especially trying to capture the consciousness of the younger generation, to subjugate it spiritually and spiritually, is becoming very dangerous. The President of Uzbekistan ShavkatMirziyoyev warned the international community from the UN rostrum.

A number of researches are being carried out in the world scientific centers on the study of propaganda, its forms and means, influence and effectiveness. In particular, in addition to the existing political propaganda, sociological propaganda, vertical and horizontal, rational-irrational types of propaganda were added. But in many cases, centers that want to promote and propagate their ideas and values do so in a very masked way. Terrorist groups, missionary organizations, and the American way of life are examples of this. It is no coincidence that some experts describe the current process not as "globalization" but as "Americanization" [12].

By implementing comprehensive reforms on the basis of the Action Strategy, Uzbekistan is demonstrating to the world that the path it has chosen is effective and promising, and this is recognized as the most genuine propaganda. In his Address to the OliyMajlis, President ShavkatMirziyoyev said, "The reforms we are carrying out are being praised by the world community. In particular, one of the world's leading publications - "Economist" magazine recognized Uzbekistan as the country with the most rapid reforms in 2019 - "Country of the Year". Such an assessment gives us boundless pride, pride and strength, inspires us to new heights "[13].

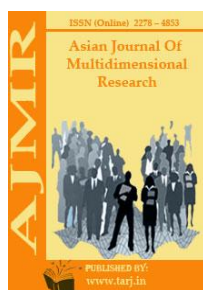
We emphasize that the objective condition of spiritual propaganda is our real-life achievements, which increase the prestige of our country in the international arena, and its subjective factor is the concept, practical program and active devotion of propaganda based on science, fundamental

methodology. So, if spiritual propaganda and agitation is built on a scientific basis, it will become a powerful factor influencing the development of spirituality, the strengthening of independence.

## REFERENCES

1. Resolution of the President of the Republic of Uzbekistan "On increasing the effectiveness of spiritual and educational work and raising the development of the industry to a new level." Tashkent, July 28, 2017.
2. Philosophical encyclopedic dictionary. M.: "Soviet encyclopedia". 1983. S.539
3. Soviet encyclopedic dictionary. M.: 1979. S.1081
4. Ochildiev A. Globalization and ideological processes. - Tashkent, "Editor", 2009.
5. British Encyclopedia, propaganda article (in English).
6. J. Ellul. Propagandes. Paris: A. Colin, 1962. Paris: Yconomica, 1990
7. Tsuladze A.M. Bolshayamanipulyativnaya game. M.: Algorithm, 2000. – 336
8. Karimov I.A. High spirituality is an invincible force. T.: "Spirituality". 2008.
9. QiyomiddinNazarov. Current issues of spirituality - Tashkent, "Muharrir" publishing house, 2010...
10. KolemanDj. Committee 300 - Moscow, 2008
11. MirziyoevSh.M. Speech at the 72nd Session of the United Nations General Assembly New York September 19, 2017. // Toshkent. "Uzbekistan". 2017.
12. Volker Berghahn Globalization, Americanization, Europeanization - III Globalist.2008 №4.S.13
13. Address of the President of the Republic of Uzbekistan ShavkatMirziyoyev to the OliyMajlis. January 24, 2020. // "People'sspeech", January 25, 2020.



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI: 10.5958/2278-4853.2021.00295.0

## ISSUES OF FORMATION OF ECOLOGICAL KNOWLEDGE AND CULTURE IN PRESCHOOL EDUCATIONAL INSTITUTIONS

Marhabo Khudaykulovna Kilichova\*; E'zozaxon Muzaffarovna Hamrayeva\*\*

\*Teacher,

Jizzakh State Pedagogical Institute  
UZBEKISTAN

### ABSTRACT

*This article describes the ongoing reforms in the field of preschool education and their legal framework. The issues of formation of ecological knowledge and culture in pupils of preschool educational institutions are also analyzed. Recommendations for the formation of environmental knowledge and culture have been developed since early childhood. The training demonstrated the advantages of using project technology. Wise sayings on the subject of education have been studied analytically.*

**KEYWORDS:** *Preschool Organization, Environmental Education And Culture, Waste, Early Childhood, Foster, Educator, Human Capital, Project Technology, My Little Garden, Legal Framework, Reforms, Wise Sayings, Harmoniously Developed Generation, Preschool Education And Nature.*

### INTRODUCTION

The fact that some of the reforms were

Carried out on time, not with its scope [1, p.27]

**Seneka**

There are tasks that cannot be postponed to tomorrow. Among these tasks, the issue of pre-school education and upbringing in the field of education is also important today. Because many years of scientific observation and research show that a person receives 70% of all information he receives during his lifetime by the age of 5.[2, p.15] From this point of view, the basis of the first knowledge given to a child is carried out by pre-school educational institutions after the family. In this regard, our biggest task is to bring up a harmoniously developed generation.

Therefore, today our state has a great goal. In this regard, President Shavkat Mirziyoyev said in his address to the Oliy Majlis and the people of Uzbekistan on December 29, 2020. "We have set

a great goal, such as building the foundations of the Third Renaissance in our country, for which we need to create an environment and conditions that will educate new Khorezmians, Beruni, Ibn Sino, Mirzo Ulugbek, Navoi and Babur”.[3]

Of course, for this purpose, first of all, there is the issue of educating a generation with a Our state is trying to create all conditions in this regard. Attention is being paid to further increasing the scale and effectiveness of reforms for human capital.

Human capital means the knowledge and skills of people. With its help, people create personal wealth and national wealth. He makes himself and his country prosperous. [1, p.22] Our country is consistently carrying out such reforms today for the sake of the future. In this regard, the beginnings of the Third Renaissance, as noted by our President and the rapid development of our country directly depend on the young generation that has matured in this country and has its own intellectual potential.

## MAIN BODY

Therefore, our strategic goal for the development of preschool education in 2021 is to create the necessary conditions for the full coverage of every child of kindergarten age with this area of education, regardless of social status. By the end of this year, we need to increase the coverage of preschool education to 65%, and by the end of 2023 to 75%. An additional 2,000 non-governmental kindergartens will be established with a budget subsidy of 600 billion sums, and the share of the private sector will increase to 25 percent.

Also, in 2021, 560,000 6-year-old children or 82% of them will be covered by the free school preparation system.

Alternative forms of pre-school education will be further expanded in remote villages. In collaboration with UNICEF and the World Bank, a model of home-based pre-school education for children with disabilities will be launched.[3]

The legal framework for preschool education has also been improved. On December 16, 2019, the Law of the Republic of Uzbekistan "On Preschool Education" was adopted. The law provides for the organization of the educational process aimed at the full development of the child in the state educational program of preschool education and upbringing [5, article.29] - In this regard, the state has great confidence in these organizations and provides financial support. The Law of the Republic of Uzbekistan "On Education", adopted on September 23, 2020, provides for the education and upbringing of children, their intellectual, spiritual, moral, ethical, aesthetic and physical development, as well as the general education of children. It is a type of education aimed at preparing for secondary education, and preschool education and upbringing also provides for one year of compulsory preparation of children from six to seven years of age for primary education [6, article. 8] - legally enforced.

These legal bases serve as the basis for the further development of pre-school education and upbringing. Taking advantage of so many opportunities and raising children from an early age is a topical issue today. The great Greek scientist Aristotle said, “The fate of the homeland is decided by the upbringing of young people”. See, these ideas were said in BC. Hence, the issue of education and upbringing has always been of great importance since the beginning of human consciousness.[7]

Therefore, we must begin to pay attention to the education of the child from pre-school education and upbringing. Some parents today refer their children to preschools as caregivers because they do not have the opportunity to look after the children just because the child is playing or busy with their work. In fact, preschool education organizations, in their own name, are engaged in imparting the first knowledge that a child needs, along with upbringing.

One such education is environmental education. If a child loves nature from an early age and takes care of it, he is considered to have fulfilled his civic duty. True, children do not understand what you call "environmental knowledge" in early childhood (from 1 to 3 years). But that doesn't mean kids just play or sleep in kindergarten. In fact, it starts with knowledge. We also need to start with environmental awareness by introducing the environment. Then, if we teach them to keep the environment clean, the first particles of ecological culture will begin to form in them. Have you observed the environment of kindergartens in the morning and when children go home, even as a parent or someone else? In the morning, the area around the gardens is clean and tidy. We do not observe this situation when the children go home. Why is that? Have you ever wondered? Or are we the duty of these kindergarten staff? Do the staffs have to keep the kindergarten and its surroundings clean and tidy for the health of the children? Definitely forced. But doesn't that mean kids or parents and the like can throw whatever they want around the garden? So, it becomes clear that we educators and parents cannot be role models for children.

The early childhood period ranges from one to three years. Under the new law, children will be admitted to kindergarten from the same age. How do we shape environmental knowledge and culture in children during this period?

We know that children develop the concept of "give" even before the age of one. He knows he can get the food or any toy he needs from someone. Although it does not say the word "giv", it performs its action with a gesture. So, the child has the knowledge to own something. Now we have to form in it the concepts of "this is mine", "this is ours". For example, who owns the toy in the garden? Or whose flower grows around the garden? If both of these objects are in a bright color, it will definitely attract the child. And he can say "give" these objects, of course. Or he may call these objects "mine". Then the educator should try to give the child the right upbringing with a sweet word. In some cases, children are not even allowed to play freely in kindergartens. "If you get rid of the nonsense in children, you can never create sages" [1, p.28] says, Western scientist Jean-Jacques Rousseau. There is wisdom in this idea as well "Is appropriate".

In this regard, we must also take very simple and straightforward actions in shaping environmental knowledge and culture. For example, when parents take children home from kindergarten, they definitely bring them some sweets. It has become a habit. The child knows how to say "give". He eats sweets, such as candy, and throws his paper on the floor. Most parents don't even pay attention to this. Then we need to give the child the concepts of "take" or "throw". This is also the child's first environmental knowledge. Thus, taking into account the age of the child, it is necessary to gradually enrich their environmental knowledge. In this, first of all, we educators and parents should be a personal example to them. After the age of two, a child can understand almost anything. We can easily give him concepts such as not plucking flowers, not breaking trees. Even at this age, you can plant a tree or flower seedling with your child. I cite a similar incident in my life as an example. When we were students, we used to go to the cotton fields. The farmer's small 3-year-old son also frequented the cotton field. I clearly remember. His name was Dilshod. One day while I was spinning cotton, he came up to me and I started talking to him and asking him a question. He would answer on his own. Then I ran a little

cotton ball to pay attention to what he was saying. Then Dilshod stopped me, dug the ground with his small hands in front of the chopped cotton, and when he said “tuff”, he planted the chopped cotton. I was surprised. And then I came to the conclusion that yes, this is the son of a farmer. And today, as a teacher, as a mother, I think that every action is a special program for the child. We need to create this program correctly.

True, when we say environmental knowledge and culture, we think it's a concept that applies to older student youth. In fact, while parental knowledge begins in early infancy, perceptions of the environment are gradually formed from that period. Understanding the world begins with knowing. Knowledge, on the other hand, gradually becomes knowledge. The level of application of this knowledge in practice is determined by its culture.

The experience of developed countries in the formation of ecological culture can also be used. In Spain, for example, do you believe that waste discipline is followed by Avalon children? The fact is that there are bags of different colors for each type of waste. The child who fills it is given a box of sweets. In the United States, people who fully comply with disciplinary rules in the waste department are specially rewarded. They even celebrate November 15 as a waste day. The Japanese, meanwhile, are building an entire island out of compressed waste today. [8, p.377] We can cite many similar examples.

We, the adults today, need to focus on recycling the waste that we often see in our neighborhoods and in educational institutions, on the streets, in canals. The reason is that there is such a waste that they do not rot and disappear even in the very long term.

For example, foam does not rot at all, glass for more than 1000 years, aluminum cans for 500 years, plastic cans for 450 years, plastic bottoms (diapers, pampers) for 250 to 500 years, cellophane bags for 100 years, foil paper for 100 years, car batteries for 100 years. , battery for 100 years, pieces of brick and concrete for 100 years, cans for 50 years, plastic containers for 50 years, leather shoes for 40 years, nylon cloth for 40 years, cardboard milk, juice containers for 5 years, lanterns for 3 years, newspaper and book paper In 2 years, cardboard in 2 months, food waste in 1 month, animal waste in 1 month [9] can soak into the soil and rot.

## CONCLUSION

In this regard, when we also put colored bags in kindergartens, children throw the designated waste in these bags. And it makes sense to work with parents to do the same at home. This should be done on the basis of project technology, taking into account the age characteristics of the child. That is, the educator can focus on the construction of a small garden or flower garden in the preschool, neighborhood or in the yard of the child's own home on the basis of the project work on the theme "My little garden." This is of course done by recycling the waste.

At the same time, any child, just a child, expects an incentive for what everyone has done. We also get results if we encourage children to do the right, helpful behaviors they do. If the child realized that the behavior he was doing was wrong, he would definitely try not to do it. When a child is praised for the right things he has done, he will grow up to be a noble man. When a child is supported in some way, it creates the conditions for him to realize his worth. Growing up in a friendly environment, a child learns to be affectionate.

The introduction of such educational technologies in preschool education and upbringing is of great importance. The introduction of modern forms of teaching, new pedagogical and

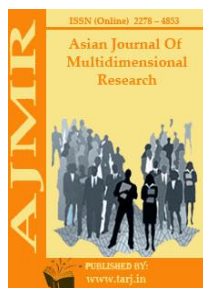
information technologies in the preschool education system will help us to raise our children as worthy heirs to our ancestors.

As the wise men of the East say, “The greatest wealth is intelligence and knowledge, the greatest heritage is good upbringing, and the greatest poverty is ignorance!” [10]

Therefore, let us bring up a harmoniously developed generation so that our state has the greatest wealth and heritage. After all, in the future, today's young generation will take our place with you.

## REFERENCES

1. Quronov M. If you want my child to be happy.... T. Spirituality, 2014, p.27.
2. Karimov I.A High spirituality is an invincible force. T, “Spirituality”, 2008, p.15.
3. <https://president.uz>. Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis and the people of Uzbekistan. December 29, 2020
4. Kochkarov V, Mahmudov O, Zamonov Z. Fundamentals of spirituality. Textbook. T .: “Yangiyo'l polygoaf servis”, 2017, p.82.
5. <https://lex.uz> Law of the Republic of Uzbekistan "On Preschool Education". December 16, 2019
6. <https://lex.uz>. Law of the Republic of Uzbekistan "On Education" September 23, 2020
7. <https://president.uz>. Speech of the President of the Republic of Uzbekistan Shavkat Mirziyoyev at the solemn ceremony dedicated to the Day of Teachers and Coaches. September 30, 2020.
8. Preschool education: yesterday, today and tomorrow. Republican scientific-practical conference. Jizzax 2018, page 377
9. @interesting geography uzz.
10. <https://president.uz>. Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis. January 24, 2020
11. <https://president.uz>. Resolution of the President of the Republic of Uzbekistan No. PP 4884 "On additional measures to further improve the education system." November 6, 2020.
12. Sunatova G. I. Issues of formation of ecological knowledge and culture in pupils of preschool educational institutions. Proceedings of the International scientific-practical online conference "Improving the quality of modern continuing education: innovation and prospects." TDPU. April 24, 2020.



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



DOI: **10.5958/2278-4853.2021.00294.9**

## THE USE OF DIFFERENT RATES OF POTASH FERTILIZATION IN THE PREVENTION OF BLACKHEADS IN WHEAT

**Matlubakhon Azizalieva Yakhyokulova\*;  
 Muzaffar Mirzarakhmatovich Turgunov\*\*;  
 Ulugbek Nematzhonovich Nabiev\*\*\*;  
 Kunduzkhon Turgunbaeva\*\*\*\***

\*Senior Teacher,  
 Andijan Institute of Agriculture and Agro Technology,  
 UZBEKISTAN

\*\*Senior Teacher,  
 Andijan Institute of Agriculture and Agro Technology,  
 UZBEKISTAN

\*\*\*Senior Teacher,  
 Andijan Institute of Agriculture and Agro Technology,  
 UZBEKISTAN

\*\*\*\*Assistant,  
 Andijan Institute of Agriculture and Agro Technology  
 UZBEKISTAN

### ABSTRACT

*The article reveals the influence of different doses of potash fertilizers in the prevention of the disease "black smut" in winter wheat, on the development of plants and wheat yield. It enhances the outflow of sugars from the leaves to other parts of the plant, increasing the activity of enzymes involved in the metabolism of carbohydrates, including amylase. Due to potash fertilizers, it is possible to obtain up to 6.0 c / ha of additional yield. The potassium efficiency of post-cotton wheat is increased to some extent, but the economic efficiency is reduced. We have conducted scientific research on the use of various standards of potash fertilizers for the prevention of black smut disease in the "Chillaki" wheat variety on the light gray soils of the Andijan region.*

**KEYWORDS:** *Wheat, Chillaki, Black Smut, Ore, Repetition, Options.*



## INTRODUCTION

In many farms, the increase in the amount of applied mineral fertilizers per hectare outstrips the increase in yield. In other words, the cost of using mineral fertilizers is growing faster than the cost of additional products. Therefore, one of the important tasks facing research institutes and agrochemical laboratories, as well as all agrochemical institutions, is the correct determination of scientifically based norms and proportions of fertilizers for soil and climatic conditions in each region. With this in mind, the use of mineral fertilizers is one of the most important factors in the prevention of black smut on wheat [7], [8].

Object and research methods. Taking into account the soil and climatic conditions of our country, one of the important tasks in the prevention of black smut on wheat is to test various rates of potash fertilizers in order to grow a rich and high-quality crop. We have conducted scientific research on the use of various standards of potash fertilizers for the prevention of black smut disease in the "Chillaki" wheat variety on the light gray soils of the Andijan region.

In the conditions of irrigated light gray soils, the study and determination of the effect of potash fertilizers of common wheat "Chillaki" on the prevention of Karakul disease, grain yield, qualitative and nutritional changes in the soil, the dynamics of plant growth.

As a result of potassium deficiency, the conversion of simple carbohydrates into more complex ones (pre- and polysaccharides) slows down. It enhances the outflow of sugars from the leaves to other parts of the plant, increasing the activity of enzymes involved in the metabolism of carbohydrates, including amylase. With a deficiency of potassium, the activity of a number of enzymes decreases, carbohydrate and protein metabolism in the plant is disrupted, most of the sugars are consumed for respiration, empty grains are formed, and the yield is sharply reduced. [3], [4], [5].

To date, enough data have been collected on the existence of a positive relationship between protein synthesis and potassium levels in plants. In the absence of potassium, the flow of photosynthetic products from leaves to other organs slows down, and productivity decreases. [3], [4], [9].

It was found that 25.4% of the sown potassium during the growing season of wheat, office is assimilated during the tailoring period, 42.1% - during the period of going into the tubes and 100% - during the hearing period.

Potassium has a positive effect on the synthesis and accumulation of a number of vitamins (for example, thiamine and riboflavin) in plants.

Potassium increases the osmotic pressure of the cell sap, thereby increasing the cold hardiness of plants.

Plants that is sufficiently rich in potassium increase resistance to various diseases (such diseases of grain crops as smut and rust rot of vegetables, potatoes and root crops).

**TABLE 1 EXPERIMENT LAYOUT**

| Variants | Annual rate of mineral fertilizers (in pure form) kg / ha |                               | Kg / ha with soil preparation for sowing |                               |                  | Together with the landing sowing |   | Top dressing in phases       |   |                                         |   |                                                    |  |
|----------|-----------------------------------------------------------|-------------------------------|------------------------------------------|-------------------------------|------------------|----------------------------------|---|------------------------------|---|-----------------------------------------|---|----------------------------------------------------|--|
|          |                                                           |                               |                                          |                               |                  |                                  |   | In the eating phase, kg \ ha |   | In the phase of going off-hook, kg \ ha |   | In the phase of the initial heading stage, kg / ha |  |
|          | N                                                         | P <sub>2</sub> O <sub>5</sub> | K <sub>2</sub> O                         | P <sub>2</sub> O <sub>5</sub> | K <sub>2</sub> O | N                                | N | K <sub>2</sub> O             | N | P <sub>2</sub> O <sub>5</sub>           | N | P <sub>2</sub> O <sub>5</sub>                      |  |
| 1        | 160                                                       |                               | 140                                      |                               |                  | Control without fertilizers      |   | 100                          |   | -                                       |   | 20                                                 |  |
| 2        | 160                                                       |                               | 140                                      |                               |                  | 100                              |   | 100                          |   | 70                                      |   | 20                                                 |  |
| 3        | 160                                                       |                               | 140                                      |                               |                  | 130                              |   | 100                          |   | 90                                      |   | 20                                                 |  |
| 4        | 160                                                       |                               | 140                                      |                               |                  | 150                              |   | 100                          |   | 105                                     |   | 20                                                 |  |

In Uzbekistan, the most dangerous wheat diseases are smut, rust and yellow spot. Root rot and germination of germinated seeds also cause some damage to the crop. [4], [5], [6].

In the experiment, all variants were introduced with the same amount of P<sub>2</sub>O<sub>5</sub> 100 kg / ha during soil preparation for sowing and P<sub>2</sub>O<sub>5</sub> 20 kg / ha in the phases of stemming and heading.

Nitrogen fertilizers were applied in all variants with sowing at a rate of N 20 kg / ha, in the tailoring phase N 60 kg / ha, in the phase of tube emergence N 50 kg / ha and in the heading phase N 30 kg / ha. Potash fertilizers in the 2nd variant were applied in the calculation at the rate of 70 kg per hectare when preparing the soil for planting, and 30 kg - in the accumulation phase. In the third variant, K<sub>2</sub> O was applied 100 kg / ha in preparation for sowing, K<sub>2</sub> O 30 kg / ha in the tailoring phase, in the fourth variant, K<sub>2</sub> O 105 kg / ha when preparing the soil for sowing and K<sub>2</sub> O 45 kg / hectares on in the earing phase.

**TABLE 2 WHEAT YIELD IN EXPERIENCE, KG / HA**

| Variants  | By repetitions c / ha |                |                |                | Average centner / ha | Additional performance Yield increases |
|-----------|-----------------------|----------------|----------------|----------------|----------------------|----------------------------------------|
|           | 1- Reiteration        | 2- Reiteration | 3- Reiteration | 4- Reiteration |                      |                                        |
| 1-variant | 60,3                  | 60,4           | 60,0           | 60,5           | 60,3                 | -                                      |
| 2-variant | 63,1                  | 63,8           | 63,4           | 63,1           | 63,3                 | 3,0                                    |
| 3-variant | 65,1                  | 65,5           | 65,6           | 65,8           | 65,7                 | 5,4                                    |
| 4-variant | 66,3                  | 66,4           | 66,2           | 66,3           | 66,3                 | 6,0                                    |

The potassium rate in the experimental system was introduced in the form of potassium chloride salt available on the farm (potassium chloride - 56%).

## RESEARCH RESULTS AND DISCUSSION

According to the options, the average yield is 45.3 c / ha per hectare, while in our 2nd option, where 100 kg / ha of pure potassium per hectare was applied, this figure was 48.3 c / ha or 3.0 c / ha more than in the control variant.

With a further increase in the annual potassium rate, up to 130 kg / ha, the wheat yield was 50.7 c / ha, and the increase in the yield was 5.4 c / ha. When we raised the annual potassium rate to 150 c / ha, the crop grew in the right proportion. It turned out that it is impossible to achieve a sharp increase in the increase in yield obtained as a result of a sharp increase in the annual rate of potassium. After a certain amount of potassium, the wheat yield remained the same.

With an annual potassium rate of 150 kg / ha, the yield was 51.3 c / ha, and the resulting increase to the yield was 6.0 c / ha.

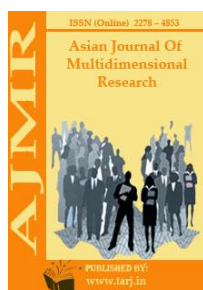
An increase in yield of 0.6 c / ha was obtained with the introduction of more than 20 kg / ha of potassium in comparison with the third option with 150 kg / ha of potassium. The extra performance in the latter didn't pay off.

## CONCLUSIONS AND RECOMMENDATIONS

Along with the fact that potash fertilizers also affect grain yield, it also prevents the growth and development of black smut diseases in wheat. Due to potash fertilizers, it is possible to obtain up to 6.0 c / ha of additional yield. The potassium efficiency of post-cotton wheat is increased to some extent, but the economic efficiency is reduced. Therefore, in conditions of light gray earth soils, it is recommended to apply an annual rate of potash fertilizers of up to 130 c / ha to prevent diseases of the black head of wheat and obtain high yields.

## REFERENCES

1. B. A. Dospeksov, A. Yurakulov "Methodology of field experiments." Moscow, 1973, 335-s
2. S. Tursunov "Technology of cultivation of field crops" Tashkent 2013.
3. Musaev B.S. "Agrokimyo" Tashkent publishing house "Shark" 2001
4. Ganiev S.G., Kamilov O.K. "Fundamentals of Agriculture, Soil Science and Agrochemistry" Andijan Publishing House 2005
5. 5.Zh. Sattarov et al. "Agrokimyo" Tashkent 2011
6. Ruziev, I. E., Nabiev, U. N., &Yakhyokulova, M. A. (2021). The effectiveness of bio stimulants on irrigated meadow soils in the cultivation of corn. *Asian Journal of Multidimensional Research (AJMR)*, 10(3), 156-160.
7. Uraimov, T., &Yakhyokulova, M. A. (2019). THE INFLUENCE OF BIOLOGICAL PRODUCTS ON THE GROWTH DEVELOPMENT AND YIELD OF RE-SOWING SUNFLOWER. *Агропроессинг*, 6(1).
8. Тургунов, М. М., &Курвантаев, Р. (2019). Влияние лазерной планировки на степень засоления сероземно-луговой почвы мирзачульского оазиса. *Актуальные проблемы современной науки*, (2), 146-151.
9. Makhammadiev, S., Djurakul, S., Bakhtiyor, A., Jabbarov, Z., Jobborov, B., Mirzarakhmатович, Т. М., &Gulomovich, M. K. (2021). The Formation of the Nutrient Medium in the Soil is Influenced by Varieties and Fertilizer and Its Impact on Grain Yield of Winter Wheat. *AnnalsoftheRomanianSocietyforCellBiology*, 5218-5230.

Published by: *TRANS* Asian Research Journals

# AJMR:

## Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00293.7**

## ASSOCIATIVE ANALYSIS OF WORDS DENOTING COLOR IN THE UZBEK LANGUAGE

**Nargiza Shikhnazarovna Akhmedova\***

\*Associate Professor,  
Candidate of Philological Sciences,  
Tashkent State University of Uzbek Language  
Literature named after AlsherNavoi,  
Email id: ashnargiza@gmail.com

### ABSTRACT

*In this article, the associative research of the words indicating the color-tone in the Uzbek language was analyzed by the example of the White lexeme, showing its specific features. The formation of syntactic compounds by means of associative units, the relationship of associative field units was subjected to analysis.*

**KEYWORDS:** *Associative Units, Associative Area, Antonymic Attitude, Associative Attitude, Stimulus Word.*

### INTRODUCTION

In the analysis of the linguistic landscape of the universe, it is important to study the perception of a person about the external scientist and its reflection in the language. The role of associative thinking in the reflection of the universe in the language, the associative connection of language units, the combination of these units to certain groups according to this connection, the role in the formation of a sentence or text indicate the importance of the associative approach.

The associative approach to language learning and the methods of associative analysis do not allow us to study the language material separately from its native speaker. On the basis of associative analysis, the perception of reality, cognitive knowledge, language abilities, language memory capabilities, and the reserve of lexical units of native speakers of a particular language are studied.

### MAIN PART

Associative linguistics, which acts on the basis of associative experimental materials, in the main cases, studies the language, its units in pure form, in other words, analyzes the natural state of the

language in this direction, up to the speech application. In Uzbek linguistics, the problem of associative linguistics and associative relations is devoted to Sh. Iskandarova, D. Khudoiberganova, D. Lutfullayeva, N. Khoshimova, B. The associative connection of language units, the formation of verbal associations in language in the monographic aspect of D. E. Lutfullayeva has been specially studied [D. Lutfullayeva, 2017], B. Tajiboev investigated the associative features of the national-cultural units of the Uzbek language. [B. Tazhiboev, 2020]

The way in which language units come into contact with each other in connection with a person's psychological imagination is called an associative relationship. The outstanding linguist A. Nurmanov notes, "... language units outside of the speech process are combined into certain groups in memory on the basis of some common feature. For example, the word education is associated in the mind with several words, such as school, book, teacher. It is easy to see that this attitude has a completely different character than the syntagmatic one. The subsequent relationship has no extension, it is localized in the brain and belongs to the treasure stored in the memory of each person. Such a relation is considered an associative relation" [A. Nurmonov, 2012: 98].

Associative bonding of lexical units in antonymic relations is also based on semantic interrelation. It is known that any conflict dictates the opposite members, which are met by each other. The interaction of the opposite members through the welcoming causes them to remember each other in the memory of the language owner. This condition means that semantically opposite lexemes also form lexical associations in the language. For example, with a close lexeme of the distant lexeme, the bitter lexeme connects the associative on the basis of an antonymic connection with the sweet lexeme [D. Lutfullayeva, 2017: 29].

In the Uzbek language, colloquial expressions consist of units *alaydigan*, which are used in their own and portable sense, expressing national-mental characteristics, and which are characterized by belonging to different levels of associative field units formed by them. We will analyze the results of the associative experiment conducted on white lexicon in this place. The following response reactions were given to the White lexeme by the examiners: color, snow, milky, cotton color, black, yellow, whitish, white, glossy, warm — proof, white - milk mother, white blouse, white material, white paper, black bread, white dog, black dog-fairy a dog, prone to white hues, a clear face, white body, white face, white wrists, whiteness-milk-yogurt, whiteness, whiten, blacken, vodka, white poshsho, white plaster, sinless, one who does not get a stain on his honor; true, the truth is that white-recognizes the snow, distinguish the snow from white, whitens the skin, whitens the hair and beard, whitens the hair, the arrow of the eye, the whitens that appear in the pupil of the eye, the arrow of the egg, the white of the eye-let it be white, the manglai white, the white way, wear white, mourning, son, White fatiha, fatiha, agreed to start doing something, permission granted with pleasure, permission, white tea, white washed, white comb, white wrap, white wrap, engagement, to make his child white, white, and so on.

**I. In the associative area, the White lexeme begins a paradigmatic relationship with the following units:**

- 1) Synonym relation: white, milky, cotton-colored, prone to white hues;
- 2) Expression of anti-dependent meaning:
  - a) Antonymic attitude: white - black, white dog-black dog, exclamation-mourning, white heart-black, white paper, black paper;

b) Enantiosemic attitude: the Fatihaenantiosemic unit, which is positioned from the field, is also used in relation to the ceremony of unification and death. Also, the whiteness lexeme represents the meanings of white and shrouded, shrouded in gifts to the matchmakers as a sign of consent to the wedding;

c) Antisemic attitude: white-darken;

3) Homonymic attitude: the White lexeme is a shaakldash with the Arabic word meaning “submissive, disobedient, non-verbal, not knowing how to respect”: to make his child white.

2) Attitude of shyness: from the field to a jack with a White Swan, the rank is also ranked in such units as black, yellow, milky color;

3) Type-gender relationship: white, color, hue;

4) Level attitude: white: white, cotton-colored, whitish, milky, prone to white hues.

## II. Grammatical-structural signs of the units of the associative area:

In the White lexicon associative square impulse word + associative unit relationship, the following types of connection are observed:

Slave communication methods: a) management method. The method of management is observed in the mutual syntagmatic relationship of the response reaction to wear associated associative with white impulse soy. That is: wear white;

b) Adaptation method: the arrow of the egg; a white dog, a black dog — a fairy dog.

c) in the bonding method: white, white face, white ankle white bread, white kafta, white material, white paper,

Structurally, the following structural units are located in the associative area:

Simply word-shaped associations: color, snow, black, yellow, whitish, white, brightness whiteness, vs whiten;

Associations in the form of a joint word: sutrang, like whitepaper;

associations in the form of a combination: mother who gave white milk white caftan, white material, white paper, white range on the hair, whitish stain that appears on the pupil of the eye;

associations in the form of a stagnant unit (phrase): white-recognize the snow, distinguish the snow from white, white-it's snow, let the manglai be white, white road, white washed, white comb, white die, etc.

**III. Derived properties of associative field units:** In the White associative field, the following units are found, formed on the basis of the lexeme white: whiteness, paleness

**IV. Pragmatic properties of associative field units:** In the associative area, specific connotative units are in place, some of them are directly related to the White lexeme: white ankle, white road, white chest. These units all served to express connotation in a portable sense.

Unification, which takes place from the associative field of the White lexicon, plays a special role in the fact that such units as the White copier, whiteness, gave white milk have a national-cultural feature.

It is known that semantics of meaningful units in the language, naturally, is revealed by concomitant meanings (close, contradictory, similar meanings). For example, the meaning of the White



lexeme is clarified on the basis of the meaning of the black lexeme. The associative meaning of the language unit plays an important role in this process. The associative meaning of the lexeme is realized through such a word as lexical meaning, but if the lexical meaning is expressed in the lexeme, the associative meaning is formed in such a way that it is associated with a certain lexical unit in the linguistic consciousness of the language owners. Associative meaning is formed not only on the basis of linguistic factors, but also on the basis of extralinguistic factors, such as the semantic aspect of the lexeme, the grammatical form, the intonation property, the word-building structure, stylistic, dialectal sign. [D.Lutfullayeva, 2017: 17.]

## CONCLUSION

Thus, in the associative field of the white lexeme, the units belonging to the field enter into paradigmatic relations on the basis of synonymy, antonymy, enantiosemitism, anti-Semitism, homonymy, domesticity, Species-generic and rank affiliation. The associative field consists of units that are mutually combined into a single system based on grammatical and structural features, derivatives, and pragmatic features.

## REFERENCES

1. Lutfullayeva D. Theory of associative linguistics. - Tashkent: Meriyus, 2017. - 140 p.
2. B.Tojiboyev. Associative research of national-cultural units of the Uzbek language.-Tashkent, 2020
3. Nurmonov A. Paradigm and its connection with the language landscape of the universe. Selected works Volume III - Tashkent: Akademyashr, 2012, p. 98.
4. Lutfullayeva D. Theory of associative linguistics. - Tashkent: Meriyus, 2017.
5. Xidraliyeva Z.R. Vowel harmony features in ikan dialect //ACADEMICIA: An International Multidisciplinary Research Journal, Vol. 10, Issue 12, and December 2020. pp. 1177-1182
6. Ahmedova Nargiza Shikhnazarovna. EXPRESSION OF THE FAMILY CONCEPTION IN UZBEK LANGUAGE// ACADEMICIA: An International Multidisciplinary Research Journal, Vol. 10, Issue 12, and December 2020. Pp.746-750
- 7.Khasanov A.M Filling Lexical Gaps in the Uzbek Language with Dialectal word (based on The Turkic-Kaltatoy Dialect) // International Journals of Sciences and High Technologies Vol. 25 №2 March 2021, pp. 01–07.
8. Akhmedova Nargiza Shikhnazarovna. Expression of the concept of motherland in uzbek language // Theoretical & Applied Science. International Scientific Journal. – Filadelfiya, 2020. Issue: 05 Volume: 85 (Published: 30.05.2020)
9. Lutfullayeva D., Davlatova R., Tozhiboev B. Associative dictionary of the Uzbek language.- Tashkent: "NAVOIY UNIVERSITETI" – - 2019.
10. Akhmedova Nargiza Shikhnazarovna. Linguo-cultural characteristics in uzbek referential units //EPRA International Journal of Multidisciplinary Research (SJIF Impact Factor :5.614) Volume: 6 Issue: 1 January 2020.
- 11.Esonovna, L. D., Anvarovna, N. M., Sayidmahamadovna, S. N., Àlimullaevna, N. F., &Kakhramanovna, S. N. (2020). PRAGMATIC FEATURES OF OFFICIAL TEXTS AND DOCUMENTS OF THE UZBEK LANGUAGE. ANGLISTICUM. Journal of the Association-Institute for English Language and American Studies, 9(7), 27-34.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00358.X**

## A STUDY ON SOCIAL MEDIA MARKETING PODCAST OF FOOD AND BEVERAGE BRANDS WITH REFERENCE TO TAMILNADU

P. Vijayalakshmi\*

\*Assistant Professor, Department of Commerce,  
Sri Krishna Arts and Science College,  
Coimbatore, INDIA

### ABSTRACT

*Social media marketing (SMM) is a form of Internet marketing that utilizes networking websites as a marketing tool. The goal of SMM is to produce content that users will share with their social network to help a company increase brand exposure and broaden customer reach. In the current scenario, social media marketing is very important for all kinds of products, especially food and beverage products / goods / items. Social media marketing influence the purchasing behavior of a consumer a lot. Various techniques are also notably emerging in the current trend. Like traditional marketing, the business reaches out to their target audience, but unlike traditional marketing, your audience can talk back, interact, and be a part of the medium itself. This interaction is very different from what most marketers are used to, but embracing this marketing style can lead to a new understanding of consumer and deeper relationships.*

**KEYWORDS:** Social Media Marketing, PODCAST, Food and Beverage

### INTRODUCTION

Social media marketing (SMM) is a form of Internet marketing that utilizes networking websites as a marketing tool. The goal of SMM is to produce content that users will share with their social network to help a company increase brand exposure and broaden customer reach.

Social media marketing consists of the attempt to use social media to persuade consumers that one's company, products and/or services are worthwhile. The main problem with social media marketing from a business perspective is that it can be incredibly time-consuming. Social media marketing campaigns are not one-shot affairs; they need to be nurtured over time. While big businesses such as Dell, Microsoft and HP have been using social media marketing effectively, they have the kinds of marketing budgets that allow them to assign x number of staff to conduct and manage social media marketing campaigns, resources that a lot of small businesses don't have.

Still, social media marketing is a type of marketing that many small businesses could benefit from, if only to find out more about what their customers are thinking and saying about their brand and their products.

## RESEARCH DESIGN

### NEED OF THE STUDY

Social marketing at one point, this term represented an entirely new facet of marketing not fully understood by businesses. To use social media, e-campaigns, and online advertisements as a means of reaching an audience was an unexplored area. As social marketing has become a more common approach, businesses were still left with the question: “Is social marketing right for *thebusiness?*”

Today, social marketing is an absolute necessity. The use of social media and other online amenities has grown past being a temporary fad. The entire process is an ongoing, evolving conversation, and businesses need to be part of it to continue reaching their audiences.

social marketing will help grow your business by using online advertising, search engine optimization, and social media tools. Like traditional marketing, the business reaches out to their target audience, but unlike traditional marketing, your audience can talk back, interact, and be a part of the medium itself. This interaction is very different from what most marketers are used to, but embracing this marketing style can lead to a new understanding of consumer and deeper relationships.

Companies who understand the importance of social marketing and how to market effectively will find themselves reaping the benefits of this addition to their marketing mix.

- **Increase in communication:** An advertisement in a traditional campaign, such as a television commercial, is sent from the business to the audience in a one-way message. Using social media or email campaigns means that companies can talk directly to their audience about their business or product and then prompt conversations. The two-way dialogue with social marketing increases communication efforts in businesses.
- **Improved customer service:** Because of this two-way dialogue, businesses can use social marketing to be more alert to their audience’s problems and needs. Today’s consumers tend to prefer the Internet over personal interaction (such as calling or going to the physical store). Businesses need to meet their audiences on their “turf”, so to speak. Using instant-messaging services, direct messages, or emails, businesses can evolve their customer service into something that consumers prefer. By adapting to respond to problems and concerns online, consumers will appreciate the extra effort, and customer service will improve.

**Relationship building:** With the increased communication and improved customer service, relationships should quickly develop between the business and their audience. Consumers should feel that they are important to the business, not just nameless faces in an anonymous consumer crowd. The formation of strong relationships as a result from social marketing shows how integral it is to your marketing mix.

### Statement of the problem:

Now a day’s social media has occupied a major percentage of purchasing behaviour of food and beverage products. Some problem occurred in the area of social media marketing podcast in the

purchasing behaviour of the consumer. So, this study has analysed to find out the problem in the effectiveness of purchasing behaviour.

### **Objectives of the study:**

The objectives of the study are :

1. To analysis the growth and prospectus of social media marketing podcast,
2. To ascertain individual's perception towards the use of social media marketing podcast in relating to food and beverage advertisement.

### **RESEARCH METHODOLOGY:**

The research design adopted for this study is basically the collection of primary data. The data collection for this study conducted through questionnaires. A questionnaire has been designed, to know the point of view of respondent regarding the extent of social media that helps consumers in buying decision making. First part of the questionnaire contains information regarding demographics and usage pattern of social media of the respondent. Second part has series of close-ended indirect questions which are based on impact of social media in making consumer buy a product and expectation from such media. The survey was conducted online through social networking sites and responses of 150 social media users were collected.

### **LIMITATIONS OF THE STUDY**

Due to some limitations and restrictions of any research it is difficult for this study to investigate every element of the context.

1. Inadequate response from respondents
2. The study is conducted in and around the Coimbatore district. Thus the results may not represent the large universe.
3. This study is based on Sample size may be less representative of whole universe.

### **Chapter Scheme**

**Chapter 1** deals with introduction, research gap and statement of the problem, objectives of the study, research methodology of the study, limitations of the study, scope of the study, implications of the study and chapter scheme.

**Chapter 2** deals with review of literature. This chapter comprises of reviews for the present study. This chapter covers all literature.

**Chapter 3** provides the analyses and interpretation.

**Chapter 4** offers the findings and suggestions

**Chapter 5** conclusion of the study

### **Analysis and Interpretation:**

The market place is changing and it has been shifting towards social media marketing. Due to the change in trend of the environment, the online businesses focus more on social network advertisements. Consumers prefer the web advertising( Facebook, Twitter, Blogger), since they perceive that web advertisements can provide them with values and beneficial opportunities not available on the traditional media. However, along with the fast growth and extensive

distribution of the medium across the population, the demographic characteristics of the web users become more complicated and elusive to grasp. Understanding consumers' perception is important in planning Social media marketing podcasts, because the social media advertisements is in the control of consumers who actively use the medium for their own purposes, not of advertisers. In a sense, without the efforts to understand what web users are like and how to communicate and interact with them, advertisers will not be able to reach their goals. Therefore, if the advertisers understand their consumers, more effectively they can accomplish their advertising objectives and goals. In this context an attempt was made to study On Social Media Marketing Podcast Of Food And Beverage Brands With Reference To Tamil Nadu.

### Demographic Profile of the Respondents

The demographic profile of the respondents such as gender, age, education, occupation, monthly income, number of working members in a family marital status and they belong to is given in following table

| Demographic Profile of the Respondents |               |                    |            |
|----------------------------------------|---------------|--------------------|------------|
| Demographic Profile                    |               | No. of Respondents | Percentage |
| Gender                                 | Male          | 89                 | 59.33      |
|                                        | Female        | 61                 | 41.66      |
| Age (in years)                         | Upto 20       | 48                 | 32         |
|                                        | 21-30         | 37                 | 24.66      |
|                                        | 31-40         | 40                 | 26.66      |
|                                        | Above 41      | 25                 | 16.66      |
| Education                              | School Level  | 27                 | 18         |
|                                        | College level | 49                 | 32.66      |
|                                        | Professional  | 36                 | 24         |
|                                        | Others        | 38                 | 25.33      |
| Occupation                             | Employed      | 37                 | 24.7       |
|                                        | Profession    | 39                 | 26         |
|                                        | Students      | 56                 | 37.3       |
|                                        | Business      | 18                 | 12         |
| Family income                          | Below 20000   | 33                 | 22         |
|                                        | 20001-30000   | 25                 | 16.7       |

|                                       |             |    |       |
|---------------------------------------|-------------|----|-------|
| (Rs.)                                 | 30001-40000 | 52 | 34.3  |
|                                       | Above 40000 | 39 | 26    |
| <hr/>                                 |             |    |       |
| Number of Working members in a family | Upto 1      | 34 | 22.67 |
|                                       | 2           | 76 | 50.67 |
|                                       | 3           | 21 | 14    |
|                                       | 4           | 19 | 12.67 |
| <hr/>                                 |             |    |       |
| Marital status                        | Married     | 53 | 35.33 |
|                                       | Unmarried   | 97 | 64.67 |

**Source: Primary Data**

Out of 150 respondents, 59.33 per cent are belongs to male and 41.66 per cent are belongs to female. The predominant age group of the respondents (32 per cent) in Tamil Nadu state is upto 20 years. A good majority of the remaining respondents are dispersed in the age group 21-30 years (24.66 per cent)

The literacy group (32.66 per cent) of the respondents are in college level. 18 per cent of the respondents are in School level. And 25.33 % respondents have done other preliminary courses. Out of 100%, a majority of the respondents, 37.33% are students, 26.% are professionals, 37.3% are students and 12% are businessmen.

22 per cent of the respondents have monthly income below Rs.20000 and 16.7 per cent have Rs.20001-30000 as monthly income. 34.3 per cent of the respondents have monthly income Rs.30001-40000. About 26 per cent of the respondents have above Rs.40000 as monthly income.

26.67% of the respondents have their working family members limited up to 2. 14% of the respondents have the working family members limited upto 3 And 12.67% of minority respondents have their working family members count to 4.

Majority of the respondents comes under the unmarried category, counting 64.67%. While 35.33% of the respondents are married.



**TABLE RESPONDENTS' LEVEL OF AWARENESS ABOUT SOCIAL MEDIA MARKETING PODCAST**

| Level of Awareness | No. of Respondents | Percentage |
|--------------------|--------------------|------------|
| Aware              | 119                | 79.33      |
| Partially aware    | 21                 | 14         |
| Not aware          | 10                 | 6.67       |
| Total              | 150                | 100.00     |

Source: Primary Data

It is inferred from the above table that 79.33% and 14.% of the respondents are aware and partially aware of the Social media marketing podcast advertisements respectively in Coimbatore district

**TABLE 1 BLOCK AND ACCEPTANCE TOWARDS EFFECTIVENESS OF SOCIAL MEDIA MARKETING PODCAST**

| Block      | No. of Respondents | Mean Score | Standard Deviation | Co-variation |
|------------|--------------------|------------|--------------------|--------------|
| Coimbatore | 30                 | 36.70      | 13.47              | 36.70        |
| Trichy     | 30                 | 37.82      | 15.04              | 38.73        |
| Trippur    | 30                 | 37.04      | 13.58              | 39.77        |
| Chennai    | 30                 | 36.09      | 13.90              | 38.51        |
| Salem      | 30                 | 34.39      | 13.32              | 36.66        |
| Overall    | 150                | 36.41      | 13.87              | 38.09        |

Source: Primary Data

**Relationship between Block and Acceptance**

| Source of Variation | D.F | Sum of Squares | Mean Squares | Calculated Value | Table Value at 5% | Result |
|---------------------|-----|----------------|--------------|------------------|-------------------|--------|
| Between Groups      | 4   | 665.188        | 166.297      |                  |                   | Not    |

|        |     |           |         |             |
|--------|-----|-----------|---------|-------------|
|        |     | 0.864     | 2.390   | significant |
| Within |     |           |         |             |
| Groups | 145 | 95311.580 | 192.549 |             |
| Total  | 149 | 95976.768 | 192.338 |             |

The calculated F value is (0.864) less than the table value (2.390) at 5 per cent level of significance. Thus, no significant relationship is found among the acceptance levels of the respondents belonging to different blocks towards effectiveness of web advertisements for select services in Trichy district. Therefore, the null hypothesis is ( $H_{03}$ ) accepted. The average acceptance score of the respondents of Trichy block is high (37.82), followed by the respondents of Trippur block (37.04). It reveals that the respondents of Trichy block have higher acceptance level towards effectiveness of social network advertisement Podcast.. The variation in the acceptance level is (39.77 per cent) high among the respondents of Trippur block, and it is low (36.66 per cent) among the respondents of Salem block. It is concluded that there exists consistency in the acceptance level of the respondents of Salem block towards effectiveness of web advertisements.

#### FINDINGS:

1. Majority of the respondent are in the age group of below 20 years,
2. Majority of the respondent belongs to Male category,
3. Majority of the respondent income land in between 30,000-40,000,
4. Majority of the respondent aware of social media marketing,
5. Majority of the respondent purchasing behavior of food and beverage brands are affected by social media marketing.

#### Suggestions:

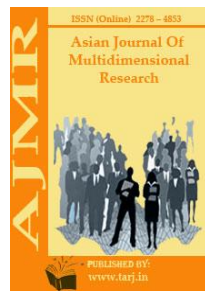
- On one hand, company boosts its add or page by face book adds. But on the other hand, companies must recognize peoples ,necessities and limit their marketing to a certain level. This can create a positive acknowledgement for the customer and advertiser, to hang on sales on a longer basis.

#### CONCLUSION:

As people are more conscious about food and beverage goods, which are more important for their lives. Although several advertising channels may give information about food and beverage, Social Media Marketing Podcast plays a key role in reaching the educated people effectively. Due to the immense impact on peoples trend, Manufacturers must give importance to the social media marketing podcast.

**REFERENCES:**

1. Cha, Jiyoung. 2009. "Shopping on Social Networking Websites: Attitudes towards real versus virtual items." *Journal of Interactive Advertising*, 10: 77-93.
2. Cheong, Hyuk Jun, and Margaret A. Morrison. 2008. "Consumers' Reliance on Product Information and Recommendations Found in UGC." *Journal of Interactive Advertising* 8: 38-49.
3. Mady, Tarek T. 2011. "Sentiment toward marketing: Should we care about consumer alienation and readiness to use technology?." *Journal of Consumer Behavior* 10: 192-204.
4. Di Pietro, Loredana and ElenoraPantano. 2012. "An Empirical Investigation of Social Network Influence on Consumer Purchasing Decision: The Case of Facebook." *Journal of Direct Data and Digital Marketing Practice* 14: 18-29.
5. Social Media in India – An Overview by techiedevil on June 11, 2010 in Social Media <http://www.internetmarketingjournal.org/social-media-india/>
6. <http://www.zitzsolutions.com/internet-marketing-services/social-mediaoptimizationmarketing/>
7. <http://www.analectic.org/social-media-marketing-brands-india>

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI: 10.5958/2278-4853.2021.00292.5

## SPECIFIC FEATURES OF THE USE OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN INCREASING THE FINANCIAL LITERACY OF STUDENTS

Nasiba Sherbayevna Jumanova\*

\*Department of General Psychology,  
Jizzakh State Pedagogical Institute  
UZBEKISTAN

### ABSTRACT

*This article discusses the specifics of using innovative pedagogical technologies to increase the financial literacy of student youth, and mainly highlights the benefits of using collaborative technology. The views of pedagogical scientists on collaborative technology have also been studied. Methods of implementing collaborative technology are analyzed. It also reveals the specifics of the use of innovative pedagogical technologies in improving the financial literacy of students.*

**KEYWORDS:** Teacher, Student, Medical Literacy, Work Technology, Small Group Work, Harmoniously Developed Generation, Innovative Technology, Lifelong Learning, Life Skills, Competence, Employment, Labor, Life Position, Citizenship, Work, Solidarity, Common Sense, Intellectual Potential.

### INTRODUCTION

Today in our country more and more attention is paid to the upbringing of a harmoniously developed generation. So that every young person has his own worldview, intellectual potential, common sense and position in life.

This process is directly related to the work being done in the education system today. The globalization of education in the upbringing of the younger generation, the introduction of innovative technologies, as well as the flow of information require constant updating and improvement of educational content.

In accordance with the state requirements for the system of continuing education, these educational institutions are creative, socially active, highly spiritual, and professional by increasing the efficiency of the educational process, the implementation of the latest achievements of science. It is important to cultivate a professional, loyal to the motherland,

respect national and universal values, creative and independent thinking, a sense of responsibility to the family, society and the state, instill in their hearts and minds the ideas of Eastern democracy. Involves the performance of tasks;

Successful solution of these tasks requires the use of modern educational technologies in the educational process. The use of modern pedagogical technologies in the educational process requires, first of all, the humanization of pedagogical relations. Because, without it, any technology will not produce the expected results;

## MAIN PART

In the modernization of the education system, a variety of advanced pedagogical technologies, which are increasingly used in all spheres of education, create favorable conditions for the development of students' abilities and spiritual attitudes. In this regard, the role and importance of educational technologies, especially those aimed at personal development, is great. It is impossible not to contact the person during the training. What role should a person play in this process - a goal function or a task function to achieve it?

The constant optimization of the educational process depends on the use of new and improving pedagogical technologies in the teaching process in different directions and purposes.

Today's demand depends on the development of science-based innovative pedagogical technologies, the development of qualified professionals who can use information, the intellectual potential of teachers and their level of training. Therefore, the relationship between teacher and student should encourage the enjoyment of achievements, a responsible approach to learning and creative collaboration. This creates a "bridge" between the means of communication needed to organize the pedagogical impact. This "bridge" not only encourages teachers and students, as well as students to cooperate, but also develops the skills of holding hands in the development of the state and society, when the time comes, they will be able to share ideas, solidarity and the opinion of others. along with respect, it encourages independent, determined thinking to the extent that it can pass its influence, its word, to others.

In this regard, the use of innovative pedagogical technologies in improving the financial literacy of students has its own characteristics; **first of all**, it can be students who combine education with work. They have a higher level of life skills than other students. Therefore, the teacher is required to use the technologies that are used in the teaching process for students at this level, which are modern and shape them as active members of society.

**Second**, there is a need for a separate approach to improving the financial literacy of the students who work and study, as well as the students who are only studying. Because, they may have different opinions. The teacher should use technology in the classroom so that the process is comprehensive for almost all students.

**Third**, the technologies that are being used do not have to be in the exact literature. The teacher can also use the creativity of the student to innovate, taking into account the level of financial literacy of the student. That is, they can develop methods of implementing modern technology, depending on the conditions of the audience and the level of knowledge of students. This will definitely be of interest to students. Then, the uniformity in the lessons will retreat.

**Fourth**, if we compare the age of students with the age of high school students, they will be much older psychologically. Therefore, the means of implementing certain technologies in the classroom should be prepared taking into account the age characteristics of the students' age.

This means that we need to make extensive use of innovative pedagogical technologies in order to increase the quality of teaching and ensure the participation of students in society and the state in the future. One such technology is collaboration technology.

Collaborative technology should be based on teacher-student, student-to-student equality, and democratic values. In this process, the interaction between the subjects will certainly bear fruit in the future. As a result, both the educator and the student work together as partners and creators to identify and evaluate the content, purpose, and content of the lesson.

In today's era of globalization, the use of collaborative technologies in the teaching process is a requirement of the times. This demand, which is illuminated by the first President of our country Islam Karimov to the younger generation, is "... you are a creative generation that will build the great days of tomorrow, the new century of Uzbekistan. The bright future of Uzbekistan depends on your determination, thorough knowledge of modern knowledge and professions, readiness for a great life, difficult trials, love for the Motherland, courage and perseverance"[1, p.12]. We can also see. This call encourages cooperation in educating the younger generation.

In the implementation of collaborative learning technologies in the classroom, the methods of "Teaching in a team", "Organization of creative research in small groups", "Have a point of view", "Critical thinking", "Reading together" and "O' creative games such as "Find your strength", "Collaboration square", "Find mistakes" [2, p.53] can be used effectively.

At the same time, our task today is not limited to the formation of students' knowledge, skills and abilities in science. Basic and scientific competencies established by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 No 187 "On approval of state standards of general secondary and secondary special vocational education" we need to develop organically together.

Mathematical literacy, awareness and competence in the use of scientific and technical innovations - the ability to make personal, family, professional and economic plans based on accurate calculations, to read various diagrams, drawings and models in everyday life, to facilitate human labor, labor the formation of the ability to use scientific and technical innovations increase productivity and lead to favorable conditions.

Methods of mathematical literacy, knowledge of scientific and technical innovations, and the formation of competencies based on collaborative technology in the classroom serve to increase financial literacy among students.

These include "Traffic Light", "Category", "We Are One Team", "Don't Sit Empty, and Heads Up!" [4, p. 328]. In the implementation of these methods, depending on the number of students, small groups are formed and are mainly used in seminar classes. In small groups, the maximum number of students should be 6 and the minimum should be 4.

Traffic light questions depend on color. Questions in red are more difficult, questions in yellow and green are easier questions. This is based on the established rules in traffic light colors. In this method, groups are given a 100-point deposit in advance, and each answer given by the groups to the questions is taken relative to 100 points. For example, if you answer a question in red, it will



be  $100 * 10$ , if you do not answer, it will be  $100/10$ , if you answer a question in yellow and green, it will be  $100 + 10$ , if you do not answer, it will be  $100-10$ . The teacher calculates the results on the monitor. This is done using excel.

In this method, the questions are defined according to the category level. Groups have the right to choose questions. The result is based on the answers to the questions. Teams count their points. The teacher is in charge.

For example, in seminar classes, these methods can be used to reach a wider range of students. These techniques not only encourage the group to score more points, but also focus on answering difficult questions. Because more points are awarded for difficult questions.

The use of these methods allows students to develop the basics of collaborative skills - mathematical literacy, awareness of scientific and technical innovations, along with the competence of use. It also promotes financial literacy among students.

The results obtained by the teacher from the groups should be encouraged step by step. R. Slavin, one of the authors of the technology of collaborative learning, said that it is not enough to instruct students to complete tasks together. Real cooperation between students is necessary to create a favorable socio-psychological environment for each student to enjoy the success of each student, a sincere sense of mutual support. [5, p. 48] In such an environment, students agree, with the development of a sense of solidarity, socially active civic competence is further enhanced through financial literacy.

D. Johnson and R. Johnson noted that the principles of collaborative technologies are “teamwork and, of course, rewarding the winning team, individual approach to students, creating equal opportunities for success”. [6, p.89]. Motivation has always served to discover and develop new personal abilities.

## CONCLUSION

Based on the above considerations, we can draw the following conclusions. First, the best practices of the didactic process in collaborative technologies were summarized and identified as follows:

- ☐ By level of application: general pedagogical;
- ☐ On philosophical grounds: humanistic;
- ☐ According to the main factors of development: complexity, biogenic, sociogenic and psychogenic;
- ☐ person-centered: comprehensive;
- ☐ According to the content: educator, educator, secular, human, general, deeply understood;
- ☐ By type of management: system of small groups;
- ☐ By organizational forms: academic + clubs, individual + group, stratified;
- ☐ According to the student's approach; on the basis of personal-human, subject-subject relations (cooperation)
- ☐ According to the acquired methods: problem-solving, based on creativity, dialogue, game;
- ☐ By student category: public (for all categories).

Second, the use of collaborative technologies based on these experiences in the classroom is important for personal development. That is why it is necessary to use such advanced pedagogical technologies in the process of upbringing and educating a harmoniously developed generation. Third, the sense of solidarity, like-mindedness, cooperation, and generosity formed and developed in students on the basis of this technology not only increases students' mastery in the classroom, but also provides them with life skills and cooperation in democratizing the state and society. Fourth, the effective use of collaborative learning technologies in the classroom allows students to engage in daily intense mental work, creative and independent thinking, build confidence in their own strengths and abilities, and take an active civic position.

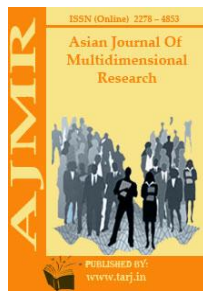
Therefore, collaborative learning can achieve many results based on the requirements of technology. Only we, the educators, should not hesitate to be creative and develop new technologies in the classroom.

## REFERENCES

- 1.M.Quronov, E.Siddikova. The content of the book of the first President of the Republic of Uzbekistan Islam Karimov "Serving for the happiness and great future of our motherland is the highest happiness", a methodical manual for the study of the main ideas in secondary schools. T. 2015, p.12.
- 2.R.G.Safarova and others. The content of the process of developing students' skills of cooperation based on friendly relations. T. State Scientific Publishing House "Encyclopedia of Uzbekistan", 2015, p. 53.
3. <https://lex.uz> Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 187 "On approval of state standards of general secondary and secondary special vocational education". April 6, 2017.
4. Fazilova D., Xaliyeva Sh. Mathematical literacy, knowledge of scientific and technical innovations and the formation of competencies based on collaborative technologies. Proceedings of the International scientific-practical online conference "Improving the quality of modern continuing education: innovation and prospects." TDPU. April 24, 2020, p.328.
5. R.G.Safarova and others. The content of the process of developing students' skills of cooperation based on friendly relations. T. "Encyclopedia of Uzbekistan" State Scientific Publishing House, 2015, p.48.
6. Kolechenko A.E. Encyclopedia of pedagogical technologies. M. : "KARO", 2002, p. 89.

## FOR REFERENCE

7. Jumanova N.Sh. Goals and objectives of activation, acceleration of pedagogical technologies, Journal of Pedagogy and Psychology in Modern Education: Volume 1 №1 (2021): Journal of Pedagogy and Psychology in Contemporary Education
8. Jumanova N.Sh. Prevention of psychological defects in personal development. Journal of Pedagogy and Psychology in Contemporary Education. 2021.1 (1). Retrieved from <https://ppmedu.jspi.uz/index.php/ppmedu/article/view/1365>
9. Jumanova N.Sh. Characteristics of awakening a large group of children love to literature. Journal of Pedagogy and Psychology in Contemporary Education. 1 (1). Retrieved from <https://ppmedu.jspi.uz/index.php/ppmedu/article/view/1366>

Published by: *TRANS* Asian Research Journals

# AJMR:

## Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00309.8**

### ROLE OF MIGRATION IN THE FORMATION OF KHOREZMIANS IN THE TERRITORY OF THE LOWER AMUDARYA (VII-V centuries BC)

Nilufar Bobojonova\*; Kudrat Yuldashevich Masharipov\*\*

\*Independent Researcher,

\*\*Associate Professor

Candidate of Historical Sciences,

Urgench State University

UZBEKISTAN

#### ABSTRACT

*The article examines the migration processes that took place in the Khorezm oasis in the 7th-5th centuries BC. In general, the issue of tribal migration in Central Asia is one of the most pressing issues in the history of Central Asia today, and no final conclusions have been drawn on this topic. In this regard, on the basis of various sources, this article analyzes the role of the Khorezm oasis in migration in the 7th-5th centuries. BC.*

**KEYWORDS:** Khorezm, Migrations, Upper Uzboy, South Akchadarya, Kyzylkum, Bronze, Sako-Massagets, Early Iron, Kuyusay, Kuzeligyr, Humbuztepa, Khazarasp.

#### INTRODUCTION

Khorezm Bronze Age Cultures: The Tozabogyop and Suvtorgan cultures are undoubtedly the product of migration in different directions. The most important result of these migrations was that the cultural development of the early Iron Age in Khorezm underwent significant changes, and in the future formed a people known as the "Khorezmians".

The emergence of new crafts, architectural methods and traditions of material culture led to the formation of new lifestyles and socio-economic relations, which influenced the pace of development of productive forces [1, pp.3-20].

This process is connected with the question of the origin of the "Khorasmians" - the ancient Khorezm people [2, pp.40-41]. According to new scientific data, the Khorezm people appeared in the Khorezm oasis as a result of assimilation of the pop

ulation groups from Margiyana-Bactria and local cattle-breeding tribes [3, p.113].

## THE MAIN FINDINGS AND RESULTS

The influx of southern groups into the Khorezm oasis was gradual and peaceful. Craftsmen and builders first moved to the oasis. They produced pottery (Khumbuztepa) and built fortifications such as Hazarasp and Kozalikir [4, pp.30-33].

It is no coincidence that in the early Kozalikir period, productive animal husbandry dominated the economy. Indigenous peoples were herders, and immigrant southern groups in the Khorezm oasis were initially engaged in handicrafts and construction, but agriculture based on artificial irrigation was gradually developed on a new basis. Immigrant groups from the south practice their religion and perform funeral rites in the occupied territories. Due to this, in ancient times Zoroastrianism became the main religion in the Khorezm oasis [5, pp.36-40].

The ancient “Khorezmian” people were formed as a result of assimilation and mixing of different ethnic groups (Kuysoys, Bactrians, Saks, etc.). The stories of the southern “Khorezmians”, who lived in Balkh and Marv, that is, Bactria and Margiyana, are reflected in written sources and epics, southern country, derived from historical memory of the homeland [6, pp. 6-28].

What do we know about the toponym “Khorezm” in general, or what assumptions and scientific observations are known among researchers about the origin of this name? What is the toponym of Khorezm, one of the places of this ancient civilization, which amazed some people and attracted some people to their greed?

Initially, we decided to elaborate on the views of Professor S.P.Tolstov, who studied the history of ancient Khorezm in detail in the monograph "In Search of Ancient Khorezmian Civilization": is mentioned several times in religious works, Greek-Latin, Chinese, and Armenian sources. However, it is impossible to get any information about the country from them - only the names of two “Khorezmian” rulers are known: in the work of Arrian in the "History" of the 4th century BC and the Chinese Tang dynasty. The name of the ruler of the middle of the VIII century occurs; there is little information about the Arab conquest of Khorezm in the works of Belazuri and Tabari: This is the only information about the history of Khorezm before the 10th century. In the tenth century, we find a very concise description of Khorezm in several places in the Arabic-Persian geographical literature.

We know only a few fragments of the history of Khorezm of the X-XI centuries. During the twelfth and early thirteenth centuries, Khorezm became the center of the great Eastern Empire, which stretched from the borders of Georgia to Fergana, from the Indus River to the deserts of the North Aral Sea. The events that took place here are the focus of sources on the history of the East. It is completely unexpected that this country, which was hitherto unknown and located on the far side of the Muslim world, has grown so astonishingly”[7, p.136] .

Beruni also confirms that some ethnic processes have taken place in Khorezm under the influence of migration. The local historical tradition preserved by Beruni and first studied and published by Zakhau gives only an external sketch of the history of Khorezm, as the Khorezmians themselves imagined this tradition in the early Middle Ages.

The Khorezmians, Beruni said in his Memoirs of Ancient Peoples, date the population of their country from “980 BC” (i.e., the Seleucid era, to 312 BC, when Babylon was conquered by the Seleucids) to BC, beginning in 1292 BC. They then began in 1200 BC, when the legendary hero Avesto and the hero of the ancient Central Asian-Iranian epic Siyavush ibn Kaykovus, who

conquered the “Turkic kingdom”, came to their country and founded the Khorezm dynasty by his son Kayhisrav, accepted the era.

According to Beruni, this dynasty ruled until the 10th century AD. Beruni later narrates that the Khorezmians adopted the annual account of the Persians. According to this, the reckoning of the year was based on the years in which each king of the Caiaphas dynasty, that ruled their (Khorezmian) country and held the title of king, ruled. This was the case from the kings of this dynasty to the reign of Afrig, like the king of Iran, Yazdigird (Yazdigird 1), had a bad reputation. His son became his successor in governing the country.

Legend has it that the great palace behind the city of al-Fir was built by Afrig “in 616 AD” (305 AD); this castle was destroyed by the Amudarya in 1305 (997 AD) of the Seleucid era. The lower generation of Khorezmian Siyavushis (this generation was started by Afrig) ruled in Khorezm until 995. The fall of the African dynasty coincided with the demolition of the tower built by the Africans [8, p.71].

Researchers have already noted that brief information about Khorezm, which is found in various ancient literary monuments, indicates that Khorezm played an important role in the ancient history of the Middle East and Eastern Europe. But it is difficult to say for sure.

It is noteworthy that the role of Khorezm is especially emphasized in Zoroastrian legends. According to Bundakhishi and other monuments, one of the first legendary kings of Iran, Yima (named Jamshid in the Persian epic) lit the oldest and most revered fire of Zoroastrianism in Khorezm - the patron saint of the priesthood, Khurdod, Adarkhurra or Frobak.

Now, on the basis of archeological and anthropological research, we can analyze the ethnic groups living in the Khorezm region in BC were representatives of the local population. They were the heirs of the tribes that created the Amirabad culture. The monuments of the first Saks, found and examined in the steppes and foothills of Central Asia, date back to the VIII-VII centuries BC [9, pp. 9-12]. Livestock played an important role in the nomadic economy. They raised a lot of cattle, sheep and horses. Livestock has become a major source of income for migrants. The Avesto's Yasht Kitobi states that tribal leaders and country leaders sacrificed “a hundred stallions, a thousand cows, and countless sheep” [3, pp.22-23].

From the 7th to the 6th centuries BC, cattle breeders living in the Aral Sea region achieved great success in the military field and in the production of weapons. Horse equipment, bronze and iron weapons were found in the cemeteries of southern Tagisken, Uygarak and Sakarchaga. The Saks' horse equipment, daggers, and arrows resemble the weapons of the nomadic tribes of the Eastern European steppes (Sauromats, Scythians). Thus, the Lower Amudarya region also became part of the huge Eurasian migration system during the Early Iron Age (IX-VII centuries BC), and by the VII century BC, two different cultures were formed in this region.

The first culture at the end of the 7th century BC, the Kozalikir culture developed as a result of the arrival of groups of southern peoples of Central Asia around the southern borders of Khorezm and the Sariqamishboy Dovdon valley. The Saks, who settled in the Dovdon steppes before the southern settlers, did not resist the aliens. Khumbuztepa pottery workshops, Hazarasp and Kozalikir fortifications were built in peace.

The second group In the IX-VIII centuries BC, and especially in the VII-VI centuries BC, the nomadic way of life was widespread in the steppes of the Lower Amudarya, and nomadic tribes achieved great success in the development of armaments and became a major military force.

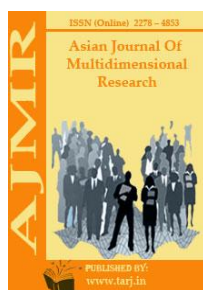
## CONCLUSION

In general, during the VII-V centuries BC, the “Khorezmian” and Khorasan peoples, which are now mentioned in many written sources, were formed as a result of complex migrations.

## REFERENCES

- [1] Pyankov I.V. (1972). Chorasmiyas of Hecateus of Miletus *Bulletin of Ancient History* – Moscow: No 2. – pp. 3-20. (Пьянков И.В. Хорасмий Гекатея Милетского // ВДИ. – М., 1972. – № 2. – С. 3-20.)
- [2] Vorobieva M.G. (1979). *The problem of "Big Khorezm" and archeology. Ethnography and archeology of Central Asia.* – Moscow: Nauka. – pp. 40-41. (Воробьева М.Г. Проблема «Большого Хорезма» и археология // Этнография и археология Средней Азии. – М.: Наука, 1979. – С. 40-41.)
- [3] Avesto. YashtKitobi. M. Ishakov's translation. – Tashkent: Sharq, 2001. – pp. 22-23. (Асқаров А. Ўзбек халқининг этногенези ва этник тарихи. – Тошкент: Университет, 2007. – Б. 113.)
- [4] Baratov S. (2007) *some problems of archaeological research of ancient cultures of Khorezm.* History of Uzbekistan Issue 4 – pp. 30-33. (Баратов С. Некоторые проблемы археологических исследований древних культур Хорезма // O'zbekiston tarixi. – 2007. – 4 сон. – Б. 30-33.)
- [5] Rtveladze E.V. (2013) *State Association "Big Khorezm" - a myth created by scientists or a historical reality? Khorezm in the history of the statehood of Uzbekistan* – Tashkent: – pp. 36-40. (Ртвеладзе Э.В. Государственное объединение «Большой Хорезм» – миф, созданный учеными или историческая реальность? // Хорезм в истории государственности Узбекистана. – Ташкент, 2013. – С. 36-40.)
- [6] Sagdullaev A.S., Matyakubov Kh.Kh. (2016). *on some debatable problems of the history of ancient Khorezm History of culture of Uzbekistan: stages, problems, achievements.* – Tashkent: Adabiyot uchunlari. – pp. 6-28. (Сагдуллаев А.С., Матякубов Х.Х. О некоторых дискуссионных проблемах истории древнего Хорезма // История культуры Узбекистана: этапы, проблемы, достижения. – Т.: Adabiyot uchunlari, 2016. – С. 6-28.)
- [7] Tolstova L.S. (1984). *Historical legends of the Southern Aral Sea region* – Moscow: Nauka. – p. 136 (Толстова Л.С. Исторические предания Южного Приаралья. – М. Наука, 1984. – С. 136)
- [8] Абу Райхон Беруний. Танланган асарлар I жилд. Қадимги халқлардан қолган ёдгорликлар // Абдуфаттоҳ Расулов ва бошқалар таржимаси. – Тошкент: Фан, 1968. – Б. 71.
- [9] Gryaznov M.P. (1975). *On the chronology of the oldest monuments of the era of early nomads.* Successes of Central Asian archeology. – Leningrad: Nauka. Issue. 3. – pp. 9-12. (Грязнов М.П. К хронологии древнейших памятников эпохи ранних кочевников // Успехи среднеазиатской археологии. – Л.: Наука, 1975. Вып. 3. – С. 9-12.)
- [10] Khalimovich, O. N., Rasuljanovna, I. N., & Shakarovich, G. I. (2020). The Purpose and Outcome of Diplomatic Missions in the II-I Centuries Between Central Asia And China. *Journal of Critical Reviews*, 7(9), 126-128.



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI: 10.5958/2278-4853.2021.00308.6

## INFLUENCE OF “THEMATIC PARKS” TO THE DEVELOPMENT OF TOURISM IN UZBEKISTAN

Nilufar Mannopova\*; Aziz Mannapov\*\*

\*Teacher of the Design Department,  
National institute of Fine Arts and design named after Kamoliddin  
UZBEKISTAN

\*\*Student,  
Yeoju Technical Institute in Tashkent  
UZBEKISTAN

### ABSTRACT

*Fairs in medieval Europe (for example, St. Bartholomew's, founded in 1543 in London) were one of the sources of the birth of modern amusement parks. Since the Elizabethan era, fairs have become centers of fun pastime for people with entertainment, food, games. They have become the natural birthplace of various forms of fun entertainment. Since 1810, Oktoberfest in Germany has become not only a beer festival, but also a place of folk festivities. The structure of water parks is becoming more and more relevant to which little attention has been paid so far. Examining the content of the article, this document tries to reveal the influence of “Thematic Parks” in Uzbekistan on the development of not only local tourism in the country but also in the cities of neighboring republics in example of water parks. posts surveys in student dormitories and in a hotel in the capital of Uzbekistan.*

**KEYWORDS:** *Tourism in Uzbekistan; thematic parks; water parks; aqua parks; development of tourism; local tourism; outbound tourism; pleasure tourism; development of local tourism;*

### INTRODUCTION

Do tourists visit other countries to visit the “Thematic parks”? Do “Thematic Parks” Affect the Number of Tourists in a Country? Why do tourists prefer to relax in “Thematic Parks”?

A Thematic park is a collective term describing a number of attractions and other types of entertainment located in one area. A Thematic park differs from ordinary parks in that it is intended specifically for the entertainment of people, mainly adults, teenagers and children.

The world's oldest (and still operating) amusement park, Bakken, near Copenhagen, opened in 1583. The most famous of London's Vauxhall Gardens was founded in 1661. The Prater Park in Vienna opened in 1766. Founded in 1843, the Tivoli Gardens in Copenhagen are another example of a leisure park that has been successfully operating to this day.

Aqua park - is an entertainment complex, which has an infrastructure for playing games on the water and water attractions such as water slides, sprinklers, pools with a tower, fountains, "lazy river" and other water activities.

The water park, on the one hand, is a territory of fun and relaxation with family or friends, and on the other, it is a highly profitable investment in the entertainment industry. The first water parks, according to various sources, appeared in the 40-60s of the 20th century.

The very first water park in Uzbekistan called "Tashkent water park" is located in Tashkent in the city center next to the amusement park "Tashkentland" not far from the TV tower, which can be seen from afar. Now in Tashkent there are several beautiful modern water parks, but this one was opened the very first, in 1997, on the site of the former "Victory Park".

Today in Uzbekistan there are about 220 parks with various attractions. In recent years, there has been a tendency for their specialization. So, along with amusement parks, a network of water parks began to develop, the first eco-park appeared.

The State Committee for Tourism Development is convinced that the time has come to build theme parks in the country.

The construction of various amusement parks enhances the attractiveness of the city and the country. Like all developed and developing countries in Uzbekistan, the number of such parks is also increasing. This undoubtedly affects the development of many areas of the state. In this article, we will try to find out what role amusement parks play in the development of tourism in the country and try to answer the above-highlighted questions.

## METHODS

It is very difficult to find and interview tourists about the tourism of the country and ask them a few questions. Therefore, the study took place in Tashkent in the three-star hotel "SV hotel" on "Ivleev" street and in the hostel of the "Tashkent State Conservatory" on Farhad street.

When it came to choosing a data collection method, there were several options that were very simple and easy. But they weren't that spectacular. The most effective way, in our opinion was "Face to face interview".

The Method of collecting data is "Face to face interview".

During the interview, each participant was asked 10 questions and all the answers were written.

The data collecting process took place during March 2021.

If there were any difficulties in answering, the participants were provided with previously prepared answers.

All members were delighted to take part in our interview.

Questions

1. What is your name?

2. What is your age?

1) under 18    2) 18 to 35    3) 36 to 55    4) over 56

3. What is your gender?

1) male    2) female

4. Where are you from?

1) Uzbekistan regions    2) Asia    3) Europe    4) other

5. What is the purpose of your visit to Uzbekistan?

1) business    2) pleasure    3) study    4) other

6. Have you been to Tashkent before?

1) No    2) Yes

7. Are there any water parks in your hometown?

1) No    2) Yes

8. Is it warm enough to swim in the open air in your hometown?

1) No    2) Yes

9. Have you ever visited at least one of the water parks in Tashkent?

1) No    2) Yes

10. Would you like to visit (again) water parks in Tashkent?

1) No    2) Yes

## RESULTS

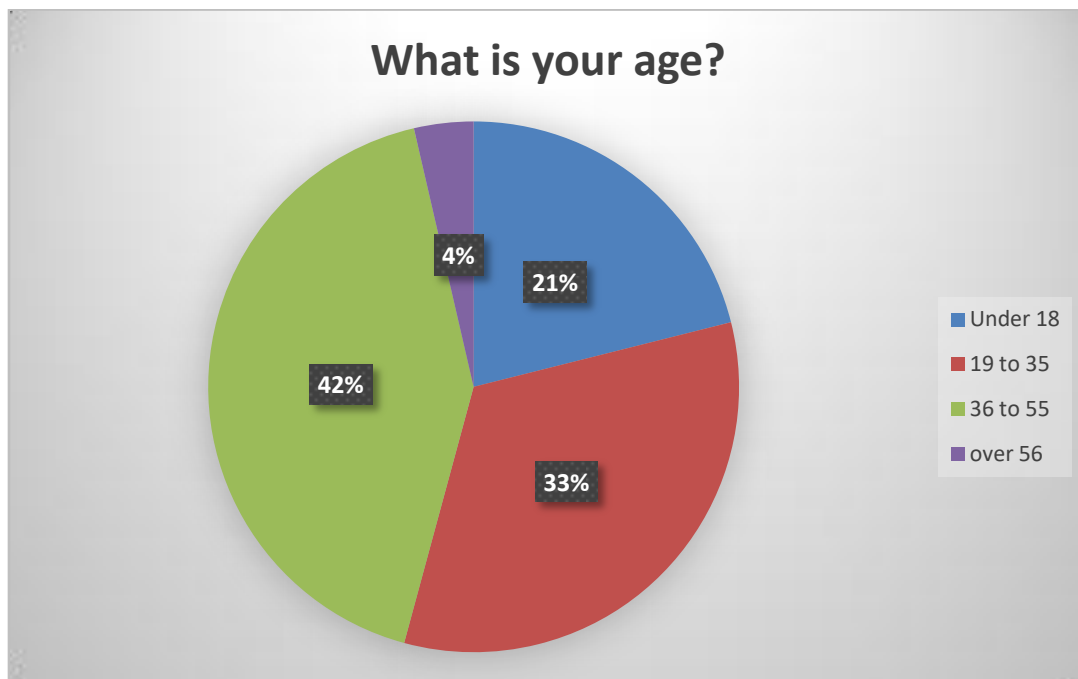
We examined our hypotheses using the 50 participants of our interview. It was difficult to find participants for our interview. Since not all tourists agree to be interviewed. Another daunting task during the interview was overcoming the language barrier between the foreign participants in our interview.

During the interview, each participant was asked 10 questions and all the answers were written.

The data collecting process took place from 1 to 30 March 2021.

If there were any difficulties in answering, the participants were provided with previously prepared answers.

The survey results showed that:

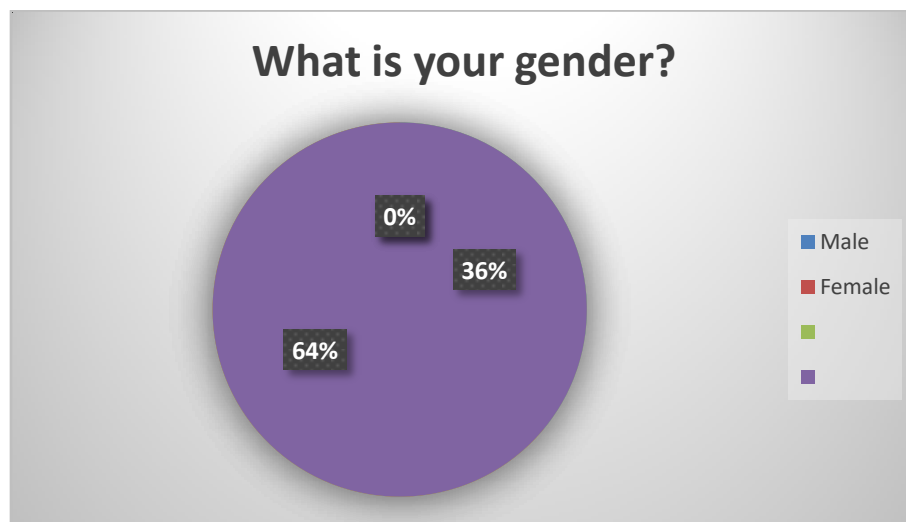


7 of the participants were under 18

11 of the participants were between 18 and 35

14 of the participants were from 36 to 55

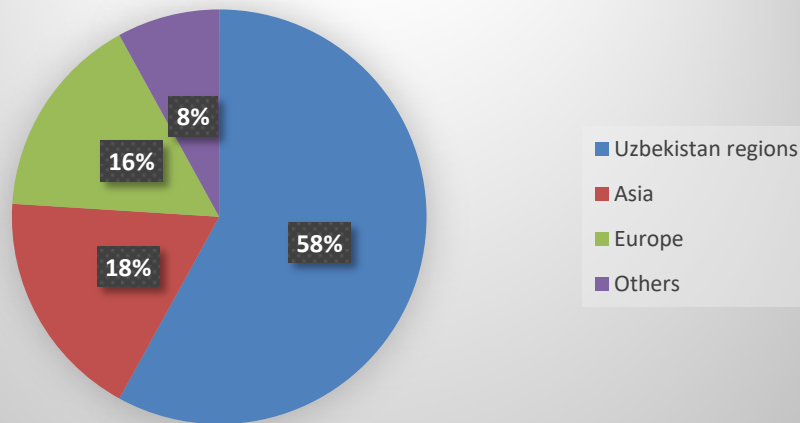
16 of the participants were over 56 years old.



32 of the participants were female,

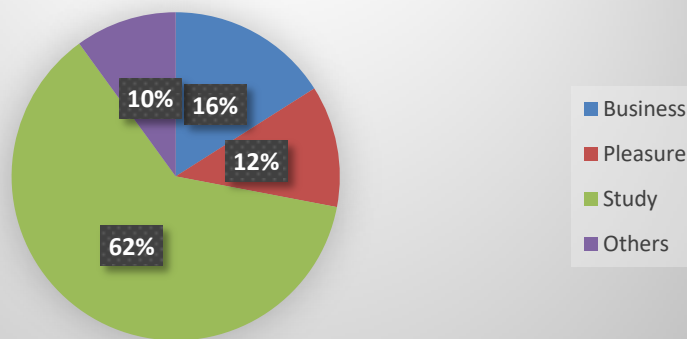
18 of the participants were male.

### Where are you from?



29 of the participants were from regions of Uzbekistan,  
9 of the participants were from Asia,  
8 of the participants were from Europe,  
4 of the participants were from other countries of the world.

### What is the purpose of your visit to Uzbekistan?



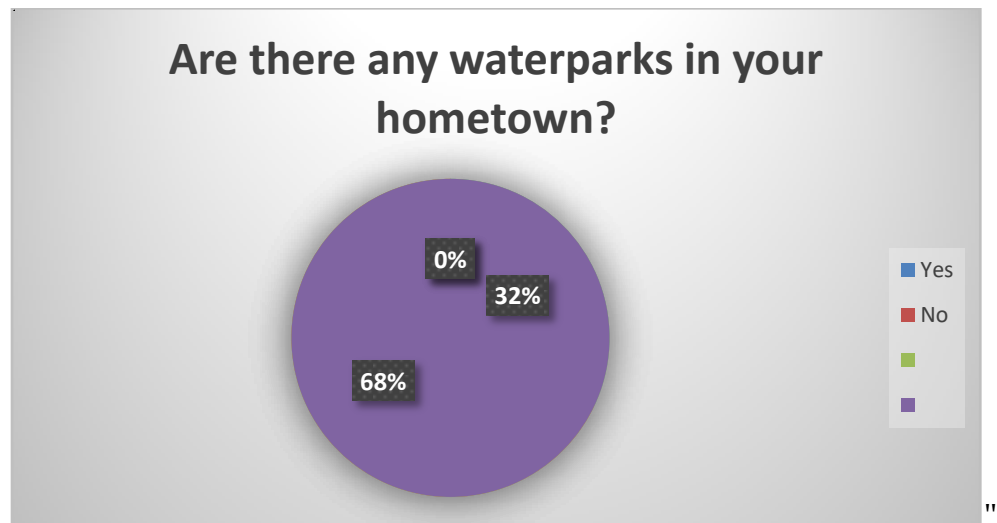
To the question "What is the purpose of your visit to Uzbekistan?":  
8 of the participants answered "business",  
6 of the participants answered "pleasure",  
31 of the participants answered "study",  
5 of the participants answered "others".



To the question "Have you been to Tashkent before?":

27 of the participants answered "Yes"

13 of the participants answered "No"



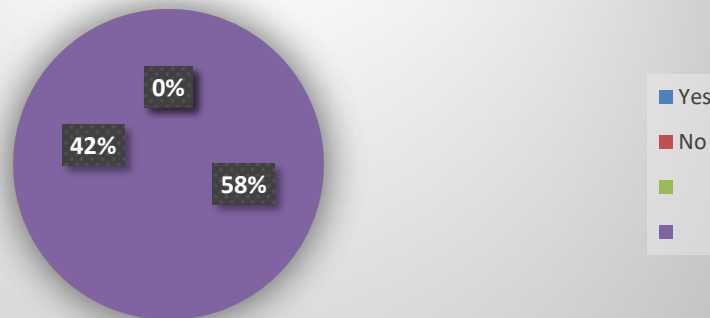
To the question "Are there any waterparks in your hometown?":

16 of the participants answered "Yes"

34 of the participants answered "No"



### Is it warm enough to swim in the open air in your hometown?

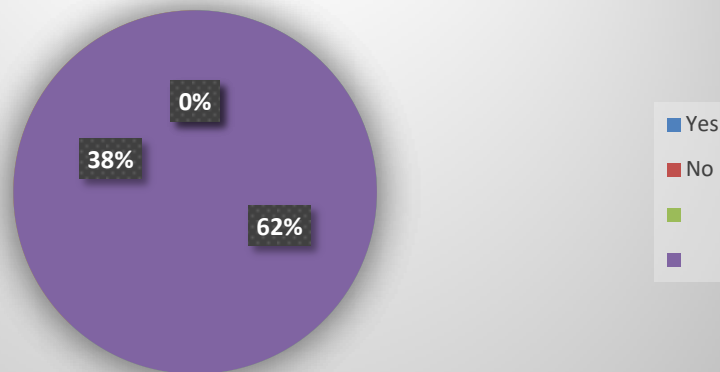


To the question "Is it warm enough to swim in the open air in your hometown?"

29 of the participants answered "Yes"

21 of the participants answered "No"

### Have you ever visited at least one of the water parks in Tashkent?

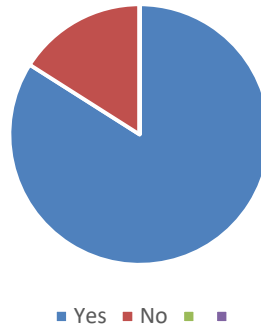


To the question "Have you ever visited at least one of the water parks in Tashkent?":

31 of the participants answered "Yes"

19 of the participants answered "No"

Would you like to visit (again) water parks in Tashkent?



To the question "Would you like to visit (again) water parks in Tashkent?"

42 of the participants answered "Yes"

8 of the participants answered "No"

### CONCLUSION

Yes, many believe that the influence of theme parks on the development of tourism in the country is not significant, or even theme parks do not in any way affect the development of tourism in the country. However, although not very many people were interviewed, a lot was clear. Many participants responded that there are no water parks in their hometowns. There were also some participants who answered that they come every year just to visit the Tashkent water park, since the weather in the participant's hometown does not allow swimming in the open air. In conclusion, relying on the results of our research, we can say with confidence that theme parks significantly affect not only the arrival of tourists to the country, but also increases the number of citizens who come from the regions. This means that theme parks affect both the development of local tourism and the development of tourism in the country as a whole.

### ACKNOWLEDGMENT

We would like to express special gratitude to the three-star hotel "SV hotel" located in the center of Tashkent city on "Ivleev" street and to the administration of the "Tashkent State Conservatory hostel" located in the center of Tashkent city on "Farhad" street for the help in conducting the interview for our research.

### REFERENCES

1. Boyle, E. (2017, March). Disney is looking to add AR technology to its theme parks. TechRadar. Retrieved from <http://www.techradar.com/news/disney-is-looking-to-add-ar-technology-to-its-theme-parks/>
2. Brennan, D. (2017, March). Once a Pioneer of VR in Theme Parks, Disney Aims for AR This
3. Time Around. Road To VR. Retrieved from <https://www.roadtovr.com/pioneer-vr-theme-parks-disney-aims-ar-time-around/>

4. Colliers International. (2014, October). DNA of Theme Park Hotels.

Retrieved from

<http://www.colliers.com/-/media/2B8FD9835F64408689EABA71985E73B4.ashx?la=en-GB/>

5. D&J International Consulting & Morisetti Associates. (2014). European Amusement and Theme Park Industry - An Assessment of Economic Impact in Figures Prepared for IAAPA Europe.

Retrieved from IAAPA Europe:

<http://www.iaapa.org/docs/default-source/iaapa-europe/iaapa-europe-economic-impact-study-2014.pdf/>

6. Eades, M. (2017, May). Disneyland and other theme parks go all-in with immersion, interactive

experiences. Orange County Register.

Retrieved from

<http://www.ocregister.com/2017/05/01/disneyland-and-other-theme-parks-go-all-in-with-immersion-interactive-experiences/>

7. Forrec. (2015). Theme Parks The Business of Storytelling. Retrieved from

[https://www.forrec.com/wp-content/uploads/2015/11/FORREC\\_Theme\\_Parks.pdf/](https://www.forrec.com/wp-content/uploads/2015/11/FORREC_Theme_Parks.pdf/)

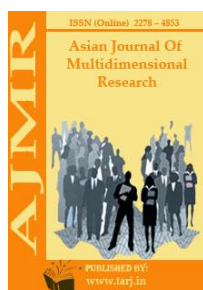
8. Султанова М. Использование культурных растений пустынных городов в создании ландшафта рекреационных зон Узбекистана // Международный журнал Orange Technologies. - 2020. - Т. 2. - №. 10. - С. 102-104.

9. Qizi A. N. X., Nazokatkhon A. Factors influencing the creation of a comfortable microclimate and environmental control of zone by landscape design //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – Т. 10. – №. 5. – С. 2040-2049.

10. MANNAPOVA NR et al. Организация и основные требования к дизайну интерьера ресторана // Международный журнал инноваций в инженерных исследованиях и технологиях. - 2020. - Т. 7. - №. 05. - С. 5-12.

11. Латифович Т.А. Крупнопролетные конструкции и архитектурная форма // АКАДЕМИКА: МЕЖДУНАРОДНЫЙ МНОГОДИСЦИПЛИНАРНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ ЖУРНАЛ. - 2021. - Т. 11. - №. 1. - С. 397-401.

12. Tursunova S. F. HISTORY OF ADVERTISING IN UZBEKISTAN //International Engineering Journal For Research & Development. – 2020. – Т. 5. – №. 9. – С. 10-10.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00306.2**

## EVOLUTIONARY DEVELOPMENT OF THE CONCEPT “HAPPINESS” IN CHINESE LANGUAGE (ON THE EXAMPLE OF MODELS)

Noiba Abbaskhonovna Valieva\*

\*PhD Student,

Tashkent State University of Oriental Studies

Email id: naying1564@mail.ru

### ABSTRACT

*This article discusses the concept of "happiness", which is reflected in the traditions, values and customs of the Chinese people over time. The concept of "happiness" in many languages implies ambiguity and abstractness. But in the Chinese language, it is already an interconnected, clearly expressed system. Chinese philosophers have defined happiness using five components: happiness, joy, longevity, career, and wealth. However, the concept of "happiness" underwent several component changes before it took its current form, and we will discuss this process below.*

**KEYWORDS:** Yin-Yan Concept, “Wufu” Concept, Model, Mengzi Period, Confucianism, Natural Death.

### INTRODUCTION

When a person is born, he tries to be happy and seeks it for a lifetime. The concept of “happiness” stems from the worldview and values of each nation. But there are general concepts that include common values. The concept of “happiness” reflects the local ideas of the ethnos about the achievement of both secular and material harmony, as well as the meaning of human life in general. This is especially evident in the worldviews reflected in the socio-political, cultural and philosophical literature of modern China, in which the modern Chinese population, which is an unstoppable race for millions of capital, aspirations is expressed to adapt to the achievement of mutual harmony between material and spiritual values with perfection [1, pp. 175-185]. If the concept of “happiness” in the Uzbek language is expressed in a large number of textual synonyms and has a great semantic difference, which for the Uzbeks shows some ambiguity, the concept of “happiness” in the Chinese imagination is interrelated and are closely related concepts and have a clearly regulated structure. These concepts are combined in the traditional imagination of the general philosophical understanding of this nation and form a clear concept.

## THE MAIN FINDINGS AND RESULTS

The Chinese concept of happiness is associated with the five worldly blessings - longevity, wealth, health, good deeds (generosity, magnanimity, goodness), and natural death [2]. This definition was given by E. Werner; in fact, the concept of “happiness” in Chinese culture has undergone semantic changes over time. In traditional Chinese culture, the concept of happiness - 幸福 xingfu has been expressed in many articles, reflecting the historical experience of the Chinese people, confidence in the future, despair, and hope for a better destiny and defining a fatalistic worldview of the phenomenon of happiness. According to the Chinese, the destiny and duty of every person in life is determined by heaven and follows a certain path [1, pp. 175-185].

In this article, we will look at the models of the concept of “happiness”, first of all, an etymological analysis of the hieroglyph 福 fu.

福 fu – is a hieroglyph of happiness, according to the ancient Chinese etymological dictionary “细说汉字”, on the left side of the hieroglyph is preserved an altar, a symbol of human connection with the gods and ancestors, and on the right is a vessel, instead, a mouth and fields are depicted. It is possible to assume that one roof, that is, the mouth - the person living in the house, represents the processed field - food. It can also be interpreted as meaning that the mouth is a person, the field is food, and one person is one field. Food is one of the most important human needs, as it was a thousand years ago and today. So, when it comes to happiness, the ancient Chinese understood the patronage of Heaven and the Gods. In this hieroglyph, a person who follows the moral principles established by Heaven and respects both Gods and ancestors will receive all that is necessary for life - housing and food [3].

Thus, the ancient Chinese changed their perception of happiness, at the same time understanding it in a much deeper and more comprehensive way, even though thousands of years had passed; happiness is a simple human need and can be seen in the spiritual and material well-being and harmony of man with nature.

In ancient Chinese writings, 五福 wufu is often associated with complete happiness, such as the fulfillment of good wishes and intentions. Originally translated as the “five components of happiness” it forms a model of the concept of “happiness” in Chinese, and some components of this model have changed over time. Explaining why it is the number five has a sacred meaning for the Chinese. Chinese In-Yan scientists claim that all beings begin in and out. “The five elements are water, fire, earth, wood and metal, representing the five primordial substances that created the universe” [4, p. 177]. The number five is a symbol of the central state in the four directions, the internal ruler of both the four sides and the four seasons (the universe is believed to have four sides: north, south, west, east, and center), respectively, the basic color of the five dragons (blue, red, yellow, white, black) corresponding to each side of the universe, introduced five sounds in ancient Chinese music [4, p. 175]. This shows that in ancient times, the concept of “happiness” was proposed by In-Yan scholars as a combination of five elements: water, fire, earth, wood and metal. The above 5 elements represent the concept of the basic happiness of the “In-yan” doctrine of mutual balance, that is, co-development with the laws of nature, recognition of destiny.



Later, by the time of Mengzi (372-289 BC), the concept of “happiness” included the following five hieroglyphs: 福 fú happiness, 仁 rén humanity, 义 yì justice, 礼 lǐ morality, and 知 zhī knowledge. It was during this period that the emphasis was placed on such qualities as humanity, generosity, and mutual assistance. It should be noted that there is no specific definition of "happiness" by Mengzi, but he directly connects happiness with components such as humanity, justice, knowledge and morality, based on the philosophy of Maoism.



By the time of Confucius (孔子 551-479), the number of components had not changed, but some hieroglyphs had been replaced. The model of the concept of “happiness” in Confucianism (according to the text in the Chinese classic book “Five Books” or “Shujin”, which is part of 尚書 “Shàngshū” Confucianism) consists of the following hieroglyphs: 长寿 chángshòu longevity, 富贵 fùguì wealth, 康宁 kāngníng serenity, 好德 hǎodé good qualities, 善终 shànzhōng natural deaths (death in old age). Of course, the concepts listed have a wide range of meanings and include several semantic aspects, but these concepts create a common "happiness". First of all, a person can taste many of these blessings only if he lives a long life. For this reason, “longevity” is one of the basic concepts and hieroglyphs.

“Wealth” means money, valuables, and a high position in society to taste certain blessings, while “peace of mind” means health, that is, physical and mental well-being; the possessor of “good qualities” encompasses all human qualities and means such things as humanity, kindness and generosity. Among these five components, “natural death” is the last concept, and seeing that man has fulfilled many of his dreams, including all the blessings listed above, it is impossible to



get out of this world without hope and peace implies closure. For the Chinese, it is a great happiness not to know the fear and grief of the heart on the eve of entering the spirit world. This is also mentioned in Liang Xianlin's book, "The Art of Good Wishes in China, Happiness". If we compare the components of the concept of "happiness" in the written sources of the Confucian period with the components of the Mengzi period, we can see the influence of Mengzi's views on the "good qualities" component.



As society has changed, so have human needs and aspirations. We can see this in the concept of "happiness", which means that a new model has emerged based on the ideas of the old works. The next model is the concept of "happiness". This model also includes 5 components. These are:

福 fú- happiness, 禄 lù- career, 寿 shòu- longevity, 喜 xǐ - joy (also used in the sense of family joy, marriage) and 财 cái- wealth [5, p. 245].



In the four models above, the concept of "happiness" has changed over time. Although each model has some component similarities, there are many differences. If we analyze the similarities, the above two models show that the components of "longevity" and "wealth" have not changed, and the concept of "career" has been added instead of the components of "morality, good behavior". Happiness 福 fú in the latest model is one of the primary components, which

represents happiness and success in life; 禄 lù- Career hieroglyphs include meanings such as fame, social status and benefit; 寿 shòu- The hieroglyph of longevity promotes the idea that living a long life, and living a long life is a great achievement, a happy destiny; 喜 xǐ- The hieroglyph of joy refers to joy or celebration, that is, all the satisfying and joyful events of daily life; 财 cái- Wealth is a measure of large amounts of money and material wealth, which represents the development of business, promotion and productivity among the people.

## CONCLUSION

This article mainly presents a model of the components that represent the most common concept of “happiness” in the Chinese concept. The latest components of the “happiness” model can be found in all parts of China. A pattern of good deeds embodying various “Chinese happiness” can be found everywhere in China today. They are reflected in buildings, rooms, cars, clothing, jewelry, pictorial utensils, paper patterns, floral ornaments, stone, wood and metal carvings in everything that people aspire to. People call them “happiness” just like millennia. Each form of these ornaments simultaneously performs two important functions in the life of the Chinese: they decorate homes during the holidays and bring joy and good wishes, protect them from the evil eye in any situation of life, and express religious and moral ideas and values are the rules of a great country [6, pp. 66-70].

- It was found that the concept of "happiness" was formed as a single model in the Chinese nation.
- The model is systematically evolving and complementing each other.
- The difference between the models of happiness of ancient and modern times can be seen in the following, that is, in the teachings of In-yan and Mengzi, the balance with nature is primary; In Confucianism, human qualities are studied in relation to human happiness under the influence of Mengzi, and in this model, the natural death component is considered.
- In the latest model of the concept of "happiness" is reflected in such components as longevity, wealth, joy, and career. Compared to the above, a career component has been added.

## REFERENCES

- [1] Li Qianhua. (2013). *the concept of “happiness” in Chinese proverbs and sayings*. Li Qianhua, I.B.Smirnov. Bulletin of the Leningrad State University named after A.S. Pushkin. Series Philology. Responsible for edition V.N.Skvortsov. – Saint Petersburg: Leningrad State University named after A.S. Pushkin. - No. 3. – pp. 175–185.
- [2] WernerE. (2005). *Mythsand Legends of China*. – Moscow: Centerpolygraph.
- [3] An S.A., Vorsina O.A., Peschanskaya E.V. The multi-value of the concept of “happiness” in Chinese philosophy of culture. *Bulletin of the Chelyabinsk State Academy of Culture and Arts*. 2012/4 (32)
- [4] TyanXe. (2011). *Sema. Semantics of traditional Chinese pattern*. Society. №1. – p. 177.
- [5] 黄全信, 中华五福吉祥图典, 华语教学出版社, – 北京 2003., – p. 245.
- [6] Peschanskaya, E.V. (2012). *The polysemy of the concept of “happiness” in the Chinese philosophy of cultures* / S.A. An, O.A. Vorsina, E.V. Peschanskaya. Bulletin of the Chelyabinsk State University of Culture and Arts. No. 4 (32). – pp. 66-70.

[7] Oshanin I.M. (ed.) *The Great Chinese-Russian Dictionary*. – Tashkent. 1-4. – Moscow: “Hayka”. 1983-1984. – p. 1062.

[8] *Chinese-Russian Dictionary*. Compiled by Fu Chong. - Shanghai, 2004. – p. 1249.

[9] [http://chengyu.t086.com/c\\_b4f4](http://chengyu.t086.com/c_b4f4)

[10] <http://xh.5156edu.com/html5/79339.html>

[11] <https://elar.urfu.ru/bitstream/10995/19275/1/iurp-2010-81-04.pdf>

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00307.4**

## FEATURES OF DESIGNING INTERIORS OF RESTAURANT ESTABLISHMENTS

**Nilufar Rovshanovna Mannopova\***; **Munavvar Bakhodirgizi Kamolkhodjaeva\*\***

\*Teacher of the Design Department,  
National institute of Fine Arts and Design named after Kamoliddin Bekhzod  
UZBEKISTAN

\*\*Magister's  
National institute of Fine Arts and Design named after Kamoliddin Bekhzod  
UZBEKISTAN

### ABSTRACT

*The article discusses the general concepts associated with the design process of the interior space of a catering enterprise (restaurant, cafe, etc.), in the field of design and architecture. The main trends in the development of the planning structure, the ergonomic approach to the design and stylistic solutions of restaurant interiors based on the concept of the institution are revealed.*

**KEYWORDS:** *Interior, Catering, Restaurant, Design, Functional Zoning, Layout, Artistic Image.*

### INTRODUCTION

Public catering enterprise - an enterprise intended for the production of culinary products, flour confectionery and bakery products, their sale and organization of consumption.

The standard "Catering services; Terms and definitions" provides for the following types of catering establishments: restaurant, bar, cafe, canteen, snack bar [1].

The restaurant is a public catering enterprise with a wide range of complex cooking, including custom-made and branded ones. Differs in a high level of service in combination with the organization of visitors' rest. According to the range of products sold, restaurants can specialize: fish, beer, with national cuisine, etc.

### MAIN PART

The interior is one of the constituent elements of the visual image, which as a result affects the mood of people who come to the catering establishment and, accordingly, affects its image. The creation of a project for this type of establishment is not just the design of a convenient catering

facility. This is a place where people come not only to eat, but also to socialize, relax, and have a good time. When working on the interior of public catering establishments, it is important not only to create a memorable image, but also to make the interior fit the type of establishment, reflect its level, cuisine, and creates a special atmosphere for which visitors will come back more than once. Functionality should be combined with the comfort and aesthetics of the establishment's concept. Everything plays an important role in the interior - from furniture to color of walls and decor - everything is designed to create a special comfortable atmosphere. The created style of the restaurant's interior must first of all fulfill the function of maintaining a comfortable and harmonious psychological climate.

To create a modern interior for a restaurant establishment, it is necessary to study the principles of interior organization, ergonomic factors of designing the interior of restaurant establishments, as well as the concept of the general concept of the establishment.

Due to the fact that the organization of the internal space cannot be separated from the requirements for which it is created, the design of premises must begin with the search for such an interior solution that will provide optimal conditions for carrying out the necessary processes. The search results for this solution will be specific sizes and shapes of premises, their interconnection, the choice of furniture and equipment, as well as style, color and lighting solutions.

The search for an artistic image is one of the important stages of design planning. This stage involves the selection and combination of such elements of the design composition as lines, color, light, shape, proportions, etc. [2]. The method of searching for an artistic image expands the creative possibilities of designers if they consciously apply this specific tool of activity in project work. So, designers can not only borrow ready-made images of art from previous centuries, but also, like artists, independently develop new project images within the framework of well-known artistic concepts of the shaping of non-classical art. In this case, art, as it were, suggests to the designer the direction of the search for something new. However, for a truly fruitful and competent work, designers need to know artistic methods, principles of shaping, their essence and mechanism of action.

The previous analysis of the concept of "artistic method" [3] allows us to assert that the art method is used in design-projection in two aspects. On the one hand, as a system of regulatory principles that set a certain socio-cultural direction of design activities and regulate the nature of the artistic content and form of the created project images. On the other hand, as a tool that helps to implement the processes of shaping and meaning formation in accordance with the worldview of the creator and consumer. This means that the artistic method requires adherence to certain guidelines and rules, and if they are met, it practically guarantees the emergence of new - appropriate for a given specific product and a specific consumer - solutions.

When designing the interiors of restaurant establishments, there is a practical need to create a purposeful movement in the interior, which is associated with a strong-willed effort and the desire to quickly achieve the goal (staff service of visitors, rest, etc.). Hence, the task of the designer is to organize purposeful movement in the interior in such a way as to help a person during movement to see what is the object of purposeful attention, to reduce efforts aimed at orientation in space, as well as to overcome various obstacles associated with the physical parameters of movement (distance, lift, furniture, etc)

The structural organization of the plan and the orderliness of purposeful movement in the interior of the restaurant require a number of conditions to be taken into account:

- Clear differentiation of the planning structure of the plan in the area: structures and equipment, communication, functional, preparatory, residual (useful and useless);
- Determination of the number of sources of targeted traffic;
- Disclosure of the quality and nature of the required and desirable connections between functional areas;
- Integration and differentiation of functional areas based on the principle of functional and psychological compatibility;
- Elimination of the intersection of streams, unreasonable descents and ascents;
- Reducing the distance between the main functional areas, choosing a straight line schedule, achieving simplicity and clarity of the architectural solution [4].

Concept development is the process of generating, analyzing and organizing ideas that will form the basis of a restaurant's image.

The concept should reveal the idea of the establishment; it is actually a detailed technical assignment for the development of technological chains, design solutions, trade marks, positioning strategies, menus, marketing and advertising programs for attracting and retaining customers and other components of the activity.

It is necessary to develop exactly the demanded concept of the establishment, since it is a key factor that will determine the design and, as a result, the circle of visitors.

Demand means access to a potential client of the institution. An interesting concept can attract a large number of visitors. Its popularity will depend on the originality of the design and ideas of the institution; from the initial impression of the visitor - whether he wants to come here again.

### **DEFINITION OF THE CONSUMER**

In most catering establishments, the optimal attendance and customer activity depends on:

- From social status and sociability;
- Compliance with the level of service;
- The requirements that guests have for comfort;
- Orientation of guests;
- From hygiene and attention to each visitor separately.

In any case, when developing a project, it is necessary to determine your target audience and draw up its detailed portrait for further maximum satisfaction of the expected demands of each consumer. Actually, the restaurateur, before making a final decision, also studies the average age, ability to pay, tastes, habits, and preferences of the main consumers.

A person is greatly influenced by the space in which he spends a lot of time. Therefore, it is important that the interior instills in a person such feelings and ideas that should appear in a particular room. It is important for a specialist to know how the environment and its elements



affect the mental and physical state of a person in order to use it to influence the physical state, competently manage feelings and emotions, and form a good mood [5].

## RESULTS

After analyzing the above materials, a number of modern trends can be identified that affect the formation of internal space, urban planning, functional zoning and planning. Their use in design allows us to satisfy the social need for the emergence of diverse restaurant establishments, including those with an expanded leisure function.

To ensure a normal (functional) process, interacting functional zones must be located in space in a certain technological sequence and be close to each other. Non-compliance with the technological sequence in the interaction of functional zones in time:

- leads to the intersection of human streams;
- increases the routes of targeted traffic;
- complicates orientation, leads to consumption of forces and energy of consumers (both personnel and visitors of the restaurant complex).

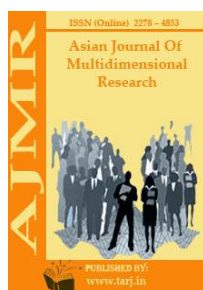
## CONCLUSIONS AND RECOMMENDATIONS

Global trends in the interior design of restaurant complexes change every year. It is important to consider that the interior should be not only beautiful, but also comfortable. With the help of correctly placed interior accents, mental fatigue and stress can be relieved, as a rule, it is associated with an excessive amount of information, therefore, for relaxation, you should form the opposite environment, not loaded with information. Aesthetics in restaurant interiors is based on rational needs and material possibilities, therefore the social foundations of interior design include in the list of important issues the problems of the rational use of resources, as well as new methods of construction.

## REFERENCES

1. A. G. Tarasova, V. Zh. Shupletsov, E. Zh. Shupletsov. Designing interiors of public catering. Yekaterinburg, 2018. Teaching aid - 8-9 pages.
2. Ilyina N.V. Artistic composition: selection and synthesis of formal elements [Electronic resource] / N.V. Ilyina, N.G. Ustimenko // Humanitarian research. - 2016. - No. 1. - Access mode: <http://human.snauka.ru/2016/01/13650>
3. Kagan MS Lectures on Marxist-Leninist aesthetics. L., 1971. 3. Baker V. Stylish interior [Text]. - M.: AST, Astrel, 2010. -- 160 p.
4. Dudka RA Ergonomic characteristics of purposeful movement and perception of the interior of the restaurant complex [Text]. Scientific article on construction and architecture
5. The psychological factor is the basis for the perception of the architectural space [Electronic resource] - Access mode: [http://archvuz.ru/articles/2011\\_22/55](http://archvuz.ru/articles/2011_22/55)
6. Frampton K. Modern architecture. Stroyizdat. Moscow. 1990 Per. from English E. Dubchenko; Ed. Khaita V.L.6. R., Mannapova N. "Organization And Basic Requirements For Restaurant Design Interior." *International Journal of Innovations in Engineering Research and Technology*, vol. 7, no. 05, 2020, pp. 5-12.

7. Daughter, A. N. X., & Nazokatkhon, A. (2020). Factors influencing the creation of a comfortable microclimate and environmental control of the zone by landscape design. *ACADEMICIA: An International Multidisciplinary Research Journal*, 10 (5), 2040-2049.
8. Tursunova Sh. F. HISTORY OF ADVERTISING IN UZBEKISTAN // *International Engineering Journal For Research & Development*. - 2020. - T. 5. - №. 9. - S. 10-10. <https://doi.org/10.17605/OSF.IO/TFA5Z>
9. Daughter Sultanova M.F. The role of the tourist base in the development of tourism in Uzbekistan // *INTERNATIONAL SCIENCE AND RESEARCH CONFERENCE II*. - 2021. - C. 1-5.
10. Sultanova, Muhayyo. "Use of Cultural Plants in Desert Cities in Creating the Landscape of Recreation Zones in Uzbekistan." *International Journal on Orange Technologies*, vol. 2, no. 10, 20 Oct. 2020, pp. 102-104, doi: 10.31149 / ijot.v2i10.738.
11. Mukaddas Isakova. (2020). Influence Of Colors On Children's Mentality In Children's Institutions, Research And Analysis Of Psychologists And Designers. *International Journal of Scientific & Technology Research*, 9(2), 5549-5551.

Published by: *TRANS* Asian Research Journals

# AJMR:

## Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI: 10.5958/2278-4853.2021.00305.0

## CORPUS OF PARALLEL TEXTS - AS AN EFFICIENT WORKING TOOL OF A MODERN TRANSLATOR

Orzubek Rakhmanovich Anarbaev\*

\*Professor-Teacher

Department of Natural Interdisciplinary Foreign Languages

Jizzakh State Pedagogical Institute

Email id: orzubekanarbaev@gmail.com

### ABSTRACT

*This article discusses the definitions of parallel text corpus, their specific features and its relevance in today's context, that is, the parallel text corpus also serves for the development of automatic translation, provides the development of computer lexicography and special concordance programs are developed and used in various specialties and there is an opportunity to create dictionaries. The parallel corpus of texts was considered as the most suitable for translation research, which allows to achieve high representativeness and reliability in conducting research as a modern tool for the analysis of translation alternatives. It also presents the results of research conducted by experts on the causes of the emergence of parallel texts and the problems, successes and shortcomings associated with it.*

**KEYWORDS:** *Corpus Of Parallel Texts, Translation Corpus, Bitext, Alignment, Parallel Text, Comparable Corpora, Bilingual, Translation Memory, Comparative Corpora, Monolingual Corpora.*

### INTRODUCTION

Corpus linguistics is an actively evolving field of linguistic research that allows for the use of a very large amount of empirical material for other branches of linguistics. The *corpus of parallel texts* plays an important role in corpus linguistics. At the same time, as the importance of multilingualism in the field of language is growing, the use of parallel text corporations with global markets and worldwide data exchange is one of the promising technologies, and its future is very bright.

Using parallel corpus, it is possible to know the variants of a word, sentence, paragraph, supersyntactic units in different languages. Parallel corpora are an important reality for the current era in which intercultural communication is widespread. Through parallel corpora it is possible to identify universals in different language environments, cultures, as well as specific

mental features, realities and lacunar units of languages [1]. The corpus of parallel texts also serves for the development of automatic translation, ensuring the development of computer lexicography. Using the corpus of parallel texts, special concordance programs are developed and it is possible to create dictionaries of different specialties.

Parallel corpora are often created from texts used in multilingual communities such as the United Nations, the European Union, and official bilingual countries such as Canada.

The main disadvantage of the parallel corpus is that the texts are not free from the influence of the source language, translation errors, and the individual style of the translator [2]. Similar problems of disproportion are not absent even in monolingual corpora. In any case, the solution is the same: the larger and more diverse the corpus, the less the effect of the individual text [3].

As the first example of a corpus of parallel texts, found in the Nile Delta near Rosetta in 1799, dating back to 196 BC, Egyptian temples in two languages (Greek and Egyptian) and three writing systems (Egyptian hieroglyphs and demotic languages) honored King Ptolemy V. is a reference stone [4, 1].

## MATERIALS AND METHODS

According to D.O. Dobrovolsky, "the corpus of parallel texts is useful not only in translation theory, bilingual lexicography, and other areas of language related to language comparison, but also to describe in more detail the semantics of the lexical units of each comparable language [5, 79]."

At present, the corpus of parallel texts is defined as follows, all of which reflect the specific features of the parallel corpus:

- *The corpus of parallel texts* is an electronic version of a work of art, manual, media, various documents in two or more languages.
- A *parallel corpus* is a specific type of corpus in which a text in one language compares the translation of that text to another language or, conversely, a text in a foreign language compares its translation in that language. Using an operation called alignment, an equation is established between the original and translated pieces of text. A aligned parallel corpus is an effective tool for scientific research, including translation theory and practice [6].
- *The corpus of parallel texts* is formed for scientific and practical purposes (especially for teaching foreign languages). By its structure, it is a collection of texts in the source language, which is the translation of one or more texts from the source language into the target languages [7].
- *Parallel corpus* or *translation corpus* is a corpus consisting of texts in one language and translations into another language or languages. Such parallel pairs or rows are called **bitext**. Having an original and a translation of it is not considered sufficient to create a parallel corpus. It will be necessary to ensure that the passage corresponding to the original is found in the translation. For this purpose, the process of alignment is used, as a result of which the same parts of parallel texts are compared with each other [8].

The parallel corpus of texts is the most suitable for translation research, which allows to achieve high representativeness and reliability in conducting research as a modern tool for the analysis of translation alternatives.

A corpus specialist (mostly a translator) has always been interested in creating a multilingual corpus. As early as the first-generation corpus, a bilingual corpus for English, Finnish, French, German, Greek, Norwegian, Spanish, Swedish and other languages began to appear. Such a corpus is also called bitexts.

The term **bitext** was first coined in 1988 by Brian Harris to refer to documents for use in translation research and their translations into other languages [9, 8-10]. Since then, **bitext** has generated a great deal of interest in the general public, taking into account many other programs. It is now common to use the term bitext not only to refer to original documents and their direct translations, but also to more parallel sources. Such sources can include a variety of translations from a common source, sometimes even using other intermediate languages used to create the final translations [10].

In computer linguistics, the term *parallel text* is often used synonymously with the term **bitext**. Unfortunately, this leads to confusion with translation theory and terminology, as noted by Jean Veronis (2010). In translation studies, the term parallel text usually refers to a set of texts in the same field, but does not include translations of the same documents [11]. However, in computer linguistics, such corpora are commonly referred to as bilingual comparable corpora [12,1-34].

After decades of research on bitexts in computer linguistics, the term *parallel corpus* has now been established to refer to a set of bitexts [13, 16].

Experts in the field divide corpora into monolingual, bilingual and multilingual types according to the criterion of parallelism. In monolingual corpora, dialects and language variants are compared. Another view of the bilingual, multilingual corpus will feature original text as well as translated text. This type of corpus serves as an important, useful resource for comparative research, translation theory, and the study of computer translation.

Bilingual and multilingual corpora can be of two main types:

- 1) corpus representing many original texts written in any source language and translations of these original texts into one or more other languages;
- 2) Corpus written independently in two or more languages, combining texts on the same subject;

Such corpus aids in terminology and is often used by translators.

Both types of corpus are used to develop effective methods of translation, including compiling bilingual and multilingual terminological dictionaries for machine translation, as well as for comparative study of languages (in the field of lexicology, grammar, stylistics, translation studies, etc.).

The first type of corpus is called *the parallel corpus* and is used to study different aspects of a particular translation. Such corpora include the Corpus of Texts of the Canadian Parliament (English/French). The parallel corpus is further divided into 2 types. It is an *aligned, not aligned* corpus. The term *aligned* refers to the existence of a clearly interrelated relationship between translation units in a corpus. From such a corpus we immediately find out how this or that sentence is translated. This type of corpus is important for the translator because it has a unique resource - *translation memory*.

*Anot aligned* corpus is also called a comparative corpus. Correcting a text with its translation is to show which unit it corresponds to in the translation. The alignment can be done automatically or manually. The first method is easy, but there are many mistakes. For example, in the translation process, a simple sentence can be given in the form of a compound sentence. At this point, it will be difficult to determine which construction is original. An example of a multilingual - *aligned corpus* is the EU Acquis Communautaire database. The value of a parallel corpus is determined by its size, the amount of languages. Acquis Communautaire is the largest parallel corpus in the world. Its two important aspects are assessed by the free use of the corpus, the presence of rare language pairs such as Maltese-Estonian, Slovenian-Finnish.

## RESULT AND DISCUSSION

To solve the problem of alignment between parts of the original text and the translated text, different methods of automatic alignment of the text - sentences, clauses (grammatical structures), phrases and words are applied accordingly.

In the alignment in the sentence method, there are six possible combinations between the two text sentences in A.V. Zubov and I.I. Zubova's textbook [14]:

- 1) One original sentence is translated into one sentence;
- 2) Two original sentences are translated into one sentence;
- 3) One original sentence is translated into two sentences;
- 4) Two original sentences are translated by two sentences, but the internal sentence and the internal boundaries of these sentences in the translated text do not match;
- 5) The sentence of the original text is not translated;
- 6) A sentence in the translated text has no equivalent in the original text.

In practice, there are various alignment programs that automatically align texts based on matching the relative lengths of sentences, dividing the text into paragraphs, analyzing punctuation, external vocabulary, and other factors. Often, these programs are applied to a man-made machine after automatically editing the alignment results.

The second type of corpora is called *translation corpora* and is important for studying the expression of the same idea in different languages. In addition, the bilingual corpus is also a very useful tool for a student who has chosen a linguistic major to complete a qualifying dissertation because it can provide a number of language-related observations (translation theory research or evaluation of the translation product).

Automatic word classification tools can be used successfully in the study of parallel corpora, including the second type of corpus.

In the first type of parallel corpus, the data on the ratio of cluster elements obtained during the parallel processing of the original and translated texts are of great importance in determining the adequacy of the translation and in conducting comparative studies.

The use of automatic word classification modules increases search efficiency in parallel corpora, obtaining information for filling and editing multilingual dictionaries, systems of translation machines and checking the quality of their teaching.



The systematic use of parallel texts in the automatic processing of languages began in the 1980s. Several attempts to use them for machine translation were made in the late 1950s, but over the years the limited memory and processing power of computers, the difficulty of entering large amounts of text data was the reason for the limited use of the case at the time.

According to Alan Melby, the idea of storing sample translations for later re-use emerged independently in various research centres in the late 1970s. The first method of automatic parallel alignment of text was developed by Martin Kay and Martin Roscheisen in 1987, and soon many methods for equating different levels of text were proposed (i.e., unit comparisons that translate each other). The units considered include paragraphs, sentences, words, and phrases [4, 2].

The use of parallel texts is very diverse and includes compiling translation memories, compiling lists of dictionaries and bilingual terminology, acquiring knowledge to search for interlingual information, and obtaining examination data for computer-assisted teaching or comparative linguistics, and so on. The number of parallel texts is increasing due in part to the improved storage and archiving of electronic documents in firms and, on the one hand, the growing multilingual document provider, the growing Internet network [4, 3].

The use of the corpus in the study of translation problems can be done in a variety of ways. One of them is Described in N.V. Vladimov's dissertation [15, 60]. Based on the thesis of the fundamental possibility of translation into a foreign language, he believes that the problem of finding the most optimal translation options can be solved “by ensuring a high level of language literacy of the subject (translator) or using a corpus approach” (Vladimov 2005, p. 23). With the corpus approach, he understands the solution to the difficulties that arise in the process of translating into a foreign language using the “electronic annotated corpus of texts”.

The author suggests the following sequence in solving translation problems that arise in the process of translation into a foreign language:

1. Problem analysis;
2. Create a translation option;
3. Check the availability of this feature in the text corpus;
4. Periodically perform “test-move-test-exit” practices to determine the most appropriate option.

The experiment conducted by N.V. Vladimov was as follows. A group of experimental translators (senior students and recent graduates) have at their disposal computer, electronic and simple book dictionaries translated from Russian into English. In the second phase, a methodological-instructional lesson was conducted with the participants of the experiment to show the errors and omissions in the translations, and then with the help of the British National Corpus it was shown how to eliminate these errors. Comments were recorded during the discussion, followed by minutes. After that, the texts were edited using this corpus. The latter options have received expert evaluation. In the final stage, the experimental documents (initial translation options, revised translation, amended protocols and expert assessments) were analyzed to determine the continuity. Among the identified difficulties (in descending order) are: lexical and grammatical compatibility, punctuation, choice of grammatical structure, spelling, article, and so on.

**CONCLUSION**

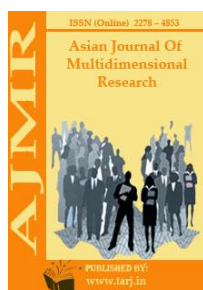
It can be concluded that the quality of translation has improved significantly as a result of the use of the corpus, but the basis for improving its quality even when using the corpus is self-management and the translator's critical approach to the proposed options. The overly extensive coverage of the topic and the lack of recent changes and additions noted as shortcomings do not stand up to criticism, as they relate to a special version of the case - the BNC sample version (BNC). Also, how does N.V. Vladimov's proposal to analyze the English translation options remains unclear. The use of the Internet version, according to the author, allows you to install a subcorpus, as well as track the latest changes [15, 62].

In general, parallel text corpora provides a large amount of data, and these corpora can be used for the following purposes: create typical translation methods, transformation; study of automatic translation system statistics; creation and maintenance of dictionaries for automatic translation systems; creation of monolingual, bilingual and multilingual translation dictionaries; study and evaluation of data storage, transmission programs; automatic verification of translation accuracy; facilitate the work of the translator through a wide range of equivalent options; elimination of polysemy of lexical units through computer analysis of the context of a polysemantic word that exceeds the length of the sentence; translation of terminological and phraseological units of the text; carry out fully automatic translation within the framework of new automatic translation systems called translation memory systems, collecting source texts in computer memory and the stability of their translations at different levels.

**USED LITERATURE**

- [1] Aarts, J. (2002), Does corpus linguistics exist? Some old and new issues, in: L.E. Breivik and A. Hasselgren (eds.), From the COLT's Mouth and Others: Language Corpora Studies in Honour of Anna-Brita Stenström. Amsterdam: Rodopi. 1-19.
- [2] Bowker, L. and J. Pearson (2002), Working With Specialized Language: A Practical Guide to Using Corpora. London: Routledge.
- [3] Butler, C.S. (2004), Corpus studies and functional linguistic theories, Functions of Language, 11: 147-86.
- [4] J. Veronis (ed.), Parallel Text Processing Kluwer Academic Publishers., 2000. p.
- [5] Добровольский, Д.О. Корпус параллельных текстов в исследовании лексической семантики [Текст] / Д.О. Добровольский // Компьютерная лингвистика и интеллектуальные технологии: Труды междунар. конференции «Диалог 2004». - М.: Наука, 2004а.
- [6] Gries, St.Th. (2003), Multifactorial Analysis in Corpus Linguistics: A Study of Particle Placement. London: Continuum.
- [7] Hawkins, J.A. (1994), A Performance Theory of Order and Constituency. Cambridge: Cambridge University Press.
- [8] Hawkins, J.A. (2005), Efficiency and Complexity in Grammars. Oxford: Oxford University Press.
- [9] Brian Harris. Bi-Text, a new concept in translation theory. Language Monthly, 54:8-10, 1988.

- [10] Hoey, M. (2005), *Lexical Priming: A New Theory of Words and Language*. London: Routledge.
- [11] Sinclair, J.M. (1991), *Corpus, Concordance, Collocation*. Oxford: Oxford University Press.
- [12] Reinhard Rapp. Identifying word translations in non-parallel texts. In *Proceedings of the 33rd Annual Meeting of the Association for Computational Linguistics (ACL)*, 1995.DOI: 10.3115/981658.981709.
- [13] Jörg Tiedemann. *Bitext Alignment*. Morgan & Claypool Publishers series. 2011.p. 16.
- [14] А. В. Зубов, И. И. Зубова. Информационные технологии в лингвистике: Учеб. пособие для студентов лингв., фак-тов высш. учеб. Заведений М.: Издательский центр «Академия», 2004. - 208 с.
- [15] Мамонтова В. В. Особенности перевода сложносоставных слов с английского языка на русский (на материале корпуса публицистических текстов) Диссертация на соискание ученой степени кандидата филологических наук. Ставрополь — 2008.
- [16] Djabbarov, S. (2020). Article R?ddles - As An Independent Genre Of A Small Genre: Sh.X.Djabbarov<sup>1</sup>, I.T.Rustamov<sup>2</sup>, O.B.Mallaeva<sup>3</sup> 1 Jizzakh State Pedagogical Institute, Interdisciplinary social sciences and humanities, Head of the Department of Foreign Languages 2Jizzakh State Pedagogical Institute, Phd. Associate Professor 3Jizzakh State Pedagogical Institute, Teacher.3. Архив Научных Публикаций JSPI, 1(13), 1-5. извлечено от [https://science.i-edu.uz/index.php/archive\\_jspi/article/view/3429](https://science.i-edu.uz/index.php/archive_jspi/article/view/3429)
- [17] Djabbarov, S. (2020). article Ingliztilidagifrazeologikbirliklarnio'zbektiligatarjimaqilishmuammolari: Ingliztilidagifrazeologikbirliklarnio'zbektiligatarjimaqilishmuammolari. Архив Научных Публикаций JSPI, 1(68). извлечено от [https://science.i-edu.uz/index.php/archive\\_jspi/article/view/3470](https://science.i-edu.uz/index.php/archive_jspi/article/view/3470)
- [18] Xamzayev, A. (2020). Different Permanent Associations That Express Public Life In English And The Problems Of Translating Them Into Uzbek Language. Архив Научных Публикаций JSPI, 1(90). извлечено от [https://science.i-edu.uz/index.php/archive\\_jspi/article/view/6989](https://science.i-edu.uz/index.php/archive_jspi/article/view/6989)
- [19] Khudoyorovich, K. K., Rasuljanovna, I. N., Khalmuratovna, R. Z., & Eshkobilovna, K. D. (2020). The Issues of Word Choice in Fiction Translation. *International Journal of Psychosocial Rehabilitation*, 24(04).
- [20] Rasuljanovna, I. N. (2020). The concept of “lacuna” in translation studies. *Asian Journal of Multidimensional Research (AJMR)*, 9(4), 123-129.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00320.7**

## GEOPOLITICAL IMPORTANCE OF THE CHINESE-PAKISTAN ECONOMIC CORRIDOR

**Tursunpulat Nasirov\***

\*3<sup>rd</sup> year Student,  
Tashkent State University of Oriental Studies  
UZBEKISTAN

### ABSTRACT

*This article aims to shed light on the geopolitical significance of the China-Pakistan Economic Corridor (SPEC), which is currently considered one of the most important initiatives in Sino-Pakistani cooperation. At present, China is pursuing an active foreign policy, especially in the field of trade and economy. At the same time, China is now actively pursuing its “One Belt One Road” (OBOR) project. In addition, the opening of this corridor will be an opportunity to exert geopolitical influence on India, a regional rival of Beijing and Islamabad.*

**KEYWORDS:** *Economic Corridor, North-South Corridor, China, India, Pakistan, Regional Integration, IPC, “One Belt One Road”, China-Pakistan Economic Corridor.*

### INTRODUCTION

The People's Republic of China (PRC) is now trying to gradually strengthen its geopolitical position as it has gained its place in the world economically. One such goal is the China-Pakistan Economic Corridor, which is not only economically important, but also geopolitically important. That is why China is now looking at this project with great hope. In addition, this corridor is of high importance for Pakistan. First of all, this is judged by the fact that its main rival is India. This economic corridor could have a significant impact on the Indian economy.

### THE MAIN FINDINGS AND RESULTS

### METHODS

Comparative-political and systematic analysis methods were used in this study. The views of various experts, scholars and politicians are also important in the article. The article examines the geopolitical significance of the China-Pakistan economic corridor using the method of comparative political analysis.

## RESULTS AND DISCUSSION

China and Pakistan have expanded their ties more than ever in the past five years, which is why China's investment in Pakistan is now large. One of them is the China-Pakistan Economic Corridor, which currently plays a special role in the relations between the two countries, as well as in influencing regional integration processes. At the same time, this corridor is also geopolitically important. There are several reasons for this. First, the Sino-Pakistani economic corridor is part of the One Belt One Road project initiated by China. In this way, the People's Republic of China will be able to reduce its distance to the west, especially to the Persian Gulf. Second, it creates an opportunity for both countries to limit India's capabilities. It is known that India is not interested in participating in China's "One Belt One Road" project. New Delhi is currently supporting the International North-South Corridor, an alternative to the One Place One Way project. That's why he has to find other ways for himself. Third, the project will increase its influence in Afghanistan. For example, the two countries are proposing a plan for Afghanistan to join the corridor. As a result, southern Afghanistan will become a transit corridor, making it easier to access the Indian Ocean and the Persian Gulf. At the same time, thanks to the integration through this project, it will be able to take an active part in the current peacekeeping efforts in Afghanistan.

In addition, the project could benefit from energy diplomacy. For example, Pakistan meets its oil needs through Saudi Arabia. Saudi Arabia has large oil reserves and is good at being a stable supplier, but its costs are very high. For this reason, the fact that it now has a financial partner like China allows Pakistan to meet this need through Iran. In that sense, it is possible Iran could benefit. It is well known that Pakistan and Iran have had very good relations in the past and continue to do so. Only Pakistan did not have the economic capacity to meet its oil needs by creating this project with Iran. Now, in a sense, the passage of the China-Pakistan Economic Corridor through Pakistan to another region will allow Pakistan to improve its economy. In addition, the improvement in this China-Pakistan economic corridor could increase competition between Iran and Saudi Arabia. Because this corridor is close to Iran's Seystan and Balochistan provinces. It is known that these two provinces are home to anti-Iranian militants in Seystan and Balochistan provinces (bordering Pakistan's Balochistan province).

It is known that IPC is deepening the barriers to India's access to natural gas resources in Central Asia. Because Pakistan has denied the right of transit to India, New Delhi cannot reach Afghanistan and Central Asia directly by land. Lack of this access is very problematic due to India's plans to double its natural gas consumption from 7% to 15% by 2022. Indian officials have even talked about turning the country, which is heavily dependent on coal and oil, on gas. But New Delhi is overseeing a strong regional energy security strategy that will help offset the effects of energy shortages in Central Asia. In recent years, India has signed energy deals with Bangladesh, Myanmar, Nepal and Sri Lanka. New Delhi is also studying a pipeline project with Moscow and gas deals with Indonesia. In this sense, this corridor is very important for the economic development of all three parties.

China and Pakistan have repeatedly clashed with India. The main reason for this is the Kashmir issue, which is to own a certain amount of land in the region. To this end, China is not only fighting directly, but also supplying arms to Pakistan. This, of course, adds to Pakistan's military readiness against India. In doing so, China will, on the one hand, serve to weaken its main rival, India, and, on the other hand, allow Pakistan to be tied to itself. Due to its geostrategic location, Pakistan attaches great importance to "Western policy" that will play an important role in

realizing “its dream” for China, which is directly linked to the Persian Gulf. New trade routes have been opened to provide access through the Kara-Korum highway and the port of Gwadar on the Makran coast, allowing China to play an important role as a trade channel between the West and the East; as this will lead to a significant development of its infrastructure.

However, a number of obstacles could hinder the expansion of this economic corridor between the two countries. One of these is the decline in China’s confidence in the safety of Chinese workers in Pakistan, or the growing interest in Pakistan’s internal affairs due to the capabilities of Pakistani state machinery. On the other hand, the development of this economic corridor is also hampered by the Afghan factor. This factor will further delay this improvement project. These aspects have different implications for the development of the China-Pakistan economic corridor. In addition, peace, security and stability are essential for the implementation of this project. Therefore, the unstable situation in Afghanistan is the main obstacle. This factor not only increases the focus on security, but also increases the cost to the industry. This can be seen in the case of Pakistan. The establishment of a separate military wing for the security of the IPC could increase the overall cost of the projects and lead to the militarization of the IPC. With the establishment of the Special Security Unit under the command of the Pakistan Army, there are concerns that the militarization of the IPC could further strengthen the military front in the corridor. In the country, the military dominates not only the political environment but also the well-documented business. This factor is one of the obvious obstacles to the successful completion of the project.

## CONCLUSION

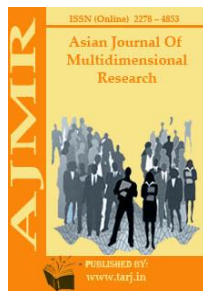
As the People's Republic of China actively pursues its foreign policy, it is trying to access Central Asia and the Persian Gulf, in particular, through convenient routes. Pakistan is also interested in these ties, while China, which is seen as part of the “One Belt One Road” project, is paying close attention to expanding ties with China, especially the Pakistan Economic Corridor. This economic corridor, in turn, is important geopolitically. First, it can create many opportunities for both partners to move west. Second, this economic corridor could significantly limit India's capabilities. This, of course, will lead to the weakening of India, and therefore the continuation and improvement of this project will certainly be very beneficial for the prospects of this project. Moreover, if this corridor expands towards Central Asia, it will not only provide vast and enormous opportunities for the two countries, but could also serve to change the geopolitical and geo-economic architecture of the macro-region.

## REFERENCES

1. China-Pakistan Economic Corridor Official site. <http://cpec.gov.pk/>
2. <https://thedi diplomat.com/2021/02/what-happened-to-the-china-pakistan-economic-corridor/>
3. The China-Pakistan Economic Corridor and Energy Geopolitics in Asia | Wilson Center
4. Andrew Small China-Pakistan Axis: Asia’s New Geopolitics 2015. United Kingdom: Hurst Publishers. Pages: 288.
5. CPEC criticism: What needs to improve? <https://www.google.com/amp/s/tribune.com.pk/story/2232569/cpec-criticism-needs-improve%3>



6. China–Pakistan Economic Corridor: prospects and challenges  
[https://www.researchgate.net/publication/335906257\\_China-Pakistan Economic Corridor prospects and challenges](https://www.researchgate.net/publication/335906257_China-Pakistan_Economic_Corridor_prospects_and_challenges)
7. David Sacks. The China-Pakistan Economic Corridor – Hard Reality Greets BRI’s Signature Initiative. <https://www.cfr.org/blog/china-pakistan-economic-corridor-hard-reality-greets-bris-signature-initiative>
8. China Pakistan Economic Corridor will be ‘trillion dollar blunder’: Experts.  
[https://www.business-standard.com/article/current-affairs/china-pakistan-economic-corridor-will-be-trillion-dollar-blunder-experts-120062200392\\_1.html](https://www.business-standard.com/article/current-affairs/china-pakistan-economic-corridor-will-be-trillion-dollar-blunder-experts-120062200392_1.html)
9. Belt and Road Forum: Is the China-Pakistan Economic Corridor failing?  
<https://www.dw.com/en/belt-and-road-forum-is-the-china-pakistan-economic-corridor-failing/a-48473486>
10. Huang Deling, Li Diren and Huang Tiantian. Analysis of public opinion about China-Pakistan Economic Corridor. <https://scialert.net/fulltext/?doi=jas.2016.286.292>
11. The China-Pakistan Economic Corridor: A view from the Ground.  
<https://www.wilsoncenter.org/event/the-china-pakistan-economic-corridor-view-the-ground>
12. Kiran Hassan. CPEC: A win-win for China and Pakistan.  
<https://www.degruyter.com/document/doi/10.1515/humaff-2020-0020/html>
13. Muhammad ZahidUllah Khan and MinhasMajeed Khan. China-Pakistan Economic Corridor: Opportunities and Challenges.  
[https://www.jstor.org/stable/48544300?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/48544300?seq=1#metadata_info_tab_contents)

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00304.9**

## CROSS COUNTRY ANALYSIS OF REGIONAL COOPERATION IN FOREIGN COUNTRIES

**Ravshan Alimovich Sattarov\***

\*PhD Fellow,

Institute of Forecasting and Macroeconomic Research

Email id: fargona2012@mail.ru

### ABSTRACT

*This article discusses about the analysis of interregional cooperation of Russian Federation, United States of America, People's Republic of China, European Union and Uzbekistan. The Commonwealth of Independent States (CIS) has created a regulatory framework for interregional cooperation which has achieved certain results in development of relations between the regions, based on the specific interests of each country.*

**KEYWORDS:** *Interregional Cooperation, Socio-Economic Relations, Interterritorial Economy, Regional Economy, Socio-Economic System and Territorial Division Of Labor.*

### INTRODUCTION

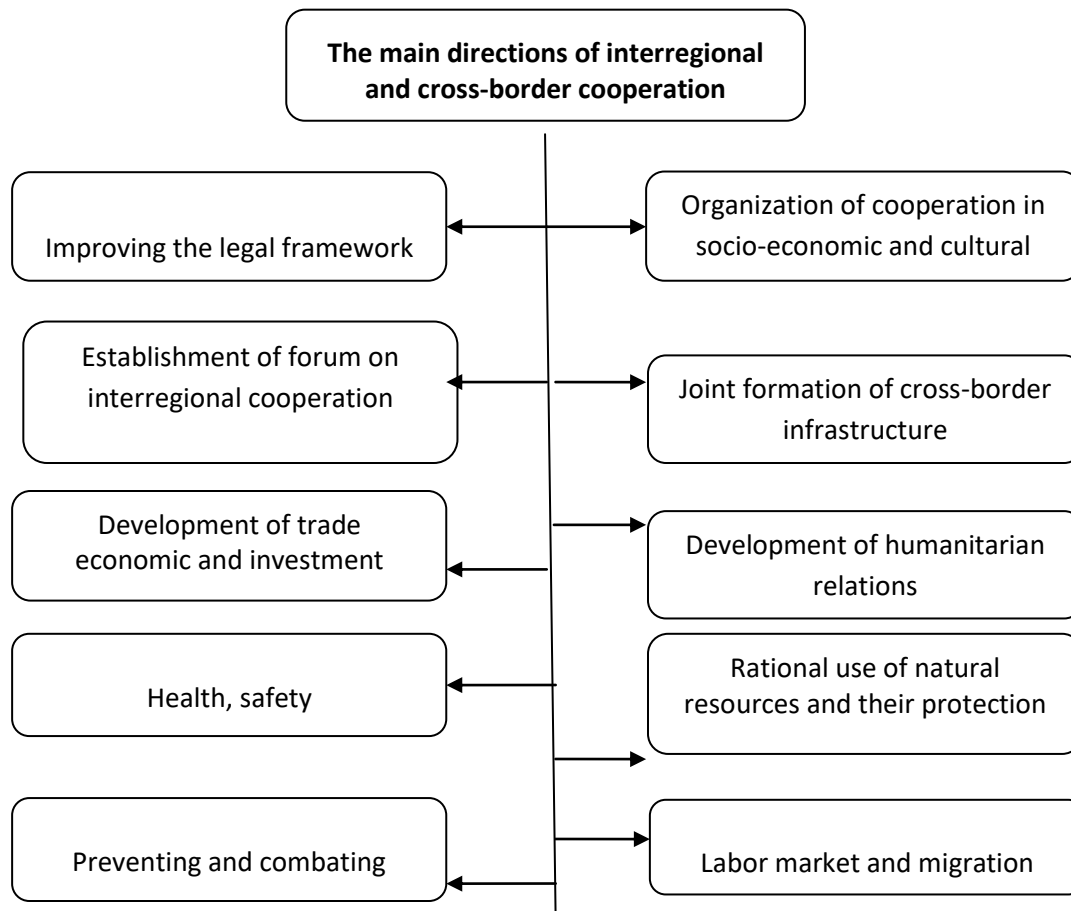
In foreign countries, various international associations have accumulated positive experiences in development of interregional economies, and on the basis of their systematic research it can be developed specific scientific and practical proposals. In particular, the Commonwealth of Independent States (CIS) has created a regulatory framework for interregional cooperation which has achieved certain results in development of relations between the regions, based on the specific interests of each country. As an example, there was held the first forum of regional cooperation between Russia and Uzbekistan in October 17-20<sup>th</sup>, 2018.

The main objectives are:

- Socio-economic development assistance of CIS, Commonwealth of Independent States;
- Ensuring the formation and development of mutually beneficial and coordinated regional policy of cooperation processes;
- Development of trade, economic, cultural and human potentials.

The main factors of interregional and cross-border cooperation are interstate relations, historical ties, traditions of the population, natural, economic potentials and population migration. The

main directions and goals of interregional cooperation of the CIS countries are determined on the basis of existing factors (Figure 1.3.1).



## DISCUSSION

Socio-economic cooperation between the internal territories of separate countries has a direct scientific and practical significance for our research. There is some experience in this area in Russian Federation.

**Russian Federation**, interregional cooperation has developed some level, such as the "Siberian Treaty", "Center-Black Earth", "North-West", "Great Volga", "North Caucasus", "Great Ural", "Far East" and others. Economic cooperation associations that unite these two or more regions, supported by federal government agencies.

There are different forms and methods of interregional cooperation. For example, there is an alliance between the city of Moscow and Moscow region,

the St.Petersburg region which coordinates cooperation. Public unions and associations have been established within the framework of local government. Examples include the Union of Russian cities, the Congress of local districts, the associations of small and medium cities and others.

In particular, program for the development of the transport system in these regions has been developed and the Union has fulfilled the following tasks:

- Evaluation effectiveness of St. Petersburg and Leningrad regions` transport communications;
- Preparation of proposals for the development of a targeted state program for the development of transport infrastructure providing interconnected regions;
- Development of regulations on the necessary financial and logistical resources for the development of a single infrastructure.

Decisions made by the Coordinating Union are binding on all ministries and organizations. The experience of the Russian Federation in the field of interregional cooperation shows that the relations between the main regions are carried out within the economic zone. In Siberia, Baikal, North-West, Caucasus, Krasnoyarsk, Far East and other economic zones, the close cooperation between their constituent regions the existence of single infrastructure, the formation of certain specialization served as an important factor. Socio-economic relations are focused on trade, implementation of joint investment projects, the establishment of joint ventures, meeting the needs and services for the population.

The analysis shows that the main mechanism of interregional cooperation in Russia is the conclusion of agreements and treaties between the legislative and executive bodies of the regions. As an example, in 2018 the Leningrad region signed more than 26 agreements on cooperation with other regions, and the Rostov region signed at the level of 6 legislative bodies.

Most of the agreements are concluded between the territorial administrations (administration, government, executive body). Kastroma region has signed 62 agreements on trade, economic, scientific, technical and cultural cooperation with other regions of Russia. This figure 57 is in the Rostov region. It should be noted that Uzbekistan has no agreements on interregional cooperation.

New areas of interregional cooperation in Russia include agreements under purpose of developing various socio-economic ties between entrepreneurs and youth organizations.

In general, great emphasis is placed on development of interregional cooperation in Russian Federation.

In future, this direction will be focused on the implementation of single regional policy, the need to develop socio-economic relations at the level of economic regions, the specific natural and economic potentials of each regions, the level of specialization meeting the needs of the population<sup>1</sup>.

**The United States of America** has a highly decentralized government system. The role and responsibilities of states, municipalities and districts in socio-economic development are high. They pursue an independent regional policy and inter-regional cooperation depends directly on them. Interregional cooperation can be assessed mainly through the effective organization of transport infrastructure, cooperation in trade, services and industrial enterprises in interests of the population.

**Japan**, regional policy has been implemented taking into account the high level of production and population density, as well as the well-developed northern regions of Hokkaido and Tohoku. Its distinctive features are:

- the development of the regions and the location of productive forces have a clear legal basis;
- private investors are not supported like the European Union, the United States and Canada;

-the main focus is on the formation of a single infrastructure for the development of exports and industry;

-in the plan of socio-economic development of the country, special plans for the organization of regional, including interregional cooperation. (Hokkaido, Okinawa Development Projects).

**European Union**, countries have accumulated some experience on development of regional and interregional cooperation. Four types of programs for integrated development of the regions have been developed and implemented:

**First**, national programs were developed on the interests of each countries` of the European Union.

**Second**, interstate programs were developed mainly on the interests of industries and regions.

**Third**, special long-term programs mainly aimed at regional development were funded through a special fund.

**Fourth**, generalized programs have been developed which would implement activities through a number of special funds, investment banks. A number of countries and regions in the European Union operate within the framework of cooperation organizations. These are the free trade zones, the customs union, the common market and economic cooperation.

In developed European Countries, interregional cooperation is based on the principles of a market economy on different directions, depending on the common goals, the specifics of each country the potentials of the regions.

The role of the specially established Territorial Development Fund in the development of regional and interregional cooperation is high. The funds will be directed to investment projects in the fields of transport infrastructures, services, culture and sports in the regions.

**People's Republic of China**, regional policy is considered as a priority factor. The developed regional plans and programs include:

- Complex and coordinated different regions` development;
- Demographic policy, population distribution and birth reduction;
- Rational and full use of local natural resources;
- Support for local initiatives.

Special economic zones play an important role on implementation of regional policy. There are more than thirty of them, which are designed to attract foreign investment.

The organization of interregional cooperation in China is carried out by the central government and local authorities.

The process of decentralization in foreign countries takes many forms and plays

an important role on the organization of interregional cooperation. While decentralization level is high in the United States, the process is moderate in the European Union countries. Differences in the formation of the budget-tax system in the regions cause some problems in the development of interregional cooperation.

**French Republic**, the role of local taxes budget is 60% and 40% is allocated from the center as a subsidy. Regions set local taxes themselves. Summarizing the above, it can be said that

interregional cooperation in foreign countries has a different form, each country forms of socio-economic ties between the regions based on its interests, natural and economic potentials, the priorities of ongoing reforms.

It's level and width are affected by a number of factors:

- Specialization of the regions;
- The level of complex and coordinated development of the regions;
- Implementation of interregional cooperation mainly within economic regions;
- E

ffective use of natural and economic potentials;

- rational placement of enterprises and industries;
- the formation of a certain management system, etc.

## CONCLUSION AND RECOMMENDATIONS

**Republic of Uzbekistan**, based on the existing foreign experiences, it is advisable to take into account the following development of interregional socio-economic cooperation:

- Development of normative and legal bases of interregional cooperation (memorandum, agreement, coordinating council, agreement, etc.);
- Establishment of joint ventures, financial and industrial groups, implementation of joint investment projects in order to develop trade and economic cooperation;
- Formation of interregional innovation clusters based on natural and economic potentials and specialization;
- Creation of an integrated interchangeable information base for the organization of interregional cooperation;
- Formation of direct relations with economic entities and development of cooperative relations;
- Supporting additional joint small and medium business projects;
- Taking into account the needs and requirements of the entire population in the organization of social spheres and services;
- Cooperation with young people, including the implementation of joint projects;
- Regulation of migration processes by mutual consent, the formation of a common regional labor market;
- Development and implementation of measures for the development of transport and engineering infrastructure that unites all regions;
- Organization of cooperation on ecology, climate, efficient use of water and land resources;
- Development of medium and long-term strategy for the development of interregional socio-economic cooperation, etc.

For better rapid economic growth in our country, additionally would be upright to announce some Uzbek elite business members` names` publicly. Unfortunately, we do not have officially



noted yet the names of elite business people “Billionaires” names` and make for them additional privileges. Nowadays, this political economic circumstances may not have positive effect on our country`s SWOT analysis when

It is checked by foreign business people or investors.

## REFERENCES

1. Blaug M. Ekonomicheskaya misl v retrospektive. –M, Delo, 1996,-720 s.
2. Akhmedov T.M. Strategiya kompleksnogo i ustoychivogo razvitiya regionov Uzbekistana. V kn.: Modernizatsiya natsional'noy ekonomiki Uzbekistana.-T.: ANRUz, 2011. - p. 18-21.
3. Jung (2008) Reviewing Regional Policies under the 'Participatory Government', Journal of Korean Social Trend and Perspective: 81-114 [in Korean] Republic of Korea (2015) South Korea – Summary. [accessed 23 November 2015]
4. Regional programming in the advanced capitalist countries. M.: The Science, 1974. 327 p.
5. Izard W. Methods of regional analysis: introduction in a science about regions: abbr. transl. from English. M.: Progress, 1966. 659 p.
6. The bourgeois regional theory and state-monopoly regulation of location of productive forces (critical analysis) / under edition of A.D.Sapozhnikova. M.: Idea, 1981. 252 p.
7. Granberg A.G. Osnovy regional'noy ekonomiki. – M.:2000. p. 354.
8. Rostanets V.G., Topilin A.V., Napravleniya i metodi issledovaniya problem mejregionalnogo sotrudnichestvo v sovremennoy Rossii. – M, RAEN, 2015,№2.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00303.7**

## MODERN MUSEUMS CULTURAL HERITAGE FOR FUTURE YOUTH

**Saipova D.Sh\***

\*Senior Lecturer,  
Department of "Design",  
National institute of Fine Arts and design named after Kamoliddin Bekhzod  
Email id: dilnozasaipova1984@gmail.com

### ABSTRACT

*In this article, the project of museums in Uzbekistan is aimed at Combining modern and national ideas, finding creative solutions in interior and exterior design that will help people of all ages, including young people, to create, develop their abilities, increase their spiritual and spiritual values.*

**KEYWORDS:** *Musion, Exterior, Interior, Design, Composition.*

### INTRODUCTION

Regardless of the country in which modern buildings are built, they differ in national traditions, customs and unique architectural features of this country. The same applies to the exterior of the building and its interior. Museum interiors of historical and educational significance, especially among public buildings, have a positive impact on the education of young people.

Along with changes and innovations in the social life of our country, large-scale reforms in the construction sector are taking place in the country. Therefore, the government of our country began to pay special attention to this.

Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 26, 2019 Resolution No. 1040 "On additional measures to improve the activities of the State Museum of Victims of Repression under the Cabinet of Ministers of the Republic of Uzbekistan."

New concepts of state museums, reliable storage of museum items, creation of favorable conditions for visitors, especially people with disabilities, the development of tourism services with an emphasis on architectural planning, interior, design and landscape solutions. Approve the conceptual design of the museum building based on the direction and content of the museum. [1] In recent years, a number of measures have been taken to radically improve the work of museums. In particular, on May 16, 2002, the Uzbekmuseum Foundation held a scientific and practical conference "Museums of Uzbekistan in the XXI century". The Resolution of the

Cabinet of Ministers of the Republic of Uzbekistan "On the study of the state of equipment of museums on the basis of the idea of national independence and rendering assistance to them" dated June 11, 2002 No. 282 is aimed at studying the activities of all museums. in the country. Such megaprojects of national importance indicate that Uzbekistan is developing in all directions. Examples include the Museum of Glory in Tashkent, the Museum of the History of Internal Affairs, and the Sharof Rashidov Museum in Jizzakh.

The entrance to the museum is shaped like a semicircle with a combination of bright colors. Because the diagram shows a view of the Tashkent railway station of the master of color painting, artist of the Republic of Uzbekistan Alisher Alikulov. The picture shows life behind the front lines during the horrific World War of 1945-1945. In the fresco, the volumes are taken from real life, and the carriages are designed with the perspective of the entire railway. There is a large area around the diorama, which attracts spectators and makes them participants of the event for a while. The compositional success of the painting is similar. Subsequent sections of the museum are also depicted in real volumes, with street views, military equipment, weapons, models of soldiers, and a three-dimensional spatial composition. Helps to visualize. While the overall color scheme of the interior is dark, the illumination of the necessary areas informs the viewer that there will definitely be bright days anyway.



### Museum of Glory

The process of preserving cultural heritage and passing it on to future generations is carried out through museums, special schools and libraries. Scottish architect, artist, designer Charles Rennie Mackintosh left a unique school that will be passed on to future generations. The Glasgow School of Art is one of the world's most priceless legacies.

The construction of the school was divided into two phases: the northern main building was built in 1897-1899, and the western one in 1907-1909. The exterior of the brick house has an antique charm. The building is practically devoid of decorations, breaks the connection with any historical traditions, gradually moves from the classical style to the modern one. The building uses the art of abstract natural forms and rhythmic compositions. Mackintosh always worked in the style of minimalism, loved the elegance and charm of the architectural art of

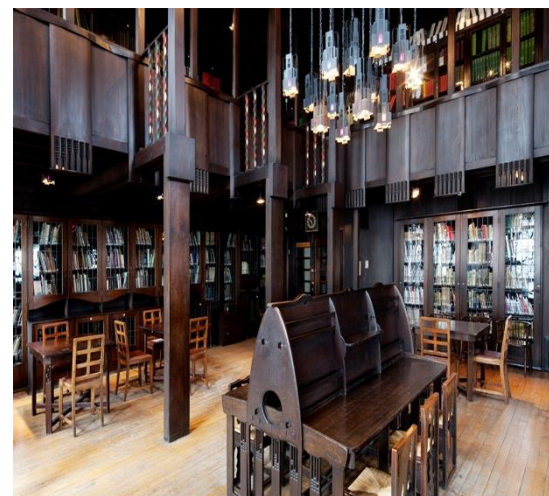
The East, the influence of the East was felt in almost all of the artist's works.

The Macintosh used new materials and technologies of its time. ... The most famous part of the building is the library. The interior design of this space was completed in 1909 and combined the intricacy of wooden columns and natural and artificial lighting. The Macintosh creates a dramatic image that is often remembered. The Macintosh has left a great spiritual legacy for future generations, and his works are his museums. The museum project was commissioned by Campbell & Co. The Glasgow Museum has a unique approach to Macintosh design and color solutions. The dark tones on the walls of the museum made the work more visible, and the artificial lighting brighter. Graphic panels surround you at exhibitions, showcasing powerful images and objects. Campbell & Co. Decided to include the main part of the story in the timeline of each gallery with a short introductory text. Object labels and meeting, completion, production details, provided by the Campbell & Co. Museum, open in the chest of a 150-year-old Macintosh. When comparing these projects, it is recommended to consider the changes and consider them separately. Currently, new museum projects and modern design concepts are being developed and implemented.

Political and spiritual development in Uzbekistan, reforms to democratize society, social and scientific and technological progress have developed creative activities in the field of architecture and construction in our country. [2]

## RESULTS

The design of the stands is not modern. Artificial lighting falling on exhibits is also not well lit.



Exhibition interiors of the Glasgow Museum . *Kutubxonaning ichki qismi* (designed by architect C. McKintosh) (me'mori Ch. McKintosh)

## CONCLUSIONS AND OFFERS

The process of preserving cultural heritage and passing it on to future generations is carried out through museums, special schools and libraries.

An example of this is the Abdullah Kodiri School of Creativity. On December 26, at the initiative of President Shavkat Mirziyoyev, the Abdulla Kodiri Culture and Recreation Park was opened in Tashkent, dedicated to the memory of the founder of Uzbek novels, patriotic writer



Abdulla Kodiri. and his invaluable contribution to the development of our national literature: a school of creativity and a museum were built in front of it.

There is a monument to the great writer at the entrance to the garden. The Abdulla Kodiri School of Creativity, created by the order of the Cabinet of Ministers dated December 3, 2018, specializes in in-depth study of the Uzbek language and literature, the secrets of art. At the entrance to the Abdullah Qadiri Park of Culture and Leisure, the author's interiors of the museum are created from spiritual places. The Turon Library is also located in this building. This made happy not only the heirs of our mature ancestors, but also people of literature, spirituality and enlightenment, our entire people.



Abdullah Kodiriyning Museum

Young scientists are encouraged to involve students in the process of renovation and enrichment of museums in the study of modern interior solutions in museums. As long as attention to the interior design of museums is at the state level, we, teachers, should not remain indifferent to this. Young scientists are encouraged to involve students in the process of renovation and enrichment of museums in the study of modern interior solutions in museums. As long as attention to the interior design of museums is at the state level, we, teachers, should not remain indifferent to this. To achieve this goal, we need to complete the following tasks: it is an independent branch of science that studies the activities of the museum. [3] There is a need for a comprehensive study and analysis of architectural, artistic and design solutions of existing museums and other similar institutions in our country and abroad, as well as in scientific literature, articles and other scientific sources on this topic. Accordingly, it is important to study the factors influencing the design decisions of the exterior and interior of museum buildings, and find modern interior elements that meet their interests. Based on the factors that contribute to the efficiency of museum buildings, it is necessary to present interior design solutions based on practical research, as well as develop original, attractive innovative projects that will attract and motivate the audience. During the years of independence, special attention was paid to museums. The architecture of museums created during this period harmoniously combines traditional and modern styles. This process was reflected not only in the design of museums, but also in the emergence of a new approach to the organization of expositions and exhibitions, as well as in the

development of international standards. As a result, modern museums with a national spirit have emerged. [Four]

In accordance with the purpose and function of museum buildings, we can achieve our goal by studying and combining the spatial environment of the compositional solution used in interior design, color balance, lighting design and style of exhibits and other influencing factors. Today, our museologists, historians, art historians and designers are developing a special scientific concept for the development of museums in order to further improve museum activities in the country. Our country also relies on modern technologies, as well as on innovative developments of other countries.

## REFERENCES

1. Mirziyoyev Sh. Together with our brave and noble people, we will build our great future. NMIU "Uzbekistan", 2017, p. 344.
2. D.T. Kuryazov "Fundamentals of Museum Business"
3. Museum and Society (textbook) I.Kh. Ismailova, K.S. Nishonova, M.S. Mukhamedov. 2015
4. Design of modern buildings and structures. Text book I. Inogamov.
5. Measures to implement the Strategy of Action in five priority areas of development of the Republic of Uzbekistan for 2017-2021 (Collected Legislation of the Republic of Uzbekistan, 2017, No. 7, Art. 88).
6. Fundamentals of museum work D.T. Kuryazov. Oct 2018
7. Creation of the State Museum of the History of the Temurids and the Memorial Museum of the Victims of Repression and their educational value. Azamzhanov A., Orifjonova G. Volume IV Scientific-practical conference through the eyes of art and youth. Tashkent 2016.26 p.
8. Museum business 2018.Ch.Kh. Ganieva.
9. Muhayyo Sultanova. (2020). Use of cultural plants in desert cities in creating the landscape of recreation zones in Uzbekistan. International Journal on Orange Technologies, 2 (10), 102-104. <https://doi.org/10.31149/ijot.v2i10.738>
10. Mukaddas Isakova. (2020). Influence Of Colors On Children's Mentality In Children's Institutions, Research And Analysis Of Psychologists And Designers. International Journal of Scientific & Technology Research, 9 (2), 5549-5551.
11. Marufovich M.Yu. Some features of the relationship between the interior and the environment // International Journal of Progressive Sciences and Technologies. - 2021. - T. 26. - No. 1. - S. 97-101.
12. Kamalova F. K. Q. ARXITEKTURA VA INTERYER MAKETINI YASASHDA XOM-ASHYO VA MATERIALLARNING ORNI // Scientific progress. - 2021. - T. 1. - No. five.
13. MANNAPOVA N. R. et al. Organization And Basic Requirements For Restaurant Design Interior // International Journal of Innovations in Engineering Research and Technology. - 2020. - T. 7. - No. 05 - S. 5-12.



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI: 10.5958/2278-4853.2021.00359.1

## AN ADAPTIVE AND INTELLIGENT E-LEARNING ENVIRONMENT USING FUZZY LOGIC

Karthikeyan.D\*; S.Ganeshmoorthy\*\*

Final year Student, Department of MCA,  
Nehru Institute of Engg & Tech,  
Coimbatore, INDIA

\*\*Assistant Professor,  
Department of MCA  
Nehru Institute of Engg & Tech,  
Coimbatore, INDIA

### ABSTRACT

*A major issue of great concern in student modeling is the inherent uncertainty that exist due to lack of sufficient information with high degree of certainty to build this model. The proposed system presents a novel approach which is a web-based education system that performs individualized instruction on the domain of programming languages is presented. This approach is fully implemented and evaluated in an educational application module, called Fuzzy Knowledge and Preference Based E earning (FuzKPBE). This also tracks the events and preferences of the users before finding the data. In particular, FuzKPBE Performs user modeling by dynamically identifying and updating a student's knowledge level of all the concepts of the domain knowledge. The operation of FuzKPBE is based on Fuzzy clustering by Local Approximation of MEMberships (FLAME ) that are used to represent the dependences among the domain concepts. FuzKPBE uses fuzzy sets to represent a student's knowledge level as a subset of the domain knowledge. Thus, it combines fuzzy theory with the overlay model. Moreover, it employs a novel inference mechanism that dynamically updates user stereotypes using fuzzy sets. It should be noted that the overlay model and stereotypes constitute two widely used methods for user modeling.*

**KEYWORDS:** Fuzzy Logic, FLAME Algorithm, Fuzzy Cognitive Maps (Fcms).

## INTRODUCTION

Over the past decade, the continuous use of computer and Internet technologies in the field of education has changed the ways of teaching and learning. Web-based educational systems offer easy access to knowledge domains and learning processes from everywhere for everybody at any time. As a result, users of web based educational systems are of varying backgrounds. They have heterogeneous needs, different levels of knowledge, and abilities. This fact emphasizes the need to develop web-based educational systems that can offer dynamic adaptation to each individual student. Due to the different needs and cognitive abilities of the students of a web-based educational application, it is not useful to assume that all the learners follow the same instruction model. In fact, provision of the same instructional conditions to all students can be pedagogically ineffective. Therefore, all learners should not be forced to read the same material or in the same order. Some learners do not need to read every domain concept because they are known to them, while others have to be revised. How to present the learning material with respect to personal characteristics therefore is one of the key issues for web-based learning systems. One way to deal with this issue is to use the student model, which is a core component in any intelligent or adaptive tutoring system. The student model represents many of the student's features, such as knowledge and individual traits, so as to be accessible for offering adaptation.

However, student modeling in many cases deals with uncertainty. Learning is not a “black or white” process. It is a complicated process. It cannot be accurately said that a learner knows or does not know a domain concept. For example, a new domain concept may be completely unknown to the learner, but in other circumstances it may be partly known due to previous related knowledge of the learner. On the other hand, domains concepts which were previously known by the learner may be complete your partly forgotten. Hence, currently they may be partly known or completely unknown. In this sense, the level of knowing cannot be accurately represented. Finally, the teaching process itself changes the status of knowledge of a user. This happens due to the fact that a learner accepts new concepts while being taught. In view of the above, the representation of the learner's knowledge is a moving target and a learning control system is an on linear system. A solution to this problem is the use of fuzzy logic. In literature, fuzzy logic has been used to control nonlinear systems. Fuzzy logic was introduced by Zadeh, as a methodology for computing with words that cannot be done equally well with other methods. The student's knowledge level of a domain concept is usually affected by her/his knowledge level of other related domain concepts. This fact leads to the need to represent the knowledge dependence relations between the individual domain concepts of the domain knowledge. The representation of these kinds of relations of the learning material's domain concepts is performed by fuzzy cognitive maps (FCMs). The FCM is a cognitive map within which the relations between the elements of a “mental landscape” (like concepts, events and project resources) can be used to compute the “strength of impact” of these elements.

They constitute a way to represent real-world dynamic systems, in a form that corresponds closely to the way humans perceive it. That is the reason for their extensive use in a wide range

of applications. A collection of papers with applications of FCMs in various disciplines is presented. This paper presents the Fuzzy Knowledge and Preference Based E learning (FuzKPBE). This module of a web-based educational application for individualized instruction on the domain of programming languages. FuzKPBE is the basis for providing personalized tutoring to each learner, identifying and updating the student's knowledge level.

### **LITERATURE STUDY:**

The first application of clustering methods in e-learning, a network-based testing and diagnostic system was implemented. It entails a multiple-criteria test-sheet-generating problem and a dynamic programming approach to generate test sheets. This approach employs fuzzy logic theory to determine the difficulty levels of test items according to the learning status and personal features of each student. Domain knowledge representation is hierarchies, which can be depicted through trees. Hierarchies give information about the order in which the learning material should be taught, but they do not clearly depict the relations among the domain concepts.

Used fuzzy logic to adopt-learning content and contexts according to the student learning style and individual needs. However, none of them present how knowledge of a domain concept can affect the learner's Performance on other concepts. Student model, which is a core component in any intelligent or adaptive tutoring system. However, student modeling in many cases deals with uncertainty. Learning is not a "black or white" process. It is a complicated process. It cannot be accurately said that a learner knows or does not know a domain concept.

### **METHODOLOGY USED:**

Fuzzy knowledge and preference based e learning (FuzKPBE) module of a web-based educational application for individualized instruction on the domain of programming and associated languages. FuzKPBE is the basis for providing personalized tutoring to each learner, identifying and updating the student's knowledge level. FuzKPBE identifies and updates the student's knowledge level not only for this concept, but also for all the related concepts with this concept.

### **EXPERIMENTAL WORK:**

#### **Domain knowledge:**

One important module of an ITS(Intelligent Tutoring System)is the domain module, which contains a description of the knowledge or behaviors that represent expertise in the subject-matter domain of the system. To enable communication between system and learner at a content level, the domain model of the system has to be adequate with respect to inferences and relations of domain entities and compatible with the mental domain of a human expert. The hierarchy of the domain concepts, as well as the dependence relations among them must be represented. Therefore, the domain knowledge of the presented system is organized into a hierarchical structure in combination with FCMs. The hierarchical structure depicts the difficulty level of the domain topics and the order in which each topic must be taught. The FCM represent the dependence relations between the domain concepts of the learning material concerning the influences of the knowledge level of a concept to that of another related concept. The creation of the hierarchy is based on the knowledge domain, on the logic of programming languages, and on the dependences that exist among the components of a programming language. The set of the

domain concepts that have to be taught to a student each time depends on the knowledge level of the student. The domain concepts that belong to an upper level should be taught only when all the domain concepts of all the lower levels have been learned by the student (the nodes “Basics” and “Sequence structures” are in level 1 and the node “Sub programming” is in level 7). For example, to proceed from learning the “for loop” statement to learning the “arrays” and the “search algorithms”, it presupposes satisfactory knowledge relating to “selection” (see Section II) and “iterative” structures (see Sections III and IV). The FCM has gradually emerged as a powerful paradigm for representing knowledge. It provides a more natural and flexible mechanism for knowledge representation and reasoning, which are essential to intelligent systems.

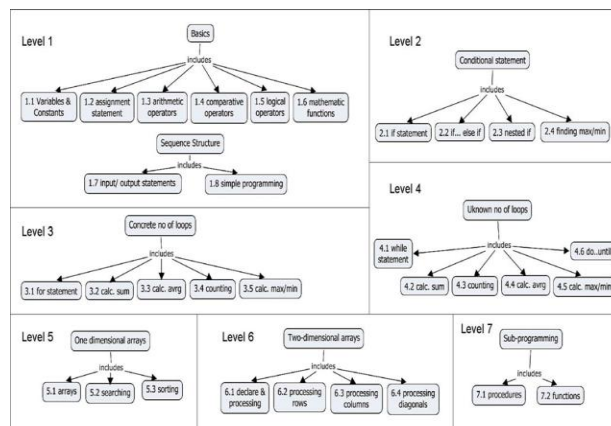


**Fig 1:Analysis of nodes of the hierarchical structure.**

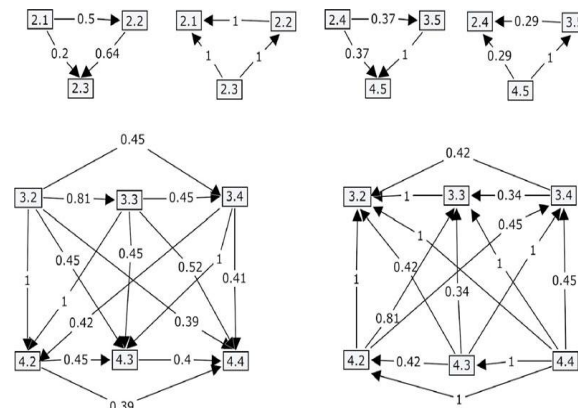


**Fig 2: Fuzzy Cognitive Maps(FCM)**

**TABLE I VALUES OF DOMAIN KNOWLEDGE DEPENDENCES**

| $C_i$ | $C_j$ | $\mu_D(C_i, C_j)$ | $\mu_D(C_j, C_i)$ | $C_i$ | $C_j$ | $\mu_D(C_i, C_j)$ | $\mu_D(C_j, C_i)$ |
|-------|-------|-------------------|-------------------|-------|-------|-------------------|-------------------|
| 2.1   | 2.2   | 0.50              | 1.00              | 3.3   | 4.4   | 0.52              | 1.00              |
| 2.1   | 2.3   | 0.20              | 1.00              | 3.4   | 4.2   | 0.42              | 0.45              |
| 2.2   | 2.3   | 0.64              | 1.00              | 3.4   | 4.3   | 1.00              | 1.00              |
| 2.4   | 3.5   | 0.37              | 0.29              | 3.4   | 4.4   | 0.41              | 0.45              |
| 2.4   | 4.5   | 0.37              | 0.29              | 3.5   | 4.5   | 1.00              | 1.00              |
| 3.2   | 3.3   | 0.81              | 1.00              | 4.2   | 4.3   | 0.45              | 0.42              |
| 3.2   | 3.4   | 0.45              | 0.42              | 4.2   | 4.4   | 0.39              | 1.00              |
| 3.2   | 4.2   | 1.00              | 1.00              | 4.3   | 4.4   | 0.41              | 1.00              |
| 3.2   | 4.3   | 0.45              | 0.42              | 5.1   | 6.1   | 0.43              | 0.51              |
| 3.2   | 4.4   | 0.39              | 1.00              | 6.1   | 6.2   | 0.33              | 0.99              |
| 3.3   | 3.4   | 0.45              | 0.34              | 6.1   | 6.3   | 0.33              | 0.99              |
| 3.3   | 4.2   | 1.00              | 0.81              | 6.1   | 6.4   | 0.27              | 0.78              |
| 3.3   | 4.3   | 0.45              | 0.34              | 6.2   | 6.3   | 0.77              | 0.77              |

In accordance to the mathematical formulation of an FCM, the proposed system's FCM is a 4-tuple  $(C, W, KL, f)$ , where

- 1)  $C = \{C_1, C_2, C_n\}$  is the set of concepts of the domain knowledge.
- 2)  $W: (C_x, C_y) \rightarrow w_{xy}$  is a connection matrix, where  $w_{xy}$  is "the strength" of the impact of  $C_x$  to  $C_y$  (see Table I).
- 3)  $KL_x(t)$  indicates the value of a concept's knowledge level at the moment  $t$ .
- 4)  $F$  is a transformation function. It includes the membership functions of the FuzKPBSD that are presented in the following section.

The values of the arcs of the proposed system's FCM can be a positive value in the interval  $(0, 1)$ . A positive value between concepts  $C_x$  and  $C_y$  indicates that an increase of the knowledge level of concept  $C_x$  leads to an increase of the knowledge level of concept  $C_y$ , or that a decrease of the knowledge level of concept  $C_x$  leads to a decrease of the knowledge level of concept  $C_y$ .

### STUDENT MODELING:

Student modeling can be defined as the process of gathering relevant information in order to infer the current cognitive state of the student and to represent it so as to be accessible and useful to the IT'S for offering adaptation. The system has to recognize the knowledge level, misconceptions, and needs of each learner. Information is represented using a hybrid student model that combines an overlay and a three-dimensional (3-D) stereotype models. The proposed student model consists of two layers. The first layer represents the student's knowledge of concepts, using a weighted overlay model. A qualitative value (unknown, in sufficiently known, known, learned) combined with a percentage from 0 to 100% that points the weight of the concept's qualitative value, is used for each concept to represent their knowledge level. The second layer includes a 3-D stereotype model. The first dimension consists of eight stereotypes and represents the learner's knowledge level; the second dimension consists of two stereotypes and concerns the type of programming errors (logical or syntactic) and the third dimension concerns prior knowledge of the student on other programming languages. The overlay model and the first dimension of the stereotype model represent information about the knowledge level of a learner. The second and third dimensions of the stereotype model help the system to recognize and reason the misconceptions and needs of a learner. Each time the learner interacts with the system, s/he takes a test, the results of which determine the learner's knowledge. Therefore, the overlay user model is updated and this new information about the learner triggers the stereotype category of the second layer of the proposed student model.

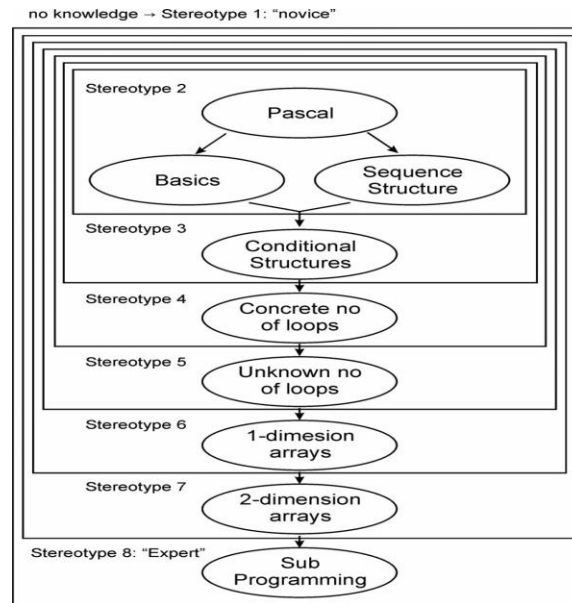


**Fig 3: Relation between overlay model and the first dimension of the stereo type model.**

Therefore, the system decides to which stereotype category of the knowledge level it should classify the learner concerning the learner knowledge levels of the domain concepts of the learning material.

There are eight stereotypes for representing the knowledge level of a learner given as follows.

- 1) Stereotype 1: novice learners;
- 2) Stereotype 2: learners that know about the foundations of programming (like variables and constants, operands, expressions);
- 3) Stereotype 3: learners that know about the selection statement (if, if-else if, nested if);
- 4) Stereotype 4: learners that know about how to built programs using the “for” statement;
- 5) Stereotype 5: learners that know about the iteration statements “while” and “do..While;”
- 6) Stereotype 6: learners that know about 1-D arrays;
- 7) Stereotype 7: learners that know about multidimensional arrays;
- 8) Stereotype 8: expert learners (they know, also, about the process of sub programming).

#### **Using Fuzzy Logic In Fuzzy Knowledge Preference Based State Definer:**

It is not a straightforward task to define the concepts that are unknown, known, or assimilated and their knowledge degree for each individual learner. This information is obtained by the overlay model of the presented system. The information that is provided by the overlay model has the following format: “the concept ‘if statement’ is 72% known by student tA”; “the concept ‘calculating a sum in a for loop’ is 60% insufficiently known by student X”; “the concept ‘assignment statement’ is 100% learned by student Z,” and “the concept sorting algorithms is 100% unknown to student Z.” This information of the overlay model is imprecise. One possible approach to dealing with this is fuzzy sets, with their ability to naturally represent human conceptualization. This is the reason FuzKPBSD integrates fuzzy logic techniques into the hybrid student model. The FuzKPBSD module uses fuzzy sets to represent the student’s



knowledge level and a mechanism of rules over the fuzzy sets. This mechanism is triggered after any change in the student's knowledge level of a domain concept, and updates the student's knowledge level of all related concepts with this concept. The following four fuzzy sets for representing students' knowledge level of a domain concept are defined.

- 1) Unknown (UN): the degree of success is from 0–60%;
- 2) Insufficiently Known (InK): the degree of success is from 55–75%;
- 3) Known (K): the degree of success is from 70–90%;
- 4) Learned (L): the degree of success is from 85–100%.

The membership functions for the four fuzzy sets are depicted in Figs. 5 and 6 ( $x$  indicates the student's degree of success in a domain concept).

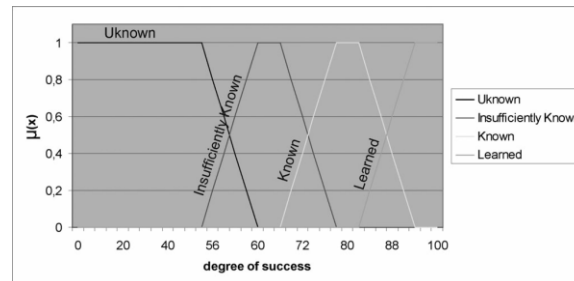


**Fig 4: Membership Functions\_Graphical representation.**

To be more specific, let  $x = 72\%$  be the degree of success of student A in the domain concept “logical operators”. According to the membership functions of the proposed fuzzy logic model (see Fig. 5), the following values arise:  $\mu_{Un} = 0$ ,  $\mu_{InK} = 1 - (72 - 70)/5 = 1 - 2/5 = 1 - 0.4 = 0.6$ ,  $\mu_K = (72 - 70)/5 = 2/5 = 0.4$ , and  $\mu_L = 0$ . This means that the domain concept “logical operators” is 60% insufficiently known and 40% known for student A. Therefore, a quadruplet  $(\mu_{Un}, \mu_{UK}, \mu_K, \mu_L)$  is used to express the student knowledge of a domain concept. This quadruplet actually consists of two active values each time, the membership values to two “neighbor” fuzzy sets.

When there is dependence between two domain concepts, the knowledge level of the one domain concept can affect the knowledge level of the other domain concept. More specifically, the following are considered.

- 1) Considering the updates of the knowledge level of  $C_x$ , the knowledge level of its following domain concept  $C_y$  is Increased or decreased. For example, a student who has been taught how to calculate a sum and how to count in a loop, s/he already knows the next concept, which concerns how to calculate an average in a loop. In addition, if the system had been concerned with the concept  $C3$ . “Calculating an average in a ‘for’ loop”—is learned for student A, and s/he is making errors in its prerequisite concept  $C3.2$ —“calculating a sum in a ‘for’ loop”—then the knowledge level of  $C3.3$  will be decreased.
- 2) Considering the updates of the knowledge level of  $C_y$ , the knowledge level of its prerequisite domain concept  $C_x$  is increased or decreased. For example, if a student knows in a degree of 70% the concept “calculating a sum in a ‘for’ loop” and s/he is examined for the concept “calculating a sum in a ‘while’ loop” and succeeds in a degree of 95%, then the student's knowledge level of the concept “calculating a sum in a ‘for’ loop” becomes higher than it is. In addition, if the domain concept  $C2.4$ —“finding max, min” is considered known for student A, and s/he is being examined in the domain concept  $C3.5$ —“finding max, min in

a 'for' loop", and s/he is making 40% errors, then the domain concept C2.4 will become insufficiently known.

In this document,  $D$  is defined to represent the knowledge dependence between two domain concepts. The symbolism  $\mu D(Cx, Cy)$  is used to represent the "strength of impact" of  $Cx$  on  $Cy$  and the symbolism  $\mu D(Cy, Cx)$  is used to represent the "strength of impact" of  $Cy$  on  $Cx$ . The values of  $\mu D(Cx, Cy)$  and  $\mu D(Cy, Cx)$  are the values of the arcs in the FCMs of the domain knowledge (see Fig. 3). They are determined by experts on programming as follows: ten professors of computer programming, whose experience was at least 12 years, were responsible for the definition and structure of the knowledge domain. They were asked to define, empirically, the dependences among the domain concepts, as well as their "strength of impact" on each other. Each expert gave his/her own estimates and then they calculated the average value for each pair of concepts. The results are presented in Table I.

Rules representing how a change to the KL of concept  $Cx$  affects the KL of its following concept  $Cy$ :

R1: If  $KL(Cy) = L1$  and  $KL(Cx) = L1$ , then  $KL(Cy) = L1$  with  $\mu L1(Cy) = \max[\mu L1(Cy), \mu L1(Cx) * \mu D(Cx, Cy)]$ .

R2: If  $KL(Cy) = L1$  and  $KL(Cx) = L2$ , then  $KL(Cy) = L2$  with  $\mu L2(Cy) = \mu L2(Cx) * \mu D(Cx, Cy)$ .

R3: If  $KL(Cy) = \text{Learned}$ , with  $\mu L(Cy) = 1$  (100%), then it does not change.

R4: If  $KL(Cy) = L$  and  $KL(Cx) = \text{Unknown}$ , then  $KL(Cy) = \text{Unknown}$  with  $\mu Un(Cy) = \mu Un(Cx) * \mu D(Cx, Cy)$ .  $L$  is the knowledge level with  $L > \text{Unknown}$ .

R5: If  $KL(Cy) = L$  and  $KL(Cx) = \text{Insufficiently Known}$ , then  $KL(Cy) = \text{Insufficiently Known}$  if  $\mu D(Cx, Cy) = 1$  or  $KL(Cy) = \text{Known}$  with  $\mu K(Cy) = 1 - \mu InK(Cy) = 1 - \mu InK(Cx) * \mu D(Cx, Cy)$ .  $L$  is knowledge level with  $L > \text{Insufficiently Known}$ .

R6: If  $KL(Cy) < 100\% \text{ Learned}$  and  $KL(Cx) = \text{Known}$ , then  $KL(Cy) = \text{Known}$  with  $\mu K(Cy) = \mu K(Cx) * \mu D(Cx, Cy)$ .

Rules representing how a change to the KL of concept  $Cy$  affects the KL of its prerequisite concept  $Cx$ :

R7: If  $KL(Cx) = L1$  and  $KL(Cy) = L1$ , then  $KL(Cx) = L1$  with  $\mu L1(Cx) = \max[\mu L1(Cx), \mu L1(Cy) * \mu D(Cy, Cx)]$ .

R8: If  $KL(Cx) = L1$  and  $KL(Cy) = L2$ , then  $KL(Cx) = L2$  with  $\mu L2(Cx) = \mu L2(Cy) * \mu D(Cy, Cx)$ .

R9: If  $KL(Cx) = \text{Learned}$ , with  $\mu L(Cx) = 1$  (100%), then it does not change.

R10: The formula  $px = \min[px, (1 - \mu D(Cx, Cy)) * px + py]$ , where  $px$  and  $py$  are the student's degree of success in  $Cx$  and  $Cy$ , respectively, is used. Then using the new  $px$ , the new quadruplet  $(\mu Un, \mu InK, \mu K, \mu L)$  for  $Ci$  is determined.

### Adaptivity Based On Fuzzy Knowledge State Definier:

A web-based educational application is accessed by many users with different characteristics, needs, and knowledge level and in situations where the human teacher is absent. This is the reason why it has to respond to each learner's needs. The adaptivity is achieved by obtaining information about the student's knowledge level of all the concepts as they are defined by the FuzKPBSD. The FuzKPBSD updates the overlay model, which is the first layer of the system's two-layer student model, and is the basis for the system's adaptation.

When a user interacts with the system for the first time, it is assumed that all the domain concepts are unknown and s/he is a novice user. At the next interactions with the web-based educational application the user knowledge of the domain concepts, as well as the stereotype

category of the user, can change according to her/his performance determined by a test that s/he completes at the end of each instructional process. More specifically, the learner takes a practice test each time s/he finishes the reading of a domain concept. The results of this practice test affect the knowledge level of all the related domain concepts, according to FuzKPBSD. Once the knowledge level of all the concepts that belong to the stereotype of the learner is 100%  $K$  or any percentage of  $L$ , then s/he takes a general test that includes exercises of all the domain concepts that correspond to the learner's stereotype.

S1: If  $KL(C1.1 \dots C1.8) < 100\%$  Known, then stereotype = 1.

S2: If  $KL[C1.1 \dots C1.8] \geq 100\%$  Known and  $KL(C2.1 \dots C2.4) < 100\%$  Known, then stereotype = 2.

S3: If  $KL[C1.1 \dots C2.4] \geq 100\%$  Known and  $KL(C3.1 \dots C3.5) < 100\%$  Known, then stereotype = 3.

S4: If  $KL[C1.1 \dots C3.5] \geq 100\%$  Known and  $KL(C4.1 \dots C4.6) < 100\%$  Known, then stereotype = 4.

S5: If  $KL[C1.1 \dots C4.6] \geq 100\%$  Known and  $KL(C5.1 \dots C5.3) < 100\%$  Known, then stereotype = 5.

S6: If  $KL[C1.1 \dots C5.3] \geq 100\%$  Known and  $KL(C6.1 \dots C6.4) < 100\%$  Known, then stereotype = 6.

S7: If  $KL[C1.1 \dots C6.4] \geq 100\%$  Known and  $KL(C7.1 \dots C7.2) < 100\%$  Known, then stereotype = 7.

S8: If  $KL[C1.1 \dots C7.2] \geq 100\%$  Known, then stereotype = 8.

It is remarkable to say that the student may not be asked to take a practice test for a domain concept.

### Evaluation Of Fuzzy Knowledge Preference Based State Definer:

The motivation for using the FuzKPBSD module was to reveal the alterations on the state of student's knowledge level and enable the system to dynamically adapt its responses to the needs of each individual student. More specifically, the target of FuzKPBSD is to help the system recognize the needs of each learner, detecting the domain concepts that are known, those that are assimilated, and those that need revision or reading. In this sense, the evaluation's aim is to evaluate the individualization of the teaching rather than evaluating the success of the teaching method alone.

Although, the adaptation generated by user modeling techniques often tend to improve the user-system interaction, most of the time the exploitation of such techniques makes the system more complex. Therefore, it should be evaluated whether the adaptivity really improves the system and whether the user really prefers the adaptive version of it [48]. Even though, there are many evaluation methods available in the literature review. As Mulwaetal have mentioned, there is no standard agreed-upon measurement framework for assessing the value and effectiveness of the adaptation yielded by adaptive systems. However, it is important to not only evaluate but also to ensure that the evaluation uses the correct methods, since an incorrect method can lead to wrong conclusions. That is the reason for the adoption of the layered evaluation method in order to evaluate the success of adaptation, which is achieved via the system's student model.

**Scope:**

- Finds the static and preference based elements
- Adaptive
- Improves the accuracy and scalability
- Effective because of usage of FLAME algorithm

**Evaluation of user modeling:**

At this layer only the user modeling process is being evaluated. Here, the question can be stated as: “Are the conclusions drawn by the system concerning the characteristics of the user-computer interaction valid?” or “Are the user’s characteristics being successfully detected by the system and stored in the user model?”

**Evaluation of adaptation decision making:**

At this layer only the adaptation decision making is being evaluated. The question here can be stated as: “Are the adaptation decisions valid and meaningful for the given state of the user model?” For the needs of the system’s evaluation, a group of 53 students used the presented system for learning the programming language C. This was done during a postgraduate program in the field of informatics at the University of Piraeus. Learners were different ages, varying from 22 to 50, and backgrounds. In order to evaluate the validity of the conclusions drawn by the student model concerning the aspects of the students’ characteristics, the results of the system’s use in relation with the different backgrounds of the students were assessed. More concretely, the 53 students that used the system were divided into three categories according to their background knowledge. These three categories were: arts, science fields (other than computer science), and computer science-related fields. The arts category included students in the fields of human, social, political, and educational sciences. The science category included student in the fields of mathematics, physics, business, and economic sciences. The computer science-related field included students I the fields of computer, engineering, and system sciences. It is obvious that students that belong to the last category have previous knowledge of computer programming, so their progress should be better than the students in the other two categories, and also they should be advised to read a concept fewer times than the others. The next category whose students should have a good learning pace is the category of science fields, since their studies offer them a way of thinking that is close to the programming logic. On the other hand, the students in the arts category were expected to be advised to read the learning material more times, until they have earned the domain knowledge, since they often have no prior knowledge about computer programming. Consequently, for each background category, the average reading times of each domain concept and the percentage of learners that are advised to return to a previous concept in order to revise it were measured and these values were compared in order to assess whether the conclusions drawn by the system concerning the characteristics of student model are valid. The questionnaire’s answers show that the percentage of times that the learners spent revising a previous domain concept is all a waste of time. In contrast, it seems that the system’s decision to advise a learner to revise a previously taught domain concept corresponds satisfactorily to the learners’ needs and helped them during the learning process. Then, for assessing the validity of the system’s inference that a learner should not read a particular domain concept at all, the percentage of times that a learner needed finally to read a domain concept that the system had previously advised her/him not to read was measured. This percentage is 12%. This value is

sufficiently satisfactory to be able to lead to the conclusion that the corresponding decisions, which are made by the system based on the student model, are valid.

## CONCLUSION

The goal of this paper was to show how fuzzy sets can be combined with user stereotypes and the overlay model to promote adaptivity and personalization in educational applications. For the purpose of this research, a novel educational system was fully implemented and evaluated, regarding the innovative approach described. More specifically, the paper presents the development and use of the FuzKPBSD module, which identifies the alterations on the state of students' knowledge level. FuzKPBSD operates in collaboration with FCMs that are used to represent the dependences among the domain concepts. FuzKPBSD monitors the learner's performance in a domain concept, updates the

Learner's overlay model, and makes dynamic decisions on how the teaching syllabus is presented to the learner to fit his/her personal needs. In particular, when a change occurs on a learner's knowledge level of a domain concept, identifies and updates the student's knowledge level not only for this concept, but also for all the related concepts with this concept, considering the learner's performance, as well as the existing dependences among the domain concepts in the FCMs. Evidently, the success of the system's instructional decisions

And advice largely depends on the design of the learning material. The contribution of domain experts is significant for the definition of the individual domain concepts that constitute the domain knowledge material, the knowledge dependences among them, and their strength of impact on each other. The system's evaluation revealed that the combination of fuzzy sets with overlay and stereotype models contributes significantly to the adaptation of the learning process to the learning pace of each individual learner. This approach improves the efficiency of the adaptivity of the instructional process, identifying each time the appropriate domain concepts that correspond to the learner's knowledge level and educational needs. In this

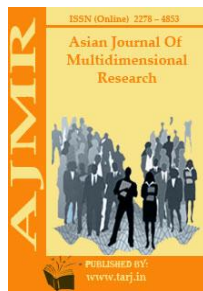
Way, FuzKPBSD helps the learners that already know the aspects of computer programming to save time and effort during the learning process. On the other hand, FuzKPBSD recognizes the students' state of forgetting what they have already learned in previous interactions, and adapts the presentation of material accordingly. FuzKPBSD leads the educational system to make inferences about the changes of the students' knowledge level and thus make useful adaptation decisions, offering personalized.

## REFERENCES

1. Y. Akbulut and C. S. Cardak, "Adaptive educational hypermedia accommodating learning styles: A content analysis of publications from 2000 to 2011," *Comput. Edu.* vol. 58, no. 2, pp. 835–842, Feb. 2012.
2. J. Lo, Y. Chan, and S. Yen, "Designing an adaptive web-based learning system based on students cognitive styles identified online," *Compu Edu.*, vol. 58, no. 1, pp. 209–222, Jan. 2012.
3. P. Brusilovsky and E. Mill'an, "User models for adaptive hypermedia and adaptive educational systems," in *The Adaptive Web: Methods and Strategies of Web Personalization*, P. Brusilovsky, A.Kobsa, and W.Neidl, Eds. Berlin, Germany: Springer-Verlag, 2007, pp. 3–53.

4. S. Tong and Y. Li, "Adaptive fuzzy output feedback control of MIMO nonlinear systems with unknown dead-zone inputs," *IEEE Trans. Fuzzy Syst.*, vol. 21, no. 1, pp. 134–146, Feb. 2013.
5. S. Tong and Y. Li, "Adaptive fuzzy output feedback tracking back stepping control of strict-feedback nonlinear systems with unknown dead zones," *IEEE Trans. Fuzzy Syst.*, vol. 20, no. 1, pp. 168–180, Feb. 2012.
6. S. Tong, T. Wang, Y. Li, and B. Chen, "A combined back stepping and stochastic small-gain approach to robust adaptive fuzzy output feedback control," *IEEE Trans. Fuzzy Syst.*, vol. 21, no. 2, pp. 314–327, Apr. 2013.
7. Y. Miao, Z. Q. Liu, C. K. Siew, and C. Y. Miao, "Dynamic cognitive network—An extension of fuzzy cognitive map," *IEEE Trans. Fuzzy Syst.*, vol. 9, no. 5, pp. 760–770, Oct. 2001.
8. A. Azadeh, B. Ziaei, and M. Moghaddam, "A hybrid fuzzy regression fuzzy cognitive map algorithm for forecasting and optimization of housing market fluctuations," *Expert Syst. Appl.*, vol. 39, no. 1, pp. 298–315, Jan. 2012.
9. H. Song, C. Y. Miao, W. Roel, Z. Shen, and M. D'Hondt, "An extension to fuzzy cognitive maps for classification and prediction," *IEEE Trans. Fuzzy Syst.*, vol. 19, no. 1, pp. 116–135, Feb. 2011.



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00302.5**

## LIGHT IN THE MODERN WORLD

**Shakhnoza Furkatovna Tursunova\***

\*Lecturer,

National Institute of Art and Design named after Kamoliddin Behzod  
UZBEKISTAN

### ABSTRACT

*When designing an architectural environment in modern conditions, lighting design is becoming increasingly important. The development of this industry is influenced by both scientific and technological progress in the field of lighting devices, and new approaches to the issue of integrating lighting sources into architectural objects. The article discusses the most relevant modern trends in lighting design. Light is an artistic tool that allows you to create a unique collection of diverse images of the same building. Purpose of the study. Reveal the possibilities of council design in the present, based on the lighting devices presented for sale. Determine whether light sources are always used rationally, how you can avoid their illiterate exploitation. Having brought up a new school of masters who are skilled in color, cities around the world will transform, sparkle with new colors, transform in the evening to the delight of the viewer, because the technology that we have can already allow us such splendor.*

**KEYWORDS:** Interior, Chandeliers, Lighting, Architecture, Lighting Design, Light, Architectural Lighting, Lamp, Lighting, Use, Leds, Materials, Color Temperature.

### INTRODUCTION

Today we are experiencing one of the most significant changes in the evolution of lighting devices: the light source is no longer part of the interior, lighting is no longer a secondary element in design. Suppose, with the help of new LED technologies, it is possible to modify the space, create volume, set the length, height and emotional and psychological background, create geometry, drawing, image. You can shift the focus to the emotional component of light, and this is a completely new opportunity.

In the 21st century, the range of designer tools for the implementation of projects has expanded many times. He is not limited either by the choice of materials or methods, using performance, installations, work with shadows.

## MAIN PART

The lighting device began to take the form of an independent art object. Using modern lighting, you can give a more individual look to spaces; work with light as a new artistic material, on a par with paint, decoration, partitions. Light installations can immerse a person inside a specially built art environment. The main, distinctive function of a light art object is to attract attention and visually interact with the viewer.

The goal of the artist when creating a light object of modern art is the desire to evoke certain emotions in the viewer, or a specific associative array, to immerse them in an unusual light space, to share their vision of light.

When designing an architectural environment in modern conditions, lighting design is becoming increasingly important. The development of this industry is influenced by both scientific and technological progress in the field of lighting devices, and new approaches to the issue of integrating lighting sources into architectural objects. The article discusses the most relevant modern trends in lighting design.

Architectural and artistic lighting is of key importance in the creation and operation of architectural objects and the formation of a harmonious urban environment. Architecture is created by light, depends on light. Form, plastic, relief, color - all this is the result of the interaction of surface and light, natural and artificial. The importance of light can hardly be overestimated, and now we are witnessing how this area of design and construction practice is increasingly moving from the category of predominantly utilitarian to the area of creative search, inherent in the formulation and solution of key imaginative tasks when creating the concept of a future building. Moreover, the development of technology is constantly expanding the formats for the use of lighting and media systems in architecture. Every year the role of light in the design and implementation of architectural objects will only increase.

### Nanotechnology:

The small size of the LEDs makes it easy to hide them from the viewer's eyes, leaving only light.

### Flexibility:

The low power of LED luminaires allows the use of wiring with small conductors, which opens up the possibility of creating flexible structures that can change shape. Bionics. A return to natural forms is relevant both for architectural objects and for lighting design elements. After all, if you follow and analyze, a person returns to nature when he loses touch with it, and the development of modern technologies makes it possible to create complex bionic forms.



**Compactness:**

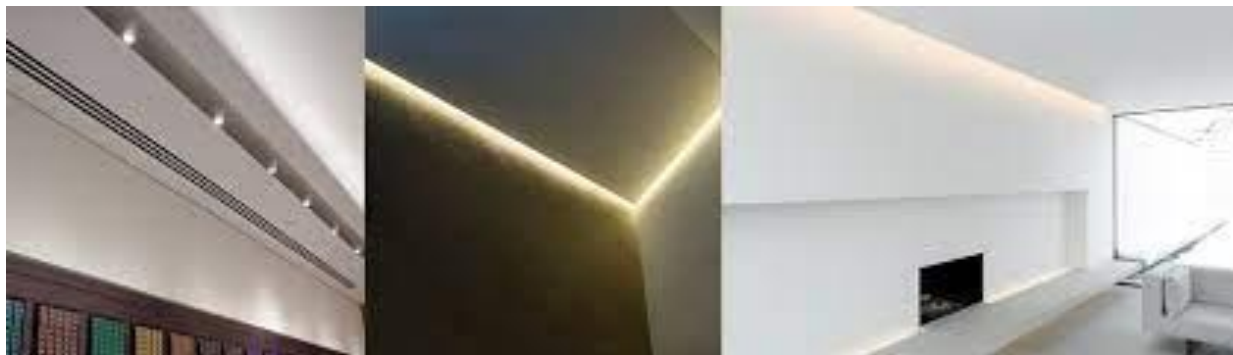
Nowadays, it is possible to create lamps of various shapes. Previously, any lighting device began to design with the definition of restrictions due to the shape and size of the light source, i.e., the luminaire was designed around the light source. The dimensions of the LED module are so small that dimensions can now be neglected when designing lighting fixtures.



**Environmental friendliness:** If natural forms are the main thing in bionics, then texture and material are more important in ecological style. Any ecological object should be pleasant to the touch and safe for humans and the environment, even light.



**Integration:** LEDs are suitable for integration into various surfaces and architectural elements: furniture, ceiling, walls, floors, interior items and even clothing.



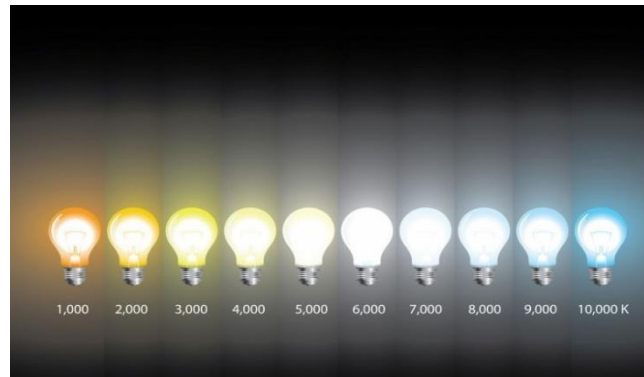
**Light as a material:**

New technologies have made it possible to create building and finishing materials that are already light sources themselves, for example, special flexible panels that can be used for cladding ceilings, floors, walls, and even imitate windows.



**Radiator aesthetics:** A radiator is an integral and fairly large part of an LED luminaire, which becomes an important component of a recognizable design. For efficient operation of LED equipment, a high-quality heat sink is required.

**Change in color temperature:** Depending on what purpose the light is used for at the moment, it can now easily change its color temperature using the same light source.



**Colored lighting:** Modern technology makes it easy to change shades of light, making it possible to control mood, because color has a great emotional impact on a person.



**Control:** Nowadays, it has become possible to easily change lighting scenarios using various technical devices (for example, mobile phones), including those working remotely via the Internet.



**Dynamic light:** Light color dimming made it possible to create a fundamentally new light source - direct observation devices.



**Visual illusions:** The real world can be different from how we perceive, and visual illusions are the key to how we “go wrong”. In addition, light can act as a "corrector" for visual illusions of architecture.

Many types of contemporary visual arts are closely related to the peculiarities of visual sensations and perceptions, which are impossible without light. Light-optical searches in the field of plasticity and space in these arts offer artistic techniques that determine the nature of the visual field of the city, which can also be applied in the formation of its nightlife. For example, media facades, interactive and LED technologies can transform the face of a city through the dynamic management of artificial light modes.





**Video mapping (projection onto objects):** The current trend in audiovisual art, which is a 3D projection onto a physical object of the environment, taking into account its location in space. Often, well-known architectural structures are used as such an object for projections, the image of which is completely transformed.



**Interactive:** Light can be used as a means of communication and interactive communication, responding to changes in human behavior.

At the stage of implementation and operation, lighting solutions must comply with approved projects, which require control over these aspects at the legislative level.

## CONCLUSIONS

As a result, to all of the above, I would like to note that such a fashion industry as lighting design has a huge potential for development and mass distribution both in Europe and in the CIS countries. In order not to turn good into harm, to avoid the illiterate use of light resources, it is worth paying special attention to the education of highly qualified personnel for this industry. It is necessary to produce specialists who will have a clear understanding of what light is and how to use it. Also, an important impetus for the development of lighting design in the right direction would be the legislative regulation of the formation of the night image of the city. This would avoid light pollution, which negatively affects the city's fauna and human health, and would also stimulate the rational use of light.



**REFERENCES**

1. Shchepetkov N.I. Light design of the city: textbook. allowance. Moscow: Architecture-S, 2006.144 p.
2. Khorovetskaya E.M. Lighting organization of the architectural environment. Tutorial. Astana, 2009.S. 60.
3. Perkova M.V., Kovrizhkina O.V. Architectural competitive design in the educational process: monograph. Belgorod: BSTU Publishing House, 2014.126 p. 4. Melodinsky D.L. School of architectural design shaping. M.: Publishing house "Architecture-S", 2004. 312 p.
4. MuhayyoSultanova. (2020). Use of cultural plants in desert cities in creating the landscape of recreation zones in Uzbekistan. International Journal on Orange Technologies, 2 (10), 102-104. <https://doi.org/10.31149/ijot.v2i10.738>
5. Mukaddas Isakova. (2020). Influence Of Colors On Children's Mentality In Children's Institutions, Research And Analysis Of Psychologists And Designers. International Journal of Scientific & Technology Research, 9 (2), 5549-5551.
6. MarufovichM.Yu. Some features of the relationship between the interior and the environment // International Journal of Progressive Sciences and Technologies. - 2021. - T. 26. - No. 1. - S. 97-101.
7. Kamalova F. K. Q. ARXITEKTURA VA INTERYER MAKETINI YASASHDA XOM-ASHYO VA MATERIALLARNING ORNI // Scientific progress. - 2021. - T. 1. - No. five.
8. MANNAPOVA N. R. et al. Organization And Basic Requirements For Restaurant Design Interior // International Journal of Innovations in Engineering Research and Technology. - 2020. - T. 7. - No. 05. - S. 5-12.
9. Bondarenko I.A. Architecture and Life in the Course of History: From Peace to War // Biosphere Compatibility: Man, Region, Technologies. 2015. No. 2 (10). S. 45-57.
10. Tribuntseva K.M. Architectural and typological analysis of buildings and structures. Vestnik BGTU im. V.G. Shukhov. 2017. No. 8. P. 99–105.
11. Mikhailov S.M. Design history. Volume 1: Textbook. for universities. M.: "Union of Designers of Russia", 2004. 280 p.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00301.3**

## THE HISTORY OF THE CREATION OF DENIM, BRANDS AND DEVELOPMENT OF THE PRODUCTION OF JEANS

Sharipova S.T\*; Nigmatova F.U\*\*; Gulamov O.M\*\*\*;  
Raxmanova Z.V\*\*\*\*; Habibullayeva M.Z\*\*\*\*\*

\*Assistant,

Tashkent Institute of Textile and Light Industry  
UZBEKISTAN

\*\*Professor,

Tashkent Institute of Textile and Light Industry  
UZBEKISTAN

\*\*\*Senior Lecturer,

Department of Material Support,  
Academy of the Armed Forces of the Republic of UZBEKISTAN

<sup>4,5</sup>Masters,

Tashkent Institute of Textile and Light Industry  
UZBEKISTAN

### ABSTRACT

*The worldwide popularity of denim trousers has led to the appearance of many fakes, and it is only natural that the buyer wants to spend his money on an original + quality product. To do this, you need to have some knowledge. This article presents the history of the emergence of denim clothing and brands such as Levi's, Lee, WRANGLER, and MONTANA. This article focuses on the development of denim fashion and the denim manufacturing process.*

**KEYWORDS:** Denim Clothing, First Jeans, Levi Strauss, Henry David Lee, Hudson, Denim, Rivet, Zipper, Leather Patch, Fabric, Indigo, Pumice, Wash, Shrink, Denim Fashion, Size, Designers.

### INTRODUCTION

Jeans are an integral part of every modern person's wardrobe. These are clothes that can be worn to work and to a party, and, most importantly, jeans are always relevant. But few people know that the history of the development of such mass clothing began to develop more than 170 years ago and only recently won recognition in all strata of society.

Studying history, it is believed that jeans and denim appeared thanks to entrepreneurs from the United States - Levi Strauss and Jacob Davis. History considers these two people as the founders of denim pants fashion. (Fig. 1)



**Levi Strauss**



**Jacob Davis**

Fig. 1

Levi Strauss founded his denim empire, which he began with the creation of durable and popular blue Levi's jeans [1, p.123].

The historical aspect to the creation of denim trousers was the “Gold Rush” in California in 1849. Denim was used as the main material for their manufacture.

In January 1849, the “gold rush” began in California. Gold was found near John Sutter's sawmill on the American River. As soon as news of the discovery spread, about 300000 people arrived in California from other US states and from overseas. Levi Strauss, an émigré from Bavaria, settled in California and opened a trousers workshop for miners and gold prospectors. In 1853, his factory began to produce overalls in brown fabric for awnings and tents. The fabric was delivered from the Italian city of Genoa, so the bales were stamped with the Genes stamp. However, the Americans read this name in their own way, and even then this fabric, which bears little resemblance to modern denim, was called “jeans”. Suddenly running out of stocks of tarpaulins were replenished with dense blue twill produced in the French city of Nîmes. The name of the denim fabric comes from a French area called Nimes. It was there that cotton grew, from which they subsequently began to make durable fabric [1]. De Nimes means “from Nimes”: this is how the name of the blue denim fabric “denim” was born. However; the new fabric could not withstand the weight of gold nuggets and mining tools. Riga tailor Jacob Davids, on the advice of a Californian prospector, reinforced the pocket seams with metal rivets to keep the pockets from ripping. So in 1873, the original riveted jeans were born - pants made of strong fabric and with metal rivets [2,3]. The rivets have been patented. Patent number 139/121 was issued by him on May 20, 1873 [4]. The rivets were the final touch to complete the Levi's jeans look. In the same year, an orange finishing line appeared on the back pockets of jeans [2,3]. In 1886, Levi's jeans featured the famous leather label with two horses trying unsuccessfully to rip the pants off. The picture depicted a real experiment carried out in America after a message from a steam locomotive driver, who used a pair of jeans instead of a torn carriage coupling and brought the train safely to the station. The working people quickly appreciated the strength and practicality of the new trousers. The Levi's brand practically did not know any competition until the middle of the twentieth century. [2,5]. Another Levi's trademark: flowing lines in the form of an arch or an eagle's beak are a must on all original Levi's. The only exception is the Levi's Authentics Signature line, which is quite rare (Figure - 2).



**Fig. 2 Levi's label Pocket with flowing lines in the form of an arch or "beak of an eagle"**

Levi Strauss was able to continue making jeans after the “gold rush”, making them more attractive, introducing new functional and decorative elements. Levi's company has become not only the most famous, but also the most successful [3].

Lee Jeans is as important in American history as Levi's. Both companies began approximately the same, with a difference of several decades. The founder of the company was Henry David Lee, a talented entrepreneur and businessman from God. (figure - 3). Surprisingly, but the creator of the famous brand did not immediately begin to produce jeans; rather, this idea came to him as a result of a happy coincidence [6, 7].

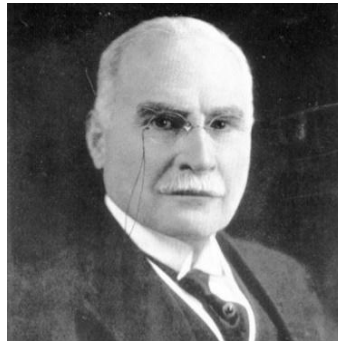


**Fig. 3 Henry David Lee**

Henry David Lee was born in Vermont in 1849. He was a successful businessman, at the end of the 19th century he worked first in the oil industry, and then in the wholesale trade, dealing with food and stationery. Together with partners, Lee founded H.D. Lee Mercantile Company.

Henry saw that his employees' work clothes needed improvement. In 1911, he decided to invest in the production of clothing, opening the first garment factory. The entrepreneur focused on creating denim trousers, jackets and overalls. As a result, a universal form called “union-all” appeared - the connection of a jacket with trousers. He liked the drivers, who at that time also worked as auto mechanics. Lee played on this well with an ad with the slogan “A suit of Union-Alls under the seat of every auto”. In 1917 his success was secured by orders from the US Army. The clothes were also liked by sailors, lumberjacks, and then cowboys [6].

In the 1920s, the brand had a mascot. This is a doll named Buddy Lee. After consulting with cowboys and rodeo champions, Lee introduced the first jeans in 1925. The men's model is



dubbed the 101. The brass rivets have been replaced with sturdy seams to reinforce the back pockets and the entire piece that is important to the full-time cowboy. Lee Cowboy Pants later became known as Lee Riders. Working with Canton Mills, the brand has also developed the most durable and blue denim apparel on the market.

Another innovation in those years was the zipper<sup>1</sup>, which was originally built into overalls. The company held a national competition to give them a new name. The name “Whizit” became the winner. The meaning of the word is simple; it is similar to the sound that lightning makes. Celebrity advertising helped Whizit gain popularity. [6]

Today Lee is a reputable American brand that creates casual outfits and accessories for men, women and children. Together with Levi's and Wrangler, the company holds about 90% of the denim market.

The brand concept consists of four Fs:

- Fabric – fabric;
- Fit - fit to the figure;
- Finish - final finishing;
- Features - details [9].

In the 30s, Lee began to produce shrink-fit jeans (these are the ones that we all got used to for a long time, before that all jeans were made of raw denim and sat down in sizes 1-2 after the first wash), shrinkage was made using the sanforization<sup>1</sup> method, that is, without the use of water. At the same time, a branded patch on jeans appeared, made on a piece of cowhide with wool (picture - 4). Subsequently, the leather was turned upside down, however, after many years, the movement of vegans and animal advocates forced the company to replace the leather with an artificial material that is visually indistinguishable from leather and even has an imitation of wool on the lapel [7].



**Fig. 4 Brand patch**

The Wrangler is one of the iconic three American denim makers, along with Levi's and Lee. The brand has grown from a small North Carolina factory to a multinational corporation. Although its history dates back to the late 19th century, 1947 is considered the official year of the Wrangler's appearance. It was then that the first models of jeans for cowboys appeared, which became the starting point for modern collections [9].

The founder of the “Blue Bell” company, which later produced the Wrangler jeans, was the American C.C. Hudson (figure- 5). In 1897, he leaves his hometown of Springhill, Tennessee, and moves to Greensboro, North Carolina. An ordinary worker gets a job - to hem buttons for 25 cents a day, to a workwear factory, which (unfortunately for many, and for Hudson, probably fortunately) went bankrupt. To somehow survive, Hudson and his friends bought sewing machines with their last money and opened a small sewing workshop “Hudson Overall Co.” in 1904 [10,11].



**Fig. 5.C.C. Hudson**

Thanks to the perseverance and hard work of the employees, the company turned out to be quite successful. In 1919 he moved to a new building and changed the name of the company to “Blue Bell Overall Co.” (“Overalls Blue Bell”). In 1926, Hudson sold his company to the larger “Big Ben Manufacturing of Kentucky”, but the “Blue Bell” trademark was retained [10,11,19]. In 1936, “Blue Bell” became one of the leaders in denim clothing. In 1943, the company acquired the “Casey Jones Company”, a workwear manufacturer, and with it the rights to use the “Wrangler” trademark (cowboy, shepherd, wrangler, screamer).

The company, once known as Blue Bell, became the Wrangler. For years, the label inside each pair read “Designed by Rodeo Ben, Cowboy Tailor”. Since then, the letter “W” has become a distinctive feature, embroidered on the back pockets next to the leather patch. He was not on the belt, like other brands (picture - 6) [12,19].



**Fig. 6 Leather patch Pocket with "W"**

The legendary Montana jeans have been produced for several decades; the brand has gained popularity in many countries around the world and is known for its high quality tailoring, materials and accessories. It is a representative of classic brands, which also include Levi's, Lee and Wrangler [16].



The trademark appeared in Hamburg in 1966, the founder was Klaus Heitselen, a Pole by origin. At that time, in the United States, they were already quite actively sewing denim workwear, the demand for which was growing every day. Adding German quality and elegance to the practicality and durability of the material, the result is an impeccable cut that quickly attracted the attention of the target audience [15,16]. There are some references to American products, as even the name says. But the principle of tailoring itself is quite original - if in one way or another the American brands are similar, then Montana jeans have their own distinctive features and developments.

The company immediately began its journey with the production of its most famous model - the Montana 10040 jeans made the brand famous very quickly. Their distinctive features:

- Dense raw denim;
- Zippers on the back pockets;
- scuffs in the upper part;
- Triple outer seams and double inner seams;
- Landing slightly above average;
- Leather embossed patch on the belt;
- Tricolor flag on back pocket, brass labels.

The brass labels placed on both back pockets also attracted a lot of interest. The final element of the formation of the entire splendor was an embossed leather label and rivets fixed on the pockets (picture - 7) [15].

As you know, there cannot be one player on the world market. Competition and struggle between brands intensifies every year [5].

In the late 60s, designer Louis Ferro presented jeans completely embroidered with rhinestones on the catwalk to the general public. Since that time, a new era begins in the history of jeans, which revolutionized the fashion world and became one of the most popular wardrobe items of the modern consumer. In 1978, Calvin Klein introduced the first out'couture jeans of its kind. If up to this point jeans were considered inexpensive everyday clothes, then thanks to Klein they turned into an object of desire for all stylish teenagers [5].

In the sixties, jeans attracted the attention of hippie supporters. In the 80s, denim items began to appear more and more on famous and popular people, which contributed to the widespread fashion trend. Gradually, denim clothing moved from the category of simple everyday things to the category of luxurious and stylish outfits. Denim clothing became more varied and multicolored.

Over time, many world-famous designers began to create their own lines of denim clothing. New technologies appeared: jeans were washed with pumice stone, soaked in acid, bleached and even shot with a shotgun to make special holes. But the real denim boom began in the world with the emergence of new, unconventional colors and shades - primarily black. This became possible due to the emergence of new technologies "overdye" and "stonewash", invented by the Japanese in the 80s [5].



**Fig. 7. Brass and leather labels**

Today the Japanese brand Orslow, which, as the name suggests, modestly opposes fast fashion [14]. Japanese brand designer Ichiro Nakasu recycles samples of work and military uniforms from different decades of the 20th century [14].

In the last decade of the last century, it acquired the final appearance that is well known to today's people. In the fashion industry, numerous denim brands have emerged that have become famous and popular all over the world. New developments are constantly being carried out and old technologies of denim production are being improved. The addition of lycra to cotton yarns gives the finished fabric a soft elasticity and increases its durability. Dense twill weave creates a tough, windproof base, suitable for sewing jackets, coats, warm trousers. Lightweight denim is used to create summer collections for women and men.

PRPS was founded in the USA in 2003 by Donwan Harrell, a talented designer who dreamed of creating the perfect denim garment in which even the smallest detail plays an important role. This is how the Premium Denim line was born, which received this name not due to the high price, but due to the impeccable quality and original design of models that correspond to current fashion trends [20]. Everything is amazing and the models have their own distinctive features. This includes a back pocket, which is slightly tucked up, a purple label (Figure 8), buttons of different colors, and more ... a choice of loops from a special pony fur [24].



**Fig. 8. Multiple folded back pocket, purple PRPS label**

Today the PRPS brand offers its customers a wide variety of jeans models. The range of branded products is so wide that everyone, even the most demanding client, can choose what he likes the most and suits him [24].

With jeans from P.R.P.S you can create an image in almost any style, for any occasion (picture - 9). They are very versatile and practical. These two qualities are one of the main advantages of the brand's products. In addition to all the known features, each model has one more - the fit. Each pair of trousers has a perfect fit that suits all men, no matter what kind of figure they have [24].



**Fig. 9. Different models of jeans brand PRPS**

Denim clothing is recognized all over the world as the most comfortable and comfortable. Its versatility and practicality makes it especially attractive. Denim items are in perfect harmony with most of the wardrobe. Even wedding dresses with elements of denim fashion have become quite common.

The dense fabric has a unique structure that can only be dyed on the outside. This feature contributes to the rapid appearance of scuffs on clothes. This look gives jeans a special style and appeal. To date, many technologies have been developed to achieve artificial aging of things. With the help of denim products, it is always possible to emphasize the dignity of any figure and delicately hide possible body flaws. Such success is achieved by a variety of styles and impeccable geometric cut.

The new denim garment has a tough architectural design, but over time it transforms into soft, sculptural forms that follow the outlines of the body. The durability of a fabric is related to the strength of its fiber and the structural properties of the warp twill, where a white weft thread runs under two or more dyed warp fibers.

Since the end of the 17th century, jeans have taken on the appearance of an all-cotton “three-strand” fabric called “twill denim”. Prior to that, it underwent various transformations, representing various combinations of wool and cotton, such as “serge from Nimes” and “jean lining”, or Genoese boomazeya [6].

A retrospective analysis of denim clothing made it possible to determine the most priority areas of its development. Promising directions of development in denim clothing can be noted: the mixture of simplicity and luxury (DSquared2), the predominance of casual style, which makes jeans products original and affordable for the mass consumer, an emphasis on elements (Cipo & Baxx, Robins (USA), classics combined with youth style (Marlboro Classics (Italy)), an abundance of bright colors and complex silhouettes (Phard, Grossberg (Italy)), the use of elastic materials, which allows you to create tight jeans (Energie, Miss Sixty, Killah brands), Murphy & Nye menswear brand ) and many others (Figure - 10, 11).



**Fig. 10. Jeans models**



**Fig. 11. Models of the Miss Sixty brand**

Denim clothes have been relevant at all times; they are one step higher than any fashion trends. Among the characteristic manifestations of style, experts note the following features:

- Comfort and practicality;
- Reliable strength, ensuring a long service life of products;
- A wide range of silhouettes (shirt, trapezoidal, semi-fitted, straight cut, etc.);
- Multiple trim elements - patch pockets, decorative stitching, embroidery, metal fittings (zippers, rivets, Buttons, eyelets);
- Combinatorial types of clothing;
- Typical shades of fabrics: classic: blue, blue; popular: black, brown, gray;
- Original: red, white, green, orange; decoration from

Rhinestones, beads, leather, fur, guipure;

Denim clothing is also in great demand in Central Asia. It is becoming more and more popular with our customers, regardless of their age.

The production of jeans from local raw materials is an important aspect of the positioning of the textile industry in Uzbekistan. This direction is considered one of the strategically important directions in the development of the country's domestic textile industry [22].

BCT Cluster in Bukhara region is one of the first enterprises in Uzbekistan to introduce a full cycle of technological processes for the production of jeans products from cotton harvesting, deep processing of raw materials to finished products. Denim fabrics produced by Bukhara



Cotton Textile have an advantage in the domestic and foreign markets due to their natural color. The company has its own brand, B Jeans, which produces an average of 12.5 million pairs of classic denim and stretch denim pants. The brand's collection includes not only basic models - clothes for every day (picture - 13), but also models that connect denim with the east. The number of customers for these products is growing. In 2020, the stores of the enterprise were opened in Bukhara, Tashkent, Samarkand and Namangan. In the future, it is planned to open 50 such points throughout the country [26].



**Fig. 13. Defile of the collection of designers Dildora Akabirova and Rano**

Kilicheva from Bukhara Cotton Textile [25].

The company “Vintage Denim” LLC located in Almalyk is also engaged in the production of denim trousers. Today the company is negotiating cooperation with leading foreign brands of jeans such as Colin’s, Levi’s and LC Waikiki. Currently, the company is cooperating with the De facto brand [13].

Denim fabrics are divided into groups depending on the technology of production and dyeing, in appearance and characteristic features of the surface [23]. The main indicator of denim is durability. Increasing the useful life of a garment adds value to it and reduces industrial waste. Design and production of high-quality and durable clothing, as well as its correct positioning in front of the buyer with the help of business tools, will allow domestic manufacturers to gain a foothold in foreign markets.

Fashion is one of the complex phenomena of modern culture that allows you to emphasize social status and satisfy aesthetic needs. Light industry is the backbone of the fashion industry. All over the world, collaboration between designers and factories is at the heart of the formation and development of the fashion sector. In order to produce competitive denim clothing on the world market, to create competitive denim products, you need to clearly know why this is being done, what goal should be achieved. Competition forces us to constantly seek and use new opportunities in production; competition requires improving equipment and technology; competition stimulates the improvement of product quality; competition forces you to reduce costs (and prices); competition focuses on the assortment of goods in high demand [26,28]. The head of state of Uzbekistan noted the need to expand the assortment of jeans, produce clothing in cooperation with world famous brands.

## REFERENCES

1. Patton F. Made in the USA: The Stories of Things That Made America [text]: - trans. from English F. Patton. M.: Olymp, 1997.- 399 p.
2. Ganulich A. Denim, or All about jeans. - M.: In the mirror, 2007.- 168 p.

3. Shbelkova M.N., Mironenko V.P. Denim fashion - from workwear to modern trends. [text]: - Bulletin of HDADM. - 2008. - No. 5. - S. 128-132.

4. Electronic source - Access mode: [https://starnv.ru/recommendation/?SECTION\\_ID=13&bxajaxid=0be08a3c25bce986e1127791b94e6b61/](https://starnv.ru/recommendation/?SECTION_ID=13&bxajaxid=0be08a3c25bce986e1127791b94e6b61/) (date of treatment 01/12/2021)

5. Nazarov Yu.V., Popova V.V. The history of the development of denim clothing. [text]: Design and technology. - 2014. - No. 42 (84). - S.43-47

6. Electronic source - Access mode: <https://stoneforest.ru/look/dzhinsy-lee/> (date of treatment 01/29/2021)

7. Electronic source - Access mode: <https://nonstopshop.ua/kratkaya-istoriya-dzhinsov-lee/> (date of access 12.01.2020)

8. Denim from the history of production to modern types. www. 2019 textiletrend.ru.

9. Electronic source - Access mode: <https://stoneforest.ru/look/wardrobe/wrangler/> (date of treatment 01/20/2021)

10. Electronic source- Access mode: Wrangler -Wikipedia". (<https://ru.wikipedia.org/wiki/Wrangler>) (date of treatment 12/14/2020)

11. Electronic source - Access mode: "The story behind the Wrangler brand" [www.wrangler.com/store/WRG\\_STORE\\_US/en\\_US/content/about\\_us/history.html](http://www.wrangler.com/store/WRG_STORE_US/en_US/content/about_us/history.html) (date of access 12/14/2020)

12. Electronic source - Access mode: <https://www.vxzone.com/help/instructions/2881-jeans.html> (date of circulation 12/14/2020)

13. Electronic source- Access mode: <https://kun.uz/ru/news/2019/06/17/v-uzbekistane-namereny-proizvodit-djinsy-brendov-colins-i-levis> (date of treatment 01.24)

14. Electronic source - Access mode: <https://www.gq.ru/style/8-brendov-dzhinsov-o-kotoryh-vy-mogli-ne-znat> (date of access 04.02.2021)

15. Electronic source - Access mode: <http://cityj.ru/blog/i-snova-pro-gdeshyut-firmennye-djinsy> (date of treatment 11/26/2020)

16. Electronic source - Access mode: <https://qwintry.com/ru/articles/dzhinsy-montana> (date of treatment 11/26/2020)

17. Electronic source- Access mode: [https://www.wonderzine.com/wonderzine/style/new\\_faces/202839-shlz](https://www.wonderzine.com/wonderzine/style/new_faces/202839-shlz) (date of access 04.02.2021)

18. Electronic source- Access mode: <https://www.the-village.ru/service-shopping/shops/375937-redizayn-marki-kotorye-pereshivayut-veschi-iz-staryh> (date of access 04.02.2021)

19. Electronic source - Access mode: <https://ru-blur-fashion.com/tokonikomu> (date of access 06.02.2021)

20. Electronic source - Access mode: <http://www.takeshykurosawa.ru/about/> (date of treatment 02/04/2021)



21. Electronic source- Access mode: <https://uz.sputniknews.ru/culture/20201218/15626919/Ot-denima-do-istoricheskogo-kostyuma-novyy-vzglyad--uzbekskuyu-natsionalnuyu-odezhdu.html> (date circulation 01/18/2021)
22. Uzbekistan. European Union. Turkey> Foreign economic communications, politics. State budget, taxes, prices. Light industry> [uzdaily.uz](http://uzdaily.uz), December 4, 2020> No. 3576020
23. Catherine Townsend. Denim as a canvas Used as a fashionable and textile narrative [text]: Intelros Journal Club. Fashion theory - 2013 - No. 27
24. Electronic source - Access mode: <https://raikovstudio.ru/prps-dzhinsy-kotorye-obozyayut-znamenitosti.html> (date of access 03.02.2021)
25. Electronic source - Access mode: <https://nuz.uz/fotoreportazh/1182068-pokaz-mody-zhemchuzhina-novogo-renessansa-sostoyalsya-v-tashkente.html> (date of access 03.02.2021)
26. Uzbekistan. Germany. USA>Legprom. State budget, taxes, prices> [uzdaily.uz](http://uzdaily.uz), January 22, 2021> No. 3617872
27. Electronic source - Access mode: <https://kun.uz/ru/news/2019/06/17/v-uzbekistane-namereny-proizvodit-dzhinsy-brendov-colins-i-levis> (date of treatment 01.24 )
28. Fundamentals and principles of improving the competitiveness of enterprises at the modern level. <https://works.doklad.ru/view/WUfvOp82iAk/all.html>

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI: 10.5958/2278-4853.2021.00319.0

## ETHICS OF K.S. STANISLAVSKY

Shavkat Shukhratovich Rasulov\*

\*Senior Teacher,  
Uzbekistan State Institute of Arts and Culture  
UZBEKISTAN

### ABSTRACT

*This article deals with the ethical issues of the theater, the early days of K.S.Stanislavsky's career in the theater, and the students to whom the actors' theatrical activities are directed. Recommendations are given on the role of art and theater, the order in which actors work with the director and the creative team. The role of K.S.Stanislavsky's "Ethics" in the development of theatrical art, ethical principles based on the life of the theater community, the main ethical requirements are given.*

**KEYWORDS:** *Ethics, Stage, Image, Character, Theater, Emotion, Appearance, Mind, Will, Emotion, Actor, Director, Stage Behavior, Wig, Performance, Rehearsal, Progon, Psychophysical Process.*

### INTRODUCTION

In 1944, KS Stanislavsky's article "Ethics" was published in the "Chronicle of the Moscow Art Academy". This article is a rough guide. It has a lot of corrections, abbreviations and additions. The author deletes this article and restores it. Some of the remaining fragments of the manuscript must have been reworked and included in the manuscript again, as if they had not been included, the integrity of the whole article would have been compromised.

The manuscript is written in ink and consists of 67 pages. It is kept in the Manuscripts Department of the Lenin Library. The pages of the manuscript have not been identified. This article is likely to be a variant of one of the chapters that should be included in Stanislavsky's book, The Actor's Work on Himself. Because the style of both works is the same, the participants are the same: school teacher Torsov, students Govorkov, Vigonsov.

While working on the book, Stanislavsky removed this chapter from the book, intending to write a separate book on the subject as extremely important.

Stanislavsky has been interested in theatrical ethics since the early days of his career in the theater.

"Suppose," Torsov told us, "you came to the theater to play a big role. Half an hour before the start of the game. There are so many worries and frustrations in your personal life. Your house is in disarray, a thief has entered. He stole your suit with your coat recently. Even now, when you think about it, you are sad because you came to the beauty salon and remembered that the key to the cupboard in your house was in the lock.

What do you think I would do if he stole money? You have to pay the rent tomorrow. It is impossible not to pay, because your relationship with the landlord is extremely broken. On top of that you received a letter from home, your father is ill, which makes you very sad: 1- you love him very much; 2- If your father dies, your financial situation will worsen because your salary from the theater is low. But what upsets you the most is that the actors and theater bosses treat you badly. Your partners will make fun of you, put you in an awkward position during the performance: drop a reflex on the floor, or break the balance, or upset you with a nonsense as the game progresses. You're a shy person, you're confused and confused, but it's the one that crushes them, the one that makes them laugh, the ones that make fun of them when they're bored.

Imagine the situation described above, and tell me whether it is possible to create the necessary stage emotion for creation in such conditions.

That said, it's a big deal to do in the short time left before the show starts.

"You don't have to worry about that," said Torsov. "The make-up artist's wrinkled hand puts a wig on his head and paints his face." It's something that happens spontaneously, you don't even know it's ready in one go. In any case, even if you have a minute left, you will have a chance to run on stage. When the curtain opens, you will be holding your breath. You also say the first word. Only when you catch your breath can you think of a "scenic state." You think I'm kidding. No, unfortunately, such a wrong view of our artistic mission is common in our inner life, - said Arkady Nikolaevich.

After a while he continued, "Let me tell you something else: the conditions of your personal life will remain the same, that is, the troubles in your home, your father's illness, etc., will continue, but the situation in the theater will be completely different: "In My Life in Art, we actors are happy people, because in the vast universe, destiny has given us a few cubic meters of space, that is, the theater, in which we are unique, mostly in a creative environment, where dreams are fulfilled through the artistic service of Shakespeare, Pushkin. "We can create a wonderful artistic life in constant contact with Gogol, Moler and other greats."

Beware of any evil in the theater, the necessary conditions for creativity, for the theatrical sensations necessary for the actors, arise spontaneously.

It is not allowed to enter the theater with dirty feet. Go into the theater to clear your feet, throw out the small worries, gossip, and unpleasant events as you enter, because those things will cloud your mind and distract you from the art. If you want to spit, spit before entering the theater, do not see the spit when you enter the theater. But the actors enter the theater from all sides, dragging the details of life, gossip, gossip, slander, jealousy, inferiority and selfishness. As a result, the theater will not be a palace of art, but a garbage dump.

"Suppose it's hard to be completely free of the clutter of marriage," he said. But forgetting them, even temporarily, can give you a more interesting job than them. You just have to be more

discriminating with the help you render toward other people. If that doesn't work for you either, please live with your inner turmoil, just don't influence others and don't upset them.

It should be read carefully; wearing someone's dirty shirt on is uncivilized. This shows selfishness, arrogance, and bad behavior. One must have self-respect and self-worth. Instead of frowning or frowning in public, you should be cheerful, energetic, and polite. In this matter, everyone must discipline himself strictly.

Think less about yourself and more about others. Take care of the overall team work so it will be good for you too.

Discipline, morality, etc., are necessary not only for the general work, but mainly for the artistic purpose of our art, our creativity. "Art is not your lover, you are a lover of art."

To create a pre-employment situation, first of all, it is necessary to implement the motto: "Do not think that you are in love with art, consider yourself in love with art." So first of all, make sure that your activities in the theater are in good condition.

One of the conditions for creating order and a healthy environment in the theater is to respect those in charge and raise their prestige. After all, without the authority of the boss, the main center of action of the overall work will be empty. Think for yourself what will be the outcome of teamwork if there is no initiator who promotes and guides the overall work? We, on the other hand, despise, discredit, and destroy the person we have chosen and raised. If any gifted person has a high position beyond our control, or stands taller than us, we all stand together and hit him on the head, "Don't get up, why do you get up! Don't go ahead, you pragmatist." How many talented and useful employees have perished in this way. Only a few have withstood such obstacles and earned the respect of the team. But it opens the way for arrogant people who know how to catch us. What we mean is that the team is not axil. This indicates that the team is fragmented.

The struggle of actors and directors for the first place, the inability to see the achievements of their peers, the evaluation of people's careers are firmly entrenched in our work. This, in turn, greatly impairs the creative work of the team. We mask our selfishness, jealousy, and provocations with the beautiful words "noble race". But underneath these words is the poisonous smell of jealousy and provocation of the actors, which spoils the atmosphere of the theater.

Actors, out of fear or jealousy of competition, greet newcomers to their theatrical families with a spear. It is good for newcomers to pass such tests, but how many people are scared, frustrated and die. This psychology prevails not only among newcomer actors but also among experienced actors. For example: "I myself have seen two great actors engage with each other not on stage, but even on stage, they were not inferior to the ladies in the market. Two talented and famous actors would never go through the same door on stage." Players should be free from such bad qualities. May these examples be an example for you and turn you away from evil ways.

There is another situation in the theater: the greatest demand for directors and theater directors is made by young people who know little and can not do anything. They want to work with the best and most skilled directors, ignoring directors who can't show them a miracle. These demands of young actors who come to the theater are absolutely unfounded. Apparently, young actors can learn anything from any experienced and even a little talented actor. To do this, you need to know what to learn, what is important. Therefore, without stubbornness and abandonment of

criticism, an actor can learn the rules of theater, the school of theater, from more experienced actors. It's easy to learn from someone's flaws, but it's hard to learn from the good.

Many actors have a habit of rehearsing with a half voice. This habit is a bad habit. Who needs to repeat the role in an inaudible whisper without an inner experience and even without understanding its meaning? This nonsense makes the role crippled. You know that any disability disrupts proper movement. Should the replica given to the partner be like this? What does this replica partner do? It makes the fool to shout, to hear words instead of thoughts and feelings, to give wrong answers, to make wrong apologies. Therefore, be aware that the actor must perform the role aloud in each rehearsal, give the correct replica, and accept the replica in a way that is determined by the part and the role. This rule is mandatory for all actors.

The higher and nobler the duty of a true actor who is a creator of fine art, the lower and more absurd the profession of ambitious, ambitious actors sold for money. "A stage is a sheet of white paper that can serve both high and low ideas. It's not about what is played on the stage and who performs it."

Where does the work day of a singer, pianist, dancer begin? They get up, wash, dress, drink tea, start practicing the singer's voice at a certain time, the musician also practices the piano, forms finger movements, and the dancers rush to the theater, to the bench to form body movements, which they do every day in winter and summer one day sitting idle will also push back the artist's art. Original writers consider it absolutely necessary to write a diary, a story, or a poem at a certain time each day, and to write down their thoughts and experiences on paper. The most important thing is that the hand does not come out of the pen or typewriter, to learn to copy the most complex and delicate thoughts, feelings, fantasies on paper. Ask the artist, and he will say the same.

But only when the actors can get dressed in the morning and have breakfast, go out into the street, go to acquaintances, or be preoccupied with household chores. Because they have no free time. Well, let them not have free time. But the singer has a lot of work, the dancer has rehearsals, the musician is busy with rehearsals, classes, concerts.

However, all actors who do not work on their art have one excuse: "I do not have time." After all, an actor has to train more at home than other artists. The singer only heals his voice and airways, the dancer uses his physical organs, the musician exercises his fingers, and the actor uses his hands, feet, eyes, face as well, plastic rhythm, movement, in short, everything in our school program must pass. The program does not end after graduation - this program is held throughout the career of the actor. As an actor gets older, his technique must become more mature, for which he must constantly practice. However, due to the actor's "lack of time", his art remains frozen. In most cases, it goes downhill. But let me tell you, an actor who is not particularly an actor in the first role, the actor in the second and third roles will have a lot more free time than other field staff. It is very easy to prove it. For example, in Mirzo Ulugbek's play, in addition to the main characters, most of the actors who take part in public scenes have played their roles, and they will not have any work left tonight, or the next scene will be another 5-minute role. So they are bored in vain in the make-up all evening. What are the many actors who are not participating in the play doing at the moment? They are idle and busy with other things.

But there are also theaters that call the actor to discipline. They are taught "iron discipline" and "exemplary order" in quotes. In them, rehearsals start at 09-00.

The director makes great demands on tired and tormented actors, whether they play a big role or a small one, and during the break he works on improving his technique, both the gaps left in the performance and the rehearsals. What annoys the actor is the time to stagger in vain, waiting for the time to appear on stage.

The task of art and theater is to create the inner life of plays and roles and to create a stage image of the main idea that gave birth to the work of the poet, composer.

From the theater's swiss, wardrobe, ticket, cashier, the audience first encounters them. If they greeted the spectator badly and thus disturbed his mood, they would have harmed the common work and the art. If the interior of the theater is cold, dirty, chaotic, if the performance does not start on time or goes slow, the audience is not interested, the mood is disturbed, and as a result the main thoughts and feelings of the poet, composer, actor and director do not reach the audience. The spectator will come to the theater in vain, and the theater will lose its artistic educative value.

The playwright, composer, director and actors are on the inside of the ramp for the performance, creating the right mood on stage, while the administration is on hand to keep the audience in the theater hall from spoiling and distracting the spirit of the performance. Like the actor, the audience is involved in the production of the play, so as a performer, he cannot absorb the thoughts and influences of the playwright, poet, composer, director.

Among theater administrators and auditorium supervisors, very few have a correct understanding of their roles in theater. Each of the youngest employees in the theater should do his best to contribute to the development of the overall creative work of the theater, to know its main tasks and try to solve them together with others. Decorating for staging, knowing what kind of fabric you need, looking for it is a big deal. In the life of the stage, it is important to establish order in the actors' dressing rooms, auditorium, theater workshops. Let every spectator, the actor and the person connected with the theater, enter the theater in high spirits and salutations. Let the audience be in a mood that helps them make an impression when they open the theater door. The importance of the mood behind the scenes and in the auditorium for the performance is enormous.

The order and calmness of the actors in the costumes has a great impact on the actor's work mood on stage.

If there is no necessary discipline in the theater, the actor feels bad even when he goes on stage: the most necessary shoe on the stage, the object, for example: a pistol, a dagger, needed to kill himself or an opponent, may not be found. Sometimes lighting masters burn a lot of stage lights, ruining the best view. Sometimes, by exaggerating the behind-the-scenes noise, it overwhelms the actor's monologue on stage or his dialogue with his partner. On top of that, the audience, feeling the chaos, joins in and starts talking. The poor actor gets more work to do: he has to hit the audience. The most dangerous and horrible thing is that the spectator murmurs, talks, walks, and especially coughs during the performance. In order to teach the audience discipline, the theater itself must first have a great reputation, and the spectator must know how to behave in order for the spectator to be seated before the performance begins, so that he can sit in his place before the performance begins. If all the conditions of the theater do not correspond to the lofty tasks of our art, if these conditions allow for indifference, then the actor is charged with a very difficult task, such as overcoming the audience, attracting its attention.



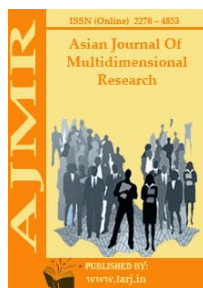
Only people who are driven by great ideas, who are brought up in the spirit of nobility, high spiritual and enlightened morality, steadfast pursuit of high goals, the vices that destroy the creative environment - inability to see one's success, greed, gossip and rumors, narrow worldviews. E.B.Vakhtangov said, "A man of bad morals cannot be a good actor," while K.S.Stanislavsky said, "A man of immorality and spiritual poverty cannot stand on the stage and call the audience to purity and nobility."

"Theater is a hotbed of enlightenment. In the theater, first of all, it is necessary to achieve discipline. Not speaking harshly in the theater, not interfering with the training of others, not polluting the theater is also a sign of discipline. The theater is the actor's second home. More precisely, his creation, a house rich in miracles of a thousand dead and a thousand resurrected. When it comes to the theater, of course, the actor has to change his clothes. A simple example is when you come to your house you change your clothes, you want to walk in your house clothes all the time. The theater is the same; a person in special clothes behaves freely and comfortably. Creates convenience for scenic behavior. But there is another side to the issue. Changing clothes is the first requirement to enter theatrical life, to enter the field of creativity.

In art, they say, an actor's image should resemble a multi-string symphony orchestra. Of course, the image of the actor is the image of this play. While the actor's face is like an unwashed bowl, what does the audience get out of it. There is great meaning in this statement of K.S.Stanislavsky. Beauty and sophistication are the main criteria of acting demand. His eyes play an important role in the actor's work. The main criterion for an actor is his eyes, not his language. "

## REFERENCES

1. Sayfullaev B., Mamatqosimov J. Acting skills. - Tashkent: Science and Technology, 2012.
2. K.S.Stanislavskiy. Ethics. - M.: Library of her Moscow Art Theater Yearbook. 1947
3. Mahmudov J. Acting skills. T. Knowledge. 2005.
4. Stanislavskiy K.S. The actor's work on himself. Translated by T.Khojaev. Tashkent Fiction Publishing House, 1965.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00318.9**

## CONCEPTUALIZATION OF SEGMENT OF TIME IN UZBEK LANGUAGE

Sherzod Khalikulovich Djabbarov\*

\*Senior Teacher,  
Faculty of foreign languages,  
Jizzakh State Pedagogical Institute  
UZBEKISTAN  
Email id: sjabborov@mail.ru

### ABSTRACT

*The article dedicated to the conceptualization of segment of time in Uzbek language. The classification of the categories of segment of time analyzed and compared in different languages as English and Uzbek. The linguists' and scientists' as Langacker, Talmy, Apresyan, Plungyan, Lakoff, Johnson, E.V. Paducheva, Turner, Alverson and others proposed number of formulas for the metaphorical conceptualization of time and ideas are investigated.*

**KEYWORDS:** *Segment Of Time, Cultural And Historical Division, Non-Fixed Duration, Cyclical Time, Natural Phenomena, Age Periods, Moment Of Speech, Prototypicity;*

### INTRODUCTION

Segment of time is hyponyms for the concept of time. Despite the lack of their generally accepted classification, this category includes:

- 1) Segment of time, which are the product of the cultural and historical division of time (сония, дақиқа, ҳафта, ой, ва ҳ.к.з.);
- 2) Segments of non-fixed duration (вақт, он, давр, ва ҳ.к.з.);
- 3) Segments of objectively specified cyclical time associated with natural phenomena (фасллар, куннинг қисмлари);
- 4) Quasi-proper names of days of the week and months (Sorensen 1958: 182);
- 5) Long time periods correlated with the moment of speech (кўҳна, қадимий, ҳозирги, ўтган, келгуси, бўлгуси);
- 6) Age periods of life (ёшлик, қарилик, ва ҳ.к.з.);

7) Periods of time associated with labor, academic, religious and other activities (иш кунлари, байрамлар, татиллар, Хайит байрами, мустақиллик куни, ва ҳ.к.з.).

The boundaries between these divisions are not always clear enough. So, some ST (йил, кун) belong to two categories, being both segments of "natural" time, and units of time; some units of time (кун, соат, дақиқа) may lose their quantitative certainty and be conceptualized as a period of time of unfixed duration, correlating with such segments of unfixed duration as вақт, он, etc. *Сом: ёшлик пайтлари—ёшлик йиллари, қувончли дақиқалар—ноёб бахтли онлар.*

For some ST (соат, эртадаб) time is the only hyperonym. For others, there are also intermediate hyperonyms (for example, Апрельга - ой; Сешанбага - кун). Differing in the degree of prototypicality, different STs are located at different distances from the "best" representatives of temporary words. It seems that such "best" representatives of this category are time units and segments of non-fixed duration. Firstly, they designate time as such, not complicated by associations with natural phenomena, age, etc. Secondly, they stand out with a higher frequency. Other STs, for example, meaning periods of life (қарилик, ёшлик) or 'event' words such as дарс, йиғилиш are further from prototypical temporary words. Further research will be limited to the words of the first three groups, i.e. units of time and segments of non-fixed duration, collectively referred to hereinafter as actual segment of time (AST) and "natural" segment of time (NST) - parts of the day and seasons.

It is generally accepted that the conceptualization of time occurs on the basis of spatial representations (Langacker 1987: 148; Talmy 2000: 168), and the understanding of time is possible only on the basis of metaphors (Apresyan 1995: 462; Plungyan 1997: 160). A number of formulas for the metaphorical conceptualization of time have been proposed for both English (Lakoff, Johnson 1988; Lakoff, Turner 1989; Alverson 1994) and other languages (Plungyan 1997).

Indeed, ST, like time itself, can be metaphorically conceptualized as "moving jects" (йиллар ўтмоқда, кеч тушди), as "conceptacle" (йил/кун/кечташвишлар билан тўлмоқ), as "property" (соат/хафта/ эрталлабки вақтни йўқотмоқ ) etc.

However, ST is not always conceptualized as spatial metaphors. As Lakoff and Turner have shown, some concepts can be understood partly by metaphor, partly by themselves. These concepts include light (Ёруғлик), as well as areas-sources of many metaphors (оташ, уйқу, кун ва тун, etc. - Lakoff, Turner 1989: 58-59).

E.V. Paducheva, who proposed a unified cognitive model of time (1999, 2000), rightly believes that:

1) Space and time belong to different taxonomic categories and the spatial conceptualization of time is not all-encompassing. The word time denotes a metaphysical process that goes beyond the limits of three-dimensional space, moreover, the subject of this process is the world, with all STjects, states and events in it.

2) Not all uses of the word (вақт) time and its hyponyms are based on metaphor; ST can be thought of by themselves, as processes outside of any metaphors. This is how they are understood in combination with phase and existential verbs (Paducheva 1999: 768). When performing the adverbial function, ST can also be understood as processes, without resorting to metaphor, if we reduce the relation between the circumstance of tense and the verb to the relation of simultaneity (Paducheva 1996: 168).

Indeed, for combinations with phase verbs, the metaphors “time is a moving STject” (Lakoff, Johnson 1980: 42) or “time is a traveler: that which moves” (Plungyan 1997: 161) is not suitable. So, if a moving STject, like time, can go, run, rush, stretch, pass, approach, leave, etc. it cannot begin, end, or last. True, sections of motionless space can begin and end from the point of view of a moving subject: "Тайга тугаб, тундра бошланди." Gorbato (quoted from CA 168). However, neither a moving STject nor space can neither come nor step (in the sense of beginning).

In the context of phase verbs, time and its segments can be understood as processes that have a more or less prolonged development in time (уруш, йиғилиш, лекция, ҳаёт, ҳаракат, ўқиш, суҳбат, татил - see Khalizeva 1976). Compare: йиғилиш бошланади / тугайди, саёҳат, уруш, as well as the вақт, йил, дақиқа, etc. However, compatibility with phase verbs brings time periods closer not only to processes, but also to states and phenomena of nature that can be combined with the corresponding phase verbs. So, the processes cannot come, all the more to instruct. Movement, war, meeting, trip can neither come nor come.

But some natural phenomena that occur at a certain time, usually gradually (аёз, совук, чик), can lead and come about. Compatibility with the verb come brings time periods closer to states (жим-житлик, сокинлик).

As you know, understanding of words depends on the context. The metaphorical representation is determined by the linguistic environment. So, with the verb to spend, time can be understood as money, with the verb to lose - as property. But only the day can get dark, and you can while away only time and its segments, therefore day and evening in the contexts "Кун қорайиб, кеч тушмоқда (The day is getting dark, the night is near)" (Tyut. 233), "Кечани суҳбат билан торайтирмоқ" (MAS, 2: 106) are understood without metaphor like processes.

Conceptualization of different STs occurs on the basis of conceptualization of time as such. However, there are fundamental differences in the representation of AST, on the one hand, and NST, on the other. Units of time and segments of non-fixed duration, as already noted, express time, so to speak, in a "pure" form, not complicated by additional associations. They do not differ in any individual, qualitative characteristics, differing only in quantitative signs of length (compare segments of short duration: сония (second), дақиқа (minute), он (moment) and segments of long duration: йил (year), аср (century), давр (epoch) and the inclusion of some units of time in others (minute - part of an hour; second - part of a minute). However, each time of day and each season has its own individual characteristics.

The lack of qualitative certainty is recognized by some researchers as one of the properties of time. Thus, V. Klein considers the lack of quality to be one of the signs of the “Basic Time Concept”. The qualitative differences of some temporal words, for example, the seasons, are explained by Klein by the fact that they mean cyclical events, not ST, although they occur at certain intervals of time (Klein 1994: 62).

The understanding of time as a repository of events is widespread. (Yakovleva 1997: 267). In this regard, the following questions arise: 1) Are all STs without accompanying clarifications can equally localize events and be the subject of conversation? 2) Does and how does the nature of the event depend on the ST filled in by it? 3) To what extent do the words defining the names of time characterize themselves, and not something else that is happening at a given time? Let's consider these questions.

1) Segments of time as a subject of speech. There is an opinion that the words denoting OV, “can denote- in the order of transfer by adjacency - events occurring at a given time interval” (Paducheva 2000: 240). The words future are given as examples,

Sunday (let's talk about the future = 'about what will happen - in a certain place - in the future'; tell about Sunday = 'about what happened / will happen - in a certain place - on Sunday'). However, not all OFs can be used in this way, not all of them can be the subject of thought, conversation. So, phrases are hardly possible? Let's talk about an hour or? Tell about a minute, although scientific articles are written about an hour (for example, Yakovleva 1995), and songs are composed about a minute (for example, "Five Minutes"). The fact is that words like *соат* (hour), *дақиқа* (minute) and other AST mean pure duration, not directly related to any events. They are specialized in expressing the time limit (leave for an hour, go to minute), but without dependent words specifying them, they can localize an event in time only deictically, according to its "distance" from the starting point, for example, leave in an hour (after some moment).

However, they usually cannot localize events themselves, since, having only a sign of magnitude, duration; they are devoid of individual qualitative signs, sensory cognitive attributes. So, to the question "When?" you can answer “At the same hour” or “At free minute”, but not “\* per hour” or “\* Per minute”. Therefore, ASTs cannot in themselves be the subject of speech.

In contrast to them, NST, endowed with individual characteristics, can be the subject of a story even in their general, “non-localized” meaning:

*Неваралар қари бувисига:- Баҳор ҳақида гапириб бер! дейишди.*

*Tell us about spring! - The grandchildren say to the old woman. Color. 124.*

## 2) Segments of time and events

The opinion was expressed that there is a dependence of the nature of the event on the period of time filled by it. Of course, there is a dependence associated with the commensurability of the event and the segment filled by it. So, a year can be dry, fruitful or hungry, although short AST(*сония* (second), *дақиқа* (minute), *он* (moment), etc.) cannot be such (cf. \* *дақиқалик қурғоқчилик* (minute of drought), \* *аёзли сония* (frosty second)). However, is there a connection between the length of time and the quality of the event that fills it? According to E. S. Yakovleva, minute, second set “everyday”, “everyday” interpretation of events; moment, moment, describe the “everyday”, “exclusive”, moment - “rational”, “analytical” (Yakovleva 1995: 57).

The hour informs about the fate of events, about the inner, spiritual world, and the day - about the outer, social, natural world, etc. (Yakovleva 1997: 278). It seems, however, that this dependence exists for the derived meanings of such words, but it does not exist in the basic meanings. So, it is difficult to see the “fatefulness” of the hour in the following sentence:

*Яна бир соат кутиш билан ўтди. Мен учун ушбу бир соат мажбурий бекорчиликдай бўлди.*

*Another hour of waiting passed. For me it was an hour of forced idleness.*

On the other hand, the prototypical minute can specify not the “everyday”, but the “fateful” interpretation of the event:



*Сўнги дақиқада Харбий Кенгаш урушинг туб бурулишига сабаб бўлган Сталинград жангини бошлашга қарор қилди.*

*At the last minute, the Military Council decided to start the Battle of Stalingrad, which changed the course of the world war.*

In other words, ASTs devoid of individuality, except for the size of the segment, are not marked by the quality of the events they describe; they can contain different events. So, a month can be hot or cold, a year - military or peaceful. In contrast, NSTs are endowed with individuality, are inextricably linked with natural phenomena and are inconceivable without their sensory attributes, some of which are stable for them, more or less constantly characterizing them. So, winter (for the northern hemisphere) can be more or less cold, but not hot, the day is typically filled with activity, and the night - sleep, rest.

### 3) Semantic attribution of ST features

In 1971, C. Fillmore introduced the semantic 'case' of Time. By listing the 'cases' in the subject function of the predicate be warm, Fillmore defines them as Experienced in Мен исидим (I am warm), as Tool in Бу пиджак илиқ (This jacket is warm), as Time Ёз иссиқ (Summer is warm) and as a Place in Хона иссиқ (The room is warm) (Fillmore 1971: 40). W. Cook interprets the 'case' Time in Fillmore's example as warmth when (Cook 1989: 44), i.e. Warm summers mean warm when it is summer (= warm summers). In other words, the predicate warmth is ascribed not to the summer itself, as, say, the brevity in Summer is short, but to another concept, the state of the environment, and summer, acting as a 'case' Time, means the time of the predicate realization (i.e., ёзда, ёз вақтида; in summer, in summer time). With this understanding of the semantics of the 'case' of Time, the interpretation of E. V. Paducheva of the phrase "the time was alarming = 'life at that time was alarming'" (Paducheva 2000: 239), that is, the predicate to be anxious is attributed to another word (life), and the subject tense actually means 'at this time'.

As you know, metonymic shifts can be occasional and stable. With an occasional metonymic shift, a violation of the usual combination of a word occurs, in which a new, unusual combination for a given word creates an image, activates a concept for which such compatibility is normal. Thus, the conceptualization of the container (glass) as its contents (wine) occurs due to the combination, which is unusual for a glass, but usual for wine, with the verbs to hiss and froth (Glasses froth and hissed incessantly - an example from Pushkin's "Shot" cited by Paducheva (2000: 241) However, without this 'anomalous' compatibility, the image disappears. Deprived of context, a glass cannot be understood as wine. A different matter is richly saturated with sensory representations of NST. So, the concepts of night, evening by themselves, without special support of the context, presuppose darkness, possibly of varying degrees of "condensation", and the concepts of day, morning - light. Summer is warm and winter is cold.

It seems that AST, on the one hand, and NST, on the other, differ in the nature of the denotation. Denotate AST - a period of time of a certain duration. NST denotate is a period of time accompanied by the state of the environment characteristic of a given time (state of nature, weather, position of heavenly bodies, etc.). It would be wrong to believe that the conceptualization of autumn in combinations of late autumn and rainy autumn or mornings in combinations of early morning and gloomy morning is different, since the definitions of late and early directly characterize autumn and morning, focusing on their initial or final period, while rainy and light does not characterize autumn or morning, but the state of the environment, and therefore, in the semantics of autumn and morning, a metonymic transfer of the time (вакт)



weather type occurs here. It seems that in both cases the conceptualization of these segments is the same, just in the denotation of autumn and morning, the concept of time is inextricably linked with the concept of the state of the environment. Мағзун тонг (Gloomy morning), Бу мағзун тонг (This is a gloomy morning), not gloomy weather in the morning (We'd arrived on a gloomy morning/ \* gloomy weather).

"Natural" segments differ from the actual temporal ones in their relatively stable features associated with the state of the environment (об-ҳаво (weather), ҳаво ҳарорати (air temperature), ўсимликлар рангбаранглиги (vegetation color), etc.). This resistance manifests itself in a number of inherent properties, some of which are described below.

#### Conceptualization in nominative sentences

The use of nominative sentences without dependent words indicates the semantic completeness of the word, its saturation with cognitive attributes (ёз-узун кун (summer is a long day), қисқа тун (a short night), илиқ ҳаво (warm weather), etc.; тонг куннинг бошланиши (morning is the beginning of the day), уйғониш вақти (time of awakening), etc.). In such sentences, the temporal of words performs a predicative function (Arutyunova 1976: 75).

*Қирқ иккинчи йил, ёз, Тошкент харбий горнизони.*  
*Summer, forty-second year, Military garrison in Tashkent*  
*Саҳар, рўзадорлар саҳарлик қилиб бўлишяпти.*  
*Dawn, fasting people are finishing their breakfast.*  
*Шом- ухлаш учун ҳали жуда вақтли.*  
*Evening - it's too early to sleep. Tend. 218;*  
*Тун, кўча, ёритгич, дорихона ...*  
*Night, street, lamp, pharmacy ... Block 121*

Compare the impossibility of such use in AST: \* (Соат) Hour. \*(ой) Month. \*(он) Moment  
 Use as a predicate for verbs of being

With the verbs of being, NST also act as predicates expressing states. Compare: *Тун эди-Қоронғу эди* (It was night. - It was dark); *Кеч тушади* (There will be evening)–*Кеч тушяпти* (Evening is coming).

*Сувга бориб келгунимча кеч тушиб қолади.* (While I go to get water, it will be night). Tend. 52 (= then it will be dark); *Уйғонасан-тонг отади, балким қуёш ҳам чиқар.* Wake up - it will be morning, maybe even the sun. Rasp. 116; *Куз, Манжурияда энг яхши пайт.* (It was autumn, the best time in Manchuria). I. D. 52; *Баҳор, ҳудди қиш каби вақтли ва қаҳратон эди.* (It was spring, early and harsh as winter). Green 10

ASTs are not capable of such use. Compare: \* It was a year. \* It was week The meaning of being is also expressed by the verb to stand, in combination with which NST becomes metaphorical: ... it was summer. Rasp. 261; It was night.

Such an understanding of a period of time as a vertically located NST is not characteristic of either the word time or units of time without definitions: \* Time stood. \* It was a year. \* It took a week.

#### Use with a locative or temporal subject

According to a number of researchers, in sentences like *Кўча шилта*, *Хона совуқ* (Slush in the street, Cold in the room) "the subject is in the room and the predicate is cold" (Stepanov 1981:

175). In such sentences, the subject "is expressed not by a name in the nominative case, but by a group of adverbial character or an adverb, and takes the first place in a sentence with a neutral (non-emphatic) word order" (Stepanov 1981: 55). It seems that NSTs function in such sentences as feature words, predicates.

Ухла, ухла энди: тонг ёришяпди ахир. (Well, sleep, sleep: it's already morning). Pol. 242; uzb. Ҳозир шом тушган, Мен шағам ёқиб сенга мактуб ёзаяпман. (Eng. It's evening now, I lit a candle and I am writing to you now). Kaverin (quoted by NBAS, 2: 164); uzb. ... соатсахарги етти, лекин ташқари ҳали қоронғу. (Eng. ... it's seven in the morning, but it's night outside). I. D.140; uzb.Бу ерда баҳор, кунлар илиб қолди. Eng. It's spring here, it's getting warmer. Shook. 322;... ташқарида баҳор (... it's spring). Shook. 480; Дераза ортида баҳор, дераза ортида Москва.(Spring is outside the window, Moscow is outside the window). I. D. 161; Ҳозир баҳор. It is Spring now. I.D. 186.

## BIBLIOGRAPHY

1. Арутюнова 1976 –Арутюнова Н.Д.Предложение и его смысл.М., «Наука».
2. Апресян 1995 – Апресян Ю.Д.*Избранные труды, т. 2, Интегральное описание языка и системная лексикография.*М., «Языки русской культуры».
3. Всеволодова 1975 – Всеволодова М.В.*Способы выражения временных отношений в современном русском языке .*М., «Изд.-во МГУ».
4. Гак 1988 – Гак В.Г.Метафора: универсальное и специфическое. В кн.*Метафора в языке и тексте.*М., «Наука»: 11-26.
5. Морковкин 1977 – Морковкин В.В.*Опыт идеографического описания лексики.*М., «Изд.-во МГУ».
6. Падучева 1996 –Падучева Е.В.*Семантические исследования.*М. «Языки русской культуры»:761-776.
7. Падучева 1999 –Падучева Е.В.К семантике слова время: метафора, метонимия, метафизика. В кн. *Поэтика/История литературы/Лингвистика.* Сб. К 75-летию Вяч. Вс. Иванова. М., «ОГИ».
8. Падучева 2000 – Падучева Е. В. Пространство в облики времени и наоборот (к типологии
9. Метонимических переносов). В кн. *Логический анализ языка: Языки пространств.* М., «Языки русской культуры»: 239-254.
10. Плунгян 1997 –Плунгян В.А.Время и времена: к вопросу о категории числа. В кн.*Логический анализ языка: язык и время.*М., «Индрик»: 158-169.
11. Степанов 1981 – Степанов Ю.С.*Имена. Предикаты. Предложения.*М., «Наука».
12. Хализева 1976 – Хализева В.С.Сопоставительный семантический анализ глаголов начала.*Русский язык за рубежом*, 4:74-77.
13. Яковлева 1994 –Яковлева Е.С.*Фрагменты русской языковой картины мира (модели пространства времени и восприятия).* М. «Гнозис».

14. **Яковлева 1995** –Яковлева Е.С.Час в русской языковой картине времени.*Вопросы языкознания*, 6:54-76
15. **Яковлева 1997** –Яковлева Е.С.Час в системе русских названий времени.В кн.*Логический анализ языка: язык и время*.М. «Индрик»: 267-280.
16. **Alverson 1994** – Alverson, Hoyt.*Semantics and Experience: Universal Metaphors of Time in English, Mandarin, Hindi, and Sesotho*. Baltimore & London, the Johns Hopkins University Press.
17. **Cook 1989** – Cook, W. A.*Case Grammar Theory*. Washington, D.C.: Georgetown University Press. **Fillmore 1971** – Fillmore, Charles J.*Some PrSTlems for Case Grammar*.Report of the Twenty- SecondAnnual Round Table Meeting on Linguistics and Language Studies. Washington, D.C.: GeorgetoUniversity Press.
18. **Klein 1994** – Klein, Wolfgang.*Time in Language*. London and New York: Routledge.
19. **Lakoff, Johnson 1980** – Lakoff, G., and M. Johnson.*Metaphors We Live By*. Chicago: University ofChicago Press.
20. **Lakoff, Turner 1989** – Lakoff, G., and M. Turner.*More Than Cool Reason: A Field Guide to PoeticMetaphor*. Chicago: University of Chicago Press.
21. **Langacker 1987** – Langacker, R., *Foundations of Cognitive Grammar*. Vol. 1: Theoretical Prerequisites.Stanford: Stanford University Press.
22. **Sorensen 1958** – Sorensen, H. S.*Word-classes in modern English with special reference to proper nameswith an introductory theory of grammar, meaning and reference*. Copenhagen: G. E. C. Gad.
23. **Talmy 2000** – Talmy, L.*Toward a Cognitive Semantics*. Vol. 1: Concept Structuring Systems. Cambridge, Mass.: The MIT Press.
24. **Vendler 1967** – Vendler, Zeno.*Linguistics and Philosophy*. Ithaka, NY: Cornell University Press.
25. Djabbarov, S. (2020). Article R?ddles - As An Independent Genre Of A Small Genre: Sh.X.Djabbarov1, I.T.Rustamov2, O.B.Mallaeva3 1 Jizzakh State Pedagogical Institute, Interdisciplinary social sciences and humanities, Head of the Department of Foreign Languages 2Jizzakh State Pedagogical Institute, Phd. Associate Professor 3Jizzakh State Pedagogical Institute, Teacher.3. АрхивНаучныхПубликацийJSPI, 1(13), 1-5. извлеченоот[https://science.i-edu.uz/index.php/archive\\_jspi/article/view/3429](https://science.i-edu.uz/index.php/archive_jspi/article/view/3429)
26. Djabbarov, S. (2020). articleIngiliztilidagifrazeologikbirliklarnio'zbektiligatarjimaqilishmuammolari: Ingiliztilidagifrazeologikbirliklarnio'zbektiligatarjimaqilishmuammolari. Архив Научных Публикаций JSPI, 1(68). извлечено от [https://science.i-edu.uz/index.php/archive\\_jspi/article/view/3470](https://science.i-edu.uz/index.php/archive_jspi/article/view/3470)
27. Sherzod Khalikulovich Djabbarov\*; Kamila Malikovna Khasanova "The concept of "time" in English adages and aphorisms" Academicia an international multidisciplinary research journal. DOI: 10.5958/2249-7137.2021.00752.7

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00317.7**

## RESIDUAL FIBER STUDY IN FIBER-SEPARATED SEEDS

**Sokhibjon Rejabboev\***; **Rustam Muradov\*\***; **Akramjon Sarimsakov\*\*\***

\*PhD Student,

Department of “Technological machines and equipment”,  
Namangan Institute of Engineering and Technology  
UZBEKISTAN

\*\*Professor,

Department of “Technology of primary processing of natural fibers”,  
Namangan Institute of Engineering and Technology  
UZBEKISTAN

\*\*\*PhD, Associate Professor,

Department of “Metrology, Standardization and Quality Management”,  
Namangan Institute of Engineering and Technology  
UZBEKISTAN

### ABSTRACT

*In a given article to theoretically studied particularities of the branch seeds remaining fibrosity and free filaments by means of sorting after ginning seeds. The need to create a machine for sorting fine non-ginned seeds in the technological process of initial processing of cotton requires theoretical research for a gin machine that works normally. Therefore, we have studied the formation of well-germinated seeds in the raw material roller and the possibility of fibrous seeds after germination.*

**KEYWORDS:** Conveyor, Cotton, Seed, Mathematical Model, Mass, Screw, Weight, Force, Density, Reaction, Coefficient Of Friction, Speed, Acceleration.

### INTRODUCTION

Many researchers have found that the potential for increasing fiber yield can be obtained by separating the fibers from lintering during cotton processing. The relevance of the topic raised in this study comes from a critical analysis of scientific research on the cleaning and sorting of cottonseed, fiber, and down. The need to create a machine for sorting fine non-ginned seeds in the technological process of initial processing of cotton requires theoretical research for a gin machine that works normally. Therefore, we have studied the formation of well-germinated seeds in the raw material roller and the possibility of fibrous seeds after germination [1-5].

## THE MAIN FINDINGS AND RESULTS

Some scientific studies have shown that the seeds produced by demons contain two types of residual fiber: a) free fibers; b) Fibers that have not yet been removed from the seeds, the main reasons for the formation of free fibers are the fact that the rotational speeds of the raw material roller and the saw cylinder differ greatly from each other. When the fibers are suspended by saw-tooth cylindrical teeth, the long fibers are subjected to resistance to frictional forces in the raw material mass during weighing. The raw material roller has a high density, so some of the fibers pulled through the teeth are separated from the teeth and go to the raw material roller and are wrapped in seeds. Some of these free fibers are again picked up by the teeth, while others remain in the seeds and are excreted with them (Fig. 1).

The reason for the formation of seeds that are not well germinated is that the germination process is not perfect. In order to fully hang the fibers inside the raw material roller, it is necessary to shake the well-ground seeds a few more times and direct them to the saw cylinder teeth. During recycling, the fibrous seeds at the top of the raw material roller leave the chamber under the influence of pressure and their own weight.

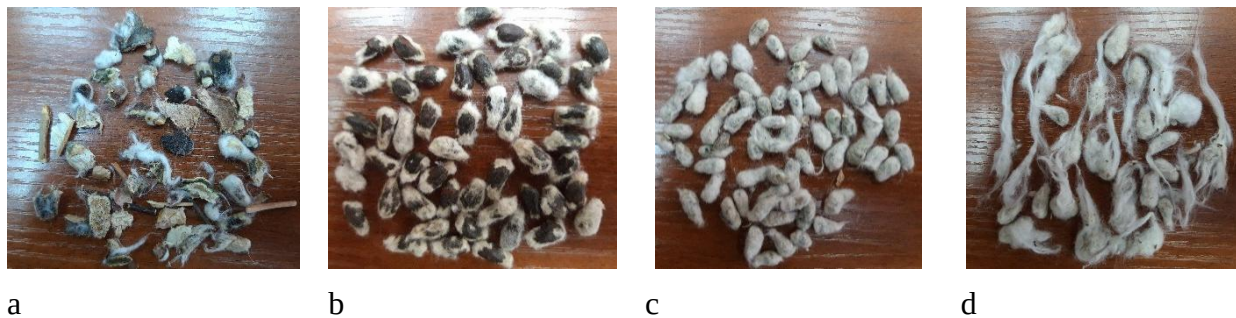


**Figure 1 Sorted seeds on the sorting surface**

- a) Fine impurities, b) clean seeds, c) linted seeds,  
d) high-fiber seeds and free fibers

In addition, the amount of free fiber and fiber wrapped around the seed depends not only on the performance of the sawdust, but also on several other sizes. Such dimensions include: high humidity of the raw cotton, failure to replace the saw cylinder or individual saws in a timely manner, broken parts of the seed comb piles [5-13].

The study examined the release of free fibers and long fibers in the seed at normal humidity of the device and the normal operation of all working organs. The main purpose of the study is to investigate the residual fiber yield of cotton seeds after gin.

The distribution of residual fiber in post-jinn seeds is as follows:

$$R_c = Q_{Hb} - Q_{HM} \quad (1)$$

Where  $Q_{Hb}$ ,  $Q_{HM}$  is the density of seeds with a given residual fiber;

The arbitrary distribution of the actual residual fiber obeys the law of normal distribution, which can be used to determine the probable amount of seeds with residual fiber:



$$y = \frac{1}{S\sqrt{2\pi}} \exp\left\{-\frac{\Delta C^2}{2S^2}\right\} \quad (2)$$

Where  $y$  is the density of seeds with a given residual fiber?

$e$  - Natural logarithm basis;  $\Delta C$  - Deviation from the density of seeds with a given fiber  $C_i - \bar{C}$ ;  $\bar{C}$  - is the arithmetic mean of the residual fibers of the seeds after the jinn;  $C_i$  -  $i$  residual fiber value of seeds in the migration;  $q_i$  -  $i$  is the number of seeds in the migraine.

The results of the research can be written in the following ways:

At a production capacity of  $C_1 = 1, C_2 = 2, C_3 = 3, C_4 = 4, C_5 = 5, C_6 = 6,$   
 $q_1 = 2, q_2 = 1, q_3 = 3, q_4 = 6, q_5 = 2, q_6 = 3$   $P = 8 \text{ t/h}$

At a production capacity of  $C_1 = 1, C_2 = 2, C_3 = 3, C_4 = 4, C_5 = 5, C_6 = 6,$   
 $q_1 = 2, q_2 = 1, q_3 = 3, q_4 = 6, q_5 = 2, q_6 = 3$   $P = 8 \text{ t/h}$

At a production capacity of  $C_1 = 3, C_2 = 4, C_3 = 5, C_4 = 5, C_5 = 8, C_6 = 9,$   
 $q_1 = 1, q_2 = 4, q_3 = 3, q_4 = 4, q_5 = 4, q_6 = 1$   $P = 10 \text{ t/h}$

At a production capacity of  $C_1 = 6, C_2 = 7, C_3 = 8, C_4 = 9, C_5 = 11, C_6 = 12, C_7 = 13,$   
 $q_1 = 2, q_2 = 1, q_3 = 2, q_4 = 6, q_5 = 1, q_6 = 3, q_7 = 2$   $P = 12 \text{ t/h}$

The distribution range of the residual fiber is as follows

$$R_{\min} = 5; R_{cp} = 6; R_{\max} = 7$$

We find the arithmetic mean of the residual fibers of the seeds after the gin from the following formula:

$$\bar{C} = \sum_{i=1}^K \frac{C_i \cdot q_i}{17} \quad (3)$$

$\bar{C} = 3,8235$  At minimum operating productivity;

$\bar{C} = 5,8235$  At maximum operating productivity;

$\bar{C} = 9,9412$  At average productivity;

In this case, the average value of the deviation in the given residual fiber is  $\Delta C_i = C_i - \bar{C}$  small production productivity:

$$\Delta C_1 = -2,8, \Delta C_2 = 1,8, \Delta C_3 = -0,8, \Delta C_4 = 0,2, \Delta C_5 = 1,2, \Delta C_6 = 2,2$$

At average production productivity:

$$\Delta C_1 = -2,8235, \Delta C_2 = 1,8235, \Delta C_3 = 0,8235, \Delta C_4 = 0,1765, \Delta C_5 = 2,1765, \\ \Delta C_6 = 3,1765$$



At maximum production productivity:

$$\Delta C_1 = -3,9412, \Delta C_2 = -2,9412, \Delta C_3 = -1,9412, \Delta C_4 = -0,9412, \\ \Delta C_5 = 1,0588, \Delta C_6 = 2,0558, \Delta C_7 = 3,0558$$

Find the standard deviation of the values  $\bar{C}$  and  $C_i$ :

$$S = \sqrt{\sum_{i=1}^K (C_i - \bar{C})^2 \cdot \frac{q_i}{17}} \quad (4)$$

A value of  $S$  indicates that the demon is working at the same rate to clear the seeds. An increase of  $S$  values worsens the demon's ability to cleanse the seeds at the same time.

$S = 1,5$  at minimum operating productivity;

$S = 1,76$  at average productivity;

$S = 2,24$  at maximum operating productivity.

We create the following diversity:

$$\phi_0(z_1^{(b)}) - \phi_0(z_1^{(H)}) = 0,4292 + 0,46925 = 0,89845 \text{ At minimum operating productivity;}$$

$$\phi_0(z_1^{(b)}) - \phi_0(z_1^{(H)}) = 0,46485 + 0,44995 = 0,9148 \text{ At average productivity;}$$

$$\phi_0(z_1^{(b)}) - \phi_0(z_1^{(H)}) = 0,41465 + 0,4608 = 0,87545 \text{ At maximum operating productivity;}$$

The number of seeds whose specific value exceeds  $S$  is determined to solve the problem:

$$A = 100 - [\phi_0(z^{(b)}) - \phi_0(z^{(H)})] \cdot 100 \% \quad (5)$$

Where  $z^{(b)}$  and  $z^{(H)}$  are the allowable limits of the residual fiber value.

Accordingly, we obtain the following:

$$A = 100 - [0,89845] \cdot 100\% = 10,155 \% \text{ At minimum operating productivity;}$$

$$A = 100 - [0,9148] \cdot 100\% = 8,52 \% \text{ At average productivity;}$$

$$A = 100 - [0,87545] \cdot 100\% = 12,455 \% \text{ At maximum operating productivity;}$$

## CONCLUSION

Research has shown that demons can be followed by seeds that are not well germinated in any situation. The amount of these seeds is on average 10% of the total mass, depending on the productivity. This confirms the need to install a seed sorting device after the demon.

## REFERENCES

[1] Akhmedkhodzhaev Kh.T. (2009). *Foundations of the theory and technology of ginning derivatives* – Tashkent: Fan. – p. 173 (Ахмедходжаев Х.Т. Основы теории и технологии производных дженирования. Ташкент: Фан, 2009. – 173 с.)

- [2] Isakhanov Kh.I. (1986). *Investigation of the process of regeneration of under-ginned cotton seeds before linting and creation of a device for its implementation*. Dis. Candidate of Technical Sciences. – Tashkent: TITLP. – p. 243. (Исаханов Х.И. Исследование процесса регенерации недоджинированных семян хлопчатника перед линтерованием и создание устройства для его осуществления. Дис. канд. техн. наук. – Ташкент: ТИТЛП, 1986.- 243 с.)
- [3] Obidov, A., Akhmedhodjaev, K., Sarimsakov, O. and Holikov, Q. (2018) *Investigation of the Properties of Fibrous Cotton Seeds, for Sorting on a Mesh Surface*. Engineering, 10, 572-578. DOI: [10.4236/eng.2018.109041](https://doi.org/10.4236/eng.2018.109041).
- [4] Avazbek, O., Mirzaolim, S., Ibrohim, M. and Shokir, A. (2018) *The Theoretical Studies of the Cultivation of Three Cotton Seeds along the Plain*. Engineering, 10, 514-520. DOI: [10.4236/eng.2018.108037](https://doi.org/10.4236/eng.2018.108037).
- [5] Obidov, A. A. *Improvement of Technology of Cleaning and Sorting Processed Cotton Seeds*. Diss. Ph. D. Dissertation, Tashkent Institute of Textile and Light Industry (TITLI), Tashkent, 2007.
- [6] Rejabboev S.; Karimov A.; Muradov R. (2021) Theoretical study of the movement process of cottonseeds transported on a screw conveyor // *ACADEMICIA: An International Multidisciplinary Research Journal*. 3(11), 2300-2306. doi: [10.5958/2249-7137.2021.00989.7](https://doi.org/10.5958/2249-7137.2021.00989.7)
- [7] Umarov, K. Ortikova, A. Sarimsakov, D. Kurbanov. *Analys Of Control Of Manual And Automatic Regulation Of The Feeder Roll Of The Saw Gin Stand* // *Universum: Technical Sciences: Electron Scientific Journal*. 2020. № 9(78). URL: <https://7universum.com/ru/tech/archive/item/10693>
- [8] Akramjon, S., Rustam, M., Akmal, U. and Dilmurat, K. (2018) *Movement Differential Equation of Seed Roller which Has Been Installed Stake Accelerator on the Roll Box of Gin Machine*. Engineering, 10, 521-529. <https://doi.org/10.4236/eng.2018.108038>
- [9] A. U. Sarimsakov, D. M. Kurbonov, Sh. Sh. Xalikov. (2019) *The study of the crucible rotation of raw materials with a practical way* // *Economy and society-2019.- №12(67)*.- URL: [https://iupr.ru/domains\\_data/files/67/Sarimsakov.pdf](https://iupr.ru/domains_data/files/67/Sarimsakov.pdf)
- [10] Akmal, U., Khamit, A., Akramjon, S. and Muazzam, K. (2018) *The Saw Gin Stand with Adjustable Movement of the Roll Box*. Engineering, 10, 486-494. <https://doi.org/10.4236/eng.2018.108034>
- [11] Umarov, A., Ortikova, K. and Sarimsakov, A. (2020) *Analysis of Speeds of Cylinders of Saw Gins and Linters and Determination of Critical Frequencies for them*. Engineering, 12, 715-722. <https://doi.org/10.4236/eng.2020.1210050>
- [12] A. Sarimsakov, R. Muradov, B. Mardonov. *Modeling Of the Process of Interaction of the Saw Cylinder with the Raw Material In The Process Of Ginning* // *TEST Engineering and Managemant (Scopus)* May-June 2020 ISSN: 0193-4120 Page No. 27386– 27391 <http://testmagazine.biz/index.php/testmagazine/article/view/12709>
- [13] Sarimsakov, A. U., Ahmedov, B., & Abdullajanov, B. (2020). *To Study Circling Of The Seed Roller At Ginning Process With Practical Method*. *The American Journal of Engineering and Technology*, 2(11), 142-148. <https://doi.org/10.37547/tajet/Volume02Issue11-22>

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00316.5**

## THE BALANCE OF LANGUAGE AND SPEECH IN THE UZBEK THEATER

**Umidaxon Boltaboeva\*; Zoxidjon Abdunazarov\*\*; Shamsiddin Usmonov\*\*\***

\*Senior Lecturer,

Fergana Regional Branch of Uzbekistan State Institute of Arts and Culture  
UZBEKISTAN

\*\*Lecturer,

Fergana Regional Branch of Uzbekistan State Institute of Arts and Culture  
UZBEKISTAN

\*\*\*Professor,

Fergana Regional Branch of Uzbekistan State Institute of Arts and Culture  
UZBEKISTAN

### ABSTRACT

*The article deals with language and speech issues in Uzbek theater scenes. In the course of researching and listening to historical performances recorded on video and audio cassettes, we can see the dynamism and expressiveness of the word "art" in the images of historical figures created by great actors, a peculiar subtlety of the Uzbek language, the harmony of poetic and prosaic forms of speech and speech in a staged ensemble.*

**KEYWORDS:** Actor, Director, Play, Speech, Performance.

### INTRODUCTION

Some of the historical poetic dramas embodied on the stage of the Uzbek Theater played a special role in the formation and development of stage speech. This is the merit of the masters-artists who know the centuries-old history of the Uzbek people. The need to follow the social contradictions of the time in historical dramas, to demand fluency and purity of the language of a work not only from the performer, but also from the playwrights, began in the 1920s from the works of the master artist Mannon Uygur and a number of actors and directors who grew up in his school when the modern Uzbek theater was formed. Actors have achieved great success in creating images of historical figures, especially due to their high demands on language and speech. In the course of researching and listening to historical performances recorded on video and audio cassettes, we can see the dynamism and expressiveness of the word "art" in the images of historical figures created by great actors, a peculiar subtlety of the Uzbek language, the

harmony of poetic and prosaic forms of speech and speech in a staged ensemble. Since M.Uygur, as a director, worked very carefully on the speeches of the characters on the stage, first of all he considered speech as a means of stage action and reflected on how each word is expressed in external actions and in mise-en-scène.

Speaking about the balance of language and speech, it should be noted that the play "AlisherNavoi" was the culmination of the demonstration that language is an excellent tool for illuminating the state of images. Later, the linguistic structure of the tragedy "MirzoUlugbek" was expressed in verse and sounded very meaningful and expressive. On the stage, the power of the language of the work was reflected in the speech of OlimKhodjaev, who created the image of Navoi, and in the interpretation of the image of MirzoUlugbek, played by ShukurBurhanov.

The tradition of creating poetic dramas in Uzbek drama was successfully continued in T.Tola's dramatic epic "QuvvaiQahqaha", and the issue of language was given serious attention. Language is one of the main problems of literature in general and is of particular importance in historical drama.

In the above-mentioned historical dramas, language is an important tool for reflecting historical reality, illuminating scenes of life, characteristics of a historical personality, searching for a character, as a result of which historical characters have become real people in the eyes of viewers.

Language is one of the main problems of literature in general and has a special significance in historical drama. In the above-mentioned historical dramas, language is an important tool for reflecting historical reality, illuminating scenes of life, characteristics of a historical person, searching for a character, as a result of which historical characters became real people in the eyes of the audience, and events became events of real life. In this case, finding the form and norm of speech of a historical figure is an important creative task, which should sound understandable to the modern audience, feeling the spirit of the period reflected in the language and pronunciation. Historical poetic dramas "AlisherNavoi", "MirzoUlugbek", "Kuvvaykakhaha" ("Nodirabegim") became exemplary in expressing the spirit of the times, such playwrights as Uygun, Shaikhzoda, T. Tula, scientist and playwright I. Sultan worked deeply on the language of these works.

An important event in the spiritual and cultural life of the audience was the staging of these poetic dramas of the 80s and 90s, which became a turning point in the history of our country, when our people gained national independence.

Most importantly, in this process, a new generation of directors and actors continued the tradition of master artists working on roles and words. This justification is connected, firstly, with the fact that stage artists pay more attention to history and classics, and secondly, the rich and beautiful language of these poetic dramas is being mastered and popularized.

The language of the work is closely related to the speech of the actors.

Any meaningful and beautiful language also gains impressive power only through the performing skills of the actors. The performer must approach the word as a process of creative work, analyze the question of form and content from a certain point of view in the full disclosure of the content of the poetic text, and accordingly find and use the means of speech.

Poetic speech was the main form in the performances under consideration, and the performers achieved corresponding results when they paid great attention to the form of poetic drama in mastering poetic speech with a good understanding of the characters, rules and elements of the poem. At the same time, the poetic style was rarely felt in the speech of some actors, and there were cases when more poetic form was transformed into prose.

When connoisseurs of stage speech asked why the majority of students of theater and art schools do not know how to perform poetic speech, K.S. Stanislavsky replied as follows: "To do this, they have to seriously worry about the tempo that most performers lack and don't master." Indeed, analysis of performances and observations have shown that poetic speech has the power to regulate the structure of a particular image. In this, the behavior of the key words in each line of the poetic speech is important. In order to translate a poetic work into his own speech, the actor must be experienced in reading poetry, be able to analyze the poetic text without the help of anyone, otherwise the poetic speech becomes prosaic speech. In this process, the following should be noted:

1. To preserve the value of words in poetry, to feel the main idea of the content in certain sentences,
2. To be able to control the possibilities of sound in poetic speech and to direct the tones of voice to the expression of certain ideas,
3. Since it is more difficult to master poetic speech than prosaic speech, poetry conveys the main idea in speech and clearly defines logical pauses and emphasis in verses without breaking the rhythm,
4. Do not forget that poetic speech is always subject to rhythm,
5. To be able to justify the emphasis of the words that fall at the beginning or end of the verse,
6. Continuing work on speech, assuming that the actor playing the role in poetic dramas must have a great deal of technical training, i.e. good diction, well-trained breath, voice and beautiful pronunciation.

In the new stage interpretations of the historical poetic dramas "Alisher Navoi", "Mirzo Ulugbek" (National Theater) and "Nodirabegim" (Mukimiy Theater), the creative process gave good results thanks to the serious work of directors and actors on words, poetry and stage speech.

At the same time, it is now clear what theater teams should pay attention to when working on language and speech.

Performances "Iskandar", "Sahibkiron" and "Pirikoinot" created during the independence have a strong place in the history of Uzbek theater. These performances were considered in the context of stage speech issues in creating an image of the environment in historical poetic dramas. It turned out that the historical environment was successfully reflected in the dramas themselves, in language, conflicts, attitudes and views of the main characters, as well as in the speech of the actors. The actors who created the protagonist and the characters associated with them conducted a series of studies in the field of language, speech, conflict, conflicting emotions, experiences, situations, discovering the true meaning and rhythm of the pace, which led to effective success.

Meanwhile, research has shown that some directors and actors have a cold attitude towards stage speech. However, the actor presents the events of the work on stage with live action. The word is the basis of performing arts and the creativity of actors. It is important for the actor to correctly

understand the text created by the author, to interpret the image language as the author thinks on stage. Observations show that in today's rapidly changing world, where the demand and interest of the public for theatrical art is growing, unfortunately, many directors and actors have weakened their requirements and responsibility for stage speech and speech culture in general. There are cases of violence in the speech of actors, rudeness, violation of the pronunciation norm, the use of convenient words by the playwright by changing the word, inattention to the essence and disclosure of ideas. The occurrence of such cases in poetic performances on a historical theme is intolerable at all. Unfortunately, such shortcomings are observed not only in regional theaters, but also in the historical performances of the capital's theater. The reason for all the flaws and shortcomings in the actors' speech is that they have not worked at all on diction, articulation, breathing, voice, orthoepy.

While the power of language and the beauty of speech are visible in historical performances that reflect the image of our great ancestors, all the actors participating in these performances are responsible for conveying past events to the public in vivid and touching forms. But some actors put all the weight on the actor who creates the main character and limit themselves to dry memorization of words. Eventually, the historical atmosphere in the play deteriorates.

Another interesting point about speech comes to mind. And this is the imparting of dialecticism on the stage. There are, of course, images and performances in which the use of a dialect is necessary. For example, in folklore-ethnographic performances, dialect may be appropriate. However, in stage plays on a historical theme, dialect creates an absolutely inappropriate situation that should not be allowed to happen. The influence of theater directors in solving problems of stage speech in theater is great.

A careful reading of the poem, from the stage to the performance of the actor, should be the focus of the director's attention until the play is ready. In addition, the directors themselves should be role models to the actors in terms of speech so that they can pay attention to the pronunciation, speak and express the idea beautifully, and lead the actors. Unfortunately, speech problems in theater are becoming more and more prevalent due to the neglect of the issue of speech culture by many theater directors today.

As a result of conversations with the heads of the theater and mature actors, it was noted that young actors who come to theaters after graduating from the Tashkent State Institute of Arts named after M. Uygur face shortcomings on the stage.

It was emphasized that they could not go beyond the action shown by the director in working on the speech.

In our opinion, it is very important for young actors, especially in their first steps, to be introduced to the environment of traditions that exist in the theater in terms of language and speech culture skills. The following suggestions can be made to solve the problems of stage speech in the theater:

1. Carrying out special practical training with young actors in theaters, so that the issue of pronunciation, content, aesthetic impact of words should always be in the center of attention of performers.
2. To summarize the artistic condition of the performances shown once a week within the framework of the Theater Arts Council, the mistakes and shortcomings, and then to pay attention to the issues of speech.



3. Creating an atmosphere of mutual demand and responsibility for language and speech in theater groups.

4. Develop the skills of actors to work on speech every day. The master of stage speech was written by Professor L.Khojaeva. "In general, actors need work on their speech constantly. After all, a ballerina, a musician, a singer will forget if he does not practice every day. Why doesn't a drama actor rehearse every day. Skills are formed through exercises."

In general, professional actors are people who show and promote the beauty and charm of the Uzbek language, which is grammatically developed and subordinated to the literary norm. No matter where they work, whether they are in theater, cinema, radio, television, they should not forget that they are professional artists. Let them speak their actions, expressions and sentences so clearly, correctly and fluently that they can be an example for everyone.

## **REFERENCES**

1. Rizaev O. Uzbek Theater of the XXI century: problems and plans. "Theater", 2002, issue 6.
2. Rizaev O. The goal is to create a well-rounded play. "Theater", 2003, issues 1-2.
3. Kholikulova G. Stage speech. Tashkent - 2007

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI: 10.5958/2278-4853.2021.00315.3**

## REPRESENTATION OF THE RELATIONSHIP BETWEEN MAN AND NATURE IN UZBEK LITERATURE

**Tukhtaeva N.N\***

\*Doctor of Philosophy in Philological Sciences (PhD),  
Tashkent State Pedagogical University named after Nizami  
UZBEKISTAN

### ABSTRACT

*The article analyzes some works of the Uzbek children's prose, created during the years of independence. They provide a new interpretation of the relationship between humans and animals. Some works are compared with world children's literature. In children's literature, animals are often described as figurative. For example, bears are clumsiness, a kid is frivolous, a turtle is lazy. An example is the works of all genres of Soviet children's literature.*

**KEYWORDS:** *Animal World, Analysis. Metaphor, Children's Literature. Nature, Worldview, Modernity.*

### INTRODUCTION

In the years of independence, the relationship between man and nature in prose began to appear essentially new. In particular, a new artistic concept of the relationship to animals and the animal world has appeared.

In this regard, the works of the talented writer N. Norkobilov deserve special attention.

In children's literature, animals are often described as figurative. For example, bears are clumsiness, a kid is frivolous, a turtle is lazy. An example is the works of all genres of Soviet children's literature. However, contrary to figurative reasoning, it is noteworthy that in the children's literature of independence, works were made in which animals were directly the main characters. After all, nature, habits, lifestyle, nutrition, self-defense and even realistic representations of natural creatures require great skill from the writer, and these images have a strong influence on the worldview and mind of the child. The most important thing is that a young reader reads such works and examines the flora and fauna as close as possible to himself, to his home, yard, village, animals and plants, imagines himself to be a part of nature.

Indeed, as Professor Abdugafur Rasulov wrote in the preface to the collection of stories and stories by N. Norkobilov "Buron kurgan kun" ("The day when the storm raged"), "the animal and

plant worlds, inanimate nature are the most important part of our existence." Man is undoubtedly a great magical force leading his kindred. He sometimes resorts to the help of animals, "citizens" of the green world and inanimate nature. Normurod Norkobilov represents man, flora and fauna as a whole. Animals serve humanity; the green world is at the disposal of people and is the home of all living beings, a common habitat" [1, p. 4]

### THE MAIN FINDINGS AND RESULTS

There is a place to say about the preface of the translator "Yovvoyi yurga" ("Wild bustard") Togay Murod to the Uzbek edition of the book by E. Seton-Thompson: "E. Seton-Thompson made animals the main characters of a literary work. He portrayed the images of animals, raised them to the level of heroes. The whole surrounding world and the greatest creation, he made man serve to create the image of animals" [2, pp. 7-8].

In this preface T. Murod gives an excerpt from a conversation with E. Seton-Thompson in the house of a New York rich man. It says: "There are general biological laws that are the same for all animals."

The fact that violation of the laws of nature leads to natural disasters is an unwritten law of nature, which is taken as the main idea in the works of "Pahmok" (Clubfoot) and "Yovvoi yurga" ("Wild bustard").

The end of the stories testifies to this. In the story "Pahmok": "The clubfoot, who guessed at the last moment that a person would not differ in any way from any monster, was severely struck and hit his opponent with his paw. Poor Panji, not having time to recover, rolled down a stone" (p. 62). In "Yovvoi yurga" we read: "The wild bustard is climbing up the steep cliff again. She jumped down into the air, flew two pounds of gas, and then went back down to the rock. She passed away, but was free!" (Page 63).

At a time when the relationship between nature and humanity has become a global problem, when the harm done to nature has turned into a catastrophe for humanity, works such as "Pakhmok" make young and adult readers become vigilant. There is no doubt that the ending of the work had a profound impact on young readers. In one of the stories, the hunter obeys his own lust and dies, and in another, the Wild Bustard kills itself on stones, not wanting to get caught by the hunter. The development of events logically determines such a denouement.

One of the important conclusions drawn from the comparative analysis of the novels "Pakhmok" by N. Norkobilov (in the book "Buron kurgan kun" ("The day when the storm raged") is named as "Togutoshlarda" ("Among the stones") and "Yovvoyi yurga" ("Wild Bustard") by E. Seton-Thompson is that the story "Pakhmok" in Uzbek children's literature was presented as a work proving that the images of nature, man and the animal world passed into real images.

It should be noted the skill of the writer, who portrayed an unhealthy social environment in the light of dramatic events, the pursuit of personal gain, harming not only society, but also nature. The writer's skill is also manifested in the way he described negative forces in society (the leader, the vagabond Panji), presenting them to the reader in realistic images, destroying nature for their own interests and personal gain. Pictures from the story "Pakhmok" show that today's Uzbek children's literature has begun to create a coherent theme and idea, in harmony with such masterpieces of world literature as "Yovvoyi yurga". In these aspects, the work plays a very important educational role, instilling in the hearts of children compassion for nature, trees, animals and hatred for those who are merciless, cruel and angry with nature.

Based on the above comparisons and some conclusions, it can be noted that over the years of independence, Uzbek children's literature began to study the fundamental principles of artistic perception of the environment, life and nature: justice, objectivity and reality.

In the story “Pakhmok” we also see the artistic and aesthetic interpretation of these principles. For example, the work naturally depicts the behavior of a bear named “Pakhmak”, who, being an orphan after the death of his mother had to fight for his survival. The story contains a deep artistic analysis of the lifestyle of a bear that fenced off its habitat, set marks, determined by the smell of other people's animals on its territory and drove them out.

Most importantly, this work is valuable in that a new interpretation of animal images has appeared in Uzbek literature, including children's literature, and major educational, didactic, artistic and aesthetic tasks are being fulfilled. The works of writers such as A. Kuchimov, who deal with adult and children's literature, as well as combine the world of children and adults in their stories, are of great interest to readers. In this respect, the story of N.Norkobilov “Ovuloralaganburi” (“The wolf who wandered into the aul”) is characteristic. In this work, the friendship between a child and a wild dog, born and raised in the jungle, was torn apart by adults who pursued their own benefits. This tragedy attracts attention with significant educational and aesthetic value. The work describes how an orphan boy who lived with his uncle meets a stray dog in the forest and tames it, and what the subsequent conflicts that arose after that.

The work contains a real description of the cruelty, ruthlessness of the head of the family, Abdurahman. The dog is at enmity with him from the first days. In fact, Abdurahman also contributed to the friendship between the dog and the child. Not only does he chase the dog, he also harms the baby. He was severely beaten in front of a dog. As a result, there was some kind of spiritual connection between the dog and the child. This spiritual closeness was able to find its artistic and psychological expression in the story. The death of a child takes a turn in the case of the dog. In the work, the dog is embodied as a symbol of loyalty. In the story "Ovuloralaganburi" we see harmony in the description of conflicts between nature and man, between the animal world and people, between children and adults. This is one of the manifestations of the new aesthetic principles that have appeared in children's literature since independence. The essence of this view, the leading idea in it is not propaganda, as in Soviet times, but rather an aesthetic ideal.

It should be noted that in the Soviet period the essence of the concepts of “aesthetic ideal” along with such concepts as “friendship of peoples”, “kindness” and “family relations” was somewhat underestimated. This can be seen in the propaganda literature of the time, as well as in some examples of children's literature, where the above concepts are coercive, superficial and artificial.

In fact, when the category “aesthetic ideal” is included in the essence of a work of art, the essence of the work, especially the level of sensitivity, increases. There are many examples of this from the history of our classical literature, as well as examples of folklore and historical works that embody the images of our national heroes. Examples proving our reasoning can be the works of AlisherNavoi, where the images of the just king, Farhad and Shirin, Leyli and Majnun are created, and the main images are Alpomish, Amir Temur and JaloliddinManguberdi.

The essence of the concept of "ideal" also diminished as a result of the imposition of the image of a pioneer, Komsomol, communist image and communist ideology instead of the true ideal. Therefore, in literary studies, it is easy to see a cautious attitude towards the interpretation of social ideals: the ideal of the royal image, a just system, an ideal person or a faithful friend.

During the period of the former Soviet Union, along with ancient values that were deliberately forgotten, destroyed or turned into narrow socio-political propaganda, ideals were also forgotten in public life and in the literary process.

We cannot imagine the ideas put forward in the stories of N. Fozilov, A. Kuchimov, N. Norkobilov without ideals. In an independent creative environment, such Uzbek prose, through heroic characters, sequences of events, dramatic conflicts, has brought realities and innovations into forgotten or, rather, forced to forget ideals in the literary process. This innovation is based primarily on the ancient values of a new perception of childhood, principles associated with eternal themes that are inextricably linked with the aesthetic ideal of “good”, “beauty”, “essence of life”, “humanism” and “justice”, which in we cannot imagine separately.

For example, N. Fozilov's stories from wartime life, A. Kuchimov's works about the immediate past, with the dreams and hopes of children of the 80s, N. Norkobilov's story about the catastrophic consequences of an imbalance in nature and human relations - all of them reflect the ideals inherent not only to our literature, but to the entire Uzbek people. In the first of these works, the friendship of peoples under any circumstances is glorified, in the second - the priority of justice and, finally, in the last - the triumph of good. On the example of these works, we can trace the fact that adherence to the artistic aesthetic ideal; reflecting a new artistic perception of realities; characters and the environment in Uzbek children's literature is becoming one of the leading principles of this process.

The reader, following the work of a writer, artist and poet, forms the ideal of his own imagination and a new worldview. In his mind, the concepts of friendship, goodness, justice, compassion, perfection and truth are formed in their entirety. It should be noted that in the best examples of Uzbek children's prose, built on such an aesthetic ideal, the view of the world through the eyes of a child becomes the leading trend in depicting all its difficulties, contradictions, joys and sorrows.

This leading trend is especially striking and impressive when the work depicts the actions of the protagonist, events associated with ancient values.

Indeed, ancient national traditions, customs and rituals, which were restored and revered thanks to independence, are becoming the leading objects of fiction. In fact, one cannot ignore the national way of life, national character, national mentality. It is no secret that in Soviet times, national skullcaps, belts and coats were banned, and concepts such as Ramadan and Hayit were ousted from national literature. In today's globalized world, threats to national values are not uncommon.

As noted in the book of the First President of Uzbekistan Islam Karimov, “High spirituality is an invincible force”, “Nowadays, many understand and realize how important it is to fight such widespread ideological attacks around the world as the fact that immorality is mistaken for culture, and on the contrary, true cultural values are considered obsolete”. When I think about this, it seems appropriate to me to recall that our great ancestors at one time developed a whole set of moral criteria for an ideal person, speaking in modern language, the Eastern Code of Ethics. We cannot be mistaken if we say that high moral values and concepts such as honor, upbringing, pride, truthfulness and chastity, formed in the minds of our ancestors over the centuries and millennia, constitute the core of this code [3, pp. 117-118].

Indeed, in the works of art created during the years of independence, the national values of our people have found their attractive interpretation. Most importantly, this feature does not appear in the sense of restoration, dissemination, glorification or reminder of the spiritual values of the nation, but appears before the reader as a natural element in the depiction of real events and images of contemporaries. Therefore, it is important to note that the spiritual and cultural values, customs, traditions and national rituals in the study of the period of independence of Uzbek children's literature have acquired a special principle in the artistic and aesthetic perception of the children's world.

For example, "The purpose of books for children," wrote V.G. Belinsky, - consists in developing the emotions that nature has endowed us with. The direct and indirect influence of such books should focus on the feelings of the children, not their minds. Feelings are ahead of knowledge, and those who do not know the truth do not understand it. All you have to do is describe them according to the children's understanding" [4, p. 3].

We are convinced of this once again when we read the novel by H. Tukhtabaev "KuyonlarSaltanati" ("The Kingdom of the Rabbits") ("New Generation", 2014) and the novels and short stories of AbrorKushnazarov "ShaitonnitutganShertoi" ("Shertoy who caught the devil") ("New Generation", 2014). Rabbit Kingdom is an adventure genre. The writer adheres to his style and gives the work a humorous spirit. It is well known that in adventure stories, the character of the hero most often manifests itself in the background of actions, as a result of which the storylines are based on the sequence of events. The novel consists of three parts: in the first twenty-one, in the second - eighteen, and in the third - twelve chapters. That is, there is compositional integrity in the novel "The Kingdom of Rabbits".

The work reflects the dreams, aspirations and aspirations of two comrades - Egamberdi and Karimberdi. In fact, they can be called brothers. Close neighbors were born on the same day. If Egamberdi was born in the morning, Karimberdi was born in the late afternoon. That is why he calls Egamberdi brother. They have one dream: to raise white rabbits and open a farm. Then they will quickly get rich and fulfill the will of Egamberdi's mother, placing a monument of white marble on her grave and replacing their father's old tractor with a new one.

These two heroes go through different challenges. At the beginning of the work, falsely accused of stealing a rabbit (in fact, they exchanged it for a notebook from their classmate Gulyam), they were temporarily expelled from the school by order of the director Azizov and angered the district police officer FurkatErkaev. Excluded from classes and cultural events of the school for injustice, children really begin to protest against their teachers and classmates. This is how the kids begin their challenging adventure. The second part of the play describes the events when the children came to Eshon Ai's house and became her children instead of the children who died because of her kindness and decided to open a farm there. The events of the book take a new turn as children dig in the basement to prepare a place for their rabbits. There they find a chest full of gold and jewelry that Eshon Ai gives them. Now, like in fairy tales, children who have undergone severe trials have ample opportunities to achieve their goals. The work expands these possibilities and culminates in the third movement. It would seem that nothing is impossible for these two young adventurers, but because of the wealth they have, they meet stingy people and liars on their way.

It should be noted, however, that the novel is not only about the adventures of two comrades. From the very beginning to the end of the story, the writer, in the context of events, poeticizes



the relationship of children to each other, adults, teachers and parents. At the same time, he effectively uses various life details and episodes, myths and legends, lyrical digressions and memories. In this way, he ensures the artistry and readability of the novel. Eshon Ai's memories reveal the repressions and tragedies of the war of the 20-30s. The disintegration and destruction of not only one family, but the entire village is presented as a consequence of the Soviet system.

Dialogues play an important role in revealing the character of the hero in the work. Dialogue promotes the development of events and unfolds the humorous mood in the work. The novel also focuses on enhancing meaning through the re-use of words that represent different means of depiction. For example, “white-white”, “weird-strange”, “wonderful-wonderful”.

## CONCLUSION

In conclusion, with the story of the sale of collective farm property at an auction, the writer reveals the childish humanity, the kindness of the heroes' hearts. They buy all the property of the collective farm and distribute it to the people. These images also have a symbolic meaning. At the culmination of the symbolic events of the work, it is said about the accident that happened to the heroes. The owners of the hitting car were not found. The kids will stay alive, but the truth is, as long as there are evil forces, they will not be safe. Thus, the novel reveals the essence of the eternal struggle between good and evil, honesty and greed.

## REFERENCES

- [1] Norqobilov N. (2007). *“The day of the storm”*. – Tashkent: “Sharq”. – p. 4. (Норқобилов Н. «Бўронқўпганкун», -Т.:Шарқ,2007, С.4)
- [2] E. Seton-Thompson. (1989). *the Wild Goat*. – pp. 7-8 (Э.Сетон-Томпсон, «Ёввойийўрға» 1989 г. стр. 7-8)
- [3] Karimov I.A. *“High spirituality is an invincible force”*. – pp. 117-118 (Каримов И.А. «Высокая духовность - непобедимая сила», стр.117-118)
- [4] These ideas of V.G. Belinsky are taken from the book of S. Matjon, N. Yurbonniyozova *“Children's literature: creative - methodical research*.2009. – Tashkent. – p. 3. (Данные идеи В.Г.Белинского взяты из книги С.Матжона, Н. Курбонниёзова «Детская литература: творческо – методические исследования. Т.: 2009 г., С.3.)
- [5] S. Matjon, N. Kurbonniyozov. (2009). *“Children's Literature: Creative - Methodological Research*. – Tashkent:- p. 3. (С.Матжон, Н. Курбонниёзов, «Детская литература: творческо – методические исследования. Т.: 2009 г., С.3.)
- [6] Mahmudov L. (2004). *“Adventures of lazy people”*. – Tashkent: “New generation”.(Махмудов Л. «Приключения лентяев», -Т.: «Новое поколение», 2004 г.)

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00314.1**

## THE FUNCTIONS OF THE DATIVE CASE IN THE USE OF GERMAN VERBS

Ural Akhmedovich Inomov\*

\*Senior Teacher,  
Jizzakh State Pedagogical Institute  
UZBEKISTAN

### ABSTRACT

*The authors of the article consider the functions of the dative case in the use of German verbs not just in structural, but in structurally functional models of sentences, so they tried to consider them in a somewhat graduated manner, depending on the increase in the quantitative side of the sentence models.*

**KEYWORDS:** *Verb, Case, Meaning, Semantics, Sentence Model, Language, Structure, Communicative-Strong Model, Lexical-Semantic Group, Linguistic Model,*

### INTRODUCTION

Many foreign linguists studied certain aspects of the functioning of the dative in the German language: A. Weiss and P. Polenz studied the features of its pragmatic specifics; A.B. Isachenko, D. Krohn investigated the expression by the dative of belonging relations; G. Helbig, I. Schmidt - valence status; G. Schaefer - his semantic roles [Svistula, 2010, 3].

The functioning of the dative in German was also studied by B.A. Abramov (2004), V. Admoni (1986), I.V. Borovkova (2002), V. Gladrov (1998), G. Glintz (1962), Duden (2006), O. I. Moskalskaya (1966), I.-E.S. Rakhmankulova (1994), S.S. Whistula (2010), M.D. Stepanova, G. Helbig (1978), J.I.JI. Cherksova (1974), U. Engel (1996), J. Erben (1956).

Turning to the meanings of the case forms, we will immediately see that none of the cases has a single meaning, which could serve as a reliable criterion for assigning a particular norm to a particular case, and, consequently, as a criterion for calculating the number of cases. Attempts to reduce the different meanings of each of the cases to one basic meaning, if they were further feasible, are essentially an attempt to restore the hypothetical original meanings of the cases [Bokarev, 1954, p. 33]. Works of the last decades, writes N.Yu. Shvedova, showed that the search for the invariant meaning of the case in the same spirit as R. Jakobson did is unrealistic; in any case, in relation to the modern linguistic state, they did not give encouraging results. For a separate case as a member of an integral case system, such a single one, to varying degrees and

in different forms, but in all uses of the present meaning cannot be found. "The thesis about the presence in each case of a semantic invariant, somehow present in all syntactic positions of this case and uniting all of its traditionally calculated meanings into a certain semantic whole, could not get a proof statement" [Shvedova, 1978, p. 451].

Investigating the semantics of the German verb within the framework of structural-functional sentence models, we noted the different behavior of the dative case within different types of sentence models, depending on their functions. Here is the definition of the linguistic model given by MM Gukhman: "A linguistic model is understood as a mentally created structure that reproduces in a schematized (simplified) and visual form the essential relations and connections of the linguistic system."

We have established the following types of structural and functional models of sentences:

1) Initial, 2) modifying, 3) contextual and terminological, 4) phraseological, 5) syntagmatic.

All of the listed types of sentence models require a special explanation for their understanding.

Once again referring to the understanding of the language model of M.M.Gukhman, we want to emphasize that the schematization of the linguistic material considered in our work lies in the fact that only the logical and grammatical aspect of the sentence is taken into account, which is consistent with the position of E. Henchel: „Unter dem Begriff Satztyp. Für den auch die Bezeichnungen Satzmodell, EinederBasiseinheiten, dieeineSyntaxzubeschreibenhat, istnaturgemäßigerSatz. Er wäre also wünschenswert, genau zu definieren, was ein Satz ist. Dazu müsste man Kriterien angeben können, mit denen man in beliebigen Texten entscheiden kann, wo ein Satz beginnt und wo er endet, was ein Satz ist und was nicht. Über diese Punkte herrscht jedoch bei weitem keine Eiigkeit; im Gegenteil, die Satzdefinition gehört zu den unlösbaren Problemen der Linguistik.“<sup>1</sup>

Thus, in our research, of the seven aspects of considering the proposal of V.G.Admoni, six are irrelevant, namely: modality, completeness of the sentence (filling it with secondary members of the sentence), independence or non-independence of the sentence, the speaker's cognitive attitude, the communicative task and, finally, the degree of emotionality of the proposal To these disregarded aspects of consideration should be added a temporal aspect.

In our understanding of the proposal model, the functional unity of form and content within the framework of the proposal structure comes to the fore; hence the name of the proposal models under consideration - "structural-functional proposal models".

The initial structural and functional model of the sentence is designed to reveal the nominative meaning of the verb as a representative of a certain paradigmatic lexical-semantic group of verbs. Based on this function of the initial structural-functional model of the sentence, it is possible to derive a pattern: any verb as a representative of a certain lexical-semantic group can have only one initial sentence model, and the same sentence model will, as a rule, be the initial one for another representative of the same paradigmatic lexical and semantic grouping. Thus, the original sentence model for the verb liegen in the Das Buch sentence liegt auf dem Tisch is the same for the verbs stehen, sitzen, hängen, that is, for the verbs of oriented position in space. So, for verbs of conveying specific objects, the dative case is an obligatory member of the sentence model, for example, for sentences like Ich gebe dir ein Buch. The dative case is not always required for the original sentence model of a verb, even if it appears quite often in sentences with this verb. So, for the lexical-semantic group of information transfer, the control of the dative case

is quite typical, but, for example, in sentences such as *Ich erzähle ihm ein Märchen* the dative case can be eliminated without violating the correct structure of the sentence. Of course, in the case of the use of *Ich erzähle ein Märchen*, the addressee can be assumed to be established on the basis of the context or known from a certain situation.

The dative case, dative (Dativ), is usually an indirect object. There are really many cases of its use, and among these cases almost all in one way or another somehow repeat the Russian dative. It may seem not entirely familiar, perhaps, a returnable dative, but that is also quite logical from the point of view of the Russian language, and if you get used to it, then no difficulties will arise.

- *Ich wills diese Rose meiner Freundin schenken.* — I want to present this rose to my friend.
- *Das war der Mann, der ihm einen Job gegeben hat.* — This was the man who gave him the job.
- *Das ist mir bekannt.* — I know that.

By a communicative-strong model of a sentence for a verb, we mean a sentence that most typically reflects the denotative reality associated with this verb. It should be noted that the communicative-strong sentence model can include, in comparison with the original sentence model, only those additional terms that will not lead to the formation of a potential second predicative center, i.e., the communicative-strong sentence model cannot include terms that can be transformed into independent sentences, in other words, members of the sentence model, called by G. Helbig free indications (freie Angaben).

There can be several communicative-strong models for the same verb. For example, the sentence *Ich erzähle ein Märchen* along with the sentences: *Ich erzähle ihm ein Märchen. Ich erzähle von einem Märchen. Ich erzähle ihm von einem Märchen* is communicatively strong, while the original sentence model for the verb *erzählen* is *Ich erzähle*. Several communicative-strong sentence patterns can be cited with the *schreiben* verb: *Ich schreibe einen Brief. Ich schreibe ihm einen Brief. Ich schreibe von einem Brief. Ich schreibe ihm von einem Brief* with the original sentence model being communicatively weak: *Ich schreibe*.

It should be noted that the number of communicative-strong sentence models is associated with the semantic idea of a certain group of verbs, since extralinguistic moments are reflected in the composition of communicative-strong sentence models. Therefore, it is easy to explain the fact that trivalent verbs like *legen, stellen, setzen* form both an initial and a communicatively strong sentence model, since on the basis of trivalent dependencies for these verbs denotative information is exhausted within one predication center.

In the grammar of I. Erben, a four-valent basic sentence model with linguistic manifestation is given: *Er schleudert ihm den Handschuh ins Gesicht. Er stieß sich ein Loch in den Kopf.*

L. Weisgerber also gives an interesting use of the dative case within the sentence: *Er klopfte seinem Freund auf die Schulter*. Considering that this sentence expresses a directed action (zugewandte Betätigung), L. Weisgerber compares with the expression of similar situations in English and French. Having established the complete absence of analogy in the English language and the partial possibility of using this model in the French language, L. Weisgerber claims that it expresses the basic relations of human life. We subscribe to this opinion, since in this case there is clearly a nominative meaning without a shadow of a transfer of meaning.

Since we consider the functions of the dative case not just in structural, but in structural-functional models of sentences, we will try to consider them somewhat gradedly, depending on the increase in the quantitative side of the sentence models: 1) Er scheint mir (cp.: Der Ball ist mir). 2) Ich koche dem Kind ein Ei (cp.: Ich bringe ihm den Koffer). 3) Ich wasche dem Kind die Hände (cp.: Ich halte ihm die Treue). 4) Ich klopfe ihm auf die Schulter (cp.: Ich stehe ihm im Wege). 5) Ich werfe ihm den Handschuh ins Gesicht (cp.: On the one hand: Ich bringe ihm den Koffer in das Zimmer, on the other: Er legt mir Hindernisse in den Weg).

V. Schmidt notes some more cases of the use of *Dativus iudicantis*: Die Zeit vergeht 'uns schnell. Der Fall ist mir völlig klar. Das ist mir zu hoch.

If we also take into account the ethical dative case (*Dativus ethicus*): Falle mir nicht, then the semantic picture of the functions of the dative case will appear before us as if in full. All of the above functions of using the dative case are combined by V. Schmidt under the general name of the dative case of interest, and the author notes the expression of this interest in one case very symptomatically: Es ist unverkennbar, daß der *Dativus ethicus* der Aussage einen emotionalen Charakter verleiht.

An interesting idea is A.-L. I say that in some cases it is possible to replace the dative case with an emotionally colored adverb, for example: Falle mir nur nicht! - Falle doch nicht! Du bist mir zu schlau. - Du bist (wirklich) zu schlau. Du bist ein schöner Schwindler. - Du bist (wirklich) ein schöner Schwindler.

Let's consider our examples from the point of view of the increased emotional effect. Let us take, for example, sentences containing the ethical dative case, which, according to V. Schmidt, is rather *Dativus commodi*:

- 1) Mir sollte nur einer einmal kommen.
- 2) Aber es kommt mir keiner ins Haus.
- 3) Leute im roten Rock mit blauen Aufschlägen sollten ihm nie ins Haus kommen. 4) Du kommst uns schon!

Analyzing the sentences used in a certain situation, one can fix some tension in the course of the action: 2) Aber es kommt mir keiner ins Haus. Das habe ich Ihnen schon hundertmal gesagt! Und wenn wir drei freie Betten haben, es kommt nicht in Frage ...

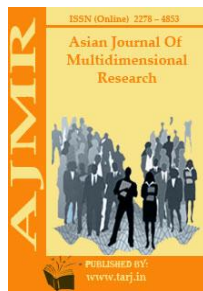
(M. Frisch, Biedermann und die Brandstifter.) 4) „Du kommst uns schon! Du kommst uns immer näher, unvermeidlich!“ Kicherte der Kommissar und rieb sich die Hände. (N. Fallada. Jeder stirbt für sich allein.)

## REFERENCES

1. Admoni V. G. Sintaksis sovremennogo nemetskogo yazyka. Tizim otnosheniy i sistema postroeniy / V. G. Admoni. - L.: Nauka, 1988. - 238 s.
2. Moskalskaja O. Grammatik der deutschen Gegenwartssprache / O. Moskalskaja. - M., Vyssaja Skola, 1983. - 344 S.
3. Regula M. Kurzgefasste erklärende Satzkunde des Neuhochdeutschen / M. Regula. - Bern, Munchen, 1968 yil.
4. Schendels E. Deutsche Grammatik / E. Schendels. - M., 1988. - 400 S.

5. Schmidt V. Grundfragen der deutschen Grammatik / V. Schmidt. - Berlin, Volk va Wissen, 1965 yil.
6. Zifonum G. Grammatik der deutschen Sprache / G. Zifonum, L. Hoffmann, B. Strecker. - Berlin, d. Gruyter, 1997. - 2570 S.
7. Djabbarov, S. (2020). Article R?ddles - As An Independent Genre Of A Small Genre: Sh.X.Djabbarov<sup>1</sup>, I.T.Rustamov<sup>2</sup>, O.B.Mallaeva<sup>3</sup> <sup>1</sup> Jizzakh State Pedagogical Institute, Interdisciplinary social sciences and humanities, Head of the Department of Foreign Languages <sup>2</sup>Jizzakh State Pedagogical Institute, Phd. Associate Professor <sup>3</sup>Jizzakh State Pedagogical Institute, Teacher.<sup>3</sup>. Архив Научных Публикаций JSPI, 1(13), 1-5. извлечено от [https://science.i-edu.uz/index.php/archive\\_jspi/article/view/3429](https://science.i-edu.uz/index.php/archive_jspi/article/view/3429)



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00313.X**

## INJURIES AND PATHOLOGICAL CHANGES CAUSED BY PHYSICAL EXERTION

Yuldasheva K.A\*

\*Lecturer,

Uzbek State University of Physical Culture and Sports,  
Chirchik City, Tashkent Region,  
UZBEKISTAN

### ABSTRACT

*This article examines the structure of primary sports injuries, provides statistical data on sports injuries in various sports. On the basis of the study, the authors have identified the most traumatic sports. The characteristic lesions of the musculoskeletal system were revealed, which are more common in various types of sports activities. At the end of the article, not only medical and pedagogical principles of the prevention of sports injuries are detailed, but also recommendations are given for reducing sports injuries in sports.*

**KEYWORDS:** Injury, Sport, Types Of Sports, Sport Equipment, Sport Fields, Sport Training.

### INTRODUCTION

In the Republic of Uzbekistan, all conditions have been created and are being created to prolong human life, protect health and prevent diseases. From time immemorial, physical culture and sports have been considered an integral part of social life, and its development has been inextricably linked with the specific features of each period. New tests, functional tests are used to determine the physical performance and fitness of those involved in physical education and sports. Therefore, to determine the physical development and functional state of the human body, identification and assessment of physical performance and functional readiness using tests and trials, special attention is paid to conducting medical and pedagogical observations during sports trainings and competitions and equipping them with theoretical and practical knowledge such as sports injury prevention and sports pathology. This article is rich in information necessary for all professionals in the field of physical education and sports and helps to improve their scientific and practical skills.

## THE MAIN FINDINGS AND RESULTS

Sport comes with a critical level of physical activity. Constant training and competition often results in certain changes in the functional state of the athlete's body associated with adaptation to extreme physical exertion. Unfortunately, with the increase in physical activity, sports injuries also grow steadily. Injury is a set of injuries that occur in a particular group of the population over a period of time. Among all causes of primary disability and death, injuries are the third leading cause of death among able-bodied people. Sports injuries include all injuries that result from sports. Sports injuries account for 2-3 percent of all injuries. The most common sports injuries are these soft tissue injuries; bone fractures do not exceed 3% of the total number of injuries, dislocation is 3-5%. The most common localized injuries are in the limbs, followed by head and trunk injuries. Injuries are common in any sport: In shooting: apparatus injury of the shoulder and wrist joints. In disc shooters: injury of the inner lateral part of the knee joint, injury of the shoulder joint.

In javelin throwing: the movement apparatus of the elbow and shoulder joints and the muscles of the upper leg and shoulder girdle are injured. Elbow injury can cause chronic inflammation. Periarthritis of the shoulder joint is a common complication in throwers. Rhythmic gymnastics: rubbing, rubbing on the hands and fingers; bruises, sprains, injuries of the musculoskeletal system of the wrists, elbows, shoulders, legs and knees. More than 70% of gymnasts experience injuries to the hands and fingers. When exercising on parallel bars: friction, bruising and injury of the wrist, elbow and shoulder joints, protrusion of the elbow, shoulder joints and fingers, fracture of the radius in the usual place (distal epiphysis), fracture of the fingers and ribs. When exercising in the rings: injury to the musculoskeletal system of the shoulder joint, rupture of the clavicular-acromial joint, injury of the muscle fiber bundles of the deltoid, pectoralis major, biceps, supraclavicular and subclavian muscles.

When exercising at a bar: injury to the palms and dislocation of the calves. When exercising on a gymnastic horse: bruises on the hips and lower legs in the apparatus. When performing exercises on the balance rays: shocks on the skin in the area of the cervical and upper thoracic spine, which is associated with frequent pressure on this area. Skiing: injuries of the lower extremities, especially injuries of the ankle ligaments, fractures of one or both ankles; injury to the knee joint, its internal meniscus and lateral ligaments; damage to the fiber bundles of the adductor hip muscles; less often - injuries of the upper extremities: injury to the ligamentous apparatus of the wrist and elbow joints, dislocation of the wrist, fracture of the wrist bones. Tennis: Injury of the elbow joint, known as "tennis elbow" (an arthritic deformity often resulting from multiple micro-traumas); injury to the ankle and elbow joints. Cycling on a bicycle: extensive friction, bruising, fractures of the neck, rupture of the clavicular-acromial joints, fractures of the wrist bones, abrasions in the perineum, abrasions of the calves and palms, injury to the muscles and ligaments of the lower extremities; concussion. Struggle: injury to the elbow and shoulder joints (shoulder and wrist protrusion), clavicle fracture; fractures of the clavicular-acromial joints and upper leg muscles in the shoulder girdle; damage to the fiber bundles of the back and neck muscles, bruising of the chest, fracture of the ribs; ear injury (damage to the skin and the layer of connective tissue to the cartilage beneath it; resulting in a hematoma and subsequent scarring leading to deformation of the ear). The goal is to systematize data on level and structure. Thus, the maximum number of injuries falls on team sports. The main contingent is young athletes aged 18 to 25 years. The main reason for the increase in injuries in this age group is the transition from stress in the youth group to the mature athlete. The main pathology is in the knee joint.

**Key Causes of Sports Injuries:** A successful fight against sports injuries is only possible by knowing the causes. There are many studies in sports medicine that analyze the causes of sports injuries and injuries. The following classification of the causes of sports injuries seems appropriate: Shortcomings and errors in the methodology of conducting lessons. These factors account for more than half of all injuries, especially in sports, athletics, gymnastics and wrestling. Injuries in this group result from non-compliance with important principles of training: regular exercise, gradual physical activity, consistency in the acquisition of motor skills, and individualization of training. In the analysis of the causes of sports injuries, compulsory exercise, underestimation of warm-up, use of technically difficult exercises at the end of training, lack of insurance or misuse of it during exercise have been identified several times. Violations in the organization of training and competitions, first of all, unsatisfactory condition of workplaces and unfavorable conditions for their conduct (from 5 to 10% of all sports injuries): violation of instructions and rules of training, as well as safety rules; improper design of competition programs, violation of the rules of their conduct; misplacement of pupils (e.g. playing football and throwing athletics equipment together on the same sports field or playing hockey and speed skating); overloading the exercise area (e.g., overloading the swimming pool can even lead to drowning).

Shortcomings in the material and technical support of classes and competitions - unsatisfactory condition of sports equipment and facilities, clothing, footwear. Clothes should be well wrapped in the picture, there should be no external hooks or clasps. Tight, well-worn sneakers cause friction, and in winter, there is a risk of freezing. Excessively loose sneakers or soccer shoes that do not have spikes or spikes are defective can reduce stability and cause injury. In hockey, skiing, speed skating and other sports, shoes should be installed with care) - so it accounts for 10 to 25 percent of all sports injuries. There are also instructions for using sports equipment and facilities. All of these guidelines are governed by the relevant commands, selection rules. Failure to do so, for example, the unevenness of the surface of the football field, the presence of sharp objects in it, the edges in the pool at the bottom, hard soil in the jumping pole and athletics, poor condition of the ice surface (cracks, hills), unevenness or smoothness of the gymnastic floor non-compliance with the established requirements, non-compliance of the size and weight of the balls for sports games), failure of gymnastic equipment with a smooth surface, stable, poor attachment (bars, horses, hurdles, etc.) and many other reasons often lead to injury to athletes is coming. The condition of the mats is important in preventing injuries during gymnastics and wrestling. They should be elastic, packed in a flat, firmly attached to each other. Unfavorable meteorological and sanitary conditions during training and competitions - for these reasons from 2% to 6% of all sports injuries. Inadequate assessment of meteorological conditions and temperature norms (heavy rain, wind, and snowfall, high or low temperatures) during training or competitions often leads to injuries.

Regardless of adverse weather conditions, holding scheduled competitions complicates the movements of athletes and therefore increases the chances of injury. Inadequate physical training in such conditions, low technical skills and experience of the athlete can lead to injury.

Injuries are known due to the lack of mountain conditions for athletes (climbers, skiers, skiers, etc.). Violation of medical supervision requirements; related injuries account for 4-6 percent of all sports injuries. Causes of injuries: admission of persons who have not passed a medical examination to sporting events and competitions; continuing training by athletes who have; The impact of external agents on the body (mechanical, thermal, electrical, light, mental, etc.) that

cause changes in the anatomical and physiological functions of organs and tissues and the local and general reaction of the affected organism is called trauma.

Depending on the agent causing the injury, injuries can be divided into mechanical, chemical, electrical, light, mental, operational, and other types. Injury often occurs under the influence of mechanical action on the tissues of the body, ie direct mechanical force (impact, crushing, stretching). Open and closed injuries are different. In closed trauma, the skin and mucous membranes are not damaged. These include bruising, stretching, and rupture of soft tissues (muscles, joints, veins, nerves). Injuries that penetrate and do not penetrate the cavity (abdomen, chest, skull, joints) are also distinguished. In trauma, the risk of infection entering the cavity makes it difficult for them to pass.

Depending on the nature of the injury, injuries can be divided into single, multiple, simple and combined types. Depending on the degree of risk of injury can be divided into the following groups:

The mechanism of injury often determines the nature and severity of the injury. With the development of sports in the country, there is a need to study the causes of injuries during sports, the conditions of their occurrence and measures to prevent them. For this reason, sports injuries are divided into a special group.

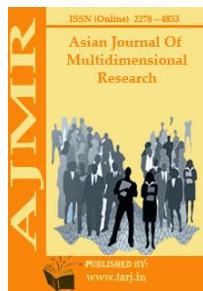
## CONCLUSION

The climate of modern sports requires the holding of international competitions in different countries, which are very different from each other. Climate change can lead to the emergence of unpleasant subjective sensations in athletes; disrupt the normal functioning of the cardiovascular system, which adversely affects the ability to work in sports. Athletes may experience unpleasant symptoms (fatigue, feeling of depression, headaches, sleep disturbances, decreased ability to work) due to changes in the rhythm of normal daily physiological functions when they travel to distant places where the time of the region is different, i.e. four hours or more. Injuries can also occur due to the underdevelopment of the athlete's body's ability to adapt (acclimatization).

If an athlete is unable to participate in training for a certain period of time, it can lead to loss of dynamic stereotypes and impaired coordination of movement, leading to injury. This means that the injury is caused by not following all the rules of physical education and sports. Therefore, in the prevention of sports injuries, doctors, coaches, physical education teachers, including athletes, must strictly follow these rules.

## REFERENCES

- [1] *Anatomy of Sports Injuries*. BradWalker, Textbook, 2019.
- [2] *Psychology of sports injury*. LydiaDovzhik, Textbooks. - Moscow. 2020
- [3] *Sports Injuries. Prevention and Rehabilitation* Vladimir Bakulin, Educational Literature 2013
- [4] *Sports Injuries. Clinical Practice of Prevention and Treatment* TeamofAuthors, Textbook, 2003.
- [5] Atxamdjanovna, F. K. (2020, December). Effectiveness of physical culture education effects of adolescents on scientific thinking in growth location of effective information. In *Конференции*

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI: 10.5958/2278-4853.2021.00351.7

## IMPACT OF MONEY SUPPLY ON EXCHANGE RATE IN NIGERIA: (1980 – 2011)

Emeka J. Okereke\*; Ezeji .E Chigbu\*\*; Ofili, Obinna Augustine \*\*\*

\*PhD

Department of Finance and Banking  
University of Port Harcourt, Choba, NIGERIA  
E-mail: erokereke77@yahoo.com

\*\* Ph.D

Department of Financial Management Technology  
Federal University of Technology, Owerri, NIGERIA

\*\*\*M.Sc

Department of Financial Management Technology  
Federal University of Technology, Owerri, NIGERIA

### ABSTRACT

*The paper examines the impact of money supply in determining the exchange rate of the currency with respect to fixed and flexible exchange rate policies in Nigeria. Time series data, sourced from Central Bank of Nigeria (CBN) was used. Money supply (MS) was decomposed to include Narrow Money Supply ( $M_1$ ), quasi money ( $Q_m$ ) and Broad Money Supply ( $M_2$ ). Econometric analysis based on the least squares procedure was conducted using E-View Version 7. Descriptive analysis was also carried out. It was found from the study that periods of floating exchange rate policy have influenced exchange rate positively even to a great extent and that quasi money showed a negative and significant sign on exchange rate, while narrow money exhibits a positive sign. Broad money supply indicates that expansionary monetary policy tends to diminish the Naira/ Dollar value. It is therefore recommended among others, that the Nigerian financial market in general and money market in particular should be strengthened in both depth and breadth. The available money outside the banking system should be properly channelled for productive purposes in order to achieve the desired stability in the naira exchange rate and by extension growth in the Nigerian economy.*

**KEYWORDS:** Exchange Rate, Financial Market, High-Powered Money, Monetary Policy, Quasi Money.

## 1.0 INTRODUCTION

The economy of any country rotates on the strength of the currency. The strength of the currency can be derived from its value in the international financial market. The value of the currency is derived from its rate of exchange with the other, especially the major, currencies in the world. The exchange rate determines to a large extent the volume of transactions in the economy. In a country where the transactions are mainly import-dependent, the exchange rate drives the nature and scope of overall economic activities.

There are various ways and means of determining the exchange rate of any given currency. Nonetheless, the most popular models are the Fixed Exchange Rate system and the Floating (or Flexible) Exchange Rate system, their variants notwithstanding. Exchange rate determination and movements are influenced by several factors but one of the most fundamental factors is money supply.

Money supply is the total sum of money in circulation that facilitates the exchange process in an economy at any given time. It is a certain multiple (m) of "high-powered money" (H) in a country which is also called "base money" or "monetary base" represented mathematically as  $M = mH$ .

Money supply is the money stock available in an economy and consists of the monetary assets (International Reserves and Domestic Credit) and liabilities (Cash and Banks' Deposits) of monetary system's balance sheet. It is a major policy tool used in monetary stability because of the dynamic and static roles of money, which include the provision of answer to the basic questions of the economy, key facilitator of the anchors of the economy and capital formation, among others. Given these roles, the quantity available at any time will affect economic activities and by extension macroeconomic variables, including exchange rate. The international value of domestic currency is measured by the stability of a ruling exchange rate, which is influenced by the quantity of money available for economic activities at any given time. The need to watch and control money supply to the economy becomes very fundamental. In Nigeria, the Central Bank of Nigeria (CBN) is mandated by Section 2 of 2007 CBN Act No. 7 to, among others, ensure monetary and price stability; issue legal tender currency in Nigeria; and maintain external reserves to safeguard the international value of the legal tender. Based on these objects, CBN is given power to use instruments like money supply to achieve them. However there are arguments that money supply (MS) is not a factor to use in achieving monetary stability since it is endogenously driven.

According to this group of heterodox financial economists, money supply is determined by the workings of the economy rather than that of Central Bank, thereby giving MS an endogenous posture. They believe, according to Wikipedia, that the sources of inflation and instability in other macroeconomic variables like exchange rate must be found in the distributional structure of the economy, and not in MS. Again, they see Central Bank's control over money supply as feeble, saying that there are two weak links between the growth of money supply and the inflation rate. First, an increase in money supply, unless trapped in the financial system as excess reserves, can cause a sustained increase in real production instead of inflation in the aftermath of a recession, when many resources are underutilized. Second, if the velocity of money, i.e. the ratio between nominal GDP and money supply, changes, an increase in money supply could have either no effect, an exaggerated effect, or an unpredictable effect on the growth of nominal GDP. Heikal (2005) noted that less orthodox monetarists hold that an expanded money supply will not



have any effect on real economic activity such as on production, employment levels and spending. Pettinger (2009) explained that 'if you print money to buy goods overseas, you are effectively devaluing your currency, thereby reducing the purchasing power of Sterling. If the government increased the supply of pounds (by printing money), the Pound would be worth less on the foreign exchanges so you would be able to buy less foreign goods/ debts with Pound Sterling, so printing money would not solve the problem of (our) foreign debt'.

As sound as the above argument by unorthodox financial economists may look, most countries of the world have adopted money supply as monetary management tool. The need for its adoption and regulation cannot therefore be overemphasized. According to CBN (2006), the need to regulate money supply is based on the knowledge that there is a stable relationship between the quantity of money supply and economic activity and that if its supply is not limited to what is required to support productive activities; it will result in undesirable effects such as high prices or inflation and unstable exchange rate.

Therefore, this research seeks to examine the impact of money supply on exchange rate in Nigeria between 1980 and 2011. The essence of studying this 32-year period is to cross-match the period of Fixed Exchange rate system between 1980 and 1985 with the era of Floating Exchange system between 1986 and 2011.

To put the paper into proper focus, it is sectionalized. Section 1 provided an introductory background, Section 2 reviewed relevant literature while Section 3 looked at the methodology. Section 4 analysed data and gave its interpretation. Recommendations and conclusion are done in section 5.

## 2.0 LITERATURE REVIEW

As pointed out in the introductory part of this paper, money supply is the sum total of all monetary instruments used in a country to consummate transactions over time. The Central Bank of Nigeria (CBN) defines money supply in two ways: narrow and broad money. Narrow money (M1) is defined to include currency in circulation plus current account deposits with commercial banks. Broad money measures the total volume of money supply in the economy and is defined as narrow money plus savings and time deposits with banks including foreign denominated deposits. Countries use different monetary instruments as means of effecting payment and as such there is no perfect definition of money supply. It differs from one country to the other and each definition depends on the level of sophistication and development of the financial system in general and the financial market in particular.

Money supply is usually measured with monetary aggregate as a means of exchange and as a store of value. The sum of both measures form the Total Monetary Aggregate of a country's money supply. It is presented as forming a continuum from the most liquid to the least liquid. The monetary measure presented by Central Bank becomes its definition of money supply whether narrowly or broadly defined. For instance, United States of America measures its money supply with the following monetary aggregates and their components: (Wikipedia, the free encyclopaedia)

**M0:** The total of all physical currency including coinage. M0 = Federal Reserve Notes + US Notes + Coins. It is not relevant whether the currency is held inside or outside of the private banking system as reserves.

**MB:** The total of all physical currency plus Federal Reserve Deposits (special deposits that only banks can have at the Fed).  $MB = \text{Coins} + \text{US Notes} + \text{Federal Reserve Notes} + \text{Federal Reserve Deposits}$

**M1:** The total amount of M0 (cash/coin) outside of the private banking system plus the amount of demand deposits, travellers checks and other checkable deposits

**M2:** M1 + most savings accounts, money market accounts, retail money market mutual funds, and small denomination time deposits (certificates of deposits of under \$100,000).

**MZM:** 'Money Zero Maturity' is one of the most popular aggregates in use by the Fed. It is  $M2 - \text{time deposits} + \text{money market funds}$

**M3:** M2 + all other CDs (large time deposits, institutional money market mutual fund balances), deposits of Eurodollars and repurchase agreements

**M4-:** M3 + Commercial Paper

**M4:** M4- + T-Bills (or  $M3 + \text{Commercial Paper} + \text{T-Bills}$ )

**L:** The broadest measure of liquidity that the Federal Reserve no longer tracks. Pretty much M4 + Bankers' Acceptance

In the United Kingdom, there are only two official monetary measures M0 and M4. M0 is referred to as the "wide monetary base" or "narrow money" and M4 is referred to as "broad money" or simply "the money supply". M1, M2 and M3 are not officially reported

**M0:** Cash outside Bank of England + banks' operational deposits with Bank of England.

**M4:** Cash outside banks (i.e. in circulation with the public and non-bank firms) + private-sector retail bank and building society deposits + private-sector wholesale bank and building society deposits and certificates of deposit.

The European Central Bank's definition of euro area monetary aggregates:

**M1:** Currency in circulation + overnight deposits

**M2:** M1 + deposits with an agreed maturity up to 2 years + deposits redeemable at a period of notice up to 3 months.

**M3:** M2 + repurchase agreements + money market fund (MMF) shares/units + debt securities up to 2 years

The Reserve Bank of Australia the monetary aggregates as:

**M1:** currency bank + current deposits of the private non-bank sector

**M3:** M1 + all other bank deposits of the private non-bank sector

**Broad Money:** M3 + borrowings from the private sector by Non Bank Financial Institutions (NBFIs), less the latter's holdings of currency and bank deposits

Other measures include:

**M4:** A less commonly used monetary aggregate, also known as "extended broad money". Depending on the country, it includes M3 + other types of deposits (such as those held by expatriate citizens or by various governmental agencies). This monetary measure is released by only a few countries.

**TMS: ("True Money Supply")** is a monetary measure developed by Murray Rothbard and Joseph T. Salerno of Austrian School of Economics which defines money as the final means of payment in all transactions. The TMS consists of the following: Currency in Circulation, Total Demand Deposits, Savings Deposits, U.S. Government Demand Deposits and Note Balances, Demand Deposits Due to Foreign Commercial Banks, and Demand Deposits Due to Foreign Official Institutions. (Hewitt, 2009)

In Nigeria, monetary aggregate is measured by M1 and M2. M1 includes demand deposits privately held with commercial banks and Central Bank. It is the narrow definition of money supply. M2 is made up of M1 plus Quasi (i.e. near) money (Okerekeet *al*, 2009). The most commonly used monetary measures are **M1**, **M2** and **M3**. But Nigeria has only **M1** and **M2**. The obvious reason is the level of development in the financial sector and it is the basis of our analysis in this study.

Money supply is a critical factor in determining the level of economic activity and the behaviour of price related economic variables like exchange rate. When money supply is increased, more money is allowed to go into the hands of producers and consumers, which consequently stimulates investment and consumption. Basically, as money supply expands, prices respond to such expansion especially in full capacity output condition and sometimes in the same proportion as explained in the quantity theory of money.

In this circumstance the behaviour of such macroeconomic variable like exchange rate may not be certain. Thus, researchers have tried to investigate the effect MS has on exchange rate, as it continues to be a sizzling issue in economic and financial discourse.

## EMPIRICAL EVIDENCE

Akinbobolai (2012) provided quantitative analysis of the dynamics of moneysupply, exchange rate and inflation in Nigeria from 1986:01 (Q1) to 2008:04 (Q4), using Vector Error Correction Mechanism (VECM). Atkenson and Kehoe (2001) in Akinbolai, believes that fixing the exchange rate has the advantage of providing an observable commitment to monetary policy. They formalized the argument that because it is more transparent, the exchange rate has a natural advantage as an instrument formonetary policy.

Hewitt (2009) in his study explained that exchange rate is affected if high-powered money (H) is increased by either Open Market Operation where the Central Bank purchases domestic assets (typically government bonds) or supply of demand deposits through banks' loan-making activities. Domestic Credit (DC) increases and the payment for it (in cash or in credit to bank deposits) increases H by the same amount. The reverse happens when the Central Bank sells domestic assets orForeign Exchange market intervention where the Central Bank purchases foreign assets (typically, US dollar assets including dollar deposits, US government securities, etc.). Foreign Assets increase and the payment for it also increase H. The reverse happens when the Central Bank sells foreign assets. Therefore exchange rate can be managed to the extent that money supply is controlled by an increase or decrease of high-powered money (H) at a given multiplier (m).

In another study by Mohammad (2010), it was found that monetary policy (money supply) has an important influence on the domestic variables (for instance, output and inflation), but has less influence on external variables such as current account and real exchange rates. In line with this finding, Familoni (1989) found monetary policy (Money Supply) as not having much influence

on economic growth and other variables like exchange rate in Nigeria. This according to him is because Nigeria does not have a highly integrated and monetized economy and regular information network system upon which the classical economists (monetarists) conducted their study and came to their conclusion.

West African Monetary Agency (WAMA) (2009) carried a comprehensive study of West African countries on an analysis of the relationship between money supply growth and the movements in nominal exchange rates and found that the degree of correlation is insignificant in UEMOA, Nigeria, Cape Verde and Liberia (below  $\pm 0.3$ ). It is however moderate in Sierra Leone and Ghana (between  $\pm 0.4$  and  $\pm 0.6$ ) and significant in the Gambia and Guinea (above  $\pm 0.7$ ). The correlation analysis suggests that an increase in money supply is likely to lead to currency depreciation in Gambia, Ghana, and Guinea. On the other hand, changes in money supply have negligible or no impact on the CFA, the Nigerian naira, the Cape Verdean escudo and the Liberian dollar. However, the analysis showed that an increase in money supply in Sierra Leone is likely to lead to a moderate appreciation of the Leone.

The tendency for real exchange rate appreciation following increases in broad money supply was observed in Liberia whilst the impact is moderately insignificant in Ghana, Nigeria, Sierra Leone, Cape Verde and most of the UEMOA countries. On the other hand, the pass-through effect of increases in broad money supply to real exchange rate depreciation is significant in the Gambia and Guinea.

In general, changes in money supply growth have no significant impact on real exchange rate stability in most ECOWAS countries, with the exception of the Gambia, Guinea and Liberia where the pass-through effect is significant. Thus, it could be concluded that excessive monetary expansion could worsen the real exchange rate of a few countries, while in some countries there are other important determinants that are likely to affect the real exchange rates.

Onosewalu and Taofeek (2008) in their study found that inflation rate, exchange rate, oil revenue, government spending and money supply are co-integrated. This revealed a strong relationship among the variables though inflation rate and exchange rate show no long term relationship, but short term relationship seems to exist between them.

Examining changes in money supply under flexible and fixed exchange rates respectively, Wikipedia Economics explained that an increase in money supply shifts the liquidity-money supply (LM) curve to the right. This directly reduces the local interest rate relative to the global interest rate, and depreciates the exchange rate of local currency through capital outflow. The depreciation makes local goods cheaper compared to foreign goods, and consequently increases exports and decreases imports. Hence, net exports are increased. Increased net exports lead to the shifting of the Investment-Saving (IS) curve to the right, partially or entirely mitigating the initial decline in the domestic interest rate.

Under the fixed exchange rate system, the central bank operates in the foreign exchange market to maintain a specific exchange rate. If there is pressure to depreciate the domestic currency's exchange rate because the supply of domestic currency exceeds its demand in foreign exchange markets, the local authority buys domestic currency with foreign currency to decrease the domestic currency's supply in the foreign exchange market. This keeps the domestic currency's exchange rate at its targeted level. If there is pressure to appreciate the domestic currency's exchange rate because the currency's demand exceeds its supply in the foreign exchange market, the local authority buys foreign currency with domestic currency to increase the domestic

currency's supply in the foreign exchange market. Again, this keeps the exchange rate at its targeted level. Generally speaking, a temporary (permanent) increase in a country's money supply causes a proportional short (long run sharp) depreciation of its currency.

The econometric study of Umeora (2010) on money supply, exchange rate and inflation showed that Money Supply (MS) and Exchange Rate are correlated. Each of the variables affects inflation in varying degrees. It means that an increase in MS will lead to an increase in exchange rate which implies depreciation of domestic currency.

The above studies showed the use of aggregate (broad) money supply on exchange rate. They failed to consider the component of broad money. This is the gap established. Therefore, this paper econometrically examined the impact of disaggregate (M1 and Qm) and aggregate (M2) money supply on exchange rate. This is with a view to determining the component that exerts more influence on exchange rate.

### 3.0 METHODOLOGY

Two major exchange rate systems, namely fixed and floating were used. It covered a period of 32 years (1980 - 2011). The study employed secondary data sourced from CBN Statistical Bulletin. Descriptive and quantitative analyses were carried out. E-View statistical package was used to determine the relationship between the variables. The data is presented in Appendix 1

Based on the Least Squares procedure, we specify a short-run model below:

$$\ln(\text{EXR}) = \beta_0 + \beta_1 Q_m + \beta_2 M_1 + \beta_3 M_2 + \beta_4 \text{RESERVE} + \beta_5 \text{DUMMY} \quad (4.0)$$

Where;

EXR= Exchange Rate

$Q_m$ = Quasi Money

$M_1$ = Narrow Money

$M_2$ = Broad Money

RESERVE= External Reserve (as Check variable)

Dummy= 1 for flexible regime, 0 otherwise (fixed exchange rate regime)

Apriori:  $\beta_1 < 0$ ;  $\beta_2 > 0$ ;  $\beta_3 > 0$ ;  $\beta_4 < 0$ ;

### HYPOTHESES

Four hypotheses were formulated for this research.

$H_{01}$ : There is no significant relationship between quasi money and the Naira/ Dollar exchange rate in Nigeria

$H_{02}$ : There is no significant relationship between narrow money and the Naira/ Dollar exchange rate in Nigeria

$H_{03}$ : There is no significant relationship between broad money supply and the Naira/ Dollar exchange rate in Nigeria

$H_{04}$ : There is no significant relationship between level of external reserve and the Naira/ Dollar exchange rate in Nigeria

## 4.0 DESCRIPTIVE AND QUANTITATIVE RESULTS

### 4.1 DESCRIPTIVE RESULTS

The descriptive results of our analyses are shown in Appendix 2 and they are presented as follows.

The growth in quasi money ( $Q_m$ ) became visible in 1986 but saw a stable growth up till 1992 when it gradually moved north ward till 2005. There was also a very sharp growth in the same direction up to 2011.

From the graph, narrow money supply ( $M_1$ ) became visible in 1987 and was stable up till 1990 when it steadily moved north ward till 2011.

Broad money supply ( $M_2$ ), just like  $M_1$ , started growing from 1987 and was stable till 1991 when it progressively moved upward till 2011. From the analyses it is obvious that money supply, on the aggregate, has been growing showing an expansionary posture of government.

Exchange rate stabilized from 1980 to part of 1986. In 1986, a gradual increase (depreciation) was observed up till 1993 when it stabilized again till 1998. There was a sharp steady north ward movement from 1998 to 2005. From 2005 to 2009, the naira gained some value by moving south ward. From 2009, a sharp north ward movement was recorded till 2011, showing naira depreciation. Any gain on the naira value, if any, is very insignificant from the graph.

### 4.2 QUANTITATIVE (ESTIMATION) RESULTS AND ANALYSIS

**TABLE 5.1: RESULTS OF SHORT-RUN ESTIMATED MODEL OF QUASI MONEY, NARROW AND BROAD MONEY SUPPLY, EXCHANGE RATE, AND EXTERNAL RESERVE IN NIGERIA (1980- 2011).**

| Variable     | Coefficient | t-Statistic | Prob.  |
|--------------|-------------|-------------|--------|
| C            | -0.573040   | -0.196688   | 0.8449 |
| $Q_m$        | -0.000285   | -10.20264   | 0.0000 |
| $M_1$        | 3.30E-05    | 1.133`998   | 0.2627 |
| $M_2$        | 0.000148    | 5.997033    | 0.0000 |
| RESERVE      | -0.000280   | -0.608725   | 0.5457 |
| DUMMY        | 21.79316    | 8.837231    | 0.0000 |
| R-squared    | 0.918594    |             |        |
| F-statistic  | 103.8133    |             |        |
| DW Statistic | 1.269380    |             |        |

Source: E-Views 7 Computation

### ANALYSIS OF SHORT-RUN RESULT

From the Short-run estimated linear model, the summary statistic shows that changes in exchange rate is explained by 91percent variation in quasi money, narrow money, broad money supply, external reserve and policy regimes in Nigeria.

The F-ratio is significant at 5% confidence level showing that the model has an overall significance and is good for our purpose.



We next consider the behaviour of the individual money supply component and external reserve surveyed as inferred from their coefficient estimates as shown below. Interestingly, the dummy or categorical variable indicates that periods of floating exchange rate policy regime has influenced exchange rate positively even to a great extent; this also implies that market-determined exchange rate policy is significant, relative to a fixed or regulated policy regime. This significant posture of floating exchange rate has not been reflected on the purchasing power of the Naira or other developmental indices like employment, human capital index and standard of living of the people, among others. The desired stability in exchange rate is yet to be attained. Therefore, the use of floating exchange rate system is still in question.

Looking at another variable more succinctly, Quasi money or near money showed a negative and significant sign on exchange rate. We therefore conclude that there is a significant relationship between quasi money and the Naira/ Dollar exchange rate in Nigeria. This suggests that growth in near money helps to strengthen the value of Naira. Policy implication of this finding advocate that the depth of near money should be developed and sustained as a means of strengthening the Naira against the US Dollar and other currencies of the world, especially in a market-determined policy regime.

Also, the estimated short-run model reveals that narrow money exhibits a positive sign. Therefore, this reveals there is a significant relationship between narrow money and the Naira/ Dollar exchange rate in Nigeria. This implies that increase in narrow money supply (expansionary monetary policy) tends to depreciate the Naira/ Dollar worth.

Inspection of the composite (broad) money supply indicates that expansionary monetary policy tends to depreciate the Naira/ Dollar value. The result accepts the alternate hypothesis that there is significant relationship between broad money supply and the Naira/ Dollar exchange rate in Nigeria. This finding is consistent with the position in Pettinger (2009). According to him, 'if you print money to buy goods overseas, you are effectively devaluing your currency'. Similarly, Umeora (2010) showed that money supply and exchange rate are correlated.

Foreign reserve, in addition, illustrates a negative relationship with foreign exchange rate. Thus, the null hypothesis is rejected in favour of the alternate, which states there is significant relationship between level of external reserve and the Naira/ Dollar exchange rate in Nigeria. This implies that accumulation of foreign reserve would strengthen the Naira/ Dollar value.

It is widespread to treat the terms "autocorrelation" and "serial correlation" synonymously, although Tintner (1965) in Gujarati (2007) has distinguished the two expressions. He defined autocorrelation as lag correlation of a given series with itself lagged by a number of time units, whereas, according to him, serial correlation is lag correlation between two different series. Importantly, we employed the Durbin-Watson (DW) test for autocorrelation; it is based on the assumption underlying the ordinary least squares (OLS), that the error term ( $\mu$ ) is assumed to be uncorrelated.

The null hypothesis for this test states that:

$H_0: \rho = 0$                        $V_{s,}$                        $H_1: \rho \neq 0$ , Reject  $H_0$  at 0.05 level if:

**TABLE 4.2: DURBIN-WATSON (D) DECISION RULES**

| Null Hypothesis             | Decision    | If                    |
|-----------------------------|-------------|-----------------------|
| No positive autocorrelation | Reject      | $0 < d < d_L$         |
| No positive autocorrelation | No decision | $d_L \leq d \leq d_U$ |

|                                          |               |                               |
|------------------------------------------|---------------|-------------------------------|
| No negative autocorrelation              | Reject        | $4 - d_L < d < 4$             |
| No negative autocorrelation              | No decision   | $4 - d_u \leq d \leq 4 - d_L$ |
| No autocorrelation, positive or negative | Do not reject | $d_u < d < 4 - d_u$           |

Source: Gujarati (2007: 480)

However, the computed Durbin-Watson value is 1.269380. It is set that the tabulated Durbin-Watson value is certain as  $D_L = 1.109$ ,  $D_U = 1.819$ . The tabulated lower Durbin-Watson  $D_L$  is less than the computed Durbin-Watson and the tabulated upper Durbin – Watson ( $d_u$ ) is greater than the computed Durbin-Watson value; hence, we cannot conclude that the error terms are associated with one another.

## 5.0 RECOMMENDATIONS

Based on the research findings and discussions, the following recommendations are proffered.

The Nigerian financial market in general and money market in particular should be strengthened in both depth and breath. This will help the quasi money component of money supply to play its rightful role in driving the economy. The monetary authority should watch their current expansionary posture and move towards contraction of money supply. This will no doubt help in enhancing the value of domestic currency.

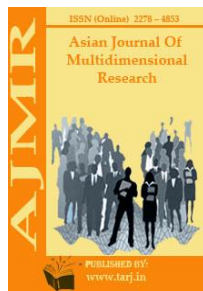
The available money outside the banking system should be properly channelled for productive purposes in order to achieve desired stability in the naira exchange rate and, by extension, growth in the Nigerian economy.

Deliberate and conscious effort should be made to increase the level of Nigerian foreign reserve based on diversified sources without sacrificing foundational infrastructures that are near non existence. This can only be attained by embarking on policies that will strengthen and sustain the productive base of the economy.

## REFERENCES

1. Familoni K. A (1989) “Development in Macroeconomic Policy”, *Nigerian Journal of Economic and Social Sciences*, 12(1)
2. Gujarati D.N. And Sangeetha (2007) *Basic Econometrics* Fourth Edition, New Delhi: Tata McGraw-Hill Publishing Company Limited.
3. Heakal, R. (2005): ‘What Is The Quantity Theory Of Money? Available online at <http://investopedia.com>
4. Hewitt, M. (2009): “Growth of Global Money Supply”, Available online at [www.DollarDaze.org](http://www.DollarDaze.org).
5. Mohammad, S. D. (2010): “Impact of Money Supply on Current Account: Extent of Pakistan”, *European Journal of Scientific Research*, Vol.41 No.2 <http://www.eurojournals.com/ejsr.htm>
6. Okereke, E.J. (2004): “Exchange Fluctuations and Macroeconomic Stability in Nigeria 1970-2001”, Unpublished PhD Thesis, Federal University of Technology, Owerri.
7. Okereke, E.J., Sanni T.A, Anyanwu G.I and Ogunbiyi S. (2009) *Money and The Nigerian Financial System* 3<sup>rd</sup> Ed. , Owerri: JESO International.
8. Pettinger, T. (2009): “Effect of Printing Money on the Economy”, *Economics Wikipedia*

9. Umeora, C. E. (2010): “Effects of Money Supply and Exchange Rates on Inflation in Nigeria”, *Journal of Management and Corporate Governance*, Volume 2, December 2010.  
[www.cenresin.org](http://www.cenresin.org)
10. West African Monetary Agency (WAMA), “Money Supply Growth and Macroeconomic Convergence in Ecowas”, *Freetown, October, 2009*

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00354.2**

## THEORETICAL FOUNDATIONS OF INTERACTIVE LEARNING IN MATHEMATICS LESSONS IN PRIMARY SCHOOL

Laziza Gaybullaevna Rasulova\*; Parvina Khuseynovna Radjabova\*\*

\*Lecturer,  
Bukhara State University  
Bukhara, UZBEKISTAN

\*\*Student,  
Bukhara State University  
UZBEKISTAN

### ABSTRACT

*The article is devoted to the issues of the possibility of increasing the level of formation of universal educational actions of primary school children in mathematics through the use of interactive methods and teaching techniques. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process.*

**KEYWORDS:** Primary Education, Mathematics, Interactive Learning, Interactive Methods, Primary School Age, Educational Technologies.

### INTRODUCTION

Currently, a new education system is being formed in Uzbekistan, aimed at entering the world educational space. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process.

With the introduction of new educational standards, the ability to build learning technology becomes necessary for every primary school teacher. In accordance with the requirements of the standards, the educational process is organized by the teacher, taking into account the characteristics of the students. In this regard, the teacher must know the technique of constructing the learning process for younger students, including the use of interactive tools.

Not so long ago, it was not possible to solve these problems due to the inaccessibility of real conditions for their implementation with the traditional approach to education and traditional teaching aids, which were more focused on the classroom system of lessons.

## THE MAIN FINDINGS AND RESULTS

Reforming the education system is aimed at making the student a central figure in the educational process so that the cognitive activity of a younger student is at the center of attention of teachers, developers of applications and programs, i.e. the school should first of all create conditions for the learning process, and not teaching, as was the case with traditional teaching. Secondly, the efforts of the school should be aimed at implementing a social order - to prepare primary graduates who are able to independently acquire the necessary knowledge, as well as skillfully apply them in practice to solve emerging problems, be able to competently work with information, be communicative, contact in all kinds of social groups. Be able to work together in different areas and situations.

### Interactive learning tools are a collection of virtual jobs, each of which includes:

- 1) Reference material - textual information that explains the essence of the performed control or homework and allows the student to acquire theoretical knowledge;
- 2) Video images demonstrating the order of certain work on the topic;

Before introducing the concept of interactive learning tools, consider the concept of interactivity. What is it and where did it come from?

The words "interactive" in translation from English ("interact" = "Inter" - "between", "mutual", "act" - to act) means interaction. Scientists argue that "interactivity is, firstly, the ability of a person to actively influence the content, appearance and thematic focus of a computer program or electronic resources, and secondly, the ability to communicate, expressing his opinion and learning the opinion of a communication partner.

Interactive learning implies a logic of the educational process that is different from the usual one: not from theory to practice, but from the formation of the latest skill to its theoretical comprehension through the application. The experience and knowledge of the participants in the educational process serve as a source of their mutual enrichment. By sharing their own knowledge and work skills, students take on a share of the teaching functions of the teacher, which increases their motivation, and this contributes to greater learning productivity.

The interactive network will allow trainees to examine themselves at any convenient time, and in a relaxed atmosphere. This is the only way to change the attitude towards exams. The mistake will not have a punitive consequence; on the contrary, it will force the system to help the learner fill in the lack of knowledge on a particular topic. If someone has difficulties, the system will recommend discussing this problem related to a particular subject and the teacher. If a student systematically controls himself, he will feel the level of his training, and then the official exams for him will cease to inspire so much fear but will only give joyful moments.

| Means of edication |                              |                            |                   |
|--------------------|------------------------------|----------------------------|-------------------|
| Training kit       |                              | Equipment                  |                   |
| Traditional        | interactive                  | Traditional                | interactive       |
| Textbook           | Interactive textbook         | Table                      | Interactive table |
| Reference book     | Interactive reference book   | Film-strip                 | Projector         |
| Problem book       | Interactive book of problems | Specially equipped cabinet | interactive       |

|                                                          |                                                    |            |                |
|----------------------------------------------------------|----------------------------------------------------|------------|----------------|
| Laboratory workshop                                      | Interactive laboratory workshop                    | calculator | The tablet     |
| Visual aids                                              |                                                    | -----      | Plasma panel   |
| Traditional                                              | interactive                                        | -----      | Testing system |
| a) Visual aids<br>b) Posters<br>c) Cards<br>d) Panoramas | a) interactive<br>b) interactive<br>v) interactive |            |                |

Interactive learning tools - software, hardware, and software and technical means and devices operating on the basis of microprocessor and computer technology, providing training in the interactive interaction of the consumer with a personal computer.

Interactive learning tools allow you to build educational material in the form of a hierarchical Internet network of components, allow you to create, structure and connect different components of the content of education, which will be possible not only in the form of stationary and moving objects when solving problems at speed when deriving formulas. This gives the creators of the content of education not small opportunities to organize the pedagogical process at a qualitatively new level.

Interactive learning tools are actively entering our lives, helping each student to maximize their creative potential, become more successful in their studies, and make the world around them brighter. Consider the most common interactive teaching aids for studying school subjects.

- 1) E-book.
- 2) Electronic workbook.
- 3) Interactive whiteboard.
- 4) Interactive table.

**An e-book** is an informational interactive system that provides students with access to page-by-page organizational information. An electronic textbook provides a set of theoretical, reference and information, practical material and tasks for training, control, and quality assessment of knowledge assimilation, which is formed with the help of special programs that allow presenting information in the form of text, graphic images, as well as multimedia video and sound effects.

In modern schools, an increasing place is occupied by interactive teaching aids. They have the ability to "respond" to the actions of the teacher and student, to "enter" into a dialogue with them.

**Electronic workbook** - a manual for working directly with the material present in it on the relevant topic of the subject being studied; is used to consolidate the topic in order to increase the volume of practical activities and the variety of content, forms of work, as well as types of activities of primary school students.

**The interactive whiteboard**, as a modern teaching tool, provides a number of advantages when organizing a training session. It enhances the delivery of material to students, allowing the teacher to actively work with web resources, gives more opportunities to interact with students and discuss the material being studied in the lesson, makes them interesting and exciting for younger students. An interactive whiteboard gives the teacher and students a unique combination



of interactive and traditional methods of organizing educational activities, makes it possible to work with almost any software; to implement various methods of individual, collective, and public work of students; allows any present younger student in the class to be an active participant in the lesson.

Interactive table is a completely new generation multimedia center that allows several users to freely interact with interactive programs and with each other at the same time. It allows you to effectively engage learners in the learning process.

The interactive surface is controlled by touch. It is considered a revolutionary multi-touch computer that allows you to interact with content in an intuitive way without using other devices. An interactive table has a large work surface, and several users work at such an interactive table at the same time. With its help, learning becomes fun and interesting for younger students.

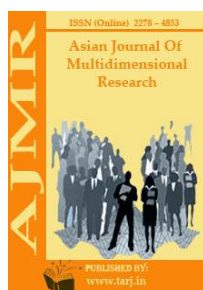
## CONCLUSION

Thus, in contrast to traditional teaching tools, interactive ones allow not only filling the student with a large number of ready-made, strictly selected, appropriately planned knowledge but also developing the intellectual, creative abilities of students, their ability to acquire new knowledge and work with various sources of information.

## REFERENCES

1. Gaybullaevna R. L. Information technology in primary school //ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL. – 2021. – Т. 11. – №. 1. – С. 1498-1503.
2. Rasulova L. G. Formation of Abilities and Skills in Measuring Activity in Preschoolers //The American Journal of Social Science and Education Innovations. – 2021. – Т. 3. – №. 02. – С. 363-369.
3. Расулова Л. Г., Саидмуродова А. К. МЕТОДИКА ПОДГОТОВКИ ВОСПИТАТЕЛЕЙ К ОБУЧЕНИЮ МАТЕМАТИКЕ НА ОСНОВЕ КОМПЕТЕНТНОСТНОГО ПОДХОДА В ДОШКОЛЬНОМ ОБРАЗОВАНИИ //Academy. – 2020. – №. 12 (63).
4. Rasulova LG Formation and development of logical thinking in preschool children through mathematical development // Problems of pedagogy. - 2020. - No. 1 (46).
5. Расулова Л. Г. Расулова А. Г. ФОРМИРОВАНИЕ ЗНАНИЙ О ГЕОМЕТРИЧЕСКИХ ФИГУРАХ //Academy. – 2020. – №. 5 (56).
6. Расулова Л. Г. Холмуродов М. З. ОСНОВНЫЕ ПРОБЛЕМЫ ПРОГНОЗИРОВАНИЯ В УСЛОВИЯХ РЫНОЧНОЙ ЭКОНОМИКИ //ББК 65.0501 С 56. – 2019. – С. 340.
7. Turdieva M. J., Olimov K. T. Game Technologies As An Innovative Type Of Student-Centered Education //The American Journal of Social Science and Education Innovations. – 2021. – Т. 3. – №. 02. – С. 183-187.
8. Олимов К. Турдиева М. Maktabgachata'lim V Atarbiyajarayonini amalga oshirishda innovatsion yondashuv VA "ilk qadam" davlati' quvdasturi //Общество и инновации. – 2021. – Т. 2. – №. 2/S. – С. 419-423.
9. Juraqulovna, Turdiyeva Mohira. "TYPES OF PERSON-CENTERED TECHNOLOGY IN THE EDUCATIONAL PROCESS." E-Conference Globe. Vol. 3. No. 1. 2021.9. Gafurova D. H. Development of Skills and Abilities of Speech Communication of Students //

- International Engineering Journal for Research & Development. - 2020. - Т. 5. - No. 4. - S. 4-4.
10. Temirovna O. L., Chorievna R. L. Methodology to organize independent work of students in mathematics lessons in primary school // ACADEMICIAN: An International Multidisciplinary Research Journal. - 2020. - Т. 10. - No. 10. - S. 387-393.
11. Рахмонова, Гуллола Шавкатовна, and Азиза Файзулло Кизи Чоршамова. "Значимые стороны национальных игр в процессе воспитания дошкольников." *Проблемы педагогики* 1 (46) (2020).
12. Рахмонова, Г. Ш. & Чоршамова, А. Ф. К. (2020). Значимые стороны национальных игр в процессе воспитания дошкольников. *Проблемы педагогики*, (1 (46)).

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00312.8**

## SECOND LANGUAGE LEARNING: ISSUES AND IMPLICATIONS

**Zafar Kholkhodjaevich Abdullaev\***

\*Assistant Teacher,  
Department of Foreign Languages,  
Jizzakh State Pedagogical Institute  
Email ID: zafarabdulla@gmail.com

### ABSTRACT

*This paper tries to investigate the current issues in second language acquisition in terms of various factors such as age, motivation, personality and so on. Furthermore, different approaches and methodologies will be explained. It also aims to set objectives for learning and teaching. Finally, particular paper provides implications on SLA by examining various researches.*

**KEYWORDS:** *SLA, Approaches, Methodologies, Learning, Implications, Acquisition-Learning Hypothesis, Monitor Hypothesis, Input Hypothesis, Affective Filter Hypothesis, Natural Order Hypothesis.*

### INTRODUCTION

Second Language Acquisition (SLA) is considered one of the most investigated and important field in linguistics. A lot of researches has been carried out to study the field. However, it still remains as mostly debated field. Even as Gass claimed (2008), it has advanced into an independent instruction with its own research intentions or motives, still has various issues and remains problematic. Taking into consideration that the field is new and the investigations, researches have been done for about only 40 to 50 years one can assume that the field can develop further and the gaps in the field can be studied thoroughly. Current paper mainly discusses the below mentioned factors:

1. Historical overview
2. SLA: Different Approaches
3. Various implications on second language acquisition

### Historical Overview:

Second language acquisition (SLA) is a most referred field though it is relatively new comparing to other fields in applied linguistics. And there have many scholars, linguists who have significantly contributed to the field to name few they are Chomsky, Corder, Selinker, Nemser and others. In 1959 Chomsky introduced to the field his own form of linguistics which later was recognized by many scholars of the field for a long period and that popularity was even then referred to as Chomskyan era. It was a linguistic system where all the languages shared the same properties according to Chomsky. Furthermore, Chomsky claimed that the acquisition of child language was natural not depending on universal grammar or any kind of linguistic input (Selinker, 1972). Depending on Chomskyan notion one can assume that the second language acquisition is acquired in the same way as the first language. However, this claim is proved with only child acquisition of a second language when they are exposed to the language directly. After about a decade Krashen (1981) presented his famous 5 hypotheses to the theory of second language acquisition:

- The Acquisition-Learning hypothesis;
- The Monitor hypothesis;
- The Input hypothesis;
- The Affective Filter hypothesis;
- The Natural Order hypothesis.

If we look into the first hypothesis it divides the linguistic system into “acquired system” and “learned system” differently than Chomsky. According to Krashen language can be acquired not only in a natural way but also through conscious learning by linguistic input. Summarizing his other hypotheses, we can assume that there are other important factors in SLA such as age, motivation, self-esteem, anxiety and personality which play an important role in SLA. In fact, Krashen goes deeper into the field paying attention to each and every detail in the acquisition of a foreign language. For instance, in terms of personality and motivation he divides the learners as optimal users and under-users. Now they are referred as introvert and extravert learners respectively.

### SLA: Different Approaches and methodologies:

According to Towell and Hawkins (1994), there have been different approaches implemented by researchers in SLA towards explaining such notion. These approaches mainly divided into three categories: linguistic approaches, sociolinguistic approaches, and psychological approaches.

**Linguistic approaches:** Study the learners’ ability in acquiring the foreign language depending on biological factors. And the grammar is naturally inherited by infants. The age factor is important for the same. According to the Natural Order hypothesis by Krashen grammatical structures have a natural order depending on the learners’ age wherein young learners can acquire more simple structures and adults can learn more complex ones as they have verbal abilities. Furthermore, there is a term called Critical Period Hypothesis where one side of the brain stops functioning due to neurological factors after puberty and a learner is not able to achieve a native like attainment of a foreign language. However, there are many contradicting studies about the CPH. And some more research studies, experiments have to be done on the same.

**Sociolinguistic approaches:** Mainly deal with two issues: first attitudes which learners have in learning the second language or “affective variables” as defined by Krashen (1981) such as motivation, self-esteem or anxiety. They can be positive and negative. And they are closely connected. In order to acquire the target language learner must have a high motivation and low anxiety. Second is the culture which is connected with the language. As Gass (1998) stated contemporary learner identity theories suggest ways to observe the individual language learner in a larger social world. Therefore, the diverse positions from which language learners are able to participate in social life and demonstrate how they can, but sometimes cannot adjust to the target language community. This is very important to overcome speech barriers.

**Psychological or cognitive approaches:** Study the relation between linguistics and psychology. As in achieving linguistic system psychology of a learner is essential. Because it deals with behavior and interactions of a learner. It also involves a set of habits where some grammatical structures become natural. For instance, some linguistic features are transferred from the first language into the second language which might affect both positively and negatively in the acquisition of second language.

#### **Various implications on second language acquisition:**

It can be implied that all the three approaches are essential in second language acquisition. If linguistic approaches deal with the linguistic factors such as grammar or “affective variables” in contrast the sociolinguistic approaches closely study the inevitable relationship between attitude and context towards language learning which vary from culture to culture. And it might impact negatively in comprehensible input. A good example can be of some poor societies not having an access to basic needs which are compulsory for comprehensible input. As Krashen (1981) himself argues that a child must be provided with all the necessary objects that help for the development of speech. Furthermore, teachers should take into close consideration of the learners’ background and personality also the age factors where to what extent learners are able to acquire the language rules depending on their ages. And also needs to closely monitor each and every learner’s progress. As in Krashen’s Input hypothesis teachers need not to tend teaching speech as it is a natural competence. Because there is a natural order claiming that if once necessary knowledge is stored or learned then speech is automatically provided. First learner stores or learns the required knowledge and only then processes it.

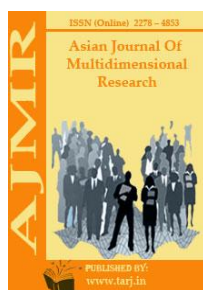
#### **CONCLUSION**

The field of SLA is diverse and complex as it has been investigated throughout this paper. In order to fully understand this field, one must consider all the related issues that affect the process of acquiring the target language such as age, motivation, personality and of course mainly linguistic system which covers all the language aspects, as well as the sociolinguistic factors where the effect of society and culture in the acquisition of a foreign language is essential. As an outcome, it has been attempted to provide an account of those issues. Firstly, the paper emphasizes on the historical development of the field of second language acquisition showing the contributions of the scholars in linguistics. Secondly, the various approaches to SLA have been presented in detail. Finally, some implications from the various perspectives have been implied and explained.

**REFERENCES**

1. Ellis, R. (1985). *Understanding Second Language Acquisition*, Oxford: Oxford University Press.
2. Ellis, R. (1992). *Second Language Acquisition and Language Pedagogy*, Clevedon: Multilingual Matters.
3. Gass, S. & Selinker, L. (2008). *Second Language Acquisition: An Introductory Course*, New York: Taylor & Francis.
4. Hammerly, H. (1987). The Immersion Approach: Litmus Test of Second Language Acquisition through Classroom Communication, *the Modern Language Journal*, Vol. 71, No. 4.
5. Krashen, S. (1981). *Second Language Acquisition and Second Language Learning*, Pergamon Press Inc.
6. Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*, New York: Longman.
7. Nemser, W. (1971). Approximate systems of foreign language learner *IRAL* 9/2 pp 115-123.
8. Selinker, L. (1972). Interlanguage, *IRAL; International Review of Applied Linguistics in Language Teaching*, 10:3, p.209.
9. Towell, R., & Hawkins, R. (1994). *Approaches to Second Language Acquisition*, Clevedon: Multilingual Matters LTD.
10. White, L. (2003). *Second Language Acquisition and Universal Grammar*, Cambridge: Cambridge University Press.
11. Djabbarov, S. (2020). Бўлажак чет тил муаллимининг касбий тайёргарлиги ва уни шакллантириш йўллари. Архив Научных Публикаций JSPI, 1(52). извлечено от [https://science.i-edu.uz/index.php/archive\\_jspi/article/view/4899](https://science.i-edu.uz/index.php/archive_jspi/article/view/4899)
12. Djabbarov, S. (2020). article Ingliz tilidagi frazeologik birliklarnio'zbek tiligatarijima qilish muammolari: Ingliz tilidagi frazeologik birliklarnio'zbek tiligatarijima qilish muammolari. Архив Научных Публикаций JSPI, 1(68). извлечено от [https://science.i-edu.uz/index.php/archive\\_jspi/article/view/3470](https://science.i-edu.uz/index.php/archive_jspi/article/view/3470)
13. Djabbarov, S. (2020). Статья ПРОБЛЕМЫ УПРАВЛЕНИЯ КАЧЕСТВОМ ОБРАЗОВАНИЯ В ВУЗЕ В РЕСПУБЛИКИ УЗБЕКИСТАН: ПРОБЛЕМЫ УПРАВЛЕНИЯ КАЧЕСТВОМ ОБРАЗОВАНИЯ В ВУЗЕ В РЕСПУБЛИКИ УЗБЕКИСТАН. Архив Научных Публикаций JSPI, 1(53). извлечено от [https://science.i-edu.uz/index.php/archive\\_jspi/article/view/4561](https://science.i-edu.uz/index.php/archive_jspi/article/view/4561)
14. Djabbarov, S. (2020). Article Ijtimoiy-psixologik kompetitlilik tushunchasixususida. Архив Научных Публикаций JSPI, 1(52). извлечено от [https://science.i-edu.uz/index.php/archive\\_jspi/article/view/4897](https://science.i-edu.uz/index.php/archive_jspi/article/view/4897)



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00311.6**

## STYLISTICS AS A SCIENCE OF A LANGUAGE

**Zebo Meliyevna Nizomova\***

\*Independent Researcher,  
JizzakhState Pedagogical Institute  
UZBEKISTAN  
Email id:zebo\_lass@mail.ru

### ABSTRACT

*The subject and content of stylistics as a science of language has not yet been precisely defined, therefore, stylistic problems are attracting more and more attention of linguists, philologists and other specialists. With this regard, this article discusses some matters on stylistics as a science of a language and some points by linguists on how it became one of the main devices in literature.*

**KEYWORDS:** Style, Stylistics, Linguistic Problem, Stylistic Problem, Linguistic Subsystems, Functional Styles, Sublanguages, Phraseological Combinations, Turns, Constructions.

### INTRODUCTION

The subject and content of stylistics as a science of language has not yet been precisely defined, therefore, stylistic problems are attracting more and more attention of linguists, philologists and other specialists. Many linguists agree that stylistics is a branch of linguistics that studies the whole variety of expressive means of language. Stylistics holds a special place among other language disciplines. Unlike linguistic disciplines that analyze the composition of a language and its categories, stylistics affects various expressive capabilities of the language, characteristic of specific types of language use, i.e. styles.

The stylistics of the language explores the specifics of linguistic subsystems - functional styles and sublanguages, characterized by the originality of vocabulary, phraseology and syntax on the one hand, and emotional, expressive and evaluative properties of various linguistic means, on the other. The stylistics of speech studies individual original texts, considering how they convey the content, not only following the norms known to the grammar and stylistics of the language, but also on the basis of their belonging to the functional styles of the English language. This is its task as a separate science among other linguistic disciplines.

## METHODS AND METHODOLOGY

The term "style" has several meanings. It may indicate one or another differential type of language, where style is "a linguistic subsystem with a kind of vocabulary, phraseological combinations, turns and constructions, which differs from other varieties mainly by the expressive-evaluative properties of its constituent elements and is usually associated with certain spheres of speech use." [3, p. 455]. Another interpretation of the style is related to the areas of use of the texts.

The system of functional styles of the English literary language is formed by scientific, newspaper, journalistic, official-business, oratory, poetic, artistic and colloquial styles. Linguists consider these styles in different ways. According to I.R. Halperin, the functional style of language is a system of interconnected language means that serves a specific purpose in human communication. The functional style should be considered as a product of a specific task set by the author of the message [1, p. 249]. I.V. Arnold notes that the emergence and existence of functional styles is due to the specifics of communication conditions in different spheres of human activity [2, p. 320].

## RESULTS

Stylistics is a section of linguistics that studies features of the functioning, use of linguistic units and categories within the framework of the literary language and their correspondence with its functional stratification in various conditions and situations of verbal communication, and the functional-style system of the literary language in its history and current state is also studied.

Stylistics is subdivided into:

- On the style of linguistic units;
- Functional style;
- On the style of the text.

Researchers combine two tasks of stylistics:

- 1 Learning language styles;
- 2 Learning the expressive means of language;

V.V. Vinogradov believed that by studying the expressive qualities of speech means, establishing synonymous equivalents of variants that exist in the field of vocabulary, parts of speech and syntactic constructions, stylistics is a kind of pinnacle of research

Style content:

1. General information about language styles.
2. Assessment of the expressive-emotional coloring of the language means.
3. Synonymy of linguistic means.

For stylistics, some general provisions are important:

1. There are no absolute synonyms in the language, i.e. elements not

Differing from one another neither in meaning, nor in stylistic or emotional coloring; The remark of V.G. Belinsky that "... in a language there can be no two words that are completely equivalent and identical in the expression of the same

Concepts "

2. Synonymous options should not go beyond

Literary norm;

3. Based on synchronic and diachronic stylistics, synchronous and diachronic comparison possible synonyms.

It is customary to subdivide stylistics into linguistic stylistics and literary style, and there are different options for combining them, and the first can serve as the basis for the second. When developing the stylistics of perception, both are necessary. They become two aspects of the same problem, and one must be able to see not only the difference, but also the unity between them. Linguistic stylistics, the foundations of which were laid by S. Bally, compares the national norm with special subsystems characteristic of different spheres of communication, called functional styles and dialects (linguistic stylistics in this narrow sense is called functional stylistics), and studies the elements of language in terms of their ability to express and evoke emotions, additional associations and evaluation.

An intensively developing branch of stylistics is comparative stylistics, in parallel considering stylistic possibilities of two or more languages. Insofar as comparative stylistics is inextricably linked with literary translation; it, like the stylistics of perception, cannot be isolated from the stylistics of literary criticism. Literary stylistics studies the totality of means of artistic expression characteristic of literary

a work, an author, a literary movement or an entire era, and the factors on which artistic expressiveness depends. The division into linguistic stylistics and literary stylistics partially, but not completely, coincides with another important division, namely, with the division into language stylistics and speech stylistics. Speech stylistics considers any speech works. The most important difference between these two types of stylistics is the fact that linguistic stylistics explores the expressive possibilities of language, and literary stylistics - the features of the use of these possibilities by one or another author, direction or genre. Literary stylistics, studying linguistic and other means of literary and artistic depiction of reality, is, like poetics, a section of literary theory and occupies an important place in the history of literature. Fiction is studied not only by stylistics, but also, first of all, by the history and theory of literature, as well as aesthetics, psychology and other sciences. Each of them has its own specific tasks, its own approach, its own method of consideration, but each uses, or at least should use the results obtained by the others. The comprehension of a work of art occurs with the help of three related humanitarian disciplines: literary criticism, history and linguistics, which allows

to reveal the socio-historical and socio-ideological foundations of the individual stylistic characteristics of the author. Describing the language and style of a work of art, stylistics is based on the study of social life during the period of writing the work, the country in which it was created, the culture and language of the era. The task of literary stylistics is deep penetration into the creative method of the author and into his originality individual skill. At the same time, stylistic analysis and subsequent stylistic synthesis should not be reduced to historical, genetic

and other possible comments. Commenting is necessary, but it does not replace the study of the work itself as an ideological and artistic whole.

This horizontal section must be supplemented with some general problems: the description of functional styles, the theory of images, the theory of context and contextual techniques of promotion, consideration of the problem of the norm and deviations from it, and some others. The division into levels is justified because language, being the most important means of communication, is a complex sign system, in which, when studying it, several subsystems, levels, or tiers are distinguished, each of which has its own basic unit, its own specificity, its own categories. The levels are interconnected and cannot function separately from each other. Distributive relations and code rules exist between units of the same level that determine their compatibility. Relationships between units of adjacent levels are integrative: units of each lower level serve as a kind of bricks from which, according to certain rules, the units of the next one are built. In linguistics, there is no unity with regard to classification, nomenclature and the number of levels, but the division by levels itself does not raise objections, and the most widespread subdivision remains in style.

### ANALYSIS

In recent years, significant changes have taken place in the English language, primarily in the field of mass communication. These changes, predetermined by global changes in the economic and political life of society, require the translator to maximize awareness of the situation in the world. Therefore, it becomes necessary to competently convey all the stylistic features of the original language with similar in use, equally familiar stylistic techniques of the target language.

It is known that many authors introduce certain constructions into the text, guided by their own methods; Having understood them, the reader is able to better understand the information that the author of the original text wants to convey to him. The translator, as a mediator between cultures, needs to convey the shades of speech of native speakers that are different for different conditions of linguistic communication.

The role of the figurative and expressive means of the language is to give speech clarity, visibility and imagery. Visual means make speech visual, since they affect not only conceptually, but also figuratively, i.e. give visual, auditory, olfactory, gustatory, tactile information. By pictorial and expressive means is meant any means of expressiveness used to achieve imagery. Pictorial and expressive means serve where the speaker or writer has some new idea that does not yet have any special name. Trope - "the concept of poetics and stylistics, denoting such turns (images), which are based on the use of a word (or a combination of words) in a figurative sense and are used to enhance the pictorial and expressiveness of speech" [3, p. 227]. Visual and expressive means also help the author to find individuality of style, and the translator - to correctly translate the original text without losing its meaning and stylistic color.

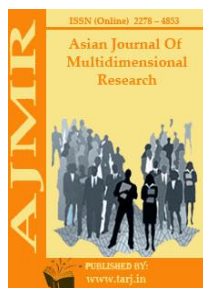
### CONCLUSION

The depiction of the feeling of speech requires special stylistic figures, expressive colors of the language. The stylistic figures of speech reveal themselves in the fact that the figurative expression appeared before the scientific-conceptual one: concrete-sensory representations - images, poetic language preceded analytical judgments. Stylistic figures of speech are earlier forms of thinking than similar scientific and logical syllogisms. These are also peculiar syllogisms, for they prove the imaginary truth of their conclusion. They contribute to the image,

and assessment, and emotional coloring of written speech, conveys information transmitted in a different way.

## REFERENCES

1. Arnold I. V. – Stylist ikasov remen nogoangliyskogoya zyka M.: Flinta, Nauka, 2012. - 384 p.
2. Galperin I. R. - Stilistikaangliyskogoyazyka / English stylistics M.: Krasand, 2014. - 336 p.
3. Galperin I. R. - Essays on the stylistics of the English language. Opytsistematizatsiivrazitelnyxsredstv M.: Librokom, 2012 - 376 p.
4. Vinogradov V.V. Stylistics. Theory of poetic speech. Poetics. -M., 1963. - 255 p.
5. Vinogradov V.V. O teoriixudojestvennoyrechi [Electronicresource] - Rejim dostupaURL:<http://sch121.edusite.ruDswMedia/vinogradovvvoteoriixudojestvennoyrechi-1971--1-.pdf>
6. Znamenskaya T. A. Stylistics of the English language. Basiccourse: Uchebnoeposobie. Izd. 2-e, ispr. - M.: Editorial URSS, 2004. -208 s.
7. Znamenskaya T. A. Stylistics of the English language. Basic course. - M.:2006.



DOI: 10.5958/2278-4853.2021.00310.4

## FEATURES OF THE PLURAL FORM OF IQAN DIALECT

Zokhira Riskulovna Khidralieva\*

\*Teacher,

Tashkent State University of Uzbek language

And literature named after Alisher Navai

UZBEKISTAN

Email id: zaxira.999@gmail.com

### ABSTRACT

*In this article, we will consider the plural form and its variants, which are observed in the iqan dialect of the Uzbek language. The Chimkent group in the plural form is -nar, while in verbs like qarluq-nar, -nor, the variants are added only to the predicate ending in a sonorous consonant, while in the bases ending in м, the affixes н –лар are added.*

**KEYWORDS:** literary language, Ikan dialect, Turkic language, dialect, plural, variant, singarmonism, morphological form, basis, suffix.

### INTRODUCTION

As you know, if there are single morphological forms that form the plural in the Uzbek literary language, then in our dialects, as in other Turkic languages, its phonetic variants are many. For example, in Tashkent dialect –ла(эламли), –а(бъза), in Parkent dialect--ар(бъзар, сьзар), in Namangan dialect —на (келъйна), in Khorezm dialect –ла(атамла), in Kipchak dialect--нар(аданар),-нар(куннар),-дар(къздар), -дар(бъздар),-тар(аттар),-тәр(ъттар) and so on. This is due to the diversity of Uzbek dialects and the impact of various phonetic phenomena on the language. The scope of application of options in dialects is also diverse and has its own characteristics.

### MAIN PART

In the Uzbek dialects of Southern Kazakhstan, there are variants of the literary spelling дар, -дар, -нар, -нар, -тар, -ар, which are used in different phonetic positions.

In particular, after the voiced consonants м, н, ң in the syllables of the Turkestan Nipchak and Oguz types, depending on the softness of the hard core, the variants -нар, -напар are used. In the dialect of the city of Turkestan, only the form н is used, нар after the consonants-нар, -нар, and after the consonant м-с is represented by the form.



The Chimkent group in the plural form is -nar, while in verbs like qarluq-нар, - нор, the variants are added only to the predicate ending in a sonorous consonant, while in the bases ending in *м*, the affixes *н* –лар are added.

In particular, since the law of singarmonism is well preserved in the Iqan dialect of the Uzbek language, the use of the plural variants of the plural in the form of the plural front and back lines, -л, - нар, -лар and +лар is observed. The suffix affix, which forms the plural, is added depending on the hard-softness of the vowel in the predicate, as well as the ending of the predicate with sonorous sounds.

- лар affix is the language of Uzbek literature and is typical of all Uzbek dialects, and the dialect we are studying is added to the base, in which vowels are present in the foreground. Such as: *кө:чэләр, кәмпәрләр, өйләр, итләр, мә:лаләр, и:шләр. Мә:ләмъздәй:ңдәнсалынган, өйләр жә: көп. Җа:зърә:лгән йердәйәм қырқ күннәп о:тьрадыған кә:мпәрләр йо:қ.*

- лар are added to the basis, on which there are a number of flour on the back: Such as: *ба:ллар, қы:злар, ма:ллар, қоллар, та:ллар, ба:ғлар, атлар, тойлар, ортақлар, ма:лчълар. Ба:ллар җа:ль, ө:йгә кә:гәй о:қ. Ә:ттәң и:штән кә:ләсә:п ма:лларға қарадь.*

The plural form -нар, - н is added to the base, which ends with a nasal suffix. The bund is the last n sound of the base and the first sound of the affix as a result of the adaptation, complete assimilation occurs. Such as: *на:н+лар>на:ннар, йьгьн+лар>йьгьннар, кәлгн+лар>кәлгннар, түн+лар>түннар.*

*м,ң* in words that end with the nasal sonors, the same situation occurs, only incomplete assimilation. Such as, *а:дам+лар>а:дамнар, кәйъм+лар>кәйъмнар, ха:лаң+лар>ха:лаңнар, җә:мәм+лар>җә:мәмнар.*

-нәр affix *н, м,ң* it is added to the soft bases, which end with the nose sonors such as: *кәлгннар, җә:мәмнар, кәңнар, күлгңнар, йеңнар, ьчгңнар, кө:ргәннар, түннар. Җә:ммә и:ш кәлгннарға қа:п ке:ттъ. Кө:ргәннарға са:лам ә:т.*

-нар affix *н, м,ң* it is added to the solid bases, which end with the nasal sonors: *айто:мнар, ха:лаңнар, тағамнар, а:ғамнар, ба:бамнар, ба:баңнар а:дамнар, йьгьннар, барьңнар, ойнаңнар.*

In dialect *н, м, ң* after the nasal sonors -нәр, -нар the arrival of taksiks is not strict, but in some cases -лар, -ләр with parallel application is also observed. Such as: *кәйъмнар//кәйъмлар, а:памнар// а:памлар, на:ннар//на:нлар, ме:ма:ннар//ме:ма:нлар, күннар//күнлар, бе:ңнар//бе:ңлар, а:ңнар// а:ңлар.*

Q. Muhammadjonov notes that if the consonant consonant *қ,к,ш,х,м* if the sound ends with *hushlari*, the plural *likiksi* is given the influence of the last consonant sounds and is sonorous - *тап//тәп* in these phonetic positions in the works of Chimkent gruppa qarluq type and notes the combination in the form of -лар, -ләр the shape highlights the application. Ikon dialect as one of the Oghuz dialects of the Turkestan group in it in the plural in the above phonetic positions - *тап//тәп*, the variant did not even meet sporadically.

That is, the Chimkent group takes the form of these phonetic positions, for example, -лар, -ләр in dialects such as Karluk and in the literary language.

Apart from these ... In the Oguz and Kipchak types of Uzbek dialects of southern Kazakhstan only after the plural of the nouns ending with the consonant [з]- the combination of -дар//дәп in

the form of Suzoq, Cho'loqqo'rg'on, Qarnoq, Iqan, Boboyqo'rg'on gave information about the existence of rural dialects [Muhammadjonov . 1983:16].

The plural variants-*таp//тaр*, -*даp//даp* did not occur even sporadically in the Ikan dialect. However, in our materials, the [з]plural form-*даp//даp* is not necessarily included in the finished kernels: Such as *Қы:зларға бар; кy:зларға барьн; көзларь йо:лда*.

Touching on the functions of the plural suffix-*лар*, the author gives the following idea: quot;... the plural form of respect is younger than the speaker and is used when forming a plural: *балалар, барицнар оқувға кеи қа:льб отырмацнар (Iqan)*". This quoted sentence in dialect should be expressed as follows: *ба:ллар, барьцнар оқышға ке:и қа:б отырмацнар*. Apparently, in the example, the meaning of the plural is expressed, but the meaning of respect is not felt.

In dialect, the personal pronouns we, you can see the uniqueness when the I and II person are expressed in the plural, that is, when the I person is added to the personal pronoun-*лар*, it is expressed in the form of *бъз+(л)ар*, that is, the sound declension is observed: *Да:лада и:и баишанса, бъзарнь тапъб бо:псьс. У гә:здә сьлларТә:шкәндә и:дьцнар*. II personality pronoun is expressed in the form of your+L < S, which is fully adapted to the L consonant in the composition of the fondant z consonant and undergoes regressive assimilation.

Especially when it comes to the plural form of these same display pronouns, it seems that the accent has its own peculiarity. These pronouns in the plural take the form of -*лар* twice in a row and form a suffix: such as *у+лар+лар< улаллар, бу+лар+лар< булаллар, шу+лар+лар< шулаллар*. In this place, the last psound in the composition of the first six is adapted to the first л sound in the composition of the second six and underwent a full regressive assimilation. *Улалларнь қайтън кө:ргәнъм йоқ. Хә:ммә и:инь қьладогон шулаллар-да. Булаллар э:тгәнъцнь қьмайдъ*.

From the Uzbek dialects of southern Kazakhstan, it is also noted that the use of kushkuplik in the Polish dialect of Karabulak and when the displayed pronouns in the Polish dialect of Karabulak are formed with *бул* and *ул* in the plural, one а is added between uzak and Sikh, and the plural retains its full form: *бул+а+лар//ад.орф. булар, ул+а+лар// ад.орф. улар*" explained in style [Reshetov.1978:pp.149].

In the literature, it is noted that according to their application (before or after) in conjunction with the possessive pronouns of -*lariksiks*, some variations in the meanings they mean are observed. For example, Tashkent, Khorezm dialects-*лар//лар* explained represent the plural if it comes before the possessive, then when it comes to the meaning of respect: *экәмлә кеттъ(хурмат), экәларьм кеттъ(кўплик); ағамла гәлдъ(хурмат), ағаларьм гәлдъ(кўплик)каби*.

As for the dialect we are studying, in this case the meaning of society is understood: *дәдәмнәркә:дъ(it is understood that there are others with dad and with him)or айто:цнаркеттъ (his sister and other people next to him are also understood). Ке:шкә Та:йьрларьцкәә:тәсәнә?(Toxir and related family members are understood)*.

In the Uzbek dialects of Southern Kazakhstan, the meaning of respect differs from the literary language and dialects of the Tashkent type. The change in the order of possessive and plural nouns that are added to nouns in a syllable is related to the properties of the meaning expressed by nouns. The meaning of respect and the plural is understood if the possessive suffix of the

second person is added before the plural. The possessive affix means plural, not respect, if it is added after the plural suffix. But with the exception of the Iqan dialect.

The plural in the Iqan dialect differs from other dialects in the following features:

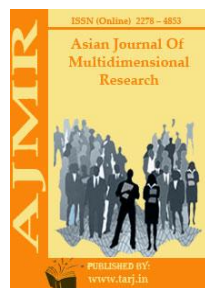
1. The fact that the law of synharmonism works in practice in dialect lies in the abundance of phonetic variants of the cause-effect relationship-the *-lap* [Khidralieva, 2020: 1177-1182].
2. Dialect *-lap* affix does not apply the meaning of respect.
3. The presence of Aries, which can not be found in other dialects.

## CONCLUSION

Thus, the plural forms of dialect differ in many ways from the other dialect in printisplal. A thorough and in-depth study of the morphology of the dialect is of great importance for determining the relationship of the dialect with the literary language and its distinctive features that distinguish it from other dialects.

## REFERENCES

1. Muhammadjanov Q. Morphology of Uzbek dialects in southern Uzbekistan. - Tashkent: science, 1983. - p16.
2. Reshetov V.V. Shaabdurahmonov Sh. Uzbek dialectology. - Tashkent: Teacher, 1978. – p 149.
3. Xidraliyeva Z.R. Vowel harmony features in ikan dialect //ACADEMICIA: An International Multidisciplinary Research Journal, Vol. 10, Issue 12, and December 2020. pp. 1177-1182
4. Khasanov A.M Filling Lexical Gaps in the Uzbek Language w ith Dialektal word (based on The Turkic-Kaltatoy Dialect) // International Journals of Sciences and High Technologies Vol. 25 №2 March 2021, pp. 01–07.
5. Khidralieva, Z.R. The use of primary long vowels in Ikan dialect. // *ISJ Theoretical & Applied Science*, 2020, №05 (85), 586-589.
6. Ashirbayev S. Syntactic redundancy and tautology in complicated simple sentences in old Uzbek language (based on the materials in the prose of Alisher Navoi) *Journal of Critical Reviews*, 2020 7 (14): pp181-184.
7. Akhmedova Nargiza Shikhnazarovna. Linguo-cultural characteristics in Uzbek referential units //EPRA International Journal of Multidisciplinary Research (SJIF Impact Factor: 5.614) Volume: 6 Issue: 1 January 2020.
8. Akhmedova Nargiza Shikhnazarovna. Expression of the concept of motherland in uzbek language // *Theoretical & Applied Science. International Scientific Journal*. – Filadelfiya, 2020. Issue: 05 Volume: 85

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00323.2**

## VISUALIZATION OF THE STRUCTURE OF THE LOCATION OF SAMPLE OBJECTS BASED ON GENERALIZED ESTIMATES

**Alisher Khasanovich Khurramov\***

\*Lecturer,

Department of Applied Mathematics,

Karshi State University,

UZBEKISTAN

Email id: xurramov2009@yandex.ru

### ABSTRACT

*The problem of visualization the structure of the sample objects is considered. A method for data visualization on a plane with a choice of equivalent coordinate axes based on the calculation of generalized estimates of sample objects is offered.*

*Visual analysis of data on the plane is a source of new knowledge about the properties of sample objects, which gives an assessment of the applicability of standard recognition algorithms to solving problems. A graphical representation of the structure of the location of sample objects on the plane before and after removing noise objects is given.*

*The method is recommended for testing various hypotheses in the form of a computational experiment in the development of information models in weakly formalized subject areas.*

**KEYWORDS:** *Data Visualization, Generalized Estimates, Data Analysis, Hidden Regularities, Noise Objects.*

### INTRODUCTION

Visualization is a powerful means of conveying thoughts and ideas to the end user, an assistant for the perception and analysis of data. Visualization allows a researcher to create for himself a visual image of a data set, with the help of which he can analyze their structure, practically without going over to third-party methods. The fact is that it would be very useful to be able to represent a multidimensional data cloud in the form of a visual two-dimensional picture, that is, to reduce the dimension of the cloud to two dimensions, but in such a way that the resulting image in some optimal way could see the main patterns inherent in data sets: cluster structure, the initial division of data into classes (if any), the existence of various dependencies between signs, and so on [1, p. 252].

Visualization is used to solve the following tasks:

- Obtaining a visual representation of the geometric metaphor of the data;
- Identifying the internal patterns contained in the dataset;
- Compression of information contained in the data;
- Restoration of data gaps;
- Forecast and construction of regression dependencies between features.

In general, if a researcher has the opportunity to somehow visually imagine a multidimensional data cloud, many analysis tasks (that is, ultimately, the description of data) are solved using direct visual perception of a picture of a set of objects [2, pp. 519-530; 4, p. 704].

In this paper, we propose a method for point-like visualization of the structure of the location of sample objects in the space of latent features, built on the basis of the method for calculating generalized estimates for two determined local areas of the feature space. Generalized assessments of the sampled objects can be considered as new (latent) quantitative features in the description of the sampled objects.

## THE MAIN FINDINGS AND RESULTS

**1. Formulation of the problem:** A sample of objects  $E = \{S_1, \dots, S_m\}$  is given, containing representatives of 2 non-overlapping classes  $K_1$  and  $K_2$ . The description of objects is made using a set of  $X(n) = (x_1, \dots, x_n)$  of  $n$  different types of attributes,  $\xi$  of which are measured in interval scales,  $n - \xi$  - in nominal.

To display the description of objects from  $X(n)$  to the description with latent features in  $R^2$ , you need to perform the following action:

- build a non-decreasing sequence of generalized estimates of the sample objects  $E - S_{i_1}, \dots, S_{i_m}$ ;;
- Divide sequence  $S_{i_1}, \dots, S_{i_m}$  into two groups  $G_1$  and  $G_2$  with proportional representation of objects from  $K_1, K_2$  in them, and taking into account the structure of the placement of objects in the sample;
- Calculate the generalized estimates of the sampled objects by  $G_1$  and  $G_2$ ;
- Visualize the structure of the location of the sampled objects according to the values of the generalized estimates.

**2. Stochastic method for calculating generalized estimates:** Generalized estimates are the values of indicators obtained on the basis of a numerical analysis of data presented in the form of opposition of the form - *"sick-practically healthy"*, *"workaholic-loafer"*, *"rich-poor"*, *"excellent student-indebted"*, *"kind-greedy"* etc.

When formalizing tasks, data on opposition can be represented as a description of a set of objects from two non-overlapping classes. The point of calculating estimates is reduced to explaining the

decision-making process, for example, making a diagnosis to an individual by the value of the severity of the disease.

The calculation of generalized estimates is carried out by aggregating, as a rule, the initial features. The generalized estimate is obtained as the sum of the contributions of quantitative and nominal features in the description of the sample objects [5, pp. 70 – 77; 6, p. 72].

To calculate the contributions of quantitative features, a method is proposed for optimizing the criterion for dividing quantitative features into disjoint intervals on data from the training sample. The sequence of attribute values, in the description of classified objects of the sample, is divided into intervals based on the hypothesis of compactness: “There is such a division, in which each interval contains all the values of the attribute of objects of the same class”. Obviously, when testing the truth of a hypothesis, the number of intervals should be equal to the number of object classes.

The ordered set of values of the quantitative attribute  $x_j$  is divided into intervals  $[c_1, c_2), [c_2, c_3), \dots, [c_{l-1}, c_l]$ , each of which is considered as a gradation of the nominal attribute. The criterion for determining the boundary  $c_i$  ( $i = \overline{1, l}$ ) is based on testing the truth of the compactness hypothesis.

Let  $u_1^1, u_1^2$  ( $u_2^1, u_2^2$ ) be the number of values of the attribute  $x_j$  of class  $K_i$ ,  $i = 1, 2$ , respectively in the intervals  $[c_0, c_1]$  and  $(c_1, c_2]$ ,  $p$  – the ordinal number of the element in the non-decreasing sequence of

$$r_j = r_{j_1}, \dots, r_{j_p}, \dots, r_{j_m} \quad (1)$$

Values  $x_j$  out of  $E_0$  defining the boundaries of the intervals as  $c_0 = r_{j_1}, c_1 = r_{j_p}, c_2 = r_{j_m}$ .

Criterion

$$\left( \frac{\sum_{p=1}^2 \sum_{i=1}^2 u_i^p (u_i^p - 1)}{|K_1|(|K_1| - 1) + |K_2|(|K_2| - 1)} \right) \left( \frac{\sum_{p=1}^2 u_1^p (|K_2| - u_2^p) + u_2^p (|K_1| - u_1^p)}{2|K_1||K_2|} \right) \rightarrow \max_{c_0 < c_1 < c_2} \quad (2)$$

Allows you to calculate the optimal value of the border between the intervals  $[c_0, c_1], (c_1, c_2]$  and use it to determine the gradations of the quantitative characteristic in the nominal measurement scale. The expression in the left parentheses (2) represents the intra-class similarity, in the right ones - the inter-class difference.

Let  $w_i$  be the optimal value of criterion (2) for the  $i$  feature,  $i \in I$ ,  $c_1^i, c_2^i, c_3^i$  – corresponding to this value the ends of the splitting intervals for  $K_1$  and  $K_2$ .

To calculate the contribution of nominal features to the generalized assessment, it is required to determine the weights of nominal features and their gradations.



Let us denote by  $p$  the number of gradations of the attribute  $r \in J$ ,  $g_{dr}^t$  - the number of values of the  $t$  ( $1 \leq t \leq p$ ) gradation of the  $r$  th attribute in the description of objects of class  $K_t$ ,  $l_{dr}$  - the number of gradations of the  $r$  th attribute in  $K_t$ . The difference in the  $r$  th attribute between classes  $K_1$  and  $K_2$  is defined as the value

$$\lambda_r = 1 - \frac{\sum_{t=1}^p g_{1r}^t g_{2r}^t}{|K_1| |K_2|} \quad (3)$$

The degree of homogeneity (a measure of intraclass similarity) of  $\beta_r$  values of the gradations of the  $r$  th feature for classes  $K_1$ ,  $K_2$  is calculated by the formulas:

$$D_{dr} = \begin{cases} (|K_d| - l_{dr} + 1)(|K_d| - l_{dr}), & p > 2, \\ |K_d|(|K_d| - 1), & p \leq 2; \end{cases}$$

$$\beta_r = \begin{cases} \frac{\sum_{t=1}^p g_{1r}^t (g_{1r}^t - 1) + g_{2r}^t (g_{2r}^t - 1)}{D_{1r} + D_{2r}}, & D_{1r} + D_{2r} > 0, \\ 0, & D_{1r} + D_{2r} = 0. \end{cases} \quad (4)$$

With the help of (3), (4), the weight of the nominal feature is determined as

$$v_r = \beta_r \lambda_r. \quad (5)$$

It is easy to check that the set of values of the weights of quantitative and nominal characteristics calculated belongs to the interval  $[0, 1]$ .

Obviously, the set of numbers identifying  $p$  gradations of the nominal feature can always be one-to-one mapping into set  $\{1, \dots, p\}$ . Taking into account this mapping for object  $S = (x_1, \dots, x_n)$ , the contribution of feature  $x_i = j$ ,  $i \in J$ ,  $j \in \{1, \dots, p\}$  to the generalized assessment is determined by the value

$$\mu_i(j) = v_i \left( \frac{\alpha_{ij}^1}{|K_1|} - \frac{\alpha_{ij}^2}{|K_2|} \right) \quad (6)$$

where  $\alpha_{ij}^1$ ,  $\alpha_{ij}^2$  is the number of values of the  $j$  th gradation of the  $i$  th feature, respectively in classes  $K_1$  and  $K_2$ ,  $v_i$  - the weight of the  $i$  feature, calculated by (5).

To calculate the assessment of belonging of an arbitrary admissible object  $S = (x_1, \dots, x_n)$  to class  $K_1$ , functional

$$R_{stx}(S) = \sum_{i \in I} \frac{w_i t_i (x_i - c_2^i)}{(c_3^i - c_0^i)} + \sum_{i \in J} \mu_i(x_i), \quad (7)$$

Is used where  $t \in \{-1, 1\}$ , and vector  $T = (t_1, \dots, t_n)$  is determined from condition

$$\min_{S \in K_1} R_{stx}(S) - \max_{S \in K_2} R_{stx}(S) \rightarrow \max.$$

**3. Selection of coordinate axes on the plane.** To display the attribute space from  $X(n) \rightarrow R^2$  the technology for calculating generalized estimates is used as follows. To calculate generalized estimates  $R_{G_1}(S_i)$  and  $R_{G_2}(S_i)$  of object  $S_i \in E$ , the original feature space is divided into three local areas  $L_1, L_2$  and  $L_3$ , which provides for both a proportional representation of objects from  $K_1$  and  $K_2$ , in them, and taking into account the structure of placing objects in the sample. According to generalized estimates (7), a descending sequence of objects  $E$  is constructed:

$$R(S_{i_1}), R(S_{i_2}), \dots, R(S_{i_m})$$

In area  $L_1$ , objects of the sequence from  $S_{i_1}$  to  $S_{i_{\lfloor |K_1|/2} \rfloor}}$  are included, in  $L_3$  from  $S_{i_{\lfloor |K_2|/2} \rfloor}}$  to  $S_{i_m}$ .

Objects that are not included in area  $L_1, L_2$  fall into area  $L_2$ .

The coordinates of the sampled object are calculated as follows. The ordinate of point (object)  $S_i \in E$  is the values of the generalized estimate  $R_{G_1}(S_i)$  for group  $G_1 = L_1 \cup L_3$ , and the abscissa  $R_{G_2}(S_i)$  for  $G_2 = L_2$ .

Normalization of the values of generalized estimates by the minimax method allows you to get a graph of the location of sample objects in a unit frame.

**4. Data visualization.** The transition from the original heterogeneous feature space to  $R^2$  allows you to visualize the structure of the location of the sampled objects allows you to take into account the contributions of all initial features in the calculation of generalized estimates  $R_{G_1}$  and  $R_{G_2}$ . In this case, generalized estimates determine the degree of belonging of an arbitrary admissible object  $S$  to class  $K_1$ , then the compact arrangement of objects of class  $K_1$  near point (1,1), and objects of class  $K_2$  closer to point (0,0) is a confirmation of the truth of the hypothesis of compactness in the new feature space  $R^2$ .

Let us consider an example based on a sample based on the results of a survey of servicemen for hypertension [8, p. 156]. The sample is represented by objects described by signs and representing two classes  $K_1$  – (patients with hypertension, objects) and  $K_2$  (practically healthy, objects). In the figures, objects of class  $K_1$  are marked with the symbol '○', class  $K_2$  - '▲'.

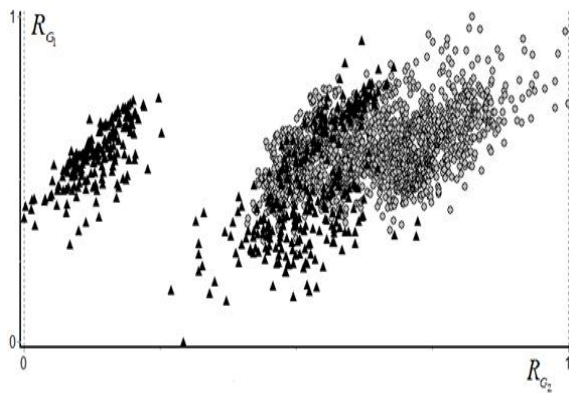


Figure 1. Structures of the location of objects in the new feature space.

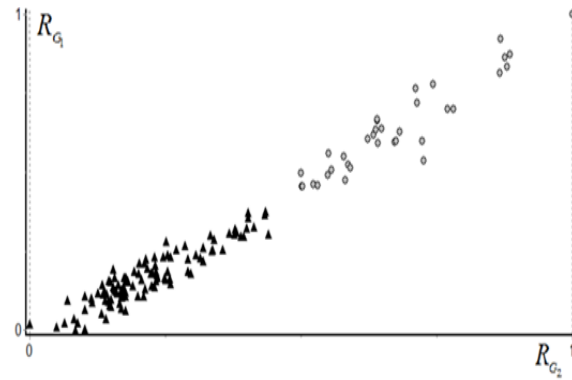


Figure 2. The structure of the location of the sampled objects with a selected group of objects.

Visual analysis of Fig. 1 shows a relatively good separability of class objects in the new feature space.

The data for the second computational experiment were taken from [9]. A sample of 2126 embryonic cardiocograms (EC) was automatically processed and the corresponding diagnostic signs were measured. Each sample object is described by 36 features, 13 of which are nominal. ECs were classified according to the state of the embryo: normal, suspicious, and pathological (NSP sign). The sample was divided on the basis of NSP into two classes  $K_1$  and  $K_2$ , represented, respectively, by the normal state of the fetus ( $|K_1| = 1655$ ), suspicious and pathological state of the fetus ( $|K_2| = 471$ ).

The visualization shows the complex structure of the arrangement of objects of the selection of classes, in which part of the space is represented by objects of two classes with high displacement, and also a separate group of objects of the class with high compactness is distinguished. The selected group can be a source of new knowledge about the properties of the sampled objects.

The following example demonstrates the change in the structure of the location of the sampled objects before and after removing noise objects.

Let us consider the condition for detecting noise objects, the purpose of which is to adapt the structure of the location of the sampled objects to the separability of class objects by surfaces or to the compactness of classes as the objects are close to each other [10, pp. 122-131].

The property of invariance of methods in the original space of features allows one to identify uniformly a set of noise objects in the sample. A set of noise objects is considered as a subset of boundary objects of classes according to a given metric. The set of boundary objects  $B \subset E_0$  is defined as

$$B = \left\{ S \in E_0 \mid \rho(S_i, S) = \min_{S_i \in K_j, S_d \in CK_j} \rho(S_i, S_d) \right\}.$$

Object  $S \in B \cap K_j, j=1,2$  belongs to the set of noise objects  $D_j$  of class  $K_j$  if

$$\left| \left\{ S_i \in E_0 \mid \rho(S_i, S) = \min_{S_i \in CK_t, S_j \in K_t} \rho(S_i, S_j) \right\} \right| > \left| \left\{ S_i \in K_t \mid \rho(S_i, S) < \min_{S_i \in K_t, S_j \in CK_t} \rho(S_i, S_j) \right\} \right| \quad (8)$$

To check condition (8), you need to define:

- The number of objects out of  $K_j$ , for which  $S \in B \cap K_j, j=1,2$  is boundary according to the metric  $\rho(x, y);$
- The number of fulfilled inequalities of the form  $\rho(S_i, S) < \min_{S_i \in K_j, S_d \in CK_j} \rho(S_i, S_d)$  for objects  $S_i \in K_j, j=1,2$ .

Since the methods for calculating generalized estimates considered in the work are invariant to the scale of measurements, a Euclidean metric is proposed as a measure of distance in the space of latent features.

For the experiment, a sample of “*Echocardiogram*” data from [11] was taken, describing the condition of patients who had a heart attack. The sample consists of 108 objects, of which 74 belong to class  $K_1$  (the patient died within 1 year), 34 to  $K_2$  (the patient remained alive or died after 1 year). Each object is described by sets of  $X(10) = (x_1, \dots, x_{10})$ , containing 8 quantitative features and 2 nominal.

16 noise objects, set of  $D$ , were identified according to the condition (8). Removing these objects from  $E_0$  showed an improvement in the compactness (separability) of objects of the sample classes in space  $R^2$ . Figures 4 and 5 show a graphical representation of the structure of the location of the sampled objects in space  $R^2$  before and after the removal of the noise sampled objects.

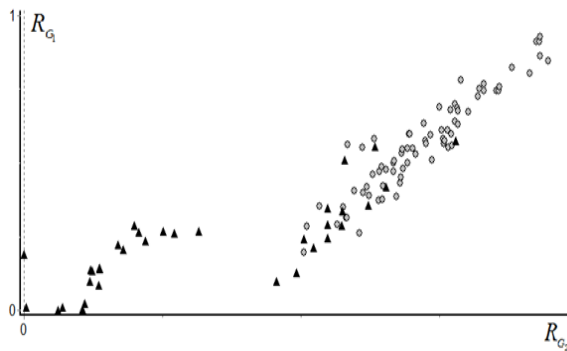


Figure 4. The structure of the location of

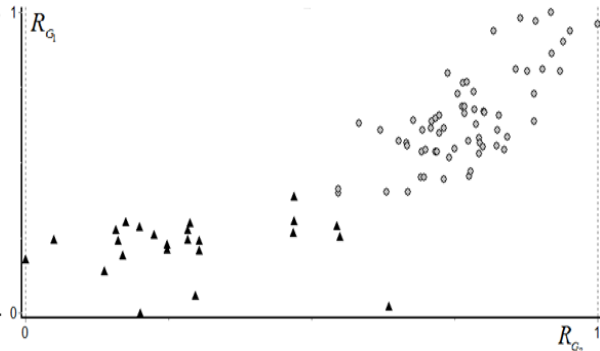


Figure 5. The structure of the location of

objects in sample  $E$  in space  $R^2$ .

objects in the sample  $E / D$  in space  $R^2$ .

In fig. 5 demonstrates the possibility of piecewise-linear separation of objects of sample classes after removing noise objects.

## CONCLUSION

Visualization is a powerful tool for finding hidden patterns in databases. The visualization results give the user an idea of the structure of relations between class objects. Visual data analysis can be represented as a process of generating hypotheses and provide an opportunity for visual decision-making on a given task.

In this case, the generated hypotheses can be checked either by automatic means (by methods of statistical analysis or by Data Mining methods), or by means of visual analysis.

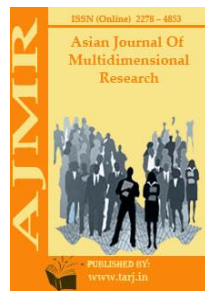
The advantage of the proposed method is the equivalence of the coordinate axes for data display. The method is recommended for testing various hypotheses in the form of a computational experiment when developing information models in weakly formalized subject areas.

## REFERENCES

1. Zinoviev A.Yu. (2000) *Visualization of multidimensional data*. Monograph. Publishing house of KSTU. – Krasnoyarsk: – P. 252.
2. Klyshinsky E.S., Rysakov S.V., Shikhov A.I. (2014) *Review of multidimensional data visualization methods* // New information technologies in automated systems. -Moscow: - pp. 519-530
3. Nefedieva K.F. (2013). *Infographics - data visualization in analytical activity* // Proceedings of the St. Petersburg State. University of Culture and Arts. T. 197: - PP. 89–93.
4. Paklin N.B., Oreshkov V.I. (2013). *Data visualization // Business analytics*. From data to knowledge. –2nd edition. – Saint Petersburg: Peter. – p. 704.
5. Ignatiev N.A., Madrahimov Sh.F. (2011). *Stability and generalized estimates of classified objects in a heterogeneous attribute space* // computing technologies, Novosibirsk. Vol. 16, No 2. – pp. 70 - 77.
6. Ignatiev N.A. (2014). *Generalized estimates and local metrics of objects in data mining*. Monograph.-Tashkent: University Publishing House. – p. 72.
7. Madrahimov Sh. F., Saidov D. Yu. Analysis of the sample structure when describing objects in space from latent features. *Actual problems of applied mathematics, computer science and mechanics. Proceedings of the International Scientific and Technical Conference, Voronezh, December 18–20, 2017*. – pp. 1519-1522. (
8. P.P. Chernysh. (2003). Systemic symmetry approach in assessing the individual norm and the effectiveness of the treatment of chronic heart failure in patients with ischemic heart disease.
9. Dua, D. and Karra Taniskidou, E. (2017). *UCI Machine Learning Repository* [<http://archive.ics.uci.edu/ml>]. Irvine, CA: University of California, School of Information and Computer Science.

10. MadrakhimovSh.F. (2018). Selection of noise objects based on generalized estimates // *Journal of Problems of Computational and Applied Mathematics*. – Tashkent: No. 2 (14). - pp. 122-131.
11. <http://archive.ics.uci.edu/ml/machine-learning-databases/echocardiogram>



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00324.4**

## INFORMATION COMMUNICATION TECHNOLOGIES WILL BE USED IMPROVING THE PROFESSIONAL COMPETENCE OF ENGINEERS AS A FACTOR

**Avazov J.D\***

\*Lecturer,  
Termez State University  
Termez, UZBEKISTAN

### ABSTRACT

*The article describes the essence of the use of information and communication technologies in improving the competence of future engineers in higher education. The Action Strategy on the five priority areas of development of the Republic of Uzbekistan, adopted on the direct initiative and under the leadership of President Sh.M. Mirziyoyev, has launched a new stage of development in the republic. The practical results of this process are clearly reflected in all spheres of our lives today, and most importantly, in the consciousness, aspirations and actions of our people.*

**KEYWORDS:** *Pedagogical, Educational, Upbringing, Future, Profession, Information, Communication, Technology, Interdisciplinary, Integration, Competence, Creativity, Ability, Competence, Professional Pride, Intellectual,, Acceleration, Quality, Efficiency.*

### INTRODUCTION

The Action Strategy on the five priority areas of development of the Republic of Uzbekistan, adopted on the direct initiative and under the leadership of President Sh.M. Mirziyoyev, has launched a new stage of development in the republic. The practical results of this process are clearly reflected in all spheres of our lives today, and most importantly, in the consciousness, aspirations and actions of our people. Particular attention is paid to the improvement of the education system, which is one of the fourth priorities of the Action Strategy - the development of the social sphere.<sup>1</sup>

The issues of upbringing a harmoniously developed generation and leading a healthy lifestyle of young people are considered as topical issues on the agenda of the meetings and speeches of the head of our state during his visit to each region.

Decree of the President of the Republic of Uzbekistan; on the strategy of further development of the Republic of Uzbekistan; Tashkent, February 7, 2017 PF - 4947

As the President said: "If we do not bring up our children properly, if we do not pay attention to their behavior every day, every minute, if we do not teach them science, if we do not find a decent job, we will lose this deposit"<sup>2</sup>

One of the main goals of the National Program of Personnel Training, which is being implemented in three stages, is to form competitive, active and creative individuals who can adapt to the transition to a market economy. Therefore, the President signed on November 6, 2020 "On measures to develop education and science in the new period of development of Uzbekistan." The Decree PF-6108 also states that "training of a new generation of highly intellectual and spiritual personnel capable of coming up with new initiatives and ideas for the development of the country, the formation of the necessary skills and knowledge for graduates of educational institutions to become modern professionals." identified as one of the key areas in the field.<sup>3</sup> This issue, along with other disciplines, is a key task in the teaching of technology. This requires the effective and rational use of teaching methods in the teaching process, as well as the improvement of these methods, the search for new ones, increasing the effectiveness of technology education. Therefore, the main issue in the field of education today is the training of qualified teachers who are well versed in the methods and forms of education and can easily apply them in practice. Because the teacher's personality and his activity are of special importance in educating students, directing them to professions. Consequently, nothing else can overwhelm the teacher's open communication-style learning process. Therefore, improving the quality and effectiveness of education is an important factor in the training of qualified teachers, to improve their professional skills.

The future engineer must be able to apply a set of knowledge in various disciplines in their professional activities. In the scientific and pedagogical literature, the concept of "interdisciplinary integration" is vaguely interpreted, thus

Mirziyoev Sh. Let us be more united and work resolutely for the fate and future of our country. // "Xalq so'zi" gaz., 2017, June 16.

Decree of the President of the Republic of Uzbekistan "On measures to develop education and science in the new period of development of Uzbekistan" T., November 6, 2020 PF-610

defining its various roles and place between pedagogical categories (categories). According to EB Shoshtaeva, interdisciplinary communication represents the process of union of educational disciplines, reflecting the unity of professional activity, continuous and holistic phenomena. For us, interdisciplinary integration represents a set of educational goals, principles, and meanings in creating a broad-based interaction of all academic disciplines. Therefore, professional competence begins to develop in the first stage of student education, aimed at senior students to quickly make optimal decisions in any complex professional situations, in which the formation of skills to perform certain actions independently can be achieved through interdisciplinary communication [13, 45].

The sooner higher education abandons forms of teaching that are less effective in the learning process, the faster and better the results will be. Research based on the current reality is needed. One of the tools that have a positive impact on the training of professionals is to increase their interest in the profession.

The research of some foreign experts is noteworthy. The work of these authors is of great scientific and practical importance, but most of them are related to the training of future teachers, who are not sufficiently connected with the teaching process and teaching methods in higher technical schools. The transformation of graphic engineering education should be associated, first of all, with the shift towards the formation of professional qualities of the future specialist on the basis of arousing interest in the chosen specialty. In our opinion, teaching design, such an approach in the organization and implementation helps to form the following basic, professional qualities of future professionals: culture (communication, information), interest in the profession, competence, professional pride, intellectual professional self-development, and so on.

Informatization in the field of education is becoming a real force due to the sharp increase in the amount of information that a person needs to perceive and process, both in the process of professional activity and in everyday life. Many manufacturing and non-manufacturing processes the result depends on its quantity and quality. Modern concepts of the education system of Uzbekistan are increasingly focused on new ideas, didactic principles and requirements, mainly related to the use of ICT - information and communication technologies. The computer plays a mediating role not only in engineering and science, but also in the humanities, business, economics, and education in professional activities.

In general, computer technology has become an integral part of modern human daily life. One of the priorities of the process of informatization of modern society is the informatization of education. The tools and capabilities of new information technologies allow intensifying and accelerating the learning process, increasing its quality and efficiency [11, 98].

The use of information technology in education creates great opportunities for both teachers and students. with the help of a computer, students work with activated learning materials, their activity, competence increases, and their creative abilities develop.

Using a computer, students will be able to observe many of the processes previously learned in a textbook or teacher's lecture in dynamics, in addition to the traditional perception of available information. The computer allows you to model a variety of possible solutions with a high degree of demonstration on certain criteria, selects the most optimal from the number according to certain characteristics, that is, significantly expands the possibilities of demonstration methods in the learning process.

Improving the quality of training depends on a number of factors:

- The spread of information technology, computer training will become one of the main criteria determining the professional training and professional culture of a young specialist;
- The use of computer technology in the study of descriptive geometry and engineering graphics at the initial stage is a unifying link that connects students to a single system of interdisciplinary links between the departments of technical schools.

Analysis of our research in the teaching of "Descriptive Geometry and Engineering Graphics" in accordance with the curriculum of Termez branch of Termez State University and Tashkent State Technical University showed that first-year students do not master the graphic sciences, especially in the first semester. The main reason is the low or complete lack of graphic preparation in school for drawing (not studied in school).

There is a problem of raising the information culture of students. This is evidenced by the analysis of the results of the survey.

Surveys of students found that 27% of respondents did not learn to draw at school, 22% did not work with a computer and to a lesser extent, 7% of respondents did not know how to use the Internet and could not explain its importance.

The situation can be explained by the following reasons:

- The majority of students are from remote areas, where there is a lack of access to computers and the Internet;
- Lack of drawing specialists with higher education in Surkhandarya schools;
- Lack of teaching aids in rural schools, lack of computer equipment;
- To consider drawing and computer science as secondary sciences;

The search for the necessary methods and techniques that increase learning effectiveness should primarily focus on improving the content of didactic materials and teaching methods.

We will focus on scientific and methodological problems.

The analysis showed that there are currently a number of contradictions, in particular:

- Between the importance of information technology in the development of society and the attitude to computer science as a secondary science;
- Between the existing resources (pedagogical, methodological, technical) associated with the computerization of education to improve the readiness of students and the insufficient use of these resources in the educational process;

The dissertation analyzes the research of local scientists to find solutions to these contradictions: on issues of vocational education (N.A.Muslimov, U.N.Nishonaliyev, A.R.Khyjabaev, K.O.Tolipov,) [9,78 ] on the formation and development of important qualities, the formation and development of qualities that are important for the professional activity of the engineer (A.Umrongiyev, E.I.Ruziev, Sh.Abdurahmonov, K.A.Zoyirov and others).

L.S.Vigotsky, P.Ya.Galperin, V.V.Davidova, A.N. Leont'ev, S. L. Rubinstein explored issues related to activating the learning process. They studied the abilities and talents of students and teachers, its components and characteristics.

Issues of improving the quality of education using ICT and information and communication technologies B.S.Gershunsky, E.I.Mashbits, N.F.Talizina, I. It has been highlighted in the work of Robert and other scholars.

These contradictions determined the relevance of the chosen research topic and allowed to define the problem: the process of improving the knowledge of engineering students in the study of drawing geometry and engineering graphics in technical universities, the use of information technology, the use of abbreviated theoretical blocks depending on

The object of research is the educational process, which includes the preparation of university students for graphics, taking into account the conditions of modern practice, determined by the need to re-equip the content and technology, taking into account the increase in qualification requirements for graduates.

The following issues have been addressed in improving the professional competence of future engineers using information technology:

- The use of information technology in teaching the course "Descriptive Geometry and Engineering Graphics" in general engineering and special training has improved the professional competence of future engineers;
- The study of the interrelationships in the process of stratified teaching of descriptive geometry and engineering graphics with other disciplines provided for in the curriculum of technical universities and including the graphic part;
- Activation of the process of preparation of students for the study of drawing geometry and engineering graphics using new information technologies;

In accordance with the improvement of professional competence of future engineers using information technology the following **tasks** identified:

1. Analysis of the state of this problem in modern research of educators. Theoretical analysis of classical psychological-pedagogical and methodological research on the activation of educational and cognitive activity of students.
2. State educational standards in mechanical, technological and civil engineering specialties were analyzed to determine the possibility of increasing professional interest as one of the effective reasons for the acquisition of creative knowledge in the teaching of descriptive geometry and engineering graphics.
3. Opportunities to increase students' interest in specialties through interdisciplinary links were identified.
4. Development of teaching methods using the classification of student activities, taking into account the chosen specialty. Using the abbreviated blocks of theoretical express data, the most optimal method of teaching the subject "Descriptive Geometry and Engineering Graphics" and "Computer Graphics" was developed.
5. Experimental determination of the effectiveness of the developed methodology, the impact of the proposed methodology in the teaching of descriptive geometry and engineering graphics on the interest in the chosen specialty.
6. In the course "Descriptive Geometry and Engineering Graphics" developed a set of special didactic tools to increase the learning activity of students.
7. The effectiveness of the implementation of the proposed set of didactic tools for the educational process was determined.
8. Development and testing of a correctional training complex for students majoring in engineering and construction: a working program using information technology on the basis of a standard program create; development of a lecture course using information technology; Guidelines for conducting practical classes on the subject of "Descriptive Geometry and Engineering Graphics", ie the development of didactic support that leads to active work and increase the level of student learning; development of a plan for practical training using computer technology; The effectiveness of didactic conditions for the development of independence and activation of student training in the teaching of the subject "Drawing Geometry and Engineering Graphics" using ICT was tested in practice.

In short, to improve the professional competence of future engineers using information technology **theoretical and practical significance** showed the following results:

1. Experimentally tested special didactic textbooks - the proposed method of delivery of theoretical information through thematic classifiers and sequences of actions became the basis for further methodological developments that will improve the presentation of theoretical material in the teaching of descriptive geometry, engineering and computer graphics .
2. Special didactic tools - thematic classifiers of theoretical data - can be used for teaching engineering and computer graphics in higher technical education. The use of NMTT-thematic classifiers of theoretical knowledge in lectures and practical classes, as well as independent work, compact and methodological presentation of theoretical material of large volume and any complexity, as well as the rapid repetition of this material.

The introduction of thematic classifiers in the courses of descriptive geometry, engineering and computer graphics has significantly increased students' interest in science.

The above developments can be recommended for use in the departments of any technical university and will help in the following cases:

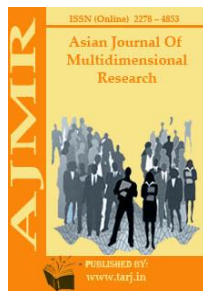
- In the study of the content of the subject in the development of the curriculum;
  - In optimizing the structure and content of the course, as well as in determining the time required for its study;
  - In determining the initial level of full mastery of teaching materials of the departments of descriptive geometry and engineering graphics in higher education;
  - Accelerate the absorption of graphic information, even at the school level of teaching geometry and drawing;
  - To ensure the connection of descriptive geometry and engineering graphics with other disciplines of the curriculum, including the graphic part;
3. Determining the level of motivation to choose a profession, the ability to observe its dynamics in the educational process in higher education. This helps to actively influence the development of interest in the profession among those who formally choose.
  4. In the creation of a methodological complex on the subject "Descriptive Geometry and Engineering Graphics"; A system of lessons and an appropriate didactic support system have been developed to organize lessons using computer technology.
  5. The proposed methodology for the use of media in the teaching of descriptive geometry and engineering graphics can be recommended for use in other universities that teach engineering graphics in teaching students of technical specialties. In terms of the development of distance learning, learning outcomes can be used as a tool to help students perform independently.

## REFERENCES

1. Decree of the President of the Republic of Uzbekistan. On the strategy of further development of the Republic of Uzbekistan. Tashkent, February 7, 2017 PF - 4947.
2. Mirziyoev Sh. Let us be more united and work resolutely for the fate and future of our country. // "Xalq so'zi" gaz., 2017, June 16.



3. Decree of the President of the Republic of Uzbekistan "On measures to develop education and science in the new period of development of Uzbekistan." T., November 6, 2020 PF-6108
4. Laws of the Republic of Uzbekistan "On Education" and "On the National Training Program". // - T.: Sharq, 1997.
5. Azizxo'jaeva N.N. Pedagogical technology and pedagogical skills: Textbook. - T.: TDPU, 2003. - 174 p.
6. Babanskiy Yu.K. Teaching methods in modern general education school. T.: Teacher, 1990. - 232 p.
7. Ball G.A. Theory of educational tasks: Psychological and pedagogical aspect. M.: Pedagogika, 1990. -- 184 p. 120.
8. Bepalko V.P. Components of pedagogical technology. M.: Pedagogika, 1989. -- 192 p.
9. **Muslimov N.A. et al. Technology of formation of professional competence of students of vocational education. Monograph. - T.: «Science and technology», 2013, 128 pages.**
10. **Yuldashev J.G', Usmonov S.A. Fundamentals of pedagogical technology. T.: Teacher, 2004. - 236 p.**
11. **Golish L.V. Active methods of education: content, selection and implementation. Methodical manual. T.: O'MKHTRI, 2001. - 128 p.**
12. Chekmarev A.A. Nachertatelnaya geometry and cherchenie: Ucheb. for stud. vyssh. ucheb. zavedeniy. - 2-e izd., Pererab. and dop. - M.: Humanities. izd. VLADOS center, 2003. - 472 p.
13. Yurin V.N. Kompyuternye tekhnologii v uchebnom protsesse inzhenernogo obrazovaniya // informatsionnye tekhnologii. 1999.-№ 3 - p. 45.
14. Yakovlev E.V. Upravlenie kachestvom obrazovaniya v vysshey shkole: teoriya i praktika. - Chelyabinsk, 2000. - 427 c.
15. G.S Phull, H.S. Sandhu. Schools for the 21 st Century. - San Francisco, 1990. – P.164

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00326.8**

## INTERACTION OF KINDERGARTEN AND FAMILY IN MODERN CONDITIONS

Zamirakhon Jumanovna Toshmatova\*

\*Teacher,

Kokand State Pedagogical Institute  
UZBEKISTAN

### ABSTRACT

*The article shows the features of the family as a small social group, its functions and factors of family education, forms of interaction and cooperation of preschool institutions with parents as an important factor in the success of the child's personality education, describes the current state of the problem of family education and the need for interaction between families and kindergartens in the issues of upbringing and education of preschoolers.*

**KEYWORDS:** Family, Upbringing, Interaction, Cooperation, Parents, Success, Child's Personality, Preschool Group,

### INTRODUCTION

Today, preschool pedagogy has begun to develop new approaches to cooperation with parents, based on the relationship between the two systems of kindergarten and family. Thus, the problem considered in this study has been identified, which is to substantiate the current problems of interaction between preschool institutions and families in matters of upbringing and education. This problem defines the purpose of this research topic to characterize the current state of the problem of family education and the need for interaction between families and kindergartens in the issues of upbringing and education of preschoolers, to analyze the possibilities of objective diagnostics of the level of interaction between families and kindergartens as the main participants in the educational and educational process.[2]

The family was, is and, obviously, will always be the most important environment for the spiritual and moral formation of the child's personality.

The family is the most important institution of socialization, as it is the environment of human development from birth to death. The style of family socialization is associated with the national culture and traditions. These circumstances affect the nature of the children's upbringing. Socialization is the process and result of the assimilation of an individual's active

reproduction of social experience, knowledge, norms of behavior, values, and attitudes accepted in society.

This happens in the process of communication and activity.

Institutions of socialization include the family, educational institutions, microenvironments, social groups, public organizations, mass media, and institutions of politics, culture, and churches.

Family and kindergarten give the child a certain social experience, but only in interaction with each other they create optimal conditions for the entry of a small person into the big world. The family has been and remains a vital environment for the preservation and transmission of cultural values. Each institution of education, family and kindergarten, has its own special meaning, which the other does not have.[1]

The experience gained by a preschooler in kindergarten and family is different: in the family, the child is an object of adoration, compliance and forgiveness (or, conversely), in kindergarten, an equal member of a social group. This difference is the main meaning of cooperation and interaction between the family and the preschool institution. The most important condition for the success of such cooperation is the unity and clarity of the requirements that are imposed on the child by the adults around him, including parents and caregivers. And the task of the teaching staff of a modern kindergarten is to be able to be sensitive to the needs of the family and competent in solving modern problems of upbringing and education.

A number of works are devoted to the problem of diagnosing the level of interaction between kindergarten and family in the issues of upbringing and education of preschoolers, in particular, the manual of A.V. Kozlova, R. P. Desheulina "Work of preschool institutions with the family: diagnostics, planning, lecture notes, consultations, monitoring", as well as the book of E. S. Evdokimova "Pedagogical support of the family in the upbringing of a preschooler"[3].

In the work "Interaction of a preschool educational institution with a family: diagnostics, planning, lecture notes, consultations, monitoring" by A.V. Kozlova and R. P. Desheulina, the need for self-development of kindergarten teachers and parents is revealed. The manual contains materials on diagnostics, thematic plans, lecture notes, consultations, monitoring everything that can be useful.

The book by E. S. Evdokimova "Pedagogical support of the family in the upbringing of preschool children" is devoted to the problem of pedagogical support of the family in the upbringing of preschool children. It reveals the essence and significance of pedagogical assistance and support to the modern family in the new socio-cultural situation; presents the results of research and practical experience of interaction with the family of kindergarten teachers. [4]

Attention should be paid to the monograph of N. V. Miklyaev "Creating conditions for effective interaction with the family", which presents a comprehensive method for diagnosing the conditions and functions of cooperation between parents. In these works, the level of interaction of a preschool institution with the families of pupils is recommended to be studied on the basis of conducting test surveys. The survey results are processed using the "key" and a conclusion is made about a particular level of interaction between kindergartens and families.

There is no doubt that such a method has a right to exist and its results can be used, especially in terms of studying the opinion of parents about the level of cooperation between the DOW and the family, but it is still imperfect, since it carries elements of subjectivism.

Both educators and parents are interested in direct participants in the educational process. Their opinions about the level of interaction between the kindergarten and the family may be directly opposite, do not always correspond to the truth, and in this regard, the methods are not always able to reflect the true state of affairs in matters of cooperation between families and kindergartens in matters of upbringing and education of preschoolers. In this regard, in our opinion, an effective means of diagnosing the state of this problem can be the method of experts, since this technique involves a "look from the outside" and on its basis it is possible to present an objective picture.

### MAIN PART

In general, the expert method involves obtaining a common opinion during a joint discussion of the problem being solved. Sometimes these methods are called methods of direct obtaining of collective opinion. The main advantage of this method is the ability to analyze problems in a variety of ways.

Here is an example of how this method can be used. At the initial stage, experts are selected from among the educators who are not related to the children's institution under study.

For several days, they study the work of the children's institution. After that, they are asked to evaluate the level of cooperation between the kindergarten and the family according to the following criteria:

1. The number of visits by employees of the kindergarten to the families of the pupils.
2. A variety of forms of kindergarten work with families.
3. The number of activities carried out by the kindergarten together with the families.
4. The number of parents who directly participate in the kindergarten.
5. The number of parent meetings held, the level of their attendance.

Each factor is evaluated on a three-point scale, where 1 point characterizes the low level of cooperation, 2-the average level of cooperation. 3 high level of cooperation.

After that, all the points are added together, and this amount reflects the real level of cooperation between the kindergarten and the family. Not all families fully realize the full range of opportunities to influence the child. The reasons are different: some families do not want to raise a child, others do not know how to do it, and others do not understand why it is necessary. In all cases, qualified assistance from a preschool institution is required.

At present, individual work with the family, a differentiated approach to families of different types, and care not to lose sight of and influence of specialists not only difficult, but also not entirely successful in some specific, but important issues of the family continue to be urgent tasks.

Currently, all possible methods and forms of pedagogical education of parents are used, both already established in this field, and innovative, non-traditional. The traditional ones include:

Visiting the child's family gives a lot for studying it, establishing contact with the child, his parents, finding out the conditions of upbringing, if it does not turn into a formal event. The teacher must agree in advance with the parents on the time of the visit that is convenient for them, as well as determine the purpose of their visit. To come to the child's home is to come to visit. So, you need to be in a good mood, friendly, friendly. You should forget about complaints, comments, do not allow criticism of parents, their family economy, way of life, advice (single!) give tactfully, unobtrusively. The behavior and mood of the child (happy, relaxed, quiet, confused, friendly) will also help to understand the psychological climate of the family.

Pedagogical assistance to parents should be based on a thorough and comprehensive study of each family, each child. Work with parents will have a concrete, effective character, promote mutual understanding and mutual interest of parents and caregivers, if the following tasks are implemented in unity:

1. Familiarization with the material conditions of family life, its psychological climate, the peculiarities of the child's behavior in the family.
2. Determination of the level of pedagogical culture of parents.
3. Identification of difficulties experienced by parents.
4. Study of the positive experience of family education in order to disseminate it.
5. Implementation of collective, differentiated and individual pedagogical influence on parents on the basis of a thorough analysis of the data obtained about each family.

A professional social teacher will see from the very first visit to the family what relationships prevail between its members, what is the psychological climate in which the child's development takes place. At each subsequent visit to the family, the caregiver or social teacher must determine in advance the specific goals and objectives related to the peculiarities of the child's development and upbringing, with the type of family. For example, when visiting the family of an early child at home, the following goals and topics of conversations are put forward: "Conditions for the development of the child's subject activity", "Compliance with the regime of the day of an early child", "Pedagogical conditions for the formation of cultural and hygienic skills and independence of the child", etc. The goals of home visits to older preschoolers are different: "Work assignments and responsibilities of the child in the family", "Formation of initial skills of educational activities of the future student in the family", etc. For example, when visiting a low-income family, you can find out which ones specifically.

To make home visits more effective, it is necessary to inform parents not only about the time of the visit, but also about its main purpose. Practice shows that in this case, the conversation and observations are more effective. It should also be noted that at home, the conversation with parents is more frank, there is an opportunity to get acquainted with the opinions and views on the upbringing of all family members, which daily affect the development of the child. On the basis of conversations with all family members, observations, the educator can clearly define fu

Visual propaganda: When carrying out pedagogical propaganda, you can use a combination of different types of visibility. This allows not only to introduce parents to the issues of education through the materials of stands, thematic exhibitions, etc., but also to directly show them the educational process, advanced methods of work, to give parents the necessary pedagogical information in an accessible and convincing way. You can constantly design group stands of the

"For you, parents" type, containing information on two sections: the daily life of the group - various ads, mode, menu, etc., and the current work on raising children in kindergarten and family.

At the beginning of the year, as a rule, the teachers' council discusses the annual work plan. Then teachers inform about the tasks of education in a certain section for a quarter, inform the program content of classes, give advice to parents on how the work carried out in kindergarten can be continued in the family. Other tasks on parenting issues.

Also, during home visits, the teacher notes that you can learn from the positive experience of family education. You can invite parents to share this experience at parent-teacher meetings or write a short article for the mobile folder.

With great pleasure, parents view the works of children displayed on a special stand: drawings, modeling, applications, etc.

In the section "Tips and recommendations", under the guidance of a psychologist and a social teacher, there are recommendations on various issues, reports of members of the parent committee on family visits, and duties.

For families with disabled children, you can arrange a stand where there will be practical recommendations from a psychologist, social pedagogue, or speech pathologist. You can also put a list of instances where parents can get the necessary help and support.

Parents show great interest in how children live in kindergarten, what they do. It is best to introduce parents to this by holding open days. To conduct them, it is necessary to make great efforts and methodologists, and social educators, and psychologists. Preparation for this day should begin long before the scheduled date: prepare a colorful ad, think through the content of educational and educational activities. Before you start watching classes, you need to tell your parents what class they will watch, their purpose, and the need for it.

Open views give parents a lot: they get the opportunity to observe their children in a situation different from the family, to compare their behavior and skills with the behavior and skills of other children, to learn from the teacher the techniques of teaching and educational influences.

Along with the open days, parents and members of the parent committee are on duty. Ample opportunities for observation are provided to parents during children's walks on the site, during holidays, and entertainment evenings. This form of pedagogical propaganda is very effective and helps the teaching staff to overcome the superficial opinion that parents still have about the role of kindergarten in the life and upbringing of children.

In working with parents, you can use such a dynamic form of pedagogical propaganda as folders-movements. They also help with an individual approach to working with the family. In the annual plan, it is necessary to provide for the themes of the folders in advance, so that teachers can choose illustrations and prepare text material. The topics of the folders can be diverse: from material related to labor education in the family, material on aesthetic education to material on raising children in a single-parent family.

The open day, being a fairly common form of work, provides an opportunity to introduce parents to a preschool institution, its traditions, rules, and features of educational work, to interest them and attract them to participate. It is conducted as a tour of a preschool institution with a visit to the group where the children of the visiting parents are brought up. You can show a fragment of



the work of a preschool institution (collective work of children, going for a walk, etc.). After the tour and viewing, the head of the department and the methodologist talk with parents, find out their impressions, answer questions.

Conversations are conducted both individually and in groups. In both cases, the goal is clearly defined: what needs to be found out, how we can help. The content of the conversation is concise, meaningful for parents, and presented in such a way as to encourage the interlocutors to speak out. The teacher should be able not only to speak, but also to listen to parents, to express their own.

**Consultations:** Usually, a system of consultations is drawn up, which are conducted individually or for a subgroup of parents. You can invite parents of different groups who have the same problems or, conversely, success in education (capricious children, children with pronounced abilities to draw, music) to group consultations. The goals of the consultation are the assimilation of certain knowledge and skills by parents; help them in solving problematic issues. The forms of consultations are different (a qualified message from a specialist followed by a discussion; a discussion of an article read in advance by all those invited to the consultation; a practical lesson, for example, on the topic "How to teach a poem with children").

Parents, especially young people, need to acquire practical skills in raising children. It is advisable to invite them to workshops. This form of work gives you the opportunity to talk about the ways and techniques of learning and show them: how to read a book, look at illustrations, talk.

Parent meetings are held in groups and in general (for parents of the entire institution). General meetings are organized 2-3 times a year. They discuss the tasks for the new academic year, the results of educational work, issues of physical education and problems of the summer health period, etc. You can invite a doctor, a lawyer, or a children's writer to the general meeting. Parents' speeches are provided.

Group meetings are held every 2-3 months. For discussion, 2-3 questions are submitted (one question is prepared by the teacher, for others, you can invite parents or one of the specialists to speak). Every year, it is advisable to devote one meeting to discussing the family experience of raising children. Choose a topic that is topical for this group, for example, "Why do our children not like to work?", "How to raise children's interest in a book", "TV-a friend or enemy in raising children?".

Parent conferences; the main goal of the conference is to share the experience of family education. Parents prepare a message in advance, the teacher, if necessary, provides assistance in choosing a topic, making a speech. A specialist can speak at the conference. His speech is given "for a seed", to cause discussion, and if possible, then a discussion. The conference can be held within the framework of a single preschool institution, but conferences of urban and district scales are also practiced. It is important to determine the actual topic of the conference ("Taking care of children's health", "Introducing children to the national culture", "The role of the family in raising a child"). An exhibition of children's works, educational literature, materials reflecting the work of preschool institutions, etc. is being prepared for the conference. You can end the conference with a joint concert of children, preschool employees, and family members.

Currently, in connection with the restructuring of the preschool education system, pre-school practitioners are looking for new, non-traditional forms of work with parents, based on the cooperation and interaction of teachers and parents. Here are examples of some of them.

Family clubs; Unlike parent meetings, which are based on an edifying and instructive form of communication, the club builds relationships with the family on the principles of voluntary, personal interest. In such a club, people are united by a common problem and a joint search for optimal forms of assistance to the child. The topic of the meetings is formulated and requested by the parents. Family clubs are dynamic structures. They can merge into one big club or split into smaller ones-it all depends on the topic of the meeting and the idea of the organizers.

A library of special literature on the problems of education, training and development of children is a significant help in the work of the clubs. Teachers monitor the timely exchange, the selection of necessary books, and make annotations of new products.

Taking into account the employment of parents, such non-traditional forms of communication with the family as "Parent mail" and "Helpline" are also used. Any family member has the opportunity in a short note to express doubts about the methods of raising their child, to seek help from a specific specialist, etc. The helpline helps parents anonymously find out any significant problems for them, to warn teachers about the noticed unusual manifestations of children.

The library of games is also an unconventional form of interaction with the family. Since the games require the participation of an adult, this forces the parents to communicate with the child. If the tradition of joint home games is instilled, new games are created in the library, invented by adults together with children.

## RESULTS AND DISCUSSIONS

Thus, the cooperation of the psychologist, caregivers and the family helps not only to identify the problem that caused the difficult relationship between parents and the child, but also to show the possibilities of its solution. At the same time, it is necessary to strive for the establishment of equal relations between the teacher-psychologist, the educator and the parents. They are characterized by the fact that parents form an attitude of contact; there are trusting relationships with specialists, which, however, do not mean full consent, leaving the right to their own point of view. The relationship proceeds in the spirit of equality of partners. Parents do not passively listen to the recommendations of specialists, but they themselves participate in drawing up a plan for working with the child at home.

## CONCLUSION

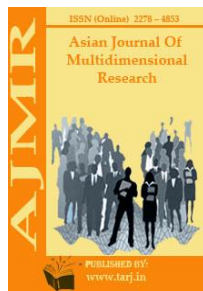
How to organize the receipt of questions from parents? How to organize the receipt of questions from parents? Parents' meetings inform the time of the evening of questions and answers, provide an opportunity to think through the questions and fix them on paper, and parents have the opportunity to think through the questions at home and hand them to the teacher later.

We also offer to hold meetings at the "round table". They expand the educational horizons not only of parents, but also of teachers themselves. Round-table meetings. They expand the educational horizons not only of parents, but also of teachers themselves.

Thus, the interaction of the kindergarten with the family can be carried out in different ways. It is only important to avoid formalism.

**REFERENCES**

1. E. S. Bruskova. - M.: 2007 – - 164 p.
2. Achilova S. K. Development of physical qualities of preschool children //ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL. – 2020
3. A.B.Kozlova, RP Desheulina-2004 - elibrary.ru
4. Evdokimova E. S. Pedagogical support of the family in the education of preschool children. – 2019.
5. Grebennikov I. V. Educational climate of the family/ I. V. Grebennikov. - M.: 2005. - 204 p.
6. How to help your child enter the modern world? / edited by T. V. Antonova. - M.: Moscow Department of Education, Center" Preschool Childhood " named after A.V. Zaporozhets, 2005. - 168 p.
7. Farfieva, K. A. (2021). Theoretical Fundamentals Of Scientific And Innovative Thinking In Adolescents. *TheAmericanJournalofSocialScienceandEducationInnovations*, 3(04), 431-437.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00325.6**

## INCREASING THE FUNCTIONAL INDICATORS AND WORKABILITY OF MUSCLE STRENGTH OF YOUNG WRESTLERS

Chorshamiyev N.A\*

\*Teacher,

Master of Sports,

Department of Theory and Methodology of National Sports, Games,

Uzbekistan State University of Physical Education and Sports,

Chirchik city, UZBEKISTAN

Email id: nuriddin.chorshamiyev.85@bk.ru

### ABSTRACT

*This article discusses the study of physical activity of young wrestlers, the impact of oriental massage on the changes that occur in the body during exercise and competition, during physical activity. The number of scientific studies devoted to the physiological analysis of sports is a minority compared to studies conducted in adults. But even so, it is important to determine the functional characteristics of young wrestlers' stresses in the sport.*

**KEYWORDS:** Young Wrestlers, Conditions for Sports, Oriental Massage, Physical Activity, the Effect of Exercise on the Body.

### INTRODUCTION

The study of the physical performance of young wrestlers is of particular importance in the republics with hot climates. Warm climatic conditions are a complicating factor in the changes that occur in the body during physical activity during sports and wrestling competitions. Therefore, in our country it is necessary to study the dynamics of the ability of young athletes to organize sports, as well as the use of oriental massage.

A study of the literature sources conducted in this area showed that the study of the physical activity of young wrestlers, in which the use of oriental massage to restore the body in hot climates, is almost unexplored. Similar work has only been done by some authors. [1;]

According to T.S.Usmankhodjaev, the state of training in young wrestlers is accompanied by an increase in the strength of the legs, especially the extensor muscles, and they more accurately reflect the level of functional status of the athlete. However, despite these data, in previous medical-pedagogical studies, it was not necessary to increase muscle strength in young wrestlers,

muscle strength in them was only of average size or below average. Wrestling alone cannot ensure a comprehensive development, especially a large increase in muscle strength. [1;]

The number of scientific studies devoted to the physiological analysis of sports is a minority compared to studies conducted in adults. But even so, it is important to determine the functional characteristics of young wrestlers' stresses in the sport. First and foremost, it is important for young people to know what actions are appropriate and what loads are acceptable, especially considering their age and gender. It is important to know how the growth of different sports affects the body. Information on the development of their movement qualities in each age group is also important. According to Vasochkin, muscle strength continues to grow after the age of 18 and reaches a maximum at the age of 25-30. [2;]

According to N. Ermakova, D.A. Makunin, the muscle strength they noted is approximately the same in adolescents of different ages relative to body weight. However, almost all of the data mainly represent the dynamometer readings of the jaw and torso by age limits. Here, the change in muscle strength under the influence of physical loads is not sufficiently taken into account. The increase in muscle strength is an integral element of the overall physical development of the growing organism, which develops harmoniously in all respects under the influence of massage. [3-4;]

There are almost no specific studies devoted to the study of the flexion and extension muscles of the legs and arms, the indicators of muscle strength, and its effect on the level of development of wrestling. We have placed great emphasis on assessing the working capacity of muscles in the training of young wrestlers, which is done by taking into account the specific parameters of muscle activity for active muscle groups. The peculiarity is that the methods that use force are used, which consist of more active-slow movements and are performed in order to process the joints. These techniques are sometimes performed by rubbing the foot against a part of the athlete's body of the person being massaged. This information can be used to evaluate the effectiveness of the training process in the future, both quantitatively and qualitatively. Reflecting on the level of exercise on these indicators while expressing the intensity of the activity of certain muscle groups, it is possible to make appropriate adjustments to the overall exercise plan.

The aim of the study was to study the effect of oriental massage on the functional indicators of muscle strength and performance of young wrestlers.

## ORGANIZATION OF RESEARCH

The study involved students aged 14-17 from the Chirchik Specialized Olympic Reserve Boarding School. During the study, wrestlers were massaged before and after a month of exercise to study the effects of massage on the body of wrestlers. Observations of muscle strength (electrodynamometry), muscle tone in relaxation and tension (electromyotonometry) and skin temperature at 17 points of the body, as well as muscle performance were performed in athletes in three age groups, and preliminary results were recorded. General data on muscle strength indicators are shown in Table 1.

**TABLE 1 MUSCLE STRENGTH INDICATORS IN YOUNG WRESTLERS**

| Indicators           |          | 14- 15 years old n = 30       |                   |      | 16-17 years old n = 40     |               |       |
|----------------------|----------|-------------------------------|-------------------|------|----------------------------|---------------|-------|
|                      |          | Indicator.<br>Change<br>limit | M + -m            | + -  | Indicator.<br>Change limit | M+ -m         | + -   |
| sh<br>ou<br>lde<br>r | blenders | 12-26                         | 19,0 + - 0,2<br>8 | 1,84 | 10-34                      | 20,4 + - 0,30 | 4,    |
|                      | writers  | 10-30                         | 22,6 + - 0,4<br>6 | 3,0  | 16-36                      | 27,2 + - 0,37 | 4,8   |
| wr<br>ist            | blenders | 17-25                         | 21,6 + - 0,3<br>2 | 2,1  | 20-36                      | 25,2 + - 0,64 | 8,0   |
|                      | writers  | 9-21                          | 16,0 + - 0,30     | 2,0  | 12-26                      | 19,5 + - 0,27 | 3,4   |
| thi<br>gh            | blenders | 17-29                         | 22,8 + - 0,4<br>2 | 2,70 | 18-46                      | 28,0 + - 0,70 | 5,2   |
|                      | writers  | 50-94                         | 74,4 + - 1,3<br>3 | 8,7  | 54-150                     | 91,0 + - 1,72 | 22,4  |
| Sh<br>in             | blenders | 8-30                          | 18,4 + - 0,5<br>6 | 3,70 | 14-30                      | 21,2 + - 0,36 | 4,60  |
|                      | writers  | 34-74                         | 57,6 + - 0,9<br>7 | 6,48 | 18-114                     | 58,0 + - 1,16 | 17,60 |

Note: 40 sessions were observed for 14-15 year olds and 60 sessions for 16-17 year olds.

The table shows that in athletes of the older age group, the strength of the flexor muscles of the Shoulder differed significantly in size from athletes aged 14 and 15 years. In these two age groups of young athletes, the strength of the shoulder flexors differed in size. If in 14-year-old adolescents it was  $19.0 \pm 0.28$ ,  $\pm 1.84$  in M + - m, in 16-year-old athletes it was  $M + - m = 20.4 \pm 0.30$  kg, i.e. was 1400 g higher than muscle strength.

## RESULTS OF DISCUSSION

In athletes in the older age group (16–17 years), the strength of the shoulder flexor muscles was expressed by the following indicators;  $M + - m = 20.4 \pm 0.30$ . Thus, preliminary data on the size of the shoulder flexor muscle strength allowed to record much higher performance in athletes in the older age group. The strength of the muscles that stretch the shoulder is very different from the strength of the flexor muscles. Its size has a tendency to grow, much higher than the strength of the muscles that flex the shoulder. In the 14-year-old group, initial measurements of shoulder-stretching muscle strength ranged from 10 kg to 30 kg, with  $M + - m = 22.6 \pm 0.46$  kg, although in 70% of observations this figure was in the range of 18–22 kg amplitude; In 24% of adolescents in this age group, muscle strength was 26–30 kg and in only 6% of athletes it was 10–14 kg and equal. Thus, the optimal initial maximum muscle strength ranged from 18 to 22 kg. In athletes aged 14–15 years, the strength of the shoulder-stretching muscles at rest varied from 16 to 36 kg, with  $M + - m = 27.2 \pm 0.37$  and  $x = \pm 4.8$ . Numerous observations (98%) fell within the range of 20 to 36 kg, and in 2% of observations, the figure was 16 kg. Thus, in this age group, the amplitude of change in shoulder muscle strength indicators (4.6 kg) was also



observed and differed significantly in its size relative to the younger age group. In the older age group (16–17 years), the initial measurements of shoulder-stretching muscle strength were around 16–50 kg, with numerous (9%) observations of muscle strength being around 20–48 kg ( $M + - m = 35.8 \pm 0, 7$  and  $x = \pm 10.4$ ) and in only 9% of athletes, these magnitudes were outside the range of mean magnitudes ( $x = \pm 3$ ). In this age group, the magnitude of the shoulder crush muscle strength is significantly different from the previous two age groups. In the indicated age groups, the shoulder flexion muscle strength indicators at rest had a large amplitude of change relative to the magnitude of the shoulder flexor muscle strength. This applies to all age groups, and in wrestling training, a large physical load falls on the muscles that stretch the shoulders, so they work harder. This is a very important factor. Preliminary indicators of the wrist muscle group were analyzed in a similar sequence. In the younger age group of athletes, the wrist flexor muscle variations ranged from 17 to 25 kg, distributed evenly over the same amplitude range. ( $M + - m = 21.6 \pm 0.32$  and  $x = \pm 2.1$ ). Thus, the leg muscle strength in the 16–17-year-old group of children differs sharply from the initial values of muscle strength detected in adolescents in the 13–14-year-old group, i.e., 25.6 kg higher.

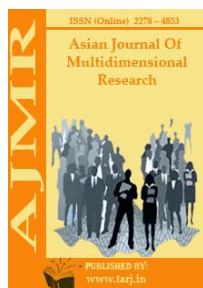
## CONCLUSION

1. Analysis of statistical data on the initial indicators of muscle strength in all muscle groups of arms and legs in adolescents aged 14–15 years showed that due to the low level of training of wrestlers of this age and their age-specific characteristics, the limits of muscle strength variability are large. Athletes aged 16–17 years also had higher levels of training, and the fact that they belonged to the older age group was higher, which meant that their performance was less dispersed, along with variation.
2. In adolescents aged 14–15 years, the initial indicators of shoulder and wrist flexion and extension muscle strength were also diffuse, with muscle strength indicators in this group of 16–17-year-olds having a change in muscle strength between flexion and extension muscles. This can be explained by the age-specific characteristics and better training of adolescents in the older age group, as well as by the fact that they have well-developed motor skills.
3. Analysis of the distribution of muscle strength indicators in a series of variations showed that a large percentage of indicators in older age groups were concentrated around the mean, depending on the specific characteristics of younger age groups and the level of exercise.
4. Analysis of initial data on muscle tone showed that in the 16- to 17-year-old group of children, the rates of relaxation and tension were significantly different from those in the other age groups. This can be explained by the period of physical and hormonal development of adolescents at this age. During this period, their metabolic processes intensify, various changes occur in the body, the process of initial formation of the exercise factor begins in adolescents aged 14–15 years, various sports-specific skills are formed, stereotypes are formed, their nervous system does not have strong enough skills. Adolescents aged 16–17 years were more trained in the neuromuscular apparatus than other groups, and motor skills were much higher. Therefore, they were more stable and had higher results.

## REFERENCES

1. T.S.Usmanxo'jaev. The effect of oriental massage on the body of athletes in hot climates. Abstract.can. science. M.1969.
2. V.I.Vasichkin. About massage. A great guide to massage.M. 2015.

3. N.Ermakova. The newest encyclopedia of massage. M.: 2017.
4. D.A.Makunin. Massage and treatment. P.: 2019.
5. Atxamdjanovna, F. K. (2020, December). Effectiveness of physical culture education effects of adolescents on scientific thinking in growth location of effective information. In *Конференции*.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00327.X**

## REGIONAL SPECIFICITY OF CONSTRUCTION TRADITIONS IN THE ETHNOCULTURAL PROCESSES OF THE UZBEK PEOPLE

Dilmurod Tursunmuratovich Mallaev\*

\*Researcher,  
Department of General History,  
Termez State University  
UZBEKISTAN

### ABSTRACT

*Grass originated in the middle of the first millennium AD as the main means of subsistence for nomadic peoples. The pastures of the population of the Northern Surkhandarya oasis have their own characteristics. One of the important issues in the ethnographic analysis of the material culture of our people is paying attention to the traditions of construction, and in this regard, special studies are being carried out to scientifically study existing problems.*

**KEYWORDS:** *Lochik, Kapa, Chum, Tent, Tent, Earthen Roof, Full, Full Shepherd, Garden Roof, Grass, Black House, White Grass, Red Grass.*

### INTRODUCTION

One of the important issues in the ethnographic analysis of the material culture of our people is paying attention to the traditions of construction, and in this regard, special studies are being carried out to scientifically study existing problems. In particular, based on ethnographic research, the main dwellings of semi-saddle breeders, built by artisans of the Surkhandarya oasis, are seasonal and temporary., Black House, White Grass, Red Grass, etc.

As a result of scientific research, the most common seasonal and temporary dwelling is the grass (black house), the origins of which are several thousand years old. In the 5th century BC, Herodotus, in his History, notes that the Argippos used naturally growing trees as building material for the house, which they built as a seasonal and temporary dwelling: "Every family lives under a tree. In winter, the tree is covered with thick white felt, and in summer the felt is removed" [1.21.]. The grass entered the estuaries at the end of the millennium [2.184-185.]. In the work of Khudud al-Alam, whose author is unknown, it is said about the Kalmyks living on the banks of the Irtysh: Thus, grass as the main means of settling nomadic peoples appeared in the middle of the first millennium AD [4.50.]. The pastures of the population of different regions

of Uzbekistan have been studied by some scientists [5.355-359.]. However, the pastures of the population of the Northern Surkhandarya oasis have their own characteristics.

"Black House" of the inhabitants of the oasis - grass in two parts; a) from willow branches (yellow willow) [6], from keragi, uvuk and changarak, which are called the bones of this house; b) reinforcement covering the roof of the house - consisting of a mesh, a ring and a hole. The lattice part of the house is a keraga, with kerags from 48 to 74 heads. In fact, there were four kera on one lawn, each of which occupied a quarter of the house, and this was called a "wing." The connection of the wings was called jafsar. Pegs ranging from six and a half to eight and a half inches long were attached to the jafsars, and the jugs were attached to them with jafsar (bov) threads. Combined into four kera, they formed part of the herbal lattice. The mesh cells formed from keragas are called "cells". There are wide types of pottery such as the "hand pot" and the "narrow pot", and the sedentary population of the Northern Surkhandarya oasis built mainly houses with narrow pots. The semi-sedentary inhabitants of the oasis built houses with wide cells. Since the portable cabins were relatively light and compact, there was little room for a wagon (camel, horse or donkey) during migration. If each wing has 12 "cups", that is, "ears", the grass is called "48-head", and if there are 16 cups, the grass is called "64-head" [7]. Keraga stripes are tied with "keraga blue", ie specially made ribbons of bovine or camel skin. Keraga was also used as the "lover" of the blue and black house. In the villages of Khojamulki, Shaldyrok and Obodon, when the kerags were laid out, the fences were 7-8 inches high, and in the villages of Kumpaikal and Karluk - 6 inches. When harvested, it was 12-14 inches high and 3-4 inches wide [8].

The front door of the house consists of upper, lower and side thresholds, and the keragi facade is closed by the side threshold of the house door. The two ends of the side sills stood (upper) and inserted into the grooves of the lower sills. At the top of the stand (upper threshold) there are grooves for five "orphans". The meeting point of the two lateral rapids at the ridges is dug longitudinally and dug out in the form of a ditch, the ridges are placed in one pit.

At a height of five or six inches, the reed is woven unprocessed and held outside the kerag. Two or three raw ones were enough. In weaving, the raw material is removed from the bark of the cane, cut into five or six inches long, and woven from chardose (yarn) spun from goat hair on an unprocessed loom [9]. After the planks and sills of the black house were installed, a 1-1.5 "wide woolen bun from a part of the planks and a half-inch long woven woolen" jafsar bov "from the middle part are transformed into" ayil "and the two ends are turned into side sills. This was done so that the rafters did not sit down, the rafters did not open, and the rafters did not bend back. [10]

## METHODS

The craftsmen of the Surkhan oasis made willow rods from willow rods in the villages of Obodon and Tola, Shurchinsky district, ten to fourteen inches in the village of Chakar, Uzun district, and eight to nine inches in length in the villages of Ipak, Gumpaykal, Karluk and Chep, Altynsay district. length from one and a half to two finger joints. The bent part of the ankle is attached to the "cups" (ears) of the keragi. The number of hives depends on how many heads are in the house, and if there are 52 heads in the black house, 52 heads in the hive, or if there are 74 heads in the hut, then the hive has 74 heads. Of course, this does not include orphans. The orphan hive is called the top hinge, that is, the five huts mounted on the door. Since orphans have a shorter flexion space, it does not exceed one fold. The tip is inserted into the drilled holes [11].

The "skull" of a black house is bent in a circle of willow, its circumference is 8-9 inches, and its thickness is one inch. This is called "scam". At the top of the skull, willow rods are bent into a dome and inserted into the first row of holes cut from the top of the skull. The sticks are cruciform, the middle part is tied with a ribbon made of camel or cowhide (hide). A red thread (bov) is laid along the base of the skewer, wound on a skewer.[12].

When the masters of the Surkhandarya oasis raised the grass, that is, during its erection, they tied two hooves like goat horns, bent the bent parts in opposite positions, and the thorn rose to a height. Ears). After the stems are inserted into the holes of the stems, they are strengthened with combs woven of wool, which have a length and width of 2-2.5 joints. From the place where the hips are bent, that is, from the bottom of the ridge, a "belt" is drawn throughout the house. The wool was woven into a flower and was 1.5-2 inches wide and 1.5 inches long. To show the interior of the black house in a beautiful crimson hue, it is held in place by an inch-wide red flower woven of wool, and the dome is woven into the dome. [13].

The upper part of the grass is covered with two felt (felt) "rings" and four "nets" [14]. In doing so, they attached the top of the house with two rings to the place where it needed to be cleaned. The top of the ring is cut in a circle to fit the size of the ring. The front part is pulled together by 6-8 poppy red beans. Using 8-10 loops, the back ring is pulled over the ankles towards the front of the house, and the front is tied to the waist of the house at the intersection of the top of the ring. The white ring was about an inch wide. It was also half an inch wide and had 38 to 64 white tasters. These riders were strapped and fastened to the belt ala. The tasters were instrumental in making the house look nice and white.

The four nets are closed with four jafsars (wings), and the top of the net is inserted under the rings. The nets were closed to the bottom of the keragi. On hot summer days, nets are put on a belt and covered with dew to keep them cool.

For problems such as light falls, air exchange, sandals, and stove smoke, the fireplace is a black hole for house dust, and the hole is made of felt. The hole in the pit, four by three inches, was a rope hanging from all four sides of the house. These holes were used to open and close the hole.[15] The fireplace door is a double-leaf "erganak" in the form of a staircase [16], on which a special chiy has a length of three cubits, and on the chiy there is a door covering covered with felt. The top of the door cover is attached to the ring and rises when folded when hot. It was lowered only in cold weather and the entrance to the house was closed. A "cave" was dug outside the house to prevent water from entering the house during rain. There are also "overgrown" grass ropes that rise above the skis and are tied to stakes on both sides, reinforced to keep them from moving in the event of storm and wind. [17]

## RESULTS AND DISCUSSION

The craftsmen of the Surkhandarya oasis had large and small, tall grasses and many beautiful decorations, thanks to the economic power of the landowner, and their houses were two-story, that is, two-fold. Of course, the production and purchase of this herb attracted a lot of money. [18]. In the villages of Gumpaykal, Karluk, Jobu of the Altynsay region of the Northern Surkhandarya oasis, in the villages of Dzhaloir, Okkapchigay, Khojamulki of the Kumkurgan region, in the villages of Shaldyrok and Obodon of the Shurchinsky region, pasture gates for the south have been built. This is due to the fact that sunlight must enter the house from sunrise to sunset (especially in autumn and winter). It also takes into account hurricane winds and precipitation from the east and sunrise and west sunset [19.117.].

## CONCLUSION

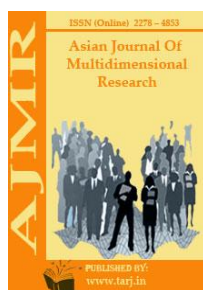
The masters of the Surkhandarya oasis made a white house (white grass) for the newlyweds, and the custom of making new grass for the wedding is also present in Khorezm [20.357], Kipchaks [21.225] and Lakays [22]. Bones and felt from white grass were made by the groom, and the housekeeper - the bride. White grass felts are mainly made from white wool. Grass restoration and demolition work in the oasis was carried out only by women.

## REFERENCES

1. Herodotus. History in nine books. –L., 1972. –p. 21.
2. Agadzhanov S.G. Oguz tribes of Central Asia IX-XIII centuries. // Countries and peoples of the East. Issue H. - M., 1971. -p. 184-185.
3. The past of Kazakhstan in sources and materials. –Alma-Ata, 1935. –p. 29.
4. Weinstein S.I. Problems of the history of the dwelling of the steppe nomads of Eurasia // SE. –M., 1976. –№4. –FROM. fifty.
5. Zadykhina K.D. Uzbeks of the Amu Darya delta // Proceedings of the KhAEE. –M., 1952. T. I. –p. 355-359; Karmysheva B.Kh. Uzbek-Lokai of Southern Tajikistan // Proceedings of the Academy of Sciences of the Taj. SSR. –Stalinabad, 1954. T. XXVIII. –FROM. 133; Shaniyazov K. Uzbek-Karluks. –Tashkent, 1964. –p. 95-100; Shaniyazov K.Sh., Ismailov Kh.I. Ethnographic sketches of the material culture of the Uzbeks of the late 19th - early 20th centuries. –Tashkent, 1981. –p. 54-59; Ibragimov I.O. The history of the development of the dwelling of the population of the steppe regions of southern Uzbekistan in the late XIX - early XX centuries: Author diss. ... Cand. ist. sciences. –Tashkent, 1988. –p. 16-17; Jabborov I. Ethnography of the Uzbek people. –Tashkent, 1994. –p. 147; Boriev O., Ismoilov N. Traditional houses of the Uzbek people // Gulistan. –Tashkent, 2000. –№4. –p. 44-45.
6. Given the strength and durability of yellow willow, the grass backbone was made primarily of yellow willow. Field records. 2020. The village of Yalta, Shurchinsky district.
7. Field records. 2020. Khojamulki village of Kumkurgan region; 2021 Karluk village, Ipok, Jobu, Altynsay region.
8. Field records. 2020. Khojamulki village of Kumkurgan region; 2020. Village Shaldyrok, Obodon Shurchinsky district; 2020 Gumpaikal, Karluk village, Altynsay region.
9. Field records. 2020. Villages Tola, Tolly, Yalta, Shurchinsky district; 2021 Chukur villages, Khayrabad, Khazorbog of Denau region.
10. Field records. 2021 Village of Tola and Yalta, Shurchinsky district.
11. Field records. 2020. Hidirsho village, Mormin, Altynsay region.
12. Field records. 2020. Kumkurgan region. Djaloir, Saikhon village.
13. Field records. 2020. Villages Shaldyrok, Obodon, Tola, Shurchinsky district.
14. In the villages of Khojamulki, Shaldyrok, Abodon, Tola of the Northern Surkhandarya oasis it is called "Torlik", in the villages of Ipak, Jobu, Karluk, Kumpaikal - "Tuvalik". Field records. 2020-2021 The village of Khojamulki, Kumkurgan region, Shaldyrok, Obodon, Tola, Shurchinsky region, Ipok, Jobu, Karluk, Gumpaykal, Oltinsky region.



15. Field records. 2021 Shar-Shar village, Jiydabulak, Denau region.
16. Erganak is a door that serves as a barrier against animals entering the house. Also, the deceased in the bells was taken to the grave at Erganak. Field records. 2021 Djaloir and Khojamulki villages of Kumkurgan region; 2021 Shaldyrok village, Obodon, Shurchinsky district.
17. Field records. 2020. Villages Bobotag, Chagan, Khojakulsun, Denau region.
18. In two-story black houses, eight keras were used on top of each other instead of the four main keras. Field records. 2020. Bakhshetpa village, Saxonkapa, Shurchinsky region; 2020 Jaloir village, Saikhon Kumkurgan region.
19. The Kipchaks built meadows facing east, claiming that morning sunlight brings blessings, prosperity and food to the house. See K. Shoniyozov. Gangs of the State and Gangsters. – Tashkent, 1990. –p. 117.
20. Zadykhina K.D. Uzbeks of the Amu Darya delta // Proceedings of the KhAEE. –M., 1952. T. I. –p. 357.
21. Shaniyazov K. On the ethnic history of the Uzbek people. –Tashkent, 1974. –p. 225.
22. Karmysheva B.Kh. Uzbek-Lokai of Southern Tajikistan // Proceedings of the Academy of Sciences of the Taj. SSR. –Stalinabad, 1954. T. XXVIII.
23. Field records. 2021 Dunetepa, Deep Villages of Denau District.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00355.4**

## CLIMATIC WATER BUDGET – A CASE STUDY OF RAHATA TAHSIL IN AHMEDNAGAR DISTRICT (MH)

Prof. B.K. Wani\*; Dr. V.S. Bhagat\*\*

\*Arts, Commerce &amp; Science College Satral

\*\*Arts, Commerce &amp; Dadasaheb

Tal. Rahuri Dist. Ahmednagar

INDIA

Rupwate College Akole Dist. Ahmednagar

INDIA

### ABSTRACT

*The present work attempts to analyse the climatic water budget. Analyses of study are based on weekly rainfall data. The average rainfall is about 515.53mm receives during monsoon season. The climatological water demand for potential evapotranspiration is estimated about 1391.2mm by using Thornthwaite and Mather (1955) technique. There is water deficit for annual mean rainfall. The distribution of weekly rainfall shows that only 38<sup>th</sup> to 39<sup>th</sup> weeks have rainfall greater than PE and rest of the weeks have water deficit. However, field observation shows that there is some ground water recharge and runoff also. The total amount of rainwater is estimated about 3318Mh for mean rainfall, 4396 Mh for mean + STD and 5474 Mh for mean+2STD. For greater than mean rainfall, coarse shallow soils located in western part of the tahsil have comparatively more water surplus after AE than the deep black soils located in the central part and along with rivers. There is no surplus water observed for annual mean rainfall. It means that this available rainwater is evaporated from the soils which may consider as a soil water resource. However, about 604 Mh surplus water is estimated for rainfall is mean + STD and 1188 Mh for mean+2STD.*

**KEYWORD:** *Evapotranspiration, Deficit, Surplus, Meter Hectare.*

### INTRODUCTION

Agriculture is the backbone of Indian economy (Narayana 2007) because of largest share in national income and workforce employed (Naidu and Venkata 2007). In India, overall economy is depend performance of agriculture. Agriculture is the source of livelihood and food security

for rural population. However, the erratic nature of monsoon rainfall increases the elements of risk in agricultural production. In the last century there were many severe agricultural droughts as in 1918, 1972, 1979, and 2002 affects about 45% of total cultivable area (Rao *et al* 2005). These droughts were reduced food grain production and income of the farmer (Mir 2006). The drought-prone areas are facing several socio-economic problems (Rao *et al* 2001) like poor standard of living, malnutrition, migration for employment etc.

The water is the key in socio-economic development (Durabude *et al* 2001). India has about 16% of total worlds population and water resource about only 4% (Bansil 2004). The nature of ecosystem has been defined according to rainfall distribution (Briji 2003). It is also primary elements of biome production (Rao and Krishnamurthy 2006). Water deficit areas are poorer than the water surplus areas for biomass production and diversity (Warner *et al* 2006).

The maximum water holding capacity of soils, rainfall and potential evapotranspiration are the basic controlling elements of water balance. The distribution of these elements have decides droughts or water surplus condition. Therefore rainfall, potential evapotranspiration, aridity, humidity and soil moisture are become primary controlling factors of agriculture (Saikia 1994). In rain feed agriculture, soil moisture is the prime source of water to agriculture and atmosphere. In this area rainfall is only source to water recharge. In the present study water balance technique is used to estimate the availability of rainwater resource in the study area. It will be basic information for agriculture planning for sustainable development.

## OBJECTIVES

The objectives of the study are as follows.

- a) To compute and understand the distribution of weekly water balance.
- b) To estimate the climatic water resource available in the study area.

## STUDY AREA

For the present study Rahata tahsil of the Ahmednagar district in Maharashtra has been selected as a study area. It lies between 19° 31' N to 19° 51' N latitude and 74° 23' E to 74° 37' E longitude. It is situated rain shadow zone of western ghat and facing severe droughts. This is the warping land between Godavari and Pravara river. The average elevation of the area is 530 m from mean sea level (S.O.I.). The river Godavari and Pravara flows to east. It forms the northeast and southern boundary of the tahsil respectively. Tahsil occupies 696.31km<sup>2</sup> geographical areas within 58 villages and 2 towns. The total population of the tahsil is 2, 88,279 in the year 2001 and 84.32% of total population living in rural area, out of these population 42.37% is classified as working population and 57.62% is dependent. Agriculture is the major claimant of workforce and source of income. In this tahsil, 47% area is irrigated and 53% is rain feed. The present study will help to understand water related problems in this area and same time analysis provide basic information for irrigation planning and selection of crops.

## METHODOLOGY

**Data Base:** The weekly rainfall data for 30 years (1976-2005) for seven rain-gauge stations situated in and near by Rahata tahsil have been used for present analysis. This data has been procured from the department of irrigation Govt. of Maharashtra. The climatological data have been collected from I.M.D. Pune. Soil map of study area is obtained from the department of agriculture Govt. of Maharashtra.

**Data Analysis:** The required values of PE have been estimated using formula (1) given by Thornthwaite (1955).

$$e = 1.7 (10 T / I)^a \quad (1)$$

Numerical values of water surplus and deficit are computed by the application of simple book keeping method (2).

$$RF = AE + (R_n + I) + \Delta s \quad (2)$$

The spatial estimations of water resource are based on statistical and GIS techniques. Linear regression has been used for estimations of water resource according different soil types and probability limits. The total volume of water resource is estimated using GIS technique. i.e. Ilwis-3.4 academic (ITC, RSG/GSD, Jan 2004).

## RESULT AND DISCUSSION

For calculation of water balance MWHC of soil is most essential.

### Maximum water holding capacity of soils (MWHC):

The field capacity is defined as the amounts of water that can be hold in the capillaries of soil agents the pull of gravity. Texture, inorganic and organic contents in soils have counters the MWHC. It has significant role in the water exchange between land – atmosphere and inter region. Study area has three-type of soils i.g. coarse shallow, medium black and deep black. The coarse shallow soil observed in western part (39.71%) of the tahsil with about MWHC 100 mm. Medium black soils found in the middle part covers 44.16% area, having about 200mm MWHC. Deep black soil covers 16.33% of the total area, located along with the rivers. It has about 300mm MWHC.

### Water balance analysis for mean rainfall:

The average annual rainfall in the tahsil is about 515.53mm, where as potential evapotranspiration (PE) 1391.2 mm. The water balance calculation is showing (Table.1) average actual evapotranspiration (AE) is about 515.53mm. The values of AE and water deficit (WD) have showing slight difference at various stations and MWHC of the soils located in the tahsil at mean rainfall. Water balance analysis shows there is no surplus water (WS) after AE. It means that MWHC of the soils have not significant role in water balance at mean rainfall.

### Water balance analysis for maximum rainfall:

The maximum annual rainfall in the tahsil has been observed up to 908 mm at Chitali station. This is 406 mm more than average. Rainfall above mean is become significant for WS after AE. For this rainfall the values of AE, WD and WS (table.1) have varied according to soil types. For maximum rainfall coarse shallow soils have shows maximum WS after AE than the deep black soils. Deep black soils saturated at in the period of high rainfall. Both *khari* and *Rubbi* season have shows WS. It means that year having high rainfall have good condition for agriculture, with high security in deep soils.

Table.1. Result of water balance analysis.

| Rain-Gauge station | MWHC | Mean Rainfall |    |    |    | Maximum Rainfall |    |    |    |
|--------------------|------|---------------|----|----|----|------------------|----|----|----|
|                    |      | P             | AE | WD | WS | P                | AE | WD | WS |

|            |     |        |        |        |      |       |       |        |        |
|------------|-----|--------|--------|--------|------|-------|-------|--------|--------|
| Rahata     | 100 | 546.17 | 546.17 | 845.03 | 0.00 | 881.4 | 637.9 | 753.9  | 243.5  |
|            | 200 | 546.17 | 546.17 | 845.03 | 0.00 | 881.4 | 727   | 664.18 | 154.38 |
|            | 300 | 546.17 | 546.17 | 845.03 | 0.00 | 881.4 | 793   | 598.18 | 88.38  |
| Ranjangaon | 100 | 518.58 | 518.58 | 872.62 | 0.00 | 898.2 | 539.3 | 851.88 | 358.88 |
|            | 200 | 518.58 | 518.58 | 872.62 | 0.00 | 898.2 | 627   | 764.23 | 271.23 |
|            | 300 | 518.58 | 518.58 | 872.62 | 0.00 | 898.2 | 695   | 696.23 | 203.23 |
| Chitali    | 100 | 518.7  | 518.7  | 872.5  | 0.00 | 908   | 595.6 | 795.61 | 312.41 |
|            | 200 | 518.7  | 518.7  | 872.5  | 0.00 | 908   | 731.2 | 659.97 | 176.77 |
|            | 300 | 518.7  | 518.7  | 872.5  | 0.00 | 908   | 812.6 | 578.58 | 95.38  |
| Loni       | 100 | 478.7  | 478.7  | 912.5  | 0.00 | 768   | 588.6 | 802.61 | 179.41 |
|            | 200 | 478.7  | 478.7  | 912.5  | 0.00 | 768   | 665.6 | 725.65 | 102.45 |
|            | 300 | 478.7  | 478.7  | 912.5  | 0.00 | 768   | 734.6 | 656.65 | 33.45  |

All these results give the idea about nature of rainfall. However, for proper agricultural and irrigation planning the values of water resource volume in Mh with different parameter is more helpful. With considering limitations of water balance this study is offered water budgeting for climatic water resource i.g. rainfall for obtaining the volume of water resource availability and its distribution according to climatic elements viz. AE, WD, and WS.

#### Available rainwater resource:

The amount of rainwater resource (Mh) in study area is estimated using interpolation technique in GIS. (3).

$$RW = \sum_{i=1}^n \frac{Xi}{1000} \quad (3)$$

RW = Rainwater resource

n = Number of groups of pixels according rainfall in values histogram (GIS)

Xi = area in the groups of pixels according rainfall values in histogram (GIS)

**TABLE.2 ESTIMATED RAINWATER RESOURCE.**

| Rainfall    | Rainwater resource (Mh) | Increase from mean (%) |
|-------------|-------------------------|------------------------|
| Mean        | 3318                    | 00                     |
| Mean + STD  | 4396                    | 32                     |
| Mean + 2STD | 5474                    | 64                     |

Total rainwater resource available for mean rainfall in the tahsil is estimated about 3318 Mh (Table.2). It increases by 32% for rainfall Mean +STD and 64% for mean+2STD.

#### Estimation of surplus water:

Surplus water after AE is the main source of soil moisture recharge and runoff. In study area there is no SW for mean or less than mean rainfall. Therefore water balance has been calculated

for the years of maximum rainfall. The amounts of SW after AE have been estimated for mean + STD and mean + 2STD rainfall. In another study it is found that there is close relationship between WS and the values of rainfall minus MWHC of soil (Bhagat 2002). Here with considering this relationship rainfall minus MWHC is considered independent variable and WS estimated in water balance analysis is considered as dependent variable. For estimation of WS (Table.4) regression technique is use (fig.1) at different rain gauge stations and MWHC of soils. The  $R^2$  values (0.82) indicating suitability of regression equation. Estimations of surplus water (equation 4) by using interpolation technique total WS based on MWHC of soils have been estimated. It means that for mean rainfall (P) is equal to AE. However, if rainfall is exceeds mean + STD, WS is estimated about 14% and mean+2STD about 21%. Western part of the tahsil where are coarse shallow soils have high WS than the deep black soils located along with the river for both mean + STD and mean + 2STD rainfall. It means that WS after AE is depends on soil types if rainfall is more than mean.

$$WS = \sum_{i=1}^n \frac{AiSj}{n} \quad (4)$$

WS = water surplus after AE

n = Number of groups of pixels in histogram (GIS).

$AiSj$  = area in the  $i^{th}$  groups of pixels with values of WS in the  $j^{th}$  groups according to MWHC

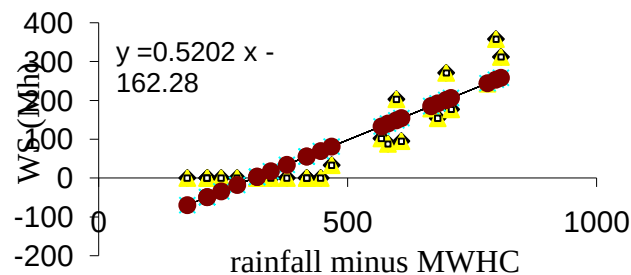


fig:1

(GIS).

**TABLE.4 ESTIMATED WATER SURPLUS**

| Rainfall    | WS (Mh) | Out of total rainwater (%) |
|-------------|---------|----------------------------|
| Mean        | 00      | 00                         |
| Mean + STD  | 604     | 14                         |
| Mean + 2STD | 1188    | 21                         |

#### Soil water resource

In this study soil moisture has considered equivalent to AE (Tornthwaite1955). The estimation of these values is based on values of WS after AE from total water resource by using following equation (5) in GIS.

$$AE = \text{rainwater resource} - WS \quad (5)$$

The volume of soil moisture have been estimated by using following equation (6) based on histogram generated for the maps prepared according to STD limits of rainfall in GIS.



$$SWR = \sum_{i=1}^n \frac{AiSRj}{1000} \quad (6)$$

SWR = soil water resource

n = number of groups of pixels in histogram.

$AiSRj$  = area in the  $i^{th}$  groups of pixels with values of AE in the  $j^{th}$  groups of soils according to MWHC.

In the study area soil water resource is equivalent to rainfall if rainfall is less than mean. However, these values (Table.5) are decreases by 14% for mean + STD and 21% for mean+2STD. It is about 3318 Mh for mean, 3792 Mh for mean + STD and 4286 Mh for mean+2STD.

**TABLE. 5 ESTIMATED SOIL WATER RESOURCE.**

| Rainfall limit | Soil water resource (Mh) | Out of rainwater (%) |
|----------------|--------------------------|----------------------|
| Mean           | 3318                     | 100                  |
| Mean + STD     | 3972                     | 86                   |
| Mean + 2STD    | 4286                     | 79                   |

The distribution pattern of the soil moisture is observed similarity for the rainfall above the mean. Deep soils are providing more soil moisture for crops if rainfall exceeds from mean. However, coarse shallow soils have limited scope of soil water resource even in high rainfall condition.

#### **Total water resource in the study area.**

At the end of the study the availability of climatic water resource according to soil moisture and WS have been estimated and tabulated, (table 4.6). The table shows that the amount of total rainwater available in the tahsil for mean rainfall is about 3318 Mh. This is equivalent to available soil moisture. There is no WS for mean and less than mean rainfall. There is WS estimated about 604 Mh (14%) if rainfall exceeds up to mean + STD and 1188 Mh (21%) for mean+2STD it means that WS is increases from mean. Where soil moisture is also increases by 3792 Mh for mean +STD and 4286 Mh for mean + 2STD. However, total share of soil moisture from total rainwater availability decrease by 14 % and 21 % accordingly.

**TABLE 6 AVAILABLE RAINWATER RESOURCES ACCORDING TO PROBABILITY LIMITS**

| Rainfall limit | Rainwater resource (Mh) | AE (Mh) | %   | WS (Mh) | %  |
|----------------|-------------------------|---------|-----|---------|----|
| Mean           | 3318                    | 3318    | 100 | 00      | 00 |
| Mean + STD     | 4396                    | 3792    | 86  | 604     | 14 |
| Mean + 2 STD   | 5474                    | 4286    | 79  | 1188    | 21 |

The variability in rainfall has shows about 30%. It means that the incidence of rainfall more than average is low. It indicates that availability of rainwater in different forms is confined to mean rainfall number of years with water surplus is low. It suggested that the need of water resource management and cropping planning based on availability and variability of climatic water resource.

## CONCLUSION

The water balance analysis and climatic water budgeting have proved that the tahsil have rainwater resource less than the atmospheric water need (PE). The availability of rainwater is increase by rainfall exceeding from the mean. Therefore, hypothesis stated for the present study is acceptable. The water scarcity has suggesting urgent need of water resource management for sustainable development.

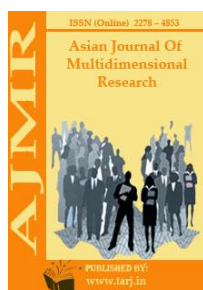
## ABBREVIATIONS

|      |                                |
|------|--------------------------------|
| PE   | Potential evapotranspiration   |
| P    | Precipitation                  |
| AE   | Actual evapotranspiration      |
| WD   | Water deficit                  |
| WS   | Water surplus                  |
| MWHC | Maximum water holding capacity |
| STD  | Standard deviation             |
| Mh   | Meter hectare                  |
| GIS  | Geographic Information System  |

## REFERENCES

1. Bhagat, V. S. (2002): "Agro-Based model for sustainable development in Purandar tahsil of the Pune district, Maharashtra", unpublsh Ph.D. thesis, submitted to university of Pune.
2. Bansil, P.C. (2004): "Global scenario", 'Water management in India' Ed by Bansil. Concept publication New Delhi, pp: 22-54.
3. Basu, S. (1991): "Metrological approach for estimation of water availability period in Cooch Bihar district vies-a-vies judicious crop Planning", 'geographical review of India'. The geographical society of India, Calcutta, Vol:. 53, No:.1, PP:.42-49, March 1991.
4. Brigi, G. (2003): "Aquatic ecosystem, ecosystem service and ecological economics", 'Water resource sustainable livelihood and ecosystem service' Ed. by Kanchan Chopra and Hanumanta Rao. Publication in Indian society for ecological economics, pp:. 373-381
5. Chandhary, J.L. and Shastri, A. (1993): "Climatic shifts and water balance: A Case study of two experimental farming situation at Jagdalpur, Baster", 'Geographical review of India', Vol:.55, No:.1, pp:.54-62.
6. Durbude, D.G., Purandara B.K. and Sharma, A. (2001): "Estimation of surface runoff potential of watershed in semi-arid environment – A case study", 'Photonirvachk', Journal of the Indian society of remote sensing, vol:.29 No:.1and2, pp:.65-68, March and June 2001.
7. Gadgil, A. and Vojdani, F. (1996) "Assessment of soil moisture adequacy during crop growing period in Marathwada region of Maharashtra", 'Maharashtra Bhugolshastra Bansodhan patrica', Maharashtra Bhugolshastra parishad, Pune. Vol:.X, No:.2, pp:. 165-172, July December 1996.

8. Kumar, P., Love, A., Radhey, S. and Babu, R. (2003): "Valuing the hydrological impact of changing land use: A case study of Yamuna floodplain wetland ecosystem, Delhi", 'Water resource sustainable livelihood and ecosystem service', Ed. by Kanchan Chopra and Hanumanta Rao. Publication of Indian society for ecological economics, pp.: 382-401.
9. Malini, B. H. (1986): "Climatic water balance analysis", 'Annals', NAGI, Vol: .XII, No.:1 & 2, PP:15 – 18.
10. Mir, G.M. (2006): "Irrigation efficiency and sustainable agricultural productivity in central Asian state", 'Environment agriculture and poverty' Ed. by Ali Mohamad. Concept publication New Delhi, pp.:254-257.
11. Narayana, N. (2007): "Agricultural situation in India: A fresh look in to the issues and challenges", 'Sustainable agricultural in drought-prone region', Ed. by K. Dasaratharamaiah and M. Jay raj, Serial publication New Delhi pp.: 17-20.
12. Naidu, N.S and Venka, P.L. (2007): "Problems of sustainable dry land agricultural practice: A study in drought-prone Regareddy District (A .P)", 'Sustainable agricultural in drought-prone region', Ed. by K. Dasaratharamaiah and M. Jay raj, Serial publication New Delhi pp.:41-51.
13. Patil, V.K. (1999): "Water resource potential and development in Bilaspur district (M.P.)", 'Transaction' institute of Indian geographer, Vol.: 1, PP:77-88, Jan 1999.
14. Pandey, B. and Prasad, N.(1993): "Hydrological region of Bihar", 'Transactions' Institute of Indian geographers, Vol.:5, No.:1, pp.:1-10
15. Rao, A. S. and Vamdevan, V.K.(1982): "A climatic study of water availability period in Kerala", 'Annals' of the national association of geographers, India. Vol.:11, No.:1, PP:1-7.
16. Saikia, A. (1994): "Agricultural efficiency in Arunachal Pradesh", 'The Deccan geographer' Research journal of the Deccan geographical society Vol.: 32, No.:1, PP: .29-34 Jan& June 1994.
17. Subramaniam, A.R and Kesava, Rao (1982): "Water balance and crop in Karnataka", 'Monsoon' Dept. of Met. and Oceanography, Andhra University Waltiar. Vol.:35, No.:4 PP:55-60.
18. Thornthwaite, C.W and Mather J. R (1955): "The water balance", 'Publication in climatology' Drexel Institute of Tech. Lab. of Climatology, New Jersey. Vol.:8, No.: 1.
19. Thornthwait, C.W and Mather, J. R. (1957): "Instructions and tables for computing potential evapotranspiration and the water balance", 'Publication in climatology' Drexel Institute of Tech. Lab. of Climatology, New Jersey. Vol.:10, No.:3.
20. Warnar, J.F. Bindraban, P.S. and Keulan, H. (2006): "Water for food and ecosystem", 'International journal of water resource development' Vol.:22, No.:1 pp.:3-15, March 2006.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00330.X**

## REFLECTION OF ETHNO-TRADITIONALISM IN THE NATIONAL COSTUMES OF UZBEK FOLK MASTERS

Gayrat Abdulkhakimovich Mamarajabov\*

\*Senior Lecturer,  
Department of General History,  
Termez State University  
UZBEKISTAN

### ABSTRACT

*The fabrics needed for clothing in Uzbekistan are mainly produced at home. Since the inhabitants of this area were more engaged in agriculture and cattle breeding, the fabrics were made from cotton and wool, and in some cases from silk. In the Surkhandarya oasis, the belt has long been revered by the Uzbek and Tajik peoples.*

**KEYWORDS:** Folk Crafts, Clothing, Olacha, Boz, Honatlas, Feather, Banoras, Silk, Bekasam, Adras.

### INTRODUCTION

In the process of reforms in the new Uzbekistan, in accordance with the historical traditions of crafts, in the process of restoration and development of the traditional clothing and jewelry of our people, taking into account national characteristics, attention is paid to the traditions of the people. Like other national costumes, traditional Uzbek costumes were formed and developed over a long period of time under the influence of socio-economic development and over time under the influence of customs, rituals and traditions. According to the Russian ethnographer O.A. Sukhareva: "In addition to lifestyle, work and climatic conditions, their cultural development, the growth of aesthetic tastes are also key factors in the emergence and spread of clothing" [1.250-289.].

Clothing evolves in a unique way in the process of socio-political development over time. This places a great deal of responsibility on researchers to study the history of clothing and to uncover it. This is due to the fact that in the study of the ethnic composition of peoples and in its scientific substantiation, a special place is occupied by the fact that clothing has retained its nationality over time [2.151–168.]. Above all, the scientific analysis of clothing needs to focus on the fabrics and the fabric production methods that form their basis.

The fabrics needed for clothing in Uzbekistan are mainly produced at home. Since the inhabitants of this area were more engaged in agriculture and cattle breeding, the fabrics were made from cotton and wool, and in some cases from silk. In the first decades of independence, the crafts of the Surkhandarya oasis revived, creating opportunities for leather processing, making hats, tops and shoes, as well as for the production of other similar handicraft products [3].

In general, even in the production of fabrics from which folk costumes are made, the artistic style gradually changed, there were certain shifts in the technique of weaving. For example, the addition of factory yarns to fabrics produced by local craftsmen, including locally made alachi, has been restored to high quality, elegant and flat fabrics [4.18.], And the fabrics produced have retained their traditional appearance. In the conditions of the new Uzbekistan, the clothes of the inhabitants of the oasis are made from ancient fabrics passed down from generation to generation - alacha, boz, honatlas, kalami, banoras, silk, bekasam, adras, suck and others.

## METHODS

Thanks to the revival of folk crafts, the unique style of line drawing, characteristic of the Surkhandarya oasis, was continued and developed. The light pink color of bekasam appeared, which was used in sewing clothes for women and children. In the production of semi-finished products in the oasis, local fabrics have sharply decreased due to the large supply of cheap fabrics from yarns, produced in Russian factories specializing in the production of fabrics by the floral method [5.115-116.].

Modern enterprises and private entrepreneurs in the country have begun to produce fabrics such as hit, satin, maya, chiffon, cambric, crepsatin, cashmere, and most of these products are purchased by the local population to make clothing and household goods.

It is known from historical and ethnographic literature that the development and change of national costumes in the Surkhandarya oasis is a constant process, but serious changes in clothing took place at the beginning of the 21st century. Especially in the 21st century, which is a period of great socio-political changes and scientific and technological progress, "revolutionary" changes in the development of national costumes took place in the Surkhandarya oasis, new methods and forms appeared in their constructive-technological and compositional construction [6.113.]. According to S. Davlatova, who studied the transformation of traditional clothing in the Surkhandarya oasis, various historical processes that took place in Uzbekistan during this period, in particular, the rapid penetration of Russian and European culture into Uzbek life, as well as the forcible introduction of Soviet ideology. A number of developmental changes have also led to significant changes in tailoring, shape, shape and types of fabrics used to make clothes, as well as in the technology of fabrics production [7.113.].

In general, the study of the evolution and transformation of traditional national costumes in the Surkhandarya oasis showed that in the course of the study, men's clothing changed more than women's, but it was in the men's clothing of the oasis that nationalism prevailed over other regions. country.

In the Surkhandarya oasis, one of the lightest pieces of clothing is the shirt, which is called an engraved collar, shoulder collar and kiftaki, and the collars are decorated with hand-embroidered fringes or fringes. His height was below the knee, and his shoulders were wide and long.

In the Surkhandarya oasis, one of the lightest types of underwear that men wear under their clothes is a single-breasted shirt. An additional piece of rectangular fabric was placed inside the collar of an open-front

shirt [9]. A light shirt with a straight collar was distinguished by long and wide sleeves, height and a long front collar.

In the Surkhandarya oasis, the pants worn by men were called pants, poiyoma, and were long and wide, consisted of linden, ag (brick) and poycha. Ashton's sewing style at the oasis was much the same. In particular, lipstick was applied to the lip, the beak was large and hung between the legs. Legs are sewn below the knees and above the ankles. Men's trousers are mostly gray. [11]

## RESULTS AND DISCUSSION

During the years of independence in the Surkhandarya oasis there have been some changes in men's clothing, and wearing trousers instead of men's trousers has become the norm. Among the teachers, who came from local male backgrounds, there was a photograph of them wearing black and blue mohair or caliph trousers, sewn on both sides of the wool, with tight, black or brown boots. In the summer he wore a light suit and tight-fitting trousers. Sometimes he also wore long trousers with a fitted hem. However, it should be noted that the introduction of new styles of clothing has not completely supplanted the national style of clothing, and national and modern clothing styles are worn in harmony. For example, in the oasis, as in other regions of the republic, during this period men took suits and trousers in the European style and wore them in national dresses with embroidered collars [12.125.].

## CONCLUSION

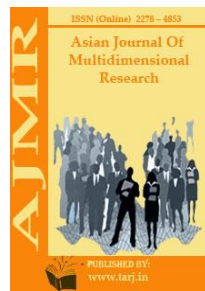
In the Surkhandarya oasis, the belt has long been revered by the Uzbek and Tajik peoples [13.74-75.]. A belt is an outerwear for men, that is, a robe, a scarf that is tied at the waist over a jacket and sewn with or without embroidery from fabrics such as gray or silk. Belbog was called Belbog by some residents of the villages Jobu, Karluk, Ipok, Kumpaikal, Oltinsky region of the oasis [14]. In the Surkhandarya oasis, hundreds of shepherds also wore woolen belts [15.112.]. Also, as a sarpo at weddings, men wear a belt at their waist. In particular, at the wedding, the groom wore a tunic and tied a belt. Elderly people wore belts made of white fabric. The youths wore large, colorful, embroidered, ornate belts. Wealthy people wore two or three belts. This shows how much respect, attention and wealth they have. [16] Young and middle-aged men did not wear belts. This indicates that the tradition of men wearing belts in the oasis is gradually disappearing from everyday life.

## REFERENCES

1. O. A. Sukhareva Ancient features in the forms of headdresses of the peoples of Central Asia // TIE. - M.-L., 1954. T. XXI. -p. 250-289.
2. Zadykhina K.N., Sazonova M.V. Male clothes of Uzbeks of Khorezm of the late 19th - early 20th centuries // Costume of the peoples of Central Asia. -M., 1979. -p. 151-168.
3. Field records. 2019-2020 Shurchi, Oltinsoy, Denau, Sariosie, Uzun district.
4. Sukhareva O.A. Artistic fabrics // Manuscript of the Institute of Art History. Inv. 291.- p. eighteen.
5. Davlatova S. Kashkadarya national costumes: traditions and modernity. -Tashkent: Yangi asr avlodi, 2006. -p. 115-116.
6. Davlatova S. Kashkadarya national costume: traditions and modernity ...- p. 113.
7. Davlatova S. Demonstrated work. -p. 113.



8. Field records. 2020 Lokka, Bodikhavo, villages of Altynsay region; 2021 Uzun district, Khojaasmin village, Hawat.
9. Field records. 2020 Jiydali village, Jonbosh, Kumkurgan region; 2020. Togiosion village, Gazarak, Sariosiyo district.
10. Field records. 2020. Obodon village, Shaldyrak, Shurchinsky district; 2020. Uzun district Chakar, Beshkapa village.
11. Field records. 2020. Villages of Dahana, Dunetepa, Denau district; 2020. Kumkurgan region, Khojamulki village.
12. A similar situation was observed in the Kashkadarya oasis bordering the region. See Davlatova S. Kashkadarya national dress ... - p. 125.
13. Shaniyazov K.Sh., Ismoilov X.I. Featured work. –p. 74-75.
14. Field records. 2019-2020 Districts Oltinsoy, Denau, Sariosia.
15. Field records. 2020. Djaloir and Khojamulki villages of Kumkurgan region; 2020 the villages of Dalvarzin, Shaldyrak, Obodon, Shurchinsky district; 2021 Jiydabulak village, Sarikhalka, Shaharoldi Denau district. See More about this: N.G. Boroznaya. Material culture of the Uzbek babatagi and the Kafirnigan valley // Material culture of the peoples of Central Asia and Kazakhstan. –M., 1966. –p. 112.
16. Field records of 2021 in the village of Boybich, Kurusoy, Khavat, Uzun district.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00331.1**

## RELEVANCE OF ENGLISH LANGUAGE SCIENCE AND TEACHING STRUCTURE

Ibragimov X.I\*; Salimova Z.K\*\*

\*Professor,  
Doctor of Pedagogical Sciences,  
Uzbek State University of World Languages  
UZBEKISTAN

\*\*Lecturer,  
Termez State University  
UZBEKISTAN

### ABSTRACT

*The article highlights the concepts of the content and essence of the use of intensive methods of teaching English in general secondary schools. A democratic state based on the rule of law is being built in our republic. In order to achieve this great goal, the society, the people, especially the youth, must be highly educated, cultured and, of course, fluent in foreign languages (English, German, French, Spanish, etc.).*

**KEYWORDS:** School, Non-Traditional, Teaching, Innovation, Strategy, Learning, Student, Scie Nce, Education, Upbringing, Knowledge, System, Quality, Efficeincy.

### INTRODUCTION

Today's young generation is very happy with the state independence of the Republic of Uzbekistan, self-determination. A democratic state based on the rule of law is being built in our republic. In order to achieve this great goal, the society, the people, especially the youth, must be highly educated, cultured and, of course, fluent in foreign languages (English, German, French, Spanish, etc.).

In recent years, a lot has been done in our country to strengthen independence and develop education. Resolution of the President of the Republic of Uzbekistan dated December 10, 2012 No PP-1875 "On measures to further improve the system of learning foreign languages" Law of the Republic of Uzbekistan "On Education", Personnel National Training Program, the Regulation of the Cabinet of Ministers "On general secondary education in the Republic of Uzbekistan", adopted on September 9, 2020, "Secondary special, vocational education in the Republic of Uzbekistan and a number of other legal documents.

The development of our country, its global prestige and prestige require educating the next generation to be strong and knowledgeable in all respects. According to the Regulation "On legal education of youth and minors of different ages in the Republic of Uzbekistan", the study of foreign languages in all higher education institutions, schools, gymnasiums, lyceums, vocational and specialized technical schools in the country (o ' rta special, vocational education) should be carried out on the basis of a special program.

The role and opportunities of English language teaching in the education system of our republic in the formation of our high culture are endless.

Legal knowledge, awareness, culture, perfect organization of foreign languages (English, German, French, Spanish, etc.) are the requirements of the time.

The Republic of Uzbekistan is going through the most responsible stage of national development - a period of sharp changes in social, political and economic life. The fact that every citizen of our society at the beginning of the XXI century is faced with the problem of summarizing the years passed and defining plans for various areas of future life imposes great and honorable tasks on social scientists and humanities.

The main goal of the National Training Program is to improve the quality of the educational process, that is, to train world-class, competitive, highly qualified specialists. Finding solutions to these complex problems and their widespread application in practice poses great challenges to the employee of the higher education system. Specific tasks include the direct improvement of the educational process, further improvement of curricula, the introduction of modern teaching technologies, the widespread use of technical means and, on this basis, the widespread introduction of distance learning. According to SG Ter-Minasova, a leading expert on linguistics and foreign language teaching methods, "Today, the study of foreign languages, especially English, has become more relevant due to the functionalization of language teaching and the intensification of integration processes. But modern language learners are not interested in the history of language or its theory. English is needed to meet their needs. "

The education of the harmoniously developed generation and the training of qualified personnel depend in many respects on qualified teachers. A qualified educator is a responsible person who has high professional skills, knowledge and abilities, is able to use information and communication technologies, purposefully uses educational technologies in teaching, responds to the content and quality of teaching. Enriching learners with methods that activate them leads to an increase in their level of mastery.

This requires a rational organization of the teaching process, the teacher's constant interest in increasing the interest of students and their active participation in the educational process.

Modern teaching methods are widely used in educational institutions. The use of modern teaching methods leads to high efficiency in the teaching process. When choosing teaching methods, it is advisable to choose each lesson based on the didactic task.

The main goal in teaching English is to be smart and entrepreneurial, to choose the right words, to use synonyms, homonyms, antonyms in speech, to master the language skills.

The main purpose of teaching English in secondary schools is to enable our young people to think creatively in English, to express themselves freely and effectively in written and oral form,

to consciously master the rules of the English language, to expand their horizons. , To educate our Motherland, our national traditions, our rich spirituality in the spirit of love.

For this purpose, the following tasks are set for teaching English:

Teaching students to write;

Teaching students to read;

Teaching students to listen;

Teaching students to speak;

Teaching students to think freely;

Express one's opinion correctly, both orally and in writing, in accordance with the rules of the English language;

Develop the ability to convey the same meaning in different ways;

Strengthen and expand the knowledge acquired in general secondary education on the internal structure and structural units of the English language; assimilation of spelling and punctuation rules;

- Knowledge of the basic stages of development of the English language;
- Knowledge of phonetics, grammar, orthoepy and spelling and use their rules;
- Knowledge of word structure, lexicology, English lexicology and parameology;
- English pronunciation standards, English spelling rules; know and be able to use English punctuation and English methodology;
- Have the skills of dictation, essay writing;
- Know the methodology of word groups in speech, the use of simple, compound, double and abbreviated words;
- Know the structure of phrases and be able to use them in their speech;
- To know the structure of speech and the synonymy of compound sentences in speech.

“English is taught in conjunction with almost all subjects in the curriculum. In particular, it is directly and indirectly related to the social sciences, such as "Uzbek language", "Literature", "Russian language and literature", "History", "Geography".

Advanced pedagogical and information technologies are used in the teaching of English, depending on the content of the subject. Based on the above, we need to show the following basic approaches in the design of educational technologies in English language teaching:

This education is person-centered education, which, by its nature, provides for the full development of all participants in the educational process. This means that when designing education, of course, the approach should be based not on the personality of a particular learner, but primarily on the learning objectives related to future professional activities.

Tizimli yondashuv. Ta`lim texnologiyasi tizimning barcha belgilarini o`zida mujassam etmog`i lozim: jarayonning mantiqiyliqi, uning barcha bo`g`inlarini o`zaro bog`liqligi, yaxlitligi.

Action-oriented approach. Represents the education aimed at the formation of process qualities of the student, the activation and acceleration of the student's activity, the discovery of all his abilities and capabilities, initiative in the learning process.

Dialogic approach. This approach emphasizes the need to create a psychological unity and interaction between the participants of the learning process. As a result, a person's creative activity, such as self-activation and self-expression, increases.

Organization of joint education. It emphasizes the need to pay attention to the subjective relationship between the teacher and the student, such as democracy, equality, cooperation, the joint formation of the purpose and content of the activity and the evaluation of the results achieved [3, 21].

Problem-based education. It is one of the ways to organize the interaction of students on the basis of problem-based presentation of educational content. This process ensures the identification of objective contradictions of scientific knowledge and ways to solve it, the formation of dialectical thinking and their creative application in practice.

Use of modern means and methods of presenting information. This is the use of new computer and information technologies in the educational process. According to the given conceptual rules, depending on the purpose, structure, content and volume of educational information in English, the communication that ensures the achievement of state educational standards in the subject, in the given conditions and at the time specified in the curriculum, methods, tools and means of information, management and teaching are selected as a whole. [2, 77].

Teaching methods and techniques. Lecture (introductory, thematic, informative, visual (conference), conference, problem solving), discussion, problem-solving, pinboard, brainstorming, quick-questioning, question-answer, practical work methods.

Forms of teaching: frontal, group and group teaching based on dialogue, polylogue, communication, cooperation and mutual learning.

Teaching aids: traditional teaching aids (textbooks, manuals and lecture notes), as well as graphic organizers, computers and information technology. [1, 27].

Methods of communication: direct interaction with students based on fast, feedback.

Methods and means of feedback (information): observation, operational-survey, training diagnostics based on the analysis of the results of current, intermediate and final control.

Methods and means of management: the stages of training, the activity of the teacher and the student in achieving the set goal, the training that determines not only the work of the classroom, but also the control of independent and extracurricular activities (current, intermediate, final) planning lessons in the form of a technological map.

Monitoring and evaluation: in the course of training (assessment for the performance of educational tasks and tests, rating of the student's academic performance in each training session), as well as throughout the course (in each unit Current, intermediate and final results based on the student's rating) systematic monitoring of learning outcomes.

In short, the technology of teaching in the field of education in our country is based primarily on the principle of humanity. As recognized in philosophy, law, pedagogy and psychology, the main

difference of English language science is that the focus is on the student's personality, level of education and cultural upbringing.

## REFERENCES

1. Resolution of the First President of the Republic of Uzbekistan I.Karimov "On measures to further improve the system of learning foreign languages." Tashkent SH December 10, 2012 No PQ-1875
2. Ter-Minasova S. Language and intercultural communication.-M., "Publishing house" 2013.-P.56
3. Nishonaliev U.N. Modular pedagogical technologies.-Professional education. M: 2002.-№ 14.-S. 21.
4. Avliyakulova N.Kh. Zamonaviy ykitish texnologolari. Ykuv llanma.-T: 2001.- 68 b.
5. Pedagogical technology / under the editorship of VS Kukushkin - Series "Pedagogical education" - Rostov. Publishing Center. March, 2002.103p.
6. Sh.Sh.Atakulova. Differences between British English and American English "The role of youth in the development of science and education." November 23, 2018. Scientific-practical conference dedicated to the 75th anniversary of UzFAN. 1 part. Pages 187-188.
7. I.Panferova. Modern methods of teaching English: similarities and differences / Scientific-methodical electronic journal. Tashkent. № 1 (5) / 2015. Pages 100-105.



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00332.3**

## INFLUENCE OF ITS TECHNOLOGIES ON CONTEMPORARY ART

**Gayrat Talipovich Abdullakhodjaev\***

\*Associate Professor,  
Candidate of Law Sciences,  
Department of "Humanities and Pedagogy",  
Academician of the Academy of Sciences Turon  
Institute of Arts and Design named after Kamoliddin Begzad  
Academy of Arts of UZBEKISTAN

### ABSTRACT

*This paper examines the modern impact of IT technologies on art and its further development in the culture of postmodernism. In general, the author reveals the features of cultural phenomena influencing the formation and development of contemporary art. The art of the modern era of postmodernism was born on the basis of the classical culture of Western civilization; it is not always capable of evoking positive emotions and does not want to be a source of beauty and morality. It should be noted that, despite the history of the development of contemporary art available to a wide audience, contemporary art and its multidimensionality raises many questions related to the content and aesthetic perception of its art objects. The main questions that are posed before the comprehension of modern abstract art sometimes sound like an accusation of the absence of a semantic component. In addition, the existence of the very phenomenon of art itself is often questioned.*

**KEYWORDS:** *Multidimensionality of Art, Art Object, Abstract Art, Artistic Image, Application, Civilization, Culture.*

### INTRODUCTION

With the advent of civilization, art in the form of even rock paintings was one of the ways leading to an understanding of the surrounding reality that exists in culture. The current world, which today is called global, informational, virtual, as in previous eras, is reflected in art. It is generally accepted that contemporary art often frightens and shocks the inexperienced viewer, because it speaks to him in an incomprehensible, specific abstract language.

Currently, there is a direct influence on it of digital technologies, in the constant presence of the IT industry in everyday life, art often ceases to function within the framework of pure creativity,

it often merges not only with science and the latest technologies, but also captures new types of technological crafts. Such an example is art, which lies on the verge of the abstract and the real. The difficulty in perceiving contemporary art is due to the fact that, unlike the art of previous generations, where the main driving ideas of the spiritual component of a given era or culture were reflected in the artistic life of society, with the beginning of the great and tragic XX century, a certain unified direction of civilization and culture disappeared.

### **THE MAIN FINDINGS AND RESULTS**

The art of the modern era of postmodernism was born on the basis of the classical culture of Western civilization; it is not always capable of evoking positive emotions and does not want to be a source of beauty and morality. It should be noted that, despite the history of the development of contemporary art available to a wide audience, contemporary art and its multidimensionality raises many questions related to the content and aesthetic perception of its art objects. The main questions that are posed before the comprehension of modern abstract art sometimes sound like an accusation of the absence of a semantic component. In addition, the existence of the very phenomenon of art itself is often questioned.

Art, born in the bosom of a contradictory, complex and critical era, must speak its language, even if it seems sometimes confusing and meaningless. That is why the emergence and development of abstract art in the age of postmodernism is a natural historical and cultural process. He not only reflects all the painful tendencies of the modern world, notices all the absurdity of postmodern culture, but also looks for new ways of development of civilization, new axiological ways of its existence. Do not think that contemporary art is a pioneer on this difficult path of knowledge and search for new forms and ideas.

In the same way, in the 18th century, caricatures in painting denounced contemporary society. The display of culture in art is a creative process that includes a huge number of different phenomena, it is capable of both enriching and elevating art, and destroying its foundations associated with the spiritual content of the image. Modern culture, with ruinous wars and the collapse of the religious foundations of society behind it, is largely characterized by the loss of unshakable standards of good and evil, beautiful and ugly, comical and tragic.

In the article "Contemporary art: the viewer in search of meaning" V. Vorovieva writes: "A lot of values and ideals of the past, born of various ideologies, turned out to be limited, destructive, untenable, unrealizable" [1:11].

Contemporary conceptual art, if viewed as the art of a free spontaneous creative search for the ideal, not only proclaims the rejection of all scientific theories and doctrines, but also rejects the already existing tradition of artistic heritage.

Here it is worth drawing the reader's attention to the fact that contemporary art refuses directly from the traditions of the academic traditional art of the West, and not from any achievements of the artistic culture of the past in general.

The manifestation of contemporary art in a kind of shocking, piercing form, affecting the polar foundations of culture and having no taboo topics, is often explained by an attempt to reanimate the human soul, which, having gone through the catastrophic spontaneous vicissitudes of the 20th century is in a kind of aloofness and indifference.

This is a protest against the emasculated individual of the same type, who replaced the original personality, individuality, against the waking dream in which the lives of thousands of people pass. Oddly enough, sometimes the rebellious character of contemporary art turns against itself, ridiculing the pathos and snobbery of conceptual, elitist, postmodernism divorced from the real world of art.

V. Krylov writes: “Avant-garde art is accepted, takes root and grows in a well-fed and prosperous society. In this society, spirituality becomes a worthless burden, a hindrance that fetters the delights of physiological pleasures” [2: 9].

Contemporary art and its multidimensionality. Of course, among the huge number of names and terms, it is easy to get confused and mistake false for true. But when we talk about contemporary art in its best manifestations, we note that it is aimed at realizing the absurdity of the idle existence of a personality in the era of consumption, at revealing an absurd picture of a one-faced world, supposedly free as a result of the democratization of society. This art speaks of the illusions in which a person lives, thinking he free, having no choice.

Conceptual art, imitating its viewer (and not vice versa, as seen with superficial observation), has lost all line between the tragic and the comic, the beautiful and the ugly. Therefore, if we blame contemporary art for the lack of meaning in a simple set of feelings and emotions, then first of all we must blame ourselves for this, since art is nothing more than a projection of culture. Indeed, V. Kandinsky also wrote in his theoretical works: “... Yes, art is a child of its time. But such art can only artistically repeat what is already clearly filling the modern atmosphere.

Spiritual life, of which art is a part and in which art is one of the most powerful factors, is movement forward and upward” [3:47].

Difficulties in reading contemporary art are also associated with the search for new incarnations and forms of the abstract image. The modern artist, like his predecessors, creating an abstract image, seeks to comprehend and display the innermost essence of things, but he does it in the language of his time. By and large, criticism of conceptual art has further increased the prestige of the artistic content of contemporary art objects in Western society. Moreover, it is interesting that without this aggressive anti-advertising and without mass media propaganda, the position of contemporary art today would be very precarious, which once again confirms the widespread opinion of E.F. Levanova about the boundless abilities of modern culture to consume any spiritual food. But not always these creative searches for a new artistic image turn into productive creative discoveries and discoveries. Freedom proclaimed the highest axiological foundation of the artist's creative thought, often in the hands of a nihilistic rebel is reduced to an anarchist rejection of the spiritual values of previous generations and eras. Contemporary art is dangerous precisely because of its formalism and isolation from reality. An inexperienced master, feeling freedom in expressing the language of art, runs the risk of creating a dead, soulless, poorly comprehended work that does not evoke anything in the viewer but disgust or misunderstanding.

Artists of the past have also looked for ways to balance form and content. The freedom of the artist has always been limited by the external need to serve the customer or ideology, on the one hand, and an attempt to surpass the achievements of his contemporaries and ancestors, on the other. Such art, practically by force, by means of shocking, makes a person think about the search for meaning. It learns to endow art and, after it, life with a unique individual meaning, consciously choose the philosophical perception of the world that most affected it, contribute to

the endless search for meanings, and makes the viewer choose their position in reading a work of art. Considering all of the above, it can be noted that the active (sometimes aggressive) force of contemporary art often tries to make the viewer of Contemporary art and its multidimensionality (the reader) a co-author, capable of collegially participating in the search for new canons and values of art. To force, thus, the recipient to know not only the world around him, but also himself.

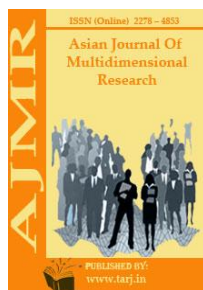
## CONCLUSION

It is difficult to give a definite assessment to contemporary art: good or bad, elite or massively, simply because we live among it. Many say the problem with contemporary art is its commercial nature. However, the artists of the Renaissance also received payment for their work, and the Russian classics of literature did not create great works for free. There were other examples, of course. Many artists, musicians and writers, whose names everyone knows today, were not recognized by their contemporaries, they simply did not notice their genius. And we must now understand the significance and role of these people in the development of art in our country, both now and in the future.

## REFERENCES

1. Vorovieva V. *Actual art: the viewer in search of meaning* [Electronic resource]. URL: [http://artkurator.com/articles/Vera\\_ru.html](http://artkurator.com/articles/Vera_ru.html) (date accessed: 20.05.2014).
2. Krylov V. Modern avant-garde and the definition of art [Electronic resource] // Our contemporary. 2002. No. 7. URL: <http://www.nash-sovremennik.ru/main.phpm=archive> (date of access: 20.05.2014).
3. Kandinsky V. (1992). *On the Spiritual in Art*. – Moscow: Archimedes. – p. 108. Levanova Ekaterina F. Tomsk State University (Tomsk, Russian Federation). E-mail: [Catrine\\_Levanova@mail.ru](mailto:Catrine_Levanova@mail.ru)
4. Utanova U. A. et al. (2019). Scientifically-Philosophical Analysis Of Cultural And Spiritual Heritage // *International Journal on Integrated Education*. – Tashkent 2. – №. 1. – pp. 53-55..
5. Utanova U. A. (2020). FOLK CULTURE IS A SOCIO-HISTORICAL PHENOMENON // *International Engineering Journal For Research & Development*. – Tashkent. 5. – №. 9. – pp. 5-5.
6. Abdullakhodjaev G. T. Protection Of Moral And Material Rights Of Copyright Subjects // *The American Journal of Social Science and Education Innovations*. – 2021. – T. 3. – №. 03. – C. 73-80.
7. Alimov N. Yu. (2019). COPYRIGHT PROTECTION THROUGH BLOCKCHAIN // *Actual scientific research in the modern world*. No. 5-6. – pp. 26-28.
8. Marufbaev B. Sh. (2018). Ethnocultural thinking as a criterion of national-spiritual development // *Actual research in the modern world*. No. 2-4. -pp. 60-64.
9. Hasanov R. (2021). The role of AlisherNavoi in the development of spiritual and enlightenment thought in the medieval Eastern world // *Bulletin of the National Institute of Art and Design named after KamoliddinBehzod*. – Tashkent. 5. - №. 01.

10. Masharipova G. (2021). The role of spiritual factors in the development of ideological immunity in youth // *Bulletin of the National Institute of Art and Design named after KamoliddinBehzod*. – Tashkent. 5. - №. 01.
11. Abdullakhodzhaev G. T. (2019). Globalization and its influence on the spirituality of youth // *Actual scientific research in the modern world*. No. 5-8. – pp. 45-47.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI: 10.5958/2278-4853.2021.00333.5

## BASING DIMENSIONS OF FRONTAL PLUG CORNER CUTTER

Sherzod Baxtiyorovich Kurbanov\*; Oliya Salomovna Nurova\*\*;  
Mamura Saitkulovna Salomova\*\*\*

\*Associate Professor,  
Doctor of Philosophy in Technical Sciences,  
Karshi Engineering Economic Institute,  
Karshi c., Republic of UZBEKISTAN

\*\*Senior Lecturer,  
Karshi Engineering Economic Institute,  
Karshi c., Republic of UZBEKISTAN

\*\*\*Master's Degree,  
Karshi Branch of Tashkent Institute of Irrigation and Agricultural Mechanization Engineers,  
Karshi c., Republic of UZBEKISTAN

### ABSTRACT

*The article presents the results of the research on the justification of the parameters of the cornercutter of the front plow and the design schemes of the angle-lift, as well as the process of interaction of the angle-lift with the soil and analytical methods that allow determining the main parameters of the angle-lift.*

**KEYWORDS:** Soil, Front Plow, Body, Smooth Plowing, Cornercutter, Disc Cutter, Triangular Wedge, Traction Resistance.

### INTRODUCTION

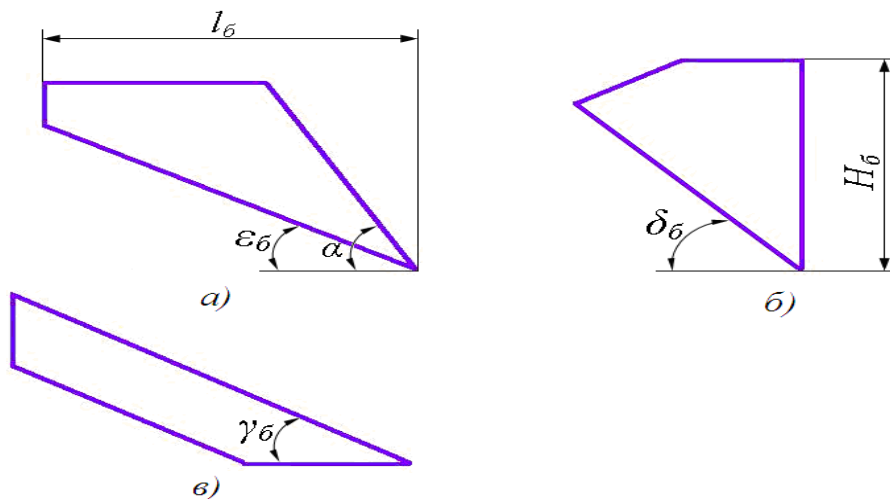
The existing plows of smooth, rowless plowing do not provide a complete turn of the layers within their own furrow and the sealing of weeds, and they have a high energy consumption. The aim of the study is to substantiate the parameters of the angle-lift of the front plow, which provides high-quality performance of the technological process according to agrotechnical requirements with the lowest energy costs for smooth, rowless plowing [1]. An improved technology of smooth, boreless plowing has been developed, in which the formation is first given a polygonal shape, then wrapped 180° within its own furrow. A front plow with angle-shifting wheels has been developed to implement the proposed technology. The laws and rules of



theoretical mechanics, mathematical statistics, mathematical planning of experiments, and methods of strain measurement are applied in the research [2,3].

The analysis of studies has shown that the improvement of the quality of soil crumbling and the degree of embedding of plant residues, as well as the reduction of fuel consumption, labor and other costs with smooth, rowless plowing, can be achieved by applying a corner lift on a front plow, which provides an improvement in the turnover of layers within its own furrow with the lowest cost [4,5].

The main parameters of the cornercutter are: the height of the cornercutter  $H_{\delta}$ , cm; the length of the cornercutter  $l_{\delta}$ , cm; the angle of entry of the front face of the cornercutter into the soil  $\alpha$ , degree; the angle of inclination of the side face of the cornercutter  $\delta$ , degree; the angle of solution of the cornercutter  $\gamma$ , degree; the angle of rotation  $\beta$ , degree; the angle of inclination of the working face of the cornercutter to the horizontal plane  $\varepsilon$ , degree.



$a$  – side view;  $b$  – front view;  $c$  – view from the top

**Fig. Structural diagram of the cornercutter**

The height of the cornercutter  $H_b$  is not determined depending on the depth of processing of the cornercutter  $a_b$  and the width of the cornercutter  $b_b$  and according to the following formula

$$H_b = a_b + \frac{1}{3} \sqrt{b_b^2 + 4a_b^2}. \quad (3)$$

With  $a_b = 12$  cm and  $b_b = 8-10$  cm, according to expression (3), the height of the cornercutter should be within  $H_b = 21-22$  cm.

The cornercutter of entry of the front face into the soil  $\alpha$  influences the shift and crumbling of the seam cut out by the coal removal [6].

We determine it based on the condition of the shift of the soil particle by the angle

$$\alpha \leq \frac{\pi}{2} - \varphi. \quad (4)$$

At  $\varphi = 25-30^\circ$ , according to expression (4), the angle of entry of the front face of the cornercutter into the soil should be in the range  $\alpha = 35-50^\circ$ . We accept  $\alpha = 50^\circ$ .

The cornercutter of inclination of the side face is cut off equal to the cornercutter of inclination of the seam cut by it

$$\delta_b = \arctg \frac{b_b}{a_b}. \quad (5)$$

With  $a_b = 12$  cm and  $b_b = 8-10$  cm, according to expression (5), the cornercutter of inclination of the lateral facet of the angular removal should be within  $\delta = 33-39^\circ$ . We take  $\delta = 36^\circ$ .

The cornercutter of the opening is determined from the condition of the soil shift along the surface of the coal removal and the exclusion of unloading the soil in front of it

$$\gamma \leq \frac{\pi}{4} - \frac{\varphi}{2}. \quad (6)$$

At  $\varphi = 25-30^\circ$ , according to expression (6), the angle of the aperture cornercutter should be within  $\gamma = 30-32^\circ$ . We accept  $\gamma = 32^\circ$ .

The angle of rotation is determined by the following formula

$$\beta = \arctg \frac{\tg \alpha}{\tg \gamma}. \quad (7)$$

At  $\alpha = 50^\circ$  and  $\gamma = 32^\circ$ , according to expression (7), the angle of rotation of the gantry should be  $\beta = 55^\circ$ .

The value of the angle of inclination of the working face is cornercutter to the horizontal plane  $\varepsilon$  depends on the cornercutter  $\alpha$  and  $\gamma$ , that is

$$\varepsilon = \arctg \frac{\cos \gamma}{\tg \beta}. \quad (8)$$

At  $\beta = 55^\circ$  and  $\gamma = 32^\circ$ , according to expression (8), the angle of inclination of the working face is cornercutter to the horizontal plane to be  $\varepsilon = 31^\circ$ .

The length of the grip  $l_b$  is determined depending on the angle of entry of the front face of the grip  $\alpha$ , the depth of processing  $a_b$  and the width of the grip of the grip  $b_b$  according to the following formula

$$l_b = (a_b + \frac{1}{3} \sqrt{b_b^2 + 4a_b^2}) \ctg \alpha_b. \quad (9)$$

According to expression (9), with  $a_b = 12$  cm,  $\alpha = 50^\circ$  and  $b_b = 8-10$  cm, the length of the fillet should be within  $l_b = 26-27$  cm.

To determine the traction resistance of the gimbal, the following expression was obtained

$$\begin{aligned}
 R_{\delta x} = & \frac{\tau_{\delta} b_{\delta} l_{\delta}}{2 \sin \gamma_1 \sin \psi_1} [\cos \psi_{1l} \sin \gamma_{\delta} + f \sin(\varepsilon_{\delta} + \psi_{1l}) \sqrt{1 - (\operatorname{tg} \alpha_{\delta} \cos \varepsilon_{\delta})^2} x \\
 & x \cos[\operatorname{arctg} \frac{(1 - \cos \varepsilon_{\delta}) \operatorname{tg} \gamma_{\delta}}{1 + \operatorname{tg}^2 \gamma_{\delta} \cos \varepsilon_{\delta}}] + \frac{1}{2} \rho a_{\delta} b_{\delta} l_{\delta} (\operatorname{tg} \alpha_{\delta} \cos \varepsilon_{\delta} + f \cos \gamma_{\delta}) \sqrt{1 - (\operatorname{tg} \alpha_{\delta} \cos \varepsilon_{\delta})^2} x \\
 & \cos[\operatorname{arctg} \frac{(1 - \cos \varepsilon_{\delta}) \operatorname{tg} \gamma_{\delta}}{1 + \operatorname{tg}^2 \gamma_{\delta} \cos \varepsilon_{\delta}}] + \frac{\rho}{2g} a_{\delta} b_{\delta} V_n^2 \sin \gamma \cos \psi_{1l} (1 - i_{\max}) \{ [\sin \gamma_{\delta} \cos \psi_{1l} + \\
 & + f \sin(\varepsilon_{\delta} + \psi_{1l}) \sqrt{1 - (\operatorname{tg} \alpha_{\delta} \cos \varepsilon_{\delta})^2} \cos[\operatorname{arctg} \frac{(1 - \cos \varepsilon_{\delta}) \operatorname{tg} \gamma_{\delta}}{1 + \operatorname{tg}^2 \gamma_{\delta} \cos \varepsilon_{\delta}}] \}, \quad (10)
 \end{aligned}$$

where  $\tau$  – is the specific shear resistance of the soil, Pa;  $l_{\delta}$  – is the length of the fillet, m;  $f$  – is the slip coefficient;  $\rho$  – is the volumetric weight of the soil, kg/ m<sup>3</sup>;  $g$  – speed of free fall, m/s<sup>2</sup>;  $V_n$  – unit movement speed, m/s;  $i_{\max}$  – coefficient of maximum soil shrinkage in front of the loaded plane;

Calculations carried out according to expression (10) at  $\tau = 2 \cdot 10^4$  Pa,  $a_{\delta} = 12$  cm,  $b_{\delta} = 10$  cm,  $l_{\delta} = 27$  cm,  $\gamma_{\delta} = 32^{\circ}$ ,  $\psi_{1l} = 45^{\circ}$ ,  $f = 0,5$ ,  $\varepsilon_{\delta} = 31^{\circ}$ ,  $\alpha_{\delta} = 50^{\circ}$ ,  $\rho = 1480$  kg/m<sup>3</sup>,  $\varphi = 45^{\circ}$ ,  $g = 9,8$  m/s<sup>2</sup> and  $i_{\max} = 0,15$  showed that the traction resistance is removable at speeds of 1,8-2,3 m/s is in the range of 0,36-0,39 kN.

## REFERENCES

1. Лобачевский Я.П. Семейство фронтальных плугов для гладкой вспашки: Дис. ... док. тех. наук. – Москва: МГАУ, 2000. – 335 с.
2. Шпаковский Н.А. Интенсификация процесса обработки почвы на основе применения фронтального плуга. Дисс.... кан. тех. наук. – М., 1991. – 186 с.
3. А.С. 470258. Фронтальный плуг/ Мильцев А.И., Кирюхин В.Г., Коротков В.С., Москвичева В.Д. // Б.И. – 1975. – № 18.
4. Mamatov F., Mirzaev B., Batirov Z., Toshtemirov S., Tursunov O., Bobojonov L. Justification of machine parameters for ridge forming with simultaneous application of fertilizers // CONMECHYDRO – 2020. IOP Conf. Series: Materials Science and Engineering 883 (2020) 012165. doi:10.1088/1757-899X/883/1/012165.
5. Aldoshin N., Mamatov F., Ismailov I., Ergashov G. Development of combined tillage tool for melon cultivation // 19th international scientific conference engineering for rural development Proceedings, Volume 19 May 20-22, 2020. ISSN 1691-5976.
6. Ravshanov Kh., Fayzullaev Kh., Ismoilov I., Irgashev D., Mamatov S. The machine for the preparation of the soil in sowing of plow crops under film // International scientific conference «Construction mechanics, hydraulics and water resources engineering» CONMECHYDRO-2020. – Tashkent, 2020. doi:10.1088/1757-899X/883/1/012138.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI: 10.5958/2278-4853.2021.00341.4

## THE DEVELOPMENT AND RISE OF CRAFTS AND TRADE IN TERMEZ IN THE IX-XII CENTURIES

Saypulla Narzullaevich Tursunov\*

\*Professor,  
Doctor of Historical Sciences,  
Head of the Department of General History,  
Termez State University  
UZBEKISTAN

### ABSTRACT

*Termez was the largest handicraft center in Central Asia. The most developed branch of urban craft was pottery. The products of Termez potters are of high quality, finish and variety of types. The pottery masters drew a beautiful pattern based on the shape of the vessel. The artistic technology of Tokharistan has its own characteristics in comparison with other regions in the production of products from metal, ceramics, glass. Two bronze mirrors of the 11th-12th centuries found in the city of Termez are of artistic importance in comparison with other finds.*

**KEYWORDS:** *Crafts, Ceramics, Textiles, Tanning, Joinery, Painting, Pottery, Construction, Shokos And Plates, Embossing, Ceramics.*

### INTRODUCTION

In the 9th-12th centuries, Termez was the largest and most densely populated city in the upper reaches of the Amu Darya. Here the goods (*bargahs*) of Khuttalion and Sagonia were collected. The city produced fine soap (*sabun*), green mats and handkerchiefs (*badh-bizan*) [1.114.]. According to Ibn Hokal, Termez was a thriving city and a busy port of these areas on the banks of the Jayhun River. The nearest mountains are located not far from the block. Their drinking water comes from rivers that flow from Jaihun and As-Saganiyan and flow into Jaihun under the city. It includes the cities of Sarmanji and Hashimjird ... In addition, there was a famous hospital in the city, the cost of which was covered by income from the richest villages in the region, transferred to it as a fund [2.33]. According to archaeological data, Termez was the largest handicraft center in Central Asia. The most developed branch of urban craft was pottery. The products of Termez potters are of high quality, finish and variety of types. The potters drew a beautiful pattern based on the shape of the vessel. Various chokos and bowls are colorfully decorated. The production of glazed tableware has been developing since the 11th century. At the

same time, graphic ceramics became widespread. Such vessels were decorated with extremely intricate designs [3.48-50.]. Urban ceramics were much closer to those of Khorasan than in Movarounnahr. This was due to the fact that Termez was more politically part of the Ghaznavid, Seljuk and Gurian states in Khorasan. However, the ceramics of Termez also had a number of local features.

## METHODS

Termez potters were the first in Central Asia in the X-XI centuries to produce perfect vinegar. Compared to products from other centers of pottery in Central Asia, vinegar ceramics made in Termez are not inferior to the famous ceramics of Samarkand, Merv, Shosh. The production of glazed ceramics developed from the 11th century and reached a high level by the 12th century. Thanks to the improvement of the technology for the production of monolithic ceramics, the technology has made it possible to dramatically increase the production of such items.

At the same time, various relief images that made the appearance of the dishes beautiful, at the same time spread patterned ceramic dishes. With such a stylized Islamic, historical and epigraphic design, it is usually adorned with a variety of shapes and sizes.

There were pottery workshops in the city that produced a "mercury jug" in the shape of a wheel. A traveler who is still walking around Old Termez may unexpectedly come across the remains of such mercury. From this we can conclude that the Termez masters knew chemical processes and physical phenomena well.

In a trench (ditch), crossing ancient Termez, a complex of pottery of the 12th-13th centuries was discovered. Their quality varied [4.421.]. At the top of the inner part of the bowl found here, that is, on the flange, there is an epigraphic inscription, and the edge of the bowl is painted green. There are also bowls painted blue, decorated with irritation and covered in glaze. High-quality glazed vessels are also found in Termez [5.15.]. Some of them depict zoomorphic plants and animals. For example, in a bowl with a sloping wall, the legendary bird with a lion's mane was reflected in the applied arts of antiquity, but in antiquity, only stones or metals were adorned this way.

The fact that the ceramics of Bactria, Tokharistan were decorated in this way confirms that the use of legendary ornaments continued even in the Middle Ages, when the neck and chest of the painting were filled with large dots and spots.

The dishes are decorated with zoomorphic ornaments depicting animals and birds, such as running horses, chickens, and pigeons. The artistic technology of Tokharistan was unique in comparison with other regions in the production of metal, ceramics and glass products. The image of a horse, bird, shergriffin, sphinx on vessels spread throughout the Middle East.

Blacksmith, smelting and copper-smelting industries were developed in Termez. Blacksmiths made iron and cast iron utensils for agriculture, crafts, and household use. The presence of a strategically important point of Termez and a strong military garrison led to an increase in the need for weapons. Therefore, blacksmiths produced a large number of weapons - armor, shields, iron swords, helmets, bullets and spears, horse equipment.

Termez coppersmiths were able to give very elegant decorations to copper and bronze products. In this respect, they did not lag behind the coppersmiths of other famous cities. Craftsmen

decorated their products with epigraphic, stylized Islamic patterns and girikhs. One of the bronze cauldrons found in Termez bears the name of the master "Abdullah".

The role of glass blowers in urban crafts is enormous. Glass-making in Termez in the XI-XIII centuries Ranked second after ceramics. During this time, the range of glassware has increased, and the technology of its production has become much more complex. Glassware, tableware, perfume bottles, chemical containers, jewelry and window panes are made by traditional blowing and blowing molds. Flat windows for window bars appeared in Termez much earlier than in Central Asia. The abundance of dishes from the medieval layers of Old Termez indicates that there were many glass workshops in the city [6.53-58.].

## RESULTS AND DISCUSSIONS

In the manufacture of products, lighter green turquoise, light blue, dark purple tones were used. The traditional forms of glassware prevalent during this period consisted of narrow and wide-necked jugs, jugs, bowls and perfume bottles.

In the 11th century, the price of quality glass products was much higher. For example, glass plates imported from Baghdad were sold in the Nishapur market for 1 gold dinar [7.40]. However, it should be noted that in the 9th-12th centuries glassmaking developed in Termez and not only satisfied the demand for low-quality glass products, but also exported them to foreign countries. The rare and high-quality tableware of the 9th-12th centuries kept in the funds of the Termez Archaeological Museum is the basis for such a conclusion.

The dishes were distinguished by their shape, brightness of color and a variety of secrets, the presence of green, blue, pink, red colors. Of particular interest is the semi-glossy medallion (breastplate) found in the 12th century palace of the Termezshahs. Among these finds are badges depicting an officer on horseback holding a bird, an eagle and a hunter holding a bird in his hand, standing in front of the horse.

There are also medallions with eight active colors. On another of them there is an Arabic inscription "The Great Sultan Abdulmuzaffar Bahrom - Isaac" and an image of a running jay. This goal dates back to the reign of King Ghaznavid Bakhrom (1118-1157). The icon theme is also related to the history of Middle Eastern classical poetry about Bakhromgor and Ozod. It is said that Bakhromgor was a hunter. He carried his favorite harpist Ozoda with him. Ozoda crushed the horse with his feet for laughing at Fakhrom. The image of the cavalry king, the hunting scene and the woman in front of the horse are all connected with the same story. In the medieval poetry of the East, the analogy between the legendary king and the real ruler is very rare. Likewise, this situation is rare in the visual arts.

Two bronze mirrors of the 11th-12th centuries found in the city of Termez are of artistic importance in comparison with other finds. In one of them, a spherical shape is given in high relief [8], in one of the mirrors it is depicted in mirrors with a woman's headdress, like the fabric of a plant with the letter "our". This figurative spherical shape is also found in ceramics and bronze windows found in Iran, and the influence of these cultures is felt because Termez is located at a distance from Iran and Kazakhstan.

In addition, in the Middle Ages, textile, leather, carpentry, painting, pottery, construction and other industries were developed in Termez. According to al-Mukaddas, the ships were built in Termez [9.202]. His message is confirmed by archaeological research. In the southwestern part



of the old Termez workers, off the coast of Termez, there is a quarter of boatmen and shipbuilders [10.98].

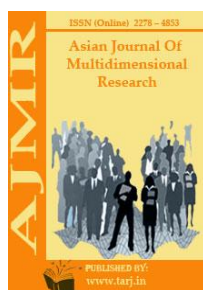
The development of crafts, a convenient geographical position, the presence of a large port led to the growth of domestic and foreign trade in Termez. During the heyday of trade, the city's mints minted copper coins and silver dirhams to meet the needs of the domestic market. Foreign trade also brought huge revenues to the city treasury. After all, Termez was the main port of the Upper Amu Darya basin. In addition, Termez traded in interregional transit. Many caravanserais were built to serve the caravans arriving in the city.

## CONCLUSION

The postal service was also well established during this period. The letters sent by the population to distant relatives, messages and news from merchants, ambassadors and other officials, as well as correspondence between the central government and local authorities, were answered by the postmaster, Sahib al-Barid. It was a very important task. The salary of Sahib al-Barid was determined by the location of the cities and the amount of work. For example, in al-Termez, Sahib al-Barid received a salary of 300 dirhams [11.25]. Historical sources state that the Syrian poet Abul Hasan Ali ibn al-Hasan al-Lahham al-Harroni worked as a Sahib al-Barid in Termez. When the poet Ibn Matrona is appointed to his place, al-Lahham concludes: "We were fired, everyone who came before us was fired. We were replaced by a poet whose description never changes [12.36].

## REFERENCES

1. Khudud al-Alam, p.114.
2. Ibn Hoqal, p. 33, 3 commentary on p.166.
3. Pidaev Sh.R. Pottery production of Termez in the XII - early XIII centuries. // Bactria-Tokharistan in antiquity and the Middle Ages. Samarkand, 1993, p.48-50.
4. Shishkin V.A. "Kurgan" and the Chorsutun Mosque in the ruins of old Termez // T.A.K.E. 1945.T.P.p.421.
5. Pidaev Sh.R. stratigraphy of the city of old Termez in the light of new excavations // garadskol of the culture of Bactria - Toksariston and when. Tashkent, fan, 1978. p. fifteen.
6. Pidaev Sh.R. Glass of the medieval city of Termez // Social sciences of Uzbekistan. No. 7, 1986, p.53-58; Pidaev Sh. R. Household and residential complex, p.8-10.
7. Semenov G. Honey City. From the history of the cultural heritage of Bukhara. (8th edition) Ed. "Bukhara" -2002. p.40.
8. Pugachenkova G.A. Bronze mirror from Termez // SE. 1961. No. 1.
9. Abu Abdallah al-Mukaddasi. Best distribution for country knowledge. Extracts from "Aksan at-takasim fi-ma'rifat al-akalim" al-Maqdisi // Materials on the history of Turkmenistan and Turkmenistan. Volume I. VII-XV centuries. Arab and Persian sources. Moscow-Leningrad, 1939, p.202
10. Masson M. E .. The ancient settlement of Termez and the ix study., p.98.
11. Ibn Hawkal, p.25.
12. Jaloliddin Mirzo. History of Termez, p.36.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00342.6**

## NATIONAL FEATURES OF TRADITIONAL DISHES OF TAJIKS OF THE SURKHANDARYA OASIS

**Sardor Sayriddin oglu Akhmedov\***

\*Researcher in Ethnography, Anthropology, Ethnology,  
Termez State University  
UZBEKISTAN

### ABSTRACT

*A comparative study of the national cuisine of the Tajik ethnic communities of the Surkhandarya oasis shows that the traditional ethnic aspects of the national cuisine were clearly manifested in the period under study. At the same time, many other ethnic and regional features can be traced in the diet of the population belonging to the traditional Tajik type of agriculture and animal husbandry.*

**KEYWORDS:** *Obi Bread, Jizzali Bread, Milk Bread, Patir Bread, Kazan Patir, Fatty Bread, Lochira Bread.*

### INTRODUCTION

Food, which is the main source of physical development, strength and health, as well as the development of mental maturity, is an integral part of folk culture.

Each nation created a variety of dishes in the process of socio-economic and cultural development of society. Undoubtedly, the traditional cuisine of any ethnic group also changes and develops on the basis of the lifestyle of this people, primarily economic activities, national and religious views, depending on local natural conditions. In addition, traditional folk dishes, which are one of the important components of material culture, the methods of their preparation and even food traditions and rituals were formed depending on the orientation of this national economy and ethnic way of life. In the economic life of this or that ethnic group, any change in the way of life is reflected in its traditional cuisine.

In the scientific literature, to one degree or another, the traditional dishes of the Tajik people and their characteristics are highlighted, as well as the problem of ethnic and non-ethnic components in food [1.106.]. However, the description and classification of the traditional Tajik cuisine of the Surkhandarya oasis and the problem of their local characteristics have not been specially studied.

For this reason, in this part of the dissertation, we will consider the ethnoterritorial aspects of the Tajik traditional cuisine of the Surkhandarya oasis.

A comparative study of the national cuisine of the Tajik ethnic communities of the Surkhandarya oasis shows that traditional ethnic aspects were manifested in the folk cuisine of the period under study. At the same time, in the oasis one could observe many different ethnic characteristics, as well as regional aspects in the nutrition of the population belonging to the traditional Tajik type of agriculture and animal husbandry.

In the late nineteenth and first half of the twentieth century, the Tajiks of the oasis ate mainly cereals and vegetables, while the Tajiks of the oasis consumed more milk, butter and meat [2.271].

Among the Tajiks of the studied oasis, cooking from cereals and cereals played an important role. among the Tajiks, they were ground in mills driven by water and animals [3.127]. In mountainous areas, wheat was grown during the dry season, and in rivers and surrounding areas - by irrigation. On the banks of the rivers Surkhandarya, Karatagdarya, Khojaipakdarya, Obizarangdarya and Topalang, more rice is grown than grain crops.

The preparation of dishes from agricultural products was widely developed, and during the study period a special place was occupied by a variety of dishes from plants. For example, at the beginning of the twentieth century, a variety of dishes and breads were prepared in the oasis from barley flour, corn flour, wheat flour, and corn flour.

## METHODS

The Tajiks of the Surkhandarya oasis in the late 19th - first half of the 20th centuries also had many types of bread: "obi non", "jizzali non", "sutli non", "patir non", "kazan patir", "Buttery bread", "lohira non"- these types are popular. Also during the study period in the oasis corn flour "barley bread", barley flour "barley bread", millet flour "millet bread", "millet corn", and poor families ate "bran bread" during drought years.

Among the tandoors of the oasis, different types of tandoors, such as "earthen tandoor" and "wall tandoor", differed from each other depending on the installation. For example, "er tandoor" is found among ethnic groups such as the Turks, Karluks, Katagans and Barlos, and "wall tandoors" are found among the settled Tajiks Chigatay and Khoja. When baking bread, the oven heats up well, covered with breadcrumbs and rapid. It was observed that the face, back and bells, which have always been used in animal husbandry, used "braziers" to bake bread. When baking bread, yeast was used to prepare the dough; among the Tajiks of the oasis it was called "whipped bread", among the Tajiks of Denau, Sarios and Uzun regions - "noni rasida".

The Tajiks of the oasis had a special series of yeast associated with yeast, one of the main ingredients in bread and bread. For example, on the day of the death of a person in the village, the baked house did not leave yeast in the supra so that death would not continue in the village. It was also not given to anyone who asked for yeast on Saturday. The two chilla houses kept each other out of the yeast to chill. Jizzali bread is as common in the oasis as obi bread, the difference from obi bread is that when kneading dough, jiz is mixed and baked like obi bread.

## RESULTS AND DISCUSSION

To make milk bread, Tajiks used milk instead of water. This type of bread was deliberately baked more for people leaving on long hikes. Because bread baked in the sun quickly softens in

water and is delicious in its own way. Depending on the processing of bread dough, the mass added to it and the method of baking, it is subdivided into such types as butter, patir jiz, cream patir, onion patir, soup patir, and turnip patir [6.231.]. Patir is distinguished by the thinness of the bread and the absence of yeast. Also, the surface of the cakes is chipped with a full loaf of bread. Patir bread is baked especially for weddings and guests [7.101-102.].

During the study period, fine wheat flour was also produced [8]. According to B. Karmisheva and K. Shoniyazov, this dish was also used in other regions of Central Asia [9.100.]. In particular, the Tajiks of Upper Zarafshan called the thin thin ones “thin” [10.147-148.].

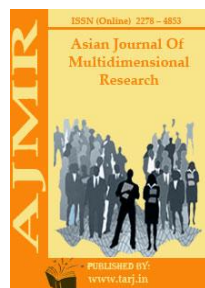
## CONCLUSION

Divide the prepared dough into peach-sized pieces, sprinkle the dough with flour and spread the dough thinly. Grind the flour into thin slices before baking. The inner walls of the boiler are slightly lubricated and heated. First, two sides of the first thin film are closed, then a second thin film is placed on top of it and rolled over the heated surface of the pot. Then a third is placed on top of the first subtlety. After the second thin bake, turn the third one. Based on this, the fourth, fifth, sixth and other thin slices are prepared in the form of bunches. In the region there are such types of oils as butter liquid, butter thin, juicy thin, onion thin, depending on the type of use of fats in the preparation of thin [11].

## REFERENCES

1. About traditional Uzbek cuisine and its ethnic and non-ethnic components, see: Shaniyazov K. About traditional food of Uzbeks // Ethnographic study of everyday life and culture of Uzbeks. - Tashkent, 1972.-p. 106; Makhmudov K. Uzbek cuisine. - Tashkent, 1960; This author. Uzbek cuisine. - Tashkent, 1985; This author. Pilafs for every taste. - Tashkent, 1989; Traditional food as an expression of ethnic identity. - M.: Nauka, 2001; Abdullaev U.S. Ethnic and non-ethnic components in traditional cuisine // Interethnic processes in the Fergana Valley. - Tashkent, 2005. –p. 122-142.
2. The Kipchaks ate in the same order. See: Shaniyazov K.Sh. On the ethnic history of the Uzbek people. - Tashkent, 1974. - p. 271.
3. Field records. 2020. The villages of Oktumshuk and Bakhshitepa, Shurchinsky district. See also: Gulyamov Ya.G. Irrigation history in Khorezm. From ancient times to the present day. - Toshkent, 1959.-p. 127; Shaniyazov K.Sh. About the traditional food of the Uzbeks // Ethnographic study of the life and culture of the Uzbeks. - Tashkent, 1972 .-p. 97.
4. Field records. 2020-2021 Kumkurgan, Shurchinsky, Oltinsky, Denovsky, Uzunsky, Sariosy districts.
5. The Tajiks of the Northern Surkhandarya oasis called the patir bread “fatir non”. Field records. 2020. Tomarkhut and Khufar villages of the Sarios region. By this name the Tajiks Koragina and Darvaza also called patir non. See N.A. Kislyakov. Tajiks Karategin and Darvaza. - Dushanbe, 1976. - p. 231.
6. Field records. 2020. Jaloir village of Kumkurgan region. More about this: Snesev G.P. Relics of pre-Muslim beliefs and rituals among the Uzbeks of Khorezm. - M., 1969 .-p. 101-102.
7. Field records. 2020. The village of Yalta, Shurchinsky district.

8. Shaniyazov K.Sh. About the traditional food of the Uzbeks//Ethnographic study of the life and culture of the Uzbeks. - Tashkent, 1972 .-p. 100; Karmysheva B.Kh.
9. Uzbeks-Lokays of Southern Tajikistan // Proceedings of the Academy of Sciences of the Tajik SSR. – Stalinabad, 1954. T. XXVIII. - p. 143.
10. Material culture of the headwaters of Zarafshan. - Dushanbe, 1973 .-p. 147-148.
11. Field records. 2020. Jobu village, Altynsay region.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00328.1**

## THE ROLE OF THE MAHALLA IN THE SYSTEM OF SOCIAL PROTECTION OF THE POPULATION OF UZBEKISTAN

Fakhriddin Joylovich Yormatov\*

\*Associate Professor,  
Department of General History,  
Termez State University  
UZBEKISTAN

### ABSTRACT

*The role and significance of the mahalla in the socio-political, economic, spiritual and ideological life of Uzbekistan is enormous. Mahalla is a social institution that reflects the character, lifestyle and content of the Uzbek people and usually unites, organizes, directs and encourages the nation to act on a community basis.*

**KEYWORDS:** Social Protection, Family, District, Citizen, Women, Financial Assistance, Needy, Housing.

### INTRODUCTION

In accordance with the Decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev "On the radical improvement of activities in the field of supporting women and strengthening the institution of the family" from April 1, 2018, instead of advisers on religious education and spiritual and spiritual issues. moral education In 2000 and more public meetings, the position of a specialist in working with 2 women and strengthening spiritual and moral values in the family was introduced [1]. At the same time, the fact that the mahalla has service houses for the curators of the mahalla and they are given a car at a discount is an example of the great attention paid to the mahalla.

2017 has been declared in our country as the Year of Dialogue with the People and Human Interests. The volume of positive work done within the framework of the State Program this year was also extremely wide. In his speech on the occasion of the 25th anniversary of the adoption of the Constitution of the Republic of Uzbekistan, the President of the Republic of Uzbekistan Shavkat Mirziyoyev spoke about this work"[2]. In addition, in 2017, 24 thousand modern multi-storey buildings in rural areas and 187 in urban areas were built according to new standard projects, which is an example of the attention paid to ensuring the well-being of our people. In addition, 1207 disabled women in need of housing were provided with affordable housing.



Taking into account the fact that the mahalla is an influential socio-political, economic, spiritual and ideological institution, Article 105 of the Constitution of the Republic of Uzbekistan states that "(the elder) also elects his advisers [3.29].

In September 1993, the Law on Citizens' Self-Government Bodies was adopted. According to him, makhallas had their own legal status and became part of local self-government. This means that makhallas, as an important support of the state at the local level, as a legal entity, have their own property, financial budget, bank account-fund [4.189.]. Thus, in the context of achieving state independence and political sovereignty, there is a growing desire to restore the national form of statehood, to make fuller use of national traditions and customs in the public life of the peoples of Uzbekistan.

The Law "On Self-Government Bodies of Citizens" defines the makhalla, duties and responsibilities of its chairman. In particular, Article 22 provides for public control over the protection of citizens' interests in government bodies, courts, at enterprises, in institutions, care for the welfare of society, assistance in improving trade and public services, and ensuring a culture of serving citizens. .assistance in monitoring the sanitary state of settlements, water supply sources, housing, schools and other institutions, rendering assistance to state and public institutions for disabled people, families of the victims, large families, single mothers, citizens affected by natural disasters; the presence of a number of powers, such as making proposals for improving housing conditions [5.12.].

Given the growing prestige of the mahalla since the first days of independence, the Uzbek government began to pay special attention to it. September 12, 1992 by Decrees of the First President of the Republic of Uzbekistan I. Karimov "On the establishment of the Republican charitable fund" Makhalla "and October 8, 1992" On the allocation of funds to the Republican charitable fund. " Mahalla ".

On October 17 this year, the resolution of the Cabinet of Ministers of the Republic "On the organization of the Republican charitable foundation" Makhalla "was announced. The decree defines the following main directions of the Fund's activities:

- widespread propaganda of historically established national and spiritual values, popularization of the best customs and traditions of our people, organization of cultural and educational work among the population of the republic;
- Carrying out active propaganda and propaganda work on the issues of humanity and compassion, mutual understanding between people and clarification of the ideas of good neighborliness;
- Comprehensive social protection of the rights of low-income families, disabled people, the elderly and children living in each specific area;
- carrying out various traditional rituals;
- free material assistance to low-income families and individuals;
- improvement of the territory of makhallas;
- Coordination of work to improve the activities of local mahalla committees of the republic [6.36.].

During the reporting period, serious and exemplary work was done in the Kashkadarya and Surkhandarya regions to enhance the role and place of makhallas, their role in social protection. It should be noted that the difficult economic situation in Uzbekistan in the early 1990s, the breakdown of existing economic mechanisms, unemployment, certain difficulties for a part of the population in need of social protection, required the government of Uzbekistan to take serious measures in this direction.

В этот период особенно важна была поддержка одиноких пожилых людей. В стране их было 30 573 человека, из них 1 717 из Кашкадарьинской области и 1861 - из Сурхандарьинской области. [7].

## METHODS

In the activities of regional funds, priority attention was paid to the issues of social protection of lonely elderly people, in general, lonely citizens, large families with minor children. On August 23, 1994, by the Decree of the First President of the Republic of Uzbekistan "On measures to strengthen social protection of low-income families", citizens began to participate in the performance of state functions of self-government bodies [8].

The issue of providing material assistance to low-income families was one of the most difficult, difficult, because it was necessary to solve the problem only from the point of view of justice, objectively. It should be noted that this was a manifestation of democracy, its practical solution.

However, in a number of regions there have been cases of such irresponsible work. In particular, there were shortcomings in the implementation of the Decree of the First President of the Republic of Uzbekistan I. Karimov "On measures to strengthen social protection of low-income families" dated August 23, 1994 [9].

Considering the fact that the Uzbek people are a large nation and their role in creating certain difficulties in social protection of the population, the government paid great attention to the issue of financial support for families with children.

The regional office of the Mahalla Foundation has done a great job. In 1997 alone, on the occasion of Navruz, 50 families received food in the amount of 35,000 soums. On the eve of the Independence Day of the republic, clothes worth 36 thousand soums were donated.

The mahalla had its own structure, an established social institution that became a subordinate body of self-government. For example, in the Surkhandarya region, the system of gathering citizens of the mahalla consisted of 27 sections. These include the Commission on Religious Education and Spiritual and Moral Education, the Commission on Spiritual Advocacy, the Sports Commission, the Public Safety Commission, the Commission on Crime Prevention and Punishment, and the Commission on Support of Low-Income Families. [10.21.].

The Neighborhood Committees sought to involve businesses, institutions, communities and farms, entrepreneurs, charitable foundations, government and non-governmental organizations in these activities. They have also done a number of exemplary social protection jobs. One of them is a mass initiative in the Kitab region. According to him, 110 children (including 80 boys and 30 girls) brought up in the "House of Mercy" of the region were transferred under the patronage of the regional administration. Burkhon Islamov, a resident of the same region, performed a circumcision ceremony for 20 children in the House of Mercy [11.5.].

In 2008, on the initiative of mahalla committees, 27,271 small businesses and private entrepreneurs operated in Surkhandarya region. For 9 months of 2008, 29.8 billion soums were allocated for their financial support and business opening. soums. In addition, 14,449 young families received 4.7 billion soums from commercial banks. Soums were allocated for mortgage, consumer and microcredits [12]. In Karshi alone, 68 thousand people were engaged in small business on the recommendation of regional committees.

The district's role in supporting young families has also increased. During 2007, the regional branch of Asaka Bank issued mortgage loans in the amount of 1,068,000 soums to 31 young families in the Kashkadarya region. In the first 5 months of 2008, 34 young families were given loans in the amount of 852.5 million soums.

## RESULTS AND DISCUSSION

In 2012, 59% of total state budget expenditures were allocated to the social sector, i.e. to meet the needs of the population, real incomes increased by an average of 17.5%, wages, pensions and scholarships increased by an average of 26.5%. need to do.

In 2013, real incomes, including wages, pensions, social benefits and scholarships, increased by more than 23%.

In accordance with the state program "Year of the Healthy Child" in 2014, weddings were held for more than 700 children from low-income families.

In 2015, 2 trillion 246.5 billion soums and 229.6 million dollars were allocated for the implementation of the state program.

## CONCLUSION

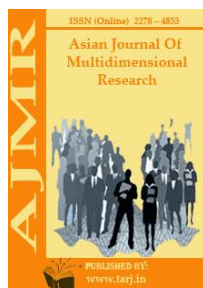
Thus, over the past period, the role of the mahalla in the social protection of the population of the Surkhandarya region has increased. The development of entrepreneurship, business movement, small business, private entrepreneurship in micro-districts has made it possible to solve a number of problems that exist in a particular region. First of all, the population began to find jobs. As a result, the living conditions of the population have improved. At the same time, small business and private entrepreneurship, in turn, began to have a positive impact on the infrastructure of the region, roads were leveled, new residential and commercial buildings began to appear. All this was done under the direct supervision of the social institution of the mahalla.

Thus, the role and place of the mahalla in the social protection of the population of the southern regions of Uzbekistan has increased. The district committee became an initiative, organizing, leading public organization. In the makhalla, conditions have been created for the implementation of economic, cultural and construction activities, the improvement of its territory, ensuring the cleanliness of housing, urban and rural areas on the territory, and strengthening the rule of law.

## REFERENCES

1. Woman and time on February 20, 2018.
2. People's performance on December 8, 2017.
3. The Constitution of the Republic of Uzbekistan. - Tashkent: Uzbekistan, 2008.-- p. 29.
4. Independence. Annotated popular science dictionary. - Tashkent: Shark, 2006. -B.189.

5. Jalilov Sh. When renovating the microdistrict.- Tashkent: Trud, 1995.-P.12.
6. On the way to reforming society.-Tashkent: Uzbekistan, 1998.-P.36.
7. Foundation MDA.M-15 of the Republic of Uzbekistan, op. 1, room 91, l. 120.
8. Voice of Uzbekistan. August 25, 1994.
9. Foundation MDA.M-15 of the Republic of Uzbekistan, op. 1, room 903, l. 150.
10. Current archive of the makhalla fund of the Surkhandarya region. Reports for 2002.-P.21.
11. Current archive of the mahalla fund of the Kashkadarya region. Mahalla Foundation Report 2004. -C.5.
12. Surkhan morning. November 4, 2008.
13. Law. April 2, 2009.
14. Mahalla. May 28, 2008.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00343.8**

## ETHNIC HISTORY OF THE AREA WHERE HUNDREDS (ZHUZES) ARE LOCATED IN THE SURKHANDARYA OASIS

Otabek Yuldashevich Dulanov\*

\*Researcher,

Department of Ethnology, Anthropology, Ethnology,

Termez State University

UZBEKISTAN

### ABSTRACT

*Some sources claim that Uzbeks have lived in Bukhara, Samarkand, Khojand and Uratpe since the 17th century. We can say that a hundred seeds migrated to the Surkhandarya region from the Bukhara and Samarkand regions. Important research is being carried out to study the ethnogenesis of the Uzbek people and the ethnic history of persons (zhuzes) who play an important role in ethnic history. Their groups Karachi and Turkmen-yuz live in the Surkhandarya oasis. They mainly live in Shurchinsky, Altynsaysky, Denau and Uzunsky districts.*

**KEYWORDS:** Pedigree, dialect, population, kinship, ethnography, dialect.

### INTRODUCTION

Important research is being carried out to study the ethnogenesis of the Uzbek people and the ethnic history of persons (zhuzes) who play an important role in ethnic history. Their groups Karachi and Turkmen-yuz live in the Surkhandarya oasis. They mainly live in Shurchinsky, Altynsaysky, Denau and Uzunsky districts [1.162-164.].

About the arrival of persons in Central Asia, social life and economy of their time N.A.Maev, N.A.Aristov, V.V.Bartold, V.I.Lipsky, L.P.Potapov, I.P.Magidovich, H.Work. In the book "Trees and dialects of the Uzbek people" H.Doniyorov, based on information received from the Tashkent, Syrdarya and Samarkand regions, cites three groups of persons: karapcha, brand child, child rejab [2.86.].

Also B.Kh.Karmisheva notes that there are three views on the arrival of the Turkmens in the Surkhan-Gissar oasis: the first one is "from the hinterland", like bells; the second - from the land of his descendants Uratpe and Nurata. During the reign of Amir Temur, there was a Turkmen steppe in the Surkhandarya oasis, and according to legends, the Turkmen steppe was the fortress of Amir Temur's father; thirdly, one hundred Turkmens were exiled by Sultan Sanjar Mazi. Therefore, their descendants were called yuz (juz), that is, Turkmen-yuz [3.224.]. Persons in the

Surkhandarya oasis say that their ancestors moved from Jizzakh and Samarkand [4.]. According to Kh.Doniyorov, the ancestors of the Samarkand people came from Gissar-Kulyab [5.86.].

On the basis of the 1924 census, I. Magidovich, when examining the population, gives the following information. He distinguishes between the Uzbek tribes by the "Forty Hundred" seed alliance, which he considers a relic of a military alliance of some military significance, and distinguishes some groups in this alliance: the mark (in the Kofirnikhon oasis), the Chinese yuz (in the Karatagdarya valley), the karapcha (in the upper reaches of the Surkhandarya), forty (in Kashkadarya and Samarkand) and yuz (in Samarkand). I. Magidovich, based on ethnographic reports, notes that the descendants of a hundred also lived in the Fergana, Khojand and Tashkent regions [6.203.]. In our research, we examined this seed union by dividing it into the following science-based sections. In addition to blackberries and margarine, according to the survey results, we included two more seeds in the facial seed: temporal (or happy) and hyacinth. Queries showed that these two seeds were split into smaller ones:

### Face-to-Face

- |             |                             |
|-------------|-----------------------------|
| 1. The Crow | 5. Boy                      |
| 2. Iyarchi  | 6. Yorga                    |
| 3. Kosa     | 7. Boganali                 |
| 4. Potas    | 8. Karatamgali [7.162-164.] |

In the genealogical table of the Uzbek bell seed, compiled by NF Sitnyakovsky, the bell seed is shown as part of the genus with stem and stem, and the stem - as a double stem [8.17.]. I. Magidovich also included bell seeds with a stem. It was also customary to call small groups of facial seeds by human nicknames. According to 81-year-old Berdiev Toir and 72-year-old Ismoilov Khursandlar, living in the villages of Koltepa and Tola, Shurchinsky district, a hundred seeds included the following subgroups or nicknames: 1. Халфабачча (устага тааллуқли бола, шогирд). 2. Jungbachcha (child with wool). 3. Saribachcha (yellow child, yellow man's child). 4. Braid (no beard). 5. Bangibachcha (child of a cannabis smoker). 6. Kalbachcha (a child of a person without hair or a child without hair) and so on.

### METHODS

There is no information about the facial seed in ancient sources. In written sources, this seed is not mentioned either among the Turkic or Mongol tribes. In particular, the exact scientific ethnographic sources about how they got to Surkhandarya have not yet been fully covered. According to some reports, since the 17th century, only Uzbeks have lived in Bukhara, Samarkand, Khojand and Uratepa. Based on the above data and the results of studies and surveys, it can be concluded that the muzzle seeds migrated to the Surkhandarya region from the Bukhara and Samarkand regions. According to Ismoilov Khursand, a resident of the village of Tola, Shurchinsky district, mentioned above, one hundred seeds were isolated from the "Forty Hundreds" and transported from Jizzak. As for other evidence, their dialect, according to our observations, is similar to the dialect of bells, that is, they also speak the Kipchak dialect with "j"[10]. Seeds of Vakhtamgali alifli in Jindibulak (Oltinsoi district), Kesovli seeds in Obodon, Tolly (Shurchinsky district) and Khazarbog (Denovsky district), Jorikbosh seeds in Yalta and Sovzhiron, Kazakh seeds in Mirishkor and Olatemir, Kushtamgalinsky district., bogadjil seeds live in Khayrabad (Denau district) and other areas [11]. Tola, Olatemir (Shurchinsky district),



Pakhtakor, Ikkiroz, Degrez (Oltinsoysky district), Akhunboboev, Paphos Khidirsho, Dugoba, Ikkiroz, Mormin, Sairak, Koratepa, Jolti, Mumingul, Olinhoy (A. Sairakinsky district) Oltinsoi district), crow seeds in the Tolly Farmers Association, Yorg seeds in the State Farms Partnership, Bogonali seeds in the Farmers Association on March 8 (Denovsky district), Boshtepa (Shurchinsky district), black seed lives in the vicinity of Regar. We mentioned above that the temporary seed is divided into 8 seeds. The seed of alifli Vakhtamgali is divided into five main alifli - bokay, kakuvot, beshbotir, bolhi, chuluk.

## RESULTS AND DISCUSSION

Kazakh seed is divided into four main Kazakhs - blue calabash, kirmoli, fourteen, which do not fit in the grave.

The gooseberry seed is divided into ten main stems - camel, hornbeam, haystack, halakhaya, pumpkin, cherry, paritop, kuyabosh, kaltop, gorkhov.

Kesovli seeds are divided into nine main types - Halfabachcha, Kalbachcha, Kazibachcha, Saribachcha, Junbachcha, Cholishbachcha, Oinakoz, which do not fit in the grave, and Badir.

This name of the seeds was caused by the events of the past. For example, there is a legend among the people that they called him a Cossack: "There was a tsar in the Syr Darya and had a quarrel with his judge over water. A certain part of the population supports the judge. When the king tries to kill the judge, the person serving in the kingdom informs the judge of the king's intention. Then the judge fled the kingdom at night with his supporters. It is located in the modern Surkhandarya region. Kazakhs are the descendants of those who came with the judge"[12]. Another of the large face seeds is the seed of the karabchi, which lives in the villages of Obshir, Chukur Obshir, Jobu, Degrez, Ovchi, Zardakul, Tokhtamysh, Chinor, Bodikhavo in the Altynsai region and in the Akhunboboev farm partnership in Shurchi. and the district of Denau [13].

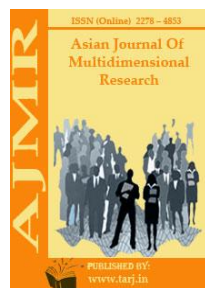
## CONCLUSION

They say that he was called a robber: "At the time of Amir there were 40 robbers, and these robbers were captured by Amir Yasuv. The emir does not want to kill the robbers. Because each of them was a healthy, energetic young man who was to become the ruler of the country. After that, the emir sent each of them as a leader to the village. Consequently, this seed became known as the robber due to the distorted pronunciation of the word robber"[14]. The seedlings are divided into several seeds and consist of the seeds of Gardon, Chichkak, Holmat, Kokan, Ashurbek, Jahastubi, and Gadoikhodja. The arrival of the Karabchi to the Surkhandarya oasis is associated with the Sufi alloyar. The guards admit that he came with him from Kattakurgan.

## REFERENCES

1. Field records. 2019-2020 More about this: Settlements of the Bukhara Emirate (late 19th - early 20th centuries). Materials for the historical geography of Central Asia. -Tashkent, 2001. -p. 162-164.
2. Doniyorov X. Trees and dialects of the Uzbek people.-Tashkent, 1968.- p. 86.
3. Karmysheva B.Kh. Essays on the ethnic history of the southern regions of Tajikistan and Uzbekistan. -M.: Nauka, 1976. -p. 224.
4. Field records. 2020. Tola village, Shurchinsky district.

5. Doniyorov X. Trees and dialects of the Uzbek people.-Tashkent, 1968.- p. 86.
6. Materials on the regionalization of Central Asia. Book. 1. Territory and population of Bukhara and Khorezm. Part 1. Bukhara. –Tashkent: State. Ed., 1926.– p. 203.
7. Field records. 2020. Center of Shurchinsky district, Shaldyrok village. 2020 Chukur Obshir village of Altynsay region; More about this: Settlements of the Bukhara Emirate. –Tashkent, 2001. –p. 162-164.
8. Sitnyakovsky N.F. To the genealogical table of the Uzbek clan Kungirad//TORGO. T. VII. – 1907. - p. 17.
9. Field records. 2019. Tola village, Shurchinsky district.
10. Field records. 2019. Village Botash, Altynsay region.
11. Field records. 2019-2020.
12. Field records. 2020. Shaldyrok village, Shurchinsky district.
13. Field records. 2021 Tola village, Shurchinsky region, 2021 Degrez, Jobu, Tokhtamysh, Obshir, Chukur Obshir, Zardakul, Chinor, Bodikhavo villages of Oltinsoi region. 2021 Akhunboboev collective farm of Denau district.
14. Field records. 2021 Chukur village Obshir, Altynsay region.
15. Rasuljanovna, I. N., & Rakhmonqulovich, K. N. (2020). Trade Relations Between Ancient Bacteria And China On The II-I BC. *The American Journal of Social Science and Education Innovations*, 2(07), 47-51.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00344.X**

## ARCHITECTURAL PROJECT – AS AN OBJECT OF COPYRIGHT

**Nodir Yunusovich Alimov\***

\*Associate Professor,  
Department of “Social Sciences, Pedagogy and Vocational Education”,  
National Institute of Art and Design named after Kamoliddin Behzod  
Academy of Arts of UZBEKISTAN

### ABSTRACT

*This article describes the interpretation of architectural projects as an object of copyright protection on the basis of foreign experience, puts forward practical proposals for the protection of works of architectural art. Students of the National Institute of Art and Design named after Kamoliddin Behzod under the Academy of Arts of Uzbekistan are taught subjects in the field of intellectual property; it was reported that the institute teaches architectural design in the field of “interior design” as an object of copyright. The article argues that sketches of multi-storey houses are architectural projects, and the rights of the author who created them are protected by law. An example is the case of the Court of Intellectual Property Rights of the Russian Federation, which allows architectural, urban planning and park-building projects to be implemented only once in practice; it was argued that the author's consent should be required to reproduce the work. It was suggested that the national courts of Uzbekistan should systematically post cases on intellectual property disputes on their websites.*

**KEYWORDS:** *Intellectual Property, Copyright Object, Author, Right Holder, Property Rights, Exclusive Rights, Architectural Project, Sketch Projects Of Apartment Buildings, Legal Culture, Duplication Of Copyright Work, Intellectual Property Lawsuits, Site.*

### INTRODUCTION

At present, systematic work is underway to fully protect the rights of authors, owners of intellectual property rights, and the prevention of copyright infringement has become one of the most pressing issues.

On October 12, 2020, the head of state Sh.M.Mirziyoev at the enlarged meeting on improving the system of protection of intellectual property and in the resolution No PD-4965 of January 28, 2021 “On measures to improve the system of protection of intellectual property” the necessary development measures have been identified; Improving the legislation in the field, the gradual

introduction of disciplines in the field of intellectual property in the system of training; it was noted that it is necessary to increase the legal culture and respect for intellectual property in society.

### THE MAIN FINDINGS AND RESULTS

Students of the National Institute of Art and Design named after Kamoliddin Behzod are taught "Copyright" in the bachelor's degree and "Patent Studies" in the master's degree in the field of intellectual property.

The following example shows that an architectural project is a work of architectural art, the rights of the author and right holder are guaranteed and practically protected by the court.

According to Article 6 of the Law of the Republic of Uzbekistan "On Copyright and Related Rights", works of architecture are one of the types of objects of copyright.

The following is an analysis of the copyright protection of works of architectural art based on the experience of the Russian Federation. In particular, according to the case file A54-78 / 2018 of the Court of Intellectual Property Rights of the Russian Federation dated September 24, 2019, the architectural project was recognized as an object of copyright, the infringement was stopped and the right holder was compensated.

The entrepreneur, who has the right to sketch projects of multi-storey houses, posted these projects on his website. In 2016, it was revealed that the projects of the above multi-storey houses were posted on the defendant's website in violation of copyright. In addition, according to the plaintiff, the projects were advertised on the site.

The plaintiff (entrepreneur) demanded that the defendant remove the projects from the site and pay compensation. However, as the claim was not satisfied, the entrepreneur appealed to the court. What was the plaintiff's claim?

Copyright infringement was claimed in the amount of 2,800,000 rubles. What decision did the court make on intellectual property rights? The claim was satisfied. Why?

The architectural project is part of the architectural and urban planning documentation, which reflects the architectural solutions. Architectural solutions are a type of creative activity.

Unless otherwise provided in the contract, the implementation of architectural, urban planning and park-building projects in practice is allowed only once. Reproduction of the work requires the consent of the author.

The peculiarity of architectural activity is that the architectural work is created in two stages. In the first stage, architectural, urban planning and garden-park construction projects, drawings, images, models will be created. In the second stage, the building will be constructed and the surrounding landscape will be created.

The plaintiff's rights to the projects are confirmed by the existence of an agreement authorizing the exercise of the exclusive rights. Draft copies generated by the plaintiff during the drafting process were also submitted to the court.

The court found that the site where the projects were posted belonged to the defendant. Defendant did not have a contract for the use of the work. In view of this, the court granted the claim.

According to Article 20, paragraph 2 of the Law of the Republic of Uzbekistan “On Copyright and Related Rights”, the author's exclusive right to use design, architectural, urban planning and park projects includes the implementation of such projects. The author of the adopted architectural project has the right to demand from the customer the right to participate in the development of construction documents and the implementation of his project during the construction of the building or structure, unless otherwise provided by the contract.

According to Article 20 of this law, it is allowed to duplicate, broadcast or cable a work of architectural art permanently located in a place accessible to all without the consent and payment of the author or other right holder. This rule does not apply to cases where the image of the work is the main object of such duplication, broadcast or cable transmission, as well as in cases where the image of the work is used for commercial purposes.

## CONCLUSION

The article cites the example of the courts of the Russian Federation as an example of ensuring the rights of the author of architectural art and the right holder, because our national courts do not systematically post cases on intellectual property disputes on their website. My suggestion is that if the national judicial system systematically publishes cases on intellectual property disputes on its website, it will make a significant contribution to raising legal awareness of the population, thus explaining to the public the essence of the tasks set out in the resolution “On measures to improve intellectual property protection”. In addition, Uzbekistan is on the verge of joining the World Trade Organization: one of its requirements is that lawsuits in this area should be made public so that they can be made public.

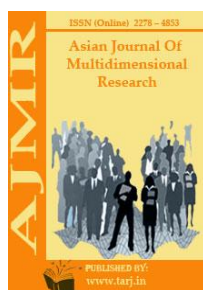
## REFERENCES

1. Law of the Republic of Uzbekistan "On Copyright and Related Rights". July 20, 2016, No. Law of the Republic of Uzbekistan-42. (“Ўзбекистон Республикасининг Муаллифлик ҳуқуқи ва турдош ҳуқуқлар тўғрисида”ги Қонуни. 2016 йил 20 июль, ЎРҚ-42-сон.)
2. Resolution “On measures to improve the system of protection of intellectual property”. January 28, 2021, No. PD-4965. (“Интеллектуал мулк объектларини муҳофаза қилиш тизимини такомиллаштириш чора-тадбирлари тўғрисида”ги Қарори. 2021 йил 28 январь, ПҚ-4965-сон.)
3. <https://www.garant.ru/products/ipo/prime/doc/72711494/#:~:text=Постановление%20Суда%20по%20интеллектуальным%20правам,на%20эскизные%20проекты%20жилых%20домов>
4. <https://www.facebook.com/search/top?q=Интеллектуал%20Мулк%20Агентлиги%20Матбуоти>
5. Utanova U. A. et al. (2019) Scientifically-Philosophical Analysis of Cultural and Spiritual Heritage // *International Journal on Integrated Education*. – Tashkent: 2. – №. 1. – pp. 53-55.
6. Utanova U.A. (2014) Universal and national in folk culture // Proceedings of conferences of the Scientific Research Center Sociosphere. - Vedeckovydavatel'ske centrum Sociosfera-CZ SRO. No. 38. – pp. 91-95. (Утанова У. А. Общечеловеческое и национальное в народной культуре // Сборники конференций НИЦ Социосфера. – Vedeckovydavatel'ske centrum Sociosfera-CZ SRO, 2014. – №. 38. – С. 91-95.)
7. Utanova U. A. (2020) Folk culture is a socio-historical phenomenon // *International Engineering Journal for Research & Development*. – Tashkent: 5. №. 9. – pp. 5-5.

8. Utanova U. (2016). "People's culture": concept, essence, socio-philosophical analysis // *Modern scientific research: actual theories and concepts*. – pp. 183-185. (Утанова У. «Народная культура»: понятие, сущность, социально-философский анализ // *Современные научные исследования: актуальные теории и концепции*. – 2016. – С. 183-185.)
9. Utanova U. A. et al. (2019) Scientifically-Philosophical Analysis of Cultural and Spiritual Heritage // *International Journal on Integrated Education*. – Tashkent. 2. – №. 1. – pp. 53-55.
10. Fayazova F. (2021) Methodology Of Vocational Training And Pedagogical Practice As The Main Factors In The Preparation Of A Future Teacher Of Vocational Training // *The American Journal of Social Science and Education Innovations*. Tashkent. 3. – №. 03. – pp. 27-31.
11. Abdullakhodjaev G. T. (2021) Protection of Moral and Material Rights of Copyright Subjects // *The American Journal of Social Science and Education Innovations*. – Tashkent: 3. – №. 03. – pp. 73-80.
12. Rashidov J. Kh. U. (2020) Modern problems and trends in the development of book design // *Bulletin of Science and Education*. No. 24-1 (102). (Рашидов Ж. Х. У. Современные проблемы и тенденции развития книжного дизайна // *Вестник науки и образования*. – 2020. – №. 24-1 (102).)
13. Alimov N. Yu. (2019) Copyright protection through blockchain // *Actual scientific research in the modern world*. No. 5-6. – pp. 26-28. (Алимов Н. Ю. Copyright protection through blockchain // *Актуальные научные исследования в современном мире*. – 2019. – №. 5-6. – С. 26-28.)
14. Marufbaev B. Sh. (2018) Ethnocultural thinking as a criterion of national-spiritual development // *Actual research in the modern world*. No. 2-4. – pp. 60-64. (Маруфбаев Б. Ш. Этнокультурное мышление-критерий национально-духовного развития // *Актуальные научные исследования в современном мире*. – 2018. – №. 2-4. – С. 60-64.)
15. Sherbekovich M. B. (2020) Contemporary Art Is a Factor for Developing Democratic Thinking, Forming a Strong Citizen Position // *The American Journal of Social Science and Education Innovations*. – Tashkent: 2. – №. 11. – pp. 557-561.
16. Jumaniyazova D. (2021) Humanity and Divinity Are the Objects of Sufi Teachings // *The American Journal of Social Science and Education Innovations*. – Tashkent: 3. – №. 03. – pp. 16-26.
17. Dilfuza D. (2017) Humanity and divinity researches in the oriental philosophy // *Theoretical & Applied Science*. №. 10. – pp. 51-53.
18. Kamalovna J. D. (2020) Humanity and Divinity in the Interpretation of Eastern Philosophy // *The American Journal of Social Science and Education Innovations*. – Tashkent: 2. – №. 11. – pp. 552-556.
19. Makhmudova M., Jumaniyazova D., Abdullakhodjaev G. (2015) The Landscape Design of the Art Nouveau Style // *SOCIETY. INTEGRATION. EDUCATION. Proceedings of the International Scientific Conference*. – Tashkent: 2. – pp. 391-400.



20. Kholdarova F. (2021) the role of information technology in ensuring the success of political negotiations // *Bulletin of the National Institute of Art and Design named after KamoliddinBehzod*. – Tashkent: 5. - №. 01. (ХолдароваФ. Сиёсиймузокаралармуваффақиятинитаъминлашдагиахбороттехнологияларнингаҳамияти  
и  
//КамолиддинБехзодномидагиМиллийрассомликвадизайнинститутиАХБОРОТНОМА  
СИилмий-амалийжурнали. – 2021. – Т. 5. – №. 01.)
21. Hasanov R. (2021) The role of AlisherNavoi in the development of spiritual and enlightenment thought in the medieval Eastern world // *Bulletin of the National Institute of Art and Design named after KamoliddinBehzod*. – Tashkent: 5. - №. 01. (ҲасановР. Ўртаасрларшарқоламимаънавийвамаърифийфикртаракқиётидаалишернавоийнингтутган  
нўрни  
//КамолиддинБехзодномидагиМиллийрассомликвадизайнинститутиАХБОРОТНОМА  
СИилмий-амалийжурнали. – 2021. – Т. 5. – №. 01.)
22. Masharipova G. (2021) the role of spiritual factors in the development of ideological immunity in youth // *Bulletin of the National Institute of Art and Design named after KamoliddinBehzod*. – Tashkent: 5. - №. 01. (МашариповаГ. Ёшлардағоявийиммунитетниривожлантиришдамаънавийомилларнингўрни  
//КамолиддинБехзодномидагиМиллийрассомликвадизайнинститутиАХБОРОТНОМА  
СИилмий-амалийжурнали. – 2021. – Т. 5. – №. 01.)
23. Abdullakhodzhaev G. T. (2019) Globalization and its influence on the spirituality of youth // *Actual scientific research in the modern world*. No. 5-8. - pp. 45-47. (Абдуллаходжаев Г. Т. Глобализация и её влияние на духовность молодёжи //Актуальные научные исследования в современном мире. – 2019. – №. 5-8. – С. 45-47.)

Published by: **TRANS** Asian Research Journals

# **AJMR:**

## **Asian Journal of Multidimensional Research**

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

**DOI:10.5958/2278-4853.2021.00352.9**

### **A STUDY OF ANALYSIS OF THE DROPOUT TREND IN GOVERNMENT GIRLS PRIMARY SCHOOLS IN DISTRICT MARDAN (Pakistan)**

**Dr.Syed Wajid Ali Shah\*; Syed Muhammad Amir\*\*; Dr.RaisatAli\*\*\*;  
Dr.Sajjad Hayat Akhtar\*\*\*\***

\*Assistant Professor,  
Abdul Wali Khan University,  
Mardan PAKISTAN  
Email id: syedwajid15@yahoo.com

\*\*Student of M.Sc. (hons) Rural Development,  
Institute of Development Studies, Khyber Pakhtunkhwa Agricultural University Peshawar  
PAKISTAN  
Email id: amirrd876@gmail.com

\*\*\*Chairman Department of Education,  
Abdul Wali Khan University,  
Mardan, PAKISTAN  
Email id: drraisatali@yahoo.com

\*\*\*\*Mohallah Shamgunj Mardan PAKISTAN  
Email id: akhtarsajjad@yahoo.com

#### **ABSTRACT**

*In this paper the dropout trend in Government Girls Primary Schools in District Mardan was analyzed through a descriptive research study. This study has investigated the class wise trend of dropout in Government Girls Primary Schools in District Mardan, Analyzed the reasons of the dropout trend and determined a strategy for minimizing the dropout trend. The research was conducted by using systems analysis as theoretical framework of this study. Population for the study consisted of all the 10324 dropouts. A stratified random sample of 300 dropouts was drawn out of total population. Survey and questionnaires were used as tools for collecting data. Data regarding enrolment, dropouts and dropout rate was collected through survey. The researcher administered a self assessment Questionnaire on sampled dropouts to gather their perceptions regarding the dropout phenomenon in Government Girls Primary Schools in District Mardan. The study found the highest dropout rate (15.98%) in Kachhi which gradually falls down in class 2. But in class 3 it jumps to (8.64%) and then it keeps on increasing up to class 5. The perceptual analysis of the responses of the Questionnaires revealed that the*

factors were divided into three main categories i.e. the institutional problems and procedures: including; frequent failure in classes, unpleasant teaching learning processes, high level of difficulty of courses, harsh behavior of teachers and insecurity in schools;

Home based factors: including; high poverty level of the parents, frequent migration of their families, and community factors such as Lack of immediate returns of schooling. The study recommended: Teachers' training focused on enhancing teachers' competency to retain students in schools; introducing academic monitoring system; adopting strategies for reducing absenteeism of students; Mass mobilization of parents towards schooling of their kids; provision of stipends; special schooling arrangements for migrating families and introduction of individualized teaching strategies for slow learners.

**KEYWORDS:** Frequent Migration, **Mass** Mobilization, Questionnaire, Community.

## INTRODUCTION

One of the major problem of primary education is that a considerable number of students dropout without completing their schooling. In Pakistan the participation rate in primary education is 50% to 60% and the dropout rate is estimated at 48 %.( Pakistan academy of educational planning and management, 1985). This phenomenon results in educational wastage. Dropping-out is undesirable because it indicates wastage of resources allocated to education sector and it also indicates the poor internal efficiency of that particular educational institution. Ajayi and Ayodele (2002) are of the view that the primary education is a key to success. So the researcher launched study to find out the causes of dropout.

## LITERATURE REVIEW

Wastage is a burning issue of the system of education. Wastage has been defined by salami as degree to which the human and material resources developed and made available are grossly under utilized or neglected. To Wijk T.V.(1983, p.432) pointed out that dropping-out is complete but also partial withdrawal, interruption as well as cessation. More often the students leave school due to their personal problems rather than academic, over which the institution has little control. Inadequacies of the education system to retain pupils until the completion of the educational levels is one out of the five major components of wastage in education system. (Brumer and Paul, 1971) According to Hewyood J.A. (1971, p. 190) "students wastage" provides two indications; the inefficiency of an education process and the individual's reaction to the process. Ayodele (2000) determined relatively higher wastage rates in lower classes of primary schools. However, these wastage rates decreases in upper classes. The study of Reis, New and MC Guire, (1997) has found that in a number of cases, the severity of learning disability decreases as adolescents mature into adults. Reiff et al : Sitloington and Frauh (1990) found that the severe learning disability has influenced the dropout phenomenon.

Rumberger (1987) has found that a number of factors strongly correlate with dropping out. Some of these factors remain constant, such as socioeconomic and racial minority status. Other factors are amendable to interventions, e.g. absenteeism, course failure and peer influences. Factors that push students out are repeating grades, low academic achievement and insufficient teachers care.

## OBJECTIVES OF THE STUDY

Objectives of the study were to:

1. Investigate the class wise trend of dropout rate in Government Girls Primary Schools in District Mardan in the academic year 2005-06.
2. Analyse the reasons of the dropout trend in Government Girls Primary Schools in District Mardan.
3. Determine a strategy for minimizing the dropout trend.

## METHOD

It was a descriptive study. Systems analysis was used as the theory basis of this study, using the adaptation of Coombs-Zwaenepoel Systems Model as a framework. Data was collected through survey and questionnaires. The school records were surveyed to find out enrollment & wastage situation. The researcher administered a self assessment questionnaire on sampled dropouts to gather their perceptions regarding the causes of their dropping out. For demographic profile, percentages, mean and standard deviation were used. Population for the study consisted of all the 10324 dropouts. A stratified random sample of 300 dropouts was drawn out of total population. A separate interview protocols was designed to verify and supplement the data gathered from dropout and to identify what students bring to school, how they studied, and their reasons for dropout.

## PRESENTATION AND ANALYSIS OF DATA

Table 1 Enrollment & Wastage Situation in the Academic Year 2005-06

|                  | Kachhi | Pakki | Class 2 | Class 3 | Class 4 | Class 5 |
|------------------|--------|-------|---------|---------|---------|---------|
| Enrollment       | 25038  | 19886 | 15734   | 13824   | 10094   | 9637    |
| Dropouts         | 4001   | 1561  | 1222    | 1194    | 1096    | 1250    |
| Dropout rate (%) | 15.98  | 7.85  | 7.77    | 8.64    | 10.86   | 12.97   |

## RESULT

Table 1 shows the highest dropout rate (15.98%) in Kachhi which gradually falls up to class 2. But in class 3 it jumps to (8.64%) and then it keeps on increasing up to class 5.

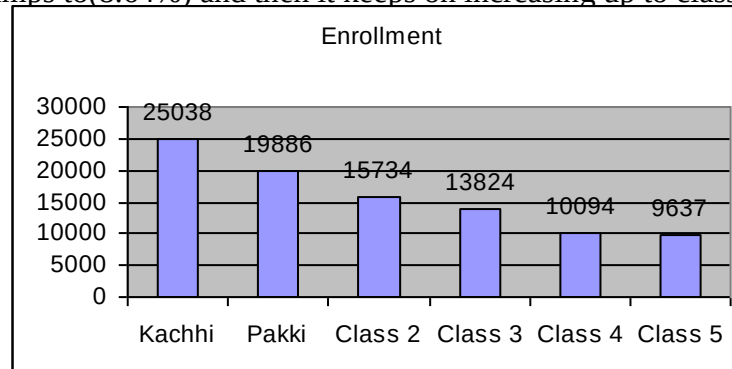


Figure No.1 shows decreasing trend in enrolments from Kachhi up to class 5.

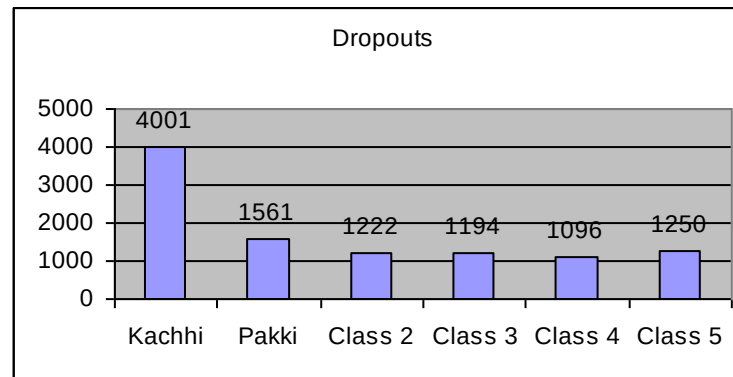


Figure No.2 shows the number of dropouts.

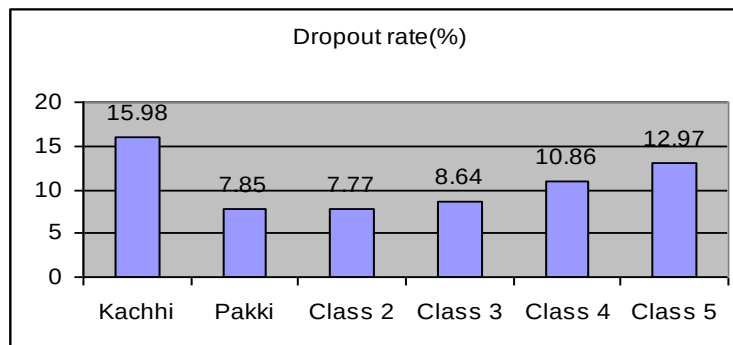


Figure No.3 shows dropout rates in percentages.

**TABLE2 PERCEPTIONS OF DROP OUTS REGARDING THE CAUSES OF THEIR DROPPING OUT**

| S.No. | Statement                                                                             | Yes            | TSE           | No             | Mean   | S D    |
|-------|---------------------------------------------------------------------------------------|----------------|---------------|----------------|--------|--------|
| 1     | High poverty level was the cause of your dropout.                                     | 212<br>(70.7%) | 27<br>(9%)    | 61<br>(20.3%)  | 1.4967 | .81170 |
| 2     | Lack of transport facilities was the cause of your dropout.                           | 55<br>(18.3%)  | 34<br>(11.3%) | 211<br>(70.3%) | 2.52   | .78634 |
| 3     | Frequent migration of your family in search of a livelihood resulted in your dropout. | 177<br>(59.0%) | 20<br>(6.7%)  | 103<br>(34.3%) | 1.7533 | .93563 |
| 4     | You need to assist your mother in house hold activities.                              | 101<br>(33.7%) | 15<br>(5.0%)  | 184<br>(61.3%) | 2.2767 | .93615 |
| 5     | Frequent absenteeism of teachers caused you me to leave schooling.                    | 119<br>(39.7%) | 66<br>(22.0%) | 115<br>(38.3%) | 1.9867 | .88455 |
| 6     | Lack of parental interest in your schooling was the cause of your dropout             | 115<br>(38.3%) | 88<br>(29.0%) | 97<br>(32.7%)  | 1.9433 | .84211 |
| 7     | Lack of immediate returns of schooling was the reason of your drop out.               | 164<br>(54.7%) | 57<br>(19.0%) | 79<br>(26.3%)  | 1.7167 | .85567 |

|    |                                                                                       |                |                |                |        |        |
|----|---------------------------------------------------------------------------------------|----------------|----------------|----------------|--------|--------|
| 8  | Frequent failure in classes compelled you to dropout.                                 | 211<br>(70.3%) | 43<br>(14.3%)  | 46<br>(15.3%)  | 1.4500 | .74567 |
| 9  | Courses were quite difficult.                                                         | 198<br>(66.0%) | 27<br>(9.0%)   | 75<br>(25.0%)  | 1.5900 | .86278 |
| 10 | Teaching learning process was quite unpleasant.                                       | 201<br>(67.0%) | 42<br>(14.0%)  | 57<br>(19.0%)  | 1.5200 | .79480 |
| 11 | Teachers' harsh behavior in classes compelled you to leave schooling.                 | 178<br>(59.3%) | 34<br>(11.3%)  | 88<br>(29.3%)  | 1.7000 | .89405 |
| 12 | Remote school was the reason of your drop out.                                        | 101<br>(33.7%) | 9<br>(33.7%)   | 190<br>(63.3%) | 2.2967 | .94071 |
| 13 | You left school due to your illness.                                                  | 166<br>(55.3%) | 61<br>(20.33%) | 73<br>(24.3%)  | 1.6900 | .83840 |
| 14 | Tight school discipline was the reason of your dropout.                               | 98<br>(32.7%)  | 68<br>(22.67%) | 134<br>(44.7%) | 2.1200 | .87262 |
| 15 | Poor building and material facilities in the school were the reason of your drop out. | 118<br>(39.3%) | 72<br>(24%)    | 110<br>(36.7%) | 1.9733 | .87283 |
| 16 | You feel insecure in school.                                                          | 158<br>(52.7%) | 37<br>(12.33%) | 105<br>(35.0%) | 1.8233 | .92102 |

Table 2 shows the The highest ranked statements were No.1 “High poverty level was the cause of your dropout.” with a mean (1.4967) and standard deviation (.81170) and No.8 “Frequent failure in classes compelled you to dropout.” with a mean (1.4500) and standard deviation (.74567). While the lowest ranked statement was No.2 was “Lack of transport facilities was the cause of your dropout” with a mean (2.52) and standard deviation (.78634).

## RESULTS

the highest dropout rate(15.98%) in Kachhi and it gradually falls from Kachhi to class 2.but class 3 it jumps to(8.64%) then it keeps on increasing from class 3 to class 5.

70.7% respondents perceived that high poverty level of the parents compels students to leave schooling, with a mean, (1.4967) and standard deviation (.81170).

70.3% respondents perceived that frequent failure in classes compelled them to dropout, with a mean, (1.4500) and standard deviation (.74567).

67.0% respondents perceived that they left school because the teaching learning process was quite unpleasant, with a mean, (1.5200) and standard deviation ( .79480).

67.0% respondents perceived that they left school because the teaching learning process was quite unpleasant, with a mean, (1.5200) and standard deviation ( .79480).

66.0% respondents perceived that courses were quite difficult, with a mean, (1.5900) and standard deviation (.86278).

59.3% respondents perceived that teachers' harsh behavior in classes compelled them to leave schooling, with a mean, (1.7000) and standard deviation (.89405).



59.0% respondents perceived that frequent migration of their families in search of a livelihood resulted in their ultimate dropout. 11 on of dropout with a mean, (1.7533) and standard deviation (.93563).

55.3% respondents perceived that they left school due to their illness. 7 I left school due to my illness was found at rank 2 as areason of dropout with a mean, (1.6900) and standard deviation(.83840).

54.7% respondents perceived that Lack of immediate returns of schooling was the reason of your drop out. The study found at rank 1that the Lack of immediate returns of schooling motivated students to dropout with a mean. (1.7167) and standard deviation (.84211).

52.7% respondents perceived that they feel insecure in school, with a mean, (1.8233) and standard deviation (.92102).

Table 1 shows the highest dropout rate(15.98%) in Kachhi and it gradually falls from Kachhi to class 2.but class 3 it jumps to(8.64%) then it keeps on increasing from class 3 to class 5.

### **Findings/Results**

#### **Finding**

The study determined that the highest dropout rate(15.98%) in Kachhi and it gradually falls from Kachhi to class 2.However in class 3 it jumps to(8.64%) and then it keeps on increasing from class 3 to class 5.

70.7% respondents perceived that high poverty level of the parents compels students to leave schooling, with a mean, (1.4967) and standard deviation (.81170).

70.3% respondents perceived that frequent failure in classes compelled them to dropout, with a mean, (1.4500) and standard deviation (.74567).

67.0% respondents perceived that they left school because the teaching learning process was quite unpleasant, with a mean, (1.5200) and standard deviation ( .79480).

66.0% respondents perceived that courses were quite difficult, with a mean, (1.5900)and standard deviation(.86278).

59.3% respondents perceived that teachers' harsh behavior in classes compelled them to leave schooling, with a mean, (1.7000) and standard deviation (.89405).

59.0% respondents perceived that frequent migration of their families in search of a livelihood resulted in their ultimate dropout. 11 on of dropout with a mean, (1.7533) and standard deviation (.93563).

55.3% respondents perceived that they left school due to their illness. 7 I left school due to my illness was found at rank 2 as areason of dropout with a mean, (1.6900) and standard deviation(.83840).

54.7% respondents perceived that Lack of immediate returns of schooling was the reason of your drop out. 1. The study found at rank 1that the Lack of immediate returns of schooling motivated students to dropout with a mean. (1.7167) and standard deviation (.84211)

52.7% respondents perceived that they feel insecure in school, with a mean, (1.8233) and standard deviation (.92102).

## CONCLUSIONS

- i. The study revealed an increasing dropout trend in Government Girls Primary Schools in District Mardan.
- ii. It was found that the high poverty level of the family causes the student to dropout.
- iii. The study revealed that frequent failure in classes compelled them to dropout.
- iv. The teaching learning process was found quite unpleasant in this study.
- v. The study showed that the courses were quite difficult.
- vi. It was found that the teachers' harsh behavior in classes compelled them to leave schooling.
- vii. The study showed that the frequent migration of families in search of a livelihood resulted in students' ultimate dropout.
- viii. The study found that students left school due to their illness.
- ix. The study revealed that Lack of immediate returns of schooling was the reason of thier drop out.
- x. It was found that students feel insecurity in school.

## Recommendations;

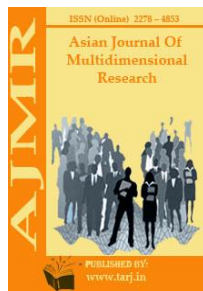
The researcher recommends the following measures for dropout rates may be reduced

- i. Teachers' training may be focused to enhance teacher's competency to retain students in schools.
- ii. Academic monitoring system may be introduced for adequate supervision of teaching learning process.
- iii. Strategies may be adopted to reduce frequent absenteeism of students from school.
- iv. Mass mobilization campaigns may be launched for motivating parents for the schooling of their offspring.
- v. Stipends may be given to the poor students for the purchase of stationary and school uniform.
- vi. Special schooling arrangements may be made for the children of migrating families.
- vii. Individualized teaching strategies may be introduced for slow learners.
- viii. Pleasant school systems may be introduced with attractive delivery methods.

## REFERENCES

1. Academy of educational planning and management, 1985 *Retraining of Primary Education Personnel*, Pakistan.
2. Ajayi, I.A. and J.B. Ayodele, 2002. *Fundamentals of Educational Management*. Ado-Ekiti: Green Line Publishers
3. Ayodele, J.B., 2000. *School size, class size and teachers' quality as correlates of internal efficiency in Primary schools in Ondo State*, Nigeria An unpublished PhD thesis, University of Ibadan

4. Brumer, M.A. and I. Paul, 1971. *Wastage in Education: A world problem*. Paris: UNESCO IBE Geneva.) ,
5. Reis, S.M., Neu T.W., & Mc Guire, J.M. (1997) *Case studies of high-ability students with learning disabilities who have achieved*. *Exceptional Children*, 63, 463-479.
6. Rumberger, R.W. (1987). *High school dropouts: A review of issues and evidence*. *Review of Educational Research Journal*, 32, 583-625.
7. Salami, A., 1993. *Concept of wastage in relation to human resources*. An unpublished PhD thesis in vocational technical education, University of Nigeria Nsukka
8. Sitlington, P.L., & Frank, A.R. (1990). *Are adolescents with learning disabilities successfully crossing the bridge into adult life?* *Learning Disabilities Quarterly*, 13, 97-111.
9. Wijk T.V., 1983. *Evaluation of Higher Distance Education Results*, Madrid: International Congress of Open and Distance Teaching Universities. , p.432),

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00345.1**

## APPLICATION OF NEW PEDAGOGICAL TECHNOLOGIES IN THE ART OF MUSIC

**Nilufar Adkhamovna Ibragimova\***; **Alisher Alikulovich Berikbaev\*\***

\*Senior Teacher,  
Gulistan State University  
UZBEKISTAN

\*\*Teacher,  
Gulistan State University  
UZBEKISTAN

### ABSTRACT

*In the historically short period since our country gained independence, significant changes and achievements have been made in the field of education. The most important of these for us was the creation and implementation of the “National Program of Personnel Training” and the Law on Education in our country. As a result of such a huge focus on education, the Uzbek model of education, which is unique in the world, has been developed. In this area, as in all disciplines, the issues of improving and developing the methods of teaching music culture and art in accordance with the requirements of time and space were presented. The country's position in the world community is determined by its intellectual potential. Today, meeting the needs of man and society is unimaginable without ever-improving technologies. We can see this in the experience of developed countries.*

**KEYWORDS:** *Modern Technologies, Pedagogical Creativity, Creative Teacher, Education, Activity, Ability, Pedagogical Skills, Interactive Methods, Signs Of Alteration, Method Of Illustration, Demonstration, Note.*

### INTRODUCTION

It is known that after the independence of our country, large industrial enterprises equipped with modern technologies have been established in cooperation with foreign countries; staffing is being addressed as much as possible. Nevertheless, the need for mature specialists in our country is growing day by day, without a positive solution to this problem, it is impossible to boost the country's economy. In our country, the formation of a well-rounded person and mature professionals has risen to the level of state policy.

In the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021, President ShavkatMirziyoev said: “Our youth have independent thinking, high intellectual and spiritual potential; We will mobilize all the forces and capabilities of our state and society for the development and happiness of our peers around the world as people who are not idle in any field”.

### THE MAIN FINDINGS AND RESULTS

The direction of formation of a highly skilled and talented person includes thorough training in their specialty, the culture of acquiring methodological knowledge, as well as pedagogical creativity. A creative teacher must be able to distinguish new pedagogical technology methods in their field and apply them effectively in practice. Organizing classes in non-traditional forms increases the effectiveness of education. That is why today special attention is paid to modern technologies of education.

In research on pedagogy and psychology A.K.Markova, LM Mitina, AB. Orlov, A.A. Verbitsky, A.N. Smolkin, M.V. Klarin, G.K. Selevko, A.N. .Leontev and others have prepared a rich theoretical resource on improving the effectiveness of education through the use of pedagogical technologies in the training of teachers who meet modern requirements, as well as the essence of game-based activities, their specific features and capabilities. At present, we have the necessary theoretical and practical knowledge in this regard.

Researchers note that the quality of data acquisition depends on the level of information retrieval and activity of learners, with 10% learning, 20% listening, 30% seeing and 90% doing independently. It is on the basis of pedagogical technologies that the created tasks and assignments create a favorable environment for students to perform independently. Today, modern pedagogical technologies are effectively used in music education. Because pedagogical technologies allow students to independently play and analyze songs on musical instruments, to increase musical literacy, to sing in pure intonation, to strengthen memory, to form figurative imagination, to fully express their abilities, to acquire thorough knowledge of music, to think and talk. expansion, free and creative thinking, decision-making cooperation between teacher and group, achieving a number of important educational goals, such as the priority of democratic and humanistic ideas in the pedagogical process.

In order to carry out the educational process with the help of pedagogical technologies, the teacher must have pedagogical skills. In order to acquire pedagogical skills, a teacher must work tirelessly on himself. In order to use interactive methods, the teacher must learn to create a set of ideas and actions necessary for the educational process of pedagogical technology, as well as to work in the order of creative development of teaching. Problem-based learning is the basis for organizing students' creative and exploratory activities, and therefore the basis for interactive learning.

In the process of pedagogical technology it is important to develop the student's ability to work in all areas:

- Search and isolation of important problems
- Problem analysis
- Defining the goals and objectives of the activity
- Search for solutions

- Choose the best solution
- Find the core of the problem
- Development of work program and plan.

Pedagogical design and pedagogical games play an important role in the methodical training of a music teacher. Design organizes the pedagogical process and ensures its success. It should mainly cover the content of the activities organized by the individual student and the group of students. Curriculum, programs, textbooks, methodical recommendations and other training manuals serve as an important source in the design.

The use of pedagogical games in practical classes allows students to gain access to teaching techniques and test their preparation in the classroom in real conditions (one student is a music teacher in the classroom, and the rest participate as students). As a result of the use of play methods, students thoroughly master the theoretical and practical field of music, further develop their performance skills and abilities, gain a unique achievement in the process of perception with intuition and get into the habit of overcoming shortcomings.

Below we will focus on the interactive method “*Qoraquti - Black Box*”.

This method can be used to further strengthen the acquired knowledge. At the same time, the student has the opportunity to work collaboratively, to improve the skills of managing certain situations. In particular, in the practical training on the theory of music "Signs of Alteration" with the help of this method it is possible to strengthen the memory, to fully demonstrate their abilities, to increase musical literacy. Using this method, the following actions are organized: students are attached to a pair. They are instructed to write on the cards the basic concept that illuminates the essence of the subject, i.e. what the signs of alteration are and what function they perform and the order of placement. Students will be checked by the teacher after completing this task at a specific time. One member of the group who completes the task correctly acts as a teacher and writes the correct answer on the board:

- Diez- Raises the volume by half a tone
- Bemol- Lowers the tone by half a tone
- Bekar- Returns the sound to its original position.

The student who completes the task correctly completes the teaching task, instructs the pairs to create a diagram or table that illuminates the essence of the topic, and the lesson is conducted in a self-directed manner, the task is checked and the result is announced to the groups.

It is impossible to turn non-traditional types of lessons into the main form of activity and use them without purpose. Pedagogical technologies, which are considered in the research of psychologists and educators around the world as methods of the 21st century, not only fulfill the task of training highly qualified teachers for modern schools, but also accelerate this process and improve the quality of education.

We all know that conducting lessons with the help of visual aids and equipment increases the activity of students and thus the effectiveness of the lesson. K.D. Ushinsky pays special attention to this principle, saying, “Demonstration is a principle in which the reader is based not on abstract imaginations and words, but on concrete images which children perceive directly”. It has the following types:



1. The method of illustration - to draw children's attention to pictures, drawings, tables, notes on the board, while verbally describing the knowledge.
2. Demonstration method - demonstration of various images on the topic using videocassettes, disks, television programs.
3. Natural exhibition - the subject of things, the conduct of the lesson with the help of various musical instruments.

The use of innovative technologies to increase the teacher's lesson effectiveness helps closely. In the process of pedagogical technology, under the guidance of the teacher, the student independently acquires knowledge, learns, masters. In particular: "Journey to the world of notes" this technology is carried out in elementary school. Classes are interviewed about the notes, and with the help of visual aids, the sound is shown and recorded on which line. "The ship has reached its destination" (a ship made of two sheets of paper trying to reach its destination through the waves, which is taped to the exhibition board) is a technology that is used in the middle classes. The teacher provides students with partial information on a new topic, and groups are given texts on the composers' work or full topics. Students are given a certain amount of time. Once the students have understood the topic, the divided groups take turns and explain the topics to their classmates in turn. Whichever group answers the questions first will be the first to arrive at the destination.

Each lesson has its own technology of the subject, ie pedagogical technology in the learning process is an individual process, which is a goal-oriented, pre-designed and guaranteed pedagogical process based on the needs of the teacher.

Teaching music culture lessons of advanced pedagogical technologies application in the process, first of all, increases students' interest in the lesson, encourages independent thinking, develops cognitive abilities, as well as updates the content of education.

Pedagogical technologies aim to achieve high results in a short period of time without spending excessive mental and physical effort. The delivery of certain theoretical knowledge to the student during the lesson, the formation of skills and competencies in certain activities, the formation of spiritual qualities, monitoring and evaluation of student knowledge requires a high level of skill and agility from the teacher. Here are some pedagogical tools that a teacher can use in the classroom: emphatic questions in which the level of thinking can be determined based on the question asked by the reader. The teacher creates an environment in the classroom that develops features such as creativity, inquisitiveness, comparison, similarity, and discrimination through alternative, engaging questions. In addition to asking questions, it also develops in students the ability to compose thought-provoking questions. Here are the interactive methods and techniques: brainstorming, clusters, independent lettering, Venn diagram, moving lecture, mutual learning, questions to the author, "I know, I want to know, I learned" (*Bilaman, Bilishnihoxlayman, Biliboldim* - BBB), insert, debate, sink way, value system, debate, collaborative research, argumentated essays and others. These methods are mainly used in the process of the lesson, which is divided into stages (calling, comprehension, thinking) and in each of them the teacher gives the relevant tasks to the students. These methods and techniques not only teach the student to develop communicative skills, emotional communication between students, problem solving, group work, listening to others and express their opinions independently, but also self-confidence, knowledge, interest, broad thinking. .

The main requirements for increasing the efficiency of pedagogical technology processes and ensuring the physical development of trainees are fulfilled in a properly organized training process. These can be teaching methods and modern forms of musical education.

The work on the state educational standards is carried out in the secondary schools operating in the country. If we consider the education of harmoniously developed people as a key issue, we need to organize the process of "application of pedagogical technologies" in the classroom at the required level. The importance of paying attention to the process of pedagogical technologies is:

1. The student develops musical reading skills and performance skills;
2. The culture of "musical taste" increases in the student;
3. The variety of musical tones in a piece of music can make the difference between different sounds;
4. When played as a team, students' musical memory and musical listening skills are formed.

## CONCLUSION

The main aspect of this process is that the "application of pedagogical technologies" part of the lessons "Music Culture" in secondary schools is given a very wide place, it is very important to pass them in full. If the process of "application of pedagogical technologies" in the lessons of "Music Culture" is formed at the required level, the effectiveness of the formation of musical taste and physical health in students will increase. Through this process, the richness of our national music, our classical songs will be deeply ingrained in the minds of future generations. Now what to do to organize the activity "application of pedagogical technologies":

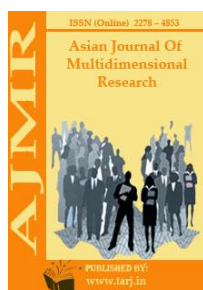
1. It is necessary to create guidelines for this activity;
2. You need to choose the type of game for each musical tone;
3. Organize more interactive play performances at out-of-class and out-of-school music events;

This means that if more attention is paid to the quality of "application of pedagogical technologies", the effectiveness of the formation and perception of music in secondary school students will increase, and the sense of perception of music will continue to grow.

## REFERENCES

1. Mirziyoev.Sh. M. (2017) "We will build our great future together with our brave and noble people". – Tashkent: "Uzbekistan". (Мирзиёев.Ш. М. "Буюк келажакимизни мард ва олижаноб халқимиз билан бирга қураимиз". Т., "Ўзбекистон"- 2017.)
2. Scientific-methodical booklet on the study of the State Program for the implementation of the Action Strategy on the five priority areas of development of the Republic of Uzbekistan in 2017-2021 in the "Year of dialogue with the people and the interests of man". (2017-2021 йилларда Ўзбекистон Республикасини ривожлантиришнинг бешта устувор йўналиши бўйича Ҳаракатлар стратегиясини "Халқ билан мулоқот ва инсон манфаатлари йили" да амалга оширишга оид Давлат дастурини ўрганиш бўйича илмий услубий рисола.)
3. Proceedings of the International scientific-practical conference "The art of music in the XXI century: problems and solutions". Music Publishing House. – Tashkent: 2018. ("XXI аср мусиқа санъати: муаммо ва ечимлар" Халқаро илмий-амалий конференция материаллари тўплами. "Мусиқа" нашриёти Т., 2018.)

4. Abdullaeva Sh. Ibragimova Q. (2008) “*Pedagogical theory*”. – Tashkent. “Interpretation”. (Абдуллаева Ш. Ибрагимова Қ. “Педагогика назарияси” Т.” Талқин” 2008)
5. Askarov O. etc. (2008). “*Pedagogy*”. – Tashkent: “Interpretation”. (Асқаров. Ў. ва бошқалар “Педагогика” Т., ” Талқин” 2008 й)
6. Ishmuhammedov R., Abduqodirov A., Pardaev A. (2008) “*Innovative technologies in education*”. – Tashkent. (Ишмухаммедов Р. Абдуқодиров А., Пардаев А, “Таълимда инновацион технологиялар” Т., 2008.)
7. Karimova D. (2008). “*Fundamentals of musical pedagogical skills*”. – Tashkent: “Economics and Finance”. (Каримова Д. “Муסיкий педагогик маҳорат асослари” Т.,” Иқтисод-молия” 2008)
8. Omonov.N., Khojaev N., Madyarova E., Eshchonov E. (2009) “*Pedagogical technologies and pedagogical skills*”. “Economics and Finance”. – Tashkent. (Омонов.Х.,Хўжаев Н., Мадярова Е., Ешчонов Е. “Педагогик технологиялар ва педагогик маҳорат” “Иқтисод-молия” Т., 2009.)
9. Soipova. D. (2009) “*Theory and methods of music teaching*”. – Tashkent. (Соипова. Д . “Муסיқаўқитиш назарияси ва методикаси” Т.2009.)
10. Kosimova Z. (2014) “*Educational technologies*”. – Tashkent: “Tafakkur Kanoti”. (Қосимова З. “Таълим технологиялари”. Т., “Тафаккур қаноти” 2014)
11. Tojiev M., Ziyamammedov B., Uralova M. (2012) “*Design of educational lessons on pedagogical technology and pedagogical skills*” “Tafakkur-bostoni. – Tashkent. (Тожиев М. Зиямухаммедов Б., Ўралова М..” Педагогик технология ва педагогик маҳорат фанининг ўқув машғулотларини лойиҳалаш” “Тафаккур-бўстони” Т.,-2012.)
12. Tolipov. U.Q. Sharipov. Sh.S. (2012) “*Pedagogical bases of development of individual creative activity of the student*” Publishing house “Fan”. – Tashkent. (Толипов. У.Қ. Шарипов. Ш.С. “ Ўқувчи шахси ижодкорлик фаолиятини ривожлантиришнинг педагогик асослари” “Фан” нашриёти. Т., 2012.)
13. Azizkhojaeva N.N. (2006) “*Pedagogical technologies and pedagogical skills*”. – Tashkent. (Азизхўжаева Н.Н. “Педагогик технологиялар ва педагогик маҳорат” Т. 2006.)

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00360.8**

## THE ROLE OF THE QURAN AND HADITH LANGUAGE IN THE FORMATION OF ARAB LEGAL TERMINOLOGY

Laziza Abdulkakhkharovna Abdulkasimova\*

\*Independent Researcher,  
Tashkent State University of Oriental Studies,  
Tashkent, Republic of Uzbekistan  
Email id: laziza.abdulkasimova@gmail.com

### ABSTRACT

*It is known that the lexicology of Arabic language has not been deeply studied by orientalists of Uzbekistan as compared to other fields of the Arabic linguistics. Therefore, the article examines legal terms and particularly the terms of criminal law in the Arabic language that are considered to be important lexical layer of this sphere today. In the research work, the concept of terminology, legal terms, criminal law terms, and the history of the legal language of the Arab countries that have passed certain historical stages, as well as examples from the Quran and hadiths, which are considered as the main pillars of the fiqh methodology, have been discussed on the basis of the analysis of scientific literature. The Sunnah, which is considered to be the second source of Islam, also contains a number of terms related to criminal law. Authentic hadiths reflecting the criminal law and punishment issues in Imam al-Bukhari's collection of Al-Jame'as-sahih hadiths, have been studied as the object of research. In the Hadith collections named "Golden sets: Sahihul Bukhari", parts 3, 4 and 8 also contain hadiths that describe the types of crimes and the issues which are subject to punishment. Issues of law and fiqh as well as the terms provided in ayahs of the Quran, Hadiths and Sunnah have been substantiated by a number of examples which served as the basis for creation and formation of criminal law terms in the Arabic language.*

**KEYWORDS:** Arabic Lexicology, Terminology, Legal Terminology, Criminal Law Terminology, Quranic Verses (Ayahs), Hadiths, The Book Of Diyakh, Testimonial Book, Sunnah, Fiqh.

## INTRODUCTION

Today, when the relations of the peoples of the world in all spheres are developing rapidly, the study of issues related to the language and literature of different nations from a new perspective is of great scientific importance. All the languages of the world go through different stages in their development, and for various reasons, certain changes take place in it. Examples include the emergence of new words as a result of advances in science and technology, the introduction of new words from the languages of neighboring peoples into the local language, the influence of local dialects on each other, and so on.

## THE MAIN FINDINGS AND RESULTS

A detailed study of language richness, including words, phrases, their etymology and methods of language formation in various fields, is a task facing linguists, and especially lexicologists, all of which require a variety of research. It should be noted that the lexicology of the Arabic language in Uzbekistan is less studied than in other areas of Arabic linguistics.

The political, historical conditions, archeological riches, religious situation, tourism and economic, cultural, linguistic and other sources in the region inhabited by Arabs attract the attention of researchers all over the world. Recent events, which began in Tunisia in 2011 and then followed in Egypt, Libya, Sudan, Syria and other Arab countries, have alarmed the whole world and reaffirmed the importance of the region's role.

## GOALS AND OBJECTIVES

For Uzbekistan, the Arab world is one of the key regions in which not only the establishment and development of diplomatic relations, but also strong cooperation in the fields of economy, religion, culture, education, tourism. In addition, Arab-Muslim solidarity is one of the priorities of our state's foreign policy.

Today, Uzbek Arabic scholars need to pay special attention to the study of terms in Arabic terminology. Among all areas, the study of legal terms is becoming increasingly important. We have set ourselves the task of studying the language of the Quran and hadith as a factor influencing the formation of modern Arabic legal terminology.

**Methods:** Descriptive, historical, systematic methods were used in writing the scientific article.

## RESULTS AND DISCUSSIONS

B. G. Fatkulon in his dissertation "Development of the Arabic legal language: international and intercultural interaction and the problem of translation" writes that the formation and development of the legal language of the Arab states were influenced (or based) by the following factors [1, pp. 26-27]:

1. The state that exists in the language itself is the state (process) of syncretism in Arabic.
2. Islamic jurisprudence, that is, the influence of jurisprudence and the legal verses (doctrines) based on the verses of the Quran, legal hadiths, and the theoretical guidelines of Islamic schools of law.
3. The linguo-geographical factor of linguistic continuity, which represents the influence of Roman law on the legal system of the Mediterranean region.
4. The peculiarity of lawmaking in Arab countries.

##### 5. A wide range of regulated public relations in Arab countries.

According to the famous Islamic scholar S. Mahmasani, the methodology of jurisprudence is based on three main pillars: the Quran, hadith, and the works of scholars of jurisprudence (those who deal with the creation and application of law during the formation of the Islamic state) [2, pp. 24-26].

Below we consider the language of the Quran and the hadiths as a factor influencing the formation of the Arabic legal language.

The broad lexical layer of the Quran, i.e. words and phrases derived directly or indirectly from the verses of the Quran, constitute a major component of the laws of the Arab states. This lexical layer is also the basis of Islamic jurisprudence, which has remained virtually unchanged for many years and still serves as the basis for the creation of legal thesaurus, i.e. special terms or dictionaries, in Arab countries.

Moreover, the lexical layer of the Quran is also of great importance due to the fact that other peoples than the Arabs, who were part of the Arab Caliphate, entered the linguistic richness.

The legal terms derived from the verses of the Quran are inextricably linked with the way of life of the first Islamic state established in Madinah at that time. The peculiarity of the legal terms that appear in the verses is that they do not clearly explain the legal norms. Therefore, in order to correctly interpret the content of the verses, other norms later emerged. The need to extract legal norms from the verses of the Quran expressing the law led to the emergence of a network of Islamic jurisprudence such as fiqh (deep understanding). Well-known jurist Dr. Muhammad Yusuf Musa points out that there are verses in the Quran on jurisprudential issues in the following areas:

1. 140 verses on Haqqullah (practical prayers);
2. 70 verses on personal rights (family, divorce, will, etc.);
3. 70 verses on transaction or civil law (sale, lease, mortgage, debt, company, etc.);
4. 30 verses on crime and punishment;
5. 20 verses On the trial, trial, testimony and related issues;
6. We think that there are 3 verses in the field of state law, in total there are 333 legal verses in the Quran [3, pp. 64-65].

The verses of the Quran contain a number of rules pertaining to all areas of law, including criminal law, which are imbued with the concepts of religious law. The Quran only mentions a few serious crimes. These include theft, aggression, premeditated murder, bodily harm, bribery, adultery, slander, espionage, rebellion, alcohol consumption, intentional killing of a child by a parent, usury, and more.

In particular, in verse 38 of Surat al-Ma'ida

وَالسَّارِقُ وَالسَّارِقَةُ فَاقْطَعُوا أَيْدِيَهُمَا جَزَاءً بِمَا كَسَبَا نَكَالاً مِّنَ اللَّهِ وَاللَّهُ عَزِيزٌ حَكِيمٌ

It means: "Cut off the hands of the man and woman thief, as a punishment for what they used to do and as a punishment from Allah. Allah is All-Powerful and All-Wise[4, p. 114]."



According to the verse, it is permissible to execute those who commit acts of corruption, corruption, murder, robbery and robbery on earth [4, p. 114].

Many of the above examples can be cited.

A. K. Nazarov in his dissertation “Criminal Law Norms of the Quran and Hadith and Their Classification by Institutions of Criminal Law” systematized the types of punishment in the Quran in the following order [5, p. 60]:

1. Fasting - (Surah 4, verse 92)
2. House arrest - (Sura 4, verse 15)
3. The obligation to free the slave - (Sura 4, verse 92)
4. Compensation - (Surah 4: 92)
5. Exile - (Surah 5: 33)
6. Beating - (Surah 24, verses 2-4)
7. Responding accordingly to the damage caused - (Sura 5, verse 45)
8. Cutting off the limbs - (Sura 5, verses 33-35)
9. The death penalty - (Sura 5, verses 33-35)
10. Stoning - (Sura 2, verses 178,190,191; Sura 17, verse 33).

The second main source of Sharia is Sunnah (habitual practice).

“Sunnah” in the dictionary means guidance, and as a jurisprudential term, Abdulhakim Juzjani defines the words, deeds (actions) and confirmations of the Prophet of Islam, as well as the set of words and deeds of the Companions [3, pp. 64-65].

Some hadith scholars believe that the Sunnah is a collection of hadiths that can be used without the Quran, but that the Quran cannot be used without the sunnah. Khadicha Suleymanova said that “the Sunnah is an undeniable legal document that has the same legal force as the Quran [6, p. 41].”

The guidance and life lessons that the Prophet Muhammad (peace be upon him) gave to his ummah (community), and his attitude towards marriage, have all been called hadeeths by Islamic scholars. Hadiths have played an important role in shaping the Islamic way of life for centuries. They are the rules of the Shariah (the righteous path) after the Quran [7, p. 5].

“Hadith” in the dictionary means “new”, “speech” and “word”.

Following the words of the Prophet Muhammad (peace be upon him): “If you hear a word or a kalima (declaration of faith) from me, convey it to others.” Our compatriots Imam al-Bukhari, Imam al-Tirmidhi, and others, who are known as the founders of the science of hadeeth, “Al-Sihah al-Sitta” – that is, they created six authentic books on hadith, the sources of which have survived for centuries. They are still widely used in Muslim countries as a source of law in a number of areas, including criminal law [8, pp. 61-62].

It should be noted that among the books of hadith, Imam al-Bukhari’s Al-Jami-al-Sahih is considered to contain the most reliable hadiths. All the scholars of the Islamic world have

unanimously decided on the basis of consensus that this book is the second book in terms of its authenticity and sanctity after the Quran [9, p. 43].

The authentic hadiths in Imam al-Bukhari's Al-Jami-al-Sahih collection of hadiths, which reflect the issues of crime and punishment in criminal law, have been studied as research. Volumes 3, 4 and 8 of the collection of hadiths entitled "Golden Sets: Sahih Bukhari" also contain hadiths that describe the types of crimes and the issues of punishment provided for in them. In particular, there are many hadiths about the punishments imposed by our Prophet Muhammad (pbuh) on drinking and stealing from crimes that are severely punished in the Book of Hadd.

٦٧٩٠- حَدَّثَنَا إِسْمَاعِيلُ بْنُ أَبِي أُوَيْسٍ، عَنْ ابْنِ وَهْبٍ، عَنْ يُونُسَ، عَنْ ابْنِ شِهَابٍ، عَنْ عُرْوَةَ بْنِ الزُّبَيْرِ وَعُمَرَةَ، عَنْ عَائِشَةَ، عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ: "تُقَطَّعُ يَدُ السَّارِقِ فِي رُبْعِ دِينَارٍ". طرفاه: ٦٧٨٩، ٦٧٩١- تحفة: ١٦٦٩٥، ١٧٩٢٠

6790. It is narrated on the authority of 'A'isha that the Prophet, may Allah bless him and grant him peace, said, "The thief's hand is cut off for a quarter of a dinar [10, Juz 8]."

Also included in this collection of hadiths are other types of criminal acts, including deliberate price increases to bankrupt the market, fraud in trade - deception of the buyer and the customer, violation of the rules of trade; extortion; a number of examples of sins that are considered disgusting in Islamic law, such as the imposition of an illegal sentence by a judge, are typical of the practice of the time.

## CONCLUSION

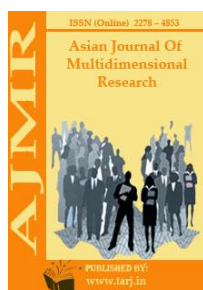
At the same time, the Sunnah covers a number of crimes that are not reflected in the Quran, types of punishment, participation in the science of criminal law, exceptions to criminal liability (necessary defense) and a number of other issues. It would not be wrong to say that in the hadiths the concepts of crime and punishment, its types, were analyzed as a generalization of the practice of that period. Therefore, the Sunnah is an important source of Shariah that enriches, complements, and embodies a rich practical experience after the Quran.

From the scientific conclusions of the scholars named above, it is clear that the Quran and hadith are the first and most important sources that served as a key factor in the formation of Arabic legal terminology. The legal terms used in them for the first time, in particular, the terms of criminal law, today are the legal lexical richness of a number of Arab states and are actively used in jurisprudence.

## REFERENCES

1. Fatkuln B.G. (2003) *the development of the Arabic legal language: interlanguage and intercultural interaction and problems of translation*. PhD. and fil.sci.diss. – Yekaterinburg, - pp. 26-27. (Fatkuln B.G. Razvitiye arabskogo pravovogo yazika: mejyazikovoye i mejkulturnoye vzaimodeystviye i problemi perevoda: diss. ...kand.fil.nauk. – Yekaterinburg, 2003. 26-27s.)
2. Mahmassani, Subhi. (1961) *Philosophy of Al-Tashri Fi Al-Islam (The Philosophy of Legislation in Islam)*. Translated by Farah Ziadani. Leiden: E.J.Brill. - pp.24-26.
3. Jozjani A.Sh.(2002) *Islamic jurisprudence, hanafiy movement (school of Islamic thought) and faqihs (experts on Islamic law) from Middle East*. – Tashkent: Tashkent Islamic University, - pp. 64-65. (Jo'zjoniy A.Sh. Islom huquqshunosligi, hanafiy mazhabi va O'rta Osiyo faqihlari. –T.: Toshkent Islom universiteti, 2002. – 64-65 betlar.)

4. Abdulaziz Mansur (2004). *Translation and interpretation of the Quran*. – Tashkent: Tashkent Islamic University, - p. 114. (Abdulaziz Mansur. Qur’oni Karim ma’nolarining tarjima va tafsiri. – T.: Toshkent islom universiteti, 2004. – 114 b.)
5. Nazarov A.K. (2009) *the criminal law norms of the Koran and Hadith, their classification by the Institute of criminal law*. Diss.Candidate of Philological Sciences. – Dushanbe, - p. 60. (Nazarov A.K. Ugolovno-Pravoviye normi Korana i Xadisa i ix klassifikatsiya po Institutam ugolovnogo prava. diss...Kand. Fil. Nauk. – Dushanbe, 2009. 60 s.)
6. Sulaymonova Kh.S. (1967). *Collection of hadith*. Tom1. Tashkent: Fan, p. 41. (Sulaymonova X.S. Sobraniye sochineniy. Tom1. T. Fan, 1967. – 41 b.)
7. Uvatov U. (1998) *Imam of the Hadiths*. Tashkent: Manaviyat, - p.5. (Uvatov U. Muhaddislar imomi. T.: Ma’naviyat, 1998. – 5 b.)
8. Rajabova M. (2009) *Law and justice: the past, the present, the future* - Tashkent: Lawyer-media center, - pp. 61-62. (Rajabova M. Huquq va Adolat: o’tmish, bugun, istiqbol. – T.: Yurist-media markazi, 2009. – 61-62 betlar.)
9. Shokirov Yu. (1992) *Basics of Islamic Shari’i*.– Tashkent: Mehnat, - p. 43.(Shokirov Yu. Islom shariati asoslari.– T.: Mehnat, 1992. – 43 b.)
10. Gold Series: Issue 8: Sahih Bukhari (2018), - Tashkent: Hilal Nashr. (Oltin silsilasi: 8-juz: Sahihul Buxoriy 2018, – T.: Hilol Nashr.)
11. Sheikh Muhammad Sadiq Muhammad Yusuf (2005). *Tafsiri Hilol*. – Tashkent: Movarounnahr, - p. 633. (Shayx Muhammad Sadiq Muhammad Yusuf. Tafsiri Hilol .–T.: Movarounnahr. 2005. – 633 p.)

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00346.3**

## BIOECOLOGICAL FEATURES AND SIGNIFICANCE OF HIGHER AQUATIC PLANTS OF THE SYR DARYA BASIN

Muminova R. N\*; Tashmatova Sh. R\*\*

<sup>1,2</sup>Associate Professor,  
Candidate of Biological Sciences,  
Department of Biology, Kokand State Pedagogical Institute  
UZBEKISTAN

### ABSTRACT

*The article describes the higher aquatic plants, their place in nature and importance in the national economy, as well as the bioecological features of the higher aquatic plants of the Syr Darya basin. For example, higher aquatic plants, especially those that grow submerged in water, act as a biological filter, while between aquatic and marsh plants there are species that have essential oils, glycosidic and antibiotic properties and can be used as raw materials for the preparation of medicines. Higher aquatic plants that grow submerged in water act as biological filters and enrich the water with dissolved oxygen. The flora of aquatic and wetland plants of the Syr Darya basin was studied, more than 230 samples of higher aquatic and wetland plants were collected and identified. Among them, the most numerous families are those belonging to: Poaceae, Cyperaceae, Typhaceae, Potamogetonaceae. Among them - aromatic sedge cane (Acorus calamus L.), The bioecological features and significance of Salvinia floating (Salvinianatans), flowering rush (Butomus umbellatus) are described in detail.*

**KEYWORDS:** Higher Aquatic Vegetation, BIOECOLOGICAL Features Of Plants, Significance, Bioecological Significance Of Plants Of Hygrophytes, Hydrophytes, Reeds, Pistia, Sedge Cane, Salvinia Floating, Flowering Rush.

### INTRODUCTION

Speaking of higher aquatic plants, it is necessary to take into account their place in nature and their importance in the national economy.

The number of higher aquatic plants worldwide is about 3 thousand, of which 403 species are in the CIS. In the reservoirs of the republic there are more than 100 species of higher aquatic and wetland plants.

Higher aquatic plants, especially those that grow submerged in water, act as biological filters and enrich the water with dissolved oxygen. Water, passing through higher aquatic plants, is enriched with oxygen, the content of organic minerals and KBS<sub>5</sub> in it decreases.

In addition, among the many aquatic and marsh plants, there are many species that have essential oil, glycoside and antibiotic properties and can be used as raw materials for the preparation of medicines.

A variety of invertebrates in the water is a favorite and main food of fish. Without oxygen, there would be no life in the water. And the source of oxygen dissolved in water is water plants. In addition, aquatic plants are a refuge for mating fish, as well as good food for wild ducks, geese and poultry that lay eggs and hatch chicks. The main food of aquatic animals such as andatra, otter, nutria and beaver, which give beautiful fur, are also aquatic plants. These animals love to eat the roots of reeds and other aquatic plants. The calcareous root of the cane contains 9% more than its stem and leaf, and contains up to 60% starch, 5-6% protein, 1-1.5% fat, 6-7% sucrose, and several other substances. The length of the reed stem can reach 6-8 meters. The green biomass of the cane is well eaten by all kinds of animals. High-quality silage can be prepared from the biomass of reeds (in the absence of thorns) and other aquatic plants.

Aquatic plants are one of the bioresources. They are used, first, for animal husbandry, second, for water treatment, and second, for irrigation.

### THE MAIN PART

Higher aquatic and wetland plants differ from other forage plants in their nutritional value and yield. during the growing season, reeds produce up to 1,250 tons of wet or up to 100-110 tons of dry mass from the water surface, and Kuga-up to 50-100 tons of wet or up to 10-12 tons of dry mass, cattail-up to 60-300 tons of wet or up to 6-25 tons of dry mass, rdesta-up to 20-40 wet or up to 2.5-3.5 tons of dry biomass. Duckweed biomass contains 21.9-30.4% protein, 4-5% fat, 20-35% starch, 263.4-612.1 mg / kg of carotene, vitamins B1, B2, B6, E, PP and others, calcium-1.1-6%, phosphorus-0.48-2.25%, magnesium-0.35-2.11% and other mineral elements;

According to data (4), when growing pistils introduced to Uzbekistan on wastewater, 1 kg per 1 m<sup>2</sup> of water surface per 1 day.1 ha of water surface per season gives from 1800 to 2700 tons of wet mass or from 90 to 130 tons of dry mass. Its biomass is rich in proteins, carbon dioxide, fats, vitamins, various macro-and microelements, and physiologically active substances.

In some nutrients, pistias are superior to forage plants that grow in water and on the ground.

Higher aquatic plants that grow submerged in water act as biological filters and enrich the water with dissolved oxygen. When growing higher aquatic plants, water is enriched with oxygen, the content of organomineral substances and BPK<sub>5</sub> (oxygen consumption for biochemical processes) decreases.

Often, among the higher aquatic and wetland plants, there are many species that have essential-oil, glycosidic and antibiotic properties, and they can be used as medicinal raw materials.

Professor T. According to the definition of Taubaev, wetland plants include herbaceous plants that grow in the source water and along the banks of reservoirs. These plants are divided into the following 3 ecological groups: hygrophytes, hydrophytes, and hydrophytes.

Hygrophytes are plants that grow in moist places near the shores of reservoirs. For example, water pepper, mint, etc.

Hydrophytes are plants that have half of their body in water and half out of water. For example, reed, Kuga, needle, three-petal, yellow wreath, etc.

Hydrophytes are plants whose bodies are completely submerged in water, such as hydrilla, hornwort, naiad, rdesta, as well as plants that float on the surface of the water-Duckweed, salvinia, ricciocarpus, riccia, pistia, eichornia, azolla and others.

We aim to study the flora of aquatic and wetland plants of the Syr Darya basin. In 2018-2020, more than 230 samples of higher aquatic and wetland plants were collected and identified from the Syr Darya basin. As a result of the analysis of the literature, it was found that there are 120 species belonging to 4 divisions, 5 classes, 12 subclasses, 26 genera, 29 families, and 55 genera. Among them, the most numerous families are: Poaceae, Cyperaceae, Typhaceae, Potamogetonaceae. 120 species of higher aquatic and wetland plants were identified: section Sorocotum 3, section clear-flowered 4, section Sorocotum 2, section indoor seed (flowering) plants or Magnoliferous 111 species.

Among aquatic and wetland plants, there are many forage, construction and decorative, medicinal, vitamin, starchy, decorative, and honey-bearing species.

*Acorus calamus* vegetation of reservoirs is shallow 50 cm. It is widely distributed in the northern part. Its xiphoid leaves reach 2-2.5 cm in width and 1.5 meters in length. The flowers are densely collected in a green brush with a length of 6 to 9 cm. This column will be located on the sheet. This plant is propagated by the dandelion root. It has been found to contain protein, fat, sugar, starch, fiber, essential oils, and vitamin C.

This plant is widely distributed in Southeast Asia. Scented needles are widely used in various sectors of the national economy. Its leaves and stem are used in the leather industry. Since this plant is rich in essential oils, its lime root is widely used in the food industry, medicine, perfumes, in the production of vodka, liqueurs. Therefore, it is cultivated and cultivated as a cultivated plant in India, Sri Lanka and some European countries. The calcareous root of this plant is the most valuable raw material for export.

*Salvinia natans* is a representative of ferns, a plant floating on the surface of the water. This is a plant stem that reaches 4-5 cm and has a horizontal arrangement, with two rows of leaves located opposite each other on the sides. This plant forms a green carpet on the surface of a freshwater lake, pond. Blackberries reproduce vegetatively and with the help of spores. It was found that this plant gives 1400 g of green mass per 1 m<sup>2</sup> of water surface and contains 53.5 mg % carotene. This plant, absorbing various organic and mineral substances from the water, releases a large amount of oxygen into the water as a result of the photosynthesis process occurring in it, improves the sanitary condition of the water. It was found that in the water where sorrel grew, the larva of the mosquito that spreads malaria did not develop. This plant can be easily bred at home and in the laboratory, in aquariums.

*Butomus umbellatus* is a waterfowl perennial herb belonging to the genus Flowering rush (Flowering rush family). Height 20 -150 cm. The rhizome is recumbent. The leaves are narrow, long, and triangular at the base, flattened up. The flowers are whitish-green, with long striped, globular umbels located at the end of the stem, always sticking out of the water.

The Flowering rush blooms from May to July, bears fruit from June to August. It grows a lot in places of slow flow of lakes and rivers, in clearings. Decoction from the rhizome is used in folk medicine as a laxative, diuretic. It is also cultivated as an ornamental plant.



## CONCLUSION

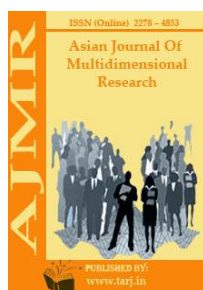
In 2018-2020, more than 230 samples of higher aquatic and wetland plants from the Syr Darya basin were studied and analyzed. As a result of the analysis, it was found that there are 120 species belonging to 4 divisions, 5 classes, 12 subclasses, 26 genera, 29 families, and 55 genera. Among them, the most numerous families are: Poaceae, Cyperaceae, Typhaceae, Potamogetonaceae. 120 species of higher aquatic and wetland plants were identified from the departments of Filix 3, bryophytes 4; horsetail 2 species, from the departments of indoor seed (flowering) plants or Magnoliferous 111 species were distributed.

Among the identified higher aquatic and wetland plants, there are many forage, construction, medicinal, vitamin, honey-bearing, starch, and ornamental species. In the future, it is recommended to select promising species from them and introduce them into the national economy.

## REFERENCES

1. Kokin. K. A. Ecology of higher aquatic plants. Moscow: 1992. 160s.
2. Protected by the protected natural environment, edited by G. V. Duganov. - Kiev: "Vitshashkola", 1990. 165 p.
3. Petrov K. M. Ecology of the environment: Interaction of the environment and the habitat: A textbook for universities. 2nd ed., ster. Saint Petersburg: Khimiya, 1998. 352s.
4. Shoyakubov. R. Sh., Ergashev. A. E. Muminova. R. N. Abdullayev. A. A. Bismuth solutions and their use in biological wastewater treatment of hydrolysis plants // Sat. Interd. seminar-conf. Water artery 61-2003. Shymkent. S. 139-142.
5. Shoyakubov R. Sh., Muminova. R. N. Uzbekistan biological journal. 2002. No. 5-p. 35-40.
6. Pratova. P. Odilov T. Modern system and Uzbek names of families of the highest dignitaries of Uzbekistan. T. 1995. 39 b.
7. Taubaev T. T. Flora and vegetation of reservoirs of Central Asia. T. 1965. 568 s
8. Shoyakubov R. Sh., Vasigov. T. V. Matvienko O. F. Xylophora apiculata. Sirdari (is an urban - type settlement in Uzbekistan.) // Ecological and floristic study of algae and fungi of Central Asia. - Tashkent, Nauch. 1970. - p. 93-103.
9. Stadnitskiy G. B., Rodionov A. I. Ekologiya. - M.: tip., 1998.
10. Yo. Q. Khudoyberdiev. AIDS is a plague of the 20th century. Tashkent: 2001. - p. 7.
11. O. M. Najmiddinov. Acquired Immune Deficiency Syndrome. Tashkent: 1998. - p. 15.
12. R. V. Petrov Immunology. Moscow: 1995. - p. 20.
13. M. Alder. The ABC of AIDS. Moscow: 2002. - p. 10.
14. Joint United Nations Programme on HIV/AIDS (UNAIDS) (2011). Global HIV/AIDS Response, Epidemic update and health sector progress towards universal access. Joint United Nations Programme on HIV/AIDS.
15. Sharipova D. D.; Shaxmurova G. A.; Khaydarova P.; Arbuzova T. D. Prevention of HIV infection among young people. Tashkent: 2009. - p. 28.

- 16.** Kolbanov V.V. Valeological education in primary schools. Primary school. №4. Moscow: 1999. –p. 32.
- 17.** Safarova D. Valeology. Tashkent: 2006. –p. 196.
- 18.** Sharipova D.D; Shakhmurova G.A; Khaidarova P; Arbuzova T.D. Prevention of HIV infection among young people. Methodological guide for teachers. // headset. Toshkent: 2010. –p. 48.
- 19.** Sharipova D.D; Shakhmurova G.A; Ibragimkhodjaev B.U. Fundamentals of Valeology. Methodical manual for independent study. // headset. Tashkent: 2010. –p. 63.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00347.5**

## EFFECTIVENESS OF NEBULISEROTHERAPY IN REFLUX-ASSOCIATED ASTHMA

Khazratov U. X\*; Narziev Sh. S\*\*; Tosheva Kh. B\*\*\*

<sup>1,2</sup>PhD, Senior Lecturer,

Department of Propaedeutics of Internal Medicine,

Bukhara State Medical Institute

UZBEKISTAN

Email id: hazratovu29@gmail.com; shamsiddinsaypilloyevich@gmail.com

\*\*\*Assistant,

Department of Propaedeutics of Internal Medicine,

Bukhara State Medical Institute

UZBEKISTAN

Email id: TKhakima2017@mail.ru

### ABSTRACT

*In order to study the effectiveness of the combined use of ultrasonic inhalation (nebulizer therapy) in the complex treatment of patients with reflux-induced asthma (RIA), depending on the composition of the refluxate, 39 patients were studied. Conducted clinical, functional, cytological studies and ph metrics. In the main group, 27 patients were prescribed ultrasonic alkaline inhalation. After treatment, in patients with RIA with acid refluxate, clinical indicators improved, and the function of external respiration returned to normal. Stimulation of the body's cellular defense was also observed, and the microbial contamination of the pharynx decreased.*

**KEYWORDS:** *Reflux-Induced Asthma, Nebulizer Therapy, Sodium Bicarbonate, Respiratory Function, Local Immunity, Mucosal Cytology.*

### INTRODUCTION

Gastroesophageal reflux disease is a chronic relapsing disease caused by spontaneous, regularly recurring reflux of gastric and / or duodenal contents into the esophagus, leading to damage to the distal esophagus and the appearance of characteristic symptoms (heartburn, retrosternal pain, dysphagia) [6,8, 9,16 ]. GERD is widespread among the working-age population, sometimes it is very difficult, and patients become disabled for a long time and are often complicated by atypical forms. Among the complications of gastroesophageal reflux, the group of reflux - associated lesions of the respiratory tract should be highlighted (6,8,10). So, according to the literature, in

more than 80% of cases, the cause of the development of cough is reflux - induced lesions of the tracheobronchial tree. Reflux-induced asthma (RIA) is one of the most common chronic diseases and is characterized by a non-infectious epidemic. RIA is characterized by early disability and high mortality due to the development of late complications. This circumstance puts RIA in a number of socially significant diseases (2, 6, 16).

With the development of which, the nature of the refluxate is especially important. Under the influence of which, broncho-obstructive syndrome develops in which violations of the cellular defense of the I-II line occur in the respiratory system. So the first line includes the protective factors of the oral mucosa and palatine tonsils, the second - surfactant, alveolar macrophages and others. Recently, the effects of local factors on the pH state of the mucous membranes of the upper respiratory tract, which are the first barriers to the penetration of various infections, are of particular interest (1,3,4,5,7,10).

The existing methods of RIA treatment are ineffective and insufficient (11,12,13,14,15). In this connection, further research in this direction suggests itself in order to optimize the tactics of RIA treatment.

## MAIN PART

Purpose - to study the effectiveness of the combined use of ultrasonic inhalation (nebulizer therapy) in the complex treatment of patients with RIA, depending on the composition of the refluxate

## MATERIAL AND METHODS

The study included 39 patients with RIA, aged from 30 to 60 years. In control group I, 12 patients received a complex of standard treatment, with the exception of nebulizer therapy. Patients in group II 15 patients with RIA with acid refluxate and in group III RIA with alkaline refluxate 12 patients received nebulizer therapy with 18 ml of 3% sodium bicarbonate solution from an ultrasonic inhaler KSI 03M, for a course of 10 procedures. Patients in both groups received xanthines,  $\beta$ -agonists and inhaled glucocorticosteroids, expectorants as standard treatment. In addition to clinical, the function of external respiration was studied using the apparatus "ELEKTROMEDICA" Hungary. Fibroesophagogastroduodenoscopy (FEGDS using the Olympus device, Japan) was performed in the subjects. Refluxate was obtained endoscopically from the mucous membranes of the trachea and large bronchi, their character was assessed by pH metry. Cytological studies (Nadzhimitdinov S.T. 2002) of preparations of prints taken from the mucous membrane of the palatine tonsils and nose were carried out.

## RESEARCH RESULTS AND DISCUSSION

In the studied groups, the main complaints of patients and the symptoms of RIA were studied before and after complex therapy. In the course of the studies, it was found that the most pronounced therapeutic efficacy was observed in the group of RIA patients with the use of nebulizer therapy. Thus, the intensity of clinical symptoms during the course of this complex therapy decreased in RIA patients with acid refluxate from  $11.2 \pm 0.55$  to  $4.6 \pm 0.34$  (59%) ( $p < 0.05$ ), and with RIA silk refluxate from  $11.2 \pm 0.55$  to  $4.6 \pm 0.34$  (59%) ( $p < 0.05$ ).  $11.8 \pm 0.64$  to  $9.3 \pm 0.93$  (21%) points ( $p > 0.05$ ). However, in the control group, unreliable results were obtained in comparison before treatment.



Dynamics of the intensity of clinical symptoms in RIA patients during treatment (in points)

The revealed positive clinical effects in patients of group II persisted up to 12 months after complex therapy.

It should be noted that positive shifts in the manifestations of leading clinical symptoms (choking attacks, cough, sputum) were much more noticeable in patients with RIA with acid refluxate when using nebulizer therapy than in the control group and RIA with alkaline refluxate, which was manifested by an improvement in general condition and well-being and the quality of life of patients.

The revealed positive changes in the clinical manifestations of RIA were found to be dependent on the components of complex therapy and on the nature of refluxate. As can be seen from the figure, only in patients of group II, upon completion of the course of nebulizer therapy, the frequency of manifestations of the leading clinical signs of the disease, compared with those of patients who did not receive nebulizer therapy, decreased by 6.6 and 2.5 points, respectively ( $p < 0.05$ ). Thus, the inclusion of nebulizer therapy in the complex therapy increases the clinical efficacy in patients with RIA.

In our opinion, in cases of using nebulizer therapy, the effect comes from a change in the refluxate environment, a change in the nature of which leads to an improvement in sputum discharge, thereby relaxing the smooth muscles of the bronchi, reducing intoxication of the body, and normalizing respiratory function.

When studying the effect of complex therapy in patients with RIA in groups I, II, III, a positive dynamics of indicators of the function of external respiration was revealed.

After the completion of the course of complex therapy, the FVD indices in RIA in patients of groups II, III increased significantly in comparison with the initial ones ( $p < 0.05$ ) (tab.). Thus, the indices of bronchial patency FEV 1.0, FEF 75% and FEF 50%, respectively, increased in group I: by 4.4%, 3.6% and 6.2%; in group II by 25.6%, 23.7% and 23.4% ( $p < 0.005$ ); in group III by 14.5%, 16.0% and 12.2% ( $p < 0.05$ ). Improvement of the FVD indices testified to the elimination of the inflammatory process in the dynamics of complex therapy.

Dynamics of indicators of respiratory function in patients with RIA during treatment ( $M \pm m$  %)

| Indicator                         | FVC                                    | FEV<br>1.0                               | FEF<br>75                               | FEF<br>50                                  | FEF<br>25                              | PF l / m                                 |
|-----------------------------------|----------------------------------------|------------------------------------------|-----------------------------------------|--------------------------------------------|----------------------------------------|------------------------------------------|
| The control (I)                   | $\frac{71,9 \pm 0,72}{75,8 \pm 1,33}$  | $\frac{74,0 \pm 0,48}{78,4 \pm 1,0}$     | $\frac{60,3 \pm 1,2}{63,9 \pm 1,19}$    | $\frac{62,2 \pm 0,92}{68,4 \pm 1,06}$      | $\frac{70,4 \pm 1,41}{75,3 \pm 1,7}$   | $\frac{308 \pm 0,93}{319,7 \pm 3,7}$     |
| RIA with acid refluxate (II)      | $\frac{77,5 \pm 0,71}{86,7 \pm 0,7^*}$ | $\frac{72,4 \pm 0,40}{98 \pm 0,39^{**}}$ | $\frac{58,3 \pm 0,6}{82 \pm 1,2^{**}}$  | $\frac{63,4 \pm 0,67}{86,8 \pm 0,72^{**}}$ | $\frac{71 \pm 1,49}{84 \pm 1,98^{**}}$ | $\frac{310 \pm 1,62}{359 \pm 2,58^{**}}$ |
| RIA with alkaline refluxate (III) | $\frac{73,2 \pm 1,11}{76,7 \pm 3,3}$   | $\frac{75,3 \pm 1,41}{89,8 \pm 1,7^*}$   | $\frac{59,5 \pm 0,65}{75,5 \pm 1,98^*}$ | $\frac{64,5 \pm 0,65}{67,3 \pm 1,74^*}$    | $\frac{65,9 \pm 1,5}{78,1 \pm 1,88}$   | $\frac{310 \pm 1,59}{321 \pm 8,7^*}$     |

Note - In the numerator the indicators are before, in the denominator after the treatment. \* - ( $p < 0.05$ ), \*\* - ( $p < 0.005$ ) when compared with the initial data.

After treatment, in comparison with the data in RIA patients with acid refluxate with alkaline refluxate patients, the increase in patency indices in small, medium and large bronchi, respectively, was 11.1%, 7.7%, and 11.8% higher ( $p < 0.05$ ).

On preparations of imprints from the palatine tonsils and nasal mucosa in patients against a background of contamination, mainly by coccal flora (*Streptococcus pneumoniae* 22%, *Streptococcus piogenes* 33%, *Haemophilus influenzae* 5%), single lymphocytes were found, a large number of inactive segmented neutrophilic leukocytes phagocytic activity.

According to the indicators of cytological examination of smears from the mucous membrane of the palatine tonsils after treatment, along with the leveling of clinical symptoms, a decrease in the seeding of coccal microflora was noted in patients in groups I, II, III, respectively, in 11%, 74% and 21% of patients compared with the initial data. At the end of treatment, patients of groups II and III were found to have the 3rd (8% and 16%) and 4th (88% and 48% of patients) stages of inflammation (3), which indicates the activation of the cellular defense reaction of the body.

## CONCLUSION

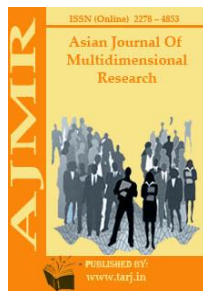
Thus, the use of sodium bicarbonate by nebulizer therapy for reflux-induced asthma with acid refluxate leads to an improvement in the clinical picture, stimulates the cellular defense of the body, reduces microbial contamination of the throat, and prevents the progression of the disease.

## REFERENCES

1. Boy S., Dennis J.H .O. Driscoll B.R. et al. European Respiratory Society Guidelines on the use of nebulizers // *Evr. Respir. J.* -2001. -Vol. 18. - № 10.- P. 228-242.
2. Global burden of COPD: systematic review and meta analysis // Albert R. J., Anatoliy J.L., Gano A. et al. *Eur. Respir. J.* - 2006. - № 28. – P. 523-532.



3. Khazratov U.Kh., Tosheva H.B., Khalilova F.A.. STUDYING THE FREQUENCY OF THE SYMPTOMS OF GASTROESOPHAGEAL REFLUX DISEASE. Proceedings of multidisciplinary International Scientific-Practical Conference "Current Issues of Science, Education and Induction and Industry in Modern Research" 10-12 th. December 2020., Journal INX – ISSN No: 2581-4230.
4. Malyavin A.G. Ispol'zovanie fizicheskix faktorov v lechenii i reabilitatsii bol'nix bronxial'noy astmi. // Pul'monologiya. - M., 2004. - № 2. – S. 47-56.
5. Maxmudova D.X. Osobennosti bolezney organov dixaniya u xlopkarobov. Vestnik Assots. pul'm. Sentr. Azii. – T., 2003. - Vip.6., № 1-4. – S. 23 - 26.
6. Nadjimitdinov S.T., Sadikova G.A. Noviy sposob polucheniya preparatov otpechatkov. Metodicheskaya rekomendatsiya. – T., 2003. – 6 s.
7. Narziev SH.S., Xazratov U.X. Morfoepidemiologicheskiy analiz gastroezofageal'noy refluksnoy bolezni. Terapevticheskiy Vestnik Uzbekistana 2020., №2., S.50-54.
8. Narziev SH.S., Xazratov U.X. Primeneniya preparata inspirona v vosstanovlenii drenajnoy funktsii bronxov pri xronicheskoy obstruktivnoy bolezni legkix. LIKI-LYUDINI SUCHASNI PROBLEMI FARMAKOTERAPII I PRIZNACHENNYA LIKARS`KIX ZASOBIV 2020., Tom 1., S. 347-353.
9. Orziev Z.M., Aslonova I.J., Narziev SH.S., Hazratov O'H., Mirzaeva D.B., Yuldasheva D.X.. Gastroezofageal'naya refluksnaya bolezni. Uslubiy qo'llanma. 2013..21 s.
10. Sadikova G. A., Xazratov U.X., Aslanova I. J. Effektivnost` kompleksnoy foto- i nebulayzeroterapii u bol'nix XOBL. Akt prob. MR i FT met. lech. Zab. Vnut.organov s.n.t. T 2006 S.32.
11. Ruziev A.E., Xazratov U.X. Kliniko- endoskopicheskie pokazateli refluks indutsirovannix zabolevaniy respiratornoy sistemi i ix korrektsiya. Tibbiyot va jarrohlikda miniinvaziv texnologiyalarning rivojlanishi va istiqbollari. Respublika ilmiy- amaliy anjuman to'plami. Urganch. 2-3 may 2018y. 61-bet.
12. Xazratov U.X., Orziev Z. M., Mardonov J. J. Nafas yetishmovchiligi sindromida nebulayzeroterapiyani samaradorligi. Akt prob. org. eks. med. pom. s.n.t. T 2005., S. 52.
13. Xazratov U.X... Kompleksnoe primeneniye ul'trazvukovoy ingalyatsii pri lechenii refluks assotsirovannoy astme. IX kongress Yevro-Aziatskogo respiratornogo obshchestva VII kongress pul'monologov Sentral'noy Azii. 2016 g., 25 may. S.64.
14. Xazratov U.X., Safoev B., Raximov A.YA. Terapevticheskaya effektivnost` kornya solodki pri refluks-astme Tibbiyotda yangi kun. 2018. №2 (22)..S.121-123.
15. Xazratov U.X. Narziev SH.S. Erkinova N.E. Otsenka effektivnosti ul'trazvukovoy ingalyatsii pri refluks indutsirovannoy astme Terapevticheskiy Vestnik Uzbekistana 2019., №3., S. 51-54.
16. Xazratov U.X., Narziev SH.S. Primeneniye nebulayzeroterapii pri refluks-indutsirovannoy astme. Nazariy va klinik tibbiyot jurnali 2019 y., №4., 47-49 b.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00349.9**

## TECHNOLOGY OF EDUCATIONAL PROCESS IN SCHOOL TECHNOLOGY EDUCATION

**Khanifa Meleyvna Berdieva\***

\*PhD, Associate Professor,

Head of the Department the Regional Center Retraining and Advanced Training of Public  
Educators,

Surkhandarya Region, Termez, UZBEKISTAN

### ABSTRACT

*The article describes the essence of sending students to the profession through the technologicalization of the educational process in order to increase the effectiveness of the organization of "Technology" lessons in secondary schools. The issues of improving the efficiency of the organization of "Technology" lessons, teacher training have been studied in detail, useful tips and methodological recommendations have been provided. Using such recommendations, we would like to try to interpret the use of innovative pedagogical technologies in the planning and conduct of "Technology" lessons in general secondary schools.*

**KEYWORDS:** School, Class, Group, Educator, Pupil, Pedagogy, Upbringing, Education, Method, Process, Technology, Planning, Profession, Efficiency, Patriotism, National Pride.

### INTRODUCTION

The issues of improving the efficiency of the organization of "Technology" lessons, teacher training have been studied in detail, useful tips and methodological recommendations have been provided. Using such recommendations, we would like to try to interpret the use of innovative pedagogical technologies in the planning and conduct of "Technology" lessons in general secondary schools. Because the effectiveness of the subject "Technology" taught in general secondary schools depends, first of all, on the level of preparation of teachers for this subject, how they plan to conduct classes, and, and finally, directly related to its implementation. Therefore, how to plan and prepare for training is the first and most important factor in improving the effectiveness of training. At the same time, of course, we believe that the use of innovative pedagogical technologies in the classroom is especially important in increasing the activity of students and the effectiveness of lessons.

The subject of modern pedagogy imposes on the teacher a comprehensive view of man, his place and role in society. The purpose of education is to make young people perfect, to bring them up

in the spirit of patriotism and national pride, to instill in them the ideas of humanity, but, as we all know, the ideas of the infinity of human potential development, ethnogenesis is coming in and has greatly expanded and enriched children's understanding of nature. Therefore, school work leads to new approaches to the educational activity of the teacher, and their meaning is reflected in the education of the new person.

**As the President said:** "If we do not bring up our children properly, if we are not aware of their behavior and mood every day, every minute, if we do not teach them science and profession, if we do not find a decent job, this deposit will be rich; We can give it away"<sup>1</sup>

The work of an educator is a hard and selfless work in the way of educating a perfect person, which has a deep humanitarian nature and can be entrusted only to the devotee of his profession<sup>2</sup>.

Nowadays, upbringing experience and evaluative feedback should be understood and accepted not as a one-sided transition of older generations to a younger generation, but as mutual support and cooperation between adults and children in the field of coexistence.

The social and spiritual environment of the younger generation is constantly changing. Production requires self-awareness and self-improvement in the business world, in social life, in relationships. The problem of forming a free, mature personality requires the transfer of educational work in educational institutions to the rails of pedagogical technology. This process will not be easy, because the whole system of education, which is considered and implemented on a voluntary basis, must be transformed into a strictly science-based pedagogical system. In fact, the elements of social experience (knowledge, skills, creative activity, etc.) are related to the objective being - the product of the pedagogical process and within a particular pedagogical system. What is the essence and content of YAPT in education today? This is primarily reflected in the nationalization of the content of education<sup>3</sup>. At the same time, we need to see the content of education of the younger generation in the knowledge of our past, the rich history, the sources of our culture, which are the basis for the development of world science, and the achievements of modern science. In education, forgetting the national spirit of the people, the history of the past - undermines the formation of national pride, the ideology of independence.

At the same time, ignorance of world civilization, scientific progress, and focus only on nationalism are detrimental to the development of our independent Republic. Therefore, the only right way is to use the achievements of science and technology in the past and in educating the younger generation.

forms, means and methods, in short, the search for new educational pedagogical technologies, combining them in each case.

The criteria for assessing the effectiveness of the results of the pedagogical system "**Educator**←→**trainee**" are not only the availability of the educator's work plan, proper documentation, organization of children's activities, but also the behavior of each child in the classroom, community, initiative, such as the ability to choose the right occupation, ability, emotional health, vitality, kindness to friends, humility, satisfaction with the attitude of teachers to children. Recently, this has been supplemented by the provision of educators with advanced technologies, as the importance of technology in the profession is undoubtedly great.

**Description of some pedagogical technologies used in educational work.** In pedagogy, you will learn about the methods and tools used in educational work, their forms, and their types.

Now, we will try to determine the role of elements of pedagogical technology in the system of educational work.

The main elements of pedagogical technology in educational work are: methods and techniques of education; educational tools; forms of organization of educational work; student unions. These can be divided into the following groups according to the technology used in school education<sup>4</sup>:

1. Technologies that shape social consciousness in children (pedagogical influence, conversation and storytelling, role modeling).
2. Technologies for the formation of social behavioral experiences in children's activities (training through exercises, organization of games, demands, assignments, use of competitions).
3. Technologies for teaching children self-management (self-analysis, self-assessment, self-monitoring, self-service, etc.).
4. Technologies for the use of incentives and punishments in the upbringing of children (forms, conditions and characteristics of incentives and punishments).
5. Team building and team building technology.
6. Children's diagnostic technologies (pedagogical diagnostics).
7. Technologies of individual work with children (children who are not mastered, children with special needs, work with gifted children, personal assistance, etc.).
8. Technologies of planning, analysis and evaluation of educational work (planning, control, analysis, evaluation, correction).

The entire above are generally studied theoretically in pedagogical classes. The task at hand is to learn how to apply this theoretical information in practice

**Technologies for applying the principles of collaborative pedagogy in the educational process.** The essence of collaborative pedagogy is to combine family and social education in order to achieve effective results of the educational process, to strengthen the educational influence of teachers and parents, and to turn students into teachers' assistants. With this in mind, the technologies used in the educational process should be in line with the essence of collaborative pedagogy. Because with their help, the teacher has to prepare his students to think independently, to live independently. Here are some tips on how to adapt and use some pedagogical technologies and innovative methods in the educational process.

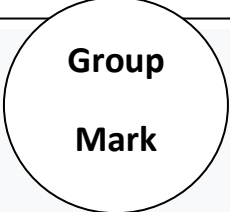
**Brainstorming is-** a method of expressing ideas and thoughts on solving problems related to class life and social activities. For example, this method is very appropriate and effective in planning classes for the Kamolot Association in the classroom, preparing for some ceremonial public events, and other similar public issues. For example, if we ask students what they mean by "healthy person", we can get different answers: In the upper grades or in a group of students, we can ask a more complex question: "Where does the homeland begin?" and so on.

In addition to brainstorming, discussions, roundtables, and written discussions can be used extensively in educational work. Here are some ways in which students can discuss issues such as:

- Rights and duties of young people;
- What should be the attitude of students to our president, the state symbols?

- The idea of national independence and youth;
- Attitude to the state and other languages;
- What is a mandatory or alternative service?
- Acts of sabotage by religious movements and terrorists;
- What are modern boys and girls proud of? And h;

It is also important to divide the class into smaller groups to further improve the educational process. This approach allows educators to explore the interests and needs of their students, and to identify and develop their capabilities and abilities. For example, the class (group) leader divides students into 3-5 small groups of 5-6 people based on the principle of stratification, and assigns them a specific area of social life in the classroom (reading, sports, work, leisure). acquisition, artistic decoration, etc.). Each subgroup should have a name, slogan, and emblem. The passport (business card) of such a small group can be as follows<sup>5</sup>:

|                                                                                   |               |
|-----------------------------------------------------------------------------------|---------------|
|  | Group name:   |
|                                                                                   | Group motto:  |
|                                                                                   | Team members: |

Group mark

ЎАЎЎ

The choice of group name, slogan, emblem should take into account the age and interests of students.

The names "Rainbow", "Boychechak" and "Guncha" are suitable for children of primary school age. For older students, group names should be more complex. For example, they are called "Ziya", "Zukko", "Tinchlik", "Istiqloq", "Istiqbol", "and Uchkun". A small group of commanders can be replaced quarterly or semi-annually. This allows each student to be both a leader and a subordinate.

The issues of spiritual and educational upbringing of school, lyceum and college students require a teacher to use the state symbols of the Republic of Uzbekistan widely and effectively. Therefore, from an early age, in the process of forming in students the right attitude to the President, the anthem, the flag, the coat of arms, the policy of the state, religious movements, the teacher uses specially prepared exhibitions, schemes, slides, films and videos. must be used effectively.

In the educational process, teachers use traditional methods to teach students; these include: monitoring, interviewing, and visiting parents, and so on. In addition, during the parenting process, the educator uses a variety of questionnaires and tests to study the students in her class in collaboration with the school psychologist. In particular, modern education requires teachers to use diagnostic questionnaires and tests. Through such a questionnaire or test, the teacher has

the opportunity to study the attitude of each student to study, work, people, himself and his personal qualities. For example, the teacher is his.

The choice of group name, slogan, emblem should take into account the age and interests of students.

The names "Rainbow", "Boychechak" and "Guncha" are suitable for children of primary school age. For older students, group names should be more complex<sup>6</sup>. For example, they are called "Ziya", "Zukko", "Tinchlik", "Istiqlol", "Istiqbol", "and Uchkun". A small group of commanders can be replaced quarterly or semi-annually. This allows each student to be both a leader and a subordinate.

The issues of spiritual and educational upbringing of school, lyceum and college students require a teacher to use the state symbols of the Republic of Uzbekistan widely and effectively. Therefore, from an early age, in the process of forming in students the right attitude to the President, the anthem, the flag, the coat of arms, the policy of the state, religious movements, the teacher uses specially prepared exhibitions, schemes, slides, films and videos. Must be used effectively;

In the educational process, teachers use traditional methods to teach students; these include: monitoring, interviewing, and visiting parents, and so on. In addition, during the parenting process, the educator uses a variety of questionnaires and tests to study the students in her class in collaboration with the school psychologist. In particular, modern education requires teachers to use diagnostic questionnaires and tests. Through such a questionnaire or test, the teacher has the opportunity to study the attitude of each student to study, work, people, himself and his personal qualities. For example, the teacher is his

**Ice-Breaking** is a way to improve people's relationships and get to know each other better. There are different types of ice cracks in the training process:

**Social Experience** (what assignments he had completed); who you want to be in the future, and h. This method takes less time (2-3 minutes per person), but cannot be used in classes with 30 or more students.

**Interview** -Choose pairs from unfamiliar students and give them 5-7 minutes to get to know each other. Each of them then introduces their partner to the whole class by adding one interesting piece of evidence about the person chosen by the teacher. This method allows you to introduce each student to the team. This method gives students persistence. This method is more time consuming than the previous method, but it cannot be used in classes of more than 25 people.

**Table Method** Can be used for collaborative classroom communities and to learn more about students. To use this method, the teacher gives each student a piece of paper, divides it into four parts, and asks each student to write the following information:

- express yourself in one word in the upper left corner;
- write something you are proud of in the upper right corner;
- reveal any secret about himself in the lower left corner (it does not have to be a serious secret, it must be a secret that no one around knows);
- Write down your favorite hobby in the lower right corner.



The teacher fills in the table at the same time as the participants. When students have finished their work, they meet each other by holding their tables (or hanging them on the wall) so that they can see them. This method does not take much time, but it allows the teacher to learn more about his students (especially if it is a new class).

All students in the class must be involved in the process. The use of these methods should take into account the age and knowledge of students, as well as the characteristics of the character, the results of debates and research should not affect their personality.

**Role-playing** requires the teacher to be familiar with the technology of role-playing. It's one of the only racing games I play. Before the game, the teacher (facilitator) explains the situation, informs about the typical behavior of the characters. Students use this information to volunteer for assigned roles. Therefore, it is necessary to choose the participants of the game carefully and skillfully.

Because the wrong choice or distribution of roles can also cause resentment or upset the "actors"

**The role-playing** method can be used, for example, in the following situations: "Amir Temur in a modern school (lyceum, college)", "You are among the heroes of the works of A. Navoi", etc. When creating a game, you need to create a situation where you can get to know the person playing it. At the end of the play, the teacher should focus on the purpose of the exercise, not on the specific statements made by the actors. This technology can also be used in several small groups, where members of a small group play roles in parallel and monitor and evaluate each other. This method requires the actors to study additional fiction and non-fiction, archival material, and film and television material. This, in turn, broadens students' worldviews, teaches them to think independently, and develops their imagination. However, in addition to the work organized in small groups in the current work, it is necessary to organize individual work. Because a student who is always working together may not feel confident when working alone. Therefore, we recommend that teachers use several other methods. One of them is the **"2-part diary"** method. Its essence is that the teacher offers students a few ideas on the board or in a special exhibition, and chooses one of them (the one you like the most) and asks them to comment. This method allows students to think independently, to express their views on worldly issues, the views of some celebrities, and to express their opinions.

## REFERENCES

1. Mirziyoyev Sh. Let's work together for the fate and future of our country. // "People's speech", June 16, 2017.
2. Yuldashev J.G., Usmanov S.A. Fundamentals of pedagogical technology. –T.: Teacher, 2004. - 236 p.
3. Ochilov M. New pedagogical technologies Against: Nasaf, 2000.
4. Tolipov OK, Usmonbaeva M. Applied bases of pedagogical technologies. –T.: "Fan", 2006.- 89 p.
5. Sattorova Z. and b. Technology: Textbook for 9th grade. –T.: "O'zbekiston", 2019. - 66 p.
6. Shomirzayev M.X. Ways to increase the effectiveness of technology teaching; –T.: "Gold print edition", 2019. - 32 p.

7. Shomirzayev M.X. Genesis of formation and development technology of Uzbek national handicrafts - T.: “Yangi Nashr”, 2019. - 52 p.
8. Shomirzayev M.X. Innovative processes in Uzbek national handicrafts. - T.: “New edition”, 2019. - 88 p.
9. Shomirzayev M.X. Spectral-variable components of Uzbek national handicrafts - T.: “Yangi Nashr”, 2019. - 27 p.
10. Shomirzayev M.X., Karimov I.I. Innovative pedagogical technologies in teaching technology.- T.: "University", 2020. - 172-177 p.
11. Шомирзаев М.Х. Мактаб ўқувчиларини халқ ҳунармандчилигига ўргатишда замонавий таълим методларидан фойдаланиш. //Муғаллим ҳам узлуксиз билимлендириў. –Нукус, 2020. –3-сон. – Б.42-46 (13.00.01. №20).
12. Shomirzayev, M.Kh. (2019).The ethical characteristics of traditional embroidery of Fergana valley people European Journal of Research and Reflection in Educational Sciences, 7 (12) - P. 55-59.
13. Shomirzayev, M.Kh. (2019). Ethnic peculiarities of artistic embroidery of the peoples of the Ferghana valley; European Journal of Research and Reflection in Educational Sciences.-7 (12).-P. 966-969.
14. Shomirzayev, M.Kh. (2019). Local features of the traditional embroidery of the Ferghana valley.European Journal of Research and Reflection in Educational Sciences.-7 (12) -P. 970-973.
15. Shomirzayev, M.Kh. (2020). Education is personally focused technology. European Journal of Research and Reflection in Educational Sciences, 8 (8), Part. 93-99
16. Shomirzayev, M.Kh. et al. (2020). National handicrafts of Uzbekistan and its social – economic significance European Journal of Research and Reflection in Educational Sciences, 8 (8),Part III. 129-138.
17. Shomirzayev, M.Kh. (July, 2020). Technology of Educational Process in School Technology Education. The American Journal of Social Science and Education Innovations Impact Factor 5.366.-№ 02 -P. 212 - 223. ([www.usajournalshub.com/index.php/tajssel](http://www.usajournalshub.com/index.php/tajssel)).
18. Shomirzayev, M.Kh. (30 July, 2020). Developing Educational Technologes in School Technology Education. The American Journal of Social Science and Education Innovations, Impact Factor 5.26. -P.II/VII 51 - 57. ([www.usajournalshub.com/index.php/tajet](http://www.usajournalshub.com/index.php/tajet)).
19. Шомирзаев М.Х. Бойсун куракчилик санътини ўргатишда тарихий анъаналарнинг ўрни // Бойсун - моддий ва номоддий маданияти бешиги” мавзусидаги Халқаро илмий-амалий конференцияси. – Т.: Yangi nashr, 2018. - Б.62-67.
20. Шомирзаев М.Х. Миллий ҳунармандчилик одоби //“Ўқувчи-талаба креатив фаолиятини ривожлантиришда инновацион таълим технологиялари-дан фойдаланиш” мавзусидаги илмий-услубий мақолалар тўплами – Т.: Noshirlik yog’dusi, 2018. - Б.76-80.
21. Шомирзаев М.Х. Ўқувчиларга зардўзликда зар тикиш усуллариини ўргатиш //“Ўқувчи-талаба креатив фаолиятини ривожлантиришда инновацион таълим технологияларидан

фойдаланиш” мавзусидаги илмий-услубий мақолалар тўплами. –Т.: Noshirlik yog’dusi, 2018. - Б. 195-198.

22. Шомирзаев М.Х. Ўқувчиларга зардўзлик хунарининг ривожланиш тарихини ўргатиш //“Барқарор ривожланишда узлуксиз таълим: муаммо ва ечимлар” Халқаро илмий-амалий анжуман илмий ишлар тўплами. –Чирчиқ: Чирчиқ ДПИ, 2019. - Б.380-382.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00348.7**

## THE ROLE OF COGNITIVE PSYCHOLOGY IN THE ELIMINATION OF DESTRUCTIVE BEHAVIOR

**Khadichaxon Gulyamutdinovna Sharafutdinova\*;  
Fazilat Karshievna Kulmamatova\*\*; Sarvinoz Haydarova\*\*\***

\*Associate Professor,  
Candidate of Psychological Sciences,  
Head of the Department of Psychology,  
Termez State University  
UZBEKISTAN

<sup>2,3</sup>Graduate of Termez State University  
Termez city of Surkhandarya Region of the Republic of Uzbekistan  
UZBEKISTAN

### ABSTRACT

*The article describes the destructive personality traits, causes and consequences of destruction, the role of cognitive psychology in eliminating destructive behavior, the use of psychocorrection methods. Educational influences, first in the family and then in various social institutions, allow a person to live and act as a part of society, to behave in a certain way, and to achieve such a high quality as humanity and nobility. Self-awareness, knowledge, purity of heart, generosity, sincerity, benevolence, faith, honesty, faithfulness, piety, purity, compassion, conscientiousness, honesty, justice, respect for parents, loyalty to the family, loyalty, integrity, and so on.*

**KEYWORDS:** *Personality, Destruction, Destructive Behavior, Cognitive Psychology, Cognitive Psychotherapy.*

### INTRODUCTION

President of the Republic of Uzbekistan Sh.M.Mirziyoev - "Every state, every people is powerful with its intellectual potential and high spirituality." [1] After gaining independence, the task of educating a free-thinking, self-aware, understanding of the goals and interests of society, a fully developed person has been identified as a priority of state policy. Its implementation, first of all, requires the enrichment of people's inner spirituality and the formation of an independent worldview.

As well as being a member of society, a person is also a product of society. The economic, political, spiritual environment of a society, the laws and norms adopted in a society serve as the basis for the formation of a unique spiritual and psychological image in its members. Educational influences, first in the family and then in various social institutions, allow a person to live and act as a part of society, to behave in a certain way, and to achieve such a high quality as humanity and nobility. Self-awareness, knowledge, purity of heart, generosity, sincerity, benevolence, faith, honesty, faithfulness, piety, purity, compassion, conscientiousness, honesty, justice, respect for parents, loyalty to the family, loyalty, integrity, and so on.

However, in a society that provides opportunities for a person to rise in the same way, there are sometimes people who have negative psychological characteristics that are not specific to the person of the society. They form negative destructive behaviors such as ignorance, jealousy, indifference, selfishness, laziness, arrogance, selfishness, gossip, envy, malice, subversion, aggression, betrayal of one's family, homeland and people, slander.

Destructive behavior has not been sufficiently studied in psychology, the content and causes of the concepts of "destruction", "destructive attitude", "destructive behavior" have not been studied in depth.

Many researchers have focused on various manifestations of destruction, such as behavioral deviations observed during adolescence, aggression in women and men, murder, suicide, and terrorist activities. According to observations, some manifestations of destructiveness have been studied by biologists, geneticists, psychologists, sexopathologists, historians, lawyers. Given that the study of the problem as a whole can help to understand its essence, the urgency of the problem is justified by the fact that the problem of destruction, destructive behavior, its causes and consequences have not been sufficiently studied.

An in-depth study of this topic, analysis of the basis of destructive behavior and its manifestations, generalization of world experience in solving the problem of destructiveness can create socio-psychological mechanisms that can curb the destructive nature of man and divert destructive tendencies to other areas of activity. Research by scientists has shown that human destructive social tried to evaluate it as a psychological phenomenon. In particular, it is emphasized that the analysis of its biological, neurophysiological, psychological and social bases can explain the nature of destructive behavior based on human nature.

For example, scientists such as Allan and Barbara Piz have studied the hormonal processes observed in the human body (menstrual and menopausal in women and men) and the changes that occur in them, which can affect human behavior, including criminal behavior and crime. gathered a lot of evidence. [5]

There are also speculations that there may be a link between the characteristics of the human hormonal system and its tendency to destruction. In particular, E. Berne, founder of the theory of transactional analysis, argues that we often do not take into account the properties of hormones produced by the endocrine glands, which can cause a feeling of desire to create or destroy something. [6]

Kleyberg Yu.A. in developing his own destructive behavioral typology, "The destructiveness of the individual and his propensity for disruptive behavior are largely determined by his individual experimental developmental characteristics and his immediate social environment. Although it is often perceived as destructive, it is now accepted as the innate property of every human being

formed by the evolution of millions of years in the context of a fierce struggle for existence. However, in the 19th and 20th centuries, philosophy, sociology, biology, the developmental experience of psychology, neuropsychology, and psychophysiology has led to a collection of facts that allow us to argue on a socio-historical issue rather than an innate one. is the destructive nature of human behavior formed in the process of socialization of the individual in the context of a historically contradictory society. ” Is based on the principle that. [4]

The basis of this approach to understanding the essence of destructive human behavior is, of course, the cultural and historical concept of LS Vygotsky. [2] It clearly distinguishes each individual from each other in terms of biological maturity and cultural development. The first is the innate basis for shaping personality, which cannot necessarily be ignored. The second is the content of personal development, formed and developed in the process of socialization, which is the result of the internalization of real relationships in the society that surrounds each person.

In the book "Psychological aspects of protecting young people from destructive influences" by Uzbek psychologist UD Kadyrov, it is desirable to focus on the neurophysiological aspects that occur in the socio-cultural context in the analysis of human destructive activities. The idea that destruction is biologically important rather than a biologically basic, determinant factor is closer to the truth. The above comments describe the biological and neurophysiological basis of destructive activity, and it is worthwhile to study its psychological basis. [12]

Indeed, in accordance with the biological and social nature of the human psyche, the American psychologist A. Maslow, through his famous pyramid of needs, perfectly substantiated that unmet needs serve as the cause of the destructive behavior of the individual at the mental level. According to A. Maslow in the hierarchy of needs, the lowest level of needs is a physiological need (sleep, hunger, thirst, etc.), and their constant satisfaction weakens their activity as behavioral determinants. Satisfaction of these physiological needs creates new needs for security and protection. Then there are social needs, such as recognition, the attainment of love. In the next stage, the need to be respected by others, the highest level need of a person whose needs are met, is expressed in self-improvement, striving to realize their inner potential, to demonstrate their abilities as a person. According to A. Maslow, if a person can not meet his basic (basic) needs, then there is a feeling of inadequacy, which leads to the activation of compensatory, additional mechanisms formed. Often destructive actions are manifested as such mechanisms. Thus, A. Maslow can serve as the main source of destruction of unmet human needs. [7]

A. Adler recognizes the importance of need in the realization of human creative potential, self-expression, and recognizes it as the basic law of human life, the pursuit of superiority, superiority of the individual. However, this aspiration is likely to be applied not only in a destructive but also in a constructive direction [8]. Destructive behavior is observed in people who have difficulty adapting to the situation, are selfish, puts personal interests first, negative emotions predominate, while constructive behavior is observed in people who are enterprising, aspiring, active, helpful to others.

Negative feelings such as fear, anxiety, panic often occur involuntarily and may be accompanied by a strong feeling of anxiety, worry, or horror. According to IP Pavlov, fear and anxiety are manifestations of a natural reflex, inhibition of the cerebral cortex of the cerebral hemispheres, and a passive protective reaction. Although fear and anxiety are based on the instinct of self-preservation, are protective in nature and are accompanied by certain physiological changes in



high nervous activity, panic, anxiety, high levels of fear, dominance in the individual's behavior lead to negative consequences.

Anxiety is an individual psychological trait that often represents a person's tendency to have strong anxiety for relatively few reasons. Anxiety is considered to be a personality trait on the one hand, a temperament trait associated with the weakness of neural processes on the other, and a trait consisting of both at the same time. According to statistics, humanity recognizes about 15 thousand diseases on earth. 20% of this is due to external influences: injuries, bacteria, burns, bruises, and so on. The remaining 80% are psychological disorders. Studies show that liver, stomach, kidney, heart disease, various tumors, headaches - are caused by psychological disorders. These include grief, depression, depression, negative thoughts, constant fear, anxiety, and panic. For example, people who are constantly walking in fear and panic and tend to keep everyone in control complain of upset stomachs. Or you are more likely to get cancer when negative emotions such as chronic depression and grief, relationship dissatisfaction, and anxiety predominate. If cognitive psychotherapy is used in people with such negative feelings and negative feelings are eliminated, mainly a positive mood prevails, we will protect them from expected diseases. In particular, we will prevent the breakdown of family stability, free and prosperous life due to mental factors.

Mood disorders are in some cases combined with driving pathology, such as pathological behaviors without periodic involvement in arson (pyromania) or theft (kleptomania). Avoidance tendencies and negligence belong to the same instinct diseases. In general, the breakdown of damaged discs is characterized by: stiffness, endurance, alienation to the individual, and endurance. Describing depressive disorders, H. Remshmidt speaks of a change in the cases of "increased disks and aggression" and "absolute loss of disks." [13]

Of course, the role of an individual's family environment, group, community, and social influences in the formation of destructive behavior is significant. However, in our view, destructive behavior is inherent in the individual, and in its formation, the characteristic features formed in the individual have a special place. These include stubbornness, arrogance, stubbornness, jealousy, indifference, selfishness, laziness, selfishness, gossip, envy, wickedness, subversion, aggression, and so on. In addition to the influence of social factors in the formation of these features, it also has a biological basis.

In our study of the behavioral characteristics that cause destruction in Uzbek families, we used the following socio-psychological questionnaire:

Social Psychological Survey.

**Instructions:** Place the characteristics of the 14 individuals listed in the first row below in the second row from 1 to 14, depending on their role in the formation of destructive relationships in Uzbek families, i.e., the most common cause.

**TABLE 1**

| <b>№</b> | <b>Characteristic features</b> | <b>№</b> | <b>Characteristic features</b> |
|----------|--------------------------------|----------|--------------------------------|
| 1        | Perseverance                   | 1        |                                |
| 2        | Pride                          | 2        |                                |
| 3        | Stubbornness                   | 3        |                                |
| 4        | Jealousy                       | 4        |                                |
| 5        | Indifference                   | 5        |                                |
| 6        | Selfishness                    | 6        |                                |
| 7        | Laziness                       | 7        |                                |
| 8        | Selfishness                    | 8        |                                |
| 9        | Gossip                         | 9        |                                |
| 10       | Invisibility                   | 10       |                                |
| 11       | Evil                           | 11       |                                |
| 12       | Subversion                     | 12       |                                |
| 13       | Aggression                     | 13       |                                |
| 14       | Aggression                     | 14       |                                |

According to the results of a survey of 164 respondents in the social psychological survey, the first five places were occupied by the following features:

| <b>Characteristic features</b> | <b>Place</b> | <b>In percentages</b> |
|--------------------------------|--------------|-----------------------|
| Perseverance                   | 1            | 32%                   |
| Indifference                   | 2            | 24%                   |
| Aggression                     | 3            | 22%                   |
| Pride                          | 4            | 20%                   |
| Laziness                       | 5            | 18%                   |

Thus, we can conclude that in the formation of destructive relations in Uzbek families, such features as stubbornness, indifference, aggression, arrogance and laziness play a special role. A person's family relationships are affected throughout life. If the relationship is destructive in nature, it negatively affects the whole activity of the person. Therefore, it is the task of practical psychology to identify the characteristics of the individual that affect the destruction of family relationships and to use effective means of overcoming them. In this regard, of course, the use of cognitive psychotherapy methods along with various psychocorrectional methods also gives good results.

Proponents of cognitive-psychotherapy argue that a person's behavior in life is based on ideas about what is happening. He puts forward the idea that how a person sees himself, people, and life depends on his way of thinking, and that his thinking depends on how he is taught to think.

When a person uses negative, unconstructive, or even just ineffective, misconceptions, he or she will have misconceptions or ineffective ideas, and will therefore be exposed to misconduct or ineffective behaviors and the resulting problems. In the cognitive-behavioral direction, people are not treated, but are taught to think better, which helps them live a better life. Using cognitive psychotherapy techniques, training with destructive family members, accurate analysis of their family situations, helps to form an adequate attitude of each family member to various extreme situations.

From an early age, a person experiences various emotional experiences, and as he grows older, he encounters various problems, worries, and sorrows in a way he does not want to. The variety of emotions we experience throughout life affects the formation of our attitudes toward problems in different situations. In particular, the negative emotions that arise in relation to the expected situations: fear, panic, anxiety as a vital attitude of the person can take a firm place in the mind, imagination and thinking, perception of the situation and often control all his actions. All of this happens in connection with the usual unpleasant, unexpected stressful situations we encounter in daily life.

A number of scientific studies have been conducted by psychologists to study a person's emotional experiences, feelings of anxiety and its negative impact on human psyche and health, and problems related to cognitive management of anxiety. In particular, foreign psychologists Robert Solso, Aeron Beck, Albert Ellis, E. Luffbor - Rogge, Gray, Boulby, Z. Freud, E. Franus - have shown the content and importance of the use of cognitive psychotherapy.

Proponents of cognitive psychology argue that a person builds his behavior based on his ideas about what is happening in his life. He puts forward the idea that how a person sees himself, people, and life depends on his way of thinking, and his thinking depends on how he is taught to think. When a person uses negative, unconstructive, or even simply ineffective, wrong thinking, he or she will have wrong or ineffective ideas, so wrong or ineffective behaviors and the resulting problems. In the cognitive-behavioral direction, people are not treated, but are taught to think better, which helps them live a better life. This method serves to conduct the military with family members, to accurately analyze their family situation, to form an adequate attitude of each family member to various extreme situations.

In cognitive psychology, both cognitive and some behavioral methods are used to reject dysfunctional beliefs and to promote more accurate adaptive thinking. Cognitive psychocretion is the assumption that a person's problems, destructive behavior, are mainly caused by certain distortions of reality based on misconceptions and opinions. These misconceptions arise as a result of incorrect study and interpretation of the process of cognitive development of the individual. In cognitive psychotherapy, the psychologist helps the client find thinking disorders and explore alternative, more specific ways of shaping their experience.

Cognitive psychological correction is initially aimed at relieving symptoms, including problematic behavior and logical disorders, but its ultimate goal is to eliminate systemic adhesions in the client's thinking. Behavioral experience is the testing of a broken belief or fear in a real-life situation where the cognitive psychologist does not tell the client that his or her beliefs are illogical or incorrect or that he or she must accept the psychologist's beliefs. Instead of psychologist functions asks questions to learn about the meaning and consequences of the client's beliefs. Ultimately, the client will make the decision to reject, change, or maintain their beliefs, anticipating their emotional or behavioral consequences.

D. Kelly, one of the representatives of cognitive psychology, put at the center of his theory of personal constructions the idea that the main thing is that man should describe the world in order to predict future events. According to D. Kelly, man creates an image of reality based on specific individual conceptual ideas that allow him to establish similarities and differences between events.

The simplest examples of such ideas are: good is evil; strong - weak; smart - stupid. These ideas, incorporated into complex interactions, form systems that allow us to advance assumptions about the world. Failure to confirm the hypotheses leads to the rejection of the construction or the reconstruction of the relationship between the constructions. Personal difficulties, Kelly said, are related to the inadequacy of the constructions, the difficulty in rebuilding them. And accordingly, it is necessary to direct corrective actions.

If a person is well aware of himself, able to control his emotional state, set his goals correctly and work hard to achieve them, then a negative psychological state will never occur. In any situation, strong-willed, courageous people strive to move forward. When we observe people in a negative mood, they exaggerate any small problem, get nervous in vain. Because this category of people cannot properly use the life opportunity given to them.

Psychologists admit that a person should also worry about reshaping himself. When psychologists work with a client, they are told, "Ask yourself a question. Who am I? Why do I live? What are my weaknesses? What can I do to improve my life? How can I help the people around me? What flaws do I need to change? What do I want from myself?" by asking questions such as, directing the individual to self-awareness. Man is like that by asking himself questions, he realizes that he has not just come to life, that he has great tasks ahead of him. It is this understanding that motivates him to think, and thinking leads him to the solution of the tasks before him.

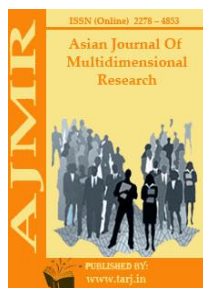
Psychologists also teach "Thanksgiving" and "Thanksgiving" exercises to heal the human psyche. Constant understanding and gratitude is enjoyed by everyone, lifts the mood and improves well-being.

The psychologist tries not to separate the person from reality. For mental health, it is very important to live with the present without thinking about the past. Living with the present happens through understanding or comprehending oneself and one's own body. Because of understanding, we make the right decisions because we understand the whole situation and know what we want. Understanding is not only a beautiful word, but also a way of accepting life.

## REFERENCES

1. Mirziyoev Sh.M. We will build our great future together with our brave and noble people. Tashkent - 2017.
2. Vygotsky L.S. The history of the development of higher mental functions // Vygotsky L.S. Collected works M., 1983.T. 3.S. 5-328.
3. Zlokazov KV Destructiveness and personality identity // Scientific Yearbook of the Institute of Philosophy and Law Ural. Branch of Ros. Acad. sciences. 2014. No. 1.
4. Kleyberg Yu. A. Typology of destructive behavior // Vestn. Krasnodar. University of the Ministry of Internal Affairs of Russia. 2008. No.

5. Kleyberg Yu.A. Psychology of deviant behavior. - M.: Publishing house Nauka, 2001. -- 399 p.
6. Pease A., Pease B. Language of relationships: man-woman. - M. 2005.
7. 6. Bern E. An introduction to psychiatry and psychoanalysis for the uninitiated. SPb .: MFIN, 1992.S. 36
8. Maslow A.H. Motivation and Personality. New York: Harper and Row, 1987.P.22.
9. Adler A. Superioriti and Social Interest: A Collection of Later Writings. H.L.& R.R. Ansbacher (Eds.). Evanston,
10. Aaron Beck, Arthur Freeman. Cognitive Therapy of Personality Disorders, 1990
11. Sharafutdinova X.G. Destruktion of family pelations psychoprorkophylaxis family – neighborhood educational institution. South Asian Academic Research Journals South Asian Academic Research Journals, 10 Issue 11, November 2020
12. Sharafutdinova Kh.G., Normuminova D.E. Overcoming anxiety with the help of cognitive-behavioral psychotherapy, "Pedagogical Education and Science", 2020. No. 1, pp. 124-128
13. Qodirov U. Some considerations of the socio-psychological structure of the individual. // Problems of education, 2012, -№2.
14. Tselikovsky SB, Abakumova IO Delinquent (criminal) personality and mental self-regulation // North Caucasus. psychol. vestn. 2008. Vol. 6.No. 3.
15. Kulikov L.V. A guide to methods for diagnosing mental states, moods and the sphere of feelings. Description of techniques, instructions for use. - SPb.: SPGU, 2003.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00340.2**

## BIOECOLOGICAL FEATURES OF THE BRACANOID FAMILY IN FERGANA VALLEY

Shohista Qobiljonovna Yuldasheva\*; Nigora Erkinjon qizi Ahmadjonova\*\*

\*Professor of Biology,  
Candidate of Biological Sciences,  
Fergana State University  
UZBEKISTAN

\*\*1<sup>st</sup> Course in Masters Degree,  
Fergana State University  
UZBEKISTAN

### ABSTRACT

Certain birds play an important role in pollination of plants. The importance of bees in honey and wax production is invaluable. Many species are also important in reducing pests. Some species of insects are used in biological control of pests. In addition, parasites and predators have been widely used to protect plants. Of these, archers and partially horned tails are important. One of the most pressing issues today is to suggest ways to reduce the effects of pests and to suggest ways to control them by natural entomophagous plants, knowing their quantitative densities. It is also necessary to master the management of entomofauna in agro and biocenoses based on the study of the level of efficiency of entomophagous.

**KEYWORDS:** Pest, Entomophagous, Acariphage, Biological Control, Plant Protection, Natural Cousin, Predator, Plant Sap, Larva.

### INTRODUCTION

Many species of certain birds play an important role in reducing pests. Some species of insects are used in biological control of pests. In addition, parasites and predators have been widely used to protect plants.

One of the urgent tasks today is to suggest ways to minimize the impact of pests on plants as much as possible and to suggest ways to control them by natural entomophagous, knowing their quantitative densities. It is also necessary to master the management of entomofauna in agro and biocenoses based on the study of the level of efficiency of entomophag.



Poultry are also important in pollinating plants, producing honey and wax, and reducing pests. Some species of insects are used in biological control of pests. In addition, parasites and predators have been widely used to protect plants. Of these, archers and partially horned tails are important.

There are more than 150,000 species of curtain birds in the genus. There are many unexplored species. They have 2 pairs of wings, clear, the hind wings are smaller than the front and are tightly worked on the front, so they look like 2 wings. The oral cavity is of the rodent or sucking type, with developed upper jaws. The females have eggshells or spears. The larvae are worm-like, without legs, and the fungus develops inside the cocoon, collecting pollen and adapting to reach the stem. The head is mobile and has 3 eyes. Depending on the feeding and biological characteristics of the hind legs of bees, the oral apparatus is of the rodent or sucking type. Rodents include woodpeckers, predators, bees, and ants, but they feed differently. Feeding on prey is a starting point for birds of prey. Archers, predators and other rodents feed on flower nectar. Predators feed on hemolymph from prey injury during egg laying. The mouth of the sucker has become a hartum. Their front breasts are not very big. The first joint of the abdomen is attached to the back of the chest. This is especially evident in the hip joints. The first joint of the ventricle that joins the thorax is called the propodeum.

**Diadegma** - *Horogenes* (Nytobia) *fenestralis* Holmgr. (Hymenoptera family, Ichneumonidae family). Adult parasites are black; the body is covered with sparse white feathers. The body length of the ovipositor is 5-6 mm, 2 times shorter than the abdomen of the ovipositor. During the mushroom phase, the diadegma overwinters in various cultural habitats and weeds inside the host cocoon. In the spring, with the appearance of moths and leafhoppers, the diadegma also begins to fly out of the wintering grounds. As soon as the pheasant takes off, the males and females have sexual intercourse and begin to lay eggs on the body of the host worms, mainly the second or third year. On average, one female lays about 50 eggs.

When the host worms reach adulthood, the larvae stop growing inside them. Usually within a single worm, a single larva of the parasite develops. It takes an average of 20 days for a herd to fully develop. During the season, 40-80% or more of the worms infested cabbage worms (Bondarenko, 1986).

Among butterflies, white butterfly apanteles and mushroom pteromaluses are the most effective parasites.

**White butterfly apanteles** - *Apanteles glomeratus* L. (family Hymenoptera, family Braconidae) is particularly fond of cabbage white butterfly worms. In the pre-mushroom phase, the parasite overwinters inside its cocoon outside the host's body. In the spring, the apanteles fly before the host worms appear. The number of eggs increases from 400 to 2,000 due to the fact that the families of cruciferous and umbrella plants are supplemented with flower nectar.

Up to 100 parasitic larvae can develop in a single worm due to repeated damage by the female host worm. By the age of five, the host worms have completed the development of the apanteles larvae, and the worm emerges from the body and becomes a fungus in silky cocoons around it. The color of the cocoons is yellow or similar to the color of the master. A single female apanteles can infect up to 60-70 worms, and in the wild the efficiency of the apanteles increases from 15-20 to 50% and more. Apanteles also grow like cabbage white butterflies, giving 4-5 generations per season.

Cabbage nightshade recorded 22 species of natural parasites, 17 species of predators and 3 species of pathogens (Adashkevich, 1983).

**Pteromalus Pteromalus** - *Pteromalus puparum* L. (family Hymenoptera, family Pteromalidae). The parasite's diapause larvae overwinter in the host's fungi. *Pteromalus* fly shortly before cabbage white butterfly worms turn into mushrooms. The eggs of the emerging females are mature, the first generation infects the butterfly fungi in the pot, and the third generation of the parasite develops in the fungi of the same host. The second and fourth generations of the *pteromalus* develop in white butterfly fungi. Cabbage white butterfly fungi can be infected with *pteromalus* from 3 to 40%.

**Trichogramma Euproctidis** - *Trichogramma euproctidis* Gir. (Hymenoptera family, Trichogrammatidae family). The synchronous development of the natural populations of *trichogramma* and cabbage nightshade does not coincide. Therefore, the method of seasonal distribution of *trichogramma* against pests is used. However, in the context of Central Asia, the timing and norms for the use of *trichogram* against cabbage nightshade have not been developed, as it does not cause significant economic damage.

**The Spider Acarifagi** - *Phytoseiulus persimilis* Aht, - Henr (family Parasitiformes, family Phytoseiidae) It grows continuously throughout the year without a winter break. Females mate 2-3 times during their lifetime. One to two days after sexual intercourse, the female begins to lay eggs. It lays its eggs one by one among the spider webs on the leaves, stems, and other substrates of the plant. The six-legged larvae that emerge from the egg move without food and cover their energy expenditure at the expense of the embryonic yolk. Soon the larva, the pre-larva, enters a dormant state, jumps, and becomes an octopus first-year nymph. This development takes place in the nymph as well as in the second nymph, and after the nymphs have hatched, they develop into adult males and females.

First- and second-year nymphs and adult canals feed on all developmental stages of spiders and other canals belonging to the same family. The eggs of the red fruit cane in the winter range are no exception. Under optimal conditions, a single *phytoseiulus* female can consume up to 24 normal spider adults or 30 eggs per day. It should be noted that the severity of *phytoseiulus* also depends on the spider population and the relative humidity.

It takes 5 to 10 days for a *phytoseiulus* to fully develop, depending on the microclimate of the environment. Under favorable climatic and feeding conditions, each female *phytoseiulus* lives an average of 50 to 80 days, with a maximum of 100-108 eggs - 18-24 days. Females that are not sexually active do not lay eggs.

**Gallitsa Aphidimiza** - *Aphidoletes aphidimyza* Rand (Diptera family, Cecidomyiidae family) is a gray-brown insect with a size of 1.8-2.2 mm. The whiskers are 12-jointed, curved, about twice the size of males and twice as short in females. The legs are long and the claws are 5 joints. The eggs are elongated oval, 0.3 mm in size, shiny blue, light brown.

**The larvae** are worm-shaped, ductile, without legs. The color varies from light yellow to bluish to light brown. The larvae of the last age are about 2-3 mm in size.

The larvae of the last year of the aphid lay in a diapause on the surface of the soil and under the remains of plants in a false cocoon. In the spring, the larvae develop into fungi, which emerge in late April and early May. The flight of female flies, which lay eggs in pairs, usually begins at 8 pm and lasts until 8-9 am, and lays their eggs between colonies of various plant sap. At high

temperatures during the day, the mosquitoes gather in shady and cool places, and become more active in the evening as the temperature drops. Wild gallitsa is a hygrophilous insect. The optimum humidity for embryonic development is 80-90%. When the humidity drops to 45-48%, the embryo dies 100% in 20-25 hours. Under optimal conditions (80-90% humidity and 25 ° C), the full development of a generation of mosquitoes is completed in 17-20 days. The female lays 25-30 to 70 eggs, most of which are laid in 2-3 days. Gallitsa differs from other aphid-acariphages (sirfid, golden-eyed) by its high selectivity in laying eggs. Migratory birds of the fly enter through greenhouse windows and lay eggs between plant sap colonies and even individual plant sap. Gallitsa wild owls are oligophagous and reportedly feed on 61 species of juices, especially green and gray apples, melons, legumes, peas, cabbage and other juices. The larvae first paralyze their prey before feeding. She consumes 20 to 60 juices in her lifetime. Of course, this amount also depends on the thickness of the aphids. It should be noted that gallitsa larvae cause a lot of damage to the sap due to paralysis of prey, which is more than the need for food.

Based on the above, it can be concluded that the female of the trichogramma searches for the eggs laid by the owner by their smell. When the oviparous female searches for the host's egg, she lays one or more eggs in it through the egg tray. Most poachers are internal parasites that live on handcuffs, beetles, butterflies, partridges, ants, and flies. Most parasites live on the larvae of the host, and in some cases on their eggs and even in their adult offspring. Adult poachers feed on flower nectar or the suckling insect droppings.

The development of the Apanteles coincides with the development of young and middle-aged larvae of autumn and other subterranean rodents in cotton crops. As soon as the amount of tundra decreases in late June, the number of parasites also gradually decreases. The newly hatched parasite mainly accumulates in legumes, vegetables, melons, potatoes, and maize. Therefore, planting such crops around cotton fields is the main way to attract them to the cotton fields.

## REFERENCES

1. Arslanov M.T. Recommendations for the control of agricultural pests. - Andijon, 2005. - 29b.
2. Vaxidov T. Энтомофаги основных сосущих вредителей плодовых деревьев. Tashkent: Fan, 1986. - 85 p.
3. Korchagin V.N. Защита растений от вредителей и болезней на садово-огородном участке (справочник) - М.: Agropromizdat, 1987. - 312p.
4. Kojanchikov I.V. Methods of research of insect ecology. - М.: Vysshaya shkola, 1961. – 286p.
5. Tobias V.I., Yuldashev E.Yu. Три новых морфологически своеобразных вида и два новых рода браконид-неоневрин // Труды ЗИН АН СССР, 88. 1979.-95-102s
6. Yuldashev E.O фауне браконид юго западного Кызылкума // Узбекский биологический журнал. №1.-Tashkent, 1981.-S.60-62.
7. Yuldashev E. бракониды основных агроценозов Узбекистана // Узбекский биологический журнал. №3, -tashkent, 2005.
8. Yuldashev E.Yu О фауне наездников-браконид из подсемейств Узбекистана // Узбекский биологический журнал №3, -Tashkent

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00339.6**

## DEVELOPMENT OF SKIN PROCESSING TECHNOLOGY AND THE BASIS OF THE SYNTHESIZED AMINO CONTENT SURFACTANT

Khalil Habibullayevich Usmanov\*; Abror Olimjon ogli Homidjonov\*\*;  
Nizom Adashaliyevich Ismatullayev\*\*\*

\*Senior Lecturer,  
Namangan Institute of Engineering Technologies  
UZBEKISTAN

<sup>2,3</sup>Assistant,  
Namangan Institute of Engineering Technology  
UZBEKISTAN

### ABSTRACT

*Leather and fur production has gone through a long evolutionary path of development over millennia, turning into a powerful modern industry. The quality of the fur and leather semi-finished product and the competitiveness of the fur and leather products made from it directly depend on the preparatory processes, dressing and finishing. In the technology of leather and fur, a wide range of chemical materials is used from the initial stages of processing to the final stage of finishing. Chemical materials used in the processing of fur and leather skins can significantly affect the formation of the quality of a semi-finished product, in particular, on such indicators as the mass of fur and leather, plasticity and strength of leather tissue, splendor, heat resistance and abrasion of the hairline, hygienic properties.*

**KEYWORDS:** *Leather Waste, Chromium, Gelatin, Waste, Degree, Heat, Collagen, Fiber, Physical and Thermal.*

### INTRODUCTION

The chemical industry, as well as many sectors of the national economy, produces a significant range of individual surfactants for various purposes: detergents, wetting agents, emulsifiers, stabilizers of foams and emulsions, leveling agents, antistatic agents, dispersants, detergents, water repellents, etc. It is known that it is advisable to regulate the properties of surfactants the use of their mixtures, which have significant advantages over individual surfactants. Currently, it is important both to create effective detergent and degreasing compositions based on surfactants

of various natures, and to reduce their cost by simplifying their synthesis and using less expensive raw materials.

The aim of the work was to develop a technology for processing fur and leather raw materials, which allows intensifying to carry out preparatory processes through the use of the obtained mixture compositions with adjustable properties. To achieve this goal, it is necessary to solve the following tasks:

1. Improvement of the technology for the production of amine surfactants based on flotogudron (FG) and triethanolamine (TEA) and the creation of detergent and degreasing compositions, the study of their properties; 2. Experimental study of the effect of "Kardelin UN" on the processes of preparation for processing sheepskin fur, sheepskin "golyak" and skins of cattle; 3. To study the properties of fur and leather semi-finished products obtained using "Cardelin UN" and synthesized amino acid surfactants; 4. Development of technology for processing leather and fur using "Cardelin UN", as well as dyeing the fur of a fur ram in the presence of synthesized aminotecan surfactants.
2. A technology has been developed for the production of kSAS - a product of condensation of flotation powder with triethanolamine, without intermediate cooling
3. The acid component, its toxicity was determined, and the particle size of the cSAS was measured. For the first time, the composition of a new universal detergent preparation "Kardelin UN", based on synthesized csurfactant with the addition of a solvent, has been developed and theoretically substantiated. The mixed preparation has a high cleaning and degreasing ability and bactericidal properties. Its toxicity was determined, and the particle size of surfactant micelles was measured. It was found that the use of "Kardelin UN" at the stage of soaking fur and fur coat materials contributes to the uniform watering of the raw materials throughout the entire thickness and topographic areas. Moreover, the best results in terms of moisture content during soaking of fur and fur sheepskin are achieved at a concentration of "Kardelin UN" of 1.0-2.0 g / dm <sup>3</sup>, and with soaking of leather raw materials - 0.1 -0.3% of the mass of raw materials. It was found that at the stage of washing fur raw materials the best results were obtained at a concentration of "Kardelin UN" of 2.0-3.0 g / dm <sup>3</sup>, at the stage of degreasing - 3.0-4.0 g / dm <sup>3</sup>.

The introduction reveals the relevance of the dissertation work, defines the goals and outlines the tasks for their achievement, shows the scientific novelty and practical value of the results obtained, and gives the structure of the dissertation. The first chapter describes the existing methods of intensifying the production of fur and leather using surfactants, provides an overview of existing surfactants and detergent compositions, their properties, methods of obtaining, substantiates the effectiveness of surfactant action on the materials (skins) under study in order to intensify the processes of soaking, washing, degreasing and dyeing. ... The tasks of the thesis are formulated. The SECOND chapter describes the characteristics of the starting materials used to obtain amine-containing surfactants and the detergent preparation "Kardelin UN", as well as materials of domestic and imported production used in the technological processes of obtaining leather and fur, research methods of raw materials, fur and leather semi-finished products, methods of carrying out experiments. The characteristics and methods of obtaining amino-containing surfactants and detergent preparation "Kardelin UN" are presented. The third chapter is devoted to the possibility of using synthesized surfactants and detergent "Kardelin UN" at the stages of washing, soaking, degreasing of fur and fur sheepskin, dyeing of fur sheepskin, as well

as in the soaking-ash processes of production of semi-finished leather from fur sheepskin skins and cattle skins. The characteristics of the properties of the synthesized carboxylamines and diethanolamides have been investigated.

In this work, oleic acid or a by-product of its production, FG, was used as an acid component in the synthesis of carboxylamines and diethanolamides.

As an example of evidence of the effect of the obtained compositions on the bacterial state of fur skins, the dependence of the bacterial contamination of raw materials on the duration of soaking is presented, which showed that in samples that are soaked using the developed compositions, the color is guaranteed not to change after more than 30 minutes after 3 hours from the beginning of soaking, while during the same period of soaking, solutions of control samples become discolored after 12-15 minutes.

The moisture content in CP in control experiments K1 averaged 65%, in control experiments K2 - 50%, and when using the developed compositions - 65-72%. At the same time, the uniformity of the degree of watering of the raw material in thickness and topographic areas was achieved.

Organoleptic assessment of the degree of CT elasticity after soaking showed that CT is not loose, but elastic over the entire area, with sufficient pressure.

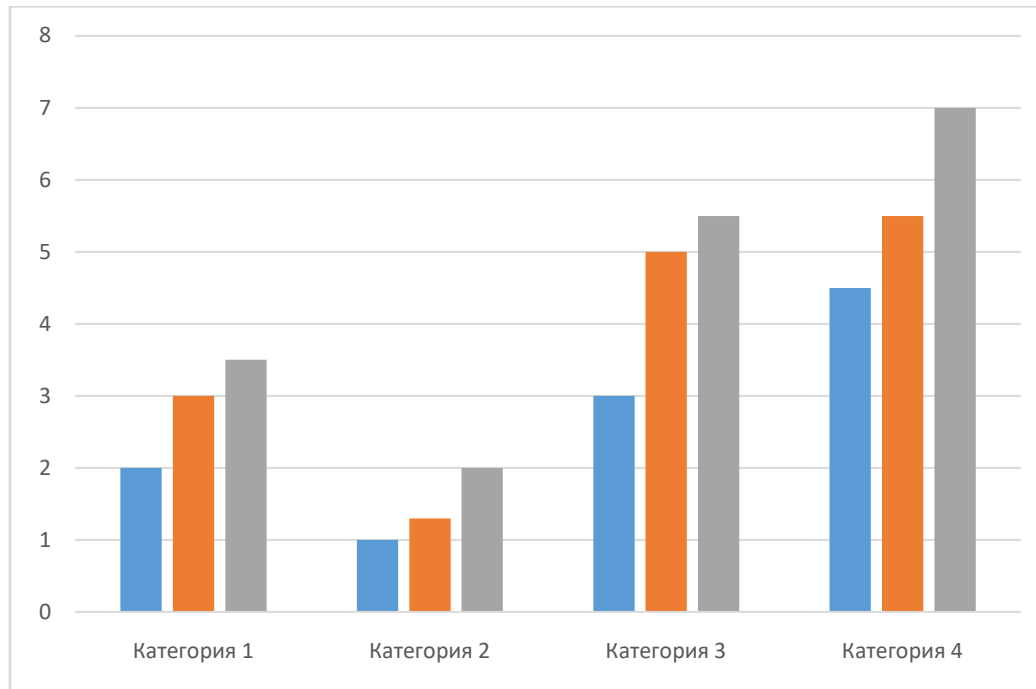


Figure - Change in the mass of samples of fur sheepskin (semi-coarse-wooled and coarse-wooled), depending on the composition of the solutions and the duration of soaking,

Washing (degreasing I) was carried out with the participation of the compositions indicated in concentrations from 2.0 to 5.0 g / dm<sup>3</sup>. The results of the washing showed that at a concentration of the developed degreasing compositions of 2 g / dm<sup>3</sup>, the samples were characterized by the brilliance, purity and friability of VP. When using composition No. 3, the above indicators were achieved at a concentration of 2 g / dm<sup>3</sup>. When degreasing, the



concentration of degreasing compositions varied from 3 to 7 g / dm <sup>3</sup>. The results of work on establishing the concentrations of the compositions during basic degreasing, at which the maximum and required effect of degreasing is achieved, showed that the best option is the concentration of 3.0-4.0 g / dm <sup>3</sup> of composition No. 3. At the same time, the VP is defatted sufficiently; the content of unbound fatty substances in the VP is in the range of 0.8-1.5%, in the CT 6-8%, which meets the requirements of the current standards. In order to establish the optimal parameters for defatting fur sheepskin, the process was optimized by planning a three-factor experiment with the following independent variables: temperature, process duration and concentration of "Kardelin UN". As a response function, the fat content in the VP was selected, as a defining characteristic of the defatting process.

The results showed that in all the experiments carried out, the selectivity and quality of the dyeing were approximately at the same level. The color of the samples is uniform and intense. However, given the low cost of the investigated synthesized surfactants in comparison with known imported substances, the work proposes replacing imported auxiliary substances with inexpensive ones without deteriorating the quality of dyeing. Based on the results obtained, the Department of Plasma-Chemical and Nanotechnology of High-Molecular Materials of Kazan National Research Technological University has jointly developed a detergent for processing fur, which is a mixture of surfactants with the addition of a solvent.

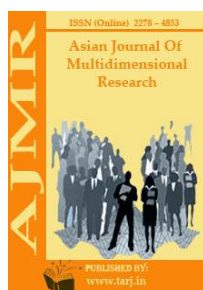
## REFERENCES

1. Lutfullina G.G. About the effect of the synthesized amino-containing surfactant on the process of soaking fur raw materials / Khaidarova L.M., Ostrovskaya A.B., Lutfullin R.I., Ivshin J.V. // Bulletin of Kazan Technological University. - No. 4. - Kazan: Kazan Publishing House, state. Technol. un-ta, 2009, p. 210214.
2. DESIGN OF A MODERN MODEL OF BOOTS FOR BOYS 0.48047/IJEMR/V09/I11/38  
Title: DESIGN OF A MODERN MODEL OF BOOTS FOR BOYS Volume 09, Issue 11,  
Pages: 194-200 Paper Authors A.A. Hojiev, V.B. Babakulovna, O.B. Babakulovna, A.O. Homidjonov <https://ijemr.org/public/uploads/paper/788841606643605.pdf>
3. Lutfullina GG Study of the effect of surfactants based on a by-product of the production of oleic acid on the defatting of fur raw materials / Khaidarova LM, Ostrovskaya A.B., Abdullin I.Sh. // Bulletin of Kazan Technological University. - No. 1. - Kazan: Kazan Publishing House, state. Technol. University, 2010.-S. 268-272.
4. Khomidjonov, A. O., Usmanov, K. H., Dadoboyev, F. M., & Turgunov, A. N. (2020). Study and analysis of the method of gluing in the preparation of leather products. ISJ Theoretical & Applied Science, 09 (89), 448-454. So: <http://s-o-i.org/1.1/TAS-09-89-60> Doi: <https://dx.doi.org/10.15863/TAS.2020.09.89.60>
5. Abdullin I.Sh, Analysis of the influence of the developed compositions on the degreasing of fur sheepskin / Khaidarova L.M., Lutfullina G.G.// Bulletin of Kazan Technological University. - No. 11. - Kazan: Kazan Publishing House, state. Technol. University, 2010. - S. 605-606.
6. Create alternative methods of designing shoes enterprises / custom shoes making shoes create shoes design shoes made your own shoes. Homidjonov Abrorjon Olimjon ugli, Parpiev Umidjon Melievich, Ismatullaev Nizom Adashaliyevich JULY 2020 Page No.: 34-37  
Volume-II Issue -VII PUBLISHED: 30 JULY 2020

<http://usajournalshub.com/index.php/tajiir/issue/view/116>

<https://doi.org/10.37547/tajiir/Volume02Issue07-06>

7. Abdullin I.Sh. Preparatory processes for processing Australian sheepskin with the use of detergent compositions developed by surfactants / Khaidarova L.M., Lutfullina G.G. // Bulletin of Kazan Technological University, - №11. - Kazan: Kazan Publishing House, state. Tehnol, un-ta, 2010.S. 607-608.
8. RESEARCH THE TOP AND ASATRICS MATERIALS FOR MEN SHOES  
Parpiev Umidjon Melievich; Ismatullaev Nizom Adashaliyevich; Khomidzhonov Frail son of Abrorjon, DOI: 10.5958/2249-7137.2020.00669.2  
[https://science.i-edu.uz/index.php/archive\\_jspi/article/download/1864/1438/5133](https://science.i-edu.uz/index.php/archive_jspi/article/download/1864/1438/5133)
9. Engineering, 2019, 11, 320-325 <http://www.scirp.org/journal/eng> ISSN Online: 1947-394X  
ISSN Print: 1947-3931

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI: 10.5958/2278-4853.2021.00338.4

## STUDY OF THE CATALYTIC CONVERSION OF DIETHANOLAMINE AND THE SCHEME OF THE FORMATION OF INDIVIDUAL PRODUCTS

Megli Dzhumaevich Safarov\*

\*Karshi Engineering and Economic Institute  
UZBEKISTAN

Email id: shavkat0006@mail.ru

### ABSTRACT

*The aim of this study is to develop methods for the synthesis of a number of pyrrole and its derivatives under normal conditions based on commercially available raw materials in the presence of homogeneous and heterogeneous catalysts. The current level of development of progressive technologies contributes to intensive research in the field of chemistry of heterocyclic compounds, in particular pyrrole and its derivatives. The development of new effective methods for the synthesis of pyrrole and its derivatives is an urgent problem, the solution of which largely determines the development of various aspects of preparative, theoretical and applied pyrrole chemistry, as well as the solution of a number of important synthetic and theoretical problems of modern organic chemistry.*

**KEYWORD:** *Heterocyclic, Synthetic, Pyrrole, Spectra, Determines, Normal Conditions.*

### INTRODUCTION

With the development of pyrrole chemistry, the issues of obtaining new compounds of the pyrrole series from natural sources and production wastes are becoming increasingly important.

The rational use of local raw materials and natural resources, the development of a waste-free, resource-saving and environmentally friendly technology for the production of practically important products based on local raw materials and industrial waste is one of the urgent tasks of modern chemical technology.

Nitrogen-containing heterocycles, mainly pyrrole and its derivatives, are of great value as a raw material for the production of a number of practically important drugs and the pyrrole nucleus, as the dominant subunit, provides the entire play of colors in both the animal and plant world.

The pyrrole ring is part of the molecules of many natural and biologically active compounds.

Derivatives of pyrrole include a number of important plant alkaloids, such as nicotine, atropine, cocaine, etc. The pyrrole ring is contained in the molecules of the blood dye - hemoglobin and green plant matter - chlorophyll, vitamin B12, bile pigment, a number of antibiotics, etc.

The widespread use of pyrrole and their derivatives is delayed due to the lack of cheap and convenient methods for their preparation. The various known methods for the synthesis of the pyrrole ring under normal conditions with a moderate yield of the target product are multistage, the starting materials are in many cases difficult to obtain. The service life of the catalysts used is limited, and there are certain difficulties in separating the resulting complex mixture.

In this regard, it is of practical interest to develop effective synthetic methods for producing pyrrole and its homologues based on commercially available compounds, in particular from industrial waste of monoethanolamine and diethanolamine, using homogeneous and polyfunctional low-temperature heterogeneous catalysts based on local raw materials.

Pyrrole derivatives attract the attention of many researchers due to the variety and uniqueness of their properties / 1 /.

The pyrrole structure is the basis of such vital compounds as chlorophyll and hemoglobin, which play an important role in basic metabolic processes. Polymeric compounds of the pyrrole series, which have found application in various industries, are of considerable interest.

Many works are devoted to various aspects of preparative, theoretical and applied chemistry of pyrrole and its derivatives / 2-4 /.

The revival and growth of interest in the chemistry of pyrrole is currently directly related to the production of new compounds of the pyrrole series from natural sources, with a relatively simple structure. In works / 5,6 / questions of structure, reactivity and synthesis of pyrroles, as well as the possibility of polymerization of the pyrrole nucleus / 7,8 / are studied.

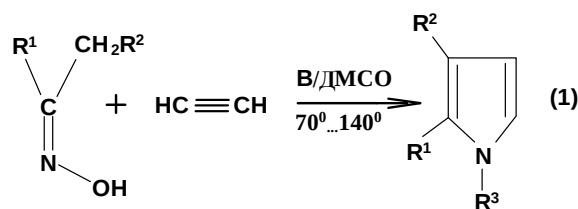
The discovery of the reaction of ketoximes with acetylene, leading to various types of NH- and N-vinylpyrroles, presented unlimited possibilities in terms of the synthesis and detailed study of polymers of this class / 9 /.

Numerous methods for the synthesis of pyrroles can be roughly divided into three main groups:

1. Synthesis of pyrrole by cyclization of functional aliphatic compounds.
2. Synthesis of pyrrole from amino ketones and ketones.
3. Synthesis of pyrrole from acetylene, ammonia and amines.

The discovery of the reaction of ketoximes with acetylene as a general method for the synthesis of pyrroles has markedly increased interest in the chemistry of pyrrole. This is facilitated by the isolation from natural objects of a large number of relatively simple pyrrole compounds / 10,11 / - antibiotics, pheromones, toxins. A number of simple pyrroles, such as 2-acetylpyrrole, have been found among the volatiles of black tea, Japanese hops, tobacco leaves, valerian, roasted cocoa and coffee.

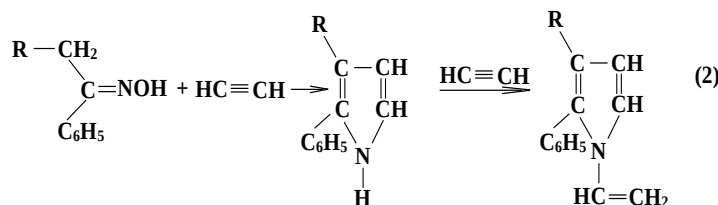
In 1970 B.A. Trofimov and his co-workers proposed a fundamentally new method for constructing a pyrrole ring - heterocyclization of ketoximes with acetylene in the system "alkali metal hydroxide - dimethyl sulfoxide" (DMSO) / 12-15 /:



Where: M - alkali metal;  $\text{R}^1, \text{R}^2$  = alkyl, alkenyl, aryl, aralkyl, hetaryl;  $\text{R}^1, \text{R}^2 = (\text{CH}_2)_n$ ,  $n = 3+5$ ;  $\text{R}^3 = \text{H}, \text{CH}_2 = \text{CH}-$ .

This reaction (Scheme 1) makes it possible to obtain a wide variety of 2-, 2,3-, 2,5- and 2,3,5-alkyl (aryl) pyrroles and their N-vinyl derivatives. The yields strongly depend on the structure of the starting reagents, but in the case of simple ketoximes and unsubstituted acetylene, they are quite stable and under optimal conditions are 70-95% / 14,16,17 /.

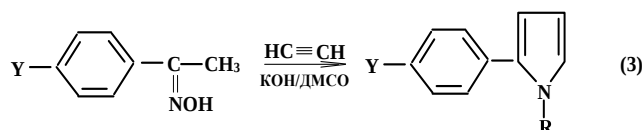
The reaction of acetylene with ketoximes, leading to the formation of 1-vinyl-2,3-alkylarylpyrroles under the conditions of an excess of acetylene, gives 1-vinyl-3-alkyl-2-arylpyrrole in 64-76% yields (Scheme 2) / 16 /:



Where:  $\text{R} = \text{H}, \text{CH}_3, \text{C}_2\text{H}_5, \text{C}_6\text{H}_5$ .

Heterocyclization [17-18] takes place at a temperature of  $70-140^\circ\text{C}$ . The exothermic process occurring at this temperature is regulated by the supply of acetylene.

As a result of the reaction of methylaryl ketoximes with acetylene, 1-vinyl-2-arylpyrroles were obtained, as well as hard-to-obtain 2-arylpyrroles (Scheme 3) / 19 /, in various yields:

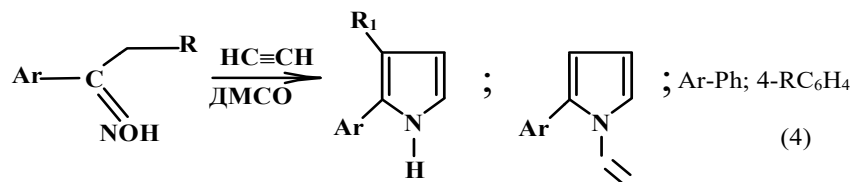


Where:  $\text{Y} = \text{H}, \text{C}_2\text{H}_5, \text{CH}_3\text{O}, \text{C}_6\text{H}_5\text{O}$ ;  $\text{R} = -\text{CH} = \text{CH}_2, \text{H}$ .

The reaction (Scheme 3) proceeds at  $100^\circ\text{C}$  in the presence of 30% (by weight of ketoxime) KOH in DMSO in an autoclave at an initial acetylene pressure of 8-16 atm. To obtain 1-vinylpyrroles ( $\text{R} = -\text{CH} = \text{CH}_2$ ,  $\text{Y} = \text{H}, \text{C}_2\text{H}_5$ ), at least a twofold excess of acetylene is used. If it is necessary to obtain the corresponding NH-pyrrole, the synthesis is carried out with the calculated amount of acetylene or with its lack. When using lithium hydroxide as a catalyst, strict dosage of acetylene is not performed.

The yield of alkyl (aryl) pyrroles and N-vinylpyrroles depends on the structure of the starting reagents (50-70%).

A necessary condition for the Trofimov reaction is the presence of an  $\alpha$ -CH group in the ketoximes, which, being an effective synthesis, makes it possible to carry out a two-stage transition from ketones to pyrroles with a wide variety of substituents. The synthesis (Scheme 4) of previously unknown 2-arylpyrroles and their N-vinyl derivatives is described in the work / 20 /:



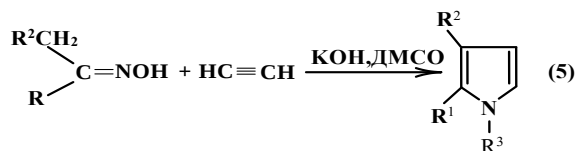
Where: R = -CH<sub>3</sub>, -CH<sub>2</sub>CH<sub>3</sub>, -CH<sub>2</sub>-CH<sub>2</sub>-CH<sub>3</sub>, -CH(CH<sub>3</sub>)<sub>2</sub>, -C(CH<sub>3</sub>)<sub>3</sub>;

R<sub>1</sub> = H, -CH<sub>3</sub>, C<sub>6</sub>H<sub>13</sub>, C<sub>7</sub>H<sub>15</sub>; MeOH = LiOH, KOH

Pyrroles unsubstituted at the nitrogen atom were obtained in the "LiON-DMSO" system (100°C), N-vinyl derivatives in the KOH-DMSO system.

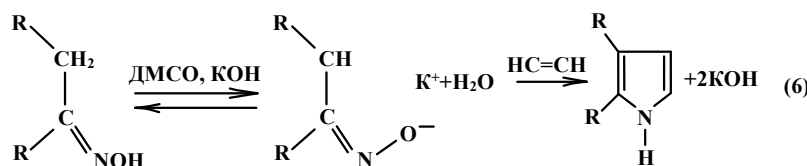
By the action of symmetric ketoximes with acetylene in an autoclave with continuous supply (under pressure) of acetylene (Scheme 5), 2-alkyl- and 2,3-dialkylpyrroles and their vinyl derivatives were synthesized. Acetylene reacts with cyclohexane oxime to form 4,5,6,7-tetrahydroindole and its N-vinyl derivative / 14 /.

With oximes of unsymmetrical ketones, the same reaction, depending on the conditions, gives either 2,3-dialkyl-substituted pyrroles and their N-vinyl derivatives, or their mixture with the corresponding 3-unsubstituted pyrroles, and the latter can be obtained in quantities quite acceptable for preparative separation / 21.22 /:



Where: R<sup>1</sup> = CH<sub>3</sub>, C<sub>2</sub>H<sub>5</sub>, C<sub>3</sub>H<sub>7</sub>, C<sub>4</sub>H<sub>9</sub>, R<sup>2</sup> = H, CH<sub>3</sub>, C<sub>2</sub>H<sub>5</sub>, C<sub>3</sub>H<sub>7</sub>, R<sup>3</sup> = H, CH<sub>2</sub>=CH.

The reaction (Scheme 6) is efficiently carried out only in a medium of dimethyl sulfoxide in the presence of significant amounts of potassium hydroxide (10-100% of the mass of ketoxime). It is assumed that ketoximes are first converted into dianions, which, by adding their carbanionic part to the triple acetylene bond, give alkyl pyrroles:

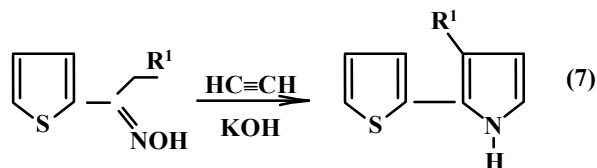


High yields of pyrroles and their N-vinyl derivatives (72-95%) are achieved when the reaction is carried out in an autoclave under acetylene pressure (10-20 atm.) In the temperature range in the



autoclave 120-140<sup>0</sup>C / 23 /.

From oximes of the thiophene series and acetylene (Scheme 7) by the Trofimov reaction, thienylpyrroles and previously unknown 1-vinylthienylpyrroles were obtained in a yield of 50-60% / 24 /.

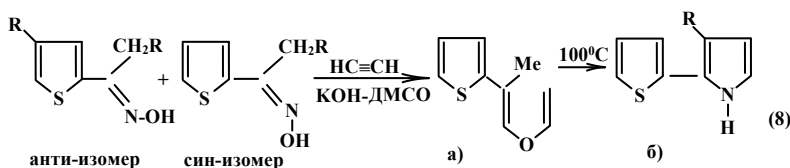


Where:  $\text{R}^1=\text{H}, -\text{CH}_3, -\text{C}_2\text{H}_5, -\text{C}_3\text{H}_7, \text{C}_6\text{H}_{13}$ ;  $\text{R}^2=\text{H}, -\text{CH}=\text{CH}_2$

The reaction of methyl-2-thienylketoxime with acetylene in the presence of  $\text{KOH}$  (100-140<sup>0</sup>C) gave 2- (2-thienyl) pyrrole in 60% yield. With an excess of acetylene in a yield of 50%, a previously unknown 1-vinyl- (2-thienyl) pyrrole is formed.

The known methods for the synthesis of thienylpyrroles are based on hard-to-reach raw materials / 25,26 /, the starting compounds already had a pyrrole ring in the molecule / 27 /, the method is usually multistage / 28,29 / and does not differ in high yields.

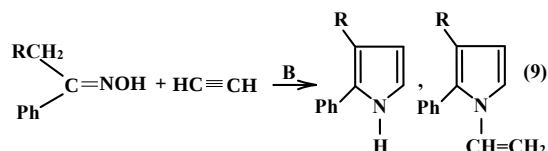
The ratio of pyrroles and their 1-vinyl derivatives formed in one synthesis (for example, heterocyclization of methylthienylketoxime with acetylene) by controlling the reaction, 2- (2-thienyl) pyrroles and 1-vinyl-2- (2-thienyl) -3-alkylpyrroles were synthesized having different constants and outputs (50-70%) / 30 /. Since the synthesized oximes are a mixture of syn- and anti-isomers of alkylthienylketoximes, the best yield of vinylthienylpyrrole is given by oximes with a high content of the anti-isomer (relative to thienyl):



When the reaction is carried out under milder conditions (50-60<sup>0</sup>C, 3h,  $\text{KOH-DMSO}$  medium, acetylene pressure 12.1 MPa), the main product of the interaction of methylthienylketoxime with acetylene is O-vinylloxime, which under the action of the  $\text{KOH-DMSO}$  system (100<sup>0</sup>C; 1.5h ) partially transforms into pyrrole.

Therefore, O-vinylloxime (Scheme 8, a) is an intermediate product of pyrrole formation.

In works / 31,32 / the influence of the nature of the solvent, catalyst, temperature and duration of the process on the yield of 2-phenyl and 1-vinyl-2-phenylpyrroles under the influence of aceto- and propiophenone-oximes with acetylene under pressure was studied. The best yields of pyrroles were achieved using  $\text{LiOH}$  as a catalyst, and the best catalyst for the synthesis of 1-vinyl-2-phenyl-1-vinyl-3-methyl-2-phenylpyrroles was  $\text{KOH}$ , taken in an amount of 30% of the mass of ketoximes:

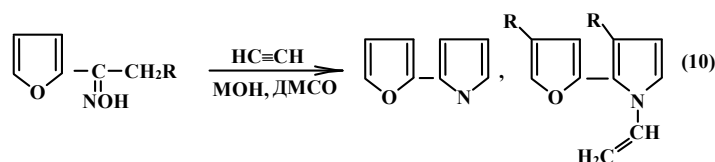


Where:  $\text{R}=\text{H}$ ,  $-\text{CH}_3$ .

This reaction (Scheme 9) is effective only in DMSO, with a decrease in the content of which the yield of pyrrole sharply decreases. By varying the concentration of DMSO, either 2-phenylpyrrole or its N-vinyl derivative can be selectively obtained.

The reaction (Scheme 9) is catalyzed by hydroxides of lithium, sodium, potassium, rubidium, cesium, taken in an amount of 10-30% by weight of acetophenone oxime ( $100^\circ\text{C}$ , 34). When  $\text{RbOH}$ ,  $4\text{CsOH}$  is used as a catalyst, the yield of 1-vinyl-2-phenylpyrrole decreases due to the intensification of the resin formation process.

Using the Trofimov reaction for the furan series, the interaction of their corresponding ketoximes with acetylene in the superbasic system "alkali metal hydroxide - DMSO" (Scheme 10) synthesized 2- (2-furyl) pyrroles and previously unknown 1-vinyl-2-and-2,3- disubstituted pyrroles with a yield of 80% / 33 /:

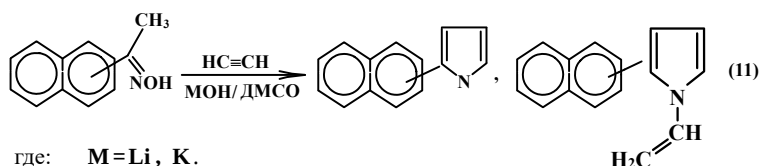


Where:  $\text{M}=\text{Li}$ ,  $\text{K}$ ;  $\text{R}=\text{CH}_3$ ,  $\text{C}_2\text{H}_5$ ,  $n\text{-C}_3\text{H}_7$

This confirmed the possibility of obtaining pyrrole and its 1-vinyl derivative from ketoximes with at least one methylene group adjacent to the oxime function.

2-furylpyrroles and especially their 1-vinyl derivatives are promising reagents for fine organic synthesis, and also serve as starting materials for the production of biologically active substances, including drugs, and 2-hetarylpyrroles are of great interest for chemotherapy / 11,27 /.

The reaction of oximes of 1- and 2-acetalnaphthalenes with acetylene, both at atmospheric and at elevated pressures in the  $\text{KOH}$ -DMSO system, synthesized 2- (1-naphthyl) - and 2- (2-naphthyl) pyrroles and their 1-vinyl derivatives with output 22-64% / 34 /:



The pyrroles synthesized by this method (Scheme 11) are crystalline substances soluble in ether, acetone, chloroform, DMSO, poorly soluble in alcohol, hexane, insoluble in water / 35 /.

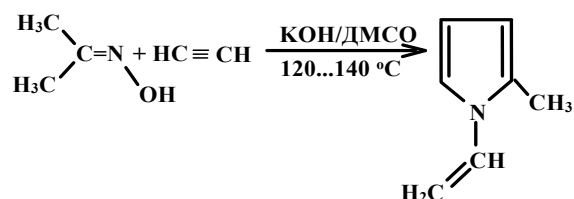
## RESULTS

The widespread use of pyrrole and its derivatives is delayed due to the lack of cheap and convenient methods for their synthesis. The known production methods, in general, are multi-

stage, and the starting compounds are expensive and difficult to obtain.

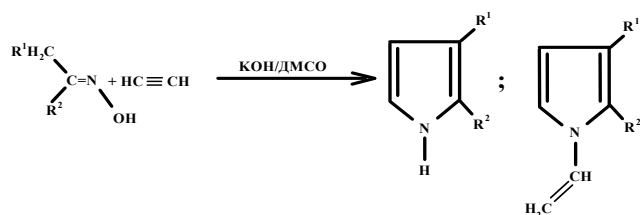
In this regard, the development of convenient one-step methods for the synthesis of compounds of the pyrrole series and their derivatives is a very urgent problem.

We have studied the reaction of interaction of acetylene with oximes of symmetric and asymmetric ketones. A method for obtaining pyrroles and their N-vinyl derivatives from acetoxim and acetylene in the liquid phase has been developed / 85 /.



The reactions were carried out in a flask with a stirrer with a continuous supply of acetylene at atmospheric pressure under the following conditions (temperature 120-140<sup>0</sup>C, process duration in the range of 2-14 hours, KOH concentration 10-100% relative to the reaction mixture and at the same time took different ratios of ketone oximes with DMSO ).

A probable scheme for the formation of pyrroles is proposed:



Where: R<sup>1</sup>=H, -CH<sub>3</sub>, -CH<sub>2</sub>-CH<sub>3</sub>, -CH<sub>2</sub>-CH<sub>2</sub>-CH<sub>3</sub>;

R<sup>2</sup>= -CH<sub>3</sub>; -CH<sub>2</sub>, -CH<sub>3</sub>; -H<sub>2</sub>C - CH<sub>2</sub> - CH<sub>3</sub>; -CH<sub>2</sub>-CH<sub>2</sub>-CH<sub>2</sub>-CH<sub>3</sub> .

The reaction makes it possible to obtain a wide variety of 2-, 2,3-substituted pyrroles and their N - vinyl derivatives.

The effect of the process temperature, time and the ratio of the concentrations of KOH and DMSO on the yield of N - vinyl - 2 - methylpyrroles was studied (Table 1):

**TABLE 1 DEPENDENCE OF THE YIELD OF N-VINYL-2-METHYLPYRROLE ON THE REACTION CONDITIONS AND THE VOLUME RATIO OF ACETOXIME AND SUPERBASIC MEDIUM**

| № | Quantity, % | Volume ratio of acetoxim to DMSO | Reaction temperature, °C | Reaction time, h | Output, % |
|---|-------------|----------------------------------|--------------------------|------------------|-----------|
| 1 | 10          | 1:8                              | 140                      | 3                | 20        |
| 2 | 20          | 1:10                             | 120                      | 2-3              | 20        |
| 3 | 30          | 1:10                             | 130                      | 3                | 38        |
| 4 | 30          | 1:15                             | 130                      | 4                | 42        |
| 5 | 30          | 1:20                             | 120                      | 4                | 40        |

|    |     |      |         |    |    |
|----|-----|------|---------|----|----|
| 6  | 40  | 1:10 | 120-140 | 6  | 50 |
| 7  | 40  | 1:10 | 120-140 | 8  | 54 |
| 8  | 50  | 1:15 | 130     | 4  | 37 |
| 9  | 50  | 1:10 | 120-140 | 3  | 24 |
| 10 | 50  | 1:10 | 100     | 6  | 17 |
| 11 | 100 | 1:10 | 97      | 14 | 7  |

From table 1 shows that the highest yield of 54% occurs with continuous supply of acetylene to the reaction mixture (acetoxim: DMSO ratio = 1: 10, temperature 120-140°C, time 8 hours) and adding 40% KOH in portions after 4-5 hours. If the concentration of KOH is increased to 50% and the alkali is introduced not in portions, but immediately, then, all other things being equal, all acetoxime reacts in 4 hours. With an increase in the duration of the process, the yield of N - vinyl - 2 - methylpyrrole drops to 17%. With a further increase in the concentration of KOH to 100%, the product yield decreases to 7%

Analysis of the reaction products using the GLC method showed that acetoxime completely reacts under these conditions.

Thus, under ordinary conditions, the catalytic synthesis of N-vinyl-2-alkylpyrroles by the interaction of acetylene with ketone oximes was studied for the first time, and a probable scheme for the formation of individual reaction products was proposed.

In order to clarify the effect of the amount of KOH in the reaction mixture on the mechanism of the reaction, the changes in the yield of N-vinyl-2-methylpyrrole were studied depending on the duration of the process at a ratio of acetoxime: DMSO = 1: 10 in the temperature range 120-140 ° C (Fig. 3.3).

In the amount of 30% KOH, the yield of N-vinyl-2-methylpyrrole, depending on the time, increases from 20% to 32% (Fig. 3.3., A). The highest yield of pyrrole is achieved with 40% KOH, reaching up to 54% (Fig. 3.3., B).

With an increase in the amount of KOH (50% KOH) during the first 2-6 hours, the yield of pyrroles drops to 17%.

With a further increase in the concentration of KOH to 100%, the product yield decreases to 7%.

Analysis of the reaction products using GLC methods showed that acetoxime under these conditions completely react.

In order to establish the ratios of acetoxim: DMSO (K) in the reaction mixture, the dependences of K on the duration of the process was studied with the achievement of the highest yield of the target product (Fig. 3.4).

The data obtained and the analysis of the reaction products using GLC methods asserts that acetoxime practically reacts at the beginning of the process within 3-6 hours and then the acetoxime content decreases and, accordingly, the yield of the target product decreases.

Therefore, it is advisable to carry out the reaction for 3-6 hours, and to further maintain the highest yield of the target product, it is necessary to add acetoxim and DMSO to the reaction mixture.

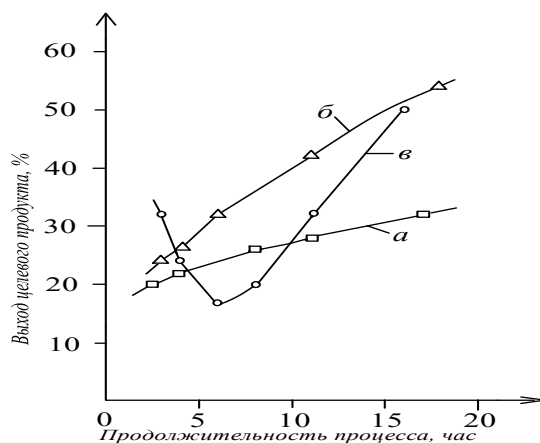


Figure: 3.3. Change in the yield of N-vinyl-2-methylpyrrole depending on the duration of the process under the conditions: acetoxim: DMSO = 1: 10 mol / mol, at a temperature range of 120-140 ° C. a –30% KOH; б –40% KOH; в –50% KOH

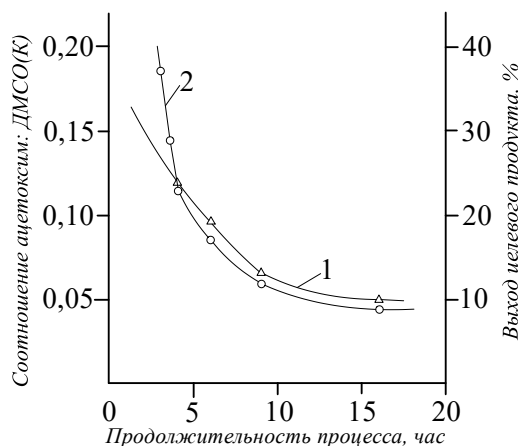


Figure: 3.4. Dependences of the change in the ratio of the components K (1) and the yield of the target product (2) depending on the duration of the process with an amount of 50% KOH in the reaction mixture. Temperature 120-140 ° C

## CONCLUSION

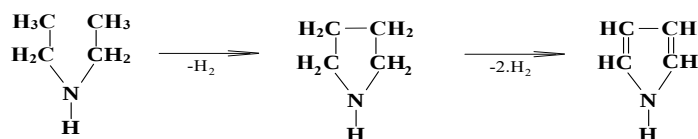
We have studied the reaction of conversion of diethylamine (DEA) at 320-400°C in the presence of zinc-chromium-aluminum catalysts. It was found that as a result of the catalytic transformations of DEA, a complex mixture of nitrogen-containing compounds is formed.

Pyrrolidine, pyrrole, and other heterocyclic compounds were identified from the reaction products by GLC. Gaseous products are composed of ethylene, hydrogen and ammonia.

The formation of ethylene from DEA in the above products gives grounds for judging the scheme for the conversion of DEA in the presence of catalysts.

Detachment of hydrogen from CH or N-H bonds can occur simultaneously, since the energy of CH or N-H bonds has almost the same value (85.56 and 83 kcal / mol, respectively).

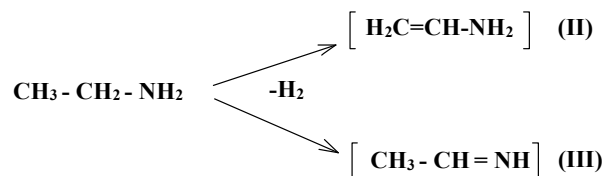
Pyrrolidine and pyrrole are formed as a result of DEA dehydrogenation according to the scheme:



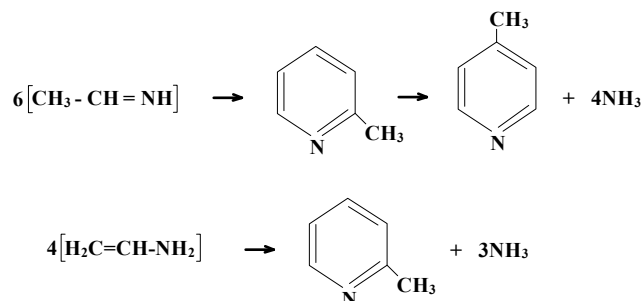
Other reaction products are formed, apparently, by the cleavage of DEA with the formation of ethylene and ethylamine:



The formed ethylamine is dehydrogenated under the reaction conditions to form vinylamine or its isomer ethylenimine:



2- and 4-methylpyridines and 2-methyl-5 ethyl pyridine are formed as a result of aldol condensation of ethylenimine (III) or vinylamine (II):



Thus, for the first time, the process of catalytic conversion of DEA was studied and a scheme for the formation of individual products was proposed.

## REFERENCES

1. Общая органическая химия. / Под. ред. Петрова Н.Н. М.: Химия, 1985, т.8. --С. 332-402.
2. Трофимов Б.А., Собенина Л.Н., Михалева А.И. Успехи химии пирролов.// Итоги науки и техники. Органическая химия. М.,1987, -т.7, - 78 с.
3. Инаков К. Мадиханов Н., Махсумов А.Г. Синтез гомологов пиррола // Узб. хим. журнал, 1976, №1, С.65-66
4. Gassauer A. In: Die Chemie der Pyrrole, Berlin – Heidelberg – New York. Springer, 1974, s.433.
5. Jones R.A., Bean G.P. In: The Chemistry of Pyrroles, London – New –York –San Francisco: Acad. Press, 1977, p.525.
6. Petruso S., Lamatina L., Migliara O., Sprio V. J.Chem. Soc., Perkin Trans. I. 1981, v. 10, p. 2642.



7. Wegner G. Angew. Chem., Intern.. Ed., 1981, v.20, p. 361.
8. Трофимов Б.А. В кн.: Гетероатомные производные ацетилена. М.: Наука, 1981, - С.319.
9. Барбье М.В кн.: Введение в химическую экологию, М.: Мир, 1978, - С.230.
10. Berner H., Schulz G., Reinshagen H. Monatsh. Chem., 1977, Bd 90, s719.
11. Трофимов Б.А., Атавин А.С., Михалева А.И. // ЖОрХ, 1973, Т.9. - С. 2205.
12. Trofimov B.A., Atavin A.S., Mikhaleva A.I. Kolabin G.A., Chebotareva E.G. пат.1463228. ( Англия ) : С.А.,1977, Vol.87. 53074.
13. Трофимов Б.А., Атавин А.С., Михалева А.И., Калабин Г.А., Чеботарева Е.Г. Авт.свид. 463666 (СССР): опубл. в Бюл. изобр. 1975, №10, - С. 57.
14. Trofimov B.A., Mikhaleva A.I., Korostova S.E., Balabanova I.N. V International Congress of Heterocyclic Chemistry. Juhliona, 1975. A-1., p-63.
15. Трофимов Б.А., Амосова С.В., Михалева А.И., Гусарова Н.К., Велых Е.П. В кн.: Фундаментальные исследования. Химические науки. Новосибирск, 1977, -С. 174
16. Трофимов Б.А., Воронов В.К., Михалева А.И., Половникова Р.И., Нестеренко Р.Н., Сигалов М.В. Изв. АН СССР, сер.хим., 1979, №5.- С.2372.
17. Трофимов Б.А., Коростова С.Е., Балабанова Л.Н., Михалева А.И. Синтез 2-арил- и 1-винил-2-арилпирролов. //ХГС, 1978, №4, -С. 489-491.
18. Трофимов Б.А., Михалева А.И., Васильев А.Н., Сигалов М.В. //ХГС, 1978, - С. 54.
19. Михалева А.И., Трофимов Б.А., Васильев А.Н. Синтез-2-алкил и 2, 3-диалкилпирролов и их N-винильных производных. // ЖОрХ, - том 15., - вып.3. - С. 602-609.
20. Трофимов Б.А., Атавин А.С., Михалева А.И., Калабин Г.А., Чеботарева Е.Г. Англ.патент 1463228 (1977). Изобретение за рубежом. №2.
21. Трофимов Б.А., Михалева А.И., Нестеренко Р.Н., и др. Одностадийный синтез 2-(2-тиенил) пирролов из метил –2-тионилкетоксиминов и ацетилена. //ХГС, 1977, №8, - С.1136-1137.
22. Трофимов Б.Н., Михалева А.И. //ХГС, 1980, №10, - С.1136-1137.
23. Engel N., Steglich W. – Angew. Chem., Int. Ed., 1978, №17. -p. 676.
24. Boukon – Poba J.P., Famier M., Guillard R. – Tetrahedron Lett., 1979, №19, -p.1717-1720.
25. Gjos N., Gronowitz S. – Acta Chem. Scand., 1971, vol. 25, №7. -p. 2596-2608.
26. Lown J.W., Matsumoto K.–Canad. J. Chem, 1970. vol. 48, №21. -p.2215-2226.
27. Коростова С.Е., Михалева А.И., Нестеренко Р.Н., и др. Пирролы из кетоксиминов ацетилена. 2- (2-тиенил)- 3-алкилпирролы и их 1-винильные производные. //ЖОрХ, 1985 г. Т.21. вып.2. - С.406-411.
28. Трофимов Б.А., Коростова С.Е., Балабанова Л.Н. //ХГС, 1975, №12. –С.1425.

29. Трофимов Б.А., Коростова С.Е., Балабанова Л.Н., Михалева А.И. Изучение условий реакции ацето- и пропиофеноноксидов с ацетиленом.  
//ЖОрХ, том14, вып 8. - С. 1733-1736.
30. Трофимов Б.А., Михалева А.И., Половникова Р.И., и др. 2-(2-фурил) пирролы и их 1-винильные производные. //ХГС, 1981, №8. - С.1058-1061.
31. 31.Коростова С.Е.,Трофимов Б.А.,Собенина Л.Н., Михалева А.И., Нестеренко Р.Н., 2-(1-нафтил)- и 2- (2-нафтил) пирролы и их 1-винильные производные. //ХГС, 1982, №10. - С.1351-1353.
32. Трофимов Б.А., Михалева А.И. Реакция кетоксидов с ацетиленом: новый общий метод синтеза пирролов. –//ХГС, 1980, №10. - С.1299-1312.
33. Сафаров М.Ж. Каталитический синтез пиррола и его производных. //Ж.Кимё ва ким. технол. 2005. №1, -С.22-23.
34. Пат. 2840460 (ФРГ) Katalystischen Verfahren zur Herstellung von 2-vinylpyriden aus Acetylen und Vinylnitril Bohnemann H., Samson M.
35. Боресков Г.К. Катализаторы и каталитические процессы. Новосибирск, 1977. - С.2-56.
36. Боресков Г.К. Научные основы производства катализаторов. Под-ред. Р.А. Буснова. Новосибирск, 1982 - С.36-42.
37. Пат. №504238 (Германия) МКИ 128 1/01 « Заявл. 06.01.27 опубл. 27.07.30.
38. Пат. №477049 (Германия)  
Herstellungvonstiofsteheltigenkondensationproducteausasetilenandammoniak / schiechtl. RotgerH. / Chem. Zenter.1950.
39. Пат. №6429 (Япония) Способ получения изоникотиновой кислоты / Упулеи Исаму. РЖХИМ, 1958. №20. 6848911
40. Турабджанов С.М. Создание малоотходной технологии получения пиридинов, ацетона и сложных эфиров на основе ацетилена и его производных. Дисс. на соис. уч. ст. докт.техн.наук. –Ташкент, 1999. –192 с.
41. Темкин О.Н., Флид Р.М. Каталитические превращения ацетиленовых соединений в растворах комплексов металлов. М. Наука, 1988. - С.222.
42. Флид Р.М. Кинетика и механизм каталитических превращений ацетилена. О некоторых вопросах механизма реакций просоединения различных молекул к ацетилену. // ЖорХ,. 1958. –Т32-№10 -С.2339-2346.
43. Тихонов Г.Ф., Сихова Т.Г., Темкин О.Н., Флид Р.М., Ченапник Е.Г. Исследование кинетики каталитического синтеза винилацетилена //Химия ацетилена. Сб. научн. трудов. М., Наука, 1968, - С.451-456.
44. Крылов О.В. Катализ неметаллами. Л., Химия, 1967. - С.240.
45. Юсупов Д., Ахмедов К.М. Каталитическая гетероциклизация ацетиленовых соединений. Ташкент: Фан, 1985., -С.180.
46. Ахмеров К.М. Исследование каталитического синтеза азотосодержащих соединений на основе ацетилена и аммиака и пути применения полученных продуктов.

Автореферат дис. на соис. уч. ст. док. хим. наук. 1980, - С.43.

47. Юсупов Д. Каталитическая гетероциклоза ацетиленовых соединений с аммиаком и аминами. Дисс. на соис.уч.ст. д.т.н. -М.; МИХТ, 1987.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI: 10.5958/2278-4853.2021.00337.2

## GRAMMAR SKILLS AND ITS USE IN GFL LESSONS

Ruzigul Mirzakulovna Karshiyeva\*

\*Senior Teacher,

Department of Foreign Languages in Social Sciences,

Jizzakh State Pedagogical Institute

UZBEKISTAN

Email id: rosa.karschiewa@mail.ru

### ABSTRACT

*Following work is dedicated to research into the development of linguistic and sociolinguistic competencies in GFL lessons. Grammar skills are suitable for improving linguistic and sociolinguistic skills. The principle of action orientation is of central importance in the GER. In addition, the action orientation also plays an important role in many teaching-related general didactic approaches.*

**KEYWORDS:** CEFR, Foreign Language, German, GLABONIAT, GER, Grammar, Level.

### INTRODUCTION

In modern times, globalization is reaching its peak and mastering one or more foreign languages is one of the requirements of every human being. For professional, social or even personal purposes, mastering at least one foreign language must be in modern society. Many professions require employees who speak at least one, two or even several foreign languages, depending on the area and industry.

Today's modern society calls for the use of new interactive methods in GFL lessons to increase the motivation of students to learn. To use some new interactive methods, computers, projectors, cell phones, interactive boards, whiteboards are already available for the majority of universities because society supports and even encourages innovation in higher education. If you want to work in higher education today, you have to at least master the basics of working with the computer and even requires you to take the exam if you can also work with other devices, for example with the interactive board. In a foreign language class there are many ways to impart the new knowledge to the students in a playful and entertaining way. There are many ways in which this can be achieved. From the use of the interactive method in November 1991, a symposium was held by the Swiss Federal Government on the subject of "Transparency and Coherence in Language Learning in Europe: Objectives, Evaluation, and Certification"

## MATERIALS AND METHODS

The aim of the symposium was mobility, effective international communication, more intensive interaction between people, with improved working relationships and deeper mutual understanding. To achieve these goals, language learning must be a lifelong task that must be encouraged and supported in all areas of the education system, from kindergarten to adult education. As part of the “Schools: Partners for the Future” project, the Ministry of Popular Education of the Republic of Uzbekistan is working actively with the Goethe Institute in Tashkent and the Central Agency for Schools Abroad (ZfA) to improve German language training in general schools.

The oral communication skills of German as a foreign language in Uzbekistan cannot therefore be neglected. The students are also more interested in improving their own communication skills in foreign languages because they want to have better career opportunities and are looking for further training opportunities in target language countries. We chose the topic of the thesis because of my interest in this problem. The topic is therefore dedicated to research into the development of linguistic and sociolinguistic competencies in GFL lessons.

Grammar skills are suitable for improving linguistic and sociolinguistic skills. The principle of action orientation is of central importance in the GER. In addition, the action orientation also plays an important role in many teaching-related general didactic approaches. In addition, the action-oriented approach is also important for us because as a teacher you also want to know to what extent someone is able to act appropriately linguistically in authentic contexts.

## RESULTS AND DISCUSSIONS

First of all, the Common European Framework of Reference can be defined as follows: In 2000 the CEFR. Presented and published by the Goethe Institute in 2001. The Common European Framework of Reference (CEFR) is taken into account as the curriculum for all European languages. In addition, the CEFR. Defined as follows: “The Common European Framework of Reference represents a common basis for the development of target-language curricula, curricula, guidelines, examinations, textbooks etc. across Europe. It describes comprehensively what learners have to learn to do in order to use a language for communicative purposes and what knowledge and skills they have to develop in order to be able to act successfully communicatively. “The CEFR serves as the basis for curricula, guidelines, curricula and textbooks. On this basis, great importance should be attached to its criteria such as transparency, coherence and explicitness”. QUETZ (2010, 45) wrote the following about the Common European Framework of Reference: “The CEFR is not a curriculum, it was created to develop curricula and teaching materials. To compare tests and many more with each other”. In this regard, the aim of this European Framework of Reference is not limited to the correct use of the language and communicative purposes, but is more oriented towards the further development of knowledge and the four skills (listening, speaking, reading and writing).

He takes the cultural aspect into account so that the words are integrated in the context. In this context, the CEFR defines. Competence levels, where it differentiates, for example, six levels: A1, A2, B1, B2, C1, C2. TRIM (2001) takes the view that “the focus of the frame of reference is the differentiation of six levels of linguistic competence and the precise design of these levels through individual and detailed can-do descriptions”. The foreign language learners can answer simple questions. This corresponds, for example, to the first level “A1” oral interaction. The foreign language learners can read different texts autonomously this corresponds to the second

level “B1” reading comprehension. The learners can also write complex texts. This generally applies to the third level “C”, namely written production. However, the CEFR. Faced with several problems and deficiencies in the May skills. It is about the consolidation and concretization of the can competencies.

GLABONIAT explains that “The frame of reference is undoubtedly a very sensible and useful document, because curriculum planners, authors of textbooks and text developers will not be around in the future.” All in all, it can be stated that the linguistic means must be available in order to substantiate the competencies. Furthermore, Profile Deutsch by GLABONIAT et al (2005) is considered a computer system for curricula and teaching materials and even for exams in the German language. In the practical work of the textbook "Profile German" from GLABONIAT, the can skills are probably concretized. Furthermore, he describes this textbook in detail, in which the first levels are detailed.

The linguistic resources are available and the can descriptions are concretized in a precise manner for different linguistic levels. In connection with this I would like to point out that the Can Competencies must be adopted as a school system for all European countries. In addition to the criticism of CEFR. There are also potencies, for example: The CEFR. Aims to remove the barrier between the European education systems. It describes comprehensively and very explicitly the descriptions of goals, methods and guidelines. It makes a major contribution to strengthening international cooperation. Finally, the transparency of the curricula and curricula is increased.

First of all, the position of the grammar in relation to the CEFR. Highlighted. Grammar is seen as a set of principles. While there are a number of grammar description models, it is not advisable to evaluate the grammar models or their theories. The grammar in any language can be highly complex and opposed to an exhaustive description. (CEFR) So the grammar of Profile Deutsch can describe the structures that are required to be a prerequisite at a certain level, and it relates to the systematic functional representation of the grammar. This last one helps the learner more to solve communicative tasks. Under aspects such as relationships (time, space) and intentions such as: (express intentions; wish; assume; prompt; suggest; promise; argue) grammatical means can be listed in functional grammar. The possibility (for example, how to express an intention) can be seen in the functional grammar.

## CONCLUSION

In this way, the language learner can quickly find out which structures are being practiced at which level. As for the C levels, there is nothing new. With this understanding, all important grammatical structures are already familiarized by the learner. It turned out that the grammar in Profile German is not a commercial grammar, but an aid for teaching. Finally, the following scale explains the grammatical correctness through the six levels:

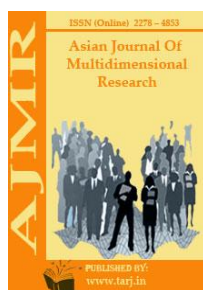
Figure not included in this excerpt. The CEFR can describe in detail the knowledge and even the skills required to act successfully communicatively for foreign language learners in a language. He differentiates between six different reference levels from A1 to C2, which are probably divided into scales. In this respect it does not replace grammatical books.

## REFERENCES

1. Richards J. y Rodgers, T. S. (2001). Approaches and Methods in Language Teaching. New York: Cambridge University Press.



2. Stern H.H. (2001). Fundamental Concepts of Language Teaching. New York: Oxford University Press.
3. Franciso Jose Francisco Carrera, (2014). English Language Teaching Methodology 5.
4. Crystal David. Cambridge Encyclopedia of Language and Cambridge Encyclopedia of the English Language. Cambridge University Press: 1997. Two one-volume works with readable, illustrated information on all aspects of language including traditional and modern grammar. Reasonably priced in their paperbound editions.
5. Haussamen Brock. Revising the Rules: Traditional Grammar and Modern Linguistics. 2nd ed. Dubuque, Iowa: Kendall/Hunt, 2000. An historical approach to grammar, contrasting the history of the school grammar rules with recent linguistic perspectives.
6. Ruday S. (2013). The Common Core Grammar Toolkit: Using Mentor Texts to Teach the Language Standards in Grades 3-5. New York, NY: Routledge Eye on Education.
7. Ruday Sean. (2014). The Common Core Grammar Toolkit: Using Mentor Texts to Teach the Language Standards in Grades 6-8. New York, NY: Routledge Eye on Education
8. Strong, William. Sentence Combining: A Composing Book. 3rd ed. New York: McGraw-Hill, 1994.
9. Fogarty M.F. The grammar devotional 2009 - Henry Holt and Company - New York
10. Parott M. Grammar for English language teachers 2010 - Cambridge University Press - Cambridge, UK
11. [http://borjournals.com/Research\\_papers/Dec\\_2012/1063%20M.pdf](http://borjournals.com/Research_papers/Dec_2012/1063%20M.pdf)  
[http://www.lozanov.org/index.php?option=com\\_content&view=frontpage&Itemid=1&Lang=BG](http://www.lozanov.org/index.php?option=com_content&view=frontpage&Itemid=1&Lang=BG)     <http://www.tjtaylor.net/english/teaching-method-summary6>.  
 Sánchez, Aquilino. (1997) Los métodos en la enseñanza de idiomas. SGEL 7.

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI: 10.5958/2278-4853.2021.00336.0

## PRACTICAL LESSONS IN TECHNOLOGY: CHARACTERISTICS OF ORGANIZATION AND CONDUCT

Shomirzayev M.Kh\*

\*Associate Professor,  
Doctor of Science,

Termez State University Termez, UZBEKISTAN

Email id: shomirzaevm@tersu.uz

### ABSTRACT

*The article describes the essence of the formation of creative abilities in students by increasing the activity of students in the organization and conduct of practical classes in school technology education.*

**KEYWORDS:** Student, School, Technology, Lesson, Education, Practical, Pedagogical Technology, Activity, Educational Activity, Labor Activity, Creative Activity, Creativity, Profession.

### INTRODUCTION

In today's market economy, the training of creative workers, engineers and technicians in any field, including material production, is one of the most important issues. Because in the current production process, we have to solve various problems. Naturally, various problems related to machinery and technology are common in production, and without eliminating them, the efficiency of production cannot be increased. Many workers, technical and engineering personnel are bringing up rationalization and ingenuity proposals aimed at improving and perfecting the production process. In accordance with these proposals, some equipment is being created, new technological processes are being established. Such things do not happen by themselves, of course. Those who propose such rationalization and ingenuity have a certain degree of technical creativity have knowledge and skills, be aware of technical creativity methods. Naturally, the process of acquiring such knowledge begins at school. In school, the initial knowledge they have acquired in the school workshop can be a motivation, a foundation for deepening and continuing work in this area. Therefore, it is important to provide every young person entering adolescence with modern knowledge of the basics of science, technology, economics and production, their mental and physical development, fostering a creative attitude to work. Therefore, it is necessary to organize classes in schools and workshops at such a level that they are not just in the state of simple copying, but also in the

form in which students can work independently and creatively. That is, the work should be organized in such a way that students develop creative thinking skills, acquire creative skills in practice, learn to introduce innovations in the classroom, at least to introduce elements of innovation. Because in the current conditions of self-government, ingenuity, initiative, people with creative work skills such as entrepreneurship are needed more than ever for all industries. This requires the use of various advanced forms and methods of teaching. One of such works is to teach students to work independently and creatively through the use of new pedagogical technologies in technology classes, to form in them the skills of artistic and technical creativity. In particular, technology education is one of the few subjects taught in general secondary schools for the longest time, i.e. from the first grade to the ninth grade, in the process of teaching this subject, it is intended to develop students mentally and physically harmoniously. Therefore, it is necessary to look at the teaching of this science as one of the important tasks. Particular attention should be paid to teaching students to do practical work independently and creatively, especially in technology classes. Therefore, the effectiveness of the lessons depends primarily on how well the teachers prepare for the lessons, how they plan and finally implement the lessons. At the same time, of course, the use of new pedagogical technologies in the classroom, in particular, interactive methods, is of particular importance in increasing the activity of students.

It should be noted that the main part of technology lessons is practical training. In doing so, students learn about different materials and their properties; methods of processing them; learn the types, structure and use of equipment, lathes, acquire basic labor skills by making simple items. It is known that the organization of any activity is directly related to the organization of the process of creative thinking and creative work in a certain sense in this area. To do this, it is necessary to teach students to work independently, think creatively and creatively, to develop their creative abilities in technology education.

The results of the study of pedagogical literature show that many studies have been conducted on the development of creative abilities of students, which reveal different forms and methods of organizing the creative activity of students. All studies have highlighted the great potential for nurturing the individual through creative activity.

As noted in the literature on pedagogy and psychology, in general **activity** it refers to a person's internal (mental) and external (physical) activity, which is guided by a perceived goal. The content of human activity is determined not by the needs that give rise to this activity, but by the motives of the activity. Achieving a goal requires activity. This activity is related to the will. Therefore, activity is a condition of an active relationship to the event, in which a real connection is established between the living person and the universe. Activities are divided into types of play activities, educational activities and labor activities. *Game activities* consists of action-packed games. *Educational activities* are specific activities that aim to explore the subject, culminating in the acquisition of knowledge, skills, and competencies. *Мехнат фаолияти*, it is a type of activity aimed at the production of a certain socially useful material or spiritual product.

In this regard, we consider it appropriate to dwell on the following types of activities used in the process of technology lessons.

**Creative activity** is a concept in a much broader sense. This activity is characterized by a creative direction of labor (study of the organization of labor, its content, methods). A creative

activity solution requires posing previously unknown issues or forming ideas. Problem-solving creative activity has the appearance of finding, comparing, and selecting problem solutions.

**Design and technological activities** and the fulfillment of creative tasks by man, including the design of the product, the development and implementation of technology for its manufacture. The innovation that emerges as a result of this work can be subjective and objective, that is, for itself or for society.

At different times, researchers in different fields, such as educators, psychologists, physiologists, sociologists and other specialists, study different aspects of the creative activity process and discover the specific laws of this field. For example, according to the teachings of IP Pavlov and IM Sechenov, creativity has a physiological and psychological basis and forms a complex psychological process. According to physiologists, the creative idea is a new system of human brain-nervous activity. According to IP Pavlov, the cerebral nervous system is not only a receiver of external events and various things, but also has the ability to analyze them synthetically and synthetically. As a result, it is possible to distinguish the differences of different events, objects, their individual aspects, peculiarities, aspects of conditional connection. This, in turn, helps a person to perceive new similarities in objects and events, to form different new views on them on the basis of previously known concepts. The emergence of such views serves as a basis for creative and practical activities related to the design and manufacture of various objects and other objects. In general, creative activity or creativity is an extremely broad concept, which can be divided into areas such as scientific, artistic, technical, practical creativity. These areas of creative activity have their own characteristics, while having a common basis. In particular, technical creativity has its own characteristics. For example, the famous psychologist S.L. Rubinstein analyzed the activities of inventors and expressed the following opinion: "What distinguishes inventors from other mental activities is that they create a specific object, mechanism, or method that solves a particular problem. The uniqueness of the inventor's creative work is determined by the fact that he brings something new to the process of events and happenings. In the process of creativity, the features inherent in the human nervous system, which allow to generalize existing temporal information and create new ones, are clearly manifested. According to the research of V.S. Vasilevsky, A.R. Luria, B.M. Teplov, P.M. Jakobson and other psychologists, the creative process takes place on the basis of certain laws. In particular, P.M. Jacobson, studying the activities of the inventors, said that "any unexpected internal deviations occur on the basis of certain laws.

"Psychologists say that the process of creative activity of children and adults has a common psychological basis, and there are similarities in their creative activities. That is, the process of creative activity - search, research, problem solving is psychologically the same in children and adults. The end result of serious activity can be fundamentally different. That is, if adults discover something unknown to society and science because of their relatively large amount of knowledge and life experience, children and students may rediscover much earlier discovery due to lack of knowledge and experience.

According to the American psychologist JP Guilford, creativity is a characteristic not only of talented, great people, but also of every ordinary person. This idea was confirmed by researchers such as MG Davletshin, VV Davidov, AN Luk, A. Ya. Ponomarev, KV Kudryavtsev.

According to Academician B. Kedrov, creativity is the overcoming of psychological barriers in the human mind in the process of learning.<sup>1</sup> Thus, creative activity is an extremely complex

psychological process, characterized by a number of internal and external, objective and subjective factors, characteristics. These include the degree to which mental activity, intuition, and imagination develop at different stages of the creative process.

Thus, creative activity is an extremely complex psychological process, characterized by a number of internal and external, objective and subjective factors, characteristics. These include the degree to which mental activity, intuition, and imagination develop at different stages of the creative process. It is necessary to understand the mental ability to solve the task independently, without the help or guidance of anyone, by finding different ways, methods and means due to one's own mental research ”.

According to the American psychologist JP Guilford, creativity is a characteristic not only of talented, great people, but also of every ordinary person.<sup>2</sup> According to Academician B. Kedrov, creativity is the overcoming of psychological barriers in the human mind in the process of learning.<sup>3</sup>

So, based on the above considerations, it can be said that the outcome of creative activity depends on the scope of thinking in children and adults. The wider the field of thinking, the more independent, the higher the level of both creativity and creative activity.

It is known that the end result of any creative activity ends with the discovery of something new, an invention. Depending on their content, this discovery can be objective (novelty for all), subjective (novelty only for itself), private (used only by itself or individually) and general or social (used by the whole society or the majority). According to the well-known Uzbek psychologist EG Goziev, the independence of thinking is very important in creative work. "The independence of thinking," says Professor EG Goziev, "is the ability to set a specific goal, ie tasks on one's own initiative, to make hypotheses of a practical and scientific nature, to imagine the result." it is necessary to understand the mental ability to solve the task independently, without the help or guidance of anyone, by finding different ways, methods and means due to one's own mental research. ”<sup>4</sup>

Таниқли психолог К.В.Кудрявцевнинг фикрича, техник тафаккур техник ижодкорликнинг асосини ташкил этади.<sup>5</sup>

**Level 1 – lower level** .In this case, the news found by students is mainly subjective. That is, students rediscover previously known innovations. As a result, this news will be news only for this reader. However, this process is not easy either. Because in this process, too, the student experiences a strong psychological state - the process of understanding, comprehending, imagining the essence of the problem, the search for a solution to the problem, the comparison of individual solutions. Therefore, even if the result is known in advance, reaching this very conclusion in itself serves as a ground task for the student to move on to objective creative activity in the future.

**Level 2 – intermediate level.** At the same time, the innovations found by students are both subjective and objective. In other words, we can observe that students who have reached this level have mastered the methods of creating innovations, and have gained some experience in the field of innovation. If students who have reached this level are given good attention in the future, if their creative abilities are further developed - they will be able to overcome some difficulties and reach the third, that is, the highest level.

**Level 3– high level.** In this case, the innovations found by students are mainly objective. However, reaching this level is not easy. To do this, first of all, the student must have aspiration and interest, and the teacher must be aware of this in a timely manner and take measures to develop the creative abilities of the student.

It is known that in grades V-VII, the curriculum in technology provides for a variety of practical exercises and the creation of products for students to learn working methods and develop work skills. It is known that in these classes, during the new adolescence, students of the same age will have different comprehension, thinking and work skills according to their mental and physical development characteristics. This should be taken into account, especially when carrying out practical work. Therefore, in the organization of practical, creative work of students in technology classes, it is appropriate to divide them into the following 5 categories or levels, depending on the structure of products, methods of assembling their parts, types and number of materials, tools and methods used in their manufacture:

- 1. The simplest items with one detail:** These can include items such as an indicator stick, a gasket, a ruler, and a zipper.
- 2. Multi-detail simple composite items made of one or two different materials:** These include items such as a shovel, a box, a mattress, a mop, a nutrometer, and a caliper.
- 3. Multi-detail, complex composite items made of one or more different materials:** Examples include items such as picture frames, frames, doors, gates, chairs, chests, sandals.
- 4. Simple mechanical items:** Examples are handles, hand clamps, screw fasteners, and handles.
- 5. Moving objects and radio devices:** This category includes models of automobiles, tractors, ships, airplanes, rockets, various toys, robots, radio transmitters, receivers, sound and image recorders, transmitters and transmitters, powered by mechanical or electrical devices. devices, and so on.

It should also be noted that an object or device of the same name may have a more complex appearance than its structure and artistic design. It is therefore reasonable to assume that this ranking is structured in general. Consequently, the classification of products by students on the basis of such a simple to complex feature allows them to organize independent practical, creative classes in five different areas in accordance with the changes in the process of mental and physical development during adolescence. This will help students to work tirelessly and to the best of their ability. At the same time, it is possible to make 1-2-3 level items with students of V-VII grades in any training workshop, and therefore significantly activate their practical activities, as well as creative activities, with less effort, material and time. The making of 4th-5th grade items, on the other hand, is more suitable for high school students and requires a wealth of material and technical support, as well as a pre-determined preparation of students and teachers.

Human achievement in any field, including creative activity

it is no secret that it depends primarily on the skills available in it. Because ability is a unique personal psychological trait that allows a person to do certain things faster and more easily than others and other things. It is known from the sciences of pedagogy and psychology that ability is innate in a person. These skills are then developed through an activity. Creative ability is the level of this ability, its development is the individual mental state of each person, initiative, independence is closely related to balance. Some researchers argue that creativity allows



for the rapid assimilation of ethical and ideological views. So, it is clear from the above that the organization of creative work, creative activity of students is a complex process, and this process has its own pedagogical and psychological aspects. In particular, the psychological aspect is the emergence and development of a certain creative ability in a person (for example, to change an idea, to apply it in another field; to see and evaluate a problem; to understand the structure of an object; creating new approaches bypassing certain things; to see the standard situation anew; finding new connections in events, etc.), the pedagogical aspect is to engage in a particular creative activity, to develop the content of this activity, methods and conditions of its organization, to study the impact of this activity on man. As mentioned above, the concept of creativity is broad, and creativity refers to the activity of man to change the natural and spiritual world based on needs.

So, **creativity** it is man's activity in the field of innovation, creation of things that did not exist before, discovery of laws, their qualitative renewal. Hence we **creative activity of students** that is, **their activities related to the creation and application of innovation or its elements** understand the expression.

It is well known that when it comes to technical creativity, terms such as invention, invention rationalization proposition are used. Indeed, these are the basic concepts that characterize this type of creativity. Therefore, it is advisable to express the concept in a way that is understandable to students.

**Invention** means an innovation with a radically different technical solution that is useful for the national economy or the defense of the country.

**Rationalization proposal** and high-efficiency innovation (aimed at saving materials, time, labor, or improving product quality) associated with the introduction of previously known inventions into the activities of a particular enterprise, institution. In addition to the above terms, students need to be taught the meaning of terms such as technique, technology (an explanation of these terms is given in the next chapter).

Invention is an important manifestation of creativity, creative activity. From a psychophysiological point of view, the need for creativity is realized in several stages of its development, *inclined* is the simplest form of need and is consciously controlled by man. The second, *lust*, which is a relatively higher stage of development, is also consciously controlled by man and represents a set of attitudes of a person towards a particular object or event. The third was the most complex stage *interest* occurs on the basis of desire and the concepts associated with it. Interest is formed under the influence of external influences in life, personal activity and the educational process. These conditions have a significant impact on the psychological factors - attention, perception, perception, memory, thinking, intuition and willpower, and play a particularly important role in the formation of personality.

**To be placed in the manufacture and use of items technical-technological and design requirements:** The use of design, ie technical aesthetics or artistic design elements in the organization and activation of independent practical work, creative work of students in technology classes also gives good results. Because a tastefully, beautifully and elegantly crafted item delights the reader, strengthens his self-confidence.

"Design" is an English word that means idea, project, construction, painting, artistic structure. "Design" means the artistic and design activity of the artist-designer in industry, his style of work

and their application in production. The goal of design is to create a new kind of beautiful, scenic, community-friendly, simple and easy-to-use product. Therefore, the use of design elements in the classroom helps to improve students' skills of work, creativity, cultivate a sense of beauty and sophistication. It also serves to improve the appearance of manufactured products, increase their ease of use. In this sense, design is inextricably linked with the sciences of artistic design and ergonomics.

Based on our observations, it should be noted that the products, tools and equipment must meet the technical, technological and design requirements, such as design, economy, workability, applicability and beauty, depending on the specific structure. With this in mind, it is advisable to inform students about this in advance and explain these concepts in a context that suits them. In our work, we have explained these concepts as follows.

**Constructivism:** It is understood that the product has as simple, convenient structure as possible, its stability, strength and reliability.

**Savings:** Refers to the process of making a cheaper product with less effort, material and time.

**Workability:** Mechanical properties of the materials used. nib means it is quick and easy to make.

**Applicability:** Ease of use of the product, its advantages over other products, the ability to perform additional functions.

**Beauty:** The size of the items, the natural and artificial colors are proportional, the appearance is beautiful and represents a situation that makes a person feel pleasant.

From the above, it can be seen that workability is a work criterion that needs to be taken into account when choosing a material for a product, and the rest is a work criterion that needs to be considered in the process of designing and manufacturing a product. Thus, we think that the appropriate use of these ideas in technology lessons will undoubtedly be useful in organizing the creative work of students.

When it comes to making things with taste, beauty and elegance, it is impossible not to dwell on the ancient and rich heritage of our people's applied arts. It is known that our people have long been famous in the world for their national applied arts such as painting, wood and plaster carving, architecture, pottery, coppersmithing, carving, jewelry, goldsmithing. The most convincing evidence of this is the magnificent buildings, various ornaments, jewelry and other things that are still preserved in our country. If we add to this the work of our ancestors elsewhere, our imaginations expand even more. However, for some reason, not enough attention was paid to the study and teaching of this national applied art of our people. As a result, the generation that lived in the second half of the 19th century, especially young people, schoolchildren, came to the point where they could not even understand the meaning of what they had, let alone create such works of art. Surprisingly, due to the changes that have taken place since the independence of our Republic, our ancient national values are being restored.

It is no exaggeration to say that the above-mentioned types of national applied arts of our people are developing and reviving, albeit slowly. Of course, it is advisable to start this work from school, especially from technology classes. Therefore, there is a great opportunity to use examples of folk arts in technology classes, to study the methods and practices of their work, and to put them into practice. We will briefly dwell on these below. It is known that there are many

types of folk applied arts. The most common and widely used of these are works of fine art such as painting and carving. The study of these works at school is of great importance in restoring our values, in the future in the training of skilled masters of fine arts - painters, sculptors, architects. As it turned out, most students in grades V-VII are very interested in drawing, painting materials, carving, and painting with paints. Therefore, in technology classes, it is advisable to give students in grades V-VII an understanding of patterns, their types, paints, tools, methods of work in accordance with their age, to conduct practical work and use information about folk arts.

The work can be started in Class V by painting by burning plywood or thin board. To do this, first draw the desired picture with a pencil on the surface of plywood or board. Such pictures can be drawn by the students themselves or copied from the finished one. After that, the pictures are redrawn with the help of a burning tool, that is, burned. Then the surface is varnished.

In the sixth grade, students can be taught the secrets of painting, types of paints, the structure and use of equipment needed for this work.

It is known that before painting a pattern on plywood or board, its surface is smoothed, and then the background is given or "glazed", that is, painted with a paint of a certain color. In some cases, the surface may be covered with thicker paper. The finished surface is then drawn with a pencil using a template or directly by hand and painted over. Later, as students' skills increase, some shapes can be created using paints at once without the use of a pencil.

In the 7th grade, students can be taught plaster and wood carving. In this case, it is necessary to start with wood carving, and after the students have acquired certain skills, move on to ganch carving. Because there will be no drastic changes in the wood in a short time. Ganch, on the other hand, hardens quickly, resulting in it being rubbed during operation and the shape not coming out of quality. A student who does not have enough carving skills will be able to apply the ganch quickly cannot lower fatty forms.

We are talking about artistic decoration, painting or carving as long as we no doubt hear and use words like ornament, inlay, mosaic. In fact, these are the concepts that form the basis of those works. In terms of meaning, these words are close to each other. They are mainly used to differentiate the type and scope of work performed. For example, "**Ornament**" is a Latin word that means to decorate. In a broader sense, an ornament is a pattern that is formed by repeating different shapes, ornaments, or some of their elements - parts in a flat, orderly fashion.

**Inlay** and patterns created by carving certain parts of the surface to be machined and attaching to them pieces of materials such as glass, plastic, bone, stone, metal of different colors (e.g., patterns on the handle of national knives, etc.). Patterns created by gluing veneers to the surface **market**, if these patterns are in the form of a parquet floor **parquet** it is said. It is a collection of patterns that express a certain meaning referred to as **mosaic**. The mosaic is often in three-dimensional form. From the above it can be seen that ornament serves as a basic concept and method in painting and carving. Depending on the types and meaning of the ornaments depicted, the ornaments are divided into patterns made in geometric, floral, animal-shaped, stamped, imaginative and mixed methods. As the name suggests, **geometric** ornament from various geometric shapes such as straight, curved and broken lines, circles, angles; **herbal** ornament - from various flowers, plants, their stems, leaves and fruits; **animal-shaped** and the ornaments consist of fully or partially depicted images of various birds, animals, and other creatures. **Stamped** The ornaments depict various symbols, logos, emblems. **Fantastic** the

ornaments will be drawn based on the imagination or interests and desires of the painter or sculptor. **Mixed** and the ornaments of the methods include patterns drawn freely using the above images. It is worth noting that the craftsmen of the Asian peoples have long been created mainly from geometric and botanical ornaments and their intermingling. **plant-like pattern** who used ornaments. In addition, depending on the structure, the ornaments are straight, curved or broken, covering the edges of the object **ribbon** (framed); complete the surface of the product **cover** (e.g., geometric lattice patterns); rosette, that is, a kind of geometric shape - a circle, a rhombus, a square, a triangle. These are typical **closed, lock** also called patterns. From the above, it is clear that in order to use the methods of folk arts in technology lessons, our teachers need to do a number of preparatory work, and our researchers need to identify effective ways to use this work, methods, tools, and organize work in this area.

In conclusion, it should be noted that, unlike other disciplines in secondary schools, they have great potential in the formation of creative abilities by increasing the activity of students in technology classes. This is because theoretical education in technology science is inextricably linked with practical education. This allows students to work independently, to demonstrate their abilities at the level of opportunity. Students are happy to see what they have created during the lesson, compare it with what their peers have made, be proud of their achievements, and correct any shortcomings. This will be the first step in developing students into independent individuals. In organizing such work, it is important that the teacher's skills, in particular, the choice and application of forms and methods of teaching, depending on the nature of the lesson.

Based on the above conclusions, the following recommendations can be made:

1. In terms of the volume and status of practical training in technology

plays a key role. In practical classes, students are provided with knowledge of the basics of production, skills and competencies. They are taught a variety of tools and working methods, as well as how to make things. Therefore, the teacher must carefully prepare for each lesson, creating conditions that ensure the safety of students in the classroom.

2. There are a number of ways to organize and conduct practical training in technology. These include exercises, practical work, laboratory work. The main method of conducting practical training is the method of instruction. When the above methods are combined with demonstration and illustration methods - the effectiveness of the lessons is ensured.

3. In practical training, the teacher should accustom students to perform each task independently. This requires the use of a variety of active teaching methods in the classroom.

*Exercise* – is to consciously and repeatedly repeat work actions to form work skills in students and gradually turn them into skills. Exercises are a basic method of technology science and production education. During the exercises, attention should be paid to the quality of work and professional methods, careful monitoring of student activities. Practical work in the laboratory - can be applied in the training of skilled workers in various professions and specialties. Success in the educational work of students in the performance of independent production tasks is possible only in the presence of the following conditions:

- Students must have a good understanding of the content of the work and a clear idea of the procedure for its implementation;
- Students should know what equipment should be used to complete the task, the characteristics

of their structure and use, ways to adapt them to this mode and measures to prevent malfunctions.

- Proper organization of the workplace, for which it is necessary to correctly place the work and measuring instruments, blanks, technological documentation;

- Follow the rules of safety, industrial sanitation and occupational hygiene.

4. Teaching students to do practical work independently, including creative activities, is a slow pedagogical process. That is, the student does not suddenly become an independent and creative person. Therefore, it is not good to take things lightly. Maybe you have to work hard with a long-term perspective.

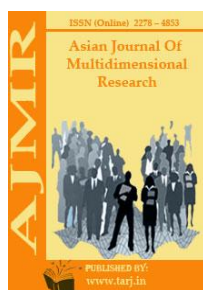
Great changes are taking place in the field of education in our country. This can be seen in the directives aimed at reforming the education system, educational standards, curricula and literature, as well as the example of new educational institutions under construction. However, there are some issues that need to be addressed. One of them is to develop and implement more effective forms and methods of teaching students to think independently and creatively in the classroom.

## REFERENCES

1. Babanskiy Yu.K. Teaching methods in modern general education school. T.: Teacher, 1990. - 232 p.
2. Ball G.A. Theory uchebnyx zadach: Psychologo-pedagogicheskiy aspekt. M.: Pedagogy, 1990. - 184 p. 120.
3. Bespalko V.P. Slagaemye pedagogicheskoy tekhnologii. M.: Pedagogika, 1989. - 192 p.
4. Ziyomammedov B. Advanced pedagogical technology: theory and practice. T.: Abu Ali Ibn Sina Medical Publishing House, 2001. - 78 p.
5. Yuldashev J.G., Usmanov S.A. Fundamentals of pedagogical technology. T.: Teacher, 2004. - 236 p.
6. Shomirzaev M.X. Interdisciplinary improvement of spectral-variable components of national crafts in school technology education. Monograph. - T.: Tafakkur, 2020. - 340 p.
7. Shomirzaev M.Kh. Technology of teaching folk applied art, labor and aesthetic education of students in grades V-VII of secondary schools. Monograph. - T.: Yangi nashr, 2019. --- 144 p.
8. Shomirzaev M.X. Factors of interdisciplinary formation of students' interest in folk crafts // School and life. - T., 2019. - Issue 6. - B. 23-24.
9. Shomirzaev M.X. Problems of using educational technologies // Modern education. - T., 2019. - 9 (82) -son. - B. 25-31.
10. The use of modern educational methods in teaching schoolchildren folk crafts // Teacher and continuous education. - Nukus, 2020. - 2nd issue. - B. 42-46.
11. Shomirzaev M.X. The use of modern teaching methods in teaching school students folk crafts. // The teacher is also constantly informed. - Nukus, 2020. - 3rd issue. - B. 42-46 (13.00.01. №20).

12. Shomirzayev, M.Kh. (2019). The ethical characteristics of traditional embroidery of Fergana valley people. *European Journal of Research and Reflection in Educational Sciences*, 7 (12). - P. 55-59.
13. Shomirzayev, M.Kh. (2019). Ethnic peculiarities of artistic embroidery of the peoples of the Ferghana valley. *European Journal of Research and Reflection in Educational Sciences*.-7 (12).-P. 966-969.
14. Shomirzayev, M.Kh. (2019). Local features of the traditional embroidery of the Ferghana valley. *European Journal of Research and Reflection in Educational Sciences*.-7 (12). -P. 970-973.
15. Shomirzayev, M.Kh. (2020). Education is personally focused technology. *European Journal of Research and Reflection in Educational Sciences*, 8 (8),Part. 93-99.
16. Shomirzayev, M.Kh. et al. (2020). National handicrafts of Uzbekistan and its social – economic significance. *European Journal of Research and Reflection in Educational Sciences*, 8 (8),Part III. 129-138.
17. Shomirzayev, M.Kh. (July, 2020). Technology of Educational Process in School Technology Education. *The American Journal of Social Science and Education Innovations*. Impact Factor 5.366.-№ 02. -P. 212 - 223. ([www.usajournalshub.com/index.php/tajssel](http://www.usajournalshub.com/index.php/tajssel)).
18. Shomirzayev, M.Kh. (30 July, 2020). Developing Educational Technologies in School Technology Education. *The American Journal of Social Science And Education Innovations*, Impact Factor 5.26. -P.II/VII 51 - 57. ([www.usajournalshub.com/index.php/tajet](http://www.usajournalshub.com/index.php/tajet)).
19. Shomirzaev M.X. The role of historical traditions in teaching the art of Boysun drought // *International scientific-practical conference "Boysun - the cradle of material and intangible culture."* - T .: New Edition, 2018. - P.62-67.
20. Shomirzaev M.X. National craft etiquette // *Collection of scientific-methodical articles on "Use of innovative educational technologies in the development of creative activity of students"* - T .: Publishing House, 2018. - P.76-80.
21. Shomirzaev M.X. Teaching students how to sew dice in goldsmithing // *Collection of scientific and methodological articles on "The use of innovative educational technologies in the development of creative activity of students."* –T .: Publishing light, 2018. - B. 195-198.
22. Shomirzaev M.X. Teaching students the history of the development of goldsmithing // *Proceedings of the International scientific-practical conference "Continuing education in sustainable development: problems and solutions."* –Chirchiq: Chirchiq DPI, 2019. -P.380-382.



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)



DOI: 10.5958/2278-4853.2021.00335.9

## PEDAGOGICAL FUNDAMENTALS OF CREATIVE IMPROVEMENT FOR ECOLOGICAL CONCEPTS IN PRIMARY CLASS PUPILS

Surayyo Kahramon kizi Eshboeva\*

\*Teacher,  
Termez State University,  
UZBEKISTAN

### ABSTRACT

*This article discusses the basics of creative formation of environmental concepts in primary class pupils, ie environmental knowledge, values, skills and attitudes and beliefs that ensure the formation of a responsible attitude to the environment, environmental awareness and ethics that regulate pupils' diverse activities. The basic tasks of the formation in morality, the creative process in the formation of ecological concepts in primary class pupils, the rules of conduct, criteria, as well as the reflection of the idea of national independence in the thoughts of pupils and also creativity, moral activity skills, debates on ethical, socio-ideological, economic, aesthetic and environmental issues in the process of environmental education, discusses in various fields of the national economy, in the fields of science, culture, industry and sports. Effective use of information about the lives and activities of individuals who have made the name of the Republic of Uzbekistan famous with a high level of success, who make a worthy contribution to the development of its prestige, formed on the example of patriotic, national heroes. In addition, the content, form and methods of formation of ecological concepts, theoretical and practical aspects, comparison, generalization, the peculiarities of creativity in the formation of ecological concepts in pupils are described.*

**KEYWORDS:** Ecology, Creativity, Pedagogical Conditions, Natural Sciences, Pedagogical-Psychological Process, Comparison, Generalization, Ecological Culture, Ecological Policy, Education, Form, Method, Innovation, Approaches, Criteria, Means, Nature.

### INTRODUCTION

Today, we are going on the path of innovative development aimed at radical renewal of all spheres of life of the state and society. Because, who will win in today's fast-grown world? A state based on a new idea, a new thought, and innovation wins. Innovation - means the future. If

we start building our great future today, we must start it on the basis of innovative ideas, innovative approaches.

In order for common sense and healthy power to be a priority in our society, we must constantly think and work actively to improve our spiritual life, protect the population, especially our youth, from various harmful influences, bring them up as mature people<sup>1</sup>.

In the acquisition of ecological knowledge about the laws of nature and society, it is expedient to introduce into the educational process the formation of primary, ecological concepts on a creative basis in primary class pupils. Primary class pupils rely on a conscious relationship between nature and the environment in shaping ecological concepts on a creative basis<sup>2</sup>. In the process of learning, the formation of ecological concepts on a creative basis, along with the effective development of pupils' knowledge, increases their cognitive abilities, activities, interests, intellectual capacity. The formation of ecological concepts on a creative basis in the educational process should be understood as a didactic opportunity to ensure the compatibility of different curricula, textbooks.

Today, the world's pedagogical scientists claim the need to educate and bring up young people with general knowledge of environmental sciences. For this reason, the education system of more than a hundred developed countries is based on environmental education for young people. Understanding, knowing, feeling the connection between natural phenomena is an important law in the formation of concepts related to environmental education. As a result of pupils' knowledge of the interactions and interminds between natural phenomena, it will be possible to form concepts related to environmental education and to awake a sense of conscious attitude towards nature.

Creative approach to the formation of ecological concepts in primary class pupils emerges and develops in his creative work. Creativity is manifested in a pupil's creative aspirations, creative ability, creative purpose, direction, and self-control. It means that he is becoming a mature, growing person with self-activity, self-control<sup>3</sup>.

Imaginary processes such as comparison, synthesis, abstraction, generalization and inference in the formation of concepts of environmental education in primary class pupils are a product of creativity.

The concept of creativity (lot, in English "create" - creation, "creative" - creator, creator) means creativity when translated from English. It is really about creating new, (unique) more polished material and spiritual connections.

Creativity can be described such as: the pursuit of creativity, a creative approach to life, constant self-criticism and analysis. Based on modern dictionaries of psychology and pedagogy, a teacher's creativity can be defined as the level of his thoughts, intuition, and communication, a particular type of activity, creative approach, and knowledge. Creativity is often seen as an important indicator of ability as a creative thinking ability. At the moment, there are no generally accepted guidelines on how to recognize creativity in young children and even the existence of creativity<sup>4</sup>. For instance, someone can be very creative and original in formulating and solving mathematical problems, but cannot be a writer. Also, someone can be creative in one or more areas, but only at certain periods of their lives.

Creativity plays an important role in defining perfection. This form of talent always manifests itself in a particular field.

No one can be creative or talented in everything. Researches show that most artists can be considered talented, but not all talented people are creative<sup>3</sup>.

The founders of creativity are J. Guilford and P. Torrens. According to J. Guilford, thinking has been divided into two parts - convergent and divergent thinking, which show that differentiated thinking ability allows different problems to lead to unexpected conclusions.

In R. Sternberg's introductory work, he argues that in order to shape personality, adults should not be limited to children's creative abilities, that is, they should demonstrate their creative behavior.

Creativity is an integrative ability that systematizes the interrelated abilities of the elements. Creative creativity is imagination, cohesiveness, imagination, self-expression (speed of thinking, thinking and behavior - flexibility of actions), and clarity of thinking, originality, rich imagination, commitment to high aesthetic values, and resistance to uncertainty, self-control and self-confidence, the level of detail of the problematic image<sup>4</sup>.

D. According to Johnson's research work, creativity manifests itself as an unexpected product, carried out by the performer spontaneously, under certain conditions of social relations. In this case, the executor relies on his knowledge and capabilities. In order to teach gifted (creative) pupils in the formation of environmental concepts in primary class pupils, teachers are required to:

1. Presence of modern pedagogical and psychological training, deep knowledge of the subject, acquisition of skills and abilities, use of innovative technologies that develop pupils' abilities;
2. It is necessary to provide them with pedagogical support, taking into account the peculiarities of the pupil through psychological and pedagogical views, to further show the inner inclinations of the pupil.
3. Use problem-heuristic methods to reveal the creative potential of the pupil;
4. Work tirelessly, different forms of training in groups and individually;
5. The teacher has the ability to coordinate the uniqueness of gifted pupils;
6. Possession of pedagogical creativity of the teacher, formation of ecological culture.

A creative approach to the formation of ecological concepts in primary class pupils and its effective organization helps to form a spiritual and moral consciousness in pupils<sup>3</sup>. Moral education is a pedagogical process aimed at the formation of moral consciousness, skills of moral activity and moral culture in pupils, and is one of the important components of social education. The basis of moral education is morality and ethical norms<sup>6</sup>.

Morality (Latin "moralis" means behavior) is a set of rules and criteria of behavior that regulate social relations and human behavior, recognized and required by a particular society. Knowledge of ethical norms is inculcated in the minds of pupils in the process of education and upbringing. The result of moral education is seen in the formation of moral consciousness, moral activity skills and moral culture in pupils.

The creative process in the formation of environmental concepts in primary class pupils is the reflection in the minds of pupils of the rules of behavior, criteria, as well as the idea of national independence. Creativity, moral activity skills and moral culture discussions, debates on ethical, socio-ideological, economic, legal, aesthetic and ecological issues in the process of education,

selfless work in various sectors of the economy, science, culture, development Effective use of information about the lives and activities of individuals who have made the name of the Republic of Uzbekistan world-famous, who have made a worthy contribution to the growth of its prestige by achieving a high level of success in the field of education and sports, will be formed on the example of national heroes.

Deciding on the right attitude to nature, instilling love in pupils, achieving environmental cleanliness are important steps in solving environmental problems. Environmental education is an educational process aimed at imparting theoretical environmental knowledge to the pupil in a purposeful, consistent, systematic and continuous manner.<sup>3</sup>

The following tasks should be addressed in the process of creative approach and organization of the formation of environmental concepts in primary class pupils:

1. Further increase of ecological knowledge acquired by pupils in the educational process.
2. Enrich their understanding of nature and the environment.
3. To form in pupils the belief that the protection of nature and the environment is a social necessity.
4. To develop pupils' skills and abilities in environmental activities and to ensure their active participation in the process of nature and environmental protection.

Creativity is also important in the formation of pupils' worldview, and in its effective organization it is desirable to achieve a unity of mind, emotions and behavior. Hence, the occurrence of certain shortcomings in their unity also has a negative impact on the development of pupils as full-fledged individuals. Worldview is a system of dialectical views and beliefs that determine the development of nature, society, human thinking and the content of the activities of the individual.<sup>4</sup>

Principles of high spiritual perfection, selfless work for freedom, prosperity and well-being of the country, self-sacrifice to oneself and others, the ability to cultivate willpower, aspiration, initiative, organization, creativity and independent thinking are the priorities in the life of our independent country can be recognized. The foundations of the idea and ideology of national independence are the basic factors in the spiritual and moral education of pupils.

In addition, special attention is paid to the organization of nature and environmental protection in our country. The content of the socio-ecological movement carried out in this direction is reflected in the "National Action Plan for Environmental Protection of the Republic of Uzbekistan."<sup>5</sup>

Theoretical ecological knowledge (ecological consciousness) and the unit of activity carried out in the field of environment and nature protection serve to form ecological culture. Ecological consciousness is a conscious expression of the existing state of nature and the environment, the concepts of their protection, which manifests itself as a complex socio-psychological phenomenon. Environmental activity is a set of actions taken to ensure the protection of nature and the environment, based on environmental knowledge.

Deciding on the right attitude towards nature, instilling love in pupils, and achieving environmental purity are important steps in solving environmental problems. Environmental education is an educational process aimed at imparting theoretical environmental knowledge to the pupils in a purposeful, consistent, systematic and continuous manner<sup>6</sup>.

## CONCLUSION

Protecting the environment from various environmental problems is one of the most pressing issues today. In order to solve these problems, it is important to provide environmental education based on a creative approach in the formation of environmental concepts in primary class pupils to ensure environmental literacy.

Including:

1. Based on the results of the study of relevant sources, the state of formation of environmental concepts in primary class pupils on the basis of a creative approach was analyzed.
2. On the basis of pedagogical and psychological analysis the following tasks were solved:
  - The problem of ecological education is studied;
  - The concepts of ecological education, their content, essence and pedagogical bases of their formation are studied and their effectiveness is defined;
  - The analysis of effective forms and methods of formation of concepts of ecological education;

Based on the findings, the following conclusions and recommendations were developed:

- Improvement of a methodological system of environmental education for pupils in the process of lessons and extracurricular activities, practical work in the formation of the concept of environmental education on a creative basis;
- The use of ethical conversations, discusses, conferences, seminars and debates based on innovative educational technologies in the process of organizing creativity in the formation of environmental concepts in primary class pupils give positive results.

## REFERENCES

1. Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis. T.: "Uzbekistan" - 11p.
2. Sh. Avazov Ecological education at school. -Tashkent: Teacher, 1992. - P-62.
3. I.X. Ayubova Integration of civil society and its modeling in the formation of a culture of environmental safety in pupils // Continuing education.- Tashkent. 2015. Issue 1. –P. 83-87.
4. Z. Valieva Ecological education in the moral formation of the pupil's personality // Problems of continuing education and upbringing. - TDPI named after Nizami, 1993. - P -27-31.
5. O.B.Gazibekov Components of ecological and pedagogical training of future teachers: Pedagogical research // Vocational education. - 2008. Issue -2. P- 30-31.
6. A. I. Gertsena Methods of teaching ecology in the XXI century // Research practical conference materials. - 2002. P-89 .
7. N.J. Isakulova Theory and practice of environmental education of pupils. Monograph. -T.:Science , 2011. P -140 .
8. S. Mamashokirov, E . Usmonov Environmental security issues of sustainable development. - Tashkent: Science , 2009. P-247 .
9. H .B. Norbo'taev Methods of formation of ecological thinking of pupils in interdisciplinary teaching of biology // School and life.- 2020. Issue 4. - P- 35-37.

10. R. Mavlonova, N. Rakhmonkulova Innovation in primary education. Methodical manual, TDPU, 2007.
11. H.B. Norbutayev raising the ecological culture of the student in teaching biology in connection with other disciplines. Of publication with Impact Factor. International Scientific Journal ISJ Theoretical & Applied Science Philadelphia, USA issue 06, volume 86 published June. 30, 2020. - 714-717
12. A. Tukhtaev, A. Hamidov Basics of ecology and nature protection. - Tashkent. Teacher, 1994. - P. 160.
13. T. Tilovov Actual problems of ecology. - Karshi: Nasaf, 2003. - P. 147.
14. Farfiyeva, K. A. (2021). Theoretical Fundamentals Of Scientific And Innovative Thinking In Adolescents. *The American Journal of Social Science and Education Innovations*, 3(04), 431-437.



Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00334.7**

## THE QUALITY OF CLINICAL EXAMINATION OF PATIENTS WITH NEUROLOGICAL DISEASES IN FAMILY POLYCLINICS

Zamira Khikmatovna Babajanova\*

\*Bukhara State Medical Institute  
UZBEKISTAN

### ABSTRACT

*The problem of the quality of medical examination in the new economic conditions is one of the most urgent in health care. In the Concept for the development of health care and medical science in the Republic of Uzbekistan, much attention is paid to the quality and efficiency of clinical examination. In recent years, a number of works [1-3] have been published on certain aspects of prophylactic medical examination of the population, but so far not enough research has been conducted to study its quality.*

**KEYWORDS:** *Clinical Examination, Quality, Neurological Disease, Family Clinic.*

### INTRODUCTION

The aim of this study was to develop scientifically grounded recommendations for improving the quality and effectiveness of clinical examination for neurological diseases of the population in family polyclinics. The study was conducted in 2016-2019, in six family polyclinics of the Bukhara region.

The quality of clinical examination was studied based on the materials of an expert assessment of 650 outpatient cards with chronic neurological diseases. For a unit of observation in the study, a patient who was registered with a dispensary was taken. In accordance with the purpose and objectives of the study, statistical, expert and sociological methods were used.

### THE MAIN FINDINGS AND RESULTS

A special "Map of expert assessment of the quality of prophylactic medical examination of the population from 5 to 65 years old in the RLUD (Rules for land use and development)" was developed, which included the following sections; regular observation of children and adults, completeness and timeliness of laboratory and instrumental studies; the quality of the implementation of medical and recreational activities; the effectiveness of the ongoing rehabilitation treatment of the outpatient card.

To assess the quality of clinical examination, the most common nosological forms were identified: migraine, tension headache, sciatica, dis-circulatory encephalopathy, neuritis and neuralgia, epilepsy, infantile cerebral palsy, polyneuropathies, acute cerebrovascular accidents, etc.

Data on the regularity of observation of patients in the RLUD are presented in Table 1. The research materials showed that children, on average, in 23.1% of cases were observed irregularly by district pediatricians, in 38% - by district nurses, in more than 68.3% of cases - by doctors of narrow specialties. This was especially common in migraine, tension headache (33.2%), sciatica (36%), dis-circulatory encephalopathy (40.7%), neuritis and neuralgia (49.4%).

According to experts, the reason for irregular follow-up, on average in 42.8 cases, was the lack of discipline of the parents, in 31.6% - the absence of mother and child at the place of residence, in 9.2% - the absence of an appropriate neuropathologist, in 6.8% - the doctor's overload, in 9.6% - other reasons.

#### REGULAR FOLLOW-UP OF PATIENTS IN FAMILY POLYCLINICS (IN% OF TOTAL)

| Disease                                                   | Regularity of observation |              |                  |              |
|-----------------------------------------------------------|---------------------------|--------------|------------------|--------------|
|                                                           | District doctor           |              | For neurologists |              |
|                                                           | observed                  | not observed | observed         | not observed |
| Migraine, tension headache                                | 66,8                      | 33,2         | 31,8             | 68,2         |
| Radiculitis                                               | 63,5                      | 36,5         | 37,6             | 62,4         |
| Encephalopathy                                            | 59,3                      | 40,7         | 14,5             | 85,5         |
| Neuritis and neuralgia                                    | 50,6                      | 49,4         | 35,7             | 64,3         |
| Epilepsy                                                  | 88,7                      | 11,3         | 34,7             | 65,3         |
| Cerebral palsy                                            | 80,5                      | 13,5         | 18,3             | 81,7         |
| Полинейропатия                                            | 83,5                      | 16,5         | 36,0             | 64,0         |
| Transient disorders of cerebral circulation               | 87,3                      | 12,7         | 26,9             | 73,1         |
| Acute disorders of cerebral circulation                   | 88,7                      | 11,3         | 46,2             | 53,8         |
| Conditions after suffering Acute cerebrovascular accident | 81,7                      | 19,3         | 45,1             | 54,9         |
| Convulsive syndromes                                      | 86,8                      | 13,2         | 29,3             | 70,7         |
| Parkinson's disease                                       | 65,4                      | 34,6         | 27,6             | 72,4         |
| Average                                                   | 76,9                      | 23,1         | 31,7             | 68,3         |

The research materials showed (Table 2) that untimely examination took place on average in 19.9% of cases, in particular with convulsive syndromes in 24.2%, with migraine, tension headache - in 25.7%, with transient disorders cerebral circulation - in 27.3%, with cerebral palsy - in 33%, with radiculitis - 34.7%. When analyzing the completeness of the survey, it was found

that in 23.6% of cases it was carried out incompletely. Particularly high is the proportion of under-examined patients among patients with migraine, tension headache, sciatica, cerebral palsy, transient cerebrovascular accidents, and conditions after acute cerebrovascular accidents (from 27.1 to 34.7%). The reasons for this in 22.5% of cases were the lack of diagnostic equipment and apparatus, in 21% - the lack of control by the doctor, in 15.5% - the overload of laboratories and diagnostic rooms, in 15% - the lack of discipline of the parents.

An important aspect of the effectiveness of clinical examination is the quality and completeness of the implementation of the plan of medical and recreational activities. At the same time, according to the materials of expert assessments, in 17.5% of cases they were carried out inadequately. An expert assessment revealed that in 16.4% of cases, dispensary patients needed planned hospitalization, but it was not carried out in 7.5% of cases.

An important indicator of the quality of clinical examination is the completeness of the use of physiotherapeutic methods of treatment. According to experts, in 24.5% of cases, physiotherapy treatment was not prescribed; in 17.5% of cases it was inadequate. The reason for this situation in half of the cases was the lack of discipline of the parents, in 22.5% - the lack of the necessary therapeutic agents, in 27% - insufficient control over the treatment process by the doctor.

One of the important stages of clinical examination is the implementation of rehabilitation treatment, which, according to experts, needed more than 90% of the population. However, in 24.8% of cases it was carried out poorly, and in 13.1% it was absent at all. Particularly high is the proportion of inadequate rehabilitation treatment among patients with migraine, tension headache, sciatica, cerebral palsy, transient cerebral circulation disorders and conditions after suffering from stroke. The main reason in 42.4% of cases was the lack of appropriate types of rehabilitation treatment, in 32% - lack of discipline of parents, in 12.7% - overworked specialists, in 16.5% - lack of supervision by a doctor.

**TABLE 2 INDICATORS OF THE QUALITY OF PROPHYLACTIC MEDICAL EXAMINATION OF CHILDREN IN A JOINT VENTURE BASED ON EXPERT ASSESSMENT MATERIAL (IN% OF TOTAL)**

| Disease                    | Timeliness of the survey |          | Examination scope |            | Carrying out medical and recreational activities |           |
|----------------------------|--------------------------|----------|-------------------|------------|--------------------------------------------------|-----------|
|                            | Timely                   | Untimely | Full              | Incomplete | Full, fledged                                    | Defective |
| Migraine, tension headache | 74,3                     | 25,7     | 74,3              | 25,7       | 77,7                                             | 22,3      |
| Radiculitis                | 65,3                     | 34,7     | 65,3              | 34,7       | 69,2                                             | 30,8      |
| Encephalopathy             | 94,5                     | 5,5      | 84,5              | 15,5       | 94,5                                             | 5,5       |
| Neuritis and neuralgia     | 82,1                     | 17,9     | 72,1              | 27,3       | 74,8                                             | 24,2      |
| Epilepsy                   | 93,1                     | 6,9      | 87,1              | 12,9       | 93,3                                             | 6,7       |
| Cerebral palsy             | 66,6                     | 33,0     | 66,6              | 33,4       | 67,6                                             | 32,4      |
| Polyneuropathy             | 94,5                     | 5,5      | 74,5              | 25,5       | 94,3                                             | 5,7       |

|                                                |      |      |      |      |      |      |
|------------------------------------------------|------|------|------|------|------|------|
| Transient disorders of cerebral circulation    | 72,7 | 27,3 | 72,7 | 27,3 | 74,8 | 24,2 |
| Acute disorders of cerebral circulation (ADCC) | 96,0 | 4,0  | 91,0 | 9,0  | 95,5 | 4,5  |
| Conditions after postponed ADCC                | 72,9 | 27,1 | 72,9 | 27,1 | 74,8 | 25,2 |
| Convulsive syndromes                           | 75,8 | 24,2 | 75,8 | 24,2 | 77,6 | 22,4 |
| Parkinson's disease                            | 78,9 | 21,1 | 78,9 | 21,1 | 80,6 | 19,4 |
| Average                                        | 80,1 | 19,9 | 76,4 | 23,6 | 82,5 | 17,5 |

Of no small importance in improving the quality of clinical examination is timely consultation of patients with narrow specialties and general practitioners. However, according to the materials of expert assessments, in 21.9% of cases, consultations were carried out out of time. The reason for the untimely or missed consultation in 61% of cases was the absence of an appropriate specialist; in 6% of cases the attending physician did not order a consultation.

An important criterion for clinical examination is the assessment of its quality and effectiveness. For each nosological form, criteria for the effectiveness of clinical examination were developed.

In diseases of the nervous system, the following criteria were taken into account: improvement of motor functions and motor skills; an increase in the range of movements; decrease in the frequency of relapses; decrease or disappearance of pathological reflexes; decrease in the frequency of relapses; reduction or disappearance of contractures and deformities of joints and bones, etc.

We analyzed the dynamics of the health of the population under dispensary supervision in the Joint Venture - JV. The following results were obtained: recovery - 2.1%, improvement - 70.2%, no change - 22.8%, transition to disability - 4.5%, deterioration - 2.5% of patients. In the "no change" group, the main share falls on patients with infantile cerebral palsy, conditions after suffering acute cerebrovascular accidents, which may indicate an insufficient volume of therapeutic and recreational activities, including rehabilitation treatment.

It is known that the indicators of the economic efficiency of clinical examination of the population are a decrease in the incidence of temporary disability due to patient care.

It is known that the card of an outpatient patient is a legal document that can act "for" and "against" a doctor in the event of claims. However, according to the material of expert assessments, in 46.3% of cases, defects in the maintenance of this document were noted. In particular, an inadequate description of the medical history was found in 23.2% of cases, and there was no doctor's record. There was also a lack of data on the outcome of the disease; in a number of cases, no recommendations were given to patients. The materials of the expert

assessment showed that in every third case there is no continuity in the examination and treatment of patients between outpatient and inpatient institutions.

Thus, an in-depth study of the quality and effectiveness of clinical examination in the Joint Venture with an expert assessment showed that there are significant reserves for improving the quality of medical examination, depending primarily on the level of professional training of a family doctor, nurses, on the monitoring system for their activities and on the availability of methodological recommendations for the provision of medical examination and control over its quality.

## CONCLUSION

The revealed defects in the organization and quality of clinical examination indicate the insufficient efficiency of the existing systems of departmental and non-departmental control over this process.

Based on the research materials, we have developed guidelines for improving the organization and improving the quality of clinical examination in a joint venture. They, in particular, include organizational and methodological issues of ensuring the quality of clinical examination of the population, indicators of the quality and efficiency of medical examination; methodology for analyzing and assessing the quality of clinical examination using expert assessments; information support of the process of quality management of clinical examination; continuing education programs for family doctors and nurses; rational organization of the workplace of the district therapist; proposals for improving the relationship between the family doctor and narrow specialists.

## REFERENCES

1. Gadjiev R.S. (2017) *Quality of medical care: analysis, assessment and control*. – Makhachkala...
2. Menlikulov P.R. (2015). *The scope of activities of a general practitioner in a rural medical center of Uzbekistan*. // “Health care reforms: summarizing experience and next steps in the preparation of GPs”.
3. Nasybulina G.M. (2016) *Problems of social hygiene of health care and the history of media*. No. 5. – pp. 30-33.

Published by: **TRANS** Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00329.3**

## DESCRIPTIVE SKILLS OF JAPANESE WRITERS

**Zuhra Hatamjanovna Nasirova\***

\*Teacher,

Chirchik State Pedagogical Institute,  
Tashkent Region, UZBEKISTAN

### ABSTRACT

*This article analyzes the skills of twentieth-century Japanese writers in depicting a work of art. Yasunari Kawabata, who brought Japanese literature into the world context in the mid-20th century and translated it into many languages, revealed intrigue in the depiction of Yukio Misima's works, mastery of mental conflict, interpretation, inner monologue, comparison, analogy; Human emotions - emotional experiences such as excitement, sadness, fear, excitement - in all the stories of the author there are many cases of disagreement with the mood, events, such as "bekorqildim", "bekorko'rdim", "bekoraytdim", "tear what I wrote", "do not do what I said" occurs. As Mesheryakov said, the writer's works may not have a plot, structure, culmination, but of course there is a conflict. A similar conflict in Japanese prose, a mental conflict - an internal conflict, introduces the reader to his own mystification.*

**KEYWORDS:** Skill, Mental Image, Conflict, Interpretation, Intrigue, Development, Context, Analysis, Parallelism, Analogy without Commonality.

### INTRODUCTION

Japan is the only country in the world that has not only reached the level of developed and advanced Western countries in the late 19th and 20th centuries, but also developed and achieved great success, becoming one of the non-European countries, known to the world as the "Japanese Miracle". In the twentieth century, Japan entered the world with its economic as well as its cultural and literary aspects. According to the research of literary scholars, in the works of art created in Japanese literature in the early twentieth century, the psychological analysis of human experiences was considered a central issue and works that attracted world attention. In writing, Japanese writers have mastered the art of the human psyche, the essence of the mind, the "heart rate" - in short, to "draw" something big.



## THE MAIN FINDINGS AND RESULTS

Yasunari Kawabata was the first Japanese writer to be awarded the Nobel Prize “for writing skills that reflect the essence of the Japanese mind”. In his works, the author skillfully draws the "heart rate" of man. The bullet root of his works is the disagreement in spiritual loneliness. He skillfully brings the reader out of this mental collision through beauty. Kawabata connects beauty precisely with the means of nature, symbols, and events visible and invisible to the human eye, unparalleled parallels, and unparalleled analogies. The word "beauty" is widely used in the works of Yasunari Kawabata. He believes that the beauty of the heart is inextricably linked with the beauty of nature. His works “The Beauty of Japanese Literature”, “The Discovery of Japanese Beauty”, “The Emergence of Beauty”, “Eternal Beauty” are dedicated to the beauty that arose from these “disagreements”, which lies at the root of the conflict and arises from difficulties.

While Yasunari Kawabata describes the harmony of the soul with nature in his works, it is observed that the writer's psyche leads the play. When we read Japanese works, they are full of intrigue, interpretation, conflict and conflict. Because such disagreements, contradictions, conflicts in the works occur not in the problems of the interaction of the protagonists, but between the soul and the body, animate and inanimate things, animals and people, nature and man and himself. A. Mesheryakov, a Japanese scholar, says, “A reader who is unaware of Kawabata's works may spend his whole life ignoring the insults that take place in the depths of his soul”. Kawabata's collection, “Stories on the Palm,” rose to true popularity once it was published, and the book has been published several times in many languages. "Stories on the palm" refers to the brevity of the palm. "The title of the author's stories puts a bucket on your head, and when you read it, you see that the bucket is on the ground, not on your head," says Kawabata scholar TakasinaHidedzi. The titles of the stories in the collection, such as “Saw and Birth”, “Powder and Gasoline”, “Rooster and Dancer”, and "Fish on the Roof," have nothing in common and cannot be compared in any way. But the writer finds subtle similarities through these terms. In the story of “Saw and Birth”, a person wants something in his heart when he is born, and the baby's life will not be like a saw, his destiny will be smooth and beautiful. The protagonist cannot reconcile with the misfortunes, misfortunes, difficulties in life, at the same time he realizes that they give pleasure to man, that in any difficulty man is tired, that peace cannot be felt without difficulty.

In “Powder and Gasoline” the name of the story seems strange. No similarities are found in powder and gasoline either in their size or in their structure. In the story, while the dancers are dancing in the theater, the protagonist's eyes suddenly fall on the artificial color powder on their faces, not on the dance. It's amazing to see the dancers' special powders spill over into their movement. He can't come out with the smell of powder. That nothing in life is so artificial; the truth is that love does not spill. The smell of petrol, on the other hand, always reminds the cheated girl of her past, and she remembers that no one is so cheated every time she passes a gas station. In the story, only the thoughts in the hero's psyche lead. The protagonist-spirit cannot reconcile with him, with the visible scents that remind him of various events in his life. Powder-woman. It is a symbolic sign that women should not be upside down in life, should not be artificial, and should not be deceived by lies. Gasoline-male. There is a symbolic sign that men are as important in life as gasoline, without them the car of life would stop, so gasoline would never run out and spill. Or “Rain at the Station” doesn't say anything about the station and the rain in the first place. In the process of reading the work, the station is likened to the family, and the rain to the family station is likened to the rubbish in the family. And at the end of the work

“Men! You need to hurry to your wife who is waiting at the station when it is raining at night, especially when it is raining. Otherwise, I can't guarantee that their umbrella hearts won't be given to others”.

The writer considers the main goal to be to reveal the invisible beauty and convey it to the reader. The human mind believes that it consists of being able to do good to others and see beauty.

Human emotions - emotional experiences such as excitement, sadness, fear, excitement - in all the stories of the author there are many cases of disagreement with the mood, events, such as “*bekorqildim*”, “*bekorko'rdim*”, “*bekoraytdim*”, “tear what I wrote”, “do not do what I said” occurs. As Mesheryakov puts it, “a writer's work may not have a plot, a structure, a climax, but of course there is a conflict”.

A similar conflict in Japanese prose, a mental conflict - an internal conflict, introduces the reader to his own mystification.

Japanese writer Yukio Misima, who lived and worked from 1924-1970, is the author of 40 novels, 18 plays, short stories and essays.

In 1949, the author's first work, *The Original Face*, was published. Yukio Misima is recognized by literary critics, readers, becomes a famous writer, is known to the world. Nobel laureate Kawabata Yasunari Yukio Misima's work is viewed with great interest and appreciation.

The author's work began to be studied with interest not only in Japan but also in western and eastern countries.

In the 1960s, Yukio Misima's works were first translated into English by the American literary critic Donald Kin and in the 1970s and 1980s by L. Chkhartashvili into Russian.

When we study the author's work “*Original Appearance*”, we see that he used different artistic means of description, such as adjectives, metaphors, idioms.

In fact, in an analogy, an object, event, or concept is compared to another thing, event, or concept that has a certain commonality, similarity. In the works of Yukio Misima, more concrete things, events are abstract, invisible, depictions of analogies in the spiritual experiences that take place in the layers of human consciousness.

In *The Original Image*, we can observe the writer's event through another event, not the external resemblance between things, but the images of internal similarities hidden from our eyes, analogies that are beyond human imagination. For example, in relation to the melody of the piono, he says, “There was something like a biscuit baked by an unqualified housewife, according to the cookbook, in the sound of the piono”. *Original image* (p. 112) her grandmother's words were not as smooth and real as her dentures. ” (P. 146) The hero's journey to real life, his joys, his beautiful wife, and his dreams of victory are described as “my dreams were like a towel, toothbrush and paste, a clean shirt, socks, and tie in a traveler's suitcase” (p. 180). An event that the reader knows and observes embodies new aspects of events in a new way. In response to the embarrassing remark that the protagonist unexpectedly told his friend in the play, “The wounded man does not care whether the bandage is clean or dirty in order to stop the bleeding as soon as possible” (P. 174). The writer compares the mood of the protagonist to a closet with “doors wide open”.

“It was impossible to leave the room without saying anything”, he said. It was like leaving the closet doors wide open. As an educated person, I couldn’t do that. That’s why I came to Sonoko and hugged her back” (p. 175) the author of the work also uses analogies in describing the inner world of the protagonists in interpreting his mental state. “In the school of life, I was born second. But I, like other people, wanted to move from class to class. So I would do the copying. Well, let’s just say I went from class to class that way. But in later grades, the lessons are complicated. ” (P. 118). In his work, the author skillfully compares the sound of a piano to a biscuit, a word to a denture, and dream to a garment, a hero to an event with an open cupboard, and a Japanese event to an event or concept with nothing in common. Finds a new, hidden, inner commonality;

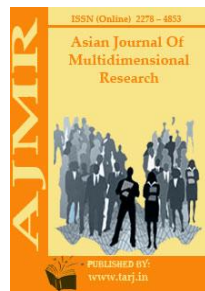
## CONCLUSION

In twentieth-century Japanese literature, instead of following the path of simple imagery, we are accustomed to the composition, plot structures, series of events, the choice of the human psyche, the image of consciousness, the forefront, instead of traditional imagery. This situation manifested itself in Western European literature in the early twentieth century, while in Japanese literature it included the middle of the century. In the world literature of the twentieth century, including the works of M. Proust, J. Joyce, E. Hemingway, F. Kafka, A. Camus, J. Kawabata, Yu. Misima, F. Dostoevsky, one of the main approaches to the phenomenon of a unique depiction of man. Such peculiarities have been at the center of the analysis and interpretation of scholars in prose works, such as formlessness, disorder, and violation of universal norms, national character, and the reflection of the human psyche. Literary scholars have also made scientific conclusions about this in their research. During this period, the problem of depicting the psyche in a global context was seen as one of the most pressing problems. We know that the human psyche is the object of study of many sciences. The dictionary defines the word "spirit" as a mood that reflects a person's inner state, mental experiences, feelings. Greek thinkers associated the human psyche primarily with the mind. According to Aristotle, the highest form of the human soul is the self-thinking mind, that is, the self-conscious mind. In ancient times, scientists, including Democritus, interpreted the state of mind as the union of round fiery atoms. They use the terms spirit (spirit), mind, intellect in the same sense. Philosophers believe that consciousness is a mental state, and that the concept of psyche is broader than the concept of consciousness. “The study of the psyche is the object of many fields. But the most complex is the task of literature. Literature inspires even stone.

## REFERENCES

1. Edmund White. (1997) Development of National Literature. – Moscow. (Эдмунд Уайт. Развитие национальной литературы. Москва, 1997 г.)
2. Grivnin V.S. (1999) Actual problems of modernity in the works of Japanese writers. – Moscow: Nauka. (Гривнин В.С. Актуальные проблемы современности в произведениях японских писателей. – Москва: Наука, 1999 г.)
3. Meshcheryakov A. (2002) *Life and Death with a View of Fujiyama*. St. Petersburg. (Мещеряков А. Жизнь и смерть с видом на Фудзияму. Санкт-Петербург. 2002 г.)
4. Edmund White. (1999) Development of National Literature. Japantoday. Moscow. (Эдмунд Уайт. Развитие национальной литературы. Япония сегодня. Москва, 1999 г.)

5. Meshcheryakov A. (2002). *Life and death overlooking Mount Fuji*. - St. Petersburg. (Мещеряков А. Жизнь и смерть с видом на Фудзияму. Санкт-Петербург. 2002 г.)
6. Khalilova Aziza Shamukhutovna. (2021). Trends in the formation and development of cultural, educational and recreational journalism in the Japanese media. Author's abstract of the dissertation of the doctor of philosophy (PhD) on philological sciences. (Халилова Азиза Шамухутовна Япония оммавий ахборот воситаларида маданий маърифий ва рекреативлик журналистикасининг шаклланиш ва ривожланиш тенденциялари. Филология фанлари бўйича фалсафа доктори (phd) диссертацияси автореферати 2021 йил.)
7. Kawabata Yasunari. (2002) *Hyperion* "Saint Petersburg". (Кавабата Ясунари, Гиперион. "Санкт-Петербург" 2002 г.)
8. Konrad N. I. (1988) "Selected Works". Publishing house "nauka". – Moscow. (Конрад Н. И. «Избранные труды», издательство наука. - Москва, 1988 г.)
9. Pospelev G.V. (1998) *Introduction to literary studies*. – Moscow: Education. (Поспелев Г.В. Введение в литературоведение. - Москва. Просвещение, 1998 г.)
10. Stefan Zweig, Sigmund Freud. (2000) "World literature", March. (Стефан Цвейг, Зигмунд Фрейд. "Жахон адабиёти", март 2000 й.)
11. Japan. Ideology, culture, literature. - Moscow, "Science". 1999. (Япония. Идеология, культура, литература. - Москва, «Наука», 1999 г.)
12. A study of twentieth-century Japanese literary processes. Nasirova Z.H. International journal of advanced research 2021.
13. Yukio Mishima. (2000) "Confessions of the Mask" "Symposium". (Юкио Мисима, "Исповедь маски" "Симпозиум", 2000 г.)
14. Nasirova Z.H. Artistic improvisation and interpretation in the novel by Y. Mishima "Confession of the Mask" International scientific and practical conference "Actual problems of science of the 20th century" collection of articles, Moscow, 2016. (Насирова З.Х. Художественная импровизация и интерпретация в романе Ю. Мисимы "Исповедь маски" Международная научно-практическая конференция «Актуальные проблемы науки 20 века» сборник статьи г. Москва 2016 г.)
15. Nasirova Z.H. (2015) Focus on the Study of Japanese Literature in Uzbekistan. Uzbekistan The reshould of an Era, Centre for Research in Rural and industrial Development, Chandigarh (India). (Насирова З.Х. Focus on the Study of Japanese Literature in Uzbekistan. Uzbekistan The reshould of an Era, Centre for Research in Rural and industrial Development, Chandigarh (India) 2015).

Published by: *TRANS* Asian Research Journals

# AJMR: Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00353.0**

## CONCEPT OF WORD FREEDOM AND ITS ESSENCE

Oripov Khasan Abdivakhobovich\*

\*Doctoral Student,  
Samarkand State University, UZBEKISTAN

### ABSTRACT

*This article analyzes the philosophical, social, legal aspects of the concept of Word land, its role in society, human development, development, freedom of speech. The word land has so far been practically expressed from the early stages of development of society. First of all, in order to fully understand the concept of the word freedom, it will be necessary to touch on the concepts of words and freedom.*

**KEYWORDS:** Word, Freedom, Word Land, Society, Man, Law, Citizen, Democracy.

### INTRODUCTION

The word land has so far been practically expressed from the early stages of development of society. First of all, in order to fully understand the concept of the word freedom, it will be necessary to touch on the concepts of words and freedom. In the Explanatory Dictionary of the Uzbek language, the word is interpreted as such a unit (in the language, as a means of expression in speech), consisting of sounds or sounds, a unit of speech that expresses a certain meaning, a section of speech, or a kind, style of meaning. Hence the word is considered to be a means of expression not only a meaningful unit of speech, but also in language and speech. According to A.A. Popov, "freedom is a unique way of existence of a person and any social subject, connected with his ability to choose a decision himself and act according to his own goals. Freedom is the fundamental, in general, and in particular, the social basis of a person, because it reflects such an attitude of the subject towards his actions, and in this it is the reason that determines them, and therefore they cannot be directly related to conditions, natural, social, persons communicative, individual-internal or individual - general factors. Word freedom seems to be a way out of a given circle and a creative impetus to something new, but it will not be complete if it does not realize itself externally in the sphere of publicity. [1]

The concept of freedom is considered a philosophical concept, widely used in such areas of Social Humanitarian knowledge as ethics, aesthetics, jurisprudence, political science, and its lexical meaning is that a person acts on his own will. By connecting freedom with different spheres of society, concrete concepts are formed. For example, conscience freedom, will



freedom, thought freedom, word freedom, press freedom etc? Freedom is the desire of man, the duty of which is important to society, to insist that other people can do it, to demand. Freedom is the protection of a person from political, spiritual tension, violence. [2] It can be understood from this that the concept of the word freedom is closely related to the two elements described above, and it is purposeful to think of the freedom of speech as part of freedom.

## LITERATURE AND METHODS

Consider the philosophical, social, legal aspects of freedom of speech. The word freedom is considered a philosophical category and means "the right to understand", or the ability of a subject to go beyond the limits of emotional knowledge, to discover the surrounding world for himself, and to assimilate his reflected image to the extent necessary for practical appropriation and change in accordance with the needs and interests of people.

From a social point of view, the word freedom "the right of man to communicate with society" is an opportunity for the subject to become an asset to the Real world, including to another person, as part of this world, entering into contact with him.

Legally, however, it is a natural, legally recognized and normalized opportunity for everyone to independently choose the type and measure of speech behavior-to express ideas, thoughts and beliefs (written or oral, in whole or in part, in any question and in any other subject, unless of course this threatens the values protected by law). [3]

Word freedom has not been before, it is inappropriate to think that this concept came into being later. If there were no ideas, ideas and views, society would never have developed. A wide road to freedom of speech can be opened or its limitations began from ancient times. For example, the speeches of the speakers at the public meetings in ancient Greece, Rome, explained their personal recommendations on how to solve the issues that were being discussed, and the people of the camp believed that they were right. The activities of the people's tribunes in Rome can be evidence of our opinion. Also the word earth can begin its history with Socrates's self-defense speech from 399 BC or with the Magna card (the great harp of liberties) from 1215-th year. Or we can refer to the developed Muslim culture of pluralism and tolerance of the VIII-IX centuries. But an attempt to interpret ancient cultures from the point of view of the current concept of human rights would not have been successful. The principle of the word freedom is more suitable in modern historical circumstances, after church reform and religious and political debates accompanying it.

The word freedom is a person who conducts research in the field, according to scientists believe that it began in Europe in the middle ages of BC. But if we take a broader approach to this issue, we can see that it is recorded in the works of eastern scribes and statesman figures or in various historical sources. In particular, in the book Avesto, which is considered the main source of the religion of Zarathustra, it is noted that faith is based on three pillars. Of these, the first is the purity of thoughts. Based on this base, it can be expressed in any way and method, if the idea is correct. [4] Also in the era of Amir Timur, great attention was paid to the issue of Word land and played an extremely important role in decision-making. SahibkiranA.Temur wrote: "my experience is past, although how the completion of the work is hidden behind the thing of fate, it is necessary to know the thoughts of the wise and kind people, wishing a council event.... I did everything on board. Every time the councillors gathered and the Assembly was hungry, I would ask them for an opinion by opening the words of good and bad, profit and loss, whether to do things in front of us or not". [5] It should be noted that at that time the word was freedom, which



means that each council member had to express his or her opinion freely based on how he or she understood the issues being discussed.

The first truly influential work on the word freedom was the work of John Milton "Areopagitika", written in 1644 year. Areopagitics were created in response to British Parliament's attempts to ban publications that were deemed unacceptable for various reasons. Milton cites a number of arguments to support freedom of speech. In particular, he wrote that we can learn the truth only by comparing all the existing points of view, and there is not enough wise people in the world to determine the truth for everyone in one person. Different opinions are the decisive factor of the development of consciousness in accordance with the search for truth - its main purpose. Therefore, Milton writes that "a person who destroys a good book kills the mind himself" [6]. This argument plays an instrumental role in the freedom of speech in our constant truths conditions. The essence of freedom of speech is the right of a person to express thoughts before the public. Word freedom any authoritative speech means that it must have certain boundaries. In addition, in any authoritative work on the word land of our time, it is emphasized that freedom of speech is important because it is one of the pillars of a democratic society.

It is considered free when the thought can be expressed for a person without negative or dangerous consequences. Thought can be learned from words, because the word is considered to be an objectification of thought for others. By expressing their thoughts in words, texts, a person becomes their public property. If people had not used the right of the word husband, they would not have been able to fully communicate with each other and would not have been able to transfer knowledge and experience to each other. Russian philosopher as V.L.Solovev correctly noted: "neither science, nor art, nor civil society could have been formed" [7].

Word freedom is its natural and inseparable right, which is inherent in the inner world of man, forms the basis of all spiritual life and does not allow any aggression and interference of man without his own consent. In addition to rights such as residence permit, freedom, dignity, personal inviolability, etc., the right to think and the word land is a necessary condition of the life of a civilized society, which must be recognized unconditionally and protected by the state.

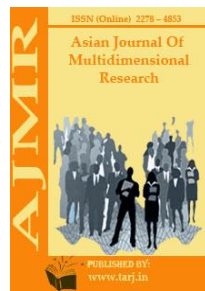
Word freedom is the ability of a person to express in any way his thoughts and beliefs in public, to make it public, to disseminate. However, we must understand that there is a difference between discussing political news with a neighbor and talking to a journalist on television. That is why one person's face-to-face or casual communication with another person on any issue does not have social consequences, such as a person's regular speech in front of a group of people. Therefore, the essence of human freedom of speech lies in the realization of the possibility of open communication with its listeners. The essence of freedom of speech is in finding the truth. Finding the truth is a continuous process. Word-language-thinking mechanism, this is a program of consciousness. According to Hegel, freedom is a substance of consciousness, "While world history is considered to be a development in the understanding of freedom"[8]. The activity of the brain is aimed at finding the truth that is realized with the help of thinking, language, it cannot be done without the freedom of speech. Thinking is a continuous process of collecting and analyzing information about the world around us and the person himself. The word husband is necessary in order to share information that can be both real (socially useful) and false (socially negative). Misunderstood information can lead to the death of both man and all mankind.

## CONCLUSION

In place of the conclusion, we can say that the word freedom is a philosophical category that characterizes the essence of the existence of mankind, which is characterized by the ability of a person to think independently, not to confuse his thoughts as a result of internal or external factors, but to freely express himself in accordance with his ideas and desires.

## REFERENCES

1. Попов А. А. Реализация свободы в обществе поздней современности: дис. ... Канд. филос. Наук. Волгоград, 2005. 151 с.
2. Фалсафа қомусий луғати Т.: "Шарқ" 2004, 464-бет
3. Oripov Kh. A. The role of freedom speech in development of society // ACADEMICIA an international multidisciplinary research journal. India. P 1387. Vol.11, Issue 1, January 2021.
4. Авесто: Тарихий-адабий ёдгорлик. Асқар Маҳкамтаржимаси. Т. Шарқ, 2001. – 400 б.
5. Темур Тузуклари Т.: Ғофур Ғулом. 1991. 15-бет.
6. John Milton. Areopagitica – eller om trykkefrihet. Overs. Olav Lausund. Oslo: Vidarforlaget, 2010.
7. Русский эрос: Философия любви в России. М. 1988. С. 42. Гегель Г. Сочинения: в 14 т. М. Л. 1935. Т. 8. С. 19.

Published by: *TRANS* Asian Research Journals

# AJMR:

## Asian Journal of Multidimensional Research

(A Double Blind Refereed &amp; Peer Reviewed International Journal)

DOI: **10.5958/2278-4853.2021.00350.5**

## WEBSITES, SOCIAL NETWORKS REFLECT THE INTERNATIONAL RELATIONS AND IMAGE OF THE COUNTRY

Nafosat Aktamovna Erkaeva\*

\*1<sup>st</sup> Category Editor,

National Television and Radio Company of UZBEKISTAN

### ABSTRACT

*The aim of the study is to show how important websites are in shaping the country's international relations and image on social media.*

*The object of the study is the media image of independent Uzbekistan in foreign and national media.*

*The subject of the study is the views, trends, approaches and principles of the country's image in the foreign and national media of the independence period.*

*The scientific novelty of the research is: improved criteria for creating and shaping the country's media image, the activities of the national media and mass media in social networks, historical, social, political, cultural and educational conditions;*

*On the basis of the differential approach, the conditions for the development of the media image of the country, the definition of the prospects of the national media and the media in the Internet and social networks, the adaptation of constructive mechanisms are identified;*

**KEYWORDS:** *Image, Region, Country, Newspapers, Magazines, Internet, Foreign And National Media, Uzbekistan.*

### INTRODUCTION

In Uzbekistan, which has chosen the path of democratic development, the media is an important tool for building a strong civil society. The legal framework for their activities has been created and is being improved, which guarantees the openness and transparency of information. It serves to increase the number of independent media, not only for the state, but also for different segments of the population. Expanding the access of the country's media to advanced information and communication technologies (ICT), including digital technologies, will help increase their activity and influence in the process of further democratization of society.

In the process of globalization of the information space, due to the emergence of modern technology-based television and the Internet, the study of the experience of the media in different regions of the planet is becoming an urgent task. First of all, it is necessary to study the experience of Western and Asian countries, where there are cultural, historical, economic and

other different approaches to the activities of the media and the use of information technology. The study of such experience is especially important for the Central Asian states, as today they are pursuing a policy of expanding national and regional information space, taking into account the specifics of their development.

Healthy creative competition among the mass media, keeping pace with the times, constant increase of political knowledge and thinking potential along with their professional skills is a requirement of the time.

Today, TV and radio channels in our country use the Internet more effectively than print media. The latest achievements of modern information and communication technologies are being introduced in the industry. Our TV and radio channels, which broadcast their programs and broadcasts all over the world via satellite networks, are also improving their websites.

The website of the National Television and Radio Company of Uzbekistan mtrk.uz mainly contains 14 TV channels, 4 radio channels and 12 regional TV channels online. They can be enjoyed in any corner of the world. In particular; there is a direct connection to the TV and radio channels "Uzbekiston", "Oilaviy", "O'zbekiston24", "Sport", "Dunyo boylab", "Yoshlar", "Bolajon" "Toshkent", "Mahalla".

In total, more than 10 radio stations from Tashkent, as well as TV stations such as "MilliyTV", "MY5", "Sevimli", "Zo'r TV" and "UzReportTV" broadcast their programs and programs online to the world media. Among them are "O'zbekiston", "Yoshlar", "Toshkent" and "Mahalla" radio channels, as well as "Ozbegim taronasi", "Poytaxt", "Radio Maxima", "Mumtoz FM", "Vodiy sadosi" popular networks are becoming more active on the Internet.

## THE MAIN FINDINGS AND RESULTS

Raising the educational and cultural level of the population in accordance with the Resolution of the President of the Republic of Uzbekistan "On increasing the number of digital TV channels of the National Television and Radio Company of Uzbekistan, their full use"; preservation and strengthening of the rich historical and spiritual heritage of our country; New TV channels have been established at the National Television and Radio Company of Uzbekistan to provide high-quality, high-quality TV products aimed at educating the younger generation in the spirit of patriotism, national and universal values.

According to the resolution, the main tasks of the TV channels are:

- Using various modern interactive forms and methods of broadcasting, digital and multimedia technologies, to inform the population and the foreign community about important events in the cultural and scientific life of the Republic of Uzbekistan and the production of television programs about the life and work of famous figures of our art;
- To acquaint the world community and the population of the country with the unique tourism potential of Uzbekistan, the level of development of educational and ecological tourism in our country, the production of highly artistic, popular science and educational TV programs about Uzbekistan and their distribution on foreign TV channels;
- Awareness of changes in public health, family and social spheres, awareness of changes and medical literacy of the population, as well as the promotion of healthy lifestyles and active recreation, the preparation of TV programs in this regard;

The role of the mass media is invaluable in conveying the essence of the state policy, the ongoing reform process in our country in an objective and at the same time impartial way to our people, in shaping public opinion and meeting people's information needs.

Especially the past 2020 has been a testing period in the world, especially in our country. Medical personnel, as well as the military, have a great responsibility on the media. Programs, especially in the form of remote, direct online, have led to an increase in public confidence in the industry through the production of broadcasts. True, there were shortcomings in the system during this period. However, such qualities as speed, openness, openness, professionalism and the ability to convey information to the public without "boiling", "obsolescence" and various "processes" have increased. At the same time, the activity of the Internet and the media in social networks has increased.

It also seems that it is no longer possible to imagine the media and the Internet separately. Most importantly, the global network has made the concept of geographical boundaries between countries completely transparent and cut the iron curtains inherited from the Cold War era to the last thread. Just one example: As soon as a new online radio channel appears in Uzbekistan, listeners from Moscow, Manhattan, Jeddah or Tokyo are joining its subscribers. This means that the opportunities to develop the image of our country in the world media space are growing.

At the end of the last century, at the beginning of the current century, migration processes on the world stage became more active than ever. Of course, the people of Uzbekistan were not left out of this process. For this reason, more and more of our compatriots are studying, working or living abroad. We are convinced that for various reasons, our compatriots living in near and far abroad are not indifferent to the life of our country and people. They have a great need to connect with the motherland. This need is being met through Internet TV and radio channels - virtual communication. Boys and girls born and raised in other countries learn the national traditions, customs, language and culture of their ancestors through television.

True, online broadcasts of television and radio are primarily intended for local audiences abroad. But if we look at the experience of foreign countries, including Russia, China, Turkey, this issue will have a deeper meaning. For example, Russia's state-owned TV channels have been broadcasting live on virtual space, ensuring that millions of Russian migrants living abroad do not lose contact with their homeland and stay away from their national culture. In essence, the main goal is to form a positive image of Russia among the population of the world, to show its political and economic power, to promote Russian culture.

Examples include Russia Today's "SophieCo", "RT Reportage", and "Exclusive Interview". This goal is clearly reflected in the activities of such channels as "Russia 24", "RTR Planeta", "Kultura" operating within VGTRK [All-Russian State Television and Radio Broadcasting Company]. In Russia, there are also TV channels (portals) that are broadcast only via the Internet. These are: Vesti.ru, Filmpro.ru, Gmbbox.ru, Vestifinance.ru, Stranadruzey, Digitalrussia.tv, Strana.ru, and Travel.vesti.ru.

It is not difficult to see in which parts of the world the country's economic and political interests are greater than the broadcasts on China's central television channel, CCTV. Examples include Asia Today, Americas Now, Talk Africa, and Global Business.

CCTV also pays special attention to the promotion of the Chinese language and culture in its programs broadcast abroad, along with the widespread use of the world's most widely spoken languages.

Many of Turkey's state-run TRT programs are aimed at Turks living abroad. It also gives compatriots living abroad the opportunity to speak and express their opinions. It is important to increase the respect and love of migrants for their homeland.

An example is TRT's "Foreigners" show. In it, the heroes repeat over and over again that they will never forget their homeland even though they live in other countries of the world.

These are, of course, one of the factors that serve to strengthen the country's image in the world media space.

The TV channels on the portal Mtrk.uz include programs in English and Russian for foreign viewers.

However, we are far from believing that foreigners will not be able to watch Uzbek-language TV programs. In particular, it is gratifying that news programs, political-analytical, socio-economic, as well as TV projects on our national music and cultures have their customers in other countries. Examples are "Munosabat - Attitude", "Uchburchak - Triangle", "Agroolam – Agro World", "Davrmavzusi - The theme of the period", "Nuqtainazar - Point of view", "O'zbekadabiyoti – Uzbek Literature", "Biz kimmiz? – Who are we?", "Ona zaminohanglari- Native ground tones", "Meros - Heritage". This issue was also raised in a survey of foreign citizens and experts on the activities of the site mtrk.uz.

## CONCLUSION

In short, the connection of the national audiovisual media to the Internet will create a huge opportunity for the development of the industry and the rapid expansion of the permanent audience. Consequently, the global network has created two important changes in the activities of radio and TV channels in Uzbekistan.

First, it brought the daily information flow around the world to the on-line level, i.e., the ability to send instant messages to all regions of the allworld at the same time.

Second, communication restrictions between existing TV and radio channels and the fixed audience have been sharply reduced. At the same time, interactivity has become more active, and direct contacts with a large number of customers have reached a qualitatively new level.

It is obvious that the media plays a key role in building a democratic society, having a significant impact on political, economic, social and cultural processes not only in individual countries but also globally.

## REFERENCES

1. MirziyoevSh.M. *Critical analysis, strict discipline and personal responsibility should be the daily rule of every leader's activity*. Speech of the President of the Republic of Uzbekistan at the meeting of the Cabinet of Ministers of the Republic of Uzbekistan on the results of 2016 and prospects for 2017. // People's word newspaper. January 16, 2017, №11.
2. MirziyoevSh.M (2017). *Together we will build a free and prosperous democratic state of Uzbekistan*. Tashkent, NMIU "Uzbekistan".-p. 29.



3. Abduazizova N. (2007)*History of journalism in independent Uzbekistan (processes of renewal and development)*. – Tashkent: Akademiya. –p. 399.
4. Akbarov H. (2014)*Cinema and television today: practice and theory. Audiovisual area address*. A collection of scientific essays and articles. National University of Uzbekistan. – Tashkent: - p. 170.
5. *Image of Russia: a showcase of the country*. Magazine “Industrialist of Russia”. June 2012
6. *Image creation technologies and their application in politics*. Gulnora Nishonova. Materials of the II scientific-practical seminar on specialization in higher journalism courses. Tashkent. NMIU named after Ghafur Ghulam, 2013.
7. Internet journalism (radio and television on the Internet). A collection of scientific articles. UNESCO, UzSWLU, - Tashkent, 2005.
8. [senat.gov.uz](http://senat.gov.uz)
9. [mtrk.uz](http://mtrk.uz)
10. [uza.uz](http://uza.uz)

## 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 Health,  
Sudan

### Dr. Sunil Kumar

Assistant Professor,  
Punjab School of Economics,  
Guru Nanak Dev University,  
Amritsar, Punjab, India

### Dr. Ebele P. ifionu

Faculty, Department of Finance and Banking  
University of Port Harcourt, Nigeria

## 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, 1st Floor, HUDA Market,  
Near Red Cross, Jagadhri - 135 003 (Haryana) INDIA  
Website : [www.tarj.in](http://www.tarj.in)

Our other publications :

Trans Asian Journal of Marketing & Management Research (TAJMMR)  
ISSN (online) : 2279-0667