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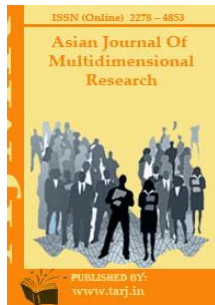
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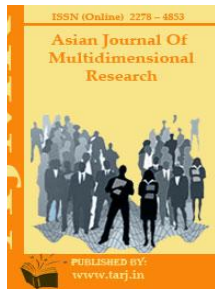
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## THE IMPACT OF USAID-FUNDED PROJECTS ON WOMEN EMPOWERMENT IN KANDAHAR

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### ABSTRACT

*In the last two decades, the International community, including the United States of America, has poured millions of dollars for women empowerment and capacity building in Afghanistan. United States Agency for International Aid USAID has funded many projects in Afghanistan that work for women. One of the programs involved in this area is the USAID-PROMOTE program, which has worked on women empowerment and equality in many Afghanistan provinces. This study evaluates the impact and effectiveness of USAID-PROMOTE programs on women empowerment in Kandahar province. Specifically, it investigates whether women who have participated in USAID-PROMOTE programs have enabled and empowered women enough to involve them politically, socially, and economically in the province and more broadly on a national level. The research data is collected from the USAID-PROMOTE programs' female participants through online questionnaires and interviews. The results indicate that most USAID-PROMOTE program participants were satisfied with implementing the USAID-PROMOTE project's programs. The number of satisfied persons increases further in the data collected through the interviews and focus groups with USAID-PROMOTE projects' participants.*

**KEYWORDS:** *Usaid, Promote, Women, Empowerment, Afghanistan, Musharikat, Wie, Wld, Wig*

### 1. INTRODUCTION

After toppling the Taliban government in 2001, the International Community and the United States of American pledged to assist Afghanistan in various spheres and head the country toward development and self-reliance. Afghanistan at the time required international aid like water and oxygen. Since then, United States Agency for International Development USAID has poured



billions of dollars into Afghanistan for rebuilding and human resource capacity building. In the last nearly 20 years, United States has contributed billions of dollars every year. As of 2016, U.S. aid to Afghanistan amounted to \$5.1 billion per year (Fippin, 2018). However, foreign aid has boosted the Afghan economy, but it still requires foreign aid to survive. Total annual U.S. spending on Afghanistan amounted to about \$45 billion as of 2018. Most of that spending was funding to military forces and security objectives. The U.S. spent only \$800 million on economic development (Fippin, 2018). Most of the money going to the military and security sectors and other development projects that pave the way for balanced development in the county lacked proper and enough budgets and attention. This way, Afghanistan, despite the abundance of International aid, has not been able to achieve a balance of growth and development in various sectors.

In the time and before the Taliban, the country went through immense wars and destructions. People's expectations in rebuilding the country from USAID were pretty high. USAID's involvement in Afghanistan began in 2002 and since then has worked in various sectors such as agriculture, democracy and governance, economic growth, education, gender promotion, health, infrastructure, humanitarian assistance, accountability, and anti-corruption (USAID, 2021). If we look back and reassess the development and compare them with the money spent, we clearly can notice mismanagement in all the spending and have not achieved the expected results, but the reality is that the USAID has played an essential role in the revival of the various sectors of the country.

One of the USAID funded projects that have invested a lot in women empowerment and capacity building in Kandahar province is the USAID-PROMOTE. The PROMOTE project during 2015-2021 has trained thousands of females and has worked in diverse areas such as empowering women in leadership and governance, economy, strengthening advocacy, and building constituency for women. The PROMOTE project was established between Afghanistan and the United States of America to train in the 18-30 years period some around 75000 females and enable them to equally participate alongside men in the political, social, economic, and civil societies spheres of the country. The PROMOTE project aimed to enable women to lead on the country's front. The PROMOTE project is one of the most significant USAID funded projects that contribute and empower women to lead various aspects of the country.

USAID-PROMOTE received \$280 Million funds from USAID and started its work in 2014 in Afghanistan. However, the last few years, The USAID-PROMOTE project has focused on many areas, but mainly the PROMOTE Project has invested a lot in women in the leadership program. The project's primary purpose is to provide leadership opportunities and capacity building for Afghan women in government, private and social sectors. The USAID PROMOTE project is a five-year-long project focused on assisting Afghan women in educational, career development, capacity building, and enabling young Afghan women to participate in the country's rebuilding and development. USAID-PROMOTE strengthens advocacy, increases women's participation in the economy, and assist women in business and learning management skills. USAID-PROMOTE project has been working in various spheres of women empowerment such as Women in governance WID, Women in leadership WID, Women in Economy WIE, and Musharikat, which works to build constituencies, strengthen advocacy, and increase awareness and support for women's equality and empowerment (DAI, 2021).

## **2. THE RATIONALE OF THE RESEARCH**

Over the last couple of years, several International and USAID-funded projects have been working on women empowerment and equality in Kandahar province, and one of that is the USAID-PROMOTE project. USAID-PROMOTE project has been working in Kandahar province for women empowerment and equality, but these projects are questioned for their effectiveness. We want to dig deeper and understand how impactful the USAID-PROMOTE project has been in this regard. This research is vital on whether the resources and time spent on women empowerment projects and programs have given a positive result on that front (HAMMINK, 2017). As explained in the introduction part of the research, the USAID-PROMOTE program has focused on four different aspects, and it is keenly important to understand which aspect of the USAID-PROMOTE program has worked better for women empowerment.

## **3. THE OBJECTIVE OF THE RESEARCH**

The USAID-PROMOTE project has been working in Kandahar province in women empowerment and equality since 2015. The research objective is to figure out the role and impact of the USAID-PROMOTE project in women empowerment in Kandahar province. The research also aims to figure out the different aspects of women empowerment programs. The research will seek to understand whether the USAID-PROMOTE-funded projects have successfully empowered women empowerment and have enabled proper capacity building in the Kandahar province or not.

## **4. RESEARCH QUESTIONS**

- To investigate the impact of USAID-PROMOTE on women empowerment in Kandahar?
- To analyze the effectiveness of the USAID-PROMOTE funded projects on women empowerment in Kandahar?

## **5. RESEARCH METHODOLOGY**

This qualitative research is based on descriptive-analytical and empirical. The author's perception is established based on descriptive and empirical analysis about the USAID-PROMOTE program and analyzes its impact on women empowerment in Kandahar province. In this research, the data is collected from primary and secondary resources. The primary data was collected through questionnaires with the USAID-PROMOTE project program's participants. To gain a better insight into the USAID-PROMOTE programs' effectiveness for women empowerment, interviews are conducted with the female participants in the USAID-PROMOTE project programs.

## **6. Promoting Gender Equity And Women Empowerment In National Priority Programs (Promote)**

In the transformation decade (2015-2024), a new generation of afghan leaders – both men and women – will emerge equipped with the education, skills, and desire to build a brighter future for afghanistan. Promote is a joint commitment by the u.s. and afghan governments that will work to empower 75,000 women between the ages of 18-30 and help ensure these women are included among a new generation of Afghan political, business, and civil society leaders. Promote aims to empower women to become leaders alongside their male counterparts, and ensure they have the skills, experience, knowledge, and networks to succeed. USAID has committed \$216 million to fund the program, making it the largest women's empowerment project in the u.s. Government's

history. Other international donors can contribute an additional \$200 million to expand the program (usaid, usaid afghanistan, 2017).

### **6.1 PROMOTE – Women in Economy**

Promote is a partnership between the Government of Afghanistan and the United States Agency for International Development to secure the gains made by Afghan women in the past decade while providing a new generation of Afghan women with the leadership skills to make vital contributions to Afghanistan's development in governance, civil society, and the economy. As the economic and business component of Promote, the Women in the Economy (WIE) activity is key to achieving the objectives of Afghanistan's Transformation Decade by empowering Afghan women from across the country to gain the skills, voices, and resources to contribute to economic growth, reduce poverty levels, and influence workplace policies in response to the needs of women in the economy (USAID, USAID Afghanistan, 2019).

WIE works in five regional economic zones across Afghanistan, with offices in Kabul, Herat, Mazar-i-Sharif, Jalalabad, and Kandahar.

#### **6.1.1 PROMOTE – WOMEN'S LEADERSHIP DEVELOPMENT**

The USAID Promote Women's Leadership Development (WLD) program builds the confidence of Afghanistan's most talented young women to encourage them to participate fully in society and become future leaders in the public and private sectors. Over five years, 25,000 women with exceptional leadership potential and commitment to positive social change are recruited and enrolled in the program (USAID, USAID Afghanistan, 2019).

WLD specifically targeting:

- Jawana ("Sapling" in Dari) – Provides training to women who have a minimum high school diploma, though many may have taken college or university classes or have university degrees or technical, vocational, or educational training
- Royesh ("Seedling" in Dari) – Provides training to Afghan girls and women who have completed primary school but who have not graduated from high school

#### **6.1.2 PROMOTE - WOMEN IN GOVERNMENT**

The USAID Promote: Women in Government project seeks to increase and advance the number of women employed in the Afghan government by creating professional development opportunities for female high school and university graduates. Following a year-long internship program, USAID Promote: Women in Government facilitates job placement for internship graduates within the Afghan civil service. The USAID Promote: Women in Government project leverages relationships with Afghan government counterparts to develop and implement key policy reforms that empower women working in the government, including non-discrimination, anti-harassment, and other working standards that foster a female-friendly workplace. The project also implements innovative, nationwide communications and outreach campaigns to expand the impact of project interventions and promote local stakeholder support for women working outside the home. The project operates in the provincial hubs of Kabul, Herat, Balkh, Kandahar, and Nangarhar (USAID, USAID Afghanistan, 2019).

### 6.1.3 PROMOTE – WOMEN IN THE ECONOMY

Promote is a partnership between the Government of Afghanistan and the United States Agency for International Development to secure the gains made by Afghan women in the past decade while providing a new generation of Afghan women with the leadership skills to make vital contributions to Afghanistan's development in governance, civil society, and the economy. As the economic and business component of Promote, the Women in the Economy (WIE) activity is key to achieving the objectives of Afghanistan's Transformation Decade by empowering Afghan women from across the country to gain the skills, voices, and resources to contribute to economic growth, reduce poverty levels, and influence workplace policies in response to the needs of women in the economy (USAID, USAID Afghanistan, 2019).

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### 6.1.4 PROMOTE – MUSHARIKAT

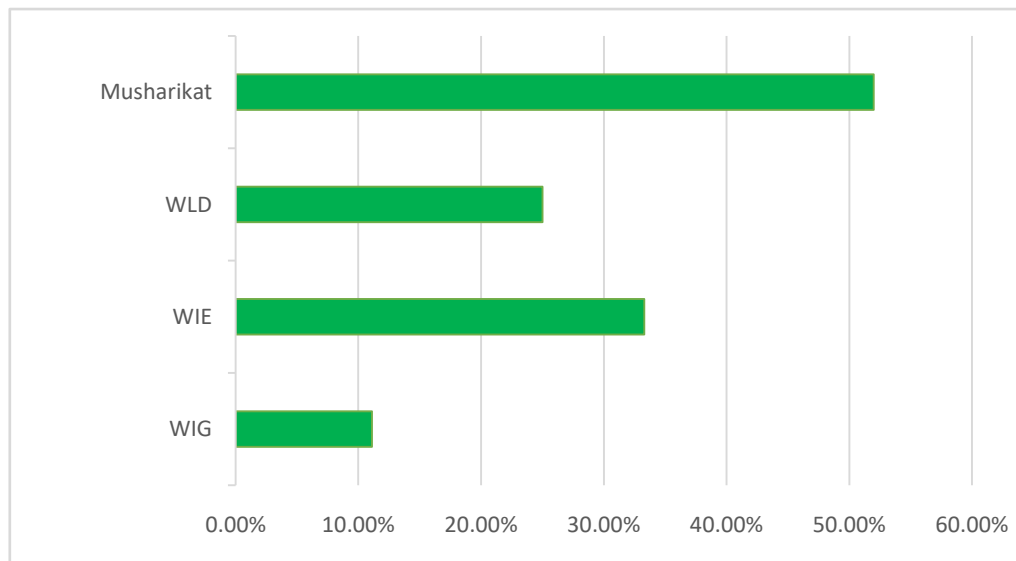
Musharikat, which means 'partnership' or 'participation' in Dari and Pashto, is designed to build a cadre of 5,000 activists and 300 civil society organizations (CSOs) from all 34 provinces to more effectively advocate for and advance women's equality and empowerment in Afghanistan (USAID, USAID Afghanistan, 2019).

## 7. DATA ANALYSIS

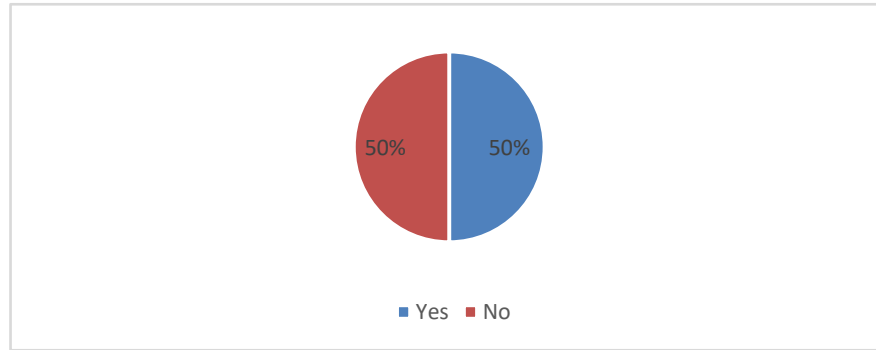
As explained in the research methodology, the data for the research is collected via online and offline questionnaires, interviews, and observations. Here, the charts and figures are set in self-explanatory mode; hence, further explanations are not given in each figure's commentary portion. It is important to note that the interviews with respondents are used in the research's explanation.

1. Which one of the following USAID-funded projects have you participated in?

Figure – 1

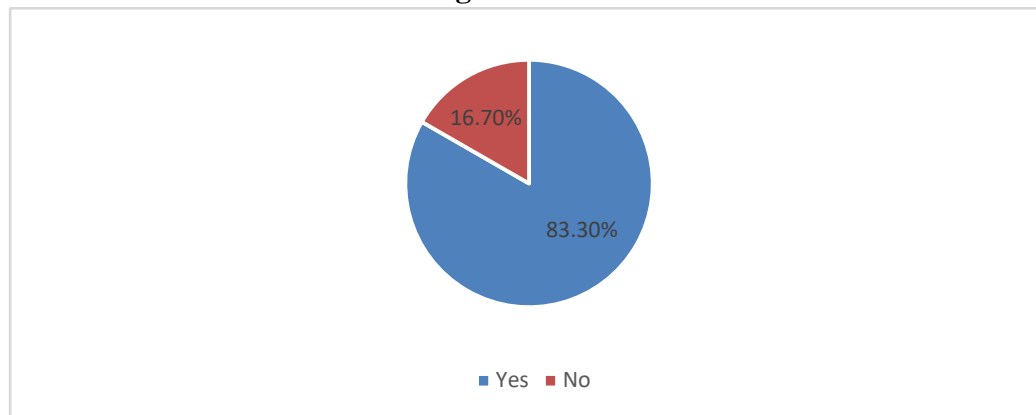


2. Have you been hired after you participated in one of the USAID funded projects that involved your capacity building?

**Figure - 2**

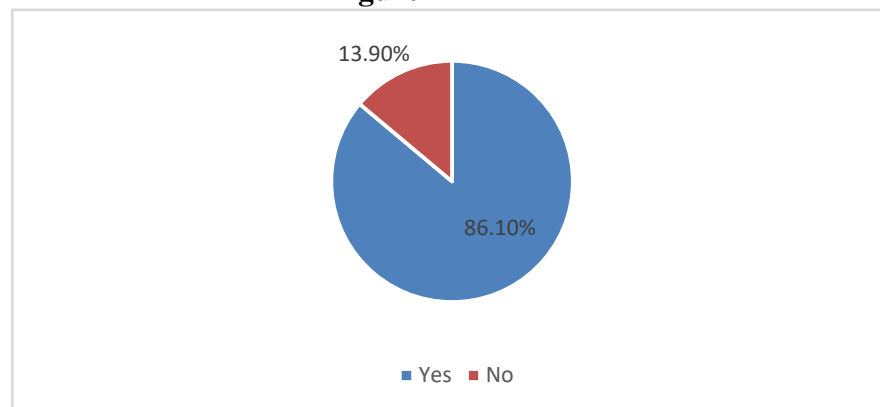
*source: Author's own compilation based on the data collected from respondents*

3. Have you noticed any improvement after your participation in the USAID funded projects?

**Figure - 3**

*source: Author's own compilation based on the data collected from respondents*

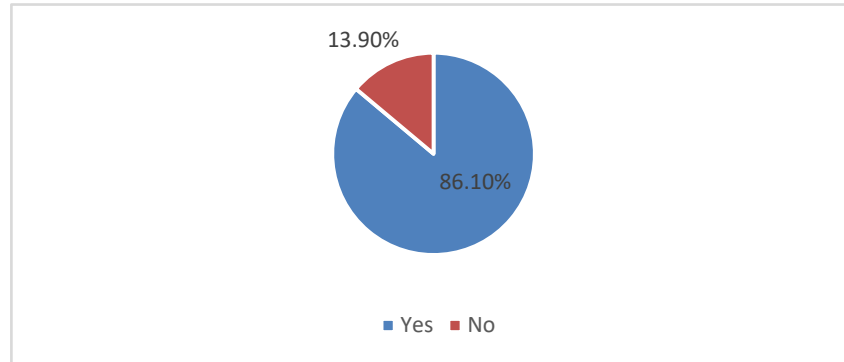
4. As per your understanding, has the USAID-funded projects been effective in women's capacity building?

**Figure - 4**

*Source: Author's own compilation based on the data collected from respondents*

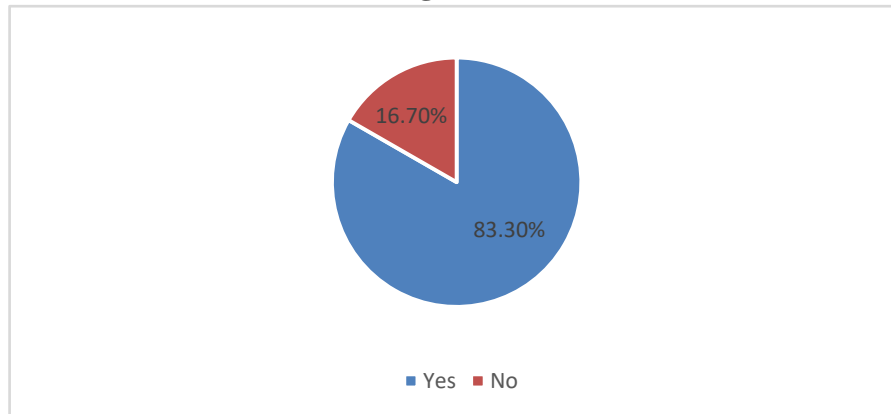
5. Do you encourage other women to participate in the USAID funded projects that work for women empowerment and equality?



**Figure - 5**

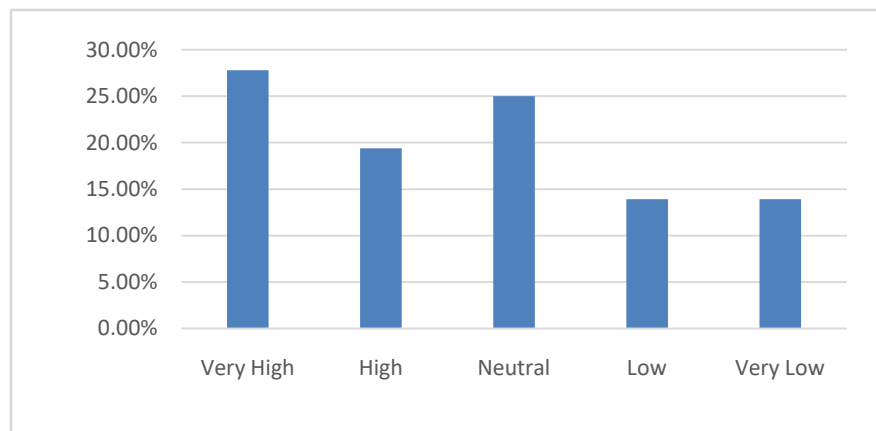
*source: Author's own compilation based on the data collected from respondents*

6. Do you think that USAID funded projects that dealt with women empowerment and equality impacted women's encouragement to involve politically and socially in society?

**Figure - 6**

*source: Author's own compilation based on the data collected from respondents*

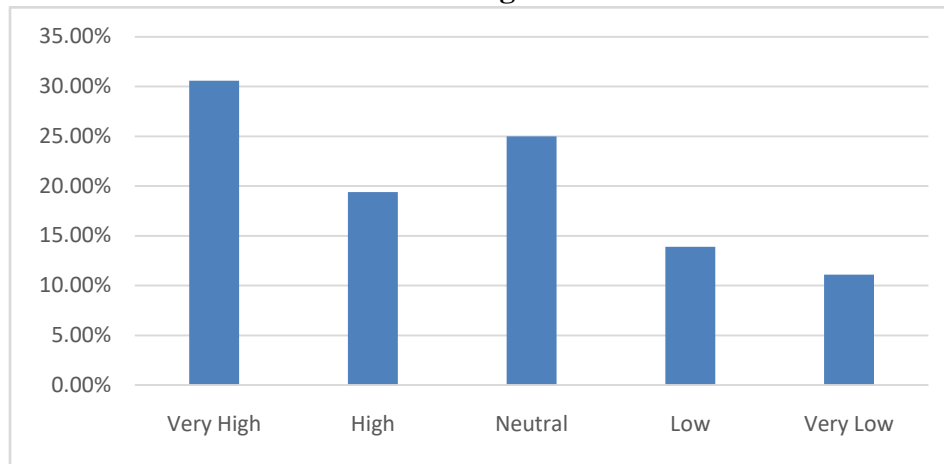
7. To what extent does the USAID-funded project effectively create employment opportunities for women?

**Figure - 7**

*source: Author's own compilation based on the data collected from respondents*

8. Have the USAID-funded projects had any impact on women's economic status?

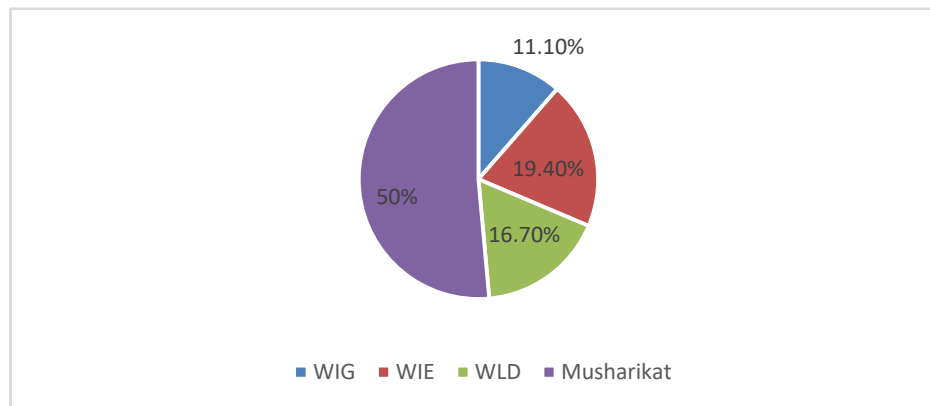
Figure - 8



Source: Author's own compilation based on the data collected from respondents

9. What USAID-funded projects had played a vital role in women's employability and capacity building in Kandahar?

Figure - 9



Source: Author's own compilation based on the data collected from respondent

## 8. CONCLUSION

During the last many years, the United States Agency for International Aid USAID has spent millions of dollars on women empowerment and capacity building in Kandahar Province. In this research, the author makes a g attempt to evaluate the impact of USAID assistance on women empowerment in Kandahar province. The data collected from the respondents indicate mixed feelings towards the USAID-funded projects in Kandahar in various spheres such as Women in Economy, leadership, governance, and others. However, the questionnaires show that almost half the women who have participated in the women empowerment and capacity building projects are satisfied with what they have achieved, while the other half of the participants have expressed their discontent with the effectiveness of these programs. The data collected through focus groups and interviews with the female participants in the USAID-funded projects for women indicates that more than half of the participants are satisfied with USAID – PROMOTE projects' implementations and achievement. The respondent's data indicates that more than 80 percent of

the respondents are happy with their participation in the USAID-PROMOTE programs, and staggering more than 85 percent of the respondents are willing to encourage other women to participate in the USAID-PROMOTE projects. The respondents' data from questionnaires and interviews indicates that one of the most successful and more effective USAID-PROMOTE funded projects is the Musharikat program for women empowerment. The musharikat program has offered better opportunities for women to involve in society and have also offered better capacity building programs for a relatively long period. USAID-PROMOTE program has also encouraged women to involve socially, politically, and economically in society successfully.

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## DIRECTION OF MODERN DESIGN ACTIVITIES

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### ABSTRACT

*The article analyses the main patterns that characterize the avant-garde design practice, and are key for the area under consideration. First of all, this is the conditioning of the principles of organizing the architectural environment by post-Fordism, as the leading economic platform that shapes the needs of society.*

*Among the characteristic regularities of parametricism, the following are also noted: a new look at the relationship between architectural form and function, and a new interpretation of the classic professional categories: scale and tectonics. The twentieth century presented to mankind a multitude of scientific discoveries and cultural events that turned our understanding of life on the planet, its forms and development. In the past 20th century, along with new changes as a result of scientific research, thousands of inventions, cultural and educational innovations, and the field of architecture has brought several achievements to humanity.*

**KEYWORDS:** *Architecture, Style, Composition, Words: Design Experiment, Computer Technology, Parametricism, And Digital Tectonics.*

### INTRODUCTION

In the professional field of architecture, the first decade of the XXI century is characterized by the continuation of research and experiments carried out by various architectural groups and personal workshops of the world's leading architects. The twentieth century presented to mankind a multitude of scientific discoveries and cultural events that turned our understanding of



life on the planet, its forms and development. In the past 20th century, along with new changes as a result of scientific research, thousands of inventions, cultural and educational innovations, and the field of architecture has brought several achievements to humanity. Chaos theory, complexity theory, discoveries in quantum physics and mathematics, and much more have shaped a new synergistic vision of the world. There is a tendency to a change in ideas about the existence of society:

- From ideas about stability and sustainable development to ideas about instability and metastability;
- From images of order to images of chaos, containing ordered structures (order in disorder);
- From evolution to co-evolution, the interconnected evolution of complex systems; from independence and isolation to connectivity;
- From dimension to proportionality - to fractal self-similarity of formations and structures of the world.

A “synergetic challenge” to culture has been thrown [1]. Throughout the 20th century, architecture has consistently changed in time with the ever-accelerating technological progress and changes in the perception of the picture of the world by man. The clear forms of modernism and constructivism were replaced by the forms of postmodernism, deconstructivism, then hi-tech and minimalism. More and more complex principles of shaping determine the images of new structures, transmitting new meanings [2] (Fig.1).



**FIGURE 1. CREATIVE WORKSHOP "ZAHA HADID ARCHITECTS" (ZHA): A) BMW SHOWROOM 2003-2006, B) BMW CENTRE 2001-2005.**

One of the actively developing areas of modern architectural practice is parametrisation, presented in the theoretical works of Patrick Schumacher as a new global style of architecture. The name of the direction has a common root with the term "parametrics", meaning a way of modelling an architectural form based on its mathematical representation in computer programs. Parametrically, not one form is described, but a certain set, a bunch of forms, which can be obtained by the geometric representation of one mathematical relationship. Changing the parameters present in mathematical expressions affects the geometry of the shape. This type of modelling is well combined with pre-project analysis data, also expressed in digital form. The process of working with complex surfaces, their transformation in order to achieve optimal values of the technical and economic indicators of the project, is facilitated.

## MATERIALS AND METHODS

Schumacher's parametricism, of course, is based on the described method of work, but as a formalized direction of design activity, it is focused on a broad study of the very nature of changes occurring in the architectural activity. The term "parametricism" came into general use about five to seven years ago with the publication (and appearance on the Internet) of articles by P. Schumacher, in particular, the article "Parametricism - a new global style of architecture and urbanism" [3].

Among other design "experiments" based on the active use of computer technologies and parametric modelling methods, parametricism stands out for a clear theoretical platform, a manifested political and economic context, taking into account which modern architectural activities should be carried out. A new attitude towards the most important architectural categories is clearly expressed, new means and methods of working with the architectural form have been developed. Patrick Schumacher created a kind of theoretical matrix into which other architects can write their meanings. The breadth of coverage of professional issues of architecture, the clarity of theoretical provisions, the consistency of their presentation deserve to dwell on them in more detail. An overview of the most striking attempts to form a new system of views in architecture without parametricism would be incomplete. The new direction grew out of the work, experimentation and quest of the creative workshop Zaha Hadid Architects (ZHA), partner of which is P. Schumacher, PhD and architect (Fig. 2).



**FIGURE 2 CREATIVE WORKSHOP "ZAHA HADID ARCHITECTS" (ZHA)**

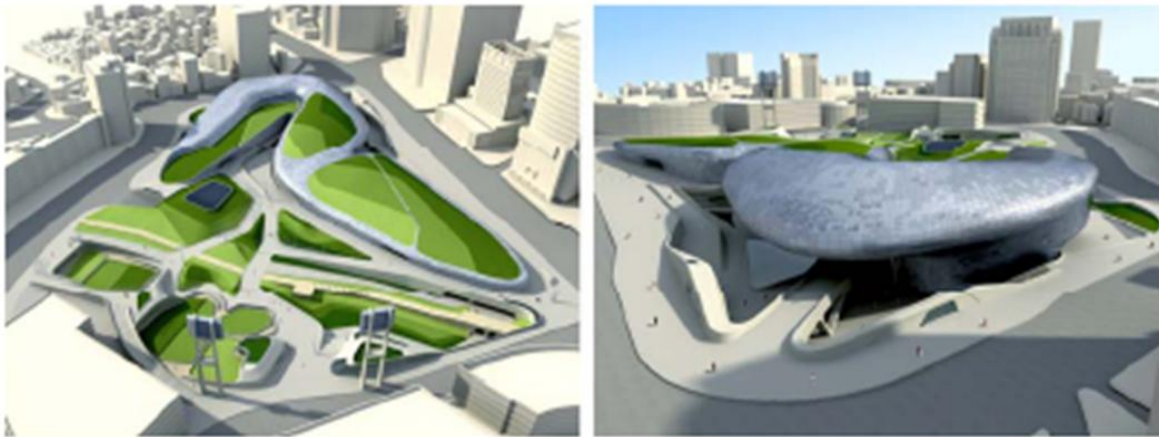
The direction is based on a theoretical platform, which is based on several key provisions:

- The existing economic and political structure of society promoted by means of architecture;
- Comprehension and assessment of the historical development of architecture;
- A new look at the relationship between architectural form and function;
- Development of new ways and techniques of professional work of an architect.

Parametricism is declared by P. Schumacher as a neo-avantgarde style in modern architecture.

Rosenthal - Center for Contemporary Art 1997-2003. The theory of parametricism took shape when the path followed by Z. Hadid and her creative workshop (Fig. 3) received worldwide recognition, when large projects were implemented in different countries (Peak Leisure Club Hong Kong 82-84, Louis and Richard Rosenthal - Center for Contemporary Art 1998-2003, Spittelau-Viaduct Vienna 1994) and the experience of working on individual buildings, on their interaction with the surrounding urban environment resulted in the implementation of large-scale

urban planning projects (Master Plan Vista in Singapore, Soho City in Beijing, mixed-use master plan for Bilbao, Kartal-Pendik master plan in Istanbul 2006).



**FIGURE 3 CREATIVE WORKSHOP "ZAHA HADID ARCHITECTS" (ZHA).  
DONGDAEMUN PARK AND SQUARE DESIGN 2007-2012**

Among what modern architects appeal to, Schumacher names three phenomena: the works of the French postmodern philosophers J. Deleuze, P.F. Guattari, J. Derrida, J.F. Lyotard, the study of natural systems, and complexity theory. The formation of the principles and categories of the new style is directly based on the studies of the American sociologist I. Hoffmann and the German sociologist N. Luhmann, devoted to the analysis of the principles of the life of modern society and the search for ways to develop the modern basic theory of production and management of society - post-Fordism. Postfordism, replacing mass standardized production, declares flexible production rules to meet the segmented sales market. One of the main features of post-Fordism is going beyond the framework of the national economy and the development of global sales markets and the organization of a new international system of division of labour. Taking into account the requirements dictated by the socio-economic era of post-Fordism is one of the central tasks of architecture. The concept of parametricism reveals the main features of this system of production and management: the hegemony of "immaterial" labour, socialization outside the workplace, blurring of the boundaries of working time, staff turnover (insecurity and insecurity of labour relations) [18].

It seems that the main thing for any person is to be in the right place at the right time. There are practically no words in Schumacher's texts - humanization of the environment, harmonious development of the human personality, etc. At the same time, it is unclear whether the information component of the building outweighs all its other characteristics, but the postulate about the need for all kinds of activation and controllability of contacts is repeated very often. The need to "service" a multitude of different types of life, arising from different consumption standards, makes the architect talk about the multi-level differentiation of the architectural space of the city.

Simultaneously with the increase in the variety of types of residence and the implementation of other social processes, the density and concentration of the urban environment increase dramatically. The intensity of social and economic processes in the urban community is reflected in the responsiveness and dynamism of the environment. The architectural solution of the

problem, thus, focuses on the formation of a rich multi-level, continuously and smoothly changing urban environment (Fig. 4).



**FIGURE 4 PARAMETRICISM AS A NEW GLOBAL ARCHITECTURAL STYLE**

Considering the historical change of styles, P. Schumacher positions parametrisation as a new epochal architectural style that replaced the previous modernism. He has a special view of the fundamental categories, goals and methods of constructing the sphere of the life of society [3], corresponding to the new paradigm. Postmodernism and deconstructivism are treated by the architect as transitional styles, as well as art nouveau and expressionism. The latter are parallel or historical reminiscences that enrich the epochal style. In the era of historicism, such styles include neoclassicism, neo-gothic, neo-Renaissance, etc.

Within modernism, functionalism, rationalism, hi-tech and others are distinguished. Comparison of modernism and parametricism allows one to feel more sharply their fundamental difference. The main principles of modernism are, according to P. Schumacher, separation and repetition (separation between specialized subsystems and repetitions within each subsystem). Separation of urban functions, optimization of universal functional types, the endless repetition of one type for each function, today are no longer sufficient for a polysyllabic diversified and dynamic society. Postmodernism and deconstructivism work on the verge of rejecting this principle, but do not establish their own new principle of action [3].

In parametricism, division and repetition are replaced by the principle of continuous change within all systems that form an architectural object, as well as their intensive interaction. Parametricism offers the following formula as a conceptual platform: all architectural elements and complexes are flexible. Instead of simple geometric objects - cubes, cylinders, pyramids, straight lines, etc., which seem to the author (P. Schumacher) too rigid, other elements (dynamic and changeable) are introduced: splines, cones, subdivisions, which can be elements of more complex geometric formations such as "fabric", "hair", "drops", etc. In the article "Parametricism - A New Global Style for Architecture and Urban Design," Patrick Schumacher considers architecture as a system consisting of many subsystems and parameters [4].

Differentiation in any system is associated with changes in other systems. All the main parameters of the architectural object, the environment and the parameters of the observer must be tied to the system. To do this, it is necessary to make all forms malleable, correlating with neighbouring forms, to use interconnected structures passing into each other. The ability to



change leads to the achievement of the main goal - the creation of diversity and complexity of any social institutions and functions within the post-Fordist society. The interrelation of function and form in parametricism Along with the transition to complex, changeable, fluid architectural forms, the attitude to their functional content is changing. The principle of architectural interpretation of abstract constructions is put forward as an action strategy. The concept of such a relationship of form and function originates in the abstract art of the early 20th century. Just like many authors, Schumacher believes that it was then that a fundamental revision of the foundations of the architectural discipline took place. Petersburg artist V.N. Gruzdev, who devoted his scientific research to the connection between psychology and painting, writes that the term "abstraction" in art was first used by the German art critic V. Vorringer, who wrote a dissertation on the topic "Abstraction and Empathy" in 1906. Empathy refers to the ability to emotionally empathize with other people, their joys and sorrows as their own. In abstraction, on the contrary, there is an element of detachment, rationality. The author finds another approach to this problem in K.G. Jung, who correlated empathy with an extraverted attitude (focusing on external objects), and abstraction with an introverted one (focusing on the inner world). This implies a close connection between abstract painting and the subconscious. Abstract painting creates a situation of uncertainty, which allows for the emergence of several semantic readings. Uncertainty is an exquisitely accurate method of actively involving the unconscious in perception [5]. Thus, a methodology for activating the work of consciousness and subconsciousness in a creative act is being formed. The meanings of the components "hover" over formal searches until a match is found in a sketch, or a diagram, or a drawing and an expression of the functional or other informal characteristics of the design that satisfies the architect. Patrick Schumacher calls this process the release of the latent creative powers of the architect, the removal of outdated typological forms.

“As soon as a particular image or figure is selected and compared with a functional program, a special dialectic of content and form arises ... Radical irrationality and arbitrariness lead directly to the goal in a roundabout way ... This miracle is explained through the understanding that all functionality is relative and all well-tempered organisms were once monstrous deviations from the norm, and someday, perhaps, they will again seem so in comparison with the "higher" and "beautiful" forms of the organization ... Before crossing out arbitrary form generation as formalism, it is necessary to realize that all our time-tested typologies, in fact, dogmatically derived from the arbitrary formalism of orthogonality and planned simplicity ... ”[6].

An example of using the principle of interpretation of an abstract model can be found in the methodological techniques formulated by Ya.G. Chernikhov in the book "Fundamentals of Modern Architecture", which separates the formal search for an architectural image, presented in the form of abstract figurative compositions and a trial variant assignment of semantic characteristics to one or another changing geometric form. "The art of drawing, embracing all kinds of images of our ideas, is a constant way of visual expression and organization of architectural forms" [7] Parametric diagrams A high degree of abstraction involves working with diagrams, which, being one of the techniques of infographics, contain information in a conditional, collapsed form. In diagrams, individual aspects of the design intent can be expressed. In his book Architectural Diagrams, Professor of the London Graduate School of Architecture, Mark Garcia, defined such diagrams as a mediator in the process of spatialization of selective abstraction and/or reduction of a concept or phenomenon. A diagram can be expressed as a diagram, picture, drawing, symbol or sign. It has a variant interpretation. If the principle of "encryption" is well known and familiar, then a person easily reads the information



contained in the diagram. This is what Patrick Schumacher means when he says that usually a high level of abstraction is presented on the basis of a clear understanding of what is missing in the image [8]. At the same time, the worker fully imagines the process of transforming the diagram into a more complete imitative image of the object.

According to Schumacher, Durand (architect of the late 18th - early 19th centuries) was the first to propose such a "mechanics of composition", in fact, cutting the buildings made in the classical style into pieces and combining these parts in a new way according to the rules of alignment, regularity and symmetry. Even in the conditions of strict regulation of classical architecture, thanks to this technique, the architect received a significant number of options and combinations of architectural solutions [7-11]. Schumacher distinguishes between the work of an architect with two types of diagrams: conventional and extraordinary. The difference lies not in the way information is presented (graphically or digitally), but in the methods of working with it. An extraordinary diagram initially contains some new quality through the prism of which the architect can look at his idea.

## CONCLUSION

Parametricism does not express any critical attitude towards post-Fordism as a way of organizing and managing production with the ensuing social and political consequences. It is simply based on these principles. Hence the priority of the communicative and informational components of the architecture. The influence of the principles of post-Fordism on the harmonization of the lifestyle of society is not fully understood. Their viability must stand the test of time. In the era of globalization, the iconic role of architecture is actively used in the creation of iconic architectural objects, which most often include the structures realized by the workshop of Z. Hadid. But there is a gap between them and the theoretical principles of parametricism, which gives hope for the possibility of creating a democratic architecture accessible to all strata of society. The most important provisions of parametricism do not contradict the conceptual attitudes of the harmonious "growing" of architecture into the natural environment while simultaneously functioning as an informational, virtual environment. It is necessary to note the positive role of parametricism in the formation of new methods of professional work of the architect. The principle of architectural interpretation of abstract constructions is put forward as an action strategy. Interpretive algorithms for working with abstract images, diagrams, ordinary and extraordinary diagrams continue the experiments begun in the first third of the twentieth century to develop new ways of thinking, the active inclusion of the work of consciousness and subconsciousness in the creative act. The experience gained in the framework of parametricism in systematizing, interconnecting various parameters into a single information model of an architectural object based on the use of a variety of software can be regarded as positive. Schumacher repeatedly mentions not only the modelling but also the organizing role of animation software for creating a system of related conditions and properties of a digital model of an architectural object. This can also be added to the exclusive work with complex surfaces created on the basis of the latest structural designs and materials. In general, omitting the rigidity of declaring preferences in shaping, which is quite acceptable for a new direction of design activity, it can be stated that parametricism demonstrates the experience of understanding the changes taking place in the life of society, the experience of mastering modern techniques and design tools by the architect. Further activities of the architectural bureau "Zaha Hadid Architects" and other followers of parametricism will show the legitimacy of the formulated fundamental laws of neo-avant-garde design practice.

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## STUDY OF THE KINETIC REGULARITIES OF THE REACTION OF METHANE CARBONATE CONVERSION

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### ABSTRACT

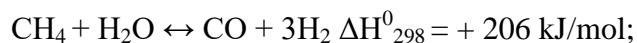
*In this work, the reaction of carbonate conversion of methane was prepared on the basis of the "Sol-gel" technology  $(Ni_2O_3)_x*(Co_2O_3)_y*(ZrO_2)_z*(B_2O_3)_k$ ;  $Al_2O_3$  and  $(Ni_2O_3)_x*(Co_2O_3)_y*(ZrO_2)_z*(B_2O_3)_k*Me:Al_2O_3$  was studied in catalysts. As a result of studying the effect of temperature and other factors on the yield of reaction products in the presence of generated catalysts, the following optimal reaction conditions were determined:  $CH_4:CO_2 = 1:1$ ;  $P = 0,1$  MPa;  $V_0 = 1000$   $coam^{-1}$ ;  $T=750^{\circ}$ . The most active are Rh and Ru catalysts, intermediate activity is occupied by Ni and Ir, and the least active are Pt and Pd [2]. Co and Fe catalysts are also active in this process but are prone to oxidation [8]. In view of the high cost of catalysts based on Rh and Ru, steam reforming of methane is carried out on a Ni catalyst at a temperature of 850–1000 °C, a pressure of 1.5–3 MPa, and a methane flow rate of 1000  $h^{-1}$ .*

**KEYWORDS:** Carbon Dioxide, Methane, Synthesis Gas, Convection, Catalyst, Temperature.

## INTRODUCTION

Today, two main areas of methane processing can be distinguished: direct and indirect methane conversion. Almost all commercial processes of methane processing are reduced to the production of synthesis gas by steam, carbon dioxide conversion of methane and partial oxidation of methane [2, 5-9]:

### Steam Conversion of Methane (PCM)



Steam conversion of methane is catalysed on transition metals of group VIII [2, 5]. The most active are Rh and Ru catalysts, intermediate activity is occupied by Ni and Ir, and the least active are Pt and Pd [2]. *Co* and *Fe* catalysts are also active in this process but are prone to oxidation [8]. In view of the high cost of catalysts based on *Rh* and *Ru*, steam reforming of methane is carried out on a *Ni* catalyst at a temperature of 850–1000 °C, a pressure of 1.5–3 MPa, and a methane flow rate of 1000 h<sup>-1</sup> [7].

The main disadvantages of steam reforming of methane are: catalyst deactivation due to the formation of carbon deposits and the presence of impurities containing sulfur compounds in methane and sintering of catalyst particles at high process temperatures, which leads to a decrease in the active surface and, accordingly, to a decrease in catalytic activity [5]. Another promising method for processing methane is its partial oxidation.

### Partial Oxidation of Methane (POM) with Oxygen



The essence of this method lies in the premixing of methane and oxygen (or air), in which a mixture of CO and H<sub>2</sub> is formed with a ratio of 1: 2, which is favourable for the formation of methanol or fuel by the Fischer-Tropsch method.

The catalysts for the partial oxidation of methane are Group VIII metals: Rh, Pt, Pd, Ir, Ru, as well as *Ni* and *Co* [2, 7]. However, the unsafe mixing of oxygen and methane at elevated pressure (20-50 atm) prevents this process from becoming industrial. It is also necessary to develop a catalyst that is less prone to coke formation.

### Carbon Dioxide Conversion of Methane (CCM)

In connection with environmental concerns, in particular, due to global warming, it is of interest to carry out the oxidative conversion of methane using the carbon dioxide reforming method:



This endothermic reaction involves two greenhouse gases CO<sub>2</sub> and CH<sub>4</sub>, which are converted to synthesis gas and then converted to methanol or fuel by the Fischer-Tropsch method. In addition to the environmental aspect, carbon dioxide reforming of methane is of great interest for the chemical industry, since it has a lower H<sub>2</sub>: CO ratio than steam reforming of methane, which is desirable for the production of fuel by the Fischer-Tropsch method. *Ni*, *Co*, and *Fe*-containing catalysts are most active in the conversion of methane to carbon dioxide [7]. The main disadvantage of these catalysts is deactivation by carbonaceous deposits. However, it was shown [2] that the use of metal nanoparticles in the synthesis of catalysts for carbon dioxide conversion of methane leads to higher activity and stability of these samples since such catalysts are less prone to coke formation. Despite many works [2, 5-7] devoted to the study of direct methods of

methane conversion, all these processes are limited to laboratory studies. Problems associated with the direct conversion of methane arise from both thermodynamic and kinetic limitations [8-9]. The activation of methane requires high temperatures, and under such conditions, radical reactions are predominant [10-12]. The strength of the C – H bond in methane is much higher than in possible products of methane conversion, which means that the products will be reactive than methane [13-17]. Several different methods of converting methane have been proposed to solve these problems.

The work aims to create catalysts with high activity and selectivity by carbonate conversion of methane and to determine the kinetic laws of the reaction.

## EXPERIMENTAL PART

Processes are carried out in a flow reactor at atmospheric pressure without the presence of water vapour (carbonate conversion of methane) and in the presence (methane vapour-carbonate conversion) in a 1: 1 ratio of CH<sub>4</sub>:CO<sub>2</sub>, at a volumetric feed rate of 1000 h<sup>-1</sup> (V<sub>0</sub>) and a process temperature of 400 °C. Conducted by conversion to 800 °C. The analysis of the initial and final products of the reaction was carried out on-line using gas chromatography. The volume of the catalyst was 6 ml; the duration of the process was 120-144 hours. To carry out this process on the basis of "Sol-gel" technology using the salts of Ni(NO<sub>3</sub>)<sub>3</sub>, Co(NO<sub>3</sub>)<sub>3</sub>, ZrO(NO<sub>3</sub>)<sub>2</sub>, Na<sub>2</sub>B<sub>4</sub>O<sub>7</sub>, using hexamethylenediamine and citric acid as a template were synthesized catalysts with the following composition:

$(Ni_2O_3)_x \cdot (Co_2O_3)_y \cdot (ZrO_2)_z \cdot (B_2O_3)_k : Al_2O_3$  and

$(Ni_2O_3)_x \cdot (Co_2O_3)_y \cdot (ZrO_2)_z \cdot (B_2O_3)_k \cdot Me : Al_2O_3$ ,

Where *Me* - VI group metal

The amount of zirconium and metal was changed from 0.25 to 4%, while the amount of *So* and *Ni* was kept constant - 4% by mass.

## RESULTS AND DISCUSSION

Figure 1 graphically illustrates the data obtained on the effect of temperature on the catalytic activity of the polymetallic  $(Ni_2O_3)_x \cdot (Co_2O_3)_y \cdot (ZrO_2)_z \cdot (B_2O_3)_k : Al_2O_3$  catalyst during the carbonate conversion of methane at atmospheric pressure.  $(Ni_2O_3)_x \cdot (Co_2O_3)_y \cdot (ZrO_2)_z \cdot (B_2O_3)_k : Al_2O_3$  catalyst exhibits low activity at low temperatures during carbonate conversion.

Methane conversion increases significantly in the temperature range of 450–550 °C from 1.4 to 10.8%, while carbon dioxide conversion varies in the range of 6.4–8.8%. In the temperature range of 500-600 °C, a sharp rise in methane conversion is observed from 10.8 to 48.6%. The subsequent increase in temperature from 650 to 750 °C increases the rate of change of the initial gases - CH<sub>4</sub> and CO<sub>2</sub> from 48.8 to 92.4% and from 6.9 to 76.8%, respectively. The temperature-dependent nature of the conversion of CH<sub>4</sub> and CO<sub>2</sub> leads to the assumption that parallel reactions of CH<sub>4</sub> and CO<sub>2</sub> decomposition take place, in which case the activation of SO<sub>2</sub> is sufficiently difficult.



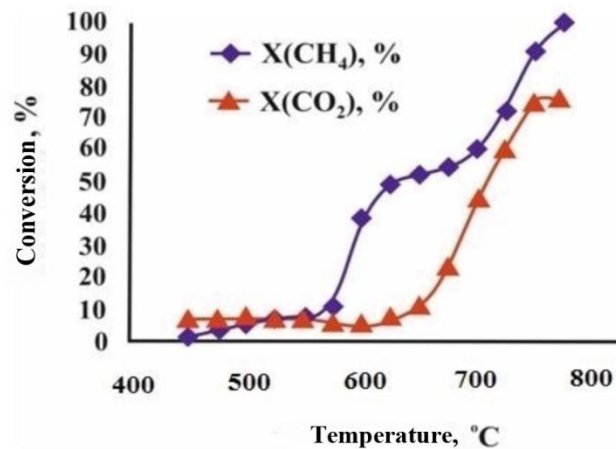


Figure 1. The effect of temperature on the conversion rate of CH<sub>4</sub> and SO<sub>2</sub> in the catalyst Al<sub>2</sub>O<sub>3</sub> in the reaction  $(\text{Ni}_2\text{O}_3)_x * (\text{Co}_2\text{O}_3)_y * (\text{ZrO}_2)_z * (\text{B}_2\text{O}_3)_k : \text{Al}_2\text{O}_3$

In the formed synthesis-gas  $H_2:CO$  the mutual ratio is one small, but with the increase in temperature, it approaches 1. For example, with an increase in temperature from 700 to 700 °C, the mutual ratio of  $H_2:CO$  increases from 0, 38 to 0, and 92. The conversion of methane to carbonate  $(\text{Ni}_2\text{O}_3)_x * (\text{Co}_2\text{O}_3)_y * (\text{ZrO}_2)_z * (\text{B}_2\text{O}_3)_k : \text{Me} : \text{Al}_2\text{O}_3$  Data on the effect of temperature on the rate of conversion of methane and carbon dioxide into the Catalyst is graphically shown in Figure 2. As the temperature rises, the conversion rate of methane and carbon dioxide increases. Consequently, the degree of conversion of methane and carbon dioxide increases from 16.9 and 2.4 to 100%, respectively, when the temperature rises from 330 to 750 °C.

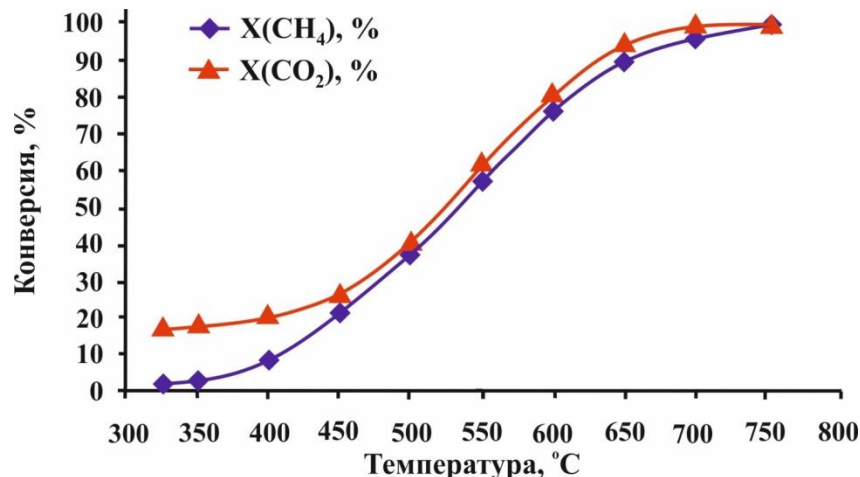


Figure 2  $(\text{Ni}_2\text{O}_3)_x * (\text{Co}_2\text{O}_3)_y * (\text{ZrO}_2)_z * (\text{B}_2\text{O}_3)_k : \text{Me} : \text{Al}_2\text{O}_3$  Effect of temperature on the conversion rate of CH<sub>4</sub> and CO<sub>2</sub> in the carbonate conversion of methane in the catalyst ( $\text{CH}_4 : \text{CO}_2 = 1 : 1$ ;  $R = 0.1 \text{ MPa}$ ;  $V_0 = 1000 \text{ hours}^{-1}$ )

In all studied temperature ranges, the product of the carbonate conversion of methane in a catalyst with the addition of 4% Me is synthesis gas, the yield of which increases with increasing temperature, the composition of which changes.

At full conversion of methane and carbon dioxide at 750 °C, the ratio ( $X_{\text{CH}_4} = X_{\text{CO}_2} = 100\%$ )  $H_2:CO$  is 1.03 in the resulting synthesis gas (Table 1).

The results obtained indicate a high activity of the  $(\text{Ni}_2\text{O}_3)_x \cdot (\text{Co}_2\text{O}_3)_y \cdot (\text{ZrO}_2)_z \cdot (\text{B}_2\text{O}_3)_k \cdot \text{Me} : \text{Al}_2\text{O}_3$  catalyst synthesized by carbonate conversion of methane with synthesis gas.

Table 1  $(\text{Ni}_2\text{O}_3)_x \cdot (\text{Co}_2\text{O}_3)_y \cdot (\text{ZrO}_2)_z \cdot (\text{B}_2\text{O}_3)_k \cdot \text{Me} : \text{Al}_2\text{O}_3$  Temperature dependence of the composition of synthesis gas in the catalyst.

$(\text{CH}_4 : \text{CO}_2 = 1:1; V_{\text{H}_2\text{O}} = 20 \text{ vol.}\%; P = 0,1 \text{ MPa}; V_0 = 1000 \text{ hours}^{-1})$

Process	t, °C	Products, mk. mol: g. kat s		H <sub>2</sub> :CO ratio
		H <sub>2</sub>	CO	
MKK	450	0,03	0,03	1,00
	500	0,05	0,05	1,00
	650	0,14	0,14	1,00
	700	0,14	0,13	1,01
	750	0,16	0,15	1,03

Figure 3 illustrates the effect of temperature on the process of carbonate conversion of methane in the example of the catalyst  $4.0\%(\text{Ni}_2\text{O}_3)_x \cdot 4.0\%(\text{Co}_2\text{O}_3)_y \cdot 4.0\%(\text{ZrO}_2)_z \cdot 1.0\%(\text{B}_2\text{O}_3)_k \cdot 4.0\% \text{Me} : \text{Al}_2\text{O}_3$ .

As the temperature increases, the conversion rate of both starts gases in all catalysts increases. Hence, the  $\text{CH}_4$  conversion rate in the catalyst  $4.0\%(\text{Ni}_2\text{O}_3)_x \cdot 4.0\%(\text{Co}_2\text{O}_3)_y \cdot 4.0\%(\text{ZrO}_2)_z \cdot 1.0\%(\text{B}_2\text{O}_3)_k \cdot 4.0\% \text{Me} : \text{Al}_2\text{O}_3$  ranges from 16.2 to 89.6%. While the conversion rate of carbon dioxide increases from 20.0 to 93.4% with an increase in temperature from 450 to 750 °C.

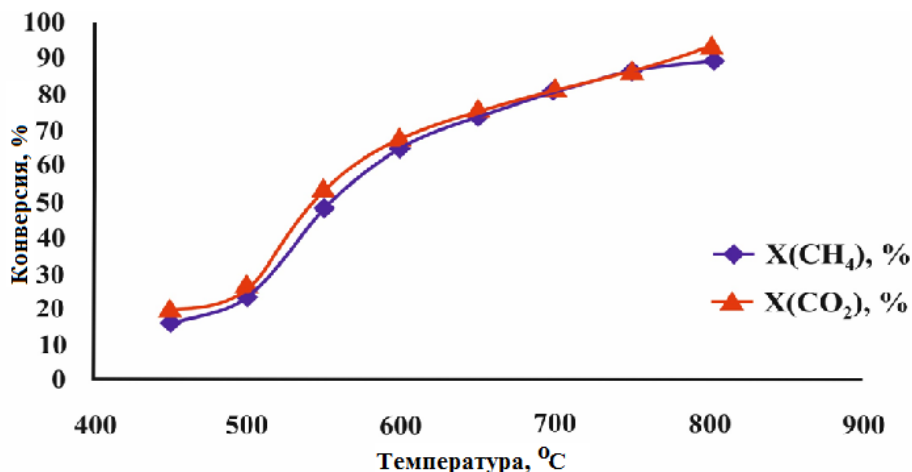


Figure 3 the effect of temperature on the conversion rate of  $\text{CH}_4$  and  $\text{CO}_2$

(cat:  $4.0\%(\text{Ni}_2\text{O}_3)_x \cdot 4.0\%(\text{Co}_2\text{O}_3)_y \cdot 4.0\%(\text{ZrO}_2)_z \cdot 1.0\%(\text{B}_2\text{O}_3)_k \cdot 4.0\% \text{Me} : \text{Al}_2\text{O}_3$ ;  $\text{CH}_4 : \text{CO}_2 = 1:1$ ;  $P = 0,1 \text{ MPa}$ ;  $V_0 = 1000 \text{ hours}^{-1}$ )

Thus, the synthesized  $4.0\%(\text{Ni}_2\text{O}_3)_x \cdot 4.0\%(\text{Co}_2\text{O}_3)_y \cdot 4.0\%(\text{ZrO}_2)_z \cdot 1.0\%(\text{B}_2\text{O}_3)_k$

$\cdot 4.0\% \text{Me} : \text{Al}_2\text{O}_3$  catalysts are synthesized with the ratio  $\text{H}_2 : \text{CO} > 1$  - allows the conversion of methane to gas formation, which is optimal for its subsequent use in the Fisher-Tropsch synthesis in order to obtain synthetic hydrocarbons.

The catalysts studied in this study  $4.0\% (\text{Ni}_2\text{O}_3)_x * 4.0\% (\text{Co}_2\text{O}_3)_y * 4.0\% (\text{ZrO}_2)_z * 1.0\% (\text{B}_2\text{O}_3)_k * 4.0\% \text{Me}:\text{Al}_2\text{O}_3$  are superior to other catalysts in their activity, e.g.  $9\% \text{Co}-1\% \text{Sr}:\text{Al}_2\text{O}_3$  catalyst, in which the conversion rate of methane and carbon dioxide at  $700^\circ\text{C}$  is low, respectively - 72.0 and 62.0%. In this study, the conversion rates of methane and carbon dioxide of the catalysts synthesized at the same temperature are 81-91.2 and 86.8-92.8%, respectively, the ratio of  $\text{H}_2:\text{CO}$  in the resulting synthesis gas is 1, depending on the amount of the second metal. 06-1.12

## CONCLUSION

Thus, catalysts  $(\text{Ni}_2\text{O}_3)_x * (\text{Co}_2\text{O}_3)_y * (\text{ZrO}_2)_z * (\text{B}_2\text{O}_3)_k:\text{Al}_2\text{O}_3$  and  $(\text{Ni}_2\text{O}_3)_x * (\text{Co}_2\text{O}_3)_y * (\text{ZrO}_2)_z * (\text{B}_2\text{O}_3)_k * \text{Me}:\text{Al}_2\text{O}_3$  have been created for the reaction of carbonate transformation of methane, which has high activity and selectivity and is made on the basis of the Sol-gel technology. The catalytic activity of this catalyst prevails over other catalysts such as  $9\% \text{Co}-1\% \text{Sr}:\text{Al}_2\text{O}_3$  catalyst, in which the conversion rate of methane and carbon dioxide at  $700^\circ\text{C}$  is lower - 72.0 and 62.0%, respectively. The degree of conversion of the synthesized catalysts to methane and carbon dioxide at the same temperature is 81-91.2 and 86.8-92.8%, respectively, the  $\text{H}_2:\text{CO}$  ratio in the resulting synthesis gas is 1.06-1.12, depending on the amount of the second metal.

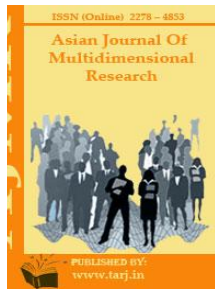
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## A SYSTEM OF CONTINUOUS METHODOLOGICAL TRAINING WITH THE AID OF A COMPETENCE-BASED APPROACH

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### ABSTRACT

*The aim of the study is to provide scientific and theoretical substantiation of the concept of continuous methodological training of professional education teachers as a component of the modern paradigm of higher professional and pedagogical education based on competency approach. One of the reasons for this is the narrow understanding of its essence: methodical training is considered only as a component in the structure of psychological and pedagogical training, not as an integral system of specialist's professional training. Thus, there is a need for scientific justification of the objectives, content and technology of methodological training of vocational teachers as one of the conditions for improving their professional competence and mobility.*

**KEYWORDS:** *Methodical Training, Modern Education, Competency, Interrelated, Interdependent*

### INTRODUCTION

The expansion of the content field of professional activities, changes in the professional qualification structure of personnel have determined the revision of the conceptual foundations of professional and pedagogical education. The fundamental theoretical and methodological approaches to the development of all components of professional teachers' training in the system of higher professional and pedagogical education (HPE) and, above all, to the design of objectives, content and learning technologies are clarified. The development of requirements for specialist training is reoriented to a competency-based approach, sectoral and psychopedagogical components are integrated into the training content, as well as training for a working profession, and training technologies are focused on the development of a specialist's personality.

These factors have a significant impact on all components of the system of methodological training of students and determine the directions of its improvement in higher education institutions in the system of professional and pedagogical education. However, in solving the above task, a number of contradictions are revealed, in particular

- Between the subject-based learning at HEIs and the integrative nature of professional activity, which requires the systematic application of interdisciplinary knowledge;
- The leading role of didactic and methodic work in a teacher's professional activity, on the one hand, and the underestimation of its importance and the imperfection of the system of methodic training of students at a higher education institution, on the other hand.

One of the main reasons for these contradictions is the lack of theoretical foundations for the system of methodical training.

The following basic concepts are used in the paper:

- professional-pedagogical education - a holistic process of forming the personality of a specialist, capable of effective self-realization and implementation of all kinds of professional-pedagogical activities in the field of primary, secondary and higher professional education;
- Psychological-pedagogical training is a part of the integral process of formation of a future specialist's personality in the system of professional education in higher education institution; it is aimed, first of all, at formation of professional-pedagogical and social experience of a specialist by means of mastering the system of psychological and pedagogical notions, knowledge, skills and methods of actions;
- methodical training - the final stage of the integral process of formation of a future specialist's personality; the process which integrates social-humanitarian, natural-science, psychological-pedagogical, general professional, and special (branch) training and is aimed at mastering the technology of pedagogical activity.

## **METHODS**

Assessing the experience of methodical training of professional education teachers accumulated by the system of HPE, it should be acknowledged that the theoretical foundations of methodical training are not fully developed, so the didactic system of its implementation, carried out in educational institutions mainly on an empirical basis, is not sufficiently effective. In other words, the problem of methodical training (its structure, content, organization and technology) remains unresolved in the theory and practice of professional and, in particular, professional-pedagogical education. One of the reasons for this is the narrow understanding of its essence: methodical training is considered only as a component in the structure of psychological and pedagogical training, not as an integral system of specialist's professional training. Meanwhile, in the context of NGO modernization, the level of methodological training as a crucial factor in the professional competence of vocational training teachers is becoming crucial.

Thus, there is a need for scientific justification of the objectives, content and technology of methodological training of vocational teachers as one of the conditions for improving their professional competence and mobility. All this causes the necessity to analyze the existing approaches and views, evaluate them scientifically and elaborate the concept for further development of the theory of methodical training.



The proposed concept, considering current trends in psychology, didactics and teaching methodology, allows developing and implementing various options for organizing methodical training with the opportunity to most fully take into account and use the specific conditions of the university. This concept has a great potential for further development and improvement of all elements of professional training system for teachers of vocational education in higher education institution.

The scientific results of the study provide an opportunity to implement an effective didactic system in pedagogical practice, allowing to optimize the learning process and improve the quality of professional training of teachers of vocational training, taking into account the needs of the labor market.

## CONCLUSION

The analysis of the peculiarities of the structure and content of a vocational teacher's activity has shown that the activity of a vocational teacher is an integrative phenomenon, which represents a hierarchical complex structure reflecting typical types and areas of this activity, as well as the functions and functional units corresponding to them.

1. All highlighted and presented above types of professional education teacher's activities are interrelated and interdependent; the priority of one or another depends on the category and job structure of professional and pedagogical staff.

2 The analysis of content, composition, types and functional units of professional-pedagogical activity shows the presence of invariant key constructs of professional-pedagogical activity (before performing any activity one should properly prepare it, then perform and control it), these invariant constructs are fully reflected and included in methodological activity. Thus, it can be stated that methodological activity is invariant in nature and performs a systematising function in relation to the integral system of professional and pedagogical activity.

3. Methodological activity as a component of professional activity of a teacher of professional training is aimed, first of all, at formation of professional knowledge, abilities and skills, as well as related qualities of activity character, abilities, interests, etc.

4. The analysis of the state of methodological activity of teachers and masters of vocational education in technical colleges, colleges and vocational schools has shown that vocational educators are aware and emphasize the importance and necessity of mastering many methodological activities necessary for the implementation of this activity. These activities characterise to a certain extent the structure of the empirical model of methodological activity. Its comparison with the theoretical model obtained as a result of structural-functional analysis shows the existing discrepancy between their structures, which served as a starting point for theoretical search and scientific justification of the new concept of methodological training.

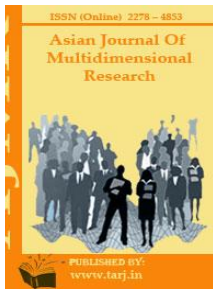
5. The functional structure of methodological activity of professional training teachers, which is formed by basic, invariant functional units - design, technological and analytical actions, has been scientifically substantiated.

Designing actions include: design of goals and objectives of training; design of training content; design of learning activities; design of didactic technology; design of control, correction, and evaluation of assimilation. Technological actions include: target orientation, motivation and stimulation; formation of knowledge, skills and abilities; control and correction; analysis and

evaluation. Analytical actions: control and evaluation of learning activities; determining the level of professional and pedagogical excellence; implementation and use of best teaching practices in teaching practice; correction of teacher's own activities.

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## THE INFORMATION GENERATED BY FINANCIAL ACCOUNTING AND ACCOUNTING (FINANCIAL) STATEMENTS

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### ABSTRACT

*In accounting activities, reports on the activities of an economic entity are regularly generated. Information on accounting and financial reports is considered necessary for conducting audits, for tax authorities, as well as for individuals and legal entities interested in the activity. This article extensively reveals the essence of the information generated in accounting and reporting.*

**KEYWORDS:** *Accounting Statements, Financial Statements, Accounting, Financial Results, Business Entity.*

### INTRODUCTION

Accounting is an information system and is designed to generate information for external and internal interested users. Interested users of information generated in accounting are considered to be legal entities and individuals who have any needs for information about the organization and have sufficient knowledge and skills to understand, evaluate and use this information, as well as have a desire to study this information.

Among the users of accounting information, there are different groups whose information needs are different and quite contradictory. Thus, according to the nature of the information used, external and internal users are distinguished among the interested users of accounting information.

- External users include real and potential investors, employees of an economic entity, lenders, suppliers and contractors, buyers and customers, authorities and the general public. Their interests are different, but they are all interested in using the information of accounting (financial) statements:
- Investors and their representatives in information about the riskiness and profitability of their

proposed or implemented investments, on the basis of which it is possible to dispose of investments, about the financial stability of the economic entity; about its ability to pay dividends;

- Employees of an economic entity and their representatives (trade unions, etc.) in information about the stability and profitability of employers; their ability to guarantee remuneration and the preservation of jobs, as well as the solution of social problems;
- Lenders in the information on the current and expected solvency of the borrower, including the payment of relevant interest; on cash flows, stocks of finished products, receivables, priority obligations, etc.;
- Suppliers and contractors in the information about the ability of the business entity to pay the amounts due to them on time;
- Buyers and customers of information about the continuation and prospects of the business entity;
- Authorities and management bodies need information to regulate the activities of an economic entity develop tax policy, address social issues, etc.

General public needs information about the role and contribution of the economic entity to the development of society and the region, to ensure employment of the population.

The purpose of accounting for external users is to generate information about the financial position, financial performance and / or cash flow of an economic entity that is useful to a wide range of interested users when making decisions. The information generated based on this goal should meet the general needs of the majority of interested users.

The category of internal users is made up of the management (administration) of the business entity. To make management decisions, it is not enough information only in the accounting (financial) statements. The administration (the board of directors, senior management personnel, managers, managers and specialists of structural divisions) is interested in information about the cost and profitability of certain types of products, production and sales volumes, prices, sales markets, quality of products, works, services, production and sales potential of an economic entity, etc. To solve such problems, information is needed not only about the facts of economic life, but also about the factors that have and may have an impact on the efficiency of economic activity in the future.

The purpose of accounting in relation to internal users is to generate information that is useful to the management of an economic entity for making management decisions. The management of the business entity is interested in the information provided to external users, and in a variety of additional information necessary for planning, monitoring and analysis.

Accounting in a market economy should meet the needs of interested users with information about the financial position of an economic entity, the financial results of its activities. Financial position of an economic entity is determined by the assets at its disposal, the structure of the sources of financing of its activities, as well as its ability to adapt to the operating environment.

Information about the financial performance of an entity is required to assess the potential changes in economic resources that the entity is likely to control in the future, when predicting the ability to generate cash flows based on available resources, and when justifying the

efficiency with which the entity can use economic resources.

Information about changes in the financial position of an economic entity makes it possible to assess its investment, financial and current (operating) activities in the reporting period.

Information about the financial position is formed in the form of the balance sheet.

Information about the financial results of the business entity is provided by the financial results report.

Information about changes in the financial position of an economic entity is provided by the statement of cash flows.

The balance sheet, the statement of financial results and the statement of cash flow together determine the composition of modern accounting (financial) statements, the preparation of which, along with the formation of systematized documented information about objects, determines the main content of accounting.

To reflect quantitative data in the process of accounting for economic activity, three types of meters are used: natural, labor and monetary.

Natural meters allow you to get information about the same accounting objects in natural units. These are units of measure of length (m, cm); mass (kg, t), volume (l, cubic meters). Natural meters are widely used for accounting and controlling the quantity of material values, finished products, with the reflection, if necessary, of their quality characteristics (grade, humidity, etc.).measuring instruments, since they can only be used to measure homogeneous objects of accounting.

Labor meters are used to determine the amount of labor spent per unit of time (working day, working hour). Therefore, such meters as man/day, man/hour, etc. are used. Labor meters are most often used in combination with natural meters (for example, to determine the output of workers per unit of time, to take into account labor productivity). Unlike natural labor meters perform the function of generalizing, which allows you to compare heterogeneous values, since all objects of accounting are the product of human labor.

The monetary meter (sum) is a generalizing meter, since it is used to reflect accounting objects in a single, homogeneous expression, which allows you to obtain generalizing indicators of heterogeneous accounting objects. The monetary meter is closely related to the natural and labor ones, but it is the only one that performs the role of a universal meter. This allows you to measure the value of accounting objects both at the macro (for example, the value of GDP) and at the micro level (cost of production, profit, property value, etc.). The monetary measure is of particular importance due to the fact that certain types of assets and liabilities (for example, accounts receivable and payable, cash, loans, loans) cannot be expressed in physical and labor indicators.

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## THE HUMANISM IN SHAKESPEARE'S WORK

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### ABSTRACT

*Humanists were understood as somebody in possession of love for humankind, also as someone who learned humane arts to achieve assumptive level of knowledge, writing or speaking eloquence and, of course, the understanding of the world and history. We can see humanistic ideals in Shakespeare's plays for instance Hamlet and Julius Ceaser. W. Shakespeare demonstrated the ideas of Renaissance humanism; even his tragic plays and he also presented characters lively the principles and ideals of Renaissance humanism. Shakespeare was an artist who could understand deeply the humanity and an uncanny ability for self-expression who openly practiced and celebrated the ideals of intellectual freedom. It is clear that, Shakespeare did not study like other dramatists who lived at that period. In spite of this, his knowledge is regarded as the grounded in humanism.*

**KEYWORDS:** *Humanism, Renaissance, Critical Attitude, Human Welfare, Human Dignity, Skeptical, Tragic Plays, Goodness Of Human Nature, Philosophy, Literature, Cultivation Of Virtue.*

### INTRODUCTION

“Humanism - a disposition to treat other human beings with kindness, love and compassion. In the period of Renaissance humanism became the new philosophy. It promoted the principles of equality of men irrespective of their social origin, race and religion”. Besides that German philosophers used firstly the term of humanism on classical studies of Greek philosophy and literature. Humanism means enlightening. Humanism included studying of poetry, history, rhetoric and also moral philosophy. Critical attitude was encouraged by humanistic realism. According to Tony Davies's opinion about humanism that it is a word with a very complex history and an unusually wide range of possible meanings and contexts. While researching we have understood that renaissance humanism that recognize humans “as born not with a burden of inherited sin due to their ancestry but with potential for both good and evil which will develop in this life as their characters are formed.”



Humanism appeared in the literature in XV-XVI centuries. It means the outlook of the period of Renaissance. Humanism was improved by humanists who lived in that period. According to humanists' opinion people should respect each other and they also should believe their abilities and knowledge. Humanists F. Petrarch, Leonardo da Vinci, N. Copernic, M. Monten, F. Bacon, and Shakespeare regarded as people who could know the secret of space and the greatest creature in this nature. The most famous writer Erasmus (1466-1536) was considered the only humanist whose fame could be compared to Petrarch's works. Additionally, Sir Thomas More (1438-1535) wrote a book titled Utopia whose focus is on human welfare and human dignity. He eschews the rigorous cultivation of virtue and enjoys moderate pleasures. He did not see contraction between earthly pleasures and religious piety.

In this period, Ben Johnson, George Chapman, Christopher Marlowe, and William Shakespeare maintained human dignity. Shakespeare who was among these great playwrights stand out. Shakespeare is regarded as a poet of nature and a Renaissance humanist. We can see in all of his plays human nature and it is dealt with struggling in the Great Nature. Natural beings were described as human beings and non-human beings represented as beasts, plants, and rocks; and supernatural beings for example gods, goddesses, demons, witches, ghosts, spirits, etc. Human dignity and human motions are reflected in his plays. In the second act of Hamlet, Shakespeare paid attention to human dignity and human emotion. He says:

“What a piece of work is man!

How noble in reason!

How infinite in faculties, in form and moving express and admirable

In action how like an angel, in apprehension how like a God!

The beauty of the world, the paragon of animals-and yet

To me, what is this quintessence of dust?

Man delights not me-nor woman neither, though by your smiling

You seem to say so”.

From those sentences, we can understand that Hamlet's attitude is cynical and he is calling the life of human as “the quintessence of dust”. Shakespeare always thrust general reflections into the mouths of his characters. Besides that Hamlet, his other plays which were written for the most part later than 1600, do unquestionably have a meaning and even a moral. “Shakespeare's characters revolve round a central subject which in some cases can be reduced to a single word. For example, *Macbeth* is about ambition. *Othello* is about jealousy, and *Timon of Athens* is about money”. Addition to this, his another hero Tempest, the main hero, Prospero, is considered as a metaphor of civilizing power of the artist and educator. He was able to control the tempests of human nature by his magical arts. He is the symbol of generosity, compassion, friendship and wisdom. The main hero of the Tempest describes Caliban as a devil. The major theme is being educated so that we can see Miranda is educated and cultured. Unfortunately, Caliban thinks education is futile and harmful. By this hero, Shakespeare was going to emphasize the innate nature. There are many examples of negative impact of education in the literature of the world such as Indian mythology. “Ravana was a Brahmin but for him, education and knowledge became the means of destruction. Prospero learnt art of magic at the risk of his

kingdom but at the end, he decides to forsake it because he realizes that whatever he has achieved through art is quite meaningless. He says:

“We are such a stuff as dreams are made

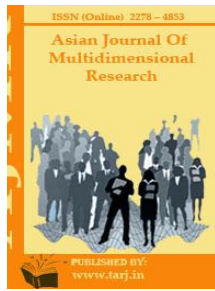
On; and our little life is rounded with a sleep”.

Prospero thinks art and nurture can never change the nature of human. The writer uses present contradictions between nature and nurture. Shakespeare's outlook was a skeptical so that he showed the problems of humans and result from human problems that result from human weaknesses. As we know Shakespeare's works are dialectical in nature. Skepticism is the one of the integral features of Renaissance humanism. In his plays, we can see binary oppositions for example action versus contemplation, theory versus practice, dignity versus depravity, individualism versus society and so on. It is clear that, Shakespeare did not study like other dramatists who lived at that period. In spite of this, his knowledge is regarded as the grounded in humanism. We can see humanism in his plays such as Hamlet and Julius Caesar. On top of this, there is humanism even his tragic plays for instance Hamlet, King Lear, Othello and Macbeth and the heroes of these plays suffer and meet tragic death. In spite of their sufferings, they are able to show noble human qualities for example sympathy, strength, tolerance and 'milk of human kindness'. Renaissance scholars thought that man held the middle position in Great Chain of Being. Renaissance humanism is the rejection of the belief that man is merely a passive tool in the hands of providence. Man is the middle position in the Great Chain of Being, below him are animals and plants and above him are sky dwellers and gods. The nature of human is always among beastly nature and divine nature. Shakespeare said that evils appeared from nature and from the corruption of nature. “King Lear believed in essential goodness of human nature. We find that Lear is a union of sanity and insanity, love and hate, wisdom and folly order and chaos, nature and art. Shakespeare held that man is neither all good nor all bad. It is a subject to change. In King Lear, Shakespeare presents the conflict between natures versus nurture (art). Shakespeare did not place art over nature”. . In Pericles Marina says,” The world to me is a lasting storm”. Shakespeare could never detach himself from Hebraic theology. However, he remained immersed under the influence of Hellenism and humanist ideology. For Shakespeare, human nature is always pulled from opposite between conscience and desire. He envisions change as the law of life and nature.

We can see humanistic ideals in Shakespeare's plays for instance Hamlet and Julius Caesar. W. Shakespeare demonstrated the ideas of Renaissance humanism, even his tragic plays and he also presented characters lively the principles and ideals of Renaissance humanism. Shakespeare was an artist who could understand deeply the humanity and an uncanny ability for self-expression who openly practiced and celebrated the ideals of intellectual freedom. It is clear that, Shakespeare did not study like other dramatists who lived at that period. In spite of this, his knowledge is regarded as the grounded in humanism. We can see humanism in his plays such as Hamlet and Julius Caesar. On top of this, there is humanism even his tragic plays for instance Hamlet, King Lear, Othello and Macbeth and the heroes of these plays suffer and meet tragic death. In spite of their sufferings, they are able to show noble human qualities for example sympathy, strength, tolerance and 'milk of human kindness'.

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## NEW TECHNOLOGIES FOR DEVELOPING HARD-TO-REMOVE OIL RESERVES

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### ABSTRACT

*Enhancing oil recovery and involving hard-to-recover and residual reserves in the development is currently impossible to solve without the use of modern methods of enhancing oil recovery. One of the main tasks of ensuring effective development of deposits, taking into account the current structure of reserves, is the intensification of oil production. The most effective method for increasing well productivity is multi-stage hydraulic fracturing (MSHF).*

**KEYWORDS:** *Multistage Fracturing, Hydraulic Fracturing, Well, Enhanced Oil Recovery, Hard-To-Recover Reserves, Horizontal Drilling, Horizontal Well.*

### I. INTRODUCTION

All over the world, the share of hard-to-recover reserves is growing, the development of which by traditional technologies is ineffective and not economically viable. In this regard, the oil producing and service companies are developing and implementing new technologies for the development of hard-to-recover oil reserves.

Hard-to-recover reserves should be considered the economically efficient (profitable) development of which can be carried out only with the use of methods and technologies that require increased capital investments and operating costs in comparison with the traditionally used methods. Temporarily, pending the development of relevant regulatory and regulatory documents, hard-to-recover oil reserves can be classified as:

- Reserves of all types of deposits and fields, recoverable using thermal methods or injection of reagents providing miscible oil displacement;
- Reserves of gas cap parts of thin (less than 3 meters) oil rims;

- Reserves of peripheral parts of deposits with oil-saturated thickness less than the limit for economically viable drilling by a network of production wells.

Hard-to-recover reserves (TRIZ) include high-viscosity oil reserves, low-permeability reservoirs, gas cap zones and oil rims, depleted (depleted) deposits, unconventional sources of hydrocarbons (shale reservoirs), and fields remote from infrastructure. For the first time, the classification of hard-to-recover reserves was proposed in 1994 by Academicians of the Russian Academy of Natural Sciences Lisovsky N.N. and Halimov E.M. The classification was based on the boundary values of the main geological and technological parameters, as well as separately - on the degree of remoteness from the existing centers of oil and gas production. Groups of reserves with anomalous oil characteristics, unfavorable (low-permeability and low-porosity) reservoirs, a TRIZ technological group determined by the criterion of field depletion, a geographic group (remoteness from the infrastructure) and a group of low-producing formations and horizons were recorded.

## II. METHODOLOGY

One of these technologies is horizontal drilling with multi-stage hydraulic fracturing.

Multi-stage hydraulic fracturing - sequential execution of several hydraulic fracturing jobs on one well.

The goal of multistage hydraulic fracturing is to increase the productivity of the well, increase the drainage area, increase the hydrocarbon recovery factor and, as a result, the economic efficiency of field development.

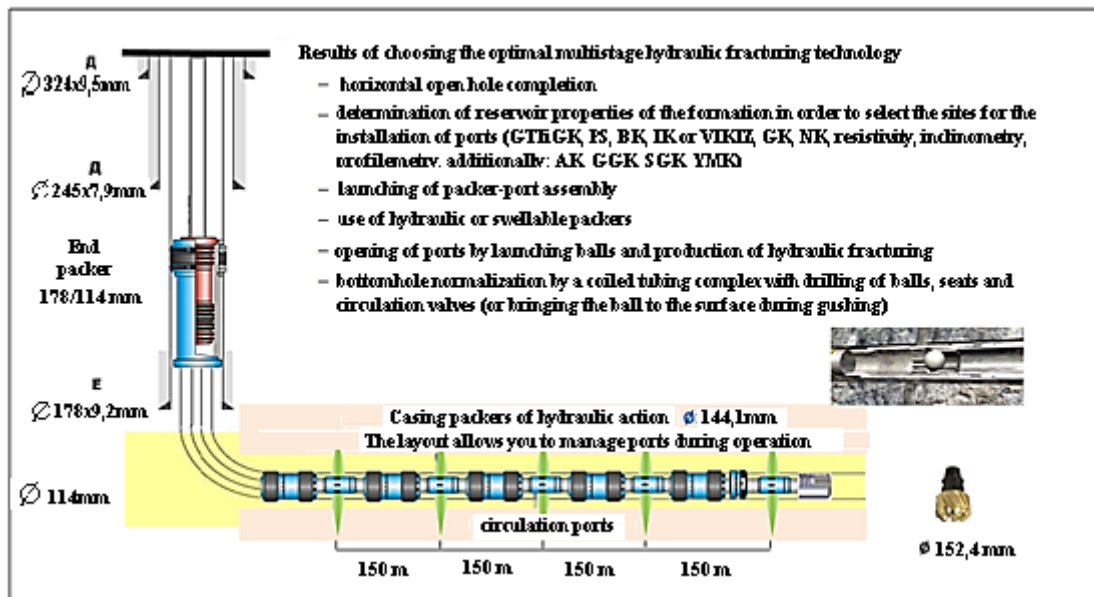
This technology allows to significantly increase the volume of drained rock compared to traditional hydraulic fracturing due to the formation of fracture systems in the horizontal wellbore.

As a result, the production rate or injectivity multiplies injection wells by reducing hydraulic resistance in bottom-hole zone and increase in reservoir sweep, as well as, the final oil recovery increases due to the development of low-permeability zones and interlayers.

For efficient multi-stage hydraulic fracturing it is necessary to take into account the technical characteristics of the well design, geological features of productive formations (thickness of formations, presence of underlying water, gas cap, etc.), as well as to analyze the economic indicators of the project as a whole.

The essence of the multistage hydraulic fracturing operation in this case is that initial moment deflated liner is sealed and there is no message downhole space with annulus. During hydraulic fracturing, balls of various diameters, starting with the smallest one, are directed into the fluid flow at the stage of displacement, which are captured by special seats attached to the circulation couplings.

Each dropped ball, acting on the seat, allows isolating the previous interval and opening the circulation sleeve, thereby achieving communication with the formation for the next stage of multistage fracturing. The sequence of stages is set from the bottom of the well. The selection of the optimal length of the horizontal part and the number of hydraulic fracturing stages is performed on the hydrodynamic model and depends on the reservoir properties of the stimulated formation.



**Figure 1. Typical layout of a horizontal well with multi-stage hydraulic fracturing**

The main guiding parameters when choosing the intervals for installing packers and the location of circulation sleeves were:

- No increase in the radius of the well according to caliper data inswellable packer setting intervals;
- uniform distribution of circulation sleeves along the horizontal wellbore to effectively involve the entire drainage zone covered by this well in the development, and eliminate the interference effect;
- The location of the circulation sleeves should be opposite the areas with the best reservoir properties and equidistant from the nearest isolation packers.

Well preparation, execution and development process after multi-stage hydraulic fracturing has a number of important features in contrast to procedures, provided in the implementation of a standard hydraulic fracturing operation.

A string is run into the well for standard hydraulic fracturing tubing (tubing) with a packer installed on a distance of 10 ... 50 m above the perforation interval of the stimulated formation to prevent the impact of high pressure on the production casing. Before carrying out multistage hydraulic fracturing, a special device, a stinger, is designed to run on the tubing string, which is hermetically fixed in the liner hanger of the multi-packer assembly and thus eliminates the impact of high pressure during the operation on the main production casing (Figure 2).



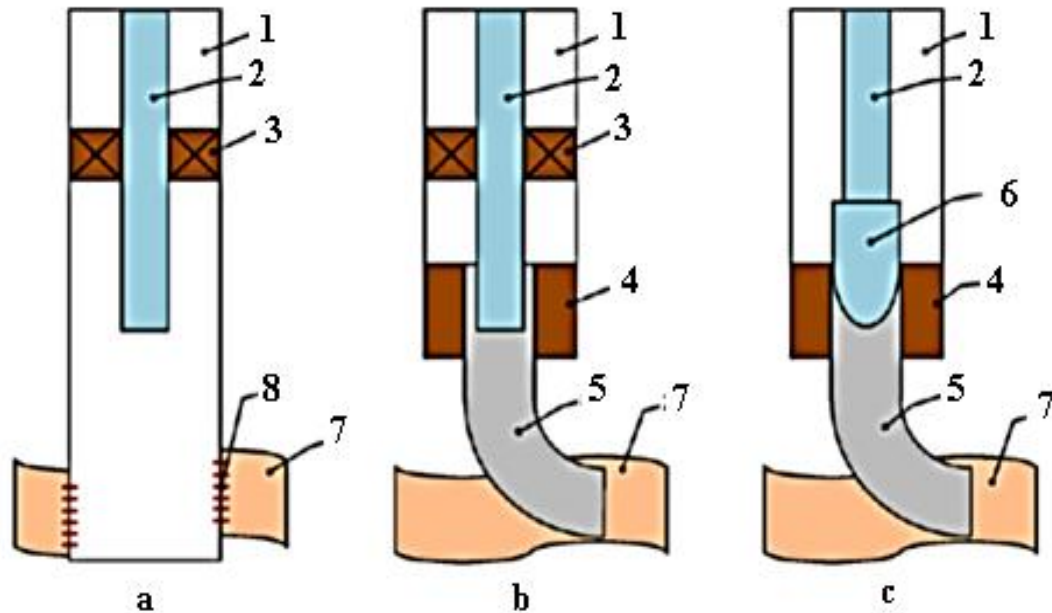


Figure 2 - Scheme of lowering underground equipment for carrying out

standard hydraulic fracturing in a directional well a); standard hydraulic fracturing in a horizontal well (b); Multistage hydraulic fracturing in a horizontal well (c); 1-main production casing;2-tubing string; 3-hydraulic fracturing packer; 4-shank hanger; 5-shank;6-stinger; 7-reservoir;

8-perforation interval.

### III. CONCLUSION

Nowadays, when readily available reserves are nearly depleted hydrocarbons, hydraulic fracturing technology comes in handy. Hard-to-recover oil can now be recovered from abnormally low-productivity formations, by increasing the filtration area of the formation. It is very difficult to extract oil from such formations and hydraulic fracturing facilitates this work.

Despite the high cost of the operation, it is used everywhere. Term payback, depending on the field and other factors, may be small. But to ensure greater production of the field and ensuring high production rates, it is necessary to introduce wider horizontal wells with multistage hydraulic fracturing.

Horizontal wells with multistage fracturing are more expensive, but their payback period is almost the same as wells with conventional hydraulic fracturing. Thus, one can recommend this technology. Horizontal wells with multistage fracturing ultimately yield production rates many times higher than those after simple hydraulic fracturing, and the effect of operations have been observed for a long time. Plus, horizontal wells with multi-stage hydraulic fracturing includes a large part of the formation in operation rather than simple Hydraulic fracturing, thereby ensuring a more complete development of the field. Unfortunately, this technology is still treated with caution, but domestic mining companies are already trying to implement these technologies in their licensed areas, albeit not on an industrial scale, but as experiments. Horizontal wells with multistage fracturing will soon be used everywhere.

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## EFFECTIVE FORMS OF FORMATION OF PEDAGOGICAL THINKING IN STUDENTS

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### ABSTRACT

*The future of our country depends on who will replace us, or in other words, what kind of personnel we will train. Today, educators need to be able to effectively organize the educational process, accurately assess the current situation, work in the process of pedagogical relations in accordance with the age, psychological and personal characteristics of the student, prevent potential conflicts and predict the future. The presence of such cases determines that they have their own pedagogical thinking. The article explains the theoretical essence of the concept of "pedagogical thinking" on the basis of philosophical, psychological interpretations of the concept of "thinking". Also, effective forms of formation of students' pedagogical thinking in the educational process on the basis of examples from the disciplines of the pedagogical series are described.*

**KEYWORDS:** *Thinking, Pedagogical Thinking, Socio-Psychological Features Of Thinking, Effective Forms, Problem-Based Learning, Developmental Learning, Interactive Learning, Game Technology.*

### INTRODUCTION

The process of training qualified teachers plays an important role among the radical reforms in the system of continuing education. The positive solution of the issues of educating the younger generation as a perfect person, directing them to professional activities, taking into account their psychological characteristics, the formation of professional skills and competencies, the supply of qualified personnel in various sectors of the economy, first of all, the efforts of knowledgeable teachers depending on.

The formation of pedagogical thinking in students of higher education institutions is a very complex and continuous process, which requires a consistent, systematic organization, and in order to fully understand its essence, it is necessary to first be aware of the concept of "thinking". The concept of "contemplation" (one of the most widely used concepts in accuracy of psychological sources) is examined in the practical activities of man, in the process of studying nature and the development of society, as well as being constantly monitored using the mind and intellect [16].

There is also the following approach to the interpretation of the concept of "contemplation": the process of direct and generalized reflection of reality in the process of analysis and synthesis, socially related, relevant to the search and discovery of innovation [13]; abstract, generalized, linguistic reflection of the objective world in the human brain [12]; a generalized and abstracted form of reflection that provides for the existence of complex, all-round connections between things and events that are objects of cognition of the human mind [13]; the process of cognition of the individual aimed at the indirect and generalized reflection of reality [10].

### **LITERATURE REVIEW**

According to L.V.Zanina and N.P.Menshikova, pedagogical thinking is a teacher's thinking that reflects the motives (causes) of students' behavior, their main interests, needs, as well as their understanding of their inner world. From this point of view, the educator always solves certain issues in different situations for the benefit of the students and achieves pedagogical cooperation with them. Pedagogical thinking is dialectical in nature, in which the educator can see the innovations in the behavior, attitudes and activities of students, directs its activities to understand the contradictions in the personal development of students, to find their solutions [7].

Pedagogical thinking, in turn, creates the basis for the formation of elements of pedagogical skills and culture in future teachers. Understanding the essence of the concepts of "pedagogical skills" and "pedagogical culture" provides a clear understanding of the role of pedagogical thinking in acquiring them.

Pedagogical skill is a set of personal characteristics that ensure a high level of organization of professional activity by a specialist, and on the basis of personal characteristics it is especially important to have pedagogical ability, pedagogical value, pedagogical ability and pedagogical thinking.

Pedagogical thinking is a high level of mental activity of a teacher with special knowledge, who understands the essence of pedagogical processes and knows the laws of effective organization of the educational process, the right approach to the student's personality, decision-making in his interests.

### **DISCUSSION**

Education is an important factor in the deep acquisition of pedagogical knowledge by students, the formation of pedagogical thinking in them. There are many forms of organization of education, and in modern conditions it is expedient to choose from them the forms that ensure the effective formation of pedagogical thinking in students. In accordance with the requirements of fast and quality teaching during the experimental work, it was convinced that the use of the following forms of education can create opportunities for effective formation of pedagogical thinking in students of higher education institutions:

- 1) problem-based education;
- 2) Modular education;
- 3) Developmental education;
- 4) Interactive education;
- 5) Game technology.

Problem-based learning ensures that students acquire knowledge not on a ready-made basis, but on the basis of creative research based on a specific problem. It is "expressed in the creation of problem situations in front of students, in cooperation with the student and the teacher, under the general guidance of the teacher, in the choice of means to understand, recognize, seek and solve the situation as a result of independent activities of students" [16].

In the educational process, a discussion is organized on the basis of questions that highlight the essence of the chosen topic. Emphasis was placed on the effective use of problem-based learning in the organization of experimental work, and the following topics were selected for this purpose (Table 1):

**TABLE 1. PROBLEM-BASED LEARNING IS ORGANIZED TOPICS**

<b>Topics</b>	<b>Questions for discussion</b>
Forming a scientific worldview and educating students	<ol style="list-style-type: none"> <li>1. Is it socio-pedagogical for a person to have a scientific outlook?</li> <li>2. Can people without special education be considered to have no worldview?</li> <li>3. Demonstrate effective methods of forming a scientific worldview in teaching.</li> <li>4. What qualities should be reflected in the image of a modern person with a scientific outlook?</li> </ol>
Spiritual and moral education of students	<ol style="list-style-type: none"> <li>1. What is involved in spiritual and moral education?</li> <li>2. In what ways are spiritual and moral qualities nurtured in students?</li> <li>3. Can spiritual and moral values change at different times?</li> <li>4. What spiritual and moral qualities are reflected in the image of the perfect man?</li> <li>5. Is perfection a relative concept or an absolute concept?</li> </ol>
Basics of family upbringing	<ol style="list-style-type: none"> <li>1. What is the socio-pedagogical significance of family education?</li> <li>2. What forms, methods and means are effective in family upbringing?</li> <li>3. Are the features of the national mentality important in the organization of family upbringing?</li> <li>4. How can it be explained that children raised in the same family have different behaviors and qualities?</li> <li>5. What knowledge and skills should parents have as educators?</li> <li>5. What is the role of the community in the organization of family education?</li> </ol>

Developmental education serves to realize the inner potential of students. In recent years, the use of practical training as the main form of education has become increasingly popular. Practical training has a great opportunity to acquire skills and competencies in the effective organization of certain activities, activities, including professional activities.

During the experiment, it was found that the opportunities of practical training can be effectively used, especially in the training courses "Theory of Pedagogy", "Pedagogical Technology" and "Pedagogical Skills". Therefore, practical trainings on the following topics were organized in the organization of the educational process on these training courses:

1. On the subject of "Pedagogical Theory" - "Selection of teaching methods and tools for specific pedagogical situations", "Elimination of pedagogical contradictions", "Monitoring and evaluation of students' learning activities", "Development of out-of-class and out-of-school educational work plan" , "Preparation of projects of spiritual and educational activities on specific topics."
2. On the course of "Pedagogical Technology" - "Defining educational goals and finding solutions", "Designing the educational process on a specific topic", "Application of strategies for designing the educational process in practice", "Coverage of the content of the lesson on any topic using interactive methods."
3. On the course of "Pedagogical culture and technology" - "The correct use of pedagogical techniques", "Methodologically correct organization of the process of communication and communication between teachers and students", "Development of pedagogical speech culture", "Improvement of pedagogical speech techniques".

Interactive learning involves ensuring that students acquire knowledge through the creation of educational activities. Accordingly, the main subjects in the educational process are students, and the topics suggested or specified in the curriculum are mastered by them independently. In this process, the teacher is in close contact with students, performing tasks such as organizing, directing, supervising students, advising where necessary, correcting mistakes and reaching a final conclusion.

In modern conditions, problem-solving, practical training, discussions, debates, interviews and demonstrations (or defenses) can be effectively used as the main methods of interactive education.

Debate has been proven to be one of the most effective methods in the process of teaching students on the basis of interactive learning. The following topics (problems) and questions were chosen for the debates on pedagogical disciplines:

1. What is the main reason for the inability of the student to master the subjects (lack of consistent supervision of the student activist or lack of pedagogical skills of the teacher)?
2. What factors can justify the low need for independent learning in students (poor supply of educational resources or the inability of teachers to develop independent learning skills in them)?
3. What causes students to assimilate moral flaws (changes in moral and ethical values, widespread dissemination of unethical material through various media, or shortcomings in their upbringing)?
4. What can explain the disappearance of the sincere relationship between teacher and students (professional devotion in teachers, loss of love for children or lack of confidence of students in them)?

Interviewing is also one of the unique methods of interactive teaching, the application of which in the educational process allows students not only to express their approaches to the organization of the educational process, but also to determine what forms, methods and tools to



organize teaching in the future. Students' opinions were studied at the end of almost each session in the organization of experimental work. Special attention was paid to the expected results of the students and their achievements. Students' opinions on the lessons were studied on the basis of the following questions:

1. Were you satisfied with the organizational and technological structure of the training?
2. Did the theoretical coverage of the study material meet your current needs?
3. Which aspect of the training did you like the most?
4. What circumstances negatively affected the effectiveness of the training?
5. How would you personally organize the lesson on the topic studied today?
6. What do you think the teacher should pay attention to when organizing the next lesson?

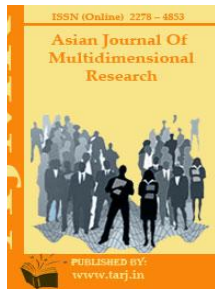
### CONCLUSION

Thus, the organization of the educational process on the basis of forms with great potential in the formation of pedagogical thinking in students guarantees the achievement of the expected result. The use of methods and tools that serve to create learning activity in students in the educational process, organized with the help of effective forms, is one of the urgent requirements of today.

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## TEACHER CHARACTERISTIC AS PREDICTORS OF PERFORMANCE OF MATHEMATICS AND SCIENCE IN JUNIOR SECONDARY GRADES IN BATTICALOA ZONE, SRI LANKA

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### ABSTRACT

*This study was carried out the teacher characteristics as predictors of performance of mathematics and science subject in junior secondary grades. The sample was selected 400 students who were studied in grades 6, 7, 8, and 9 and 80 mathematics and science teachers who were taught in their classes selected from 40 secondary type II School in the Batticaloa district. The schools in Batticaloa district were stratified into semi-urban and rural schools. The following research instruments were selected and used in the study. The questionnaire consists of two sections. The section A has measured the teacher's qualification and their experience. The section B has measured the other three characteristics of the teacher. The part I contains items that measured the teacher's attitude towards the teaching of mathematics and science. While part II has measured the self-efficacy and part III has measured interest of the teacher towards the teaching of the subject. Mathematics and Science Achievement Scores (MSAS) was used to gather student's academic achievement of mathematics and science. Two null hypotheses were postulated and tested at 0.05 level of significance to the impact of teacher characteristics on students' achievement in mathematics and science. The data collected were analysed using Pearson's Product Moment Correlation statistical procedure and simple regressions analysis was used to this study for analysed. The criterion measure or dependent variable was academic achievement in mathematics and science while the predictor or independent variables were teacher self-efficacy, interest, attitude, qualification and experience. The result showed that, there are significant relationship between self-efficacy, interest and attitude and their student's performance. The  $R^2$  of the above independent variables are 0.236, 0.156 and 0.075 respectively. Therefore, the results confirm that teacher self-efficacy is the best predictor of student's achievement of mathematics and science. The predictor variables taken against the criterion*

variables yielded a coefficient of correlation ( $r$ ) of 0.396 and coefficient of determination ( $R^2$ ) is 0.156. The value of 84.4% of the variance in mathematics and science achievement is accounted for by other variables unexplained by the data.

**KEYWORDS:** *Teacher Self-Efficacy; Teacher Interest; Teacher Attitude; Teacher Qualification And Experience; Junior Secondary Grade; Secondary Type II School; Student's Achievement.*

## INTRODUCTION

Mathematics and science educators have over the years carried out researches on factors that responsible for poor performance in mathematics and science in junior and senior secondary grades. These factors ranging from shortage of qualified subject teachers, poor facilities, equipment and instructional materials for effective teaching, use of traditional chalk and talk methods, large student to teacher ration and science fright/phobia to mention but a few. Just few of these studies if at all, consider teacher's characteristics such as teacher self-efficacy, effectiveness, interest, attitude, qualification (educational and professional) and experience.

Many factors have generally been identified as predictor of poor academic achievement of mathematics and science subject. The main factors are related to student's socioeconomic status of the family, and students' aspiration. In other side these factors are related to environment of classroom and teacher related. Agyenmang (1993) reported that a teacher who doesn't have both the academic and the professional teaching qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject. Apart from qualification, other teachers' characteristics still exist which can either positively or negatively predict students' science performance. However, research particularly in the selected research area context is being silent about them. It is against this background that this study critically examined teacher characteristics as predictors of mathematics and science achievement in junior secondary grades in 6, 7, 8, and 9. Teacher characteristics the study focused are teacher's effectiveness, self-efficacy, interest, attitude, qualification (academic and professional) and experience on students' achievement in senior secondary grade science subject.

## LITERATURE REVIEW

Quality teaching has been defined as "teaching that maximizes learning for all students" (Glatthorn Fox et.al., 1998). Teaching entails engaging students as active learners to induce positive, comprehensive changes in their pre-existing knowledge, skills and attitude. Comprehensive changes are achieved by teachers who are able to build on learners' experiences, abilities, interest, motivation and skills. Therefore, teachers must have mastered the basic skills of teaching and possess the ability to continuously adjust their teaching strategies to meet the diverse needs of their students.

As previously indicated teachers have the ability to evaluate their own instructional effectiveness and be professionally responsible for teaching by accepting responsibility for students learning and behaviours (Porter and Bryophyye, 1988). Further, since "the essence of teaching is human interaction" (Dwyer and Villegas, 1993), all teachers must continuously refine and enhance their skills of communication and collaboration. Personal and professional attributes that have identified as being representative of teachers include; the ability to show a genuine interest in teaching and enthusiasm for learning., a pride one's personal appearance, skills in adapting to

change, accepting responsibility for actions both inside and outside the classroom, the desire to take a cooperative approach towards parents and school personal, punctuality and regularity in attendance and the ability to establish a genuine rapport with students. The following five teacher's characteristics were used to this study for predictor's performance of senior secondary grades students' achievement of science subject.

**1. Teacher Self-Efficacy** –Self-efficacy as a teacher, on the other, is a powerful predictor of how and whether a teacher will act. Self-efficacy is the belief that one is capable of exercising personal control over one's behaviour, thinking and emotions. Effective teachers believe that they can make a difference in children's lives, and they teach in ways that demonstrate this belief. What teachers believe about their capability is a strong predictor of teacher effectiveness. People who hold strong self-efficacy beliefs tend to;

- Be more satisfied with their job (Trentham et.al., 1985)
- Demonstrate more commitment (Trentham et.al., 1985) and
- Have lower absenteeism (McDonald and Siegall, 1992).

Teachers who have high self-efficacy tend to; persist in failure situations (Gibson and Dembo, 1984); take more risk with the curriculum (Guskey, 1988); use new teaching approaches (Gibson and Demo, 1984); make better gains in children's achievement (Brookver et.al., 1979); and have motivated students(Midgely et.al., 1989).

**2. Teacher Attitude** –Attitudes are generally regarded as having been learnt. They predispose to action that has some degree of consistency and can be evaluated as either negative or positive ( Fishbein and Ajzen, 1975 ; McMillen et.al., 2000). Caraway's (1985) data revealed that both mathematics and science competency and achievement were bothe positively correlated with attitude towards mathematics and natural science. This is also true for pre-service teachers, as is reported in the study by Rech, Hartzell and Stephens (1993) who compared the above subject's competencies and attitude of American pre-service elementary education students against a representative college population, over three years. The results supported Caraway's findings and also showed that the pre-service students possessed significantly more negative attitude towards both mathematics and natural science than the general college sample.

When exploring the attitude of secondary school teachers towards both mathematics and science it is necessary not only to consider their attitude towards above subject but also their attitude towards the teaching of both subjects. The significance of research involving the attitude of secondary teachers is important due to the potential influence of these people upon students. The experiences of teachers influence the formation of attitude and these, in turn, influence their classroom practices. These attitude and practices may sometimes be at variance with the main direction of their tertiary teaching methods course. Thus, it is crucial in understanding secondary teachers that these attitudes are made explicit and examined in order to adopt tertiary courses to the needs of these students. Research has argued that positive teacher attitudes contribute to the formation of positive student attitudes (Sullivan, 1989; Relich, Way and Martin, 1994). Other studies have shown that classroom strategies used to teach a subject are influenced by teacher attitudes which, in turn, influence student attitudes (Carpenter and Lubinski, 1990). Research into attitudes to both mathematics and science has explored the influence of a range of affective variables such as anxiety such as anxiety and self-image. Both mathematics and science anxiety is usually defined as a feeling of tension and anxiety that interferes with both mathematics and

science performance. There is disagreement over whether it constitutes an independent affective construct or is really a reflection of some deeper attitude. Thus while Nisbet (1991) argued that anxiety and confidence in teaching both mathematics and science were independent factors. Relich, way and Martin (1994) disagreed in their study of 212 Australian undergraduate pre-service teachers.

**3. Teacher Interest** – It's been noted that teachers interest in the teaching of a particular subject usually go a long way to improve the performance of their learners. Teachers interest in the teaching of mathematics and science could be describe as their feeling of wanting to teach the subject and learn more about it. No wonder that literature have reveal the fact that teachers interest promote learning outcomes in science particularly among the students. It is hope that the result in this study will confirm this fact.

#### **4. Teacher Experience**

Teacher characteristics such as years of teaching experience have been investigated to determine their effect on student outcomes (Sanders and Rivers, 1996). A more recent analysis by Wenglinsky (2000) used multilevel structural equation modelling to analyse data from the NAEP and found that teachers with a major or minor in the subject area that they are assigned to teach produce greater gains in student achievement in both mathematics and science. This remained true even after controlling for teacher professional development, teacher classroom practices, class size, and student demographics. Interestingly, Hawk, Cobe, and Swanson (1985), found that students with science teachers assigned in field scored higher and had greater gains than students with science teachers assigned out of field which indicate a connection of content knowledge, but not necessarily applying pedagogical knowledge to other content area. However, teacher experience is a topic of potential concern to policymakers, because experienced teachers often try to move to districts, school and classrooms with a more privileged student body and higher resources. Thus, if teacher experiences is related to student achievement, and more experienced teachers are able to some extent select the schools and district in which they teach, or even their teaching assignments within a school, poor students and students at risk of educational failure may end up being doubly disadvantaged because they are more likely to be taught by inexperienced teachers.

#### **5. Teacher Qualification**

Interest in student performance and teacher qualifications has intensified among education policymakers and researchers. During this time period, research has accumulated that links student achievement to the qualification of teachers (Goldhaber and Brewer, 2000). Two central measures of elementary and secondary teacher qualification are teachers' postsecondary education and their certification. To understand how many students are taught by teachers lacking specified levels of training, efforts have focused on mismatches between teacher qualification and their teaching assignments. One of the main finding concerning teacher qualification has been the relatively high incidence of teachers teaching subjects outside their areas of subject matter training and certification (Bobbit and McMillen, 1994; Ingersoll, 2000). Moreover, the incidence of out of field teaching has been shown to vary by subject and by grade level. Out of field teaching also has been shown to occur more often in the classroom of low income students (Ingersoll, 1999). Goldhaber and Brewer's 1997 analysis of teachers' postsecondary degree and students' science performance found a positive relationship between



these variables; with higher levels of performance among students whose teachers held a bachelor's or master's degree in science than among students whose teachers were out of field.

In the context of this study, the following teacher characteristics are operationalized thus;

- a. **Teacher's qualification** means the highest educational certificate possessed by a teacher to teach science.
- b. **Attitude** refers to a complex mental state involving beliefs, feelings and values and dispositions of a science teacher.
- c. **Teacher experience** connotes the nature of the events a science teacher has undergone in the teaching of the subject. This is usually measured in terms of years.
- d. **Teacher self-efficacy** indicates the capability or ability a science teacher has in teaching the subject.
- e. **Teacher's interest** refers to a sense of concern with and curiosity a science teacher has about the teaching of the subject.

Though, literature seems to confirm that most of the teachers' characteristics have positive relations with student's performance. But researches have not confirmed this as much in a population of Sri Lankan secondary school students.

### **Hypothesis of the Study**

In order to achieve the purpose of this study, the following hypotheses were answered;

**H<sub>1</sub>** – There is no significant relationship between individual teachers' characteristics and achievement of mathematics and science subject among the junior secondary grades.

**H<sub>2</sub>** – There is no combination of contribution of teachers' characteristics and prediction of performance.

### **METHODOLOGY**

#### **1. Research Design**

This study used the survey design which involves the collection of data at current status for description of phenomena, without deliberate effort to control the variables. The study adopted the ex-post facto type using the descriptive survey design type. This research is an ex-post facto design in the sense that the researcher does not have direct control over independent variable because their manifestations have already occurred or because they are inherently not manipulable. The researcher was interested in examining the phenomena under investigation and data were collected after the phenomena had taken place. The investigator therefore examined the impact of teachers' characteristics (independent variable) on secondary schools grades 6, 7, 8, and 9 (junior secondary grades - early adolescent) student performance in mathematics and Science (dependent variable).

#### **2. Population and Sample**

A sample survey design was also adopted for this study. The study was directed at the population of junior secondary students in the Batticaloa district of Eastern Province in Sri Lanka. The sample was selected 400 students who were studied in grades 6, 7, 8, and 9 and 80 mathematics and science teachers who were taught in their classes selected from 40 secondary type II School

in the Batticaloa district. The schools in Batticaloa district were stratified into semi-urban and rural schools. Then they were stratified and selected 40, type II secondary schools in this four Zonal educational area (Batticaloa, Paddiruppu, Kalkudah and Batticaloa central) in the district. The 10 students were randomly selected among the grades and to make a total of 400 respondents and 80 mathematics and science subject teachers from 40 schools (each school has two teachers) that constituted the sample for this study. Out of the 80 teachers 48 were females and 32 males. The schools consist of 22 semi-urban and 18 urban schools was selected for this study.

### 3. Instrumentation

The following research instruments were selected and used in the study. The main instrument for collecting data was a questionnaire. It gives maximum coverage of the field of study, in comparison with other tools of teacher's characteristics aspects. The teachers' questionnaire was divided into two sections for the collection of data on this study. It consists of section A which is made up of the participant demographic information. These include sex, age, educational level, Professional status, and years of experiences. This section was measuring the teacher's qualification and their teaching experience of the teacher characteristics. The second section contains and measuring the other three teacher characteristics. So, this section divided into three parts.

Part I – This part contains items that measured the teacher's attitude towards the teaching of mathematics and science. It comprises of ten questions likert type scale with response ranged from strongly agree (SA)-4, agree (A)-3, undecided (U)-0, disagree (D)-2 and strongly disagree (SD)-1 to strongly disagree 1. Items in this part were adapted from Southwell and White (2005) teacher's mathematics and science attitude survey. To ascertain the reliability of the instrument after modification, it was administered on 10 respondents who were teaching in mathematics and science subject teachers selected from another two secondary type II schools which were not part of the study sample (split half reliability coefficient 0.74) was administered to determine the attitude of teachers the teaching of science.

Part II - This part contains items that measured the teacher's Self-efficacy towards the teaching of mathematics and science. It also contains ten questions and likert type format with responses ranges from not at all, barely true, moderately true, and exactly true. Items in this part were adapted from Schwarzer, Schmitz and Daytner (1999) Teacher Self-efficacy and mathematics and science teaching efficacy Belief Instrument (MSTEBI) by Riggs and Knoch (1990). The reliability coefficient of this scale yield is  $r=0.76$ .

Part III – This part measured teacher's interest in teaching mathematics and science. It contains ten questions which are of likert type format with response ranged from strongly agree (SA)-4, agree (A)-3, undecided (U)-0, disagree (D)-2 and strongly disagree (SD)-1 to strongly disagree 1. Items in this part were adapted from Mitchel (1993) interest scale. The reliability coefficient of this scale yield is  $r=0.81$ .

Mathematics and Science Achievement Scores (MSAS) – This achievement scores scale was constructed by the National Institute of Education, and researcher used this scale for this research. This was used to gather student's academic achievement of mathematics and science. MSAS comprises of twelve questions objective test based on what students have been taught in their various classes. MSAS is meant for junior secondary grade 6 to 9 where selection of teacher is done. The reliability coefficient of this scale yield is  $r=0.75$ . Opinions of the teachers

in secondary schools were also sought concerning the test questions and they confirmed that the test has content validity. In all 400 students were drawn to write the MSAS.

Procedure – The three tests were group administered to the subjects in the schools involved in the study by the researcher with the help of some assistant who were teachers from schools under studied. The researcher explained the various sections of the questionnaire to the subjects who were instructed not to leave any of the questions unanswered. It took them about one hour to complete the question of the questionnaire that were returned 72 were valid for the study. The researcher scored the inventories according to the instruction in their manuals. Pearson's Product Movement Correlation statistical procedure and multiple regressions analysis was used to this study for analysed. The criterion measure or dependent variable was academic achievement in mathematics and science while the predictor or independent variables were teacher self-efficacy, interest, attitude, qualification and experience.

## RESULTS AND DISCUSSION

1. Using an individual of independent variables to predict mathematics and science achievement.

**TABLE 1: INTER-CORRELATION BETWEEN TEACHER CHARACTERISTICS AND STUDENT'S ACHIEVEMENT**

Independent Variables – Predictor (Teacher Characteristics)		Correlation of Coefficient Matrix ( r )		
		Dependent Variable – Academic Achievement		
		r	R <sup>2</sup>	Significant < 0.05
1	<b>Self-Efficacy</b>	0.486	0.236	*0.000
2	<b>Interest</b>	0.395	0.156	*0.000
3	<b>Attitude</b>	0.274	0.075	*0.014
4	<b>Qualification</b>	0.121	0.014	0.069
5	<b>Experience</b>	0.112	0.012	0.081

\* Significant  $p < 0.05$ ,  $r$  = Coefficient of Correlation,  $R^2$  = Coefficient of Determination

The correlation matrix of the all predictor variables are presented in table 1. The results showed that there are significant relationship between three teacher characteristics and their student's achievement of mathematics and science. The relative contribution of self-efficacy, interest and attitude to the observed variance in the dependent variable (mathematics and science) as indicated by the "r" and "R<sup>2</sup>" values at the various steps of the regression analysis. It was found that, self-efficacy had r and R<sup>2</sup> values of 0.486 and 0.236 respectively, interest had r and R<sup>2</sup> values of 0.395 and 0.156 respectively and attitude had r and R<sup>2</sup> values of 0.274 and 0.075 respectively. The results confirm that teacher self-efficacy is the best predictor of student's mathematics and science academic achievement among the junior secondary grades in secondary schools. The interest and attitude of teacher characteristic are followed by second and third position. The other variables teachers' qualification and experience did not enter the significant level at 0.05. Hence, revealing that they are weak predictors of students' academic achievement.

2. Using combination of independent variable of teachers' characteristics and prediction of performance.

**TABLE 2: SUMMARY OF SIMPLE REGRESSION ANALYSIS OF TEACHER CHARACTERISTICS AND STUDENTS ACHIEVEMENT**

Variable Entered		SS	Df	MS	F	R	R <sup>2</sup>	Significant < 0.05
Teachers Characteristics	<b>Regression</b>	6.428	1	5.679	5.488	0.396	0.156	<b>*0.012</b>
	<b>Residual</b>	1287.873	79	7.039				
	<b>Total</b>	1294.301	80					

**\*significant**

Table 2 above shows that, the values of the parameters of the regression analysis between the predictor variables and achievement of mathematics and science. The results of the analysis showed that predictor variables predicted mathematics and science achievement of students in junior secondary grades in 6, 7, 8, and 9. The predictor variables taken against the criterion variables yielded a coefficient of correlation (  $r$  ) of 0.396 and coefficient of determination (  $R^2$  ) is 0.156. The  $R^2$  value translated into percentage ( 15.6% ) of the observed variance in the mathematics and science achievement scores.

The above two variable's (Teacher characteristics and student's achievement) of correlation deciding factors value is 15.6% ( $R^2=0.156$ ). This is indicated that 15.6% of the variance in mathematics and science achievement was accounted for by the predictor variables taken together. The relationship between mathematics and science achievement and the predictor variables taken together were moderately low as shown by the correlation of coefficient ( $r=0.396$ ). Thus, the predictor variables investigated when taken together could, to some extent predict mathematics and science achievement among secondary junior grades students involved in this study. At the same time here, the value of non-deciding external factor is 84.4%. This value mentioned that, the non-determination of the correlation of teacher characteristics and student's achievement is 84.4%.

The p value (0.012) of the analysis which was significant of 0.05 level. The results have confirmed previous finding by Mechling, Hedman and Donnelley (1982) and Cunningham and Blackenship (1979) that teachers gravitate toward performing those tasks that they feel most competent in performing and more importantly avoid areas of lesser competence even when these areas are prescribed by curricula (Schoenberger, 1988). Gusky (1988), Smylie (1988), and Midgelly et.al (1990) have all found that teacher efficacy is correlated with student motivation and with innovative teaching practices. However, these results contradict those of Gusky and Passaro (1993) who found distinction between teaching efficacy and personal or self-efficacy.

The results contained in table 1 is quite revealing and informative. All the predictor variables investigated were found to contribute differently to the prediction of student's achievement. In particular, only teacher self-efficacy, teacher's interest and attitude contributed significantly to the observed variance in the criterion variable in that order. Teacher self-efficacy accounted for 23.6% of the variance in achievement while teacher's interest and attitude accounted for 15.6% and 7.5% respectively. This means 76.4% (self-efficacy), 84.4% (interest) and 92.5% (attitude) of the variance in mathematics and science achievement is accounted for by other variables (non deciding external factor) unexplained by the data. Surprising are the not significant relationship of the other teacher characteristics, viz: teacher's qualification and their experience to the prediction of mathematics and science achievement. These finding suggest that other latent and observable variable that lie outside the realm of the present study should be included to provide a

more comprehensive conceptualization of the variables determining the mathematics and science achievement of junior secondary grades in Batticaloa district.

### CONCLUSION AND IMPLICATION

The results of this study have revealed that, three independent variables (teacher's self-efficacy, interest and attitude) were correlated and regressed with the criterion measure of mathematics and science achievement, while teacher's self-efficacy was the best predictor. This was followed by teacher's interest. The least predictor was teacher's qualification and their experience was not significantly correlated with mathematics and science achievement.

The implication of these findings is that a large proportion of the variance in mathematics and science achievement was unexplained by the current data. Therefore, other observable factors that have direct effects on the performance of students in mathematics and science should be included in future research on predictor of mathematics and science achievement in secondary school. It is reasonable to suggest that such variables as locus control, gender, age, self esteem, and self concept could be included in order to be able to understand other factors that could also predict student's achievement in mathematics and science.

It should also be stressed at this point that self-efficacy and teacher's interest in both subject are very important variables as the study revealed. Therefore, at the teacher training college and college of education, they would be teachers need to scrutinize themselves very well to see if their interest for the subject will be continuous. The perception of anything sort of this should be discouraged and should result to discontinuation by shifting over to specialized and train in another subject. This is because failure to do so will be detrimental to the teaching of the subject at the secondary school. On the other hand, mathematics and science self-efficacy training can be introduced at the training college and college of education. This belief will go along way to strengthen teacher efficacy in the subject. Through such training, mathematics and science teachers who are self-efficacious in the subject can be easily identified and others who are not can be easily guided.

Another implication of the findings on this study is that, despite the low correlation obtained between most of other predictor variables, one cannot discount the importance on the achievement of students. Therefore, educational stakeholders should design and mount a programme that considers the predictor variables that can enhance teacher's self-efficacy, interest and their attitude. By so doing, they will be able to play their roles effectively in educational programmes that will eventually help the secondary school students in mathematics and science. Secondary school mathematics and science teachers are called to have a change of attitude towards the teaching of the subject. When they do, it is believed that, this will go a long way to affect the performances of the students in the subjects; bearing in mind that mathematics and science is important to whichever area of specialization one may think of majoring in the future.

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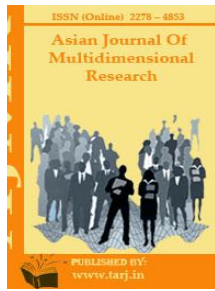
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## STRUCTURE OF PROFESSIONAL PEDAGOGICAL COMPETENCE OF A FUTURE ENGLISH TEACHER

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### ABSTRACT

*The article discusses the professional and pedagogical competence, structure and foundations of the future English teacher. There are also comments on the content, technological and personal basis, types of competence. In particular, according to the curriculum of higher education, the period of thirteen weeks of pedagogical practice provides an opportunity to work for a temporary period as an independent trainee coach - an English teacher. The spiritual development of the student and the study of English affect not only his consciousness, but also his spiritual experiences, which ultimately contribute to his formation as an expert in the field.*

**KEYWORDS:** *Professional And Pedagogical Competence, Content, Basis, Technological Basis, Personal Basis, Principles, Linguodidactics, Linguometodics, Philological Thinking, General Pedagogical Ability, Integrated Approach.*

### INTRODUCTION

The results of the study and analysis of relevant research show that if the professional-pedagogical competence formed in the future teacher is considered in the example of pedagogical higher education, and then it is found that it has the following three natural bases:

- a) Mastering a set of specialized knowledge about a specific purpose, content, relevant object and means of pedagogical work;
- b) Have special skills in the preparatory, performance and final stages of pedagogical activity;
- c) Acquisition of specific features and characteristics of the person that allow to carry out pedagogical activity and achieve the expected results.

### THE MAIN FINDINGS AND RESULTS

In the course of our research, we were able to identify the following three types (structures) of competence in the professional and pedagogical competence of a future English teacher based on

these principles: a) meaningful basis (availability of linguistic knowledge of English); b) technological basis (mastery of linguodidactic and linguomethodical methods in teaching English); c) personal basis (possessing certain personality traits). We will now examine them separately, and find it necessary to summarize the views on the basis of the author's approach to this issue, which has been repeatedly confirmed in the experimental fields.

1. *A meaningful basis for the professional and pedagogical competence of a future English teacher.* This basis is based on the curriculum of pedagogical higher education institutions in the field of education 5111400 - Foreign language and literature (English) general and specialized subjects, such as *“Practical English course”*, *“English lexicology”*, *“Innovative English language teaching”*, *“Pedagogical technologies”*, *“Integration of speech skills”*, *“Vocational-oriented English”* in connection with English language subjects in appropriate lower level educational institutions (schools, academic lyceums and vocational education). The realization of this connection, which is characteristic of the first stage of the direction of “English”, in turn, provides a special study of the prospects of learning English, the prospects of its study by students, and, as a result, allows conscious mastering of the subject.

We would like to emphasize that learning foreign languages, especially English, is not an easy task: first of all, it requires the learner to constantly work on it, as well as to develop certain skills and competencies. The same is not a secret to everyone. However, the fundamental linguistic training we are considering should be adapted to the needs of the profession and therefore the means, and therefore the purpose, of the training of a specialist teacher in this field. Foreign scientist A.K.Mordkovich called this situation a “fundamental principle” [1]. This principle not only implements the link between English language teaching in lower level educational institutions and the linguistic (English) subjects taught in pedagogical higher education institutions, but also the link between education in higher education institutions and employment in a future English teacher. The implementation of this principle ensures that the subjects of English in higher education and lower educational institutions are inextricably linked in the curriculum, why this or that topic is studied specifically and separately. In addition, it provides an opportunity to show the logical problems necessary for the deductive structure of the science and ways to solve them.

The analysis of the current state of training of future English teachers shows that in this process the elements of a competent approach are sufficiently actively used and developed in the framework of the concept of professional and pedagogical orientation of training of future English teachers. In particular, the concept of professional and pedagogical orientation of English language teaching identifies six principles (fundamentalism, continuity, leading idea, binary, informatization, integrated approach) that serve the formation and development of professional competence. Now the connection between these principles and the content of the competence of a future English teacher is included in the curriculum of pedagogical higher education *“Innovative pedagogical technologies of teaching English”*, *“Integration of speech skills”*. We believe that the above considerations will be further clarified if we look at the example of such disciplines as *“Component of Language Practice”*, *“English Lexicology”*, and *“English Practical Course”*. They are:

Relationship between the meaningful organizers and principles of professional and pedagogical competence of a future English teacher

Type	Principles	Content	Implementation
1.	The principle of fundamentalism	The professional-pedagogical training of a future English teacher should not be a goal, but a means to an end and therefore appropriate to the needs of the profession to be acquired.	During the study of special disciplines, special attention is paid to the connection of teaching with life, as well as topics that reflect the connection of the studied science theory with the sciences of methodology, pedagogy, psychology. This allows them to thoroughly master the basic concepts of linguistic (phraseological, speech, lexical, grammatical, etc.) and pedagogical competence relevant to our research.
2.	Binary principle	The future English teacher should not only have basic theoretical knowledge and practical knowledge, but also know how to apply them skillfully in future professional and pedagogical activities, develop certain intellectual and speaking skills in this regard.	Creating a problem-based learning situation provides the basis for the correct selection, writing, and reading of linguistic texts. At the same time, the implementation of a planned and goal-oriented, grounded supply will teach the prospective English teacher to continuously methodologically and process the linguistic texts and materials being studied. The suitability of scientific and methodological approaches to the study of professional and pedagogical training of future English teachers
3	Advanced idea supply	The result of the introduction of elements of foreign linguistic (phraseological, speech, lexical, grammatical) competence into the English language subjects of lower education institutions narrows the gap between lower education and pedagogical higher education institutions.	It is necessary to refer directly to the English language textbooks of lower education institutions, paying attention to the method of selection and presentation of lessons, teaching materials, linguistic texts on topics related to linguistic competence.
4	The principle of continuity	There must be a logical sequence, a continuous	Formation and development of students' competence in the

		connection between the knowledge, skills and abilities acquired by students in the English language of lower education institutions and the knowledge, skills and abilities acquired in pedagogy higher education institutions in accordance with the principle of continuity, the content and methods of teaching	study of texts related to linguistic competence (phraseological, speech, lexical, grammatical), study of new theoretical information, deeper understanding of previously known linguistic text material, continuous teaching in higher education
5.	The principle of informatization	The implementation of this principle implies changes in the system of foreign language education, the creation of new methods of teaching using information and communication technologies.	The information culture of teachers, the great potential of modern computer technology and the knowledge of their application in the teaching process is an important factor of informatization in the process of digital education. In particular, the role of ability in performing control, analysis, synthesis and other tasks is special. In the process of teaching specialized sciences, the great potential of modern computers is effectively used in the work on texts and tests related to linguistic competence. As a result, depending on the level of complexity, we offer effective use of a variety of linguistic texts and test options.
6.	The principle of a competent approach	This principle allows us to look at the professional and pedagogical orientation of teaching, the accumulation of skills that characterize the theoretical and practical knowledge, the linguistic component, pedagogical communication, as a system that is the basis of self-improvement.	The formation and development of competence in future English teachers should be carried out in a system of skills that correspond to the concept of professional pedagogical orientation of English language teaching in pedagogical universities, the main components of knowledge, communication and self-improvement.

7	<p><b>Conclusions:</b> 1. The six principles emphasized in the didactic basis of the formation of professional and pedagogical competence of future English teachers are guided.</p> <p>2. In the formation of the linguistic competence of future teachers of English, first of all, the role of specialties and pedagogical-psychological sciences is great. There are certain connections between the principles outlined in their step-by-step teaching-learning and the content of the professional-pedagogical competence of a future English teacher.</p>
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2. *Technological basis of pedagogical competence of an English teacher.* This framework requires his special methodological training, in particular, the availability of lingvodidactic and lingvomethodical methods in the teaching of English, but this framework, by its very nature, is an integral part of foreign philological training. According to him, the complex of foreign philology (especially English) in a pedagogical higher education institution ensures that the student not only has a broad outlook on the English language and achieves the level of education of foreign philological culture, but also lower educational institutions (schools, academic lyceums, methods of describing the English language in professional education), in particular, should also provide an introduction to the linguodidactic and lingvomethodical methods.

Linguodidactic and linguomethodical methods of the technological basis of the professional competence of a future English teacher should have a continuous character, that is, in the process of continuous achievement of pedagogical activity of students should be involved all specialties related to English. At the same time, from the first days of education in a pedagogical higher education institution, the student has the opportunity to conduct and conduct training in a temporary period instead of teachers of lower education (school, academic lyceum and vocational education). In particular, according to the curriculum of higher education, the period of thirteen weeks of pedagogical practice provides an opportunity to work for a temporary period as an independent trainee coach - an English teacher. At the same time, in this aspect of professional and pedagogical training, more precisely, through the full implementation of the tasks set in the work plan set during the pedagogical practice, acquires a certain creative character and arouses more interest and love in their profession. Most importantly for us, the student helps them develop automatism, elements of personal technology that provide the creative process, and repetitive elements. As a result, it will be possible to implement such a priority task as "training a new generation of personnel with high intellectual and spiritual potential, capable of coming up with new initiatives and ideas for the development of the country" [2]. All of the above will serve as a leading factor in the development of both pedagogical and linguistic competence in future English teachers, as well as in their training as modern teachers.

3. *Personal basis of foreign philological competence.* This framework is of great professional importance for the productive pedagogical activity of an English teacher. In the scientific and methodological literature, scholars specializing on the same issues have expressed different opinions. For example, A.A.Dergach and N.V.Kuzmina define important personality traits as the psychological characteristics of a person that are necessary for the acquisition of specific knowledge, skills and abilities, as well as the effectiveness required for professional work; such qualities include personal qualities such as intellectual, volitional (self-management ability), organizational (mechanism of action) [3]. Speaking about individual methods and components of teaching, I.D. Pexlitsky emphasizes: "For professional activity it is important not only the degree of accuracy of the most important personal qualities, but also their interdependence, as a result of

which the teacher develops personal qualities such as communication, organization, and components are formed [4]. We also agree with these considerations, but given the linguistic and pedagogical competence of the future English teacher, there is a need to address a number of pedagogical issues without developing the individual method of teaching that the author emphasizes. We will try to summarize our considerations in this regard based on the authorship approach.

The role of general and specialized disciplines in the curriculum of this direction is of particular importance in the formation of philological thinking and thinking to the spiritual perfection of future English teachers. The peculiarity of philological thinking and reasoning here is that it allows not only the development of philological ability, but also the general pedagogical ability, the full development of human consciousness and his personality. Philological thinking and thinking are all qualities inherent in pedagogical speech, for example, strict adherence to the rules of oral speech, obedience to orthopedic and phonetic norms in linguistic competencies, logic in a particular linguistic analysis, ability to generalize, eloquence (lexical richness in speech, etc.). Therefore, with the help of general subjects, the goal is achieved only if all these qualities are gradually formed in future English teachers, the main goal is achieved to a certain extent, more precisely, and the linguistic competence of students in this regard is formed.

The personal basis of English language teaching, by its very nature, also includes its moral aspect. The study of specialization subjects in the field of English language teaching creates the need to overcome the discrepancies between the student's perceptions and scientific interpretations. It shapes not only the clarity and logic of thought, but also moral ethics and willpower such as ambiguity, universality of thought, pedagogical principle, and acceptance of dissent, commitment to truth and profession, perseverance in achieving a goal, iron discipline, diligence and honesty. The spiritual development of the student and the study of English affect not only his consciousness, but also his spiritual experiences, which ultimately contribute to his formation as an expert in the field.

## CONCLUSION

A future English teacher cannot achieve spiritual perfection without understanding the interrelationship of aesthetics and foreign philology. It is necessary to use all the opportunities that teach students to see the aesthetic conditions and inner harmony (harmony), to understand the unity of beauty and truth, in the philological linguistic system of the studied science. According to the requirements of the current STS, the English language in lower education institutions, and the English language taught in pedagogical universities, as well as specialties related to the field, have the above aesthetic capabilities. However, it should be noted here that the transmission of other linguistic materials, their recommendation to students; audience analysis, work on translated texts and write them correctly, a number of pedagogical-linguistic factors, such as the independent depiction of a particular painting, the aesthetics of their perception and understanding, are also important, of course.

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## THE POSSIBILITIES OF FORMING A PROFESSIONAL WORLDVIEW

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### ABSTRACT

*In this article, the main task of pedagogical theory and practice is the formation of a professional worldview of students on the basis of chemical knowledge, its relevance, the methodological foundations of the formation of a professional worldview, the theoretical foundations of the formation of a professional worldview of students on the basis of chemical knowledge.*

**KEYWORDS:** *Professional Worldview, Worldview, Intellectual Development, Stratified And Individualized Programs, Elective Education, Career Guidance. The Possibilities Of Forming A Professional Worldview Based On Chemical Knowledge.*

### INTRODUCTION

Worldview is a system of views, evaluations and figurative expressions of the world and the person in it, a person's attitude to the surrounding reality and to himself. It is also a system of values oriented by the basic life positions of people, their beliefs, ideas, principles of knowledge and activity, determined by these views.

The problem of forming a professional worldview, the scientific view of the world, the methodology of learning is studied by philosophers P. Alekseev, V. Andrushchenko, L. Gubersky, I. Dobronravova, S. Kirilenko, I. Lakatos, G. Platonov, A. Spirkin and others [1].

Formation of scientific and professional worldview of students Although the researches of A. Bugaev, M. Golovko, S. Goncharenko, L. Zorina, S. Korshak, A. Lyashenko, M. Martenyuk and others are devoted to the study of worldview, this issue remains relevant.

In recent years, the topic of worldview has been reflected in the research of E.V. Bodnarchuk, E.V. Dmitrieva, T.Y. Jeleznova, A.L. Jokhova, V.P. Zhukova, S.Yu. Rybina and others. Psychologists study the worldview in the context of personality development, which is L.I. Bojovich, B.I. Dodonov, G.E. Zalessky, A.G. Kovalev, I.M. Krasnobaev, N.A. Menchinskaya, K. Mukhina, V. It is clearly reflected in the works of S. Mukhina, Yu.L. Samarina,

T.S.Tambovtseva, B.M.Teplova and others. In the works of VV Gainulina, I.Ya. Lerner, B.T. Likhachev, E.I. Monoszon, G.V. Mukhametzhanova, T.I. Oyzerman pedagogical concepts about the concept of “worldview” is given.

### **THE MAIN FINDINGS AND RESULTS**

With the help of pedagogical diagnostics, conditions are created to ensure the development of students and pedagogical correction, knowledge and experience in the field of counseling and teaching teachers and parents, professional orientation, professional and personal self-development and the unity of these processes. With the help of pedagogical diagnostics, conditions are created to ensure the development of students and pedagogical correction, knowledge and experience in the field of counseling and teaching teachers and parents, professional orientation, professional and personal self-development and the unity of these processes.

Therefore, the following were targeted:

1. Explain the concept of “professional outlook of students”;
2. Determining the composition of the components of the professional outlook of students;
3. Development of technology for the formation of students' professional worldview;
4. Determining the effectiveness of experimental work on the formation of the professional outlook of schoolchildren, etc.

Psychological theory of personality (B.G.Ananiev, L.S.Vygotsky, A.N.Leontev, J.Piaget, S.L.Rubinshten and others); Acmeological theory of development and activity of the person (B.G.Ananiev, A.A.Bodalev, A.A.Derkach, N.V.Kuzmina and others);

On the formation of the worldview of the person (VI Blokhin, LN Bogolyubov, K.E.Zuev, G.V.Klokova, E.I.Monoszon, V.A.Morozov, etc.) and the use of various pedagogical technologies in the educational process problems (V.P.Bespalko, M.V.Klarin, B.T.Likhachev, G.K.Selevko and others) [1].

The choice of research methods is determined by the nature of the tasks to be solved. A set of methods was used during the study, including: theoretical-theoretical analysis and synthesis of the problem of the subject of study; study and generalize the existing experience in the formation of a professional outlook in education; empirical-diagnostics of the state of pedagogical objects (testing, observation, survey), sociology (survey), which constitute a pedagogical experiment. Processing of results is carried out using qualitative analysis and mathematical statistical methods.

Explaining the concept of students' professional outlook:

- the system of chemical knowledge and ideals based on professional knowledge, attitudes, beliefs, human values, psycho-diagnostics, student development and pedagogical correction, counseling and teaching to teachers and parents;
- to determine the content of the components of the professional worldview of the student, including the cognitive component, the generalized system of science and professional knowledge, views, beliefs, norms and principles governing the activities of students;

-values and ideals; the practical component includes the readiness of the student for psychological support of the profession, the choice of goals and means of professional activity in the following areas: psychodiagnostics, student development and pedagogical correction, counseling and education of students and parents;

- It is necessary to develop a technology that combines the formation of the professional worldview of students, the content and methods of acquisition of science and professional knowledge with the processes of professional and personal development, self-development.

Criteria and indicators of the former professional outlook of the student are defined as follows:

- Vocational training, determined by the level of theoretical and practical knowledge of science and a particular profession;

- Professional motivation, an indicator of which is the level of motivation-attitude to the profession;

- Professional and personal self-development, the idea of professionalism and an indicator of personal potential necessary to achieve it.

As one of the aspects of ensuring the professional orientation of students in school, the formation of their professional outlook requires consideration of the following tasks: selection of criteria and levels of formation of professional psychological and pedagogical outlook.

Determining the criteria for the level of formation of the scientific worldview is one of the most important tasks of psychological and pedagogical research, as it allows obtaining the most complete picture of the qualitative and quantitative state of the constituent elements of the worldview.

In an encyclopedic dictionary, "criterion" is understood to mean "a sign by which something is evaluated, defined, or classified"; evaluation measure. "It is a certain standard, an indicator by which we can assess the formation of a professional psychological and pedagogical outlook [3]. Each criterion has a number of indicators that indicate that the diagnosed event is a necessary manifestation. In our work, the criterion is considered as a sign. On its basis, changes in the components of the professional worldview of the future teacher-psychologist are identified and evaluated.

When considering the professional outlook of a student, it is important to highlight indicators that can be used to assess his or her level of development. Since the worldview is always an individual concept, there can be many such indicators. Practice, on the other hand, requires the selection of science-based criteria to determine the level of formation of a professional psychological and pedagogical outlook among students.

Analysis of specific studies shows that there is no single approach to solving this problem. There are general requirements for substantiation of criteria in the theory and practice of education (N.B.Krilova, S.G.SpasiBenko) [5]:

-criteria should reflect the general forms of personality formation;

-criteria should establish the relationship between all components of the system under study;

-quality and quantitative indicators should reflect the scale of creative activity.

N,G, Ogurtsov [1] identifies three criteria for the formation of worldview:

1. intellectual-logical, which allows to learn the meaningful aspects of the worldview with the help of such features as completeness, scope, scientific, systematic, evidence, consistency of knowledge;

2. Emotional-voluntary, which reflects the attitude of the student to the acquired knowledge: interest and belief in them, the desire to apply the acquired knowledge, which is manifested in the freedom of feeling and speech;

3. Active, including a set of indicators of student social activity associated with the implementation of various activities: knowledge, labor, socio-political, organizational.

I.Y. Lerner [2] offers slightly different indicators of the system of worldview formation:

- The amount of knowledge of the worldview and the ability to use it; the larger this volume, the wider the scope of their application, and the deeper the connection between knowledge and the events of reality they reflect, the higher the theoretical level of a person's worldview;

- Relation of knowledge with personal attitudes, values and principles of life, which have become the position of the person; stability of the system of values, beliefs, principles, the direction of application of worldview knowledge;

- Conflicts, problematic situations, the formation of students' professional outlook, the theoretical basis for the development of acmeo-logical technologies.

## CONCLUSION

Hence, a professional worldview can be formed on the basis of intellectual knowledge, on its own, on the basis of daily experience, or as a result of the interaction of different worldviews or consciously through the theoretical development of fundamental ideas, ideas, and principles. The effectiveness of the formation of a professional worldview is determined by the breadth and depth of a person's work process and awareness of his aptitudes, talents, interests, abilities.

It is necessary to study the laws of formation of professional outlook and self-development in the participants of the educational process, search and development of new teaching technologies, based on the requirements of today's society for the intellectual and professional mobility of students.

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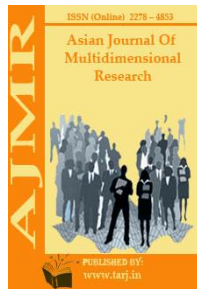
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## **ANIMATION MYTHOLOGY AND ITS FUNCTIONAL NATURE IN THE CURRENT UZBEK PROSE**

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### **ABSTRACT**

*The article reveals the relationship of folklore and written literature on the example of the analysis of the mythologisms in the story "BoghiEram" by IsajonSulton. In this respect, used "ditch" architepin the ancient mythology is the mythical item which combined with "own" and "other" worlds, in other words, served as the boundary between "the other world" which is considered the world who people live and the place of mythological powers. The author affirms the idea that the essence of life consists of aspiration to the beauty by means of the cosmogonic myth about the life tree and animation mythology about existing the human's spirit elsewhere from the body.*

**KEYWORDS:** *Folklore, Myth, Mithological In View, Polyphonic Worldview, Story, Motive, Multi-Layered Image.*

### **INTRODUCTION**

As it is known, the oral poetic works which consist of wide range of genres, are based on the formation of written literature, as well as its content, is one of the most important sources which ensure the progress of improvement and development. Folklore has always been characterized its life, the life of the people, their dreams and aspirations, to reflect the moral and aesthetic outlooks and spiritual world deeply, updating and being rich on the basis of the large contents and improvisatority regularly. Therefore, often applying of the written literature artists to the rich artistic arsenal of folklore is considered one of the peculiarities of the literary process of during their creative work. The folklore and ethnographic context is given to the version of events which are being described, by different epic plots, motivation and imagery specific to the folklore and the text of the artistic work, enrooting the poetic means and methods of image, stilizating or fusing folklore plots. A prominent scholar of folklore B.N.Putilov points out, "the

folklore reflects the memory of a certain ethnicity, the relationship to the nature and society, the moral and ethical values which tested by centuries, the whole system of the mythological, religious, artistic and aesthetic and other doctrinal positions which are linked with vision of the universe and spirituality. Gathering and preserving these traditions with colourfully and diversity, are the specific features of folklore" [11, p. 65]. Therefore, studying deeply common concepts specific to the folklore, especially, understanding the essence of moral and philosophical-psychological principles associated with the nature and human, the nature and human give an opportunity creator to solve the important artistic and aesthetic problems.

As well as in the modern world literature, one of the important principles which determines the development of the current Uzbek prose, also is seen in the new type of the relationship between the folklore and written literature among genres, the folklore poetics are not only as the compositional basis which forming the structure of the work, but also it is observed the artistic image tools and epic plots arsenal give national-ethnographic colorit to the work. This is particularly obvious mythological imagine system which one of the most ancient forms of the perception of the world and particularly, the specific expression of the myth's plots in the artistic context.

It is well-known, the ancient mythology is the imaginations system as the specific form of knowing and interpreting the reality, this historical-cultural phenomenon has regularly effected the various forms of artistic mentality of humanity, in particular, word art – the next development of folklore and written literature. As a result of the consistent flow of human consciousness had been denied the tradition understanding universe mythologically, after the principle of artistic understanding of the realities was formed, the archaic mythology did not disappeared fully, word art, the ancient fine art rooted to the compound of the traditions and rituals deeply. Mythological imaginations are began their the second life in the diffusing process to the epic genres of folklore as the aesthetic codes. Thus, the mythology had influenced to the development of the literature with it's the imagery system, the compound of plot and motives, the new interpretation of the reflection forms and methods of the reality in the process of interaction folklore with written literature and artistic-aesthetic relationship. Feeding fiction literature from mythology, in other words, relying on myths concepts in the writers' creative process is one of the dominant aspects which shows national identity of modern poetic consciousness that is recognized by many researchers [7; 8; 13; 3; 12].

Myth is not only the sample of expression of universe, world and reality by means of myths images and of the world, but also is considered cultural phenomenon to allow expressing the most modern problems in the conditional symbolic form due to being immaterial cultural heritage system which gathered comprehensive philosophical and moral potential itself. The current world literature, in particular, in the current Uzbek prose appealing to the mythology arsenal, the myths plots specific to the ancient mythology of our people, appealing traditional folklore motives and images are for the implementation of the their artistic purpose of the writers.

Initially our ancient ancestor understood and realized the universe and the world by the myth; imagination about the man and the world, concepts, attitudes, and beliefs, the interpretation of traditions and rituals were delivered through the myths to the generations. At present, although the myths have lost their primary the sacral-ritual function, they are still used in the creativity of works of written literature as the conditional typical means of interpretation of reality. In other words, as in all stages of the history of literature mythological motives are used commonly in the

current period's literature, namely, understanding of reality through the mythological imaginations, using the various functional forms of myths and poetic disturbing, also, creating tradition "the literary myths" have been continued actively. In particular, occurring globally of the interest of the writers to the myths in the twentieth century, in the words of E.M.Meletinskiy, began to the process "remiphologisation" in the written literature [7, p. 10].

In the world literature, using such as dimiphologisation, remiphologisation and miphologisation forms of artistic miphologismethodis seen in the K.Volf's "Medea", J.Joys's "Ulis" D.G.Lorens's "Winged snake", J.R.R.Tolkien's "The Lord of the Rings" works, as well as in the works of the famous writer ChingizAitmatov [8, p. 92].The artistic mifologism in the written literaturebeing one of the specific forms of the poetic conditional, is structural modification of the ancient mythological plots and images in the text composite construction. The author can analyze artistically social and moral issues and the complex layers of the hero's spirit in the described provisional reality by the means of the symbolic-conditional interpretation of the mythological codes.We can see this situation in the romance ofIsajon Sultan.

In particular, when the hero of the story of Isajon Sultan's "BogiEram," reminded the purest childhood period, reminded the meeting with Holmuhammadbuva (Holmuhammad grandfather) who dejected from infecting the nature, being dirty of the water of ditches which flowing fresh water in the past: "The old man stood near us and stared up into our game. Shortly after that, we saw that his eyes wet. "Why were you crying, my grandfather?" I asked. The old man, beard trembling: "In the past I ate the bread as flowing which my mother cooked, and I remembered and was crying, my son. Alas, I flowed as the bread into the water" – said the old man. Because of thought he wanted to eat the bread, I gave my water bloated bread. The old man took the bread, andhe sobbed without shame [6, p. 367].The hero of the story followed Holmuhammadbuva (Holmuhammad grandfather) who was crying and continued his way.Jumping from the ditch beautiful landscape of the mythical place was showed: "I saw myself in front of the garden which was gold bent, the holder with crystal! The boy who stood near the lip, holding the the crystal ring, laughed at me and called inside. I went two steps forward, I glanced into the garden. I can not say what I can see, if I sayit likes somehow earthly things. Although the trees there liked the common trees which we saw, they were totally different. The birds, water there.... This garden was heavenly! It was very nice! I groaned nonfindingthe definition for this beauty" [6, p. 367-368].

The writer in the Uzbek folklore used effectively the "ditch" detail in the using creatively the mythic imaginations about "the other world" trip of the hero. In this respect, used "ditch" architepin the ancient mythology is the mythical item which combined with "own" and "other" worlds, in other words, served as the boundary between "the other world" which is considered the world who people live and the place of mythological powers. Therefore, the hero of the story passed to "the other world"jumping the "pitch", and in his eyes was appeared "the garden with gold bent, the holder with crystal " namely, Eram garden. The writer used the ancient mythological imagination as the conditional- symbolic background through in describing of this wonderful garden at hero's mind, and was represented the mental emotions of today's person who dejecteddue to the environment loosing its original beauty from the environmental disasters day by day. At the same time, it is seen that the appearance of the myth with the reality, the hypothetical falsehood with truth synthesis through the complex combination of the space and time.

According to the mythological perception of the people, the Eram Garden is the angels' country, the legendary garden KuhuKof which is the incapable of definition of the word, namely, mythical place which is situated among Kofmountain, interpreted as the place of fairies [4, p. 70]. The giants watched it. In this garden which distinguished with its extraordinary beauty and unique nature, the fairies lived. The mythological imaginations about the Eram garden are passed to the Uzbek folklore through the Arab folklore traditions. According to the legendary, this wonderful place called "Iramzat al-Imad", was built by the ruler Shaddad. He was committed to the creation of the paradise garden and built garden-city which made of precious stones and metals in the picturesque. This city as the mark of the vanity and the haughtiness, was destroyed due to occur the wrath of Allah. Some experts considered the imaginations about the Eram garden based on the mythological beliefs of the ancient Arabic tribes in the time of ignorance [10, p. 560]. In the 6-7-8 ayats of the sura "Al-Fajr" of the "Koran" were given the information about the crash of the Od tribe which lived in the Iram city, were the owner of the palaces with high columns. According to the legendary, "Iramzat al-Imad", namely, "Iram with the high columns palaces" was built by the legendary ruler, Shaddad.

In Uzbek folk legends the Iram or Bogi Eram, this epic place called as the land of fairies. According to the mythological concepts, in other words, according to the epic tradition, the KuhuKof was interpreted as the boundary between the ground with the Eram garden.

In the Abdurashid al-Baquviy's work "Kitab Talkhees al-asar va joyib al-malik al-kahhor" was reported that the Iram-zat al-Imad was the extraordinary city which was situated San'o and Xandaramaut, was built by Shaddad ibn Ad. Shaddad used the gold, silver and precious stones for the construction of this city. This city's length was equal to twelve farsakhand its width so. Around the city was surrounded by the high wall. Shaddad ibn Ad inside it, was built the three thousand palaces which designed with pearl, diamond and ruby [1, p. 15].

Due to spreading widely the Arab-Islamic sources in our country, the various myths figures specified to the of the ancient Arabs mythology, as well as the mythological imagination about the Eram garden were to the Uzbek folklore, later, to the written literature. The writer Isajon Sultan skillfully weaved in his work the mythological views of the our people about the Eram Garden in order to describe the spirit of the human loves always the mental beauty.

As illustrated in the story, this wonderful garden was so enchanting the boy, that, he saw the miraculous things which described in the story as long as coming to this paradise place. "The garden so impressed me, I stepped forward. If I will step also a step I will inside the garden. I can catch the golden dragonflies, talk with the golden-winged Semurg" [6, p. 368].

According to our people's mythology, the Eram garden is the most beautiful and neat place in the world, live here not only fairies, but also myths birds such as Anqo, Semurg. According to the legend, due to the Eram garden was built the gold, silver, and various gems the reader can not doubt flying dragonflies are also with gold. In this respect, we should say about the "golden wings Semurg" which attended the hero of the story - the boy's attention.

As you know, the Semurg according to the ancient ancestors' primordial concepts, that the totemic sponsor symbol, it is the supportive to courage. It is hard to say when the beautiful lyrical image appears, but the ancient plots linked with the Semurg separated widely in the East folklore. It mounted its wings the hero, it could carry to the underground world or remove the earth. We can see the preliminary information about the Semurg in the holy book "Avesta" of zaraitism, as illustrated XIV yasht of the book, the giant bird "Saenz merug'a" built on top of

the " Life Tree" among the Vorukashaea. The first myths about the "Saenamerug'a" (the Semurg) which protected the " Life Tree" from the evil forces with high wings, in our view, was created along the Aral Sea which called Vorukasha or "Qirg'oqsizdengiz" ("Unshore sea"), namely, in the ancient Khorezm oasis.

In fact, Senmurv or the Semurg image in Uzbek folk tales is the product of the Central Asian mythology. "Avesta" mythology researcher K.V.Trever emphasized that the original name of this imaginary bird is in the form of Saena-merug'a, is meant the "bird-dog". The Semurg was illustrated its head as the dog, the body as the bird, as the mythological bird in the ancient Zoroastrianism [14, p. 15-17]. In particular, in the "Bundaxishn" "it was created the living creatures at night in the eleventh, two of them fed their children with the breast milk. These are Senmurv and bats fly at night. Above mentioned, it was created dog-bird and the muscular animal among the living at the night, because they fly like a bird, have the teeth like a dog, live in the caves like the muscular animals" [14, p. 15]. In the other part of "Bundaxishn" mentioned that "among the birds the two birds are created differently: these are the Senmurv and bat, these animals which have the teeth in the mouths, feed their babies with the breast milk" [14, p. 16-17].

The Semurg bird is considered the character which appeared in the result of the evolution in the epic contemplation system of the Senmurv image in the "Avesta" mythology as described in the Uzbek folklore tale. Although in the Uzbek fairytales tradition the qualities specific to the Senmurv are not seen in the appearance and function of the Semurg, but the detail linked with the carrying of the legendary bird the hero to the other world, shows kept some characters specific to the "bird-dog". In the "ZorliqMungliq" fairytale "Semurgh flew with the snow and rain and ingested the picked dragon" [9, p. 214]. In the fairy tales which participated this image, the hero who travelling the other world or coming back the world, until reaching his address, feed the Semurg with meat. As noted in the "Bundaxishn", this means the Semurg has the "teeth in the mouth" namely, the meat creature as the dog. In our view, Senmurv or the Semurg is illustrated as the mythical creature with dog body, double wings in the ancient central Asian mythology. Later this mythological imagination forgot, it was began to describe as the imaginary bird to recover the hero the difficult situation, to carry the hero who survived babies from the dragon's attack, the long the locations, to help the epic hero, in the fairy-tales. In fact, the mythological imaginations about the Semurg belong to the ancient mythological legends the dog which appeared from the bird egg by genetically, also, the dog with wings which flying as the bird – about the grifon.

In the ancient cosmogony myth, interpreted in conjunction with the legendary life tree which related directly to the forming of the universe with the Semurg image. In the 62<sup>nd</sup> chapter of the text of the "Minokexrat" monument which created in the century in Pahlavi language (ancient Persian) the image of the mythic expressions covering the this image evolution heavenly is showed: "The life tree which gives the life to the deaths grows in the middle of the Xoma Vorukasha Sea. The Semurv (The Semurg) which lives in the life tree, is the sponsor of the goodness. Every time when it flew the thousands of new branches from the of the tree and every time it landed thousands of branches broken and the total of the seeds of plants towards to the various fields" [14, p. 11-12]. We can see the imaginations about the life tree associated with heavenly bird in the mythology of the Nordic, Indo-European, Siberia, and the Arab. It is noted that the top of the life tree in the myth describing the high bird (in the ancient Indo-Iranian deceptions Semurg, in the Arabs – Phoenix), the snake lies in the hanging roots (in the



Scandinavian deceptions Nidxegg snake). The mythic "LifeTree", reminded the Xoma (Indian mythology - Soma) or "Hvar" ("wetlands") tree described in "Avesta", there is the similarity between the bird and the snake with the Semurg and the snake which climbing the tree, in the Eastern Folklore.

Isajon Sultan who knows the Eastern folklore and mythology, in his story "BogiEram" when describes the image of the amazing place in front of the hero, he tries to save the association of the pair of "life tree" with the bird of the archaic mythology. As illustrated at the story, there is "Next to the bent the very large green tree", its "branches are not appear among the clouds". Described in this text the "green tree" in the archaic mythology is the artistic interpretation of the life tree three universe –associated with blue (sky), the ground and the underground world. Therefore, in the cosmogony myth about the universe the roots of the "world tree" described as their roots to the sky, the branches to the ground. It is a symbol of the universe, or the image of the base of the universe, which is the rootholds the world. According to the belief of shamans in Siberia, Demurg eagles often land in the this tree" [15, p. 154-155].

According to the mythological perception the roots of the "life tree" were under the ground, its branches were adjacent to the sky through the clouds, so these myths great tree combined three world, namely, blue (top - the place of spirits), ground (living people) and underground (lower - the property of the deaths). Therefore, of in the ancient Turkic shamanistic mythology described the shaman spirits travelled with such "the other world" by means of the "life tree" [2].

In the story it is not surprising to emphasize the color of the tree in the garden is the "green", is considered the detail associated with the cosmogony myth. Because according to the myth, the "life tree" is forever green, is constantly growing, never dry and always cheerful. That's why it is called the "lifetree".

In the Uzbek myths about the "Life Tree" is appeared the another main aspect. In particular, in the myth which was reported from the residents of Samarkand district of Samarkand region, D.Ahmedova, in 1991, the reasons of the action of the star, were explained with the one of the semantic appearances of the life tree - the legendary maple tree. They said that there was a big maple tree in the sky. When some of the leaves took, the person living on the earth lose the life. If when leaves is dropping touch a man, his ears will be noisy. In this condition the person immediately would say kalima, otherwise he occur some disaster, they said. That is the maple leaf dropping, when removes descending trail in the sky, the people when saw this, they said "the star flew".

This means that the three universe –"Life Tree" described as the mythology means combined with the blue (sky), the surface of the ground and the underground in the animation mythology, plays the important role, namely, the base essence of this legendary symbol related to the "life and death" contradictory concepts, an accurate way, every leaf of this tree belongs to the life of the each person living in the world. The writer Isajon Sultan can show skillfully, myths, animation beliefs about the "Life Tree", namely, religious concepts existing the spirit in the another place in his story. As illustrated at the story, the hero in the garden BogiEram looked at the high green tree, "every time the leaves being compelled to cut off its branches". Look, the bottom of the right leg landed in a yellow leaf. I saw it and saw the letters in the leaves. It was written on the surface of the yellow leaf "HolmuhammadZiyoo'g'li".

In the story falling of the green tree leaf and description written on the surface the person's name are interpretation animation imaginations in the written literature. In the myth falling leaves of



the "life tree" imagined to die somehow person in the world. In other words, according to the the old man's mythological understanding, where many people live, the leaves of the "life tree" will be so many. In its branches growing the new leaf shows, to born new baby, falling the leaves shows man's death. Therefore, in the "the Eram garden" story falling leaf of the "green tree" and existing the letters "HolmuhammadZiyoo'g'li" is interpreted as the expression of man's life is ending. Jumping the ditch at the end of the Clover land, the hero of the story who hardened and fainted his sens, as long as reviving in the hug of his mother, he heard the death of Holmuhammadbuva (grandfather) who stand always in the sun at the beginning of the street, in front of the house from his mother's bad spirit.

The hero of the story achieved to see this strange place - the Eram garden which appeared suddenly behind the clover land in three times. Each time in his view, the huge maple which its branches reached to the sky through the clouds, its falling leaves. The second time the hero who went to the garden to eat cherries with his boy, he saw the Eram garden in the middle of the garden when the bent opened. From the intoxicating beauty of this garden, he saw the falling leaves on the bottom of his foot, he winced when he saw the his father's name on the surface of the leaf. The hero who his heart began to beat fastly and felt something hastily returned home. When returns the corner of the the street, suddenly his knees is weak: in front of the gate the local people gathered, his father died. The hero saw this garden in third time, he was elderly, hair and beard were gray. When he rested from the cool of early autumn, the hero looked forward from the lower wall to the the neighbor's homestead and he saw again the familiar scene at the end of the clover land: he saw that the doorman's hair was gray near the door of the garden. The landscape of the garden was similar. The gold leaves were falling goal with sad sound from the giant tree in front of the gate, dropping to the ground. Falling leaves number were many, the surface of the ground covered with leaves. "In each leaf written the name, was not it?" the hero thought and saw the written name of the close friend in the leaf which came under the feet of the hero.

At the end of the story, the fourth time seeing of this garden of the hero is described the following: "Clover land. Two little boy were flowing the bread in the ditch. When I was looking at these boys, I reminded my childhood ... my mother... and my father... hot bread... My eyes were dropping the tears.... What they were a hot bread. They were hot as my mother's hug.... How did I ... How did we... Looking them, but could not go away. One of the children saw me. He looked why this dad was crying, as blinking up at me: Why were you weeping, my grandfather? - he asked. Oh my child! Why did I weep, and how I say feelings? After all, once I ate the bread which my mother cooked flowing the ditch... Alas, I ate the bread which my mother cooked as flowing in the ditch!!! In my body, - my childhood, the weeped face of Holmuhammadbuva (grandfather) at us... in my language was that answer... in my heart was the fear from the Khyber of the strange water-wheels... I took the bread which the boy gave me, and I could not stop crying. Tears dropped my eyes, I reminded light and flickering moments of my life. And then ... and then ... I saw the garden again. The doorman near the gate was also old as me. Leaning on the cane, stared wearily. floodgates of the the garden opened. Inside was the giant tree which its branches did not appear in the clouds. The leaves were still falling from the branches.... Strangely, this time in fallen leaves whose name was written in it? My name? The doorman and I stared at each another a lon time. Finally, he leaning the cane said with the weary voice: - Now you can go, enough.... - said. I looked the behind. I did not see anything but tear's curtain blocking my eyes. When I stepped to the garden, I felt a thing intolerably inspection

temperature in my hand. I looked –the bread bloated with water, which the compassionate boy gave me, in clover land...." [6, p. 372-374].

The author affirms the idea that the essence of life consists of aspiration to the beauty by means of the cosmogonic myth about the life tree and animation mythology about existing the human's spirit elsewhere from the body. The hero of the story seeing the Eram garden four times during the life, and each time informing the end of person's life from falling leaf of the life tree call the reader to appreciate the life, understanding connection each other the fate of the world with the all creatures in the universe, preserving the beauty of the universe. In understanding the meaning of the story the one detail of its final scenes episodes, is particularly important. This is the piece of bread which the hero of story sought to address during his life – before stepping threshold of the Eram garden the boy who flew the bread in the ditch, gave the bread. The hero absorbed into the world of beauty scarcely rustle the "bloated with water, though, did not lose the bread flavor". Theoretically, in this condition given bread by the boy to hero's hand – is the fate of mankind. Indeed, it is not surprisingly the writer called this story "the fate tree".

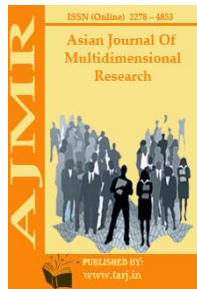
In fact, the myths are considered the "historical memory" associated the thoughts and ideas about the world of our ancient ancestors. Reading the story, due to the author's artistic skill the mythological space with the details of the reality combining, the events taking place in the eyes of man with ancient myths interpretations through the under perception of their mind placed layer by layer. In this respect, interpretation the heaven structure of the universe, in order to explain one of the elements of the ancient cosmogony myths – the legendary subject about the Eram garden with reincarnation of human's spirit, namely, the poetic interpretation of animation myth about passing one form to another, consist of the structural and semantic base of artistic text.

In summary, writer Isajon Sultan used effectively in his story "BogiEram" not only the spiritual experience of the hero, but also problems of the period, in particular, in expression virgin of the motherland which suffer environmental disasters, the mythological imaginations of our people including the primary beauty of nature.

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## **SPECIFIC FEATURES OF TRANSLATION OF LEXICAL UNITS WITH LINGUOCULTURAL COMPONENT FROM UZBEK INTO ENGLISH**

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### **ABSTRACT**

*Concepts specific to a particular language and culture, in most cases, create complex situations in the translation process. The article discusses lexical units with linguocultural component that represent national concepts and their translation options based on a linguocultural approach. In the linguocultural approach to translation, the author sought to determine the degree of conformity of the translation to the originality, based on the analysis of linguocultural component of the unit. Translation versions are compared to the original according to the equivalency on the linguocultural level. The materials for the analyses are taken from Uzbek fiction.*

**KEYWORDS:** *Linguocultural Component, Concept, Mentality, Social Integrity, Equivalence, Symbol, Ritual, Transcription, Pragmatic Level.*

### **INTRODUCTION**

It is well known that components of social life such as culture, mentality, spiritual norms and beliefs play an important role in the formation of linguistic consciousness. Accordingly, belonging to a particular culture shapes the mentality of a particular society, and each national culture has its own cultural meanings, which are embedded in the language. At the same time, language is an important treasure for moral norms, beliefs and behavioral norms in a particular social environment. For this reason, representatives of a certain nation or a certain social society have a common character traits, a certain way of thinking, a specific way of life that is different from that of another nation. In this regard, the opinion of I.N.Pyanzina is noteworthy: "Just as every language owner is a cultural owner at the same time, language signs have the ability to act as cultural symbols." [6,8] About the national concepts and harmony of linguistic and cultural approach in translation we had discussion in previous scientific papers [7,8].

In many cases, the tradition, customs, various rituals in fiction are not given by their names and are described by the author in certain forms. A translator unfamiliar with the customs or

traditions of another nation will naturally accept these types of situations, interspersed with national lines, as a series of simple concepts and actions, and worst of all, in many cases can cause misunderstandings for the reader while reading the work. To understand these views and deliver them correctly in translation, of course, the translator is required to have sufficient background knowledge. The translator's cooperation with the native language and the owner of the culture makes an invaluable contribution to the preservation of the value of the work.

For example, the following passage from the play depicts a delicate tradition that is very familiar to the Uzbek nation and is still preserved in some Uzbek families - in the presence of others, parents call each other by the name of the eldest child, not directly by name. Let's analyze what the situation looks like:

Example:

In original:

— *I'll tell you, Silver, 'said the savior. The hotel is clean.*

Translation versions:

1. *I have invited a guest today, **Kumush**, bear it in mind, - he mentioned as he stood up. Then, turning to Oftobayim, he said...*
2. ***Kumush**, bear in mind, I invited a guest for today – and facing Oftoboyim said...*
3. *To **Kumush** he said “Keep in mind I have invited guests today”. And then turning to Oftoboyim “Please send a servant...”*

Kutidor addresses her by the name of her daughter, while reminding OftobOyim that a visitor will come. This is a familiar sight for an Uzbek reader. If this situation were translated in the same way in translation, it would be as follows:

*Bear it in mind, Kumush, I have invited a guest today” – Kutidor said to OftobOyim standing up. - Send the servant to tidy up the mekhmonhona.*

Naturally, in this case, the misunderstanding of the translation reader increases. In general, all three interpreters managed to get out of this situation by adding to the translation, that is, in all three options, "The Kutidor first reminds Kumush that a visitor is coming, and then orders Oftob Oyim to clean the guests room." If the text was translated without modification and a brief commentary on this custom was obtained, a more vivid expression of the nationality of the work would be achieved.

Or let's look at another example:

In original:

*... As soon as the women leave, the Uzbek mother burns incense from Oybodok and puts it first on Kumushka and then on Zaynab so that she will not be disappointed...*

Translation versions:

1. *Once the neighbours admiring Kumush had left, Uzbekayim would instruct Aibadak to **fumigate** Kumush, to **ward off the evil eye**. So as not to offend Zainab, **smoke was wafted** over her, too...*

2. ... as soon as they left Uzbek-oyim would tell Oybodok to **flame incense**, she would **put it to Kumush first of all, then to Zaynab in order not to offend her...**

3. As a response to the high praises directed toward Kumush by the visiting wives, as soon as they left, Uzbek Oyim would immediately direct Oibadako **covertly make amulets against the evil eye as well as burn sage, spreading its smoke on Kumush**. And then, so not to anger Zainab, she would direct it on her as well...

In addition to the internationally recognized disinfectant properties of incense, the reader, unfamiliar with the background, is unfamiliar with the custom of burning incense around a person in order to protect him from the main, Uzbek ethnic species. Naturally, the performance of such actions against the protagonist of the novel, which is considered healthy, does not give rise to any associations and leads to misunderstandings. In the translations of the first and third versions of this example, this misunderstanding is eliminated by means of additions and explanations (the first translation includes additional explanations such as “to protect from the evil eye” and the third translation means “to make a tumor against the evil eye”). .

Another example:

In original:

A) *As soon as they saw Yusufbekhojik, they ran away from the women who had run away.*

Translation versions:

1. *While they were greeting one another, Yusufbek-hadji appeared in the ginnel. The women **who had come to helpstepped aside and modestly turned away.***

2. *When they were greeting, Yusufbek-hadji appeared at the doorway, women **stepped aside.***

3. *Imposing himself amid these greetings, Yusufbek Hajji appeared from the passage. **Female guests, observing the tradition of retreating from unfamiliar males\* modestly moved aside and turned their faces away.** (\*Qochadiganxotinlar – those women who need to run away. UmidaHashimova notes that in conservative places of Uzbekistan, women are still required to make haste, at times run, when confronted by a male not directly related to their family)*

In original:

A) *I said, "Saodat, did you wake up and run away from your mother?" "He won't run away, he won't run away from me," Saodattortish said.*

Translation versions:

1. *Have you lost your mind, Saodat? **Surely your mother must hide her face from me?** say I. But still leading me by the hand, she says: It was my mother who told me to lead you here. "If your Usta-aka comes" she said **"We shall not hide from him."***

2. *Saodat, have you lost your mind? What **will your mother say?***

*And she answered: Mother herself ordered me to let you enter, she said; if Usta-Alim comes, we **will nothide from him.***

3. *Saodat, have you lost your mind? **Shouldn't your mother have a moment to cover her face from me?** - ...if your brother the master weaver visits us, **we will not hide from him.***



In the two examples above, the conservative practice of "avoiding the nomakhram male" is still practiced in some parts of Central Asia, particularly in what is now Uzbekistan, irrigated with a spirit of conservatism. It is shar'i forbidden to have direct contact with men who are not related, to see them openly. So, in the first example, this adjective is "escaped," and in the second example, it is conveyed through the verb "escape." Translations in the first and second versions of the first example, such as "women who came to the rescue humbly pushed themselves away," "women pushed aside," reflect the semantics of the original, but the essence of this delicate habit remains obscure to the reader. In the third translation, although the rendering of the meaning of the concept was done at the expense of an expanded descriptive-explanatory, it was able to convey to the reader in an understandable form the national dye that was originally intended. Or if we analyze the second example. In the translations of this example, "escape" is considered to be semantically correct, but in this case an additional question inevitably arises in the reader who has no background knowledge of Central Asian traditions: "Why should the girl's mother hide from the master?". If the answer to this question were given in a certain way in the translated text, it would be possible to interpret such linguocultural differences in an understandable way. For example, if the first part of the dialogue conveys the content of the specific concept, the second part leaves no room for the question:

- *Saodat, have you lost your mind? Shouldn't your mother avoid seeing me as it is to be done with strange male?*

*Saodat, continuing to argue with me, said: "No she won't, she has already told me that if the Master comes, I won't hide from him" (our version of translation).*

In the following examples, we analyze the translation of a connotative word that represents another tradition that is clearly evident in the novel. In Uzbek culture, when large gatherings are held at home, guests are placed in a circle, and the hosts are accustomed to sitting near the door, in a row. The upper place is also passed first by adults and then by age, with the youngest moving slightly forward or backward from the host, depending on the situation. In Russian or Western culture, the situation is quite different, with the hosts sitting in the center of the circle and the rest sitting around them. Such differences in cultures lead to various linguistic and cultural misunderstandings. While it may seem ridiculous for an Uzbek reader to read an example of Western culture, it is strange for an English reader to read a translation of Uzbek culture. So, below we will analyze how the translators managed to translate the specific concepts of "to'r" and "yuqori".

Example:

In original:

A) *Otabek shows them a place from above ...*

Translation versions:

1. *Ushering the guests to be seated in **the place of honour** ...*
2. *Inviting the guests to have a seat at **honored place** ...*
3. *Otabek appeared unperturbed by the disruption and motioned for them to sit in **the place of honor**\* (Central Asian gatherings are held in circles. The Tor, or place of honor, goes to the most senior guest and faces the door from the other side of the room, an area less exposed to drafts and most secure. Since groups sit in a circle, the host should sit opposite the guest or*

guests, and a junior member of the household, near the doorway, to receive food, placing it in the center of the circle – most notably plov.)

In original:

A)... *Unity, unity, unity is above all hammad*

Translation versions:

1. *They sat him in the **highest place of honour** ...*
2. *He is so handsome, so intelligent, after all, sitting at the **honourable place** ...*
3. *So handsome, so intelligent, so clever, sitting in **the seat of honor** ...*

The translators' understanding of "yuqori, to'r" is the place of honor, honored place, the highest place of honor, the honorable place, the seat of honor, sitting oneself higher, as befits an honourable guest, the guests place, the place of honored guest translating with phrases was able to fulfill the communicative purpose of translation. The third interpreter, as has often been observed, gave a particularly detailed commentary on this specific concept, and it served to increase the level of intercultural understanding. In the next example, the author vividly describes the situation in which young people in Uzbek culture do not sit in front of adults:

In original:

G) *O'zbekoyimularnito'rgataklifqildi:*

— *Qani, yuqorig'a!* — dedi.

. *Oftoboyimto'rgaharakatqilsa ham, Kumushboshqamehmonlardanuyalibto'xtadi...*

Translation versions:

1. ... *Uzbekayim invited them to take **the seat of honour**.*

*Please, do be seated higher!* – she urged.

*Although Oftobayimsat down, Kumush stopped, hesitating shyly in front of the other guests.*

2. ... *Uzbek-oyim invited them to take **the top of the table**:*

*Welcome!*

*Oftob-oyim was going to **the top of the table**, but Kumush stopped ashamed of the other guests...*

3. *Uzbek Oyim invited them to sit in **the center of the circle the ladies were forming**. "Well, take your places in the seat of honor". While OftobOyimtook her place, Kumush, bashful in front of the other guests, remained still.*

Though a long-awaited esteemed guest, Kumush feels uncomfortable in front of her mother-in-law's ascent, as she stops her mother from following the place of honour and shows embarrassment. It is a beautiful expression of one of the peculiarities of Uzbek culture, and it is a detail that helps the reader to understand the essence of the concept in the context of the translation.

The specificity of communication in one or another linguocultural society is formed due to the requirements of the mentality of the people, and these features are revealed by comparison with another linguocultural society. Recognized as an integral element of human communication,

verbal and nonverbally expressed norms of morality are assimilated by the individual from childhood, and this socialized process takes place on the basis of different constructions in different languages. While some of the norms have their own alternative in the language being compared, some may be completely foreign to another language. One such principle is greeting. Without going into the rules of greeting, we will focus on the scene in the play - how the bride's greeting etiquette is reflected in the translation.

Example:

In original:

*I looked at Hasanaliyola. He was blushing, silver-faced, wearing a black satin shirt, a blue veil, and a white robe. Shahlok's eyes widened in a smile. Hasanalitani: - Here is your mother-in-law. Silversalamberdi threw down his handkerchief and ran to the embrace of my Uzbek mother.*

As can be seen from the example, Kumush's bridesmaid's greeting was not elaborated by the author. In this case, in the eyes of the author and the readers of the original, the only scene is the hero bowing to the audience like a bride. In particular, the phrase "salomberdi" in English 1. greeted 2. saluted 3. said "Assalomualeikum" 4. said "hello" 5. said "Good morning / afternoon / evening" and so on. could have been translated in the form of, but in this case a neutral translation would have been formed, without the national aspect of the greeting being reflected in the translation. In the following translation options, the interpreters' knowledge of the background was able to successfully reflect the specific aspect of the greeting:

Translation versions:

1. *Kumushbowed low to her mother-in-law in the traditional salem greeting of peace, then tossed herparandja on the ground....*
2. *Kumushbowed greeting her, leaving the parandja on the ground... Учинчи таржимада нейтрал таржима сақланиб қолган:*
3. *Kumushgreeted her with a salaam, dropped her paranjeer to the earth...*

Let us dwell on another ritual and the basic specific concept that represents it. In the mentality of the peoples of Central Asia, many associations are associated with the word "dasturkhon", which serves not only as a fabric for placing food or covering a certain surface, but also as a basis-lexeme for a number of verbal actions. The difficulties that may arise in the translation of the word table and related phrases are mainly its use in a figurative sense and its inclusion in dialectical expressions. Let's analyze the approaches taken in this regard:

Example:

In original:

A) *Hasanalidasturxon yozibqumg'onkirgizdi.*

Translation versions:

1. *Khasanali laid the **dastarkhan**\* and fetched the kumgan (\*dastarkhan – a Persian word meaning "tablecloth" or a "great spread" widely used in Central Asia to refer to the meal setting as a whole).*
2. *Hasanali spread the **table-cloth** and brought a big tea pot.*

3. *Hasan Ali entered with a teapot, spread out the **tablecloth**...*

In addition to its literal meaning, "to set the table" is widely used in the sense of "bringing food", and in this sense it has alternatives in English, such as "set the table", "lay the table". We see that in this case the "lay the dastarkhan" in the first translation was able to cover the semantic content of the original unit. Let's look at the next example:

In original:

B) *Rahmatning har zamonda mehmonlarni **dasturxonga** qistashlari boshqalarning ishtiholarini ochishg'a sabab bo'lsa ham...*

The meaning of "dasturkhonga qistamoq" in the example corresponds to "frequent urging to eat", and in the translations this situation is given by revealing the essence of the lexeme.

Translation versions:

1. *From time to time Ziya-shakhichi and his son Rakhmat addressed those present, **inviting them to partake of a new dish**, piquing their appetite still further.*

2. *... Rakhmat, addressed the guests, **offering them to try new dishes**, which only raised the appetites of the guests...*

3. *... Rahmat urged on the guests' appetites by **encouraging them to take more – Oling, Olinglar!**\*( \*Oling, oling, Olinglar – literally means "Take, take everyone" but it is a common enjoinder by the host to his guests to eat their fill – again, usually repeated three times)....*

There was no need for the third translator to add to the text in the form of a transcript, which seems to have been able to reveal the content of the original unit without it.

We also consider that in the following examples, the meaning of the original concept is fully revealed through the figurative translation:

In original:

B) *Ten women were seated on a cold table \* (a soup table prepared from afar).*

Translation versions:

1. *The women sat at **the small dastarkhan hurriedly prepared in the ickhari**.*

2. *About ten women sat down to **a not big, slender dasturhon**.*

3. *Altogether eight wives sat around **the small tablecloth quickly put together in the inner yard**.*

In original:

C) *Ten women were seated at a cold table \* (a soup table prepared from afar).*

Translation versions:

1. *Toibeka scurried between the male and female parts of the house\*(Female servants were permitted to enter the male part of the house. author note), **swapping dishes** and fetching the tea.*

2. *Toybeka was dashing around male and female parts of the house, **changing the dishes** and making the tea or **laying the table** for them.*

3. *Toibeka moved quickly between the male and female rooms, **servicing refreshments, changing the tablecloth**, and handing tea to the guests.*

At this point, we would like to dwell on another specific concept. It is known that Central Asian houses are divided into "tashqari (outside)" and "ichkari (inside)" parts, separated by a wall from the outside of the inner courtyard. Inside, there are women and children, and outside, there is a hotel where all the male guests can be seen. "Internal" has always been a concept with a specific connotation. In particular, foreign men were not allowed to enter, women were allowed to walk with open faces and decorations, and a number of other special arrangements were made. Therefore, the translation of "Ichkari" without taking into account all the cultural features leads to a violation of the harmony of the national world of the work. Let's analyze the translations of this word used for the first time in the pages of the work:

Example:

In original:

Ichkari

Translation versions:

1. *inner courtyard, the ichkari\* (ichkari – the inner, female part of the ouse, strictly off-limits to strangers)*
2. *ichkari\* (internal part of the house) courtyard.*
3. *The Ich Kari\* (Inner yards, the actual family living area. The deeper into the housing complex one ventured, the more intimate the setting, e.g., the women holding the innermost sanctum of a man`s home. As a general guide, the outer walls of a man`s home would be tall enough so that a man on horseback could not look into the residence.)*

Hence, all three translators used transcription and commentary in this situation to explain that the word is a specific concept. Only a second interpreter would be more appropriate if he gave a broader interpretation (see first and third translations). A reader of a translation who is acquainted with the meaning of a particular word will be able to correctly accept the associations associated with it in later places, and even when the word is used interchangeably with other alternatives in the target language, these associations remain in his imagination. Below we can see that the concept of "ichkari" is given in translations with various alternatives:

Example:

In original:

A) *To`ybekaichkaribilantashqarig`ayuguribdasturxoniyangilar, choy tashiredi.*

Translation versions:

1. *Toibeka scurried between the male and **female parts** of the house, swapping dishes and fetching the tea.*
2. *Toybeka was dashing around male and **female parts** of the house, changing the dishes and making the tea or laying the table for them.*
3. *Toibekamoved quicklybetween the male and **female rooms**, serving refreshments, changing the tablecloth, and handing tea to the guests.*

In original:

B) *Shu gapdan keyin qutidor mehmonlarni qoldirib **ichkariga** kirdi.*

1. After these words, leaving the guests in mehman khana, Kutidor headed to the **ichkari**.
2. After these words, leaving the guests in the living room Qutidor left the room and went **inside**.
3. After these words, Qutidor left the MehmonKhana, entering **the Ich Kari**.

There are a number of other rituals and ceremonies in the novel, which each translator relied on in his own way in translating them into the translated text, and was able to reflect the linguistic and cultural features of specific concepts in the translation.

As a skilled writer, the author uses such human and situational names in the work that the ability to understand and reflect them in translation is a sign of the realization of the author's artistic idea. The nation's number one distinctive words are these famous horses, of course, whether or not to translate them depends on the requirement of a particular context. In the following contexts, anthroponyms require additional interpretation in translation, and in all three translation variants this task is considered fulfilled:

Example:

In original:

*The seventh letter was delivered to the people and the baby was named "Yodgorbek".*

Translation versions:

1. *On the seventh day the hatmikoran was arranged– the traditional memorial service with reading from the Koran. Pilaf was offered. And so the baby was named “Yadgar”\* (\*means memory or remembrance).*
2. *On the seventh day the Koran was recited and pilaf was served to all people around, in her memory, accordingly the child was named Yodgor-bek\* (\*Yodgor means memory)*
3. *On the seventh day a Quranic prayer was recited; plov was served, and on this occasion the baby was given the name Yodgorbek\* (\*detailed description of giving the babies names)*

Example:

In original:

*Kumushemas, Tuproqibibi yozdim.*

Translation versions:

1. *These words are not penned by your Kumush, your previous “silver one” but by Tuprak-bibi,\* a woman trampled in the mud, a woman discarded. (Tuprak-bibi\* - from tuprak meaning trampled in mud)*
2. *Not Kumush writes to you, but the defamed, abandoned wife.*
3. *This letter was not written by Kumush “The silver one”, but by an abandoned wife, covered in mud.*

There are also situational song titles in the work, which serve a specific artistic purpose - to express the mood of the protagonists. The translation of song names can also serve to express this artistic purpose in the translation in the following cases:

"O'rtoqlar" is the name of a tune used to invite friends to dance at a girls' party.

"Ifor" is a song based on Gulsinbibi's delicate dance moves.



"Yig'larman" is a song about Silver Bride's depressed mood at the girls' party.

The translation options for these names are as follows:

"O'rtoqlar" - "Friends", "O'rtoqlar (Friends)", "Ortaklar" \* (Friends or companions).

"Ifor" - "Ifor" "Ufor" \* (Rhythm of string), "Ifor" \* (Traditional Central Asian folk song dealing with passion in love).

"Yig'larman" - "Yig'larman - I weep", "Yig'larman (I'll cry)"

As can be seen from the translations, in most cases the names of the songs are given in the form of a transcription, and then its meaning is revealed, thus revealing the communicative purpose of the songs in preserving the national form and their use in the novel.

According to the observations and the results of analysis the following conclusions can be drawn:

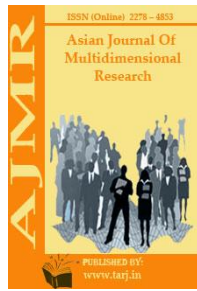
1. In modern linguistics and translation studies, attention is drawn to the problem of how national culture and spirituality are reflected in linguistic units. This trend is related to the desire to look at the concept of national culture as a specific form of language and social integrity. Accordingly, language emerges as a means of expressing national culture, national mentality.
2. Linguocultural linguistic units as a comprehensive concept are directly related to the concepts of man, mind, society, activity. After all, if man, consciousness, and activity are the factors that create culture, language is the function of expressing, storing, and transmitting the product that is created. Language is an integral part and a weapon of culture, it is a spiritual being, a manifestation of culture, and embodies the special features of national mentality.
3. Culture lives and develops within linguistic expression. It is preserved in the specific words of the language today, in a more verbal form than in the past. Specific words are monuments of our national culture of the past and present.
4. Specific words determine the normative level of national communication in translations. The softer the expression and the greater the possibility of exposure, they have an advantage over other linguistic means. This is why translators' specific words attract more attention and increase their responsibility.
5. In the translations of the Uzbek national art, specific words have a special place in relation to other lexical units. Specific words in artistic speech also differ in the specificity of the speech of the author or characters.
6. Specific words in literary translations while national and ethical factors are a general pragmatic factor, a particular communication process is manifested as a specific pragmatic factor.
7. Particular attention is paid to the position of specific words in the text of literary translation. They depend on the level of the character, the degree to which he reflects the mental world of the nation to which he belongs, the spiritual and cultural level of the people, and, above all, on the skill of the writer and translator.
8. Specific linguistic lexical units in translations arise in connection with the quality of artistic speech in relation to its cognitive basis, verbal character, and pragmatic level.

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## LEXIS FEATURES OF RELEVANT TO ANCIENT TURKIC LANGUAGE WORDS IN ALISHER NAVOI WORKS

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### ABSTRACT

*In this article the thematic groups of ancient Türkic lexemes used in the language of the works of AlisherNavoi have been analyzed, and also the features of their meaning are explored. A similar comment can be made about the paternity // paternity construct used in the last byte. This word was first used in QutadguBilig to mean “fatherhood” in the form of paternity [ATD, 66]. In order to shed some light on these issues, it is necessary to make a detailed analysis of the spiritual processes that took place in the ancient Turkic lexicon used in the language of AlisherNavoi's works. Such lexemes are likely to include not only terms that express specific concepts in the field of science and technology, but also mono-semantic words belonging to other subject groups, as well as poly-semantic lexemes.*

**KEYWORDS:** *Lexeme, Monosemantic, Semema, Paradigmatic, Fauna, Flora, Zoononym, Privative, Denotative, Relevant, Language.*

### INTRODUCTION

It is no secret that the new way of life ensures the variability of the vocabulary structure as it determines the entry of new words into consumption. This aspect proves that lexicon is more mobile than phonetics or morphology. But in the lexicon, regardless of its rapid mobility, the

continuity of events is maintained. To uncover and clarify this feature, it will be necessary to refer to the history of words and the history of society.

The process of lexical-semantic movement of lexical units creates a complex confusion of systemic and asymmetric relations, reflecting historical and social changes in words. It is therefore important to classify linguistic innovations not only on the basis of word-formation methods, but also on the basis of semantic features. The assignment of new meanings to old lexemes, the revival of historical words, the change of grammatical forms, the determination of the place of life events in the formation of new word combinations are of particular importance. In order to shed some light on these issues, it is necessary to make a detailed analysis of the spiritual processes that took place in the ancient Turkic lexicon used in the language of AlisherNavoi's works.

## THE MAIN FINDINGS AND RESULTS

The vocabulary of any language will have such lexical units that it will be able to maintain the subtleties of meaning entrusted to it throughout centuries of linguistic development, regardless of the extraordinary processes that take place in it. Such lexemes are likely to include not only terms that express specific concepts in the field of science and technology, but also mono-semantic words belonging to other subject groups, as well as poly-semantic lexemes. Lexical units, which retain their meaning in the old Uzbek literary language of the XV-XVI centuries, are subdivided into lexical units that serve as auxiliaries in the naming of objects, expressions of character, state, action, expression of numbers, as well as in the interaction of key word groups. . Hence, it seems appropriate to analyze them into groups of words that express both abstract concepts as well as explicit ones.

1) Lexemes denoting the name of a specific object have retained their meaning in the ancient Turkic language in the works of Navoi. The cradle-motivated lexeme first mentioned in Mahmud Kashgari's dictionary [SES, 97] was formed by adding the suffix *-shi* to the verb *beshi* = formed by adding the suffix *-shi* to the noun *be* "blanket-yo'rgak" [EDTL, II, 123], a *vibrating device*" [EDUZL, I, 47]. The lexeme with the mentioned monosema continued to be used in the Turkic language monuments of the XIII-XIV centuries [DUL, I, 236; Translator, 188]. In Navoi's epic "Farhod and Shirin" the lexical unit expresses only the meaning of "cradle":

1) Lexemes denoting the name of a specific object have retained their meaning in the ancient Turkic language in the works of Navoi. The cradle-motivated lexeme first mentioned in Mahmud Kashgari's dictionary [ATD, 97] is formed by adding the suffix *-k* to the verb *beshi* = formed by adding the suffix *-shi* to the word "blanket" [EDTL, II, 123], seme "a vibrating household item designed to put the baby to sleep" [EDUZL, I, 47]. The lexeme with the mentioned monosema continued to be used in the Turkic language monuments of the XIII-XIV centuries [DUZL, I, 236; Translator, 188]. In Navoi's epic "Farhod and Shirin" the lexical unit expresses only the meaning of "cradle":

*Beshikdavridachini=yo'xitayni*

*Bolibyo'zno'tlabdastansar'ayi* (Farhod and Shirin, 34)

Even in the later stages of development of the Uzbek language, the word under analysis managed to retain its original meaning. In the modern Uzbek literary language, the lexeme, along with the sememe "a special four-legged device designed to hold and shake a baby to sleep", also means "the birthplace of something, an event, the homeland" [EDUZL, I, 108].

The lexeme *ÿzÿm*, formed by adding the affix *-ÿz =* to the verb *-(ÿ) m* and expressing the sememe “*the fruit of the vine consisting of clusters*”, is first recorded in the DevaniLugati Turk: The lexeme was also used in its original meaning in the 14th century Khorezmian written monuments: ... *ba'zia'riflaryema'zerdi* (Naxjaul-Daradis, 49 b 11). In the language of the great poet, the derivative word is reflected in the same sense: *Sabgurbo'lu'kida' Saba'd = iRavva'nkentida' ikkiqit'au'zu'mba'zi ham bir-birig'atutash* (Vaqfiya, XIII, 177). In the modern Uzbek literary language, the lexeme of grapes is also used in the sense of “*grab*” [EDUZL, II, 267].

The root lexeme of the sword, which has the meaning of “a knife, a weapon longer than a dagger”, was first used in the “(race) bitit” written in the Orkhon-Enasoy runic script: This lexeme, which was very active in the ancient Turkic language sources [DUZL, II, 623-624], is one of the high-frequency words in Navoi's works with the meaning of “sharp sword”:

The root lexeme of the sword, which means “a weapon with a blade, a weapon longer than a dagger”, was first used in the “Irq (race) Bitig” written in the Orkhon-Enasay runic script: ... *altunqurugsaqimin* [ATD, 442]. This lexeme, which was very active in the ancient Turkic language sources [DUZL, II, 623-624], is one of the high-frequency words in Navoi's works with the meaning of “sharp sword”:

*Kashkitig'=isiyasatsÿrsä ham*

*Özqilichinboynumayetkÿrsä ham* (Lisonut-Tayr, 149-2).

2) Symbol - lexemes denoting a feature, a state.

The original all-Turkic root lexeme meaning “blue color” also had a wide place in Navoi's works: ... *hargunbазisÿmÿz=imanzilatdinfalakninkökgunbazidin bash ötkäribdÿr* (Vaqfiya, XIII-171). “In the color of the clear sky; blue, blue”[EDUL, I, 412]. The semantic root lexical unit is first seen in the Kultegin inscription: ... *ÿzäköktänriarasrayag'izyer*[ATD, 312]. The lexeme was used in the same sense in the monuments of the first Old Turkic language [DTL, I, 317] and the Old Turkic language of the XIX-XIV centuries [DUZL, I, 617]. In the Annotated Dictionary of the Uzbek Language, the word blue is interpreted as a poly-semantic lexical unit, with the above meaning as well as “*a layer of air visible as a dome on the ground; sky*”; “*Growing grass, grass-grass; grass, foliage*”; *It is stated that there are semaphores such as “kashnich, janbil, dill, edible berries, greens”* [EDUZL, I, 412].

In our view, the following semantics are not the additional meanings of the lexeme under analysis, but the meanings of the individual lexical units that form the root word. Mahmud Kashgari's dictionary of this idea [DTL, I, 317; III. 146] and the following comments in Navoi'sMuhokamatul-lug'atayn: *Vaköklafzin ham nechäma'nibiläisti'malqilurlar. Birikökasmanniderlär. Yana kökahangdur. Yana köktegradäköklämäkdÿr. Yana kökqadag'ni ham derlär. Yana köksabzivaöläñnidag'iderlär* (XIV, 113).

In the ancient Turkic language, the meaning of “secret, mysterious, secret” was understood using the lexemes *yashru-yashruish* [Mahbul - kulub, III, 38] and hidden [DUZL, 247]. In the Navoi language, the word continued to be used in a hidden phonetic form: *yashurun* (TarihiMulukiAjam, 511-512). *Köpsözaradaötgändinsoñrabazurbildikim, yashurunqalmas=* The verb “*to hide, to put in a place where others cannot see*” is used in the modern Uzbek literary language in the hidden form “motivated by the suffix *-u* and the preposition *-n*” meaning “unknown” [EDUZL, II, 491] and so on.

### 3) Lexemes representing various phenomena occurring in nature.

The meaning of “*water falling from a cloud in the form of a drop, rain in the form of a drop*” is expressed in the ancient Turkic language by the lexeme of rain [ESTYa, IV, 57], formed from the verb *yag'* = with the affix *-mur*. First mentioned in Turfon texts: ...*...yÿrÿnbulitönyÿpyag'muryag'di*[ATD, 225]. From the second half of the 11th century, the rain form was also in use [DevaniLugatit Turk, III, 45]. In the XIV century Khorezm sources the next phonetic form is not found. In the language of AlisherNavoi's works, on the contrary, the word was used only in the Old Turkic language in the alternate form of the consonant gm, and continued to express the meaning of “rain, raining”:

*Ul ashkin abr=i rahmat yamg'uri bil,*

*Ne yamg'ur, fazl bahrinin duri bil* (Farhod and Shirin, 219).

In the ancient Turkic language monument “Irk (race) Bitig”, the dusty lexeme was first used to denote the semantics of “fine dust mixed with fine dust rising to the sky” [EDUzL, II, 243]: :  
...*ÿzätumanturdiasratozturdi* [ATD, 578]. Lexeme Qutb's “Khusrav and Shirin”: ...*körärkinnagahanbirtozchiqti* [DUzL, II, 398], the source of the old Uzbek literary language is also reflected in the epic “Gul and Navruz”:

*Eshikin tozi közlär tutiyasi,*

*Bosag'an gardi janlar xun bahasi* (381-10).

AlisherNavoi's “Mahbubul-qulub” uses *tozan* variants of *toz* words with the meaning of “many” - (a) *n* and -*g*:

*Bilÿr zalil musafirki Puya äylärdä*

*Qum=u tozañ yumshag', tag'=u xaradur qatig'* (XIII-9).

In the modern Uzbek literary language, too, dust reflects its meaning in the ancient Turkic language.

### 4) Lexical units denoting blood-kinship.

The semantics of “*having a child*” is expressed in Turfon texts by *ugullug* motivated words made by adding - *gul* affixes to - *ogul* lexemes in Yusuf Khos Hajib's pandnoma “Qutadg'ubilig”: *Turtugullug* [ATD, 365]. It can be observed that the similarity (paradigmatic) relationship with the lexical unit mentioned in the ancient Turkic language includes the construction of sonship, which means “adoption, nurture” [ATD, 365]. AlisherNavoi's epics also contain *ugullug*:

*Qulyanlig'og'ullug'unniqilsam,*

*Og'ulkibiqullug'unniqilsam* (Layli and Majnun, VIII, 210),

The forms *ogullik* also mean “*childhood, son-ship*”:

*Mähä shahliqda qulluq ham qil emdi,*

*Ataliq ham, og'ulluq ham qilemdi* (Farhod and Shirin, (X), 354).

A similar comment can be made about the paternity // paternity construct used in the last byte. This word was first used in QutadguBilig to mean “fatherhood” in the form of paternity [ATD, 66]. The paternal form is also used in the language of the works of the founder of the Uzbek



literary language: *Bir-birötkärib, ulyetkäch, atalig'mehriharakatqakelib...* [TarikhiMulkiAajam, XIV-209].

5) Lexical units denoting concepts related to fauna. The lexeme of the *at*, which represents the semantics of “*Large working animal*” [EDUZL, I, 258], was first expressed in the inscription “Kultegin”: ...*äkinchiIshbarayamtarbozatig'biniptegdi* [KutatguBilig, 33-1]. The original zoological meaning of the word was used in the Old Turkic language: ... *er at ezärlädi* (Muhokamatul-Lugatain, I, 293) and the old Uzbek literary language, including in the text of Navoi's works: *Vaatniniyärinägärchi "zin" derlär...* (ML, XIV-115).

The sememe “*a large mammal camel with two humps*”, *nor* (male) camel “is expressed in the ancient Turkic language by the word *bugra*, first used in “Irk (race) bitig”: *Titirbugra men* [ΦEB, 120].

It should be noted that in the monuments of the ancient Turkic language, the sememe “*large mammal with a hump*” is generally understood with *tevä//tevi* variants: ... *olaninteväsinchöktürdi* (DevoniLugatut Turk, II, 211). In this case, the lexemes of *bugra* and *tevä//tevi* are in a non-privative conflict, that is, the first lexeme is strong (marked, branded), and the second lexeme is weak (unmarked, neutral, unmarked). In other words, while the bull has the sign of “*masculinity*” and “*gender is clear*,” the word “*gender is uncertain*” leads in *tevä//tevi* words. According to the 14th-century pamphlet 1, written in Arabic, when a two-humped camel is placed on an Arabian camel, camels called *bukhata* are born [Translator, 14-15]. In the Navoi language, *bugra* means “*two-humped camel*”:

*Ulki bolg'ay bug'ra yanlig'ulug',*

*Yol nechäk qat aylag'ay bulmay azug'* (Lison Ut-Tair, 55-2)

*tevä* served a certain meaningful meaning to the zoononym: *Vadedikim...biyabang'abardimvatevälär bar erdi* (NM, XV-114).

6) Lexical units representing concepts related to flora.

The lexeme of wheat, which means “*grain plant and its grain*” [EDUZL, I, 156], was first recorded in the Turfan texts –*Liviashibug'daytetir* “*Wheat is its sacrifice*” [ATD, 120]. Mahmud Kashgari acknowledged the existence of the lexeme forms wheat: a load of wheat [DevaniLugatitürk, III, 10], and wheat [DevaniLugatitürk, III, 258], the latter variant being used mainly in the language of the Borsags. It is worth mentioning that the 14th century source used the lexemes wheat and wheat harvester in order to differentiate between the meanings of “*wheat grain*” and “*wheat plant*” in “*QisasiRabguziy*”. In the XIV century sources written in Khorezm the forms of wheat [DUZL, I, 285], in “*Tarjumon*” the forms of wheat and wheat (9-15) were used. In the text of Navoi's works, *wheat* is used in its original meaning, that is, “*wheat grain, grain*”: *Yigirmi Batman etbiläyigirmi Batman bug'daynihalim... qilg'aylar* (Vaqfiya, 721).

7) Lexical units representing musical concepts.

The term *kabuz* served to denote the *kobiz*, one of the oldest musical instruments invented by the Turkic peoples. The lexeme *kabuz*, which means “*musical instrument with a string*”, was first used in a tenth-century memoir dedicated to the princes of Kalyanamkara and Papamkara (ATD, 451). Leksema Mahmud Kashgari [DevaniLugatitürk, I, 346], Qutb's “*Khusrav and Shirin*” – “*chalib, mutribqobuzchang-u chag'ana*” [DUZL, II, 629], “*Tarjumon*” (24-12) and other old

Turkic literary sources which was consumed in a way that did not change its denotative meaning: ... .. *qobuzqulaqtutubayshg'atarg'ibahanginty'zgäy* (Mahmud Koshgariy, 36).

8) Terms denoting anatomical concepts.

The term "belly" is derived from the verb *qar* = meaning to "mix liquid and small things" with the suffix *-(y)n* [EDUzL, I, 566]. the abdomen was ruptured" [ATD, 427] in its denotative, i.e., sac-like digestive organ of man and animal; stomach, abdomen" [EDUzL, II, 602]. Since the tenth century, the connotative meaning of the lexeme, that is, "lust, greed" has also been formed - the naked belly "man is subject to his belly - lust" [ATD, III, 383]. The term studied in the ancient Turkic language monuments of the XIII-XIV centuries was mainly used in its denotative sense [DUzL, II, 602].

AlisherNavoi also used this lexeme in the denotative:

*Gahgumanulkimiyoluqsasharzashir,*

*To'maäyläbqarniniyaribdalir* (Lisonut-Tair, 52-9),

in a figurative sense:

*Qarninbilädo'stbolmasanahsandÿr,*

*Nevchÿnkierog'lig'aqarindushmandÿr* (Lisonut-Tair, XI-187).

In the modern Uzbek literary language, the lexeme has significantly expanded the scope of meaning and expressed the seven semen [EDUzL, II, 602] and so on.

9) Lexemes denoting abstract concepts.

It is formed from the verb *qorkyn* = (<*qork* =), which means "to feel fear, to be afraid", with the affix *-ch*, and "state of fear, feeling"; the lexeme *fear // horror*, which expresses the semantics of "fear, horror, panic" was first expressed in the *Turfon* texts and in the "Golden Light". In the work of Mahmud Kashgari, the lexeme is recorded in the second phonetic form [DevaniLugatitürk, III, 396]. The lexeme was used in both forms in the language of Khorezmian sources of the fourteenth century, in particular, in "Khusrav and Shirin" of Qutb and "Nahjul-farodis" of Mahmud Ibn as-Sarayi [DUzL, II, 637]. In the works of AlisherNavoi, we see that fear continues to express the meaning of "fear, terror, and danger":

*Janibing'akelgändäbihalädÿk,*

*Sözayturdaqorqunchdinlaledÿk* (SaddiIskandari, 282a 11) and so on.

In the example of the above-mentioned thematic groups and lexical units, we have tried to reveal that the semantics of lexical units of the ancient Turkic language are exactly preserved in the language of Navoi's works. Of course, it is possible to continue the thematic groups related to the studied aspect, citing hundreds of factual materials. However, given that the above analysis serves to solve the task to some extent, we have decided to be content with the above considerations.

## CONCLUSION

To sum up, Navoi's vocabulary is characterized by a high number of words that managed to retain the exact meanings assigned to them in the ancient Turkic language, regardless of the various processes that took place during several centuries of linguistic development.

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## **THE IMPORTANCE OF PERSPECTIVE IN TEACHING ART TO FUTURE FINE ARTS TEACHERS**

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### **ABSTRACT**

*This article is devoted to one of the main problem of professional training of future teachers, the basics of fine arts, in particular the laws of perspective. The article reveals the features of geometric bodies and their drawing using the laws of perspective. While the linear perspective teaches how the distant part of an object changes relative to the near part, the air perspective teaches that the color changes as things move farther away. That is, the spatial arrangement of objects, the accuracy of the proportions, the correct placement of colors, the completion of the work as a whole depends in many respects on the creator.*

**KEYWORDS:** *Layout, Nature, Proportion, Picture Plane, Perspective Reduction, Horizon Line, Composition, Airspace, Volume, Texture, Parallel Lines, Vertical Line, Geometric Shapes.*

### **INTRODUCTION**

The role of fine arts, in particular, pen, painting and composition plays a special role in educating young people in the spirit of artistic harmony, devotion to the Motherland and national art. This, in turn, sets high goals for young teachers and scientists, requiring the depth and validity of special subjects taught in the faculties of higher education, general secondary schools. To this end, a number of documents of the Government of the Republic are aimed at the development of our country on the basis of comprehensive world standards. In particular, in educating young people, great attention is paid to the use of wonderful national art created by our culture, values, and ancestors and famous all over the world.

The subject of fine arts is the basis of all special subjects taught in general secondary schools and provides a direct link between them. Without sufficient knowledge and skills in the field of fine arts, the student will not be able to master sculpture, folk arts and other disciplines at a high level. At present, one of the most pressing issues is the development of theoretical and methodological bases for the teaching of specialty subjects, including drawing, painting and composition in specialized schools, and the improvement of new scientifically based ways, forms, content and methods. They are:

1. On the basis of state standards of fine arts education, to determine the current state of teaching fine arts to students and to develop promising ways for it in the coming years.
2. Training of specialist artists-teachers in higher education institutions in the specialty of teacher of fine arts, scientific and methodological analysis of the activities of institutions.
3. Ensuring that students become highly qualified professionals through the extensive use of local resources in the training of teachers of fine arts and ensure that they grow up to be highly motivated, loyal to the Fatherland, well versed in the art of national and world peoples, able to love and appreciate our culture.

### THE MAIN FINDING AND RESULTS

Fine art is the most popular, the most popular, and the most vital expression of creativity. We learn the way of life of our ancestors, their desire for beauty through such monuments of material culture, preserved from the past. However, in fine arts classes, it is important that students follow the existing rules in fine arts. These rules should be taken into account in the process of drawing the object itself. The key to such laws is *perspective*.

**Perspective** (Latin: *perspicio*- I see clearly) is a practical science that studies the rules of depiction of objects in the plane. The position, shape, and color of objects change according to the person they are painting. The perspective of observation is used in the art of painting. It is based on drawing reality by hand as the eye sees without tools. While the linear perspective teaches how the distant part of an object changes relative to the near part, the air perspective teaches that the color changes as things move farther away. Perspective was used in ancient Greece. It was only during the Renaissance that perspective began to be studied on a scientific basis. Paolo Uchchello, Leonardo da Vinci, Albrecht Dürer made a great contribution to the development of perspective. The perspective is formed using lines that connect at some point [1. p. 49].

Our perceptions of the body change based on the conditions (distance, size, climate change, season, etc.) when we observe that shape. The change in the shape of objects before our eyes is subject to the laws of perspective. The perspective reduction of the shape of distant objects has long been known, and as early as the Renaissance, one of the great representatives of fine art, Leonardo da Vinci, in his book "Three Books on Fine Arts" gave a lot of information about the laws of linear and spatial perspective. The theoretical development of this law is associated with the name of the German artist and theorist Albrecht Dürer.

Distance, as the scale of an object changes, changes as the object moves away from the eye, not only its width and height but also its depth. The height and size of the body also decrease as a result of the change in width. Things in the distance seem to be approaching, and the space that separates them seems to have disappeared. As the distance between the objects and the eye increases further, the objects merge with each other to a point.

Perception of body shape depends more on the structure of the body, which is known in advance than on the perspective image. Therefore, when we see that the parallel lines seem to merge with each other as they move away, it is clear that the parallel lines in front of us can never intersect.

**Horizon** (Greek:Horizo - I limit) - the visible boundary of the earth's surface in the open, or the part of the earth's surface that intersects with the celestial sphere. In fine arts, the horizon line is the hypothetical plane at eye level. The horizon line is at the level of the observer's eye. Therefore, as the position the artist observes changes, so does the position of the horizon line (standing, sitting, etc.). When drawing an object taking into account the horizon line, its visible part changes, that is, when objects above the horizon line are observed, their lower part is visible, and those below the horizon are visible [2. p. 20].

In order to accurately represent three-dimensional objects on paper, it is first necessary to study the perspective structure of existing geometric shapes. In this case, the basic geometric shapes serve as the basis of other shapes, such as cube, cylinder, sphere, prism, and are the simplest shapes. The construction of the most complex bodies also results from the structure of simple bodies. The law of perspective structure of bodies can be easily mastered in the example of simple shapes. Complete mastery of drawing simple geometric shapes on the basis of a perspective rule allows you to draw any complex object in nature without any difficulty. In order to master the principles of depicting a three-dimensional object on paper, it is important to place different objects several times in different positions relative to the horizon line, as well as to rotate the images at different angles relative to the artist.

Based on perspective, we may be able to accurately depict the circular bases of geometric shapes such as cylinders, cones, etc. from a perspective. In order to accurately depict a cylinder, a cone in different situations, it is first necessary to study the depiction of the circle on the basis of the rules of perspective. We rotate the circle along the horizontal diameter, keeping the position of the front of the model. In this case, the visible parts of the circle change in series, the original position being in the form of a circle, the middle position in the form of an ellipse and a straight line.

Circles in horizontal positions appear as ellipses depending on the position of the descriptor horizon plane. As you approach the horizon line, the small axis of the ellipse shortens (the shape appears as a surface) and the circle face (like a square) corresponding to the horizon line is depicted as a straight horizontal line.

Depending on whether the circle is above or below the horizon line, the ellipse shifts to a circular shape. If any circle is above the horizon line, then its lower part is visible, and when it is below the horizon, its upper part is visible. It should always be kept in mind that no matter how thin an ellipse is, it will not break at both ends of a large axis, so the use of arcs of different radii in the process of creating a perspective drawing of a circle will not give good results. This has been proven in practice and if this rule is not followed, a correct image of the circle in perspective will not be formed. When the artist focuses on the small axis of the ellipse, he notices that its far radius is shorter than the near radius. This condition should always be kept in mind when drawing a picture from a set. In this case, the side of the small arrow closest to the artist should be compared with the far side, and the structure of the picture should be taken into account.

The future specialist should be able to draw a circle and an ellipse without any difficulty. Initially, two lines that are perpendicular to each other - axes of symmetry - are drawn. Arcs with a low degree of curvature are drawn from their ends, and then straight lines are drawn to the



corners formed as a result of the arc. The resulting angles are lost by drawing straight lines and a circle is formed. Here the degree of curvature should be the same throughout the circle. It is advisable to use the same method when drawing an ellipse.

When it comes to the foundations of the fine arts, it is necessary to refer to a number of rules that are closely related to the law of perspective. They are:

**The plane of the image** is said to be the distance between the image being depicted and the artist. From a physiological point of view, light falls on the object being drawn, and according to the laws of physics, its shape is visible to the artist. Only then does the artist proceed to perceive and depict it. The image plane serves as a medium between the artist and the staging. **The plane of an object** is the plane in which the object is described. The function of the object plane can be a table, floor, floor and other drawing device.

**The field of view and the angle of view** are also one of the basic laws in correctly describing the perspective position of shapes. The farther the artist moves from the object being depicted, the wider his field of vision expands, allowing him to clearly see and depict all parts of the object being depicted [3, p. 29].

Everything that has a vertical orientation in nature (e.g., trees, trees, buildings, etc.) is also in a vertical view in the picture. In imaging, it is important to determine their location relative to the horizon line. Therefore, before describing the shapes, it is necessary to determine whether they are below, above, or at the level of the horizon plane.

At a great distance from the object to be depicted, it is difficult to clearly describe all the parts and components in it. On the contrary, even when standing very close to the object being depicted, it is not easy to visualize all the parts in it. Therefore, to choose the right distance by estimating when performing any image, the correct definition of the field of view requires skill from the artist. In many cases, artists depict the size of the object being depicted at a distance equal to three times the magnification. For example, in order to fully depict a human figure, an artist must stand at a distance of about 5 to 5.5 meters from nature. Only then can he fully perform the task by fully imagining the image. The harmonious combination of color and hue in a pencil is a real painting.

The pencil in the picture must be perfect; otherwise the different paints will not simply express the construction of the object and the size of the object. Even the multi-colored greases applied to the fabric, which represent a subtle change of colors depending on the weather perspective, cannot express spatial latitude on their own. Only a pencil drawing that follows the rules of perspective correctly will make the colors look more attractive.

If a natural landscape is depicted without following the rules of perspective, the place of color, which represents latitude, becomes insignificant. Painters describe painting as follows: "It is one hundred percent pencil painting and one hundred percent painting are closely related".

The role of pencil drawing in the attractive appearance of the painting is incomparable. However, a skilled artist can also paint a work with paints without using a pencil. In the process of creative research, the artist feels that the painting is directly related to the pencil painting. That is, the spatial arrangement of objects, the accuracy of the proportions, the correct placement of colors, the completion of the work as a whole depends in many respects on the creator. The goal of painting can be achieved only if the artist carefully masters the drawing (correct placement on paper, spatial arrangement of objects, following the rules of perspective, finding the right

proportions, drawing in a methodical sequence, etc.), otherwise we analyze the vaguely solved work, no matter how attractive the colors are, it still can't be said to be quality work. Therefore, the historical experience of various art schools testifies that the perfect mastery of pencil drawing in the early stages of education lays the groundwork for subsequent learning exercises. When the young artist Eduardo Fioletti came to study in Venice, when asked "what to do to master painting", the teacher Tintoretto said: "Drawing!" he replied. Asked by Fioletti what else he would recommend to become an artist, Tintoretto replied: "Draw and draw again!" he replied that he knew that drawing was the right thing to give elegance and perfection to painting [4, p. 257].

The great sculptor Michelangelo "saw the roots and foundations of any science" in painting (painting, sculpture, architecture). "Pencil has always been a pole and a compass that guides us, a factor in saving those who are drowning in oceans of different colors," said Charles Lebrun.

Engr wrote the following words on the doors of his workshop. "I teach pencil drawing to the students who come here, and when they leave, they become masters of painting".

"There is one thing that is the basis of all art, its painting. Whoever masters the art of pencil can master both painting and sculpture," said Karachchi. "It's not the colors that make any shape look so elegant, it's the clearly drawn pencil," Titian said. "Painting that is not based on pencil drawing is not art, but a chaotic collection of colored spots," VE Makovsky always repeated. "Even a creature who does not know how to draw cannot do it," said P.P.Chistyakov. I.E. Repin practiced pencil drawing for 2-3 hours a day, and considered it to be the "basis of painting".

A.V.Vasnetsov, recalling P.P.Chistyakov's system of education, recalls that "his favorite hobby was pencil drawing". A. Ashbe's school of art and pedagogy in Munich, even graduates of the Academy of Arts, teach only on pencil drawing (constructive structure of the form, color, shadow, light relations, grizzly), which took a long time, as a result of which the form The relationship between construction and color is carefully mastered and then described in colors.

## CONCLUSION

Most of the famous artists are primarily mature masters of calligraphy. These include K.P.Bryullov, I.I.Shishkin, V.E.Makovskiy, V.A.Polenov, I.E.Repin, M.A.Vrubel, V.A.Serov, K.A.Korovin, M.Nabiev, R.Ahmedov, B.Jalolov, A.Mirzaev, A.Ikromjanov.

According to D.N.Kardovsky, if we say that painting is a continuation of this pencil in color, the interpretation of the form in color begins with the pencil, and in the process of creation it is corrected several times, polished with colors. Thorough mastery of penmanship is the key to creating unique paintings. P.P. Konchalovsky, seeing the essence of pencil painting in painting, wrote: "The real method of painting is paint grease, which is given by the absolutely accurate delivery of the form" [5, 27].

Students educated in specialized schools are also evaluated and valued according to the value of the creative work created in each type of fine art. From the above examples we can see that in fine arts classes, if students are taught the rules of perspective perfectly, both theoretically and practically, it is a guarantee that they will perform the tasks more honestly and productively.

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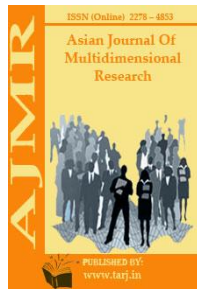
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## **COMPARATIVE STUDY OF RUSSIAN AND UZBEK LANGUAGE VOCABULARY FROM A GENDER PERSPECTIVE**

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### **ABSTRACT**

*In recent years, linguistic scholars in Uzbekistan have paid great attention to the issues of gender linguistics. This article reveals the issues of comparative analysis of the Russian and Uzbek language vocabulary from the gender perspective, as well as the manifestation of gender factor in the use of lexical units in the material of the Russian and Uzbek languages. The article is intended for undergraduate students of philology to study the comparative study of gender aspects of the Russian and Uzbek communication.*

**KEYWORDS:** *Gender, Mapping, Linguistics, Analysis, Russian, Uzbek, Genderology, The , Analysis, Russian Language, Uzbek Language, Gender Differences, Communication.*

### **INTRODUCTION**

At present time in linguistics and other related sciences there is more attention on gender linguistics, which is studying different problems, one of which is "gender and gender differences, features of the communicative behavior in different languages". Gender as technology, gender as discourse, first of all, constructs certain gender identities through the politics of representation in all ideologically significant and value-controlling spheres: religion, language, education and upbringing, art, media, fashion, etc.

It is important to note that the interest in the manifestation of "gender" in language, as researchers point out, emerged as early as in antiquity, when analysing the ways of nominating persons of different sexes and the category of grammatical gender. Some differences in the speech of men and women, dictated by the requirements of etiquette, became the objects of attention of researchers in the medieval period as well. Sexual differentiation of speech proper became known from the 17th century when new aboriginal tribes were discovered in which quite significant differences in speech depending on the gender of the speaker were observed. The discovery of "exotic" primitive languages where there was a division into male and female

variants or even separate "male" and "female" languages became "a stimulus for further research into the gender factor in language". [Kirilina 1998:112].

The concept of gender did not enter the linguistic paradigm until the second half of the 20th century, much later than in the other humanities. One of the first studies in the field of gender linguistics was conducted by the American professor Robin Lakoff. In her book "Language and Woman's Place" ("Language and Woman's Place", 1975) the author describes the differences between male and female communication styles. According to Lakoff's theory, the speech behaviour of women, as compared to men, is characterised by insecurity, less aggressiveness, more humanity and focus on her communication partner. Women listen more attentively to what people have to say, don't tend to dominate the conversation, while men are more aggressive, controlling and less inclined to compromise. Such verbal behaviour of women gives the impression of insecurity and incompetence, which damages their image [2. Robin Lakoff. In her book "Language and Woman's Place"].

Robin Lakoff identifies a number of distinctive features of male and female speech behaviour at different linguistic levels. Thus, on the level of prosodic features, women more often use intonation to express their emotions, while men's speech is more characterized by lexical means of conveying emotional state. Women's speech is characterized by the use of interrogative intonation in narrative sentences. At the morphological level the differences are manifested in the use of diminutive suffixes, which is more characteristic of female speech. As far as lexical features are concerned, stylistically neutral evaluative vocabulary is more common in male speech, whereas in female speech there is an abundance of emotionally evaluative words and constructions. Women also make greater use of means of softening categorical statements, such as euphemisms and modal words and expressions. On the syntactic level, men adhere to a monotony of syntactic constructions, using compound sentences more often. Emphatic constructions, exclamatory sentences expressing more emotionality as well as interrogative sentences, especially separative questions, are more common for women. Women's speech also differs from men's in the use of correct grammatical forms, politeness and respect for the interlocutor, and lack of humour [2].

By now, researchers [Olshanskii 1997; Kirilina 2000; Dobrovolskii, Kirilina 2000; Potapov 2002, etc.] have identified the range of the most topical problems, among which comparative research occupies an important place.

In Uzbekistan, research on the above-mentioned issues has only begun in recent years; therefore, this paper attempts a comparative analysis of the gender factor in the use of lexical units in the Russian and Uzbek languages. In this connection, it should be noted that in October 2019, the Tashkent State Institute of Oriental Studies held a national scientific conference on "Gender Issues in the Literature of the Peoples of the East". The aim of the conference is to draw attention to gender issues, to share the results of scholars' and specialists' research on gender awareness through the literature of Eastern peoples, including "women's literature", gender psychology, and gender linguistics. In this regard, we believe that the study of gender linguistics is relevant.

The results of the comparative study of the vocabulary of the languages in contact (in our case Russian and Uzbek) have shown the following:

Lexical units nominating men and characterizing them form several groups:

1. Correlative description of masculine vocabulary in the Uzbek and Russian languages.



1) Lexical units denoting males by their occupation. Words of the Uzbek language denoting occupation, profession, trade of men are characterized by the fact that they are used mostly in relation to men. The following examples confirm the above: bobon - gardener; ovchi - hunter; kassob - butcher; nonvoi - cakes baker; choikhonachi - tea-baker; hammomchi - bath attendant; yuklovchi - loader; koravul - guard, watchman; choupon - shepherd. In the Uzbek language one can distinguish lexical units that in the past, due to the social distribution of roles, nominated almost exclusively men, but in connection with the realities of today are used with respect to both men and women: savdogar - a person engaged in trade; oshpaz - cook, tabib - healer, ishurituvchi - clerk.

In Russian, the number of lexical units nominating men and women is about the same, but most of them are either used only in the masculine form or derived from "male" words: photographer, politician, deputy, media tycoon, producer, analyst, manager, specialist, economist, chairman, president, etc.

2) Lexical units describing faces according to their appearance: in Uzbek - "semiz - fatty; barzangi - tall man; in Russian - "krepush, muscleman, strongman", etc.

3) Lexical units that describe people according to their family status: in Uzbek "bobo - grandfather; dada - father; amaki - uncle, brother of father; toga - uncle, brother of mother; aka - elder brother; uka - younger brother, pocha - brother-in-law, kayinoga - brother-in-law"; in Russian "grandfather, father (papa), uncle, brother, brother-in-law, brother-in-law, groom, husband, etc.

2. A correlative description of the female vocabulary of the Uzbek and Russian languages.

1 The analysis of concepts naming and characterising women in the languages under comparison has enabled us to identify several groups of words:

1) Lexical units denoting women according to their occupation and social status and describing their professional qualities. There are few words in the Uzbek language denoting women exclusively by profession or social status: *doya*- midwife; *enaga* - educator, etc. Many Uzbek words indicating women by their professional activity are also used to refer to men and mean, first of all, men: *ustoz* - teacher, teacher; *duhtir* - doctor, doctor, *oshpaz*- cook, etc. In Russian, the number of words nominating women by profession is much higher, although most of them are derived from male nominating units: *model*, *photomodel*, *seamstress*, *dame*, *lady*, *housewife*, *young lady*, *princess*, etc.

2) Lexical units that give moral characteristics, evaluate moral qualities: in Uzbek "*zhodugar* - baba-yaga; senile old woman"; in Russian "megera, predator, hysterical woman", etc.

3) Lexical units nominating women by their appearance and age: in Uzbek - *nafis* (graceful), *nozik* (tender), *muloim* (sweet), *kiz* (girl), *ayol* (woman), *khotin* (wife), *opa*(sister), *kampir* (woman), *kayinona* (mother-in-law); in Russian "woman, girl, beauty, goddess, mermaid", etc.

4) Lexical units naming women according to their family status: in Uzbek "*ena*- mother, grandmother; *ona* - mother, *opa*- sister; amma - aunt, sister of father; *khola* - aunt, sister of mother, *kelin* - bride,; *kayinona*- mother-in-law *kayinopa* - sister-in-law; *beva* - widow", etc. In Russian "mother, grandmother, aunt, sister-in-law, kuma", etc.

The Russian Grammar treats the genus category as a grammatical category proper (with predominant attention to syntactic identification), without correlation with lexis and word-

formation [6, pp. 465-470]. However, in fact, this GC is a powerful system-forming factor of the Russian vocabulary, as well as the most important means of organization of the Russian word-formation. This is due to the interaction of the gender category with the category of animate, since animate and inanimate nouns are characterized by different types of generic opposition: the inanimate are represented by all three genders, and the animate - only the male and female (except for the word child, which belongs to the Neuter gender). Behind this formal distinction are profound functional-semantic differences: the gender of inanimate nouns is primarily a formal characteristic, while the gender of animate nouns is semantically loaded precisely by the expression of gender relations. In the Uzbek language, nomination of the female gender is done mainly through non-derivative lexemes or in an analytical way, with the help of the lexeme hotin (woman). "The Russian system of face denotation contrasts sharply with the corresponding system in Uzbek, which, in the absence of the gender category, lacks a regular pairing of male and female names, expressed by word-formation means. In this regard are interesting a few pairs of homogenous lexemes, such as addib - addiba, shoir - shoira, muallim - muallima and markhum - markhum. Externally, they look like Russian correlations kum - kuma, spouse - spouse, teacher - teacher, but the specifics of the linguistic picture of the world (LCH) of the Uzbek language is that gender differentiation is done "bypassing" the gender category [7, p. 12].

Apart from the representation of the notions of "man" and "woman" in the comparable languages, the differences in the use of lexical units by men and women, conditioned by the gender of the speaker, are also of interest. According to researchers, peculiarities of men's and women's speech style manifest themselves at two levels: speech behaviour and speech. For example, Uzbek men are more likely to interrupt, are more categorical and tend to control the topic of the dialogue. Significantly, contrary to popular belief, men speak more than women. Men's sentences tend to be shorter than women's.

Russian men are more receptive to new things in language, there are more neologisms in their speech. Women's speech is more static, their vocabulary is more often filled with obsolete words and turns of phrase. On the other hand, women to a greater extent than men use prestigious forms of words, new foreign borrowings. It has been noted that women use neologisms and "trendy" words in everyday speech, while in official speech they tend to avoid them [Potapov, 2002: 110].

The material we have studied allows us to conclude that the explanation of a lexical concept acts only as an interpretation of a male concept, be it a hobby, occupation or any other description, the agreement is given not by the real ideological aspect of the interpretation, but in relation to gender, the concepts "person" and "man" are equated, female forms are usually derived from male ones. Lexical means describing women and their qualities have predominantly negative connotations. From the linguocultural position, it is possible not only to determine the gender specificity of language, but also to identify universal and culture-specific gender stereotypes recorded in language.

The results of the study of lexical material in the contacted languages have shown that the presence of gender factor in the Uzbek language is beyond doubt. In view of the grammar structure peculiarities (absence of the grammatical gender category) and the historically developed gender-specific relations in the society, we think that the research of the Uzbek language, as well as in other Turkic languages group, will be quite fruitful for the general development of the gender theory in linguistics. We have analyzed vocabulary units of the Uzbek and Russian languages in terms of functioning of the units naming men and women, as well as the reflection of the concept "man" and "woman" in the language;

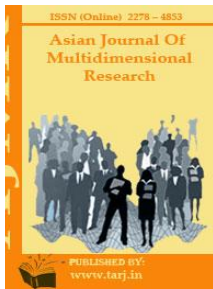
Comparative analysis of gender-related lexical-semantic units in the Uzbek and Russian languages prompted the following conclusions

- In the Russian and Uzbek languages, gender differences are most apparent at the lexical level
- In Russian, unlike in Uzbek, the grammatical gender category helps to explicitly express the gender of the speaker;
- Lexical units with the semantic component "gender" quantitatively outnumber the units assigned to either masculine or feminine persons in the Russian language. This is partly explained by the functioning of the grammatical gender category in the Russian language. In the Uzbek language the assignment of the lexical units to male or female nominators does not find any linguistic expression.

Today, gender linguistics is developing intensively, building on the achievements of both foreign and Russian and Uzbek researchers in this field of science, which also served as the basis for our research on the chosen topic.

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## THE MAIN DIRECTIONS OF THE TRANSFORMATION OF HIGHER EDUCATION INSTITUTION IN THE CONDITIONS OF INNOVATIVE EDUCATION

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### ABSTRACT

*The research reveals the content of the transformation of higher education institutions, the model of modern higher education institutions, as well as the main directions of the transformation of higher education institutions in the conditions of innovative education, the factors of internal and external influence. On the basis of cooperation with international universities, the introduction of innovative technologies into the education system of local universities leads to an increase in the number of students.*

**KEYWORDS:** *Transformation, Transformation Of Higher Education Institutions, Models Of Transformation, Modernization, Hybrid Formula, Flagman Universities, Integration Of Science-Education And Production.*

### INTRODUCTION

The changes in society, the emerging new social relations, as in all other spheres, necessitate the modernization of the higher education system, the development of the innovative culture of higher education institutions. Innovation processes in the educational system allow to achieve the expected results of the existence of a well-established system, the ownership of modern information and educational resources, the improvement of the quality of education, the introduction of transformational innovations based on the potential of personnel, the integration of education-science and production.

Actually, the activity of higher educational institutions is considered as a subject of modern pedagogical research, determining the essence, principles, steps, organizational pedagogical conditions, determining the effective rules of their implementation in the innovative educational environment.

## MATERIALS AND METHODS

Several normative documents related to the creation of the legal methodology for the transformation of higher educational institutions was adopted in Uzbekistan. For instance, the decree of the Cabinet of Ministers of the Republic of Uzbekistan on October 27, 2020 №-665 "On measures for the transformation of higher education institutions in cooperation with prestigious foreign higher education institutions" is observed as a very important document. In the decree, the main directions of the transformation of higher education institutions in cooperation with prestigious foreign higher education institutions are as follows:

- transfer of higher education process to digital format, provision of knowledge transfer on the basis of wide introduction of digital educational technologies, introduction of information systems for the formation of knowledge, competence, skills and qualifications, in addition, the individual characteristics of each educational recipient;
- expansion of project-based teaching methods, formation of innovative educational environment based on interaction with leading organizations of the world scale, development of innovative research and introduction of works into practice;
- development of entrepreneurial skills in students, creation of programs to support business projects;
- formation of a higher educational institution as a center that promotes the development of local communities in the area in the Educational, Scientific and socio-cultural spheres;
- To strengthen and develop strategic partnership relations with local executive authorities and public organizations in solving socio-economic problems and tasks of the region.

The establishment of these directions, in turn, served as an important methodological basis in determining the organizational pedagogical conditions of the transformation of higher educational institutions, improving the quality of education, creating a new generation of modern universities, in particular, in establishing the wide range of activities of entrepreneurial universities.

Transformation is understood as the emergence and development of a new one as a result of external influences, as a result of a certain socio-cultural association or a crisis of integrity.

Transformation is a process by which certain socio-cultural association is converted into another one of similar value after crisis condition.

Transformation changes in education is understood as modernization of education processes, renewal through advanced foreign experiences, innovative approaches.

In beginning of the XXI century, the reform of the world higher education system, transformation of the level of unifying Science and education into research universities began.

In particular, include the peculiarity of the activities of the modern higher education institution in the conditions of globalization and internationalization, its innovative activity is more relevant in carrying out transformation, considering the strategic objectives of the institution of higher education, the socio-economic necessity of development and achieving certain results.

For example, in classic studies (Europe, America) of John Henry Newman, Wilhelm Von Humboldt, Max Weber, José Ortega y Gasset, Abraham Flexner, Karl Jaspers, Khatchins, Emile

Durkheim, Kerr, the main purpose of the universities was devoted to the idea of carrying out research, developing education and intellectual culture.

At the end of the XIX century, the educational model of universities as a result of the first scientific revolution, the process of transformation of Science and education into unifying research universities occurred.

K. Jaspers believed that university functions can be divided into three parts – research, knowledge transfer (education) and culture.

Academics of universities John Hopkins, Khatchins, Kerr investigated the mechanisms of corporation of universities with social processes giving priority to the “service” of universities.

The Researcher R. Barnett distinguishes the following criteria for university transformation:

- to ensure the vertical and horizontal integration of the subject, that is, to adapt the content of education to the requirements of the socio-economic and labor market on the basis of critical analysis;
- Collective-cooperative analysis, development strategy, determination of new perspective directions;
- setting comprehensive, sustainable development goals for an educational institution as a holistic campus;
- Improvement of management policies, democratization of management;
- involvement: broad involvement of employers, social institutions, the public, parents, students in the processes of ensuring and assessing the quality of education, improvement of interaction with production enterprises, network and regional higher education institutions, etc.;
- Social communication, the formation of exoticism [1].

## RESULTS

The analysis of the existing scientific literature shows that the transformation processes in education developed in line with the change and improvement of the mission of universities in the quality of education and public institution at all historical stages of development.

The transformation of a higher educational institution is characterized by the reorganization of its mission, functions before society and the state, the forms and technologies of Organization and its activities, in contrast local changes in activities of a Higher Educational Institutions. In this regard, transformation changes should call measures related to the transition from the existing state of the institution of higher education to modern activities of an innovative nature.

Academics explain that modern innovative university must be an active, multifaceted and effective institution of society, it should simultaneously solve three major tasks: education, scientific and innovation-entrepreneurship. In addition to academic education in such universities, it is also necessary to encourage entrepreneurial activity of graduates, which in turn makes it possible to become the center of socio-economic development of the university [4].

Now, the higher education system is differentiated in such important areas as internationalization, globalization and regionalization. In turn, it is considered as a factor of transformation of the institution of higher education into regional centers due to the peculiarity of the regional factors in the sphere of activity, at the same time, the formation of a portfolio of



studies to the needs of the innovative economy, ensuring competitiveness in the market of personnel training, provision of educational services. These transformation processes also define new approaches and requirements in relation to the modern university concept.

Today it is setting out the missions of modern universities as resources of a global, open-dynamic area of development; additionally, the requirements of the business community, inviting new knowledge and specialities, to serve as a driver in the innovation development of the country, implementation of intellectual commercialization projects into practice, leadership in their field of new technological developments and etc.

## DISCUSSION

When it comes to creating new world-class universities, the following aspects that complement each other are analyzed: the first one is foreign direction, that is, the national, regional and local role of the state are the degrees and resources that can be provided to improve the status of the relevant universities. It is pinpointed that in this direction, as external factors affecting the transformation of the institution of Higher Education, the establishment of a regulatory framework aimed at supporting and developing the transformation processes of higher education institutions; State, University, economy and business structures, social institutionalization, mutually beneficial cooperation, ecosystem formation; cooperation with foreign universities and scientific centers; development of research activities; development of regional innovation education clusters; Human Resource Management System and etc.

The second direction is the transformation measures that these are internal needs, that is, the universities themselves, which must be carried out in order to increase their world-class status, rating. In this direction, the innovative development strategy of the higher educational institution, international cooperation, academic mobility programs, diversification of research activities and forms, entrepreneurial and commercialization activities are considered the main factors.

Foreign experiences show that in transformation of Higher Educational Institutions they have the following models of strategies aimed at increasing the level of activity in the national and world rankings:

First model: selecting winners, that is, selection of winners and modernization of existing universities by holding open competition among the existing higher education institutions with the possibility of transformation by the state;

Second model: hybrid formula, that is, unifying several universities and transformation to flagman university with the help of the state, for example, ensuring synergy inherent in a world-class innovation institution;

Third model: the establishment of a new modern university, the formation of them on the basis of innovative principles of management and organization of activities, creative, research and design activities, as well as the creation of educational campuses that embody the fruitful cooperation of Science, Education and production[3].

## CONCLUSION

These models provide positive results when viewed as a holistic approach that ensures their innovative activities in the process of transformation of higher educational institution, in connection with improvement of organizational-institutional, managerial, meaningful-technological and result-evaluation processes of the activities of universities.

Moreover, they serve to attract a wide range of foreign investments, the improvement of the systemic development and management activities of higher education institutions, internationalization and globalization of Higher Education, introduction of advanced standards of education and raising the content of higher education to a qualitatively new level, ensuring the academic independence of higher education institutions, development of innovative cooperation in education, science and production on the basis of the establishment of Technoparks,

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## **ETHNOGRAPHERS ON THE MARRIAGES OF THE PEOPLES OF CENTRAL ASIA/SOME DESCRIPTIONS**

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### **ABSTRACT**

*The article analyzes wedding ceremonies on the basis of historical and ethnographic sources. The ethnographer relies on data collected by scholars on traditional wedding ceremonies in the early twentieth century on the basis of ethno-cultural, social and religious events. The article compares the results obtained by analyzing different sources.*

**KEYWORDS:** *Wedding, Custom, Ceremony, Kalin And Mahr (Bride Price), Engagement, Dowry.*

### **INTRODUCTION**

#### **1. Relevance:**

“Wedding ceremony” is a conditional term. This is not a ceremony the whole set of customs and rituals performed by the family members and relatives of the bride and groom. These traditions, which have survived to the present day, have been formed and developed over a long history of wedding ceremonies dating back to primitive times. It reflects the social system, worldview, moral environment, culture. Wedding ceremonies can be assessed as a historical-ethnographic reality in the ethnic history of the people. It is an ancient tradition to celebrate happy moments with a wedding in the company of family, relatives, neighborhood, close people. The wedding is a reality that embodies the culture, customs, religious views and imaginations of the ethnos, the traditional ceremonies.

The traditional wedding ceremony is an object of constant study by ethnographers. Of particular interest are its modern forms. For a variety of reasons, the ethnic analysis of Central Asian wedding ceremonies is complex. Often, the descriptions given so far are also incomplete. In addition, the definitions apply to certain ethnic groups, among which we include representatives of ancient indigenous peoples and semi-nomadic peoples.

## 2. Methods and level of study:

The article is mainly based on historical-ethnographic, field research data, as well as artistic analysis, collected by scholars, analyzes information and sources on the traditional wedding ceremonies of the peoples of Central Asia in the early twentieth century.

The results of the research are determined by the fact that the process of modern formation of wedding ceremonies and the expansion and enrichment of existing scientific views on the historical and evolutionary development also serve the development of ethnography. The transformational processes and factors influencing the wedding ceremonies of the peoples of Central Asia have been identified, and recommendations have been made to reduce the extra costs associated with weddings while preserving national values.

Wedding ceremonies embody many aspects of the people's life, spiritual culture, and reflect the past, socio-economic life, cultural and spiritual image of the nation. Restoration and development of national values, raising the spirituality and culture of the people in Uzbekistan have been identified as priorities of state policy. This creates a scientific basis for the identification of the forms of wedding ceremonies, the universal, national and local identities that are preserved in them, the restoration of some forgotten positive traditions.

In turn, it should be noted that the ethnographic literature provides information about the similarity of the process of wedding ceremonies of the peoples of Central Asia. Aesthetic analysis of marriage ceremonies has shown that in most cases the order of ceremonies has hardly changed. This can be explained by the respect for this or that ritual, its reflection of centuries-old traditions, the prestige of ancestors, the preservation of its moral essence by sanctifying the customs of their ancestors, and the aesthetic nature of innovative changes outside.

## 3. Research results:

Ethnographers have collected data on some peoples of Central Asia based on field research. In particular, M. Nalivkina described urban and rural weddings in the same way, while N. Lobacheva tried to give two different descriptions of Khorezm Uzbek weddings according to their cultural and ethnic characteristics. [1]

Among the inhabitants of the peoples of Central Asia, marriage was usually performed by *sovchi* (customer representative for girl) ; the girl's parents accepted them with respect, but did not respond firmly because it was considered disrespectful. Signs of consent were made to the groom (*according to A. Vamberi*). A meeting was arranged to determine the thickness and other costs, the time and order of the wedding. (*council wedding, N.Lobacheva; consultation, A.Grebenkin*). It was mostly attended by men, but according to N. Lobacheva, the mother of the groom played a leading role in wedding ceremonies in the northern part of Khorezm. In addition to the gifts for the bride, of course, 9 layers were made. Acceptance of gifts meant consent, otherwise 8 layers and sweets were returned. In some cases, they did not consent until they saw the groom's living conditions. [2]

According to the description of ethnographers, it is difficult to distinguish between marriage and blessing wedding engagement. A.Grebenkin, M.Nalivkin, as well as N.Lobacheva emphasize these stages of wedding ceremonies separately. N. Lobacheva argues that the girl is married on the day of the blessing by paying half of the bride's dowry - A. Vamberi considered the agreement as a blessing wedding. Grebenkin described the blessing as separate from the "bread-

breaking" ceremony. It is said that the "breaking of bread" ceremony is a form of consent to the wedding.

Some ethnographers have commented on the period between marriage and the wedding ceremony: M. Gavrilov and A. Khoroshkhin say one month or less, while other authors say that the time of the wedding depends on the age of the bride and the amount of the bride paid.

In the peoples of Central Asia, the wedding ceremony is a complex socio-ethnic process, sometimes lasting several months. The culture of exchanging gifts and treats between couples is a mandatory part of this process. At the same time, F. Lyushkeevich rightly wrote about the wedding expenses: "The couple's expenses should be taken into account not only before the wedding, but also the sum of expenses on the wedding day and after the wedding, as well as all participants of the ceremony." [3] This also applies to all other ceremonies.

N.Kislyakov writes about the existence of a nomadic and semi-nomadic peoples of Central Asia (*kazakhs, kyrgyz, karakalpaks, turkmens*), as well as a thicket in the form of payment for the bride among the mountain Tajiks. Uzbeks and Tajiks call some of their gifts to the groom thick. N.Kislyakov, discussing dowry in this concept, explains the reduction and gradual disappearance of the dowry, and says that the increase in the share of dowry according to the rules of sharia law also regulates marriage. H.Ishankulov emphasizes that giving or receiving a bribe is against the norms of sharia, in the conditions of Central Asia, the dowry does not have its legal form, it has changed under the influence of local customs.

O. Sukhareva says that the bride is not given a dowry during the marriage process, but the mutual gifts of the parties and their contribution to the organization of the wedding play a big role. [4]

Collected ethnographic sources state that the wedding took place in the bride's house, and the groom also came here. Only N.Lobacheva, G.Snesarev notes that in some parts of Khorezm the marriage takes place in the house of the groom. Every time the groom's parents or representatives come to the bride's house, they bring various clothes for the bride, her parents, brothers, sisters, fathers and mothers' brothers, sisters, grandparents ( even if they have died), as well as for close and respected neighbors. Some of the gifts from the groom to the bride's mother are called "milk fees". [5] The total budget for the wedding ceremony is divided into two separate budgets: the groom's expenses and the bride's expenses.

The cost of the bride for the wedding can be an additional dowry. Not all wedding expenses were a pointless waste of money either. Wedding gifts for the bride and groom, as well as the bride's dowry, have become the material basis of the young couple's lives for the next five to ten years. In this regard, it was the groom's responsibility to provide the newlyweds with separate housing. [6]

N.Kislyakov echoed these sentiments, noting that in his works the thick tradition among the peoples of Central Asia was declining, shortened, or intended to cover the costs of organizing a wedding. [7] This means that what is called "money for the bride" at one stage of the wedding ceremony will be "wedding expenses" or "blessing wedding" at other stages. In other words, there is almost no boundary between thick and sep, thick and wedding costs.

P.Maev described the uzbek wedding ceremony and said that according to the tradition, the groom should not see the bride before the wedding, while A.Vamberi commented on the

example of uzbeks from Khorezm about the secret arrival of the groom to the bride's house between marriage and marriage. It should be noted that N.Lobacheva and K.Zadikhina, who wrote about the weddings of uzbeks in northern Khorezm, did not write about the groom's secret premarital visits. In describing the next stages of the wedding, two directions can be seen: first, after the ceremony, the marriage was read and entertained, and then the bride was taken to the groom's house. The second, B.Karmisheva, writes that after the marriage was solemnized, the bride was expected to stay at her parents' house for a short time. This was due to the full payment of the kalym, which was much higher among uzbeks than among turks. [8]

Uzbek weddings are traditionally celebrated with a lot of noise, plenty, special noise and a large number of guests. For example, if the wedding is held in the village or in any village, then almost all citizens are invited. Wedding-related ceremonies, all the activities that are performed, are aimed at strengthening the marriage and family, building a prosperous and prosperous family by supporting the bride and groom and taking care of their health. Weddings, regardless of nationality, are a complex process rich in customs, rituals, traditions, and ceremonies, with unique and appropriate rituals performed between their beginning, duration, and end. Wedding is one of the most ancient and sacred ceremonies of the uzbek people. Therefore, their scientific study and analysis as a whole from the ethnological point of view is one of the important tasks facing ethnology.

#### 4. CONCLUSIONS

In conclusion, it is worth noting the following:

- marriage ceremonies of the peoples of Central Asia can serve as a basis for creating a topology of a particular ethnic group, because in many nations the ethnic composition is similar.
- although weddings are changing, they are still important, and there is an opportunity to use wedding ceremonies as one of the sources in the study of the ethnic history of the people.
- information about wedding ceremonies and related processes can be found in historical and written sources covering ethnography, but most of these sources do not provide information about the Bukhara oasis, and some do not pay attention to the ceremonial aspects of the wedding.
- in the large-scale scientific research conducted by Russian ethnographers, it is possible to have enough information about the processes of the wedding ceremony, but the collected field research materials of this period were analyzed on the basis of socialist ideology.
- analysis of foreign sources also showed that the concepts and principles related to marriage were collected mainly on the basis of field research.
- it was found that the main purpose of all the ceremonies and rituals before, during and after the wedding is to help young people to choose a spouse, to marry him and to start a new family relationship.
- it has been observed that wedding ceremonies have changed or been transformed in various periods under religious and political pressure, some of which have changed their original content, and some of which are disappearing.

The marriage ceremony and the transmission of its essence to the younger generation glorifies marriage. The development of norms and criteria for the preservation of wedding ceremonies, customs, traditions and the reduction of wedding expenses among the population, the decision on a healthy lifestyle among young people will serve to maintain the morality of marriage. The



transformation of customs and rituals is related to the infiltration of various customs from neighboring ethnoses and the degree of their assimilation into the system of national customs. Tolerance in the acceptance of innovations depended not only on rams, but also on the cultural closeness of the ethnoses, their sense of belonging to a particular social stratum.

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## **STUDY OF TECHNOLOGICAL INDICATORS OF ORNAMENTAL KNITTED FABRICS WITH HIGH FORMAL PROPERTIES**

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### **ABSTRACT**

*In this article, we compared three types of knitted fabrics with high two-ply shape retention. Experimental samples of a two-layer knitted fabric have been developed and graphic symbols have been applied on a flat-needle weaving machine of the 12th class LONG-XING SM 252 (China). The properties and performance of transverse and longitudinally woven two-layer knitted fabrics with different structures can meet the requirements for technical and top knitted products in production practice.*

**KEYWORDS:** *Knitwear, Double Knit, Hoop, Yarn, Flat, Dimensional Lightness, Hoop Height, Surface Density, Pattern, Density, Hoop Strip Length, Polyacrylonitrile.*

### **INTRODUCTION**

In the design of any new knitted fabric or knitted product, the loop pitch of the fabric is based on the parameters  $A$ , the height of the loop row  $B$ , the length of the loop strip  $L$ . The surface density and other properties of knitted fabric will depend on these parameters. Knowing that each of these features depends on the performance of the knitted fabric, it is possible to choose the optimal option of the knitting process [1].

The properties and performance of transverse and longitudinally woven two-layer knitted fabrics with different structures can meet the requirements for technical and top knitted products in production practice. The nature of the raw material used, the type of fabric and the method of processing are the main factors influencing the performance of any knitted fabric. A two-layer

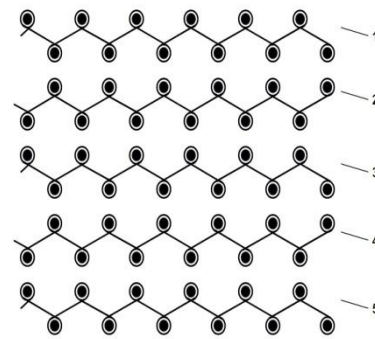
knitted fabric may consist of two identical or two different independent fabrics that differ from each other in performance[2,3]. This is due to the interaction of the independent layers. When one independent layer is attached to a second layer, it can change its initial performance, while the other, in turn, can change the performance of the first layer[4]. Therefore, it is not possible to determine the length and density of the loop strip in the structure of two-layer knitted layers applied to single-layer textures, respectively. In addition, these indicators will depend on the type and method of attachment. Technological parameters of knitted fabric can be determined using three methods:

1. According to the standard (GOST, OST and technical specifications TSh). When it is not necessary to determine by calculating the performance of knitted fabric (for example, in the calculation of trim, tire, bead details, etc.), or when the technological performance of knitted fabric is calculated using existing formulas, significantly different from the actual performance (e.g. new structure in determining the performance of existing or knitted fabric made from fresh raw material) this method can be used. It should be noted that the existing GOST and TSh do not include all fabrics [5].

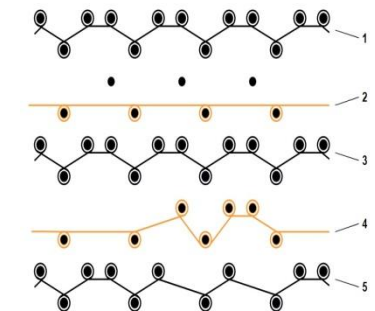
2. Experimental determination. This method is used in the process of scientific work on the creation of new knitted fabrics. In this method, the necessary tools, raw materials, etc. are obtained.

3. Calculation method. This method can be used in all design cases. The sequence of calculation of technological parameters is based on the method adopted for calculating the length of the circular strip L. In order to reduce the consumption of raw materials and expand the range of knitted fabrics, as well as expand the technological capabilities of the flat needle machine LONG-XING SM 252 (China), 3 variants of two-layer knitted fabric structure and its weaving method were developed [6]. The developed variants of two-layer knitted fabric are made using a base fabric when attaching layers independent of each other, which differ from each other in pattern type, report, shape retention feature and a number of other parameters [7,8]. Technological parameters of two-layer knitted fabric were determined by the experimental method in the laboratory of the Namangan Institute of Engineering Technology, the measurement results are given in Table 1. As a result of practical research, the texture structure, physical properties and appearance, which characterize the quality indicators of knitwear, were identified. Indicators that characterize the structure of knitted fabric are: surface and volume density, density in width and length (number of loops per unit length), length of loop strand, angle of intersection of loop rows and loop columns, thickness of knitted fabric. A graphic representation of the two-layer knitted fabric produced is shown in Figure 1. As a raw material was used polyacrylonitrile yarn with a linear density of 35 tex x 2.

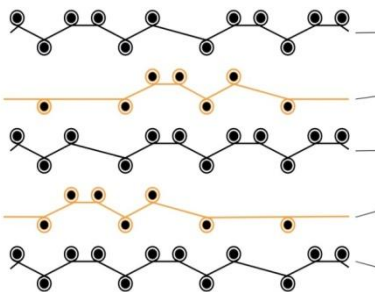
As a base fabric produced two-layer knitted fabric with independent layers attached using additional yarn (I-version), (Fig. 1)



I version



II-version



III-version

**FIGURE 1. GRAPHIC NOTATION OF TWO-LAYER KNITTED FABRIC**

Due to the change in the structure of the two-layer knitwear and the use of different raw materials, the volume density index of the two-layer knitted fabric in all variants was found to be significantly lower than that of the base fabric. The volumetric density of knitted fabric ranged from 177 mg / cm<sup>3</sup> to 144 mg / cm<sup>3</sup> (Table 1).

**TABLE 1 TECHNOLOGICAL PARAMETERS OF TWO-LAYER KNITTED FABRIC**

Indicators		Versions		
		I	II	III
Type of yarn, linear densities and% amount in fabric	Back layer	PAN 35tex x2	PAN 35tex x2	PAN 35tex x2
	Front layer	PAN 35tex x2	PAN 35tex x2	PAN 35tex x2
Ring step A (mm)		0,91	0,86	1,02
Row row height B (mm)		1,31	0,94	1,39
Horizontal density Rg (number of rings)		55	58	49
Vertical density Rv (number of rings)		38	53	36

Ring strip length L (mm)	6,5	6,3	6,7
Knitted surface density Ms (gr / m <sup>2</sup> )	425	436	402
Knitting thickness T (mm)	2,4	2,6	2,8
Dimensional density $\delta$ (mG/cm <sup>3</sup> )	177	167	144

Option II of two-layer knitted fabric with surface density Ms = 436 g / m<sup>2</sup> and thickness T = 2.6 mm has a bulk density of 167 mg / cm<sup>3</sup>, Ms=425 g/m<sup>2</sup> the bulk density of the base knitted fabric (Option I) with a surface density and a thickness of T = 2.4 mm was 177 mg / cm<sup>3</sup>. (2-расм).

The absolute volumetric lightness compared to the base tissue is as follows:

$$\Delta\delta = \delta_6 - \delta = 177 - 167 = 10 \text{ mg/cm}^3 \quad (1)$$

Here : $\Delta\delta$  - absolute volumetric ease, mg/cm<sup>3</sup>;

$\delta_6$  – the bulk density of the underlying tissue mg/cm<sup>3</sup>

$\delta$  -volumetric density of experimental tissue mg/cm<sup>3</sup>.

The relative lightness indicators are as follows (Figure 3):

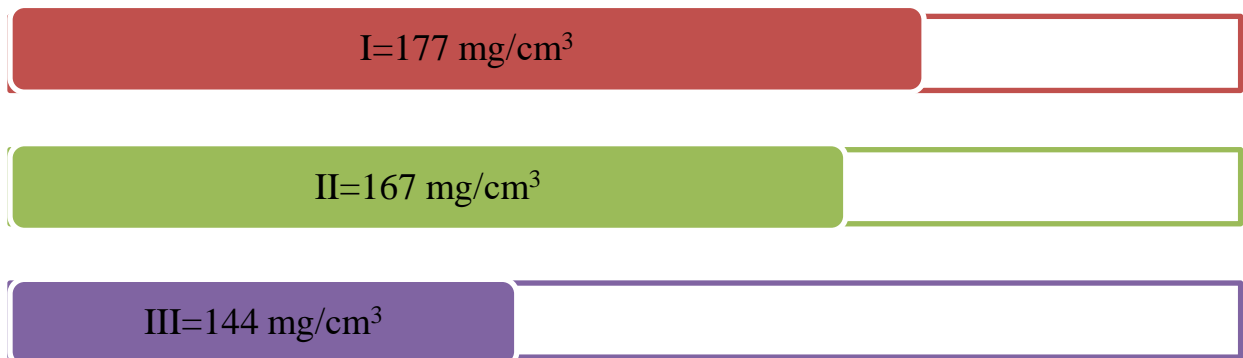
$$\theta = (1 - (\delta/\delta_6)) \cdot x \cdot 100 = (1 - (167/177)) \cdot x \cdot 100 = 5,6\% \quad (2)$$

With a surface density of ms = 402 g / m<sup>2</sup> and a thickness of t = 2.8 mm, the bulk density of the basic knitted fabric in variant III is 144 mg / cm<sup>3</sup>, the bulk density of the base knitted fabric (option I) is 177 mg / cm<sup>3</sup>. The absolute volumetric lightness compared to the base tissue consists of the following:

$$\Delta\delta = \delta_6 - \delta = 177 - 144 = 33 \text{ mg/cm}^3 \quad (3)$$

The relative ease is as follows (Pict 2.7) :

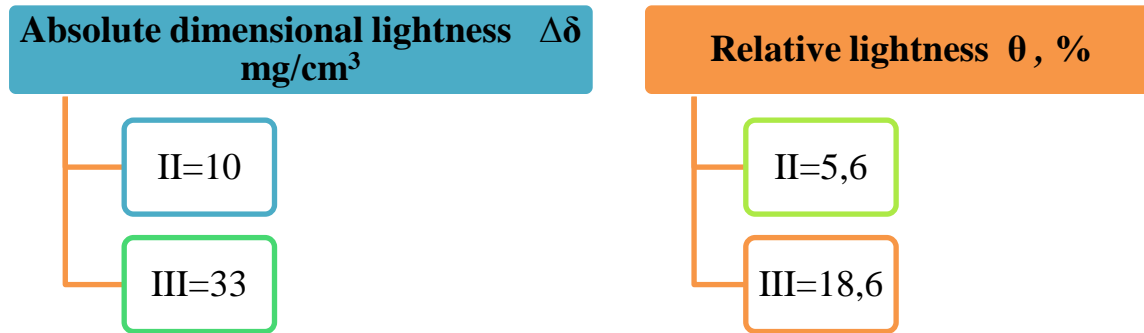
$$\theta = (1 - (\delta/\delta_6)) \cdot x \cdot 100 = (1 - (144/177)) \cdot x \cdot 100 = 18,6\% \quad (4)$$



**FIGURE 2. VARIATION IN VOLUME DENSITY OF TWO-LAYER KNITTED FABRIC**

The volume density of knitwear is one of the main among the technological indicators, which shows the amount of raw material consumption in knitwear. As the surface density of knitted fabric changes, its thickness and other physical and mechanical properties change. The bulk density of the knitted fabric varies considerably over a wide range, depending on the type and thickness of yarn used, the density of the knitting and the type of fabric and the class of machine [9,10]. So, many scientists and various firms have conducted effective scientific

research on the factors influencing the quality of yarn, production techniques and technology, the requirements for the yarn according to the purpose of use[11,12,13].



**FIGURE 3. ABSOLUTE VOLUME AND RELATIVE LIGHTNESS OF TWO-LAYER KNITTED FABRIC**

The raw material consumption is reduced by changing the structure of the proposed two-layer knitted fabric layers and attaching them using a cross-stitch. The loop pitch of the knitted fabric attached using a two-layer base strip changed due to the change in the pattern report in options II and III compared to option I.

An increase in the density of the knitwear leads to an increase in its surface density and thickness. Compared to variant I of double-layered knitwear, the surface density of variant II increased by 2.5%, while the surface density of variant III decreased by 5.5%. The thickness of the two-layer knitwear changes when the pattern report changes as follows: the thickness of option II increased by 7.7% compared to option I, and the thickness of option III increased by 14.3%. To know the raw material consumption of knitwear, we analyze its bulk density. Since the change in surface density of two-layer knitwear in variants II and III was less than the increase in their thickness, the bulk density of these variants was less than in variant I of the knitwear. Therefore, the bulk density of variant III of fur knitwear is 19% less than that of variant I. This means that the consumption of raw materials in the production of variant III of two-layer knitwear is 19% lower than in variant I. Thus, by reducing the cropping report of two-layer knitwear, the production of two-layer knitted fabric with different structure, as well as the use of base yarn in the combination of knitted layers will reduce raw material consumption, improve quality, increase shape retention and expand the range of knitted fabrics.

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## **NATIONAL FEATURE OF COLOR COMPONENT PROVERBS**

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### **ABSTRACT**

*Proverbs in English and Uzbek have been studied, from which the pragmatic feature of today is emphasized in the same feature of articles that have not been revealed, the similarity of the content, which has emerged through a palette of words with similar and different aspects in non-fraternal languages.*

**KEYWORD:** *Folk Proverbs, Pragmatic, National, Comparison.*

### **INTRODUCTION**

In Article 3 of the law “ on Education”adopted by the Legislative Chamber of the Republic of Uzbekistan on May 19, 2020, it is noted that the educational campus (page2) ... is an educational environment consisting of buildings and structures, ensuring the high efficiency of the educational process, spiritual and moral education. The role of literature, language, especially the oral creativity of the people in the formation of this environment cannot be overemphasized.

In English, as in any other language, folk oral art, especially English proverbs, reflects the life of the people, their way of life, customs, peculiar traditions, their attitude to these traditions and its periodicity. as it is polished, it continues to reflect its luster. Proverbs, which are one of the factors that reflect the national values and culture of a nation, are one of the most important topics in linguistics and folklore. The study of proverbs, one of the most important genres of folklore, and folk art in general, is of great importance today. In proverbs, the idea is clear, the conclusion is complete, the expression is concise, but in this shortness and clarity, the depth of influence and the power of a broad meaning are hidden. They are a mirror of every language. For example, proverbs can be a very instructive help to us to get into the way of life of the English people, their worldview, culture, customs, traditions, works of art. The same goes for the Uzbek people. Proverbs can describe such a large plot in one or two lines, and sometimes in four lines. The centuries-old life experiences of the people, their constant observations, their conclusions are expressed in a strictly polarized way as a complete thought, shape stability

predominates. Depending on where they are used in proverbs, their range of meaning is constantly expanding, however, each word in the proverb needs special attention. They have words that have historically had a completely different meaning. For example, the word salt today means a mineral. Historically, the word has been true, polite; field, plain; meaning logic, meaning, content, and preserved only in proverbs: esi bor biladi gapning tuzini. In English: the mind knows the salt of the sentence. In this proverb, taken from the epic "Alpomish", the word salt expresses the concepts of meaning and content. Qiz saqlasang, tuzsaqla if we translate into English: if you save the girl, save the salt. It emphasizes the need to pay special attention to the upbringing of the girl, that is, to save her like salt. Tuganmas konimizdir tog' bilan tuz. Our endless mine is mountain and salt. Here the word salt has another lexical meaning: flat land, wide plain. Let's say tuzdagi bilan emas uydagi bilan bo'l. You're at home, not with salt. This proverb also encourages people to be considerate of their family members, not strangers on the street, and reflects national characteristics.

Uzbek and English proverbs when compared with each other, they reflect the culture, customs, lifestyles, similarities and differences of these peoples, as well as the pragmatic nature of the languages of these two peoples.

Linguoculturology is the study of language as a cultural phenomenon and the subject of interrelated languages and cultures. Consequently, VN Telia writes: "Linguoculturology is the study of the human, more precisely, the cultural factor in man. This means that the Center for Linguoculturology is a set of achievements inherent in the anthropological paradigm of man as a cultural phenomenon".

Folk art has its own laws and principles of development. These features are studied in the field of paremiology of folklore.

Folk paremic art has its own laws and principles of development. These features are studied in the field of paremiology of folklore. When we do research on proverbs, we mean direct paremiology apply to the field. Paremia is a Greek word meaning wisdom, proverb, our wisdom means figurative expressions. Folk paremic creativity paremiography is the collection, recording, and bookkeeping of specimens. In folklore, the genre of proverbs is a part of folk paremic creativity, with its incomparable, laconic and figurative expression, permeated with wisdom. However, the genre of the proverb has not been recognized as a separate literary genre to this day, the folk prose of it is considered both the form of a small tour without abstract and in the composition of people's train.

As a product of the art of speech, proverbs are considered to be works of art. They contain dozens of semantic aspects of a word, artistic means, and all kinds of poetic movements. For example, the word black, in addition to color, means curvature, dishonesty, hostility, immorality, obscenity, infidelity. Consider the following article in English on family and neighborhood. A good wife makes a good husband. The Uzbek translation means that yaxshi xotin yaxshi erni yaratadi, and her Uzbek equivalent is erni er qiladigan ham xotin, qora yer qiladigan ham xotin. In this article, the meaning of the proverb is explained by the word good in English, with an emphasis on the word black and the word ruler, which forms a compound with this word revealed by the opposite word, resulting in the semantics of proverbs belonging to two languages. Now let's look at the semantic feature of the Uzbek word for black earth. What is black earth making? Any human being, no matter what qualities he possesses, who has a reputation, respect, attitude towards himself and those around him, humanity, in short, all his

qualities, is a lifelong companion with him indicated that he was a living man. The same content is expressed in the English article by the notion of a good wife due to the ligvoculturological nature of the language. The proverb is about the family and in both languages it is based on the fact that the strength of the family depends on the woman. While this is a similar feature, the notions of a good wife and a black landlord serve as contextual contradictions.

In the works of Alisher Navoi, the word black has a multifaceted meaning. In the epic "Farhod and Shirin", when Chin Hakan had a child after many years of infertility, he covered the entire walls of the palace with black cloth. It is clear that the color black also means luck, state, happiness in the rulers of the East. My black eye, applied to a person, to a child in general, created the lyrical perfection of the whole Navoi poetry.

The following proverb in English one fool makes many and its Uzbek translation means bir ahmoq ko'plarini yaratadi. But the Uzbek equivalent isyomonga yaqinlashsang, balosi yuqar, qozonga yondoshsang – qorasi. In English, this proverb is used to describe the negative side of the human being in a foolish way, while in Uzbek, the black of the cauldron is used to describe the wound of evil. In ancient times, Uzbeks used to burn wood in their cauldrons, and the smoke from the fire covered the outside of the cauldron with black soot. When approaching or carrying it, the blackness of the pot became contaminated. So, the conclusion made by the wise people is that white, that is, a clean hand is black, that is, it is covered with something filthy, and when one approaches a bad person, even worse qualities can pass from him.

The next English proverb there are black sheep in every flock, and its Uzbek translation means that har podaning o'z qora qo'yi bor. Black sheep, which means qora qo'y, is a combination of color and bad. Its Uzbek version is bitta tirraqi buzoq bir to'p podani buzadi. In both languages, it is used with pets, to warn of the easy passage of negative traits, although the semantic similarity is the same, the English black sheep is in Uzbek as a calf with a stronger negative color application shows a formal difference. When the English proverb two blacks do not make a white is translated into Uzbek, qora itning uyati oq itga tegar. One can see a situation where the shame of a black dog touches a white dog. It has been pointed out that a black dog, that is, a dog with a bad temper, can touch a well-behaved dog that never knows what is wrong. The black dog here is not used in the sense of color, but in the sense of a bad-tempered dog. In both nations, the dog is known to be very loyal to man, a true friend. There are works of art about it, but the concept of a black dog used in the article is based on the dog's bad traits: barking, frightening, howling, etc. It has been suggested that a loyal friend can also touch a dog that is helpful in every task.

In the following article, the English alternative to call a spade a spade in Uzbek has the same meaning, oqni oq qorani qorani demoq. White is white and black is black. This proverb is sometimes used in Uzbek to express everything. It is emphasized that the truth should be expressed without any overstatement. Crooked by nature is never made straight by education in this English proverb, it is expressed that a person of good character is always accompanied by this quality, and a person of bad character is always accompanied by evil.

When the Uzbek proverb achiqqni achchiq kesar is translated into English the bitterness cuts through the bitterness meaning appears. In fact, for Uzbeks, family is a very sacred concept. Every member of the family, their relationship to each other, the manners of the children, the respect of the man, the respect for the woman, the prosperity of the family income, the people prestige, and so on preserved. To keep it out of sight, things that are bitter and pungent, such as hot peppers, incense, onions, and sometimes knives are hung at the entrance to the house. It is believed that the

house, which has the blessings of nature, will not be missed. Another proverb has been used as a reference to the saying, *achchiqni achchiq kesar*, which occurs in the form of *qorani qora kesar*. The custom for minors is that when a baby is born, relatives, neighbors and neighbors perform the "*chaqaloq ko'rdi*" ceremony. That is, the custom of giving a gift to a newborn baby, clothes, gold items, money. The baby's forehead is covered with a black cloth so that it does not touch the baby's eyes. This shows that the Uzbek people have long believed in fetishes. Fetish are inanimate objects that our ancient ancestors worshiped and considered sacred. These ideas have been used in proverbs, customs and traditions. This process is still ongoing. It was believed that when the eye an evil person fell on the baby, the black color of the cauldron would burn that person like a cauldron and give him spiritual victory. The cauldron was used as a protector. That's probably why when a newborn baby is bathed for the first time, they put it in a pot of water and wash it in a circle. In England, black things that touched a baby were considered dirty and were immediately washed and cleaned.

**In conclusion**, it should be noted that in these bilingual articles, the word black was able to fully cover various aspects of people's lives and reflect the linguocultural features of the two languages. It can be concluded that the English proverbs were able to fully express their meaning in the Uzbek language as well. The word salt in Uzbek means a flat land, a wide plain, and in proverbs it reflects national characteristics. Although the word black, which is used in both languages, is sometimes referred to by another word or concept, in general the theme and content are perfectly matched. The proverbs used in the customs and traditions: in the epic "*Farhod and Shirin*", in the ceremonies "*chaqaloq ko'rdi*", "*chaqaloq yuvdi*" served for the pragmatic nature of the language. The use of the word black in the proverbs of these languages in English as a black sheep in Uzbek as *tirraqi buzoq* showed a formal difference.

Therefore, the study of the linguocultural and pragmatic features of proverbs provides an opportunity to study the nationality inherent in these languages.

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## WATER CONSERVATION IN HOTEL INDUSTRY: A CASE STUDY OF RAJASTHAN

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### ABSTRACT

*Water is major requirement for any business, be it agricultural, food processing industries, construction, textile, or others. Hotel industry is also one of them that required huge amount of water every day to provide different services to their guests. The industry only provides luxuries and exotic services to their guests it does not produce any product. Thus, the responsibility towards the environment is forefront for the hospitality industry. Water is the most prominent source of nature that is the most burning issue all over the world now days. Hotel industry need to focus on their water uses and must limit it with applying various measures by reusing, recycling and conserving. Water scarcity issues are not hidden to anyone nowadays, from domestic to industrial level many technologies and measures are employed by users, providers and promoted by government to save and conserve water. The present study focuses on the water saving systems of hotels of Rajasthan. Rajasthan is a hot region and it has water shortage since years thus the responsibility of the hoteliers towards to save water by implementation of different useful techniques is expected high for water conservation. The study also provides an overview on water scarcity in the region and significance to preserve water resources. The study result shows that most of the five stars and four-star hotels are implementing water saving measures in their properties while majority of three-star hotels have no such policy.*

**KEYWORDS:** *Water Conservation; Water Management; Environment; Rajasthan*



## 1. INTRODUCTION

“Save Water, Save Life” or “No water, no life, No Blue, No Green” (Sylvia Earle,) these are just not proverb, but they mean. Continues and rapid falling water level is become scarcity for many countries. It is estimated in a report of (**International Tourism Partnership, 2018**) that 40 per cent of the world population has water crises every year for at least a month. Fresh water supply is a challenging issue in many parts of the country (India). Manufacturing industries and other businesses are quite responsible for the water conservation. Hotel Industry, which is the highest water consumer worldwide, and there are numbers of opportunities for industry to reduce the water consumption in hospitality industry and there are many reasons hotels has to come forefront for the minimizing the water uses that could help them to increase benefits too. In addition, fresh and clean water is required to access for many operations for example, drinking, cooking, and bathing while recycled water can be used for gardens, toilets and cooling space. **Kasim (2007)** stated in his study that particularly large hotels to provide leisure activities to their guests consume large amount of water for example, spas, swimming pools and golf course. Furthermore, increasing demand of water for travel destinations has emerged due to the climate change and excess use of water. Rajasthan is the perfect example of it that is a hot and dry region and winter are also not so cool here, and in summer temperature goes up to 48-degree Celsius. At the same time, Rajasthan is the most popular and visited destination in India amongst the travelers and known for its magnificent, incredible beauty and wisdom history. Forts, historical monuments, National Parks, Sanctuaries, local culture, and its natural beauty attract tourists from the globe. Every year foreign tourist arrivals (FTA) and domestic Tourist Arrival increasing in the state. **According to Rajasthan Tourism Department Annual Report 2018**, total increase in Indian tourist is observed 5.21, out of an increase of 8.97 percent is registered of foreign tourist arrivals and 9.39 percent growth in Domestic travelers.

Rajasthan state is considered as a drought prone state, it has a drought situation in every three to four years and sometimes continues for three to four years, which does not only affect natural and wildlife but also affect local people and industries at a certain level. **Water supply and Demand, Rajasthan (2014)**. However, as green-house gases cause increase in carbon footprint, improper and imbalanced use of water; cause loss of water footprint from the earth. An estimate by the (**UNDP, 2009**) around three billion people are already under the adverse water shortage. Water scarcity and continue imbalanced use of water affect all areas of life, like food supplies, education, nature, health, and economic growth that has many adverse effects.

## 2. METHODOLOGY

**Objectives of the study:** The main purpose of study is to analyze and list the current hotels water conservation system.

**The Significance of the Study is that** it's highly essential for hotels to collect customer's feedback on the varied hotel services; this would stand useful in enabling hotel industries take positive steps to maintain a competitive edge in today's Rajasthan tourism industry. Indeed, hotels overall efficiency in future will count on the self-evaluation of their performance having sustainable development with nature and environment.

**Limitation of the Study:** The survey has been conducted only on 150 respondents.

The accuracy of the findings of study depends upon the correctness of the responses provided by the respondents.

Unwillingness of some respondents to provide information is another limitation.

Findings of this study may be influenced by personal bias of the respondents.

**Method of data Collection:** A descriptive research design was adopted for the study. It accounts for both primary and secondary data. **Primary source of data** was collected from hotel staff (Managers, Engineers) through structured questionnaire and interview schedule by way of personal interview. **Secondary data** were collected from books, journals and Websites.

**Sampling Techniques and Size:** Sampling is a technique or method of selection of samples. Convenient sampling method is used. Total 150 samples have taken from 3, 4, 5-star hotels.

**Sampling Area and Period of the Study:** The sampling area of study were major tourist destinations; namely **Jaipur** is known for its magnificent beauty and also named pink city as most of the building are pink colored. Moreover, Jaipur stand on 10<sup>th</sup> rank in megacities of India Jodhpur, the average per day tourist footfalls is around 3000. The beautiful city has many national and international chains and heritage properties, some of them are declared heritage sites by UNESCO. Apart from this, many more attractive points make this city different from others.

**Udaipur:** The city was founded by Maharana Uday Singh and known as the “City of lakes”. Its natural beauty is adorable while royal palaces enhance its value. Udaipur has always remained one of the popular places among the domestic and foreign travelers. **Jodhpur:** It is known for beautiful Thar Desert, and also called the “Blue City”. The city has many splendid palaces, amazing forts, and temples and stands as a popular place for desert lovers. **Sawai Madhapur:** The place is known as “Gateway to Ranthambore”. Ranthambore national park and fort are world famous and declared as heritage site recently by UNESCO. The place falls between the Aravalli’s and Vidhya’s hills. This study has undertaken in the period from June 2019 to November 2019 and has covered the entire.

**Tools used:** The primary data were analyzed with the help of percentage, bar line graphs, chi-square test and other interpretation.

### 3. ANALYSIS AND INTERPRETATION OF DATA

The required information has been gathered by method for a survey and it has been breaking down and translated with the assistance of tables with important portrayals. Fitting treatment has been done to the crude information and obvious end results were drawn dependent on the discoveries.

**Descriptive Statistics**

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
i). Recycling treated water for irrigation and flushing	150	4.00	1.00	5.00	3.6400	.12737	1.55990	2.433
ii) Sewage treated water used for air conditioning	150	4.00	1.00	5.00	3.3933	.13640	1.67050	2.791
iii) No bathtubs (for three-star category and above)	150	4.00	1.00	5.00	2.9333	.11456	1.40310	1.969
iv) Low pressure flush in bathrooms	150	4.00	1.00	5.00	3.4667	.11259	1.37897	1.902
v) No water wastage	150	4.00	1.00	5.00	3.9000	.10481	1.28361	1.648
vi) Water sprinklers	150	4.00	1.00	5.00	3.4600	.12819	1.56998	2.465
vii) Linen reuse program	150	4.00	1.00	5.00	2.8933	.11397	1.39581	1.948
Valid N (list wise)	150							

**Statistical Report**

Category of hotel in star	i).Recycling treated water for irrigation and flushing	ii)Sewage treated water used for air conditioning	iii)No bathtubs (for three-star category and above)	iv)Low pressure flush in bathrooms	v) No water wastage	vi)Water sprinklers	vii)Line n reuse program
3 Star	Mean 2.5775 N 71	2.3099 71	2.5775 71	2.7042 71	3.3521 71	2.3944 71	2.0986 71

4 Star	Std. Deviation	1.52748	1.55464	1.36969	1.30268	1.40508	1.46852	1.05769
	Std. Error of Mean	.18128	.18450	.16255	.15460	.16675	.17428	.12552
	Mean	4.3864	4.1364	3.3864	3.9545	4.0682	4.1818	3.3409
	N	44	44	44	44	44	44	44
5 Star	Std. Deviation	.92046	1.21217	1.33322	1.05554	1.02066	.89632	1.16026
	Std. Error of Mean	.13876	.18274	.20099	.15913	.15387	.13512	.17492
	Mean	4.8571	4.6571	3.0857	4.4000	4.8000	4.7143	3.9429
	N	35	35	35	35	35	35	35
Total	Std. Deviation	.42997	.76477	1.40108	1.00587	.58410	.82503	1.34914
	Std. Error of Mean	.07268	.12927	.23683	.17002	.09873	.13946	.22805
	Mean	3.6400	3.3933	2.9333	3.4667	3.9000	3.4600	2.8933
	N	150	150	150	150	150	150	150
Total	Std. Deviation	1.55990	1.67050	1.40310	1.37897	1.28361	1.56998	1.39581
	Std. Error of Mean	.12737	.13640	.11456	.11259	.10481	.12819	.11397

**Chi-Square Test:** The test is known as a goodness-of-fit  $\chi^2$  ..  $\chi^2$  test since it tests the null hypothesis that the sample fits the assumed probability distribution well. It is always right tailed, since deviation from the assumed probability distribution corresponds to large values of  $\chi^2$ .

**Null hypothesis H0:** The options of questionnaire are fair.

**Alternate Hypothesis H1:** The options of questionnaire are unfair.

We would reject the null hypothesis that the options are fair only if the number is large,

$$X^2 = \sum \frac{(o - e)^2}{e}$$

So, the test is righttailed. In this example the random variable has the chi-square distribution with four degrees of freedom. If we had decided at the outset to test at the 5%, 5% level of significance, the critical value defining the rejection region would be 11.07 to infinite.

#### 4. FINDING AND RECOMMENDATIONS

In this paper it is shown that the water is considered the issues which has attracted many researchers interest towards it and gained significant global leaders' consideration. Fresh water resources are decreasing in many countries. Hotel industry required fresh water for its smooth functioning. In India, the pattern of consuming water is problematic due to lack of awareness and education programs. The present research analysis water saving measures in hotels of Rajasthan.

The result explored water saving measures of hotels in different geographical areas of Rajasthan. It is found in the result that three-star category hotels have less or no water saving practices as compared to the four and five-star hotels. It is noted that 4 and 5-star properties follow water saving and conservation practices aggressively; Four-star properties also involve into the water saving agenda but not as five-star. Non-implementation of water saving guidelines were mainly due to costs involvements that three-star hotels cannot afford.

Without water conservation practices sustainable green practices has no mean or SGP cannot be completed without the proper implementation of water conservation. Maria et. al., (2019), water consumption pattern in hotel varies according to the category, size, facilities provided and age (year of construction).

It is observed that recycled treated water for irrigation and flushing is used in less than half 46% hotels while the 19.3% hotels did not follow this water saving practice. 43.3% treat sewage water for air conditioning while 25.3% hotels use fresh water for air conditioning. Bathtubs in hotels considered water wastages facility; it was examined that 20% hotels had no bathtubs in their guest rooms while 20.67% recommended it against to the water conservation activity. It was estimated that water-efficient equipment, low pressure flush; strongly recommended in 37.67% hotels while 12% hotels did not follow this common practice. Most of the hotels 47.7% reported with no water wastage in their properties and continuously applied green practices that minimize water wastage; on the other hand, 7.3% hotels were not aware about such practices that could be reduced water wastage. Also, water sprinklers had installed in 40.67 percent properties that lower the water wastage in gardens or landscapes and necessary for safety measures in the hotels but 19.33% did not considered it as an important thing. Linen reuse program (towel, bedsheets) was not seen as popular as it would be 21.33% hotels highly recommended this practice for conservation of environment and water while 20% hotels felt it against the business.

It was also investigated in the study that water-saving measures are different and vary according to hotel type. Into this hotel category was the most prominent determination for water consumption.

It is determined from the data analysis and above discussion that mostly five-star hotels and then following to them four-star hotels have water conservation practices while three-star hotels have very few water saving practices or that can be implement easily and without much expenses. It is suggested that all category hotels must have to practiced water conservation measures because hotels are water extensive industry and cannot run in the absence of water. It is globally accepted that fresh water resources are vanishing due to unhinged and over uses or traditional methods. Combination of water recycling and minimum use can bring different benefits; cost saving, sustainability of environment, social reputation and achieving competition at market level.

Furthermore, it is obligatory to find out the exact water consumption pattern and the barriers like lack of education, techniques, awareness, cost and easiness; while implementing the related

practices. Also, a framework for the water conservation may also be turned with water management in which contingent and strategic aspects can involve for according to situation.

## 5. CONCLUSION

Several researches are conducted on the water conservation measures in the hotels industry which provide a substantial insight to make the policies and their implementation in an influential way. Water conservation measures adopted by hotel industry reflect their consideration for the sustainable environment and for the sustainable growth of their business. Water came from natural resource and hotels use this resource at big pace. Even without the water no one can imagine hotel industry. Water required to run various operations of industry kitchen, laundry, swimming pool, spa and for cleaning.

The result of the study concluded that less than half of the hotels (31%) have applied strict water conservation policies while less than to that (22%) have applied least water conservation measures. The result also concluded that (10%) hotels out of total number of surveyed hotels did not have any policies to save water. It was reported that linen reuse program, recycling of grey water, lower flush and shower in bathrooms, recycled water use for gardening and air-conditioning have maximum impact on water conservation. It is also concluded that maximum number of three-star hotels have very few water saving practices as compared to the five or four-star hotels.

From the extensive literature review it was resulted that to apply these measures education and awareness of hoteliers is must. Guests were also associated with this application because their personal willing and awareness to conserve water. Moreover, Rajasthan is a dry place and it always suffer from the water shortage issues mainly in the summer season when summers are hottest in the region. Thus, the responsibility of hoteliers towards to save water increases in the region.

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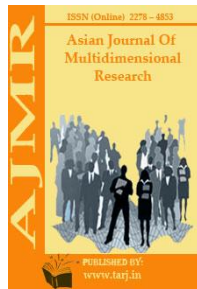
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## **FORMATION OF CREATIVE ABILITIES IN STUDENTS BASED ON ACMEOLOGICAL APPROACH**

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### **ABSTRACT**

*The training of highly qualified professionals in accordance with international standards is largely related to the sustainable development of vocational education and the training of pedagogical personnel. In turn, it is necessary to implement the educational process by creating advanced pedagogical technologies, applying an acmeological approach, which leads to the need to organize the educational process taking into account the requirements of the market economy, introducing relevant educational technologies and constantly improving the content of the educational process. This issue is important for the development of creative abilities, which in the future will become an important part of educating a harmonious person in the process of training specialists, studying them from a pedagogical point of view and introducing them to a new level of quality. The article presents educational and methodological guidelines used to improve creative abilities, scientific and theoretical interpretation of factors that ensure their effectiveness, the use of acmeological approach technologies proposed to solve problems, the development of effective methods and tools, and improving the effectiveness and quality of the educational process in vocational education.*

**KEYWORDS:** *Creative Abilities, Effective Methods, Efficiency, Acmeological Approach, Personal Creative Qualities, Future Teaching Activities, Advanced Pedagogical Technologies.*

## INTRODUCTION

Today, it is time to create the conditions for our young people, who are entering an independent life in our country, to master the secrets of the profession, to take their place in the labor market based on healthy competition. The state program and other legal and regulatory sources reaffirmed that the formation of professional training is recognized as one of the priorities of educational reform in the system of continuing education. The educational process, by its very nature, is a period of development of knowledge, skills and competencies necessary for the successful implementation of professional activities for the future specialist, as well as the formation of professional and personal self. At this stage of vocational education, the future specialist participates as an active subject in the stages of professional, intellectual, creative and innovative formation and realizes his potential. In this way, it develops a valuable orientation, conscious motivation and cognitive activity in relation to the chosen professional activity and the necessary professional training is formed. The current situation requires interactive cooperation and independent - creative relationship between teacher and student in the process of shaping the professional training of future teachers.

## THE MAIN FINDINGS AND RESULTS

In the works of S.M.Godnin, the personal qualities of the student are described as a subject of the pedagogical process. It includes: the ability to understand the goals, objectives and guidelines of the educational process adopted for the current and future stages of teaching; acquisition of new measures of intellectual labor; purposeful professional self-education and independent study, excellent coping with difficulties, satisfaction with the expanding intellectual and professional opportunities, prospects for growth and a strong position, active participation in the performance of its social role and function [2, pp. 13-35; 10, p. 21].

An important element of the innovative pedagogical process is the ability of the individual to self-manage and self-mobilize. One of its most important directions is the development of students' cognitive activity. Such a direction includes the activation of students' academic work, the activity of determining their professional specialization. The innovative activity of the teacher is considered as a result of the creative process and creative activity. V.A. Slastenin takes an acmeological approach to the formation of the innovative activity of the teacher.

Acmeology (acme) - Greek means high point, sharp, flowering, mature, the best period. B.G.Ananov, N.V. Kuzmina, A.A.Derkach and others think about the most creative periods of human life, the stages of maturity, which are accompanied by increasing the effectiveness of professional activity [1, p. 235]. They dealt with the professionalism of mature people, the mental laws of the heyday of personal development, the issues of fatherhood from the heights of professionalism. V.A. Slastenin substantiated the subjective and objective factors of acmeology that lead to high professionalism, long creative life of the specialist. Objective factors include the quality of education, and subjective factors include a person's talents and abilities, responsibility for the effective solution of production tasks, the approach to professionals. Factors in achieving high professionalism include: *signs of talent; literacy; ability; talent; family upbringing conditions; educational institution; their own behavior.*

Acmeology is viewed from a scientific point of view in relation to professionalism and creativity. The following categories are distinguished: *creative individuality; the process of its own growth and improvement; creative experience as the realization of their potential.*

The creative individuality of the teacher consists of: *intellectual-creative initiative; intellectual ability of breadth and depth of knowledge; alertness to contradictions, critical approach to creativity, ability to fight from body to creativity; thirst for information, abnormality in problems, professionalism, and thirst for knowledge.*

V.A. Slastenin defines the main tasks of the realization of creative individualism as follows: *enrichment of the culture, which has acquired a social essence; updating the pedagogical process and personal knowledge; finding new pedagogical technologies that set effective and significant standards; such as ensuring one's own development based on one's self-determination and self-expression* [8, p. 86].

The acmeological approach in the analysis of the structure of innovative activity allows revealing the laws of personal development of the teacher in reaching the peaks of professionalism. The most important characteristic of a teacher's innovative activity is creativity.

**Creativity**- a creative ability that characterizes the readiness of the individual to produce new ideas and is part of the talent as an independent factor [5].

**A creative person** is a person who demonstrates creativity as a process or result, tends to approach problems in a non-standard way, is able to organize specific actions, promote innovations, create creative products [3,4].

According to American psychologist P. Torrens, creativity is a problem or the advancement of scientific hypotheses; test and change the hypothesis; problem identification based on decision formulation; represents the sensitivity to the interdependence of knowledge and practical action in finding a solution to a problem.

M.N.Gnatko considers creativity as a special feature of human individuals conditioned by the creative potential of man, the ability to express social creative activity.

N.M.Gnatko proposes to study the mechanisms of creativity in the following sections: potential creativity; creativity in activity.

**Potential creativity**, according to N.M.Gnatko, is a creative activity that represents the potential location of the individual, manifested in a theoretically ready form to become active in certain external conditions. Potential creativity is a necessary subjective condition of creativity.

**Creativity in activity** is a type of activity that provides direct preparation of the creative activity in a certain type of activity, creates a relationship of individual characteristics of a potential creative individual. Active creativity is the most important subjective condition of creativity [6,p. 406; 7,pp. 238-242].

Research shows that potential creativity is the creativity that can be realized. Its transfer to creativity in activity is carried out by the carrier (subject) of a certain type of activity by making radical changes in its mastery.

V.A. Slastenin, in addition to N.M. Gnatko's views on the transformation of potential creativity on the basis of imitation of creativity in regular activities, believes that creativity develops through imitation, copying, and creativity based on imitation leads to real creativity [8, p. 86; 10, p. 21]

Several stages of creativity in the teacher's activity can be identified: **In the first stage**, ready-made methodical recommendations, instructions are put into practice; **in the second stage**, some

devices (modifications), methodological methods will be introduced into the existing system; **in the third stage**, the idea, content, methods, form of implementation are fully developed; **in the fourth stage**, its own unique concept and methodology of teaching and upbringing is created. The preparation of a creative person is understood as the content of the formation and development of sustainable creative qualities in the person in the process of teaching creativity and creative self-expression [9, p. 1229].

Hence, the formation of the teacher's individual creative ability is understood as a dynamic innovative process of personality development and renewal. Effective self-awareness, which characterizes an individual's creative ability, includes: being able to realize that their own personality is unique by comparing themselves to others; a collection of creative views and imaginations about himself; integrity and harmony of individual creative peculiarities, internal unity; the process of dynamism and continuity in the development of the individual and his formation as a creator; that a person is able to express himself and that he is ready to do certain things; to be able to dedicate oneself as a creator and to understand one's place in personal and social situations. Innovative, progressive education in training takes into account acmeological factors, in which the approach to the individual is based on individual, humane principles, which in turn implies the development of professional skills in students. The realization of these tasks in practice ensures the development of each individual in accordance with the stages of development and the achievement of productivity, strengthens the position of the individual in society.

## CONCLUSION

A creative approach to the organization of pedagogical activities with creative qualities, active participation in the creation of new, advanced, educational activities, ideas that serve to develop personal qualities, special attention to the independent study of advanced pedagogical practices.

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## **ANALYSIS OF THE CURRENT STATE OF MICROFINANCE SERVICES OF NON-BANK CREDIT INSTITUTIONS**

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### **ABSTRACT**

*This article examines the measures taken to develop the activities of non-bank microfinance institutions. It also analyzes the current state of microfinance institutions operating in the country, the comparative status of liabilities and assets of pawnshops in 2020-2021.*

**KEYWORDS:** *Entrepreneurship, Microfinance, Microcredit, Pawnshop, Microleasing, Non-Bank Microcredit Organizations, Financing.*

### **INTRODUCTION**

In order to increase employment and develop the activities of business entities in our country, the range and quality of microfinance services is growing. In particular, in order to create favorable conditions for further development of the microfinance sector, the President of the Republic of Uzbekistan dated July 23, 2019 No PR-4400 "On measures to increase the popularity of microfinance services" [1].

In accordance with this decision, the range of services provided by non-bank credit institutions has been expanded and the volume of microfinance services has been increased.

Today, there are 63 microcredit organizations and 64 pawnshops in the country. As of January 1, 2021, their assets amounted to Rs 1,010 billion. soums, an increase of 20% compared to the same period last year. During the same period, the loan portfolio grew by 23.7% to 935 billion soums. sum.

Also, in order to introduce digital technologies in the activities of microfinance institutions, the Board of the Central Bank adopted a resolution "On approval of the Regulation on minimum requirements for information security in information systems of microcredit organizations, pawnshops and mortgage refinancing organizations."

In accordance with this decision, the activities of microcredit organizations, pawnshops and mortgage refinancing organizations must meet the following requirements:

providing information protection with antivirus software;

electronic storage of information on payments made within the period prescribed by law; illegal use of confidential and personal information and prevention of illegal disclosure of information; ensuring the uninterrupted operation of IT in the event of technical failures, including the storage of copies of programs and data used in these systems; protection of payment data in the exchange of information through the telecommunications network; providing information protection of data processing computers and servers, equipping them with uninterruptible power supply devices (UPS); introduction of security, fire warning and alarm systems, video surveillance and firefighting systems;

Prevent unauthorized access to the areas (rooms) where IT data is collected and processed, ensure that these areas are monitored by video surveillance systems and that video surveillance data is stored; ensuring information security in the storage of electronic copies of payment and confidential information; customer identification, authentication and authorization in remote service, etc. [2].

In order to regulate the establishment of non-bank microfinance institutions, their activities and the regulation of relations in the field of microfinance, the Central Bank developed a draft law "On non-bank credit institutions and microfinance activities" [3]. analysis of the current state of microfinance services of credit institutions is relevant.

Despite the implementation of large-scale measures to improve the activities of non-bank microcredit organizations in the country, the problems in the activities of non-bank microcredit organizations are significant:

- The main part of microcredit organizations in the country is located in the capital and the number of such organizations in the region is limited;
- Low number of organizations with private and foreign capital among microfinance organizations;
- Lack of statistics on microleasing services and organizations, etc.

### **Level of study of the topic**

Microfinance is often characterized by socially oriented activities in the financial services market. Muhammad Yunus believed that small business development would solve the problem of poverty and social inequality. According to his concept, the main factor in repaying a loan for small business development is not the collateral for the loan, but the incentive for the entrepreneur to develop his business and survive in an aggressive external environment. It is a generally accepted fact that the founder of microfinance is Muhammad Yunus [4], and it is based on the mutual guarantee of debtors of the same social group. It was microcredit that served as a starting point for the fight against poverty and social stratification.

Gramin Bank provides small loans (\$ 170 on average) and it makes sense to expect a high level of debt default, but practice shows the opposite - it fluctuates between 1-2 percent, which is very low for unsecured loans. In case of overdue debt, the bank will not apply to the judicial authorities, but will restructure the loan in terms of reducing the amount of weekly payments and increasing the loan term. Thus, Gramin Bank cannot be considered a bank in the classical sense,

it is a microfinance organization that fights poverty by providing microcredit services to low-income citizens, saving savings (annual rate 8.5-12%) and pension accounts; credit liability insurance. The principle of microfinance demonstrates a clear social orientation, according to which the lower the income level of a citizen, the greater the amount of credit he can receive [5].

N.V. Tskhadadze, studying international experience in the development of microfinance, notes that in countries with underdeveloped economies and a large proportion of the poor, microfinance is primarily aimed at increasing the number of self-employed citizens and thus combating poverty. In the group of developing and developed countries, the main task of microfinance is the development of the small and medium business sector. Although microfinance is primarily a cost-effective activity, in many countries it serves as a socially oriented business [6].

Suxarev A.N.'s research focuses on pawnshops, which are a type of non-bank microfinance, according to which pawnshops as financial institutions do not perform the function of converting funds into investments because they are prohibited from accepting deposits and the loans themselves are short-term. It is usually given at a high percentage for unrelated needs [7].

## RESEARCH METHODOLOGY

Along with the method of analysis and synthesis, theoretical research has also been extensively studied throughout the study. The historical foundations of microfinance, its origins, the degree of study are also based.

### Analysis and results

Today, there are 63 microcredit organizations and 64 pawnshops in the country, most of which are located in the capital. There is 1 microcredit organization and 2 pawnshops in the regions. This means that consumers of financial services have a low level of choice, which means that the main players in this market are commercial banks.

The portfolio balance of these 3 non-bank credit organizations in the region is 4.2 billion soums for 1,269 borrowers, and the portfolio balance of commercial banks for individuals is more than 4.5 trillion soums for more than 219,000 borrowers.

**TABLE 1. GROUPING OF MICROCREDIT ORGANIZATIONS BY TOTAL AND AUTHORIZED CAPITAL [8]**

Name of indicators	Total		of which:							
			up to 1 billion UZS	From 1 billion soums to 3 billion soums		From 3 billion to 10 billion soums		10 billion soums and more		
	number of microcredit organizations	summa (billion soums)	amount	percent age	amount	percent age	amount	percent age	amount	percent age

As of 01.02.2020										
Total capital	57	459,2	0	0,0%	23	12,0%	25	27,7%	9	60,3%
charter capital	57	283,8	0	0,0%	33	25,1%	18	33,6%	6	41,3%
As of 01.02.2021										
Total capital	63	524,5	0	0,0%	23	10,4%	29	28,3%	11	61,3%
charter capital	63	328,7	0	0,0%	34	22,3%	22	33,4%	7	44,3%

According to 2020 data, the number of microfinance institutions in the country was 57, and by 2021, their number will increase to 63. The total capital of these organizations amounted to 524.5 billion soums, and the authorized capital amounted to 328.7 billion soums. Total capital 10 billion. The share of microfinance institutions amounted to 61.3%. The increase in the number of microfinance institutions with high total capital is a positive indicator, indicating that their funding opportunities are increasing.

Pawnshops play an important role among non-bank microfinance organizations operating in the country. According to 2021, the total capital of 64 pawnshops in Uzbekistan is 133,282 million soums. This figure is 9.4% higher than in 2020 (Table 1).

**TABLE 2. PAWNSHOPS ACCUMULATION BALANCE [8]**

Name of indicators	01.02.2020 y.		01.02.2021 y.		Change, in percent
	Mln. sum	percentage	Mln. sum	percentage	
<b>Assets</b>					
Cash and other payment documents at the box office	1 166	0,9%	1 049	0,7%	-10,0%
Funds in banks	7 244	5,4%	2 174	1,4%	-70,0%
Loans, (net)	107 029	80,3%	131 241	86,2%	22,6%
Basic tools, (pure)	3 240	2,4%	3 324	2,2%	2,6%
Accrued interest	6 083	4,6%	6 526	4,3%	7,3%
Other assets	8 528	6,4%	7 862	5,2%	-7,8%
<b>Total assets</b>	<b>133 289</b>	<b>100,0%</b>	<b>152 177</b>	<b>100,0%</b>	<b>14,2%</b>
<b>Liabilities</b>					
Loans and borrowings to be repaid	3 860	33,8%	12 025	63,6%	211,5%
Accrued interest payable	166	1,5%	705	3,7%	323,9%
Accrued taxes payable	846	7,4%	1 365	7,2%	61,4%
Other obligations	6 548	57,3%	4 800	25,4%	-26,7%
<b>Total liabilities</b>	<b>11 420</b>	<b>100,0%</b>	<b>18 895</b>	<b>100,0%</b>	<b>65,5%</b>

The total assets of pawnshops in 2021 will reach 152,177 million soums, which is 14.2% more than in 2020. It is gratifying that the total liabilities of these organizations in 2021 amounted to 18 895 million soums, which is 65.5% more than in 2020 (Table 2).

Although the number of pawnshops increased from 37 to 63 during 2019-2020 [9], we cannot say the same about microleasing organizations. In accordance with the legislation of Uzbekistan, microleasing is a service provided by a microfinance service organization on behalf of the lessee to receive property from a third party and transfer it to the lessee for a fee on the terms specified in the contract. Microleasing is provided in the amount not exceeding 2,000 times the minimum wage in accordance with the legislation on leasing for business activities [10]. Microleasing services in the country are mainly provided by banks and microcredit organizations, and the list of microleasing organizations and their statistics are not provided in official sources.

## CONCLUSIONS AND RECCOMENDATIONS

The above research shows that pawnshop services play a key role among microfinance services of non-bank credit institutions. However, the increase in the assets of pawnshops in the country indicates an increase in the liabilities of the population indebted to pawnshops. The mechanism for regulating the profitability of pawnshop activities remains intra-industry competition. Pawnshops cannot be considered as economic institutions that provide their owners with excessive profits. Important financial and economic indicators characterizing the activities of these institutions:

- average loan term;
- average loan amount;
- percentage of non-refundable items;
- The average period of doing things.

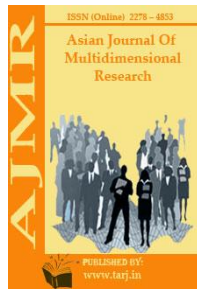
The development of low-risk microleasing organizations in the country can be effective. The increase in the volume of microleasing organizations and their financing may be significant in increasing the number of fixed assets of business entities.

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## **PECULIARITIES OF ZOONYMS AND ZOO PHRASEOLOGY IN THE EXPRESSION OF HUMAN IMAGE IN TURKISH AND UZBEK LANGUAGES**

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### **ABSTRACT**

*This scientific article is devoted to the use of zoonyms and zoocomponent expressions in the expression of the human image in Turkish and Uzbek languages. The units used to express positive and negative traits are analyzed. The breadth of language possibilities is considered in the expression of the human image through zoonyms. In the description of human figures and their characters, great importance is attached to the lexical possibilities of the Turkish language.*

**KEYWORDS:** *Language, Human Image, Character, Euphemism, Zoonym, Image, Portrait, Positive, Negative, Appearance, Analogy, Image, Alternative, Equivalent, Volume Of Language, Transfer Of Meaning.*

### **INTRODUCTION**

Just as everything in the universe is interconnected, so humanity is closely intertwined with nature. Proof of this is the naming or simulation of human behavior, character, and appearance with the names of animals or plants. From ancient time to the present, it has become a tradition that bad-tempered people are likened to wild beasts, good-natured people to domestic animals, and sensitive, mobile people to some birds.

The zoonyms, which are the names of the realities of the animal world, form one of the oldest semantic groups in the lexical structure of many languages. Figuratively due to the development of meanings, zoolexems are actively used to describe human qualities and actions. Belonging to a particular culture is determined by the presence of a basic stereotypical core of knowledge that is repeated in the socialization of the individual in a particular society, so stereotypes are incompatible names in culture.

In our opinion, a stereotype can be expressed in different linguistic forms - lexical-semantic variants of a word, its interrelationship with other words, serving as a symbol, and so on.

The similarities and differences between the Uzbek and Turkish languages are also considered through the use of images represented by zoonyms in the annotated dictionary of both languages.

Zoonyms are a direct reflection of the ethno-cultural conditions in which the lexical fund of languages formed.

A comparative analysis of the materials of lexicographic sources of Uzbek and Turkish languages allows us to talk about the existence of common and specific features in the perception of zoonymy. What they have in common is the presence of a zoonym in both language systems, including the animal's biological characteristics and zoomorphism. In both languages, zoometaphors are used to describe a person in both negative and positive ways.

From ancient time, mankind has been in close contact with animals and creatures. There are specific reasons for this: firstly, the animals was one of the main sources of food for humans, secondly, they served as an auxiliary labor force in daily life, and thirdly, they were the main means of hunting. It is important for people to know the secrets of the animal world from ancient time, to keep pets close to them, to use their help effectively or to treat wild animals with serious responsibility, and to pay special attention to them in general. It should be noted that each of them served as a methodological tool in the text. It is well known that the emergence of the process of figurative thinking of people based on analogies and comparisons is also important for the growth and consistent development of artistic thinking. The emergence of such observations has led to the desire of generations and ancestors to know the nature and the universe, to solve existing mysteries, but due to weaknesses in interpretation to evaluate them as a mysterious and divine force, as well as imaginary as a mythical image. In particular, the diversity of primitive worldviews and religious beliefs has led lions, lions, tigers, tigers and eagles, falcons, hawks - the brave, the brave, the brave, the brave, the brave, the brave, the brave, the brave, the brave, the brave, the brave, the brave, the brave, the brave to the brave; crows, ravens, butchers, stonemasons; peacocks, nightingales - to beautiful, well-behaved people; flowers, buds, and the moon, the stars, and the sun to beautiful girls; The metaphor of ugly people, such as the saxophone, is one of the oldest notions of oral and artistic creation. All this is due to the fact that humanity connects itself with the magical world of nature, or, conversely, connects, compares, likens, and characterizes the existing things and phenomena in nature with the behavior and inner world of mankind. They are the basis for many artistic expressions in our language.

Positive stereotypes include the zoononym such as “wolf-like”. This zoomorpheme is used to describe a person who is both hungry and well-versed in business, and is used in Uzbek to describe a person who is “greedy” in a negative sense.

To express negative stereotypes, zoonyms such as “like a buffalo” (lazy), “like a fox” (cunning, toady) are used.

A number of Turkish zoonyms can also be seen in the expression of human portraits. For strong, young, shoulder-to-shoulder, overweight men, the term “like a colt” is used, while the term “like a horse” is used to describe stout-looking women.

The words “like a chump”, “like a pig”, “like a bull” are used in Uzbek to describe rude, very fat and lazy people, and “like a buffalo” in Turkish.

A very patient, unspoken person is given “patient with the ant” in relation to the person who performs each assigned task. In Uzbek, the same analogy is used for a hard worker. In a sense, both languages have similar meanings.

The expression of the human image in the Turkish language through zoonyms is determined in accordance with the worldview and mentality of the Turkish people. In both languages there are many zoonyms that express human nature. Here are some examples.

In Uzbek, the description of beautiful black eyes is similar to “gazelle”, “deer eyes”, while in Turkish, the combination of “ass-eyed” is used to describe large and beautiful eyes.

In the Uzbek language, the gazelle's eye and the black eyes of a camel's child are given through the conjunctive.

There is a slight similarity between the two languages in the definition of stubbornness, which is one of the negative characteristics. In Uzbek, the term “stubborn donkey” is used, while in Turkish it is likened to a “more stubborn mule”.

That is, it is represented by the compound “like a mule”. There are also similarities between “stubborn goat” and “like a donkey”. The phrase “donkey head” means “stupid, ignorant”.

In both languages, the same analogy is given to those who are cunning and lazy, such as “fox”, “like a fox”.

“Like a pig”, meaning a pig, is used to refer to a rude person, while traitors who take advantage of someone's work are called “jackal”. In the Turkish language, it is called “kokarca”, which means “unclean people who do not follow cleanliness and give off an unpleasant odor when they are not washed”.

The word “like a wolf” is used in the sense of an enterprising, enterprising person. In Uzbek, however, the wolf does not express such a character, and in Uzbek, the analogy of “like a wolf” or “like a hungry wolf” is used to describe a very hungry person. There are some differences between the two languages.

In Uzbek, a short-sighted person is likened to a “chicken brain”, while in Turkish, the phrase “like chicken” is used for people who fall asleep early. “Like rooster” is used to mean a person who is “very haughty”, knows his rights and is in charge of everything. Those who get up early are compared to roosters, and those who go to bed early are compared to chickens. In Uzbek, especially in the Folk language, the term “young cock” is used for arrogant young men who consider themselves to be in heaven even though they can't do anything.

The word “like a dog” is used for a person who is lazy, arrogant, and flatters adults.

The word “akrep” means scorpion in Turkish, but the term “like a scorpion” is used to refer to a traitor.

The phrase “like a lion” is widely used in art for tall, strong, healthy men. In the sense of a brave man who is not afraid of anything, the phrase “lion-hearted” is used.

There are expressions in the Turkish language that allow you to express human characters in an artistic and effective way. For example, the phrase “ink licked” refers to people who are devoted to science and spend their lives learning, while the phrase “face dog licked” means a shameless, rude person.

The Uzbek word “tazi” is a long-legged, thin-bellied dog used in rabbit hunting. The term “like a “tazi” in Turkish is often used to describe people who are very thin and run fast.

“Bear- fat” is also used to describe a fat person, or a person who sleeps a lot, and is also compared to a bear in the rough and tumble sense. The term “bear walk” is also used for those who walk on their hands and feet.

The expression “donkey-eyed” in Turkish means stupid, rude, thoughtless, hard-working. The “like donkey skin” combination is used for the insensitive person.

In Uzbek, “eagle eye” and “falcon eye” are used to describe sharp-sighted and sensitive people, while in Turkish, “hawk-eyed” is used.

A person who finds an excuse in everything, who always withdraws, is like “veil”. The word “deve” - camel is used to describe tall people.

The phrase “crow's nose” is used to describe people with sharp noses. In fact, the crow's nose is a bit crooked, so it's very similar. For people who are very thin and dark, the word “crow” is used. It is also called “like a gazelle” for women with a slender waist and slender figure. The combination of “gazelle-eyed” embodies the humorous eyes that look through.

Cunning, deceitful, and mischievous people are likened to “jackals”.

People who eat a lot of food are also called “elephants”. Slim women with a slender waist are called “butterflies”.

In both Uzbek and Turkish, a sheep is compared to a person who obeys orders without words and does not have his own “I”. The word “sheep” is used in the sense of astonishment. “Like a cat” is similar to a cat, which means submissive. Here, the phrase “falling on all fours like a cat” is used to refer to a person who can easily get out of even the most difficult situations.

It is worth noting that the phrase “like a cat's liver” refers to those who look at it with lust, appetite, and desire to achieve.

The metaphor of “worker like an ant” is used in Turkish as well as in Uzbek, in the form of “like an ant's nest”, which means a congested, crowded place.

We describe those who do not lag behind as sticky as “sticky like a mite”. In Turkish, the phrase “clinging like a tick” means the same thing.

Thin and long-legged people are described as “storks”. The deer zoononym is a description of a man who has been unfaithful to his wife or a relative.

The Uzbek word for snake means “sly, cunning, sometimes poisonous” for women, while the Turkish word for snake means “traitor, cold, ugly”.

A hard worker who reads a lot is more like a “cow” or “Hardworking like a cow” is used.

The word “monkey” is used for a person who behaves strangely, partially funny, or imitates. The term “squirrel” is used to describe a person who comes out with his teeth in public.

In determining the artistic skill of each writer, the uniqueness of creating a portrait of his hero is of particular importance. Because a portrait created by a writer is the first basis for creating an image of a literary hero. Who is involved in the events described in the play, what they look like, and what kind of character they have, is first and foremost appearance through their portraits.

The main reason why the events in the work are more impressive and attractive than in everyday life is, first of all, due to the heroes who are at the center of the events being written.

Zoophrases include domestic animals: dogs, cats, sheep, horses, oxen, cows, goats, camels, chickens;

wild animals: fox, rabbit, tiger, bear, wolf, lion, pig;

reptiles: snake, tortoise; rodents: mice, amphibians;

birds: sparrow, crow, nightingale, quail, magpie, goose, duck, peacock;

aquatic animals: fish, frogs;

insects: mosquitoes, gnats, lice, fleas, bees, etc.

In Turkish, “zoological component phraseological units reflect physical quality, appearance, character traits, intellect, and human activity”. The domestication of animals such as horses, camels, sheep, cats, dogs, and cows has become an important factor in enriching the lexicon of Turkic peoples in terms of expression and content of phraseological units that reflect positive meanings. Semantic groups of zoonymic component expressions in Turkish and Uzbek languages can be semantically divided into three groups.

**The first group** includes completely alternative expressions in terms of form and content. Phraseological units in this group are used in the same context in Turkish and Uzbek linguistics. It is not difficult to translate such expressions, as there are no national color differences. Because most of them come from the same source. As S. Vlachov and S. Florin point out, there is a complete equivalence in the phraseology of the two languages being compared.

Examples of comparisons of Turkish phrases with Uzbek ones: “To make a camel” - to embezzle someone's money and property; “Swallowing with a camel's hoof” - swallowing a camel, without showing its tail, mastering any large (many) things, leaving no target, no trace; “bird sleep” - bird sleep we instant sleep; “rabbit-hearted” - a rabbit with a very cowardly heart; “dairy cow” - a dairy cow, a source of regular supply of a certain amount of money; “putting a stick in the beehive” - to fix the beehive, to allow a dangerous person to attack himself in a hurry; “mouse hole is a thousand gold coins” - a mouse's nest is worth a thousand coins, as if there is no place to escape.

**The second group** includes phraseological units in which the Turkish zoonymic component corresponds to the Uzbek zoonymic component. The unique fauna of both peoples played an important role in the formation of the expressions in this group. They are as follows: Turkish phraseological units Examples of the meanings of Uzbek phraseological units: "old wolf" - an old fox, an experienced, hard-working man; "Rooster smart" - chicken brains, stupid; "Shedding worms" - lice shed, doing what they miss out of humor; "To die like a bird" - a very small, weak man with a soul like a fly; "Debt to a flying bird" - a bone debt from a dog, a lot of debt; "To make a camel camel" is to make an elephant out of a fly and exaggerate it.

**The third group** consists of phraseological units in the Uzbek language, which do not include the zoonym, but have an alternative content. When translating the phrases in this group, it is necessary to find other signifier alternatives that correspond to the text of the translator and the spirit of the nation: "to look for a calf under a bull" - to look for dirt under the nails, to try to find fault with bad intentions; "to beat the fruit without the strength of the donkey" - to reach the flatness of the power of the evil, to do nothing to the strong, to take the pain from the weak;



"walking in the village without a dog" - the khan himself, the shadowy field, to do whatever he wants; "run to the rabbit, catch the greyhound" means to turn one barley, one wheat, and two opposite sides to each other.

The relationship between the meaning of zoophraseology and the meaning of the words in it can be divided into two types:

### **1. Phraseological confusions.**

The general meaning of such phraseological units does not correspond at all to the meaning of the component words that make them up. For example, the Uzbek word for "donkey worm" means to be superior to others. It's not about donkeys or worms. Or in the phraseological unit "my aunt's calf" the lexical meaning of the words ama and the calf is completely forgotten, and the meaning of the phrase "landavur, lapashang" appears.

### **2. Phraseological integrity.**

Phrases in this group are also called phraseological units and make up the majority. Their meaning is explained by the meaning of the words they contain. For example, in Turkish "rooster smart" - in Uzbek chicken brain, donkey brain; "Stupid, insane," or "old wolf," is an old fox, an experienced, meticulous phrase whose components make up a general or partial phrase.

Phraseological units are studied in different groups and sections according to their expression and structure. Phraseology involves a variety of components, including somatic words, plants, flowers, natural phenomena, animal names, and more. Zoocomponent phraseological units are second only to somatic phraseology in terms of their activity in speech. Zoocomponent phraseological units have evolved as a result of long millennial relationships between humans and animals. Many areas of human activity today are related to agriculture, industry, sports, science, and other animals. The human-animal relationship has also influenced language, forming a group of phrases with a zoonymic component in the lexical fund of the language. Zoonymic component expressions are characterized by an anthropocentric feature. Zoophrases include domestic animals such as dogs, cats, sheep, horses, oxen, cows, goats, camels, and chickens; wild animals such as foxes, rabbits, tigers, bears, wolves, lions, and pigs; reptiles such as snakes, tortoises; rodents such as mice and rodents; birds; aquatic life; as well as zoonyms denoting insect names. Phraseological units are divided into phraseological confusions and phraseological integrity according to the relationship between the meaning of the phraseological units and the meanings of the words in them. The general meaning of phraseological confusions does not correspond at all to the meaning of the component words that make them up. The meaning of phraseological integrity is explained on the basis of the meaning of the words in it.

The similarity of the symbols, which are the objects of the phraseological units of the zoocomponent, indicates the existence of a comparative commonality in the languages. Therefore, when we look at the phraseological units of the Turkish and Uzbek languages, which are formed on the basis of artistic comparisons, we see that many of them are similar to the objects of comparison: For a Turkish girl, it was destiny, he said (Reshat Nuri Güntekin. Çalıkuşu, 138). Translation: "As we were talking, the head of the department was laughing. "He sings the French like a nightingale, oh my God!" It is a praiseworthy virtue for a Turkish girl,"he said" (Translated by M. Ismaili. Cholikushi, 138).

Or: "Since Demin, I have been diagnosing the responsibilities of my students above. The door slammed, and Munise called from below: - My sister, a visitor has come. A lady in a black sheet



walks in the stone; I didn't recognize him because his face was closed, hesitantly: - Who are you, sir? I asked. Suddenly a thin laughter ensued; The lady jumped on my neck like a cat. Maybe it was Munise”(Reshat Nuri Güntekin. *Çalikuşu*, 286-287). Translation: “I was sitting at home looking at my students' notebooks. There was a knock on the door. Munisa shouted from below: "Opajon, a guest has come." Outside, a woman in a black sheet was walking around. I didn't recognize him because his face was covered. He hesitated. "Who are you, sir?" I asked. Suddenly there was laughter. The lady was thrown around my neck like a cat. Repent, Munisa ekan! The naughty girl grabbed me by the waist and started walking around the yard. She kissed my face and neck. Chorshaf made my little one look like a grown girl”. (Translated by M. Ismaili, Cholikushi, 294).

In the translation of phraseological units, it is also important to clarify the existence or subjugation of the image based on them in the selection of language tools that are relevant in terms of content and style to the original linguistic units in the target language. In both languages, the parrot-like analogy is widely used to mean "to repeat, to repeat, to utter a sentence." he says. That is, the language escapes a bit of slang. In Fatosh, he repeats what he hears from everyone like a parrot, he does what he sees, he imitates Fatosh's father and throws peltek peltek -Ulan be ... - Woe to his mother! Everyone in our house loves to say gibisözler. Translation: Dad has an interesting habit - in one of the sentences "yes", "wow blue!" uses obscure words. Fatosh is the parrot who returns what he hears from anyone. He's like, "Oh, so-and-so!" The family is overjoyed (M. Hakimov's translation. *Strange children*, 157). In order to achieve a specific methodological goal, writers sometimes use zoological components with slight modifications or additions. For example, in different linguistic cultures, the standard of imitation like a dog, like a dog, is "snatch, plunder", "loyal, faithful", "whine, growl", "run", "walk, stumble", "follow", "work, work" to do ”,“ to throw, to despise ”,“ to get tired ”,“ to rage ”,“ to live ”,“ to drink ”. It is used in the same sense in Turkish and Uzbek. In the following passage, this analogy is used in conjunction with the word scab, which means "to ripen": "Swamps, songs began. We also pull our heads. The waiters were the propellers around us. There was a noise in the back. The drunks entered each other. While they were cutting the knives, our Moses also hung on the whistle. Those lion-cut quarrels cut my tails like a snarling dog with the whistling of a whistle ” (Aziz Nesin. *Bay duduk*, 3). Aziz Nesin's humorous story "Bay Duduk" was translated into Uzbek by Miad Hakimov in 1969 under the title "Whistle Mr." It simply came to our notice then: "Once upon a time, there was a lot of fun. We're having a good time. The waiters are propellers around us. Suddenly there was a noise in the back. Drunk people choked on their collars. Moses blew the whistle as the work approached the knife. The giants, who had just been fighting with each other, squeezed their tails when they heard a roar ” (Translated by Miad Hakimov, *Mr. Whistle*, 11-12). The 2014 translation of the story, titled "Mr. Whistle," by Khairulla Hamidov, is a complete re-creation of the various phrases, events, and character traits left out of Miad Hakimov's translation. The original national spirit was fully conveyed to the Uzbek students: “The words were played in the casino, the song was in full swing. And we are preoccupied with fatherhood. In Shinavan, the servants swarmed around us. At that moment, there was a noise behind us. Several of Shirakayf's customers have started quarrels. As one or two took out knives and began to play in the air, Moses picked up our whistle. As soon as the Sheryurak warriors heard the whistle, they wagged their tails like wild dogs and immediately went into their "in-ins" (translated by Kh. Khamidov. *Mr. "whistle"* 103). In terms of semantic and methodological function, only the basic components of the corresponding alternatives are similar to each other, while other words are different. Such reciprocal phraseological units are

usually created for the figurative or emotional expression of the same event, action, or trait, and are fully compatible with each other. In particular, the basic components of both the phraseological unit of the Turkish dog team and the alternative version of the Uzbek dog lying mirza stand are "dog", and both linguistic units serve to figuratively express the meaning of "there are no facilities for living": I brought the boy to the man in my Kazlıçeşme. Those four people slept on the floor. Hep dog team! Relax, boy, I said. My brother groaned until the morning (Sait Faik. Mürüvvet, 156). Translation: Hussein lives in a rented house with four other people. I brought the baby to my house in Gazlichashma. I said let this boy live like a man. He groaned in pain at night, and the child was poor (translated by S. Hamidova. Muruvvat, 49).

When translating zoological component phraseological units with other zoocomponent alternative phraseological units, phraseological units corresponding to other zoonymic components in Uzbek are taken into account. The unique fauna of both peoples plays an important role in the formation of expressions in this group. Animals found in different regions also sometimes differ from each other: they are characterized by their own characteristics, behavior, as symbols of different concepts in the eyes of different peoples, and as figurative bases of various comparative expressions. This, in turn, leads to differences in the figurative basis of the phraseological units of zoocomponent that are compatible in terms of meaning and methodological function of different peoples. For example: "The next day, when I delivered my last letter to the post office, while I was in the Science class, someone with the school principal entered the classroom. After talking to our teacher for a while, the inspector took Oguz to class. You don't know Oguz. He came to our school this year, after classes started; after you leave here. He was a student in Tashkent. Then they moved to Istanbul. The day he first came to school surprised us all. Why, you know? A child as agile as a cat is also from him ... "(Aziz Nesin. Today's Children Harika, 53). Translation: "We were in an anatomy class when the principal came in with a man. As far as we know, the inspector. After talking to our teacher, the inspector got the boy Oguz up. You don't know your mouth. It came after you. Formerly living in Tashra, they moved to Istanbul this year. From the first day we came to school, we admired this kid. Do you know what we admired? He's a dead boy. It's like an ape ... "(Translated by M. Hakimov. Strange children, 138-139). In the above passage, Oguz's agility is compared to that of a cat, while in the Uzbek translation it is compared to that of a monkey. Because the "cat" in the Uzbek language is not an animal that evokes the image of agility and dexterity. On the contrary, in Uzbek, it is common to liken a person who jumps and jumps to a "monkey". For example: "When I get hot and overflowing, I jump out like an ape, I hit red apples, which are as red as tulips on the ends of the branches, and he picks them" (A. Kochimov. A pair of apples). This means that the translator M. Hakimov used the word "monkey" instead of "cat" to describe Oguz's agility. Translation of zoocomponent phraseological units with non-zoocomponent alternative phraseologies is achieved by using alternative variants in the absence of a phraseology equivalent to the originally used phraseological unit. Phraseological units of two languages that are semantically and methodologically compatible differ in some cases either lexically or completely, or in elements other than the basic components. Such phraseological units are interrelated. The emergence and resignation of such materially different alternatives allows each nation owner to express his or her own ideas, customs, national-philosophical views, and self-expression in the figurative or emotional expression of a particular idea. explained by their peculiar psyche origins. For example: Another child was thrown like a rooster: -They say the real liar is like you. My grandfather was not a second-grader. He was the first in his class. Do you understand? (Aziz Nesin. Current Children Harika, 53). The phrase rooster, like the rooster

in the passage, is used to mean "to crawl." The translation uses the phrase to stretch the neck of a rooster, which is similar to the motion of stretching the neck of a rooster. Compare: - You are also a deceiver. My dad never stayed in class. Excellent students. Do you understand? Said another boy, stretching his neck (translated by M. Hakimov. *Strange children*, 101). Like the lion in Turkish and Uzbek, it is applied to strong, courageous and majestic people like a lion. However, in Turkish, the phrase *Aslan Gibi*, unlike Uzbek, also means "healthy." This phrase is used in the following sense in the following passage: I, my friend, returned to the window, trembling with tears in my eyes, hoarse hiccups in my open mouth like clogged birds, and in the darkness, he kept his fist. said (Reshat Nuri Güntekin. *Çalikuşu*, 370-371). The translator used the Uzbek phrase "aydai kyz" to explain the meaning of the phrase "healthy". It is not uncommon in the Uzbek language to liken beautiful girls to the moon, which naturally embodies the traditions of Eastern artistic comparison. However, in the Uzbek language, the analogy of the moon is also used in the sense of "healthy". If a translator translated a child as a lion, as in the original, the meaning of the phrase would not be revealed in the first place. Second, the protagonist's resemblance to a girl, and therefore to a lion in Uzbek linguistics, applies only to men. So, the translation was done successfully. Compare: "Tears welled up in my eyes, and I opened my mouth wide like a baby bird stuck in food, trembling. You have ruined the girl like the moon," (Translated by M. Ismaili. *Cholikushi*, 379). Descriptive translation of phraseological units with zoocomponent It is sometimes possible to translate a certain phraseological unit using neither equivalent, nor alternative, nor kalka. In such cases, artists are reluctant to resort to the descriptive method of translation practice, in which the meanings of phraseological units are explained by means of free-form words or phrases. For example: "Do you know that he climbed trees like a cat, bending even more because of his knowledge? he said" (Aziz Nesin. *Today's Children Harika*, 54). The cat-like phrase in this passage has been translated into Uzbek as a master phrase: "Now can I tell you the secret of why he became a master of climbing trees?" (Translated by M. Hakimov. *Strange Children*, 140).

"She and her husband were shocked to see me. I read the wolf story I prepared on the way. My great uncle and I were coming from Üsküdar. The wheel of our car broke in the council. We couldn't find another car at this time. We were helpless, we were walking. We saw your lamp in the distance. My uncle said, "Come on, Feride, it's not a foreign place, you're a guest of the column tonight. I'll stay with one of my friends on the council!" he said" (Reshat Nuri Güntekin. *Çalikuşu*, 122). Translation: Enaga and her old husband saw me and hurried away. I made up a lie on the way. I said, "My older uncle and I were coming from Uskudar." The car broke down. Soon we could not find another car. We set off on foot. Suddenly, your lamp appeared in the distance. My uncle said, "Go, Farida, it's not a strange place," stay at the nanny's tonight. I will stay here with a friend." (Translated by M. Ismaili, *Cholikushi*, 121). Apparently, the translator, who did not find the exact equivalent of reading the Kurdish proverb in Uzbek, replaced it with a signifier alternative, that is, a fabrication.

In short, each language plays an important role in the use of words in its place, in the study of ways of expanding meaning, in the reflection of its unique features through the linguistic view of the world. inaydi. When the expression of a person's image and character is seen in any language, it is based on the worldview and mentality of the representatives of that language. It also shows how wide the language is.

The analysis of the "behavior" of the zoonyms in these languages allows us to say the following:

The considered zoolexems are actively used in the texts of both languages and serve as a symbol of various human vices;

The zoonyms of both languages are used to evaluate human behavior, state, behavior, and attitudes both negatively and positively, which is explained by the specificity of the perception of the animal world, in which the same animal is characterized by similar traits.

In these languages, zoonyms are also widely used in proverbs and parables.

Zoophraseologisms are phrases in which animal names are involved and in most cases describe their behavior. In the scientific literature, terms such as zoophraseology, zoocomponent phraseology, zoonymic phraseology, zoonymic phraseology, as well as animalistic phraseology are used to express expressions containing animal names. The development of phraseological units involving a zoonymic component goes back to a long millennial relationship between humans and animals. These relationships are multifaceted and come in many forms. Even today, most areas of human activity, especially agriculture, industry, sports, science, etc., are involved. related to animals. The "human-animal world" relationship, which develops under the influence of historical, geographical and social factors, in turn affects language. It should be noted that among a number of groups in the lexical fund of the language, only anthroponyms and zoonyms serve to express a living being. Therefore, it can be said that anthropocentric features are also characteristic of zoonymic component expressions. Consequently, they are reflected in the linguistic features of the zoonyms themselves. In this sense, the study of phrases with a zoonymic component is particularly relevant.

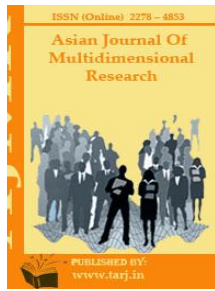
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## CREATIVITY AND IRRATIONALITY IN THE IN SCIENTIFIC RESEARCH

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### ABSTRACT

*In this article, the problem of creativity in scientific research is analyzed philosophical-epistemological. In addition, the manifestation of irrationality in the creative process has shown the heuristic significance of such situations as dreams, intuition, and spontaneous cognition. And many discoveries and inventions in the history of science are precisely the result of irrationality. Also in the article it is noted that irrationality, subconscious processes (dreaming, intuition, Eureka, unusual cognition, obsession), etc., are the driving force of creativity. It is shown that many discoveries and inventions have been made in the history of science through irrationality in scientific creativity, which is an important form of creativity.*

**KEYWORDS:** *Creativity, Creativeness, Informality, Scientific Research, Intuition, Creative Dream, Creation Of Bias, Cognition, Discovery, The Eureka.*

### 1. INTRODUCTION

The style of philosophical thought brings life-giving power from the idea of national independence, develops innovative ideas and imaginations on the basis of creativeness, keeps the circle of its subject and problems. It should be noted that in the conditions of independence, philosophy, which is the main weapon for the renewal of paragraphs, the implementation of reforms, is manifested in the change of its form, especially in the creativeness of the way of thinking.

Paradigmatically, the principles of the renewed philosophical and scientific way of thinking, the process of konstruktiv change of the method of research is undergoing its own. It imposes the need to solve actual problems emerging in science and philosophy through creativity and creativity. And this is an important factor in increasing the possibility of scientific and philosophical creativity. This is especially necessary for the construction of a new society, relying



on science, spirituality and economy. The emergence of a new generation of creative intellectuals is a period demand. As Shavkat Mirziyoyev noted, "one of the most important issues for us is the education of young people with high spirituality, modern knowledge and professions, with their independent views in the spirit of national and universal values." [1.88]

The driving force of the development of society is the science as a social institution. And the main difference in science is creativity and creativity. Creativity refers to the nature of human activity aimed at creating new things or values. The Union of people, teams, people and organizations can be called a subject of creativity.

However, since these countries have created their own national education system by studying the achievements of developed countries in education, it has also gained immense achievements in the field of education today. [2.289]

## 2. MATERIALS AND METHODS:

Creativity is an activity that creates something qualitatively new and unique, characterized by originality and uniqueness. Creativity is manifested in any sphere of human activity: industrial, technical, scientific, artistic, political, etc. [3.17]

Creativity is the activity of creating new material, social and spiritual values that meet the ever-increasing diverse needs of a person. New ideas, theories and technological projects that are created in science are a kind of spiritual values.

When talking about creativity, it is necessary to distinguish between creative thinking and socio-creative activity. The first is clearly manifested in spirituality, art, science. The implementation of reforms, the construction of new social structures means socio-creative activity.

The style of scientific thought, connected with the processes of rational and irrationality thinking in manifestation, performs such important functions as ensuring renewal and succession in the development of science, maintaining scientific traditions, giving stability to the process of cognition. This is evident when considering the dynamics of scientific thought. It is desirable to classify and analyze the epistemological aspects of dynamic and diachronic processes in the manner of reflection before the study.

In the practice of the study, there are also such situations that the norms of rationality (for example, the laws of logic) are not enough to advance the idea, which will explain the object in a new way, in the case of solving incredibly complex, contradictory problems.

Irrationality is a mental state in which the mind does not control, the norms of logic, erudition do not apply, the process of cognition. Informality includes a vague interpretation, a complete solution to the problem, a reflection of consciousness, a creative dream, an idea (by heart) knowledge, etc

We have determined that there are two spiritual worlds-the jaws of consciousness and non-consciousness (under consciousness). These two olam constitute levels of rational (rational-logical) and irrational (vague, intuitive) cognition. Irrational cognition, the characteristic and essence of processes in the underground layer of consciousness are still poorly studied. The scale and dynamics of the creative process that takes place in the subconscious is determined by the great interest and absolute conduct of the researcher research activities. [4.29]

The owners of unusual-minded creative thinking are tirelessly searching for their own destiny, or with their own unique style, and as a result, they are among the happiest people on the floor

with their own intentions. In fact, the only high task of mankind in this world alone is to achieve its own destiny, as it wishes (in a positive state of course). But if all people know their own destiny from the very moment of their youth, after the opportunity, a "mysterious force" consisting of "storms of resistance" of life takes them to believe that it is impossible to realize their own destiny. This mysterious power is initially applied to man as if I were a stranger, and after time, relying on consciousness and thinking, the way in which the workers realize their goals is based on deep thought, shows this power. [5.13]

**3. Results:** Intuition is characterized by unexpected, unconsciousness of the methods and means of its solution and, finally, a direct understanding of the truth at the required level of the object.[6.49]

In the work of researchers, an intuitive solution to the problem is often found at an unexpected time.

The research work that french scientist A.Puankare carried out on mathematical functions was ineffective. At the same time, in order to participate in the geological expedition, it is necessary to go to the city of Kutans. The study, which led to road trials, also does not come to his imagination. When he gets off the train and takes his step to the stairs of the izvosh to go to the specified address, a solution that he could not find in his mind, arises from the full. It is interesting that Puankare does not even sit with the interlocutor, analyzing the "found" solution, so as not to break the sentence. After reaching the address, it checks the solution that appeared in the emergency with the appropriate mathematical means and makes sure of its correctness.

Working tirelessly on the problem intensifies the subconscious mental processes, although the mechanism of dreaming also does not go unnoticed by this process. Non-mental activity in sleep (creative dreaming) can sometimes be qualitatively more effective, different from mental activity in sleep. According to the sources that have reached us, scientists such as Ibn Sina and Al-Khorezmi are getting the answer to many problems during a dream.

At the beginning of the XX century, when the study of the atomic structure began, it was not known what form it was in itself. In 1897 year, the English scientist Joseph Thomson discovered electron. Since there is an electron in the structure of the Atom, it means that it must have some kind of structure. And to come to a concrete conclusion, the facts were also not enough. Under such conditions, imagination, the subconscious mind fades into the power of cognition.

Based on his intuition, Thomson likened himself to a pudding cooked from horseradish (a dish to be cooked on a pan). In this observational model, atomic electrons are integrated (settled) and form a positively charged substance. The development of this observation model shows that in cases where the power of rational (logical) cognition is absent, researchers use informal forms of cognition, that is, the transfer of imagination or idea from one problematic area to another problematic area in the network, fantasy or intuition.

Japanese physicist Hanataro Nagaoka (1865-1950), who conducted a simultaneous study with Thomson, compared the structure of atom to the structure of the solar system. Scientist took advantage of atomic physics doctrine of the stability of the peoples of the planet Saturn in the distant Maxwell. This does not come from the astronomical teaching directly from the idea of atomic structure. H.Nagaoka carried out an unusual approach (an informal approximation), linked the hypothesis of being a center in an atom and the electron that interacts with it to the idea of a planetary system in an intuitive, unexpectedly way of perception.

When we describe creativeness, we can say that “creativity is the ability of a person to create new ideas, alternative solutions and opportunities in a unique and different (unconventional) way within the framework of a problem”.

Creativeness (creativity) is the ability to imagine something unpredictable, original (not encountered in others) and unique. It should be expressive, exciting and creative. This is a reflection of how well a person can think (productively), even under any circumstances.

And irrationality is a spiritual state, a process of consciousness, in which the mind does not control, the norms of logic, science do not apply. Informality includes a vague interpretation, a complete solution to the problem, a reflection of consciousness, a creative dream, an idea (by heart) knowledge, etc.

#### **4. CONCLUSION:**

We have determined that there are two spiritual worlds—the jaws of consciousness and non-consciousness (under consciousness). These two worlds constitute levels of rational (rational-logical) and irrational (vague, intuitive) cognition. Irrational cognition, the characteristic and essence of processes in the underground layer of consciousness are still poorly studied.

So, in the history of science, creativity, creativity has evolved precisely through the power of creativity and informality of thought. Rational, rational-logical aspects of thinking are manifested in the study in the conduct of research on the basis of the rules of logic, norms of science. When the subconscious processes, intuition, imagination begin to work, the informal, non-logical qualities of thinking come into action. Both qualities—rational-logical and subconscious, intuitive thinking perform creative functions in studies that are conducted intensively.

On the basis of the formation of non-directional, sectorial innovation thinking is aimed at the development, implementation and dissemination of new ideas, after the activity becomes a routine process, creative thinking rises to the level of productive, creative activity, that is, productive activity. In this way, cognitive, intellectual innovation is formed. [7.571]

The dynamics and scale of creativity, manifested in the process of both rational and logical thinking and the activity of informal thinking, is determined by the depth of the researcher's thinking, his regular and serious work.

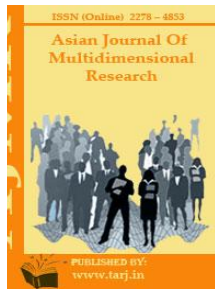
Based on the principle of unity of theory and practice, it is necessary to determine the effective level of creative thinking and high level of trust in achieving the goal, while applying the methods of their formation to life ensures that the acquired knowledge does not go unproductive.

Usually, when many people make tireless physical efforts to achieve success, their thinking will not be directed towards those goals, or, on the contrary, the level of labor will be lower if it is believed that their dreams will increase amalgamation. In such cases, the dream remains a dream, and the term "one less world" arises. In fact, the real increase in the scope of our goal entails the harmony of both the concepts of motion and steadfastness. Here the action – creative thinking and creativity, while the tenacity—expresses the content of a sense of confidence.

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## SOCIO-PHILOSOPHICAL VALUE OF THE CONCEPT OF "ECOLOGICAL WORLD VIEW"

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### ABSTRACT

*The article analyzes the socio-philosophical content of the concept of an ecological worldview and the author's definition of the concept of an ecological worldview is developed. It also examines an urgent global problem of our time - ensuring the harmony of relations "nature-society-man".*

**KEYWORDS:** *Ecological Worldview, Ecological Consciousness, Ecological Ethics, Ecological Relations, Global Problems, Relations "Nature-Society-Man", Ecological Psyche Of A Person.*

### INTRODUCTION

Globalization and the aggravation of environmental problems require a radical change in the attitude of man to nature. The solution to this problem requires, first of all, a study of the historical genesis, essence and functional significance of the changes taking place in the ecological worldview and culture of people.

In this regard, in order to better understand the essence of the concept of ecological worldview, it is necessary first of all to determine their place in the system of worldviews in general, as well as philosophical worldviews in particular.

It is known that a worldview is a combination of scientific, philosophical, political, legal, moral, aesthetic, religious and other views and ideas of people about the world, its origin, structure, change, development and the role of man in it. According to his relatively generalized definition, the worldview is the perceived value of the past heritage of mankind, current life and conditions, systems. Worldview is a set of ideas and knowledge that embody the way of life, morality and culture of a person [1.115].

## **MATERIALS AND METHODS**

The worldview represents and determines the attitude of an individual, social group, stratum, corporate knowledge or human society to reality and the direction of activity. In this sense, the ecological worldview of an individual and society is a definite form, component and direction of the general worldview. In addition, the ecological worldview is inextricably linked: the ecological balance of natural components, such as the hydrosphere, lithosphere, biosphere and agro-industrial and technical devices, buildings, cities, as well as the urbanized, industrial environment created as a result of anthropotechnogenic human activities and is a complex of knowledge about metasystems, having technogenic features.

In this sense, ecology has changed its original lexical meaning, that is, it is currently understood as a science that studies the relationship of plants and animals (including humans) to their environment: enriched with philosophical, social, economic, technical, geographical, spiritual and other aspects. has become a meta-event with a worldview character.

The philosophical literature states "the successful solution of environmental problems depends not only on the objective state of socio-economic, scientific and technical conditions, but also on subjective factors such as the human factor, its environmental awareness and level of development" [2.123].

Also, some scientists consider "ecological consciousness as a reflection of ecological social relations", since the ecological worldview reflects different views on alternative approaches to natural phenomena based on ecological theoretical consciousness, knowledge, practical skills, abilities [3.219].

There is a certain basis in these views. Because the levels of ecological consciousness correspond to the characteristics of ecological installations and the dynamics of their development. However, "in turn, ecological relations are also a process of materialization of ecological consciousness" [3.220]. However, it should be recognized that this process of materialization in objective reality is relatively to some extent lagging behind the active environmental impact of man on the environment. That is, as noted by Yu.A. Andreeva, "people's assimilation of the natural environment is ahead of the growth of their ecological consciousness" [4.47].

Since the time when primitive people painted natural landscapes on the rocks, paintings and images depicting creatures in them, we see that they formed important elements of ecological consciousness and worldview (albeit simple-primitive).

Accordingly, we can say that ecology was formed as an element of the ancient worldview, even if it did not have the status of an ancient science or was not considered the level of professional potential. After all, even the ancients relied on their intuitively simple imaginations to find out where to find food, hunt animals, and hide when danger arose. Many researchers believe that



simple manifestations of environmental consciousness in primitive people were formed in antiquity [5.7].

Simply put, ecological ethics is the spiritual basis of a person's ecological worldview, and its second important component is the ecological human psyche, which is expressed in a person's love for nature, emotional feelings.

Horizontal and vertical transformation of the ecological worldview of the individual is of great importance in ensuring harmony of the urgent global problem of the relationship "nature-society-man", interconnection and influence of universal civilizations. Therefore, in the ecological philosophical literature, the concept of "ecological man" was introduced into scientific circulation and has a solid status [6.13].

If we look at a person in the context of global problems in general and the ecological worldview in particular, it is appropriate to define him as follows: an individual combining the evolution of natural physiological, psychological, genetic and social influences that affect the system of social relations, the harmonization of civilizations based on historical experience, scientific worldview.

In this regard, in the system of criteria that determine the social status of an individual, it is necessary to recognize the ecological worldview as an indicator that determines its character, type. Indeed, the predominance of environmental problems in the context of contemporary global problems requires an approach to the status of the individual from this point of view. That is, at each stage of human civilization, man's attitude to nature conservation shows that his ecological consciousness and ecological worldview were formed and developed in a unique way

Therefore, a person should consider ecological scientific and theoretical knowledge and practical skills based on it as an integral part of his worldview. Because instilling an ecological scientific worldview in the minds and thinking of a person is an important condition for the continuity of the process - strengthening environmental sustainability and safety.

The content of human life and activity includes both the experience of creating constructive methods for the rational development and modification of nature in accordance with the laws of the ecological balance of the biosphere, vital needs, and the "technology" of their transformation. Therefore, it is necessary to include them in the ecological worldview, because it is in the unity "end - means - result" that differences and commonality of worldviews are manifested.

At the same time, it cannot be said that the basis of rational nature management today is the full functioning of economic, political and legal mechanisms in the formation of an ecological worldview. In particular, the low level of legal culture (legal and ecological worldview), economic (economic and ecological worldview) consciousness, weakness of moral norms (ecological and spiritual worldview) in relation to nature and its rational use of resources cause a number of difficulties in solving existing problems. Particular attention should be paid to the weakness or inadequacy of cooperation between governmental and non-governmental organizations, civil institutions responsible for the development of the ecological worldview.

Elimination of the influence of these factors that hinder the development of an ecological worldview will depend on the results of the dialectical relationship of a wide range of nature protection and rational use of its resources: technical, technological, aesthetic, ethical, economic, philosophical, legal and other socio-political relations[7.13].

In modern conditions of globalization and exacerbation of environmental problems, on the one hand, the synthesis and integration of scientific knowledge in this area is required, on the other hand, the constant updating of methods and "technologies" of these processes. As the head of our state noted: "We all know that Uzbekistan is rich in mineral and natural resources, has a powerful economic and human potential. However, our greatest asset is the huge intellectual and spiritual potential of our people " [8.13].

If we consider these two foundations of dialectical connection, which the President pointed out, in interconnection with each other and in the context of the topic under study, we will see that their mutual unity is an opportunity for the development of an ecological worldview. That is, ensuring the compatibility of subjective factors with each other in environmental activities in a relative sense is one of the methodological aspects of the formation of an attitude towards nature based on a new environmental worldview.

## Results

As noted above, the ecological worldview manifests itself as a need for a certain historical period, as a form of social consciousness that is constantly changing and renewed under the influence of the natural environment, socio-political reality, and global processes. That is, in a broad sense: ecological worldview is the intellectual potential of adaptation to global natural and anthropogenic changes, expressed in ideas, theories, doctrines: understanding, assessing the nature of the impact of natural, social and man-made factors on changes in the natural environment and predicting its positive and negative consequences.

In the scientific literature, researchers, based on their scientific goals, according to the historical genesis and type of ecological worldview, distinguish: 1) theocentric, cosmocentric, anthropocentric, sociocentric and scientific; 2) spontaneous, simple primitive, religious and theological at the level of everyday consciousness; 3) scientific and secular worldview. All these areas have their own logic. Most importantly, they do not contradict each other and can provide a basis for the search for universal approaches for researchers of the ecological worldview.

The ecological worldview is a unique form of aesthetic attitude to nature from the point of view of its essence and functional significance, and the family environment and social ecological activity play an important role in its individual educational impact.

## CONCLUSIONS

Summarizing the questions analyzed above, we can conclude:

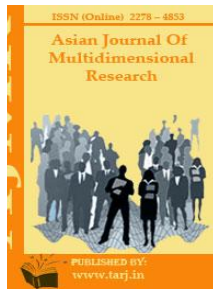
- 1) the formation of national, regional, universal, legal, moral, religious, aesthetic, artistic and other areas of the ecological worldview is based on the principle of individuality, specificity and commonality of philosophy;
- 2) The study of the dialectical harmony of the criteria that substantiate the relative independence of the features of the ecological worldview of an individual in the system of worldviews is a theoretical and practical task of social significance;
- 3) Subjective factors that determine the formation of the system of the ecological worldview of the individual in different directions and levels, are divided and evaluated according to certain interests;

4) The potential conditions of objective conditions and subjective factors underlying the development of the ecological worldview have not yet been determined; the integration of social and humanitarian sciences plays an important role in their study.

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## PSYCHOLOGICAL FEATURES OF THE MANIFESTATION OF AGGRESSION IN ADOLESCENTS

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### ABSTRACT

*The article shows the features of the manifestation of aggressive behavior in adolescents; groups of adolescents with direct, indirect, verbal and expressive (non-verbal) aggression, forms of manifestation of aggression, causes of manifestation of child aggression are named. The growth of aggressive tendencies in adolescence is one of the most acute social problems in our society. Adolescence is one of the most difficult periods of human development. Despite the relative short duration (from 14 to 18 years), this period practically largely determines the entire further life of an individual. It is in adolescence that the formation of character and other foundations of personality predominantly occur.*

**KEYWORDS:** *Aggression, aggressive behavior, adolescents, aggressive adolescents.*

### INTRODUCTION

The growth of aggressive tendencies in adolescence is one of the most acute social problems in our society. Adolescence is one of the most difficult periods of human development. Despite the relative short duration (from 14 to 18 years), this period practically largely determines the entire further life of an individual. It is in adolescence that the formation of character and other foundations of personality predominantly occurs. These circumstances: the transition from childhood cared for by adults to independence, the change from the usual schooling to other types of social activity, as well as the rapid hormonal changes in the body - make the adolescent especially vulnerable and susceptible to negative environmental influences<sup>[4]</sup>. Averin V. A cites the cultural and psychological concept of adolescence developed by E. Spranger. E. Spranger described three possible types of adolescent personality development. The first type of development is characterized by a sharp, stormy and crisis course, experienced by the adolescent as a second birth, the result of which is the formation of a new "I". The development of a child

according to the second type involves major, slow and gradual changes in the adolescent, without deep shocks and shifts in his own personality. The third type of development presupposes an active and conscious process of self-upbringing, a way of independently overcoming internal anxieties and crises, which is possible due to self-control and self-discipline developed in the adolescent <sup>[5]</sup>. E. Spranger considered the main psychological neoplasms of this age to be the discovery of "I", the emergence of reflection, the adolescent's awareness of his individuality. The child at this stage is most sensitive to the perception of negative, negative, which prompts him either to aggressive self-defense or passive melancholy. Rapid growth, maturation of the body, ongoing psychological changes - all this is reflected in the functional states of the adolescent. Activity increases, a significant increase in energy. But this period and increased fatigue, reduced efficiency and productivity. It is associated with increased fatigue in increased growth, which requires a lot of strength and reduces endurance <sup>[6]</sup>. At this time, the number of grievances, quarrels between children increases, as well as between children and adults, including parents, where quarrels occur in a harsher and harsher manner than before. Children at this time often show increased irascibility, resentment, especially in relation to adults. If parents and older family members take into account the adolescent's adult capabilities, treat him with respect and trust, help him overcome difficulties in learning and other activities, help establish relationships with friends, maintain contact with him, then thereby they create favorable conditions for development personality of a teenager <sup>[7]</sup>. This period depends on the attitude of the family towards the teenager. Parents need to rebuild relationships from child dependence to mutual respect and equality, since during this period a sense of adulthood develops, which expresses the teenager's new life position in relation to himself, to people and to the world; determines the direction and content of his social activity, the system of new aspirations and experiences. The feeling of adulthood is manifested in the desire that both peers, and especially adults, treat him as an adult. In communication, in particular, this is manifested in the adolescent's requirement to talk to him on an equal footing <sup>[8]</sup>.

In the psychological dictionary, the definition of aggression sounds like this: "Aggression is motivated destructive behavior that contradicts the norms and rules of coexistence of people in society, harming animate and inanimate objects of attack, causing physical harm to people or causing them mental discomfort" <sup>[9]</sup>.

Dubinko N.A. believes that parents contribute to the development of teenage aggression in two main ways <sup>[10]</sup>.

The first way is emotional rejection, i.e. parents reject their own. Fathers suffer from increased anxiety, self-doubt and great worries about their masculinity and sexual performance. Mothers provoke the development of aggressiveness in adolescents less often.

This usually happens when they either think that children have grown up and must solve their problems on their own, or when they are experiencing a "second youth" and are engaged in organizing their personal affairs.

The second way is to tighten control, i.e. parents strive to control every step of their child. Normal boys and girls, who are not allowed to turn into an independent person, turn into rebels. As a result, the formation of a destructive and asocial character of a teenager takes place.

Conflicting with their parents, young people usually transfer their aggressiveness to persons who correspond archetypally to them - teachers, doctors, psychologists and other specialists. This is



important to consider for all professionals to whom parents bring their children, not being able to cope with them.

Some especially impressionable young men and women extend this transference to their peers, whose behavior, in their opinion, is similar to that of adults. And since over time all their peers grow up, they narrow the circle of communication to children who are younger in age (especially since it is safer to show their aggression among them).

Aggressive adolescents, with all the differences in their personal characteristics and behaviors, differ in some common features. These features include the poverty of value orientations, their primitiveness, lack of hobbies, narrowness and instability of interests. These children, as a rule, have a low level of intellectual development, increased suggestibility, imitativeness, and underdevelopment of moral ideas. They are characterized by emotional rudeness, anger, both against peers and against surrounding adults. Such adolescents have extreme self-esteem (either maximally positive or maximally negative), increased anxiety, fear of widespread social contacts, egocentrism, inability to find a way out of difficult situations, and the predominance of protective mechanisms over other mechanisms that regulate behavior. At the same time, among aggressive adolescents, there are also children who are intellectually and socially well developed. For them, aggressiveness acts as a means of raising prestige, demonstrating their independence, adulthood <sup>[11]</sup>.

It is known that a child in adolescence undergoes a reorientation of some values to others. The teenager seeks to take a new social position that matches his needs and capabilities. At the same time, social recognition, approval, acceptance in the world of adults and peers becomes vital for him. Only their presence ensures that the adolescent experiences a sense of his own worth. It is no coincidence that the origins of the aggressiveness of adolescents lie, as a rule, in the family, in the relations of its members (quarrels, rejection of the child, his coercion, including punishment, fear, etc.) and, to a lesser extent, in opposition with peers, teachers. The first group of adolescents is characterized by a stable complex of abnormal, immoral, primitive needs, a desire for consumer pastime, deformation of values and attitudes, selfishness, indifference to the experiences of others, quarrelsomeness, lack of authority are typical features of these children. They are self-centered, cynical, embittered, rude, quick-tempered, impudent, pugnacious. Physical aggressiveness prevails in their behavior.

The second group consists of adolescents with deformed needs and values. Possessing a more or less wide range of interests, they are distinguished by a heightened individualism, a desire to take a privileged position by oppressing the weak, the younger. They are characterized by impulsivity, quick mood swings, deceit, irritability. These children have perverted ideas of courage and camaraderie. They enjoy the pain of others. The desire to use physical force manifests itself in them situationally and only against those who are weaker. The third group of adolescents is characterized by the conflict between deformed and positive needs, values, attitudes, and views. They are distinguished by one-sided interests, opportunism, pretense, deceit. These children do not strive for achievements, success, are apathetic. Their behavior is dominated by indirect and verbal aggressiveness. The fourth group includes adolescents who differ in slightly deformed needs, but at the same time, lack of certain interests and a very limited cool of communication. They are weak-willed, suspicious, curry favor with stronger comrades. Cowardice and vindictiveness are typical of these children. Verbal aggressiveness and negativism prevail in their behavior <sup>[12]</sup>. According to E.S. Naumova, the main reasons for the manifestations of children's aggressiveness are: the desire to attract the attention of peers;

striving to get the desired result; striving to be in charge; protection and revenge; desire to infringe on the dignity of another in order to emphasize their superiority <sup>[13]</sup>. Oaklander A. believes that sometimes a child is perceived as aggressive if he simply expresses his anger. In anger, he may break a plate or hit another child. Acts of aggression are often referred to as antisocial. In children, as in adults, there are two forms of manifestation of aggression <sup>[12]</sup>: non-destructive aggressiveness and hostile destructiveness.

The first is the mechanism for satisfying desires, achieving goals and adapting them. It encourages the child to compete in the world around him, to protect his rights and interests, and serves to develop knowledge and the ability to rely on himself.

The second is not just malicious and hostile behavior, but also the desire to hurt, to enjoy it. This behavior usually results in conflicts, the formation of aggressiveness as a personality trait, and a decrease in the child's adaptive capabilities. IA Furmanov divides the aggressive behavior of children into two forms <sup>[14]</sup>:

The first form is socialized. Children usually do not have mental disorders, they have a low moral and volitional level of behavior regulation, moral instability, ignorance of social norms, and weak self-control. Aggression is usually used to attract attention, to express their aggressive emotions (shouting, swearing loudly, throwing things around). This behavior is aimed at receiving an emotional response from others or reflects a desire for contact with peers. Having achieved attention, the child calms down and stops his provocative actions. These children show physical aggression outwardly. Aggression is involuntary, spontaneous, hostile actions are quickly replaced by friendly ones, and attacks against peers are readiness to cooperate with them. The second form is unsocialized. Children usually suffer from some kind of mental disorders (epilepsy, schizophrenia, organic brain damage) with negative emotional states (anxiety, fear). Negative emotions and the accompanying hostility can arise spontaneously, or can be a reaction to a traumatic or stressful situation. The personality traits of such children are high anxiety, emotional stress, a tendency to arousal and impulsive behavior. Outwardly, this is most often manifested by direct verbal and physical aggression. These guys do not try to seek cooperation with their peers, often they themselves cannot clearly explain the reasons for their actions. Usually, by aggressive actions, they either simply discharge the accumulated emotional tension, or take pleasure in causing trouble to others. It is believed that boys are more prone to manifestations of aggression than girls, but this is not entirely true. Aggression in girls looks a little different. As noted by most scientists, now the difference in aggressive behavior between girls and boys is decreasing Rean A.A. believes that boyish aggression usually manifests itself more openly, rudely, it is less controllable, and guys begin to control it later than girls. Girls are more sensitive and impressionable, they usually dislike rude displays of aggression. Therefore, they very early replace physical aggression with verbal, and some "masters" from early childhood learn to camouflage aggressiveness with irony and sarcasm.

It looks softer, but it hurts more. Maiden aggressiveness is often veiled and outwardly less effective, but more effective. Boys, on the other hand, control their aggression worse, they have a more generalized character and generously splash out on everyone around them indiscriminately <sup>[14]</sup>. Those. the transition from childhood to adulthood is the main content and specific difference between all aspects of development during this period - physical, mental, moral, social. In all directions, the formation of qualitatively new formations is taking place, elements of adulthood appear as a result of the restructuring of the organism, self-awareness, relations with adults and

comrades, methods of social interaction with them, interests, cognitive and educational activities, the content of moral and ethical norms that mediate behavior, activities and relationships.

All of this affects the behavior of adolescents. The types of aggressive behavior are different in adolescent students. This is influenced by the emotional state of adolescents (anger, hatred, outbursts of rage, etc.), and biological factors (features of the nervous system, sexual development, etc.), mental factors (features of temperament, self-esteem, etc.), and the social environment of children (street, school, peers, etc.). IN AND. Dolgova, Kapitanets E.G., Baryshnikova E.V., Popova E.V. it is suggested in the process of modeling the formation of emotional stability to proceed from the properties of the systemic nature of the phenomenon under study. This is the presence of a goal, elements, structure. Their reliability is determined using a system of measures implemented by specific performers who allocate the necessary resources for this. Thus, aggression is viewed as separate actions with the aim of causing physical or psychological harm to another person. At that time, aggressiveness is considered as a personality trait, reflecting a predisposition to the manifestation of aggression and can have varying degrees of severity. Aggressive behavior is hostile actions, the purpose of which is to inflict suffering, damage to other people and living beings. But a harmoniously developed personality must have a certain degree of aggressiveness and a desire for self-affirmation, competitiveness and activity in interaction. Lack of aggressiveness leads to compliance, inability to defend their interests, inability to overcome obstacles. The most pronounced aggressiveness is manifested in the transition from childhood to adulthood, and is the main content and specific difference of all aspects of development during this period - physical, mental, moral, social. In all directions, the formation of qualitatively new formations is taking place, elements of adulthood appear as a result of the restructuring of the organism, self-awareness, relations with adults and comrades, methods of social interaction with them, interests, cognitive and educational activities, the content of moral and ethical norms that mediate behavior, activities and relationships. ... All of this affects the behavior of adolescents. The types of aggressive behavior are different in adolescent students. This is influenced by the emotional state of adolescents, and biological factors, mental factors and the social environment of children.

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## THE ROLE OF SPORTS AND GAMES IN PERSONAL DEVELOPMENT

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### ABSTRACT

*This article is dedicated to the importance of sport for human health. Sports and games are very important for us. Sports and games are means of mental and physical growth. Sports and games improve our capability. Sports play an important role in educating students to become strong and develop a fit and sound body. Physical fitness sports and games play a major role in keeping a person fit and strong. A person who regularly plays sport games develops a healthy body develops better body strength and better coordination. Sports and games help students developing mental and physical ability. Sport shapes our body and makes it strong and active. Sports and games can be a great lesson in time management and they provide spirit competition that drives them extra-effort. Sport teaches us to stay strong and healthy and tests our physical abilities. When we are going in for sport we compete with other people in order to get some entertainment. In the sometimes physical exercises bring a bunch of great benefits for participants.*

**KEYWORDS:** *Benefits, authorities, physical shape, blood pressure, brain activity, community, important, education, physical growth, stress, enthusiasm, energy, entertainment, difficult situation, friendliness, strength, tiredness, value, stage, particularly, contribute, competition, opportunity, wealth, infrastructure, enhancement, experience, achievement, cooperation, ability, power, effort, mind, enlightenment, encourage, development, purpose.*

### INTRODUCTION

It is great when people know about all the benefits of sports. In the same time, authorities should promote sports and games among young people to keep them healthy and fit. In fact, sports allow improving people's lives significantly, including the mentioned physical shape, blood pressure, brain activity, etc. Every nation and society must reveal the importance of sports for people to let



them improve their health and life in general. With a strong love for sports, people can easily physically fit any community or society.

Sports play an important role in educating students as it teaches them to become strong from inside and also develop a fit and sound body. Combining sports in education can help students to develop a self-motivating spirit to do things on their own and having ownership of these.

Game-Based Learning plays an important role in teaching by making students collaborate, communicate, interact and work in teams. Strategic games improve the functioning of the brain. Gaming creates a dynamic that can inspire learners to develop skills and build an emotional connection to learning and subject matter.

Active participation in sports and games can have many benefits in students' life. It gives a student a chance to enhance the physical and social skills. It offers a child a change from the monotony of a daily routine.

In all the times and societies, it was very beneficial for playing sports. Sports and games give needed competitive nature and a strong desire to win. Moreover, when competing with opponents, it is easier to gain proper organizational, decision-making and strategy building skills. Thus, participation in sports was always aimed at bringing numerous benefits for participants.

Sports are particularly important for the youth. They help in their physical and mental growth. They contribute in the formation of character. They inculcate in them good values. It is therefore, sports competition is held at school and college levels. The students who perform well in this competition are promoted to play at the national and international level. Thus sports help in career growth also.

Sports and games are means of mental and physical growth. During sports we come to learn many things. We learn how to maintain mental balance in the midst of hopes and despair. They make us learn how to tackle the difficult situation. Sports develop a sense of friendliness. They develop in us team spirit. They help in developing mental and physical toughness. They shape our body and make it strong and active. They give us energy and strength. They remove tiredness and lethargy. They improve blood circulation. This improves our physical well-being.

Physical Fitness- Sports and games play a major role in keeping a person fit and fine. Furthermore, it increases the blood flow in the entire body. So this helps in keeping the heart in the best condition. Moreover, the immunity of the body increases by playing outdoor sports. Also, it helps in keeping your body fat percentage low. This makes the appearance of the body better and makes a person good-looking.

Builds a sense of teamwork- Some sports need individual participation, while some require teamwork. Thus sports enlist teamwork in a person. Which is essential in every fieldwork? A company can only run by working together and not individually. So it is important for a person to know how to work together in a team. Only then you can achieve the desired goal.

Sports and games are essential for both physical and mental of the students. Moreover, it increases the immunity of the person. As it increases the blood flow in the body and makes it adaptable for exertion. The main difference between a sport and a game is, we can play games both indoors and outdoors. But we can only play sports outdoors. Furthermore, there are various advantages to sports and games.

Sports and games improve our capability. They improve our efficiency. Either study or work alone makes us exhaust. We remain no longer efficient to do any work. Sports remove our mental exhaustion. Sports are integral part of education. Education without sports is incomplete. Keeping their value in life, children are taught some sorts of games in the very early stage in school. These days' sports are a part of academic curricula.

Sports and games give us opportunity to grow in life. These days' sports have been commercialized. They have become a good means of earning. The sports person who does well in sports is showered with name, fame and wealth. He becomes a hero overnight. Sports have great potential to offer career opportunities. So we should take them very seriously from the very early age of our life. Sports are good means of earnings. Sports offer opportunity to prove talents.

Sports stimulate the physical and mental growth of a child. A person who regularly plays sports develops a healthy body, develops better body strength and better coordination. The physical benefits also include maintaining a healthy weight, preventing chronic diseases and learning the skills necessary to maintain a healthy lifestyle.

Playing sports enables children to create friendships they otherwise might not have formed. Sports and games can be a great lesson in time management and they provide the spirit of competition that drives them to give extra effort. Through sports children learn to respect authority and rules. Sport increases self-esteem, mental alertness and it reduces stress and anxiety.

Sports and games are very important for us. They keep us healthy and fit. They offer us a change from the monotony of daily life. It is a useful means of entertainment and physical activity. Sports and games help in character building. They give us energy and strength.

No other thing in life affords children such opportunity to develop positive character traits and to soak up many quality values as sports does.

Sports should be encouraged by parents and teachers. Children first need to get used to playing sports, accept it and get to like it. It will become part of his or her everyday life. Let them see the values of sports for themselves. As teachers and parents we must be the example. We must make sports and games fun and we must play by the rules. Viewing games or playing sports together often facilitates emotional bonding and develops a love for the game.

**Importance Of Sports And Games In Education:** Education does not only mean what is taught in a classroom. Is a process of learning and lessons can be learnt from all aspects of life. Enlightenment of the mind is the purpose of total education. Building up of the personality and character of a young boy or girl is what is intended by education. A classroom education enlightens the mind with new thoughts and fresh perceptions given in the books and explained and elucidated by the teacher.

Games and Sports train a player or a sportsman to keep himself fully fit in body and mind. To do well in a team event the spirit to cooperate and to conjoin efforts gives the mind training in the art of cooperation, adjustment and accord. That is why they are called 'Team Games'.

Thus games and sports have lessons to teach, have thought to be valued and worked upon they educate the mind in their own way for success in life. They are equally as important as what we learn in a classroom.

## 10 Lines on Importance of Sports and Games in Education

Education does not mean only classroom teaching;

Total education is the total development of the student's personality his body as much as his mind.

The playfield helps to develop the body.

Sport should have an element of healthy competition.

Sports & Games are Physical Activities that provide sense of enjoyment.

They help us to improve both Physical and Mental Coordination.

Games particularly team games teach the lesson of combination, joint effort and team spirit which lessons are great Lessons to be learnt.

Individual games teach concentration, total attention and agile activity.

On top of all these Sports and Games teach us discipline, the value of time, unity and togetherness

All these training and lessons learnt on the playfield are lessons learnt for life that is the importance of Games and Sports.

Once dealing with sports activity, every person can improve the physiological functions of the body organs and improve the functionality of the entire organism. Sports allow keeping the body healthy and mind peaceful. It is the best therapy for numerous diseases. Sport prolongs people's lives and makes them more active and satisfied with life in general. If you want to reach the biggest goals in sports, it is easy to build a great professional sports career if to pay enough time and efforts. When you can control your body and make it stronger every day, you can be fully satisfied with your body and mind functioning. Sports also teach you to work in a team and obtain team goals easily taking care of every team member's thoughts and desires. Therefore, sport should be promoted in schools and colleges for sure.

The enhancement of physical and mental development of children is certainly the most important contribution of sports, but the list of values a child may acquire through sports does not end here. The positive aspects are numerous, which reveals the true beauty of sport.

Sport teaches children the important lesson of team-spirit and it gives them the experience of working with different kinds of people in different situations.

Sports are an essential part of our life. It teaches us how to stay strong and healthy, and tests our physical abilities. Usually, when going in for sports, we compete with other people in order to get some entertainment. In the same time, physical exercises bring a bunch of great benefits for participants. All kinds of sports can bring strong physical health, great team abilities, and strong organizational features. It concerns football, basketball, hockey, and other team sports. The physiological and physical advantages obtained within sports activities result in enriched physical stamina and improved reflexes.

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## THE INFLUENCE OF FOREIGN PEDAGOGICAL SCHOOL ON THE HISTORICAL DEVELOPMENT OF PUBLIC EDUCATION IN COLONIAL TURKESTAN (LATE 19TH - EARLY 20TH CENTURY)

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### ABSTRACT

*This article describes issues related to the positive impact of the foreign pedagogical school in the formation and development of people education of colonial Turkestan. Examples from the historical experience of formation of pedagogical education, which is revealed with the help of archival materials and the ways that the colonizers used in the system of education of its population with the way of propaganda of colonialist policy. We have studied the facts about the activity of the movement for the reform of the traditional Muslim schools, the need which was required, above all, and the fact that the content of education in these schools didn't meet the requirements of modern times. Even basic textbooks on general subjects on the formation of these schools at first used mostly Kazan publications in the Tatar language. The author tries to reveal the reasons of the poor state of public education in Turkestan. He wants to say that the wrong attitude for public education in the part of Turkestan Khanate is the main cause of formation of colonial territory. The reaction of the tsarist authorities to reform Muslim schools has been analyzed. Jadids, who had a good understanding of the role of education in the fight against the colonialists tried hard to reform, primarily public education. In doing so, they greatly helped educators Tatar school pedagogy, which made a significant contribution to the development of new method schools, which contributed to raising the level of education, not only school-age children, but also in the whole of the peoples of Turkestan.*

**KEYWORDS:** *Public education, new method schools, new method teachers, school reform, the interests of the colonialists, indigenous people, education of the population.*

### INTRODUCTION

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Implementation of the tasks facing modern education demands effective, flexible, modular system of teaching and training, based on the most advanced technologies and training aids. In a state where education is honorable, enjoys the status and has the advanced scientific positions, becomes independent and progressive in all respects. Realization of a purposeful policy in the sphere of education as a priority direction of socio-economic, spiritual and cultural development of a society has logically led to adoption of a National Model and Program on personnel training in the Republic of Uzbekistan. The given model establishes and demands the solution of the specified problem at systemic level, in the interaction and simultaneous responsibility of all entities of management in achieving the necessary quality of education –starting from the state and society ending with the teacher and the pupil [1; p.9]. Therefore the main objective of the National Program on personnel training of the Republic of Uzbekistan is the continuity of educational system. It's quite natural that each state should be interested in developing education, giving this sphere the priority of the state importance.

But modern education is becoming more and more complicated system; it has to function in a dynamically changing world which is putting forward greater demands. At the same time it is necessary not to forget the historical experience of formation of the pedagogical education. From history it is known that colonists, invaders of all times used educational systems of the population of their colonies in propagation of the state colonial policy. As education is inseparable part of any society, indicator of its culture and basis for its progress.

As testified by history in the second half of the XIX century among the nations under the influence of Islam started the movement to reform traditional Muslim schools. In tsarist Russia at the end of the XIX century the movement to reform Muslim schools started among Turkic nations of Crimea, Volga region, Azerbaijan and Turkestan. The necessity for this appeared because, first of all, the content of training at these schools no longer met the requirements of the new time, requirements of a capitalist society.

Religion has strictly normative character, dogmatism is inherent in it. Therefore religious requirements sooner or later get in conflict with continuous development of free-thinking (freedom and free-thinking are allowed only to such an extent that the religion allows). When freethinking (by freethinking we mean, first of all, creative, fruitful thinking) in Turkestan exhausted all the possibilities of development given to it by Islam the stagnation has begun in artistic and scientific thinking of a society, traditionalism got the upper hand. The strictly normative character of Islam predefined the stability and stagnation of customs and traditions [2; p. 130].

Considerable influence of the revolution of 1905-1907 on the development of public education of the Turkestan native population can be mentioned. The necessity in real knowledge and in the reform of extremely obsolete old method schools started to be felt by a wide circle of society especially under the influence of the given revolution. From 1905 the network of schools opened by teachers of the new method starts to grow rapidly in counterbalance to old method schools. The number of teachers of the new method started to rise also among the native population of Central Asia. At the same time the idea of teaching in a native language of the local population was defined more precisely.

It is known that with the popularity of opening new method schools various political and religious movements began to search for their own benefits from the created condition, i.e. first of all, they wanted to define and direct training at these schools towards their own interests.



This also happened to new method schools which to a large extent were enlightening schools. Organizers of these schools tried to reform the whole structure of public education. Besides there were organizers of other types of new method schools, which especially after bourgeois revolution in Turkey in 1908 were under the influence of political dream soft Pan-Turkism.

Thus, the whole range of new method schools of colonial Turkestan should be differentiated between enlightening and Pan-Turkic, due to the fact that the term "jadid" (enlightening) is not definite enough. On this general background there were many shades. Some new method schools were organized by groups of wealthy people, others especially in private houses opened at the risk teachers. Hence the general direction of some of these schools at first depended on their owners; in other case it was defined only by teachers in these schools.

At the end of XIX and in the first decade of the XX century there were very few teachers who could teach schoolchildren modern knowledge in one of languages of the Muslim nations of Central Asia. At the same time many Tatars of the Volga region lived on the given territory whose language was clear to local nations and in the last quarter of the XIX century there were successful cases in training children.

In the second it ions the first teachers of new method schools in Turkestan were Tatars of the Volga region and Crimean Tatar teachers. In new method schools of Turkestan basic textbooks used in general subjects were mainly of Kazan publication in the Tatar language as there were a few corresponding academic books in the Central Asian languages. Orientation to the Tatar language as "general Turkic" originated first of all, from circles of the Tatar bourgeoisie which considered Turkestan as the arena of applying their capitals, and in "unity" of the Turkic nations they searched support for their competition with stronger Russian capitalism.

New method schools were opened usually in cities or in large settlements of commercial and industrial significance. From nationalities of colonial Turkestan before October revolution of 1917 only Uzbek and Tajik people comprised considerable masses of urban population. Thus in new method schools of the Turkestan territory mainly children of Uzbeks and Tajiks could study at Tatar teachers. Small house schools of the new method could be seen in auls of Kazakh nomads. One of such a new method schools was opened in 1908 in Sharsuu by a 'manap' (nomadic feudal) Shabdan Jantaev. It was called "Madrasa-i-Shabdaniya". Two teachers Tatar by nationality who studied at a new method madrasah in Ufa worked as instructors there [3; p.251].

Among the Tatar intellectuals there was a movement of "educators" which saw Central Asia as a place of apply your knowledge and strength. Having graduated from new method Tatar madrasahs the youth going to educate the people of Turkestan, were convinced of universal suitability of the Tatar language for teaching all Turkic children. Opening of the first new method school in Samarkand (1893) is connected with the name of a well-known teacher enlightener Ismailbey Gasprinsky, who was engaged in publishing and educational activity among the Crimean Tatars. The documents testifying that Gasprinsky tried to assure colonizers, i. e. tsarist administration to reform the medieval schools of colonial Turkestan are stored in historical archive of Uzbekistan. When his offer was rejected, Gasprinsky went to Samarkand at the invitation of Uzbek educators and took the initiative on the spot [4].

Responsible for the organization of national education of colonial Turkestan, the inspector of national schools N.P. Ostroumov expressed his amazement that Gasprinsky, not having official position, had dared to present the opinion «on such an important in the sense of the Russian state matter». Hence it is not difficult to imagine the attitude of invaders towards the representatives of

peoples of the colony. People living on the colonial territory were estranged from deciding the destiny of their people, of their children.

On the offer of Gasprinsky to reform Muslim schools of colonial Turkestan Ostroumov answers that the question on reorganization of Muslim schools in Turkestan region is awaiting its turn and will be solved at the place «without instructions of Mr. Gasprinsky whose competence on this matter is not yet recognized by the Ministry of public education». Having continued his opinion he asserts that: «In the matter of education of foreigners in Russia we need instructions of a Russian member of the Ministry of public education, not of the foreigner-Tatar, defending with fervor the inviolability of a foreign life with all its features». According to Ostroumov in the history there was no example when the matter of rapprochement «*of the subjugated foreigners with conquerors was entrusted to foreigners themselves*». «It would be an absurdity!» - exclaims Ostroumov, and specifies that Germany is a good example where Germanizing of Poznań Slavs and other *subdued nationalities* is conducted persistently, regularly, without instructions of *foreigners* and consequently is accompanied by other results, than in Russia [3; p.254]. On their native lands the multinational populations of the subjugated countries were compelled to be called *foreigners* by colonizers.

This is the opinion of the official responsible for organizing public education in colonial Turkestan. From the attitude towards the education of “the subjugated nations” it is not difficult to guess the direction of organizing educational institutions in the region. Besides, for the acceleration of Russifying of the people soft Turkestan he recommends to strengthen the colonization of Central Asia. In conclusion he advises to treat Gasprinsky with caution. In his opinion Gasprinsky is the leader of “Young-Tatars party” in Russia and endeavors to extend his influence even to *Turkestan “indigenes” (native people)*. He declares that to his regret Gasprinsky was succeeding in this. There were like-minded people even in Tashkent. Without ceremony colonizers considered themselves as full owners of the conquered lands. And the native population of Turkestan was called “indigenes”, “foreigners” or “aborigines” on their own land. And the attitude to them was as to non-Russians.

The meeting called by the senior inspector N.P. Ostroumovin 1909 worked out a project on establishing new method schools the main paragraphs of which were approved by the governor general of colonial Turkestan A.V. Samsonov in 1912. In the second paragraph of these rules it was mentioned that «It is necessary to monitor that in the newly opened schools teacher sap pointed were *indigenes of same tribe* with pupils». With this paragraph *Tatar teachers were prohibited to accept the children of Uzbeks, Kazakhs, Tajiks, Kirghiz and other people of Turkestan to their schools*, and on the other hand Tatar should not teach at Uzbek, Tajik, Turkmen and other schools[3; p.280].

The above mentioned facts show that emerging national bourgeoisie of Central Asia and groups of intellectuals connected with it stood behind new method schools. The new method movement stood up for updating of medieval religious schools, for inserting of modern secular knowledge into them, and for improvement of the organizational-methodical parts. In order to prepare of competent employees of commercial and industrial business for the Uzbek bourgeoisie the establishers of new method schools included in the curricula arithmetic, reading and writing in a native language, elements of natural sciences and geography. However the prior attention nevertheless was focused on religion. Tatars-educators also wanted to teach children of Turkestan region not only secular subjects but also teach them Muslim literacy. Therefore tsarist officials strongly resisted to opening new method schools by Tatars. Leaders of Fergana region

area headed by the military governor of the region gave instructions to the senior inspector of schools that it is necessary not to permit Tatars tea chat Muslim schools of Turkestan region and Fergana in particular.

At the end of 1910 the superintendent of Kokand invited the Tatar teachers who taught at Muslim schools and read aloud the order of the inspector of public schools that Tatar teachers have no right to be engaged in teaching in schools at mosques among the population of non-Tatars. Having finished reading the superintendent asked them to sign this order. The teachers refused to sign it asking to explain on the basis of which law the given order was issued. The police official told the teachers: «Make a signed statement that to you this order is read, and you know its content». The Tatar teachers signed it. Then Cossack detachment of fifty was notified that from January the 1st, 1911 the Tatar teachers should close their schools: if they kept them open and continued teaching the detachment of fifty had to close these schools [3; p.280].

There were attempts by tsarist experts in organizing public education who suggested using new method schools established in the region in the system of realizing their colonial policy. One of experts in organizing school matters of the region S.M. Gramenitsky declares that he doesn't see «anything harmful» in these schools. He believes that it is necessary only to develop the rules for opening them, subordinate them to these rules and monitor their execution. In his opinion, the task of the Russian government should consist not in suppressing this natural movement but in the input of general education in Muslim schools, - it is necessary to help them find correct forms and reach the best results [3; p.277]. Hence once again we can see the importance of schools in the governmental structure. According to tsarist officials of the region, the advanced Islam it is by development of new forms of life are dream in go to return the Muslim religion its former power, provide its progress, revive the faded idea of solidarity and unity both political, and religious; they are perfectly aware in order to realize these aspirations and plans it is necessary to take Muslim people out of ignorance condition. «Therefore reformers of Muslim life also aspire to take schools in their hands and by appropriate arrangement of teaching and education create the strong and educated fighters for ideals...» [5].

Also there were cautions from colonizers about situation created in the region. Having studied the situation some tsarist officials responsible for the organization of public education in the region came to a conclusion that «*The school is a basis for creation of the uniform state in the future*» (the idea is taken from the notes of the new method school teacher). Officials even believed that Tatar and Uzbek Jadids with the help of new method schools would definitely create in Russia the Muslim empire if the tsarist government didn't take necessary measures in due time [3; p.274].

The new method movement has led to the reform of obsolete Muslim schools in Turkestan from the grass roots. Over half a century period of tsarist power in Turkestan there was a great deal of talks of general character about the reform from above. One of few specific proposal son behalf of tsarist officials was the project of Mr. Nalivkin that refers to the first half the 90<sup>th</sup>. Mr. Nalivkin emphasized on a reform of functioning madrasahs. As a result of colonist policy Turkestan as the majority of Eastern countries in order to ascend a new step of social progress has been compelled to go through sufferings and humiliations of colonialism [2; p.126].

Unfortunately the initiators of new method schools faced resistance from two sides. The attitude of the clergy of the region to new method schools was mostly negative. For example, the reactionary clergy of Bukhara gave such a political estimation to new method schools: «... it is

contrary to the spirit of sharia. The first year pupils will start to read new papers, in the second year they will demand freedom and in the third year will dethrone his majesty and imprison him» [3; p.266]. From these statements it is easy to guess the attitude towards erudition of their people in khanates of Turkestan.

From IX to XV century we were one of the most advanced nations that gave tremendous numbers of great scientists, thinkers and artists, but gradually, within five centuries after the death of Ulugbek, have plunged into such deep crisis, that even the most educated, advanced representatives of our nation – jadids – at the beginning of XX century perceived the project of Ismail Gasprinsky great spiritual revolution, that in Muslim madrasahs 20 percent of subjects made up secular sciences, and they faced great difficulties in realizing this project. That was the degree of impoverishment of our culture [2; p.136]. Our spirituality as the practical attitude of consciousness, outlook to the reality from the second half of XV to the beginning of XX century was not oriented to updating society, updating in general, and did not strive for it. As a result we have been doomed to backwardness and got in the grips of colonialism for many years.

The tsarist administration in Turkestan for a long time used to consider madrasahs as the centers of Pan-Islamism. After the Andizhan revolt in 1898 administrative supervision over a network of madrasahs was strengthened. After the revolution of 1905 the attention tsarist secret political police was focused on revolutionary movement and on a network new method schools. At the same time the most far-sighted representatives of colonists reconsider their negative attitude towards old schools and madrasahs and try to find allies in these schools for a struggle against new method schools.

By 1917 the new method direction in Turkestan region widely extended to Muslim schools, but poorly affected madrasahs. None of the new method madrasah was created, as those in Tatarstan and Bashkiria that carried out functions of teachers' seminaries.

During the period of colonialism the strengthened attempts were undertaken to suggest to our people the feeling of national inferiority. With that end in view our national heroes were declared blood-thirsty. The majority of names of the great scientists, writers and other figures of national culture were ignored, and if some of them were mentioned that was done only casually, in a dosed way. The cultural heritage underwent a partial destruction, a partial export, and a partial interdiction for ideological reasons. Only fragment sreached the people. Our national pride was stamped out. The tsarism tried to suggest to us that 4600 years are required for overall lite racy in Turkestan, and without Russia we couldn't achieve progress [2; p.146].

As a result of the refusal of tsarist authorities to reform Muslim schools most of them kept medieval shape till the downfall of tsarism. Thereby the situation at the beginning of the XX century in Turkestan remained specific to medieval khanates of XIX century: lots of schools - and a small number of literate people. Colonists in order to strengthen the colonist policy in the region tried to use the organization of public education in their own interests. They widely braid the life of the people of Turkestan with the aim of spiritual enslavement of the exploited. However there was a sound public pedagogy born from the experience of labor families; it is reflected in proverbs and other forms of the folklore which avoided censorship of clergy [6; 134].

Proceeding from the above-stated, it is possible to draw a conclusion that tsarist Russia to string the colonial policy in Turkestan used the process of organization of a public education for its own purposes. Jadids, well understanding the role of public education in the struggle against colonizers took a great pain mostly to reform the whole structure of public education. They were

considerably supported by educators of foreign pedagogical school who made an essential contribution to the formation and development of new method schools that promoted to increase not only children's erudition level, but also of the people of colonial Turkestan.

Muslim clergy of Turkestan, closely connected with traditional schools and madrasahs, faced new method schools with a great hostility. And in due time tsarist colonizers skillfully used the principle of "predestination" to keep the local population in obedience, and in the struggle against national-liberation movement they looked for and found a support among a part of Muslim clergy.

Unfortunately those responsible for the organization of the national education in the region were interested in illiteracy of the population of the in dominion. In every possible way they resisted to reforming the system public education, proceeding from own interests. But they didn't assume that illiterate people are easier to conquer, easier to use in the interests of invaders. As a result of such a policy khanates of Turkestan lost the whole state, and turned into a colony.

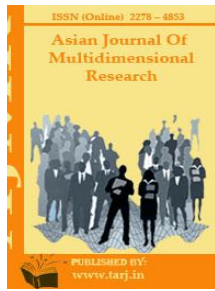
Learning a lesson from history it is possible to draw a conclusion that not only at the end of XIX and in the first decade of the XX century, but also since ancient times and today the development of education is the guarantee of a stable society and a strong state. As education is an inseparable component of any society, an indicator of its culture and a progress basis. As a connecting link it provides unity and continuity of social experience, spiritual and moral and cultural traditions, progressive development of a society. Therefore, today education bears responsibility for the destiny of the country more than ever.

Prosperity of the country is inseparably linked with overall improvement of each separately taken person: versatile people ensure the progress.

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## CLASSIFICATION OF LEARNING ASSIGNMENTS ACCORDING TO THE TASKS IN UZBEK LANGUAGE EDUCATION

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### ABSTRACT

*The following article deals with the classification of learning activities according to the tasks they perform during the lesson, the description of each type, and their application. Types of assignments are sampled and divided into learning tasks that develop and test knowledge, skills, and competencies. The focus of global language teaching methods is on the quality of assignments. Developing or shaping a student's cognitive skills is not a simple one-step process, so assignments or questions are not the same. The more organized the stage of the activity, the more varied the task of exercises, assignments and questions in the process leading to the result.*

**KEYWORDS:** *Assignments, types of assignments, developmental assignments, test assignments, knowledge, skills and competencies.*

### INTRODUCTION

It is required to conduct significant research on teaching Uzbek language as a mother tongue and the state language. In particular, there are gaps in the use of assignments in this area, and the content of assignments also requires special study. The focus of global language teaching methods is on the quality of assignments. Developing or shaping a student's cognitive skills is not a simple one-step process, so assignments or questions are not the same. The more organized the stage of the activity, the more varied the task of exercises, assignments and questions in the process leading to the result.



While modern teaching methods require students to develop 21st century skills, it means that homework assignments must be adapted to this requirement immediately. When teaching Uzbek as a mother tongue and the state language, as well as a second language, the curriculum uses only developed questions and assignments. In fact, every question, every assignment should be based on well-thought-out criteria. The most inconvenient aspect of the existing curriculum is that it does not fit into modern assessment. Each session is designed to develop a specific skill or competency. When it comes to the use of questions, the results are not positive either, because you have to think about what the questions can do. In the course of the training, the question can be used to determine the scope, quality of the acquired knowledge, or the attitude to the information, the way of thinking. In modern education, using a tool to accomplish a single task is a waste of time.

In language teaching, it is important to identify the functions and using of the exercises. Linguistic tasks are much less common in the education system of the countries of origin than speech tasks. Linguistic tasks are used more than necessary in Uzbek language teaching. Speech competence can be achieved more quickly if language tasks are also used to develop speaking skills through assignments.

### **RESEARCH METHODOLOGY:**

There are four types of speaking skills in the world language teaching experience. Listening comprehension, speaking, reading, and writing skills, as well as questions and assignments to develop them, are very well designed for assessment. Education can only be beneficial if it develops a convenient, effective way of assessing. If knowledge does not assess skills and competencies, then the task is of poor quality. Therefore, the development of questions and assignments should be approached as follows:

1. Logically and correctly state the topic of the lesson in the curriculum.
2. Select the topics in the work plans taking into account the ability to form the intended knowledge, skills and competencies.
3. Selection of assignments on the topic by level of usefulness.
4. Make a correct diagnosis of what assignments can be actively used in today's topic.
5. Use the exercises to develop reading, writing, and speaking skills that require repetition.

Here are some suggestions on how to use questions and assignments effectively:

1. The question itself can be used for different purposes:

- A) Determining the student's knowledge;
- B) Determining the ability of the student;
- C) Determining the student's thinking skills;
- D) Checking the student's memory.

2. Assignments are divided into modern and traditional types:

A) Traditional assignments are also used in the learning process. The importance of this task can be seen from the fact that it has been implemented so far. Traditional assignments are still used in native language and Uzbek language classes. Among the many tasks that do not serve the

formation of speaking skills, such as “Find words belonging to the given word group in the given sentences”, “Find and describe vowels in the given text”, “Identify the misspelled words in the given text”, “Determine in which of the following statements the punctuation is used incorrectly” can be encountered in tasks that are conventional but serve to develop speaking skills. However, there are not many such assignments, and they are not given systematically based on certain criteria.

B) What is the need for modern assignments? Today, the task of educating independent, critical and innovative people is an important task for mother tongue education. At the same time as teaching the Uzbek language, it is necessary to develop the student's ability to think, observe and express a critical attitude. The task is responsible for a number of developmental tasks:

1. Tasks that allow comparison.
2. Assignments that increase knowledge.
3. Assignments that reinforce knowledge.
4. Assignments that encourage thinking.
5. Assignments to develop writing skills.
6. Reading Literacy Assignments.
7. Tasks to develop speaking skills.
8. Listening skills.
9. Tasks to develop selection skills.
10. Assignments to build generalization skills.

In addition, the tasks are to test the acquired knowledge, skills and competencies:

1. Tasks to test the skills of selection, comparison, separation and generalization.
2. Assignments to check the increase of knowledge and memory.
3. Skills tests.
4. Skills tests.
5. Competency test assignments.

These include tests to determine if the following speaking skills have been developed or formed:

1. Assignments to test correct writing skills
2. Assignments to test your speaking skills
3. Reading Literacy Assignments
4. Listening tests.

### **Analysis and Results**

The following is an example of how to use learning tasks, and the functional types of tasks are given by working on the selected text. As mentioned, assignments are used first to build knowledge, skills, and competencies, and then as a means of testing acquired knowledge and skills. However, Professor Uman Arkady Ilyich, Doctor of Pedagogical Sciences, notes that

some of the assignments did not have a warning effect.<sup>1</sup> They are reproductive tasks performed with similarity to improve learning skills and abilities.

The tasks of the second group on the nature of educational activities are:

- Learning assignments that mediate learning;
- Learning materials and learning tasks that control the student's work:
  - a) Observation duties;
  - b) Texting functions;
  - C) Tasks aimed at developing skills and abilities.

The learning tasks that mediate the learning process show that the learning materials can be obtained directly from the reader or where they can be found. These tasks partially change the teacher's interpretation and are intended for the initial understanding of the study material or for independent study.

Learning Objectives that control the work of students with learning materials - student comprehension, systematization of learning information, self-monitoring; comparisons, conclusions, generalizations are offered; assists in the assimilation of new material.

**I. Listening comprehension:** "I built the foundation of my life from a young age" is read by two people in the form of a dialogue.

Murad Buildings, one of the companies that have made a worthy contribution to this process, is gaining popularity today with its large-scale work. Today's guest is the head of this company Murod Nazarov.



- "Despite the fact that you are currently working on many projects, we are glad that you took the time to visit our editorial office".

- Thank you very much for the offer. There really is a lot to do. But it is our duty to share our experience and advice with young people.

- Tell us about the history of Murad Buildings, which is very interesting for many people ...

- Thank you. In fact, you were highly praised. It's been almost two years since Murad Buildings was founded, but there is twenty years of experience behind it. In fact, as a young man, I became interested in construction as an amateur, doing it directly, helping my grandfather at home, and

having my hands cut off at the age of eight, which I enjoyed. I had to build my first house when I was 14 years old. My father and I started building a house.

After my father died, I decided to finish building this house. Because they say that it is better not to finish what you started with kindness. So when I was 14, I built my first house. Out of curiosity, I helped the masters, encouraged them when they were tired by telling them interesting stories, covered the roofs of the houses, and laid the bricks.

When the house was ready, we moved in. After we moved to that house, I went to Japan to study on a grand basis. When my brother went to study in the UK through the President's Hope Foundation, my mother said, "How am I going to live now? We're here to move, so what's next?". 30 beautiful offers from the embassy as they feared being left alone. Then we sold the house based on that offer. And when we got back, I didn't see any big houses in Japan, and I didn't like them. I'd like to make a reservation. In fact, it's natural for builders to have this habit. When new ideas come up during the construction process, they say, "Okay, I'm not going to build this" or new, better ideas after the house is built. So, after we sold the house, we built another house, built it with love, or did we move out when the house turned out well. Is it because good houses were rarely built in the 2000s, "Are you selling your house?", "Are you not selling your house?". There were 40 more people asking. After one of the buyers made a good offer, we sold the house. At that time, our city was undergoing renovations, small public roads were being built, and new houses were being built in the city center. The mayor called and said, "You have a lot of experience. We will give you a place, you just have to make it beautiful and prosperous" he said. After questioning and answering, it was decided whether we would agree or not, allocating a certain part of the land. This is the history of our current Avalon business center.

"You said so yourself". First of all, your interest in business started when you were young. How do you feel about working with your loved ones, business friends and relatives that you have found in these ways now?

- There are a lot of questions about this. In my experience, it doesn't matter if it's a relative or a foreigner. We need to bring our team together, focusing on the passion, the values, the worldview of the business, because it doesn't matter, if he is a relative or a stranger, if he can see what I see in the future, I will contribute, this idea will entertain me with all his might, we always try to work together.



-- There is a lack of work. How do you treat your neighbor when you need to be punished?

- We need to talk well before starting work together. There is a saying in Russian language: "Friendship goes its own way, service goes its own way". After becoming a relative, he is

punished only at work, when necessary. Agree and negotiate in awkward situations when needed. But when necessary, a friend or relative will greet you with respect and goodwill.

- So the bottom line is that professionalism comes first, not trust in business, right?

- Of course. Young people who are just starting out in business are encouraged to start with professionals. Professionals are dumbfounded when he says something or asks a question. That's why those who support it in the first place are close. Even when you start working with professionals in the future, you should always put the respect of your loved ones in place.

- What are the main aspects of Murod Nazarov's marketing?

Marketing is not a very global concept for us. When you make a great product and you can't deliver it, how many people who need your product can't find you and wander around.

An interesting conversation was conducted by Khurshid Daliyev.

## II. Speaking:

What questions would you ask Murod Nazarov if you were a journalist?

What are you interested in?

What is the characteristic of the builders in lines 30-36?

What are your plans for the future?

Which of my points do you disagree with?

## Grammar:

Significance depends on the size of the problem. All independent word groups can also be used on the spot.

Personal pronouns: I, you, he, we, you, they

Interviewers: Who? what? which ?, when? how where

Self-suffix: used by all persons with the addition of self-possession:

Myself, yourself, myself;

ourselves, yourself, themselves (possessive pronouns)

## III. Reading:

Find the most important letter in the text.

Mark and explain any words or phrases that are not typical of the text while reading the text.

In lines 55-60, describe the positive qualities of a human being.

Did you find any information in the text that was not used in the text but was understood from the content of the conversation?

## IV. Writing:

\* In lines 5-10, write which types of rhymes are involved and which ones are added to the list.

\* In lines 25-35, try to connect the words from the beginning to the beginning.

\* Where is the most important point of the text? Please copy and paste it.

\* Use personal pronouns instead of personal pronouns.

In order to determine the level of development of skills in the text, a special questionnaire should be used in the Uzbek language. The following assignments are presented:

**Listening comprehension:**

What did you understand when you read the text?

What is the difference between what you read and what you hear? What mistakes did your teammate make while growing up?

Which of my points do you find confusing?

Summarize in your own words what you understand from the text.

As you listened to the text, did the questions become clearer to you or the answers?

**Speaking:**

\* You have read M. Nazarov's opinion on the sale and purchase of a house, tell us your opinion about the sale of the house in which you live.

\* Read lines 50-56 and explain in one sentence what you understand.

\*Try to explain lines 70-75 concisely. Try to justify your opinion using folk sayings.

**Writing:**

Follow lines 65-70, copy the sentence where you can download and use the possessive suffixes.

In lines 75-80, rewrite any agreement suffixes that can be abbreviated or omitted.

Make a note of places in the text where the suffix (s) does not represent the plural.

Write an Essay on the topic "Aim".

**Reading:**

Read the best questions the journalist asked Murod Nazarov.

Did you come to a conclusion about your interests as you read the text? Express your interests in one sentence.

Which question and answer did you like while reading verses 30-36?

As you read the text, explain which questions and answers did not bother you

Read the text expressively, using punctuation.



The BLUM taxonomy should also be used directly in the development of the

assignment system. Blum's taxonomy covers different areas of learning: cognitive, affective, and psychomotor. At the same time, if the learning materials provided to students for self-understanding are presented with specific assignments, the effectiveness of the formation of the latter will be higher. To this end, we propose

to use a specific classification of learning tasks [2], developed on the basis of the analysis of pedagogical works by P. I. Pidkasistogo [3], A. I. Uman [4], I. E. Unt [5].

## CONCLUSION

Assignments should be based on criteria such as knowledge, comprehension, analysis, synthesis, and application, and should be included in the evaluation section.

1. Cognitive assignments. This level involves the development of learning objectives that focus on remembering, understanding, and retrieving key elements of the learning material. The goal at this level can include the formation of three categories of knowledge:

- Specific knowledge (for example, terms, facts, numbers, terms, names);
- Feedback (for example, directions, criteria, classes, categories);
- Abstract knowledge (for example, rules, axioms, theories, structures).

2. Assignments for comprehension. This level combines the three learning objectives:

- Transfer (ability to apply knowledge in learning new situations);
- Interpretation (for example, verbal explanation of the results obtained);
- Extrapolation (for example, the ability to transfer the acquired knowledge to similar situations).

3. Instructions for use. This level mainly focuses on the development of practical skills in the student (ability to apply knowledge in practice):

- Apply concepts;
- Application of rules;
- Application of theories, etc.

4. Assignments for analysis. This degree defines the learning objectives in the following categories:

- Element analysis (division into texts);
- Relationship analysis (establishing links between paragraphs);
- Principle analysis (systematization of units).

5. Synthesis tasks. This level defines the learning objectives for developing the ability to “build from the ground up”:

- Synthesis of ideas (for example, the generalization of ideas expressed on the problem);
- Synthesis of feedback (for example, the development of criteria for the preservation of speech skills);

- Structural synthesis (for example, the appearance of the text - a diagram, the use of language using language).

6. Assessment Assignments. Such assignments focus on his or her ability to assess the value of learning materials in order to identify them. The student must rely on the criteria. As an assessment, internal criteria (arguments, logic) as well as external criteria (standards, rules, norms) are added. Criteria can be given by the student's self-identification. This assignment concludes that the student has already completed the training.

So, any assignment can be based on this taxonomy. To do this, the topics are written vertically. Student performance is recorded horizontally. They are logically engaged in a particular activity and are engaged in a particular activity or study. Tasks should be based on criteria such as knowledge, comprehension, analysis, synthesis and application, and should be included in the evaluation section.

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## DESCRIPTION METHODS OF ACADEMIC PENCIL ACADEMIC PENCIL FEATURES AND SCIENTIFIC BASIS

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### ABSTRACT

*Pencil - is the basis of all forms of fine art. Regardless of which type of art the artist creates, it is based on pencil drawing. Therefore, the state supports gifted and talented young people: awards, scholarships, educational grants in the manner prescribed by law; Promoting the establishment of creative workshops and schools in the field of science, culture and art is one of the main priorities of the country. The artist begins the creation of this or that painting with a pencil. Only then will this work of art give the viewer an aesthetic pleasure through the color scheme. In other words, no artist can perfect his work without pencil.*

**KEYWORDS:** *Pencil, artist, composition, dream, sangina, pastel, sauce, creative and scientific, realistic depiction, teacher-artist, living model, composition in art, linear constructive structure, center of gravity, stone bone, breast suckers.*

### INTRODUCTION

It is no coincidence that the 21st century is the age of rapid information. Among them, the construction industry is a leader. For example, the period itself demanded that the buildings, built over 27 years, did not meet the requirements of their exterior and interior.<sup>1</sup>

Otherwise, it makes sense to say that pen painting is the basis of all forms of fine art. Whether in architecture or sculpture, the pen is in the first place. Regardless of which type of art the artist creates, it is based on pencil drawing. He expresses his observations, his research on the compositions of great works, first in pencil. In the creation of works of art, these drawings serve as an auxiliary source for the artist.

The artist begins the creation of this or that painting with a pencil. Only then will this work of art give the viewer an aesthetic pleasure through the color scheme. In other words, no artist can perfect his work without pencil. Pencil painting can be a work of art, completed independently,

among other forms of art. Many paintings done in dreams, sanguine, pastels, saucers, and pencils have been featured in various art museums and exhibitions around the world.

Not only sound education but his alertness and dedication too are most required.

The great Renaissance painter and scientist Leonardo da Vinci, in his book *The Laws of Painting*, said: "If young people want to try themselves in science and fine arts, they must first know how to draw perfectly."

Drawing is one of the main criteria for training future teachers and artists, among other specialties. Drawing classes are conducted in accordance with the requirements of the I-IV courses through theoretical and practical training. It should be noted that in addition to practical training, theoretical knowledge is important for future professionals in their future pedagogical, creative and scientific activities.

Realistic depiction of being is important not only in imparting practical knowledge to students, but also in developing their general outlook. The art of realistic painting also develops the skills of young people to express themselves in realistic images.

Learning to draw is important not only for students to accurately describe the size of the surrounding objects, but also to develop their aesthetic tastes.

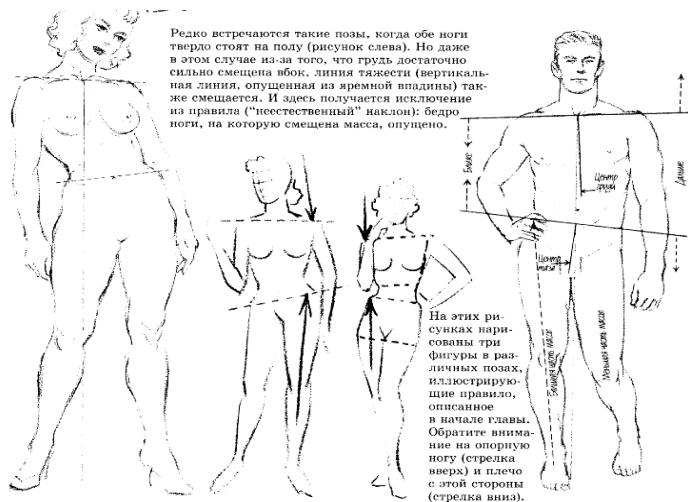
The study of the basics of drawing is based on the principle of step-by-step description of the object itself. Such qualities as love and observation of nature, accurate depiction of objects should be characteristic of every student of fine arts.

The success of a future teacher of fine arts depends not only on the depth of practical knowledge, but also on the depth of theoretical training in the field of fine arts.

It is important to acquaint future educators with the life and creative work of great artists and people who have inherited a lot of theoretical and practical knowledge in the field of fine arts, as well as to study their works in depth.

The purpose of the drawing course is to teach future teachers of fine arts the following basic laws as a basis for the study of the subject at the Faculty of Graphic Arts:

- Fundamentals of composition in fine arts.
- Linear constructive structure of shapes.
- Item proportions.
- Laws of perspective in fine arts.



- The laws of light and shadow in shapes.
- Correctly perform the image by "analysis" and "synthesis" in a methodical sequence.

These skills and competencies are developed and refined through the implementation of learning exercises during the student's education at all stages of higher education. This knowledge is also important in the pedagogical and creative work of a future teacher-artist after graduation.

The depiction of the human figure in the visual arts has long attracted artists. In nature, man is the most perfect and multifaceted object.

That is why in all art schools a lot of time is spent on the image of a person, his portrait. Drawing a live model (nude model) is a difficult task, which requires the skills acquired by the artist during regular training.

The difficult part of drawing from a living model is that the model cannot remain in the same position without moving, that is, it changes its position several times during the drawing. On the other hand, the distinct separation of bones and muscles observed in a living model makes it possible to clarify their structure, proportions, function, and nature of movement. Also, when the model changes its position, the artist must continue to draw based on his imagination and memory. This style of work is very important and is very important when drawing with pencils and sketches.



The process of organizing a drawing of a living human model (a naked human figure) and the sequence of drawing in it is almost the same as the process of working with a plaster model. The model should be in a free position at a height of about 40 cm above the floor, looking at the artist, leaning on one leg - in this case, leaning on the left leg. The model's condition is reminiscent of Goodon's Ekorshe. The bent left arm is at the back of the body and the right arm is hanging down freely. The left foot is the center of gravity here. The right foot is slightly ahead of the left foot and is free.

The model should be dimly lit from above. To get a complete picture of the anatomical structure, it is recommended to place a



human skeleton or Goodon's Ekorshe at a distance from the model. The main purpose of this is to compare the knowledge and skills gained in the previous task in drawing a living person and to get a clearer idea of the proportions and muscular system.

Students should be at a distance of at least one height from the model, and at least three times the height of the model. This distance allows them to see the model from head to toe in perspective changes.

The artist determines the location and size of the image - the composition of the picture. Depending on the posture and movement of the model, the general position of the model and the mass of the model are easily drawn with a pencil.

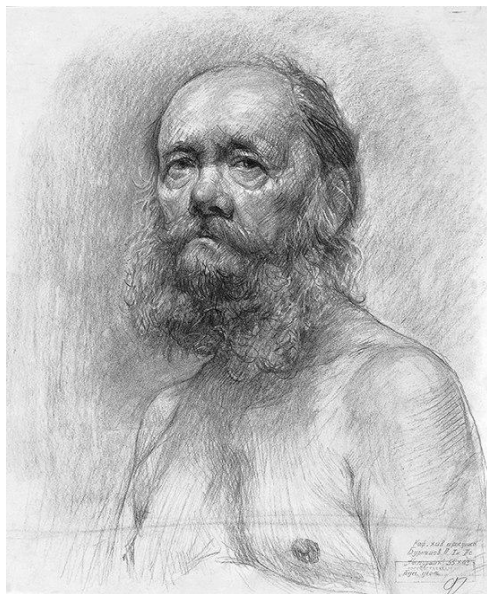
It is advisable to do the drawing of the model in the standing position from the front first. Because in this case it is much easier to explain the principles of drawing. The base and the distance between them are the base area of the model. The model is considered to be in equilibrium when the vertical line passing through the center of gravity also passes through the base area. From this we can see that the wider the space between the legs, the larger the base area and the stronger the balance.

When standing on one leg, the position of the model is such that the vertical support, which is lowered along the center of gravity, passes through or near the heel of the foot. This is how the model should look when drawing a naked person.

In the early stages of drawing, it is important to depict the general appearance of the whole model on the auxiliary lines, showing the state of motion and the basic proportions. We know from the laws and rules of fine arts that all shapes in nature are based on the composition of shapes similar to geometric surfaces, so we can cite as an example this situation a picture developed by Dürer based on geometric shapes.

Once the height of the head and the location of the hemisphere are determined relative to the height of the entire model, the direction of the lumbar bones is drawn with light lines.

Once the height of the head and the location of the hemisphere are determined relative to the height of the entire model, the direction of the lumbar bones is drawn with light lines.



Then, from the semicircle of the model, the dagger-shaped barrier of the sternum, from which the umbilical cord and one of the main fixed points in the picture, the initial part of the pelvis - the conditional midline extending to the lateral bone, is determined.

Draw a horizontal line through the nipples; then a line is drawn through the edges of the pelvis, thereby determining the degree of inclination of the pelvis relative to the horizontal line.

The pelvis is horizontal when the model is standing on two legs. When all the weight of the body is transferred to one leg, the pelvis bends towards the leg where the weight is not lost. The line of the upper pelvis is based on the visible edges of the pelvis.

The line between the two femoral heads is then drawn. The pelvic head, which represents the weight of the body, is clearly visible; as the position of the thigh head of the second leg changes, a groove is formed in its place. Parallel to the line between the heads of the two numbers, a line is drawn through the top of the dashed line.

Draw a line parallel to the pelvis, passing through the knee caps of both feet (between the head of the thigh and the ankle). The symbols drawn in this way help to determine the proportions of the model along the vertical line.

The width of the main parts of the model - from the pelvis to the heel and from the pelvis to the upper border of the head - is indicated by bars. The sides of both legs and the pelvis, torso, shoulders, arms, neck and head are also drawn.



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## THE ROLE OF ELECTRONIC TEXTBOOKS IN TEACHING BIOLOGY

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### ABSTRACT

*This article is about the role of e-textbooks in the development of e-learning, improving the quality of education, systematic management of the educational process and the quality of education, facilitating the integration of education into world education. Based on the high demand for e-textbooks due to the urgency of the use of information technology in the educational process; The article discusses the requirements for e-textbooks in biology and the role of e-textbooks in the education system, improving the methodological support of teaching biology through modern technologies, increasing interdisciplinary connectivity and opportunities for virtual education. Introduction of artificial intelligence technologies in our country, their widespread use, expansion of the use of digital data, the independent use of electronic textbooks by gifted students or the creation of an information environment for students in the educational process, the expansion of scientific outlook, clear solutions and its role in the formation of non-standard thinking skills.*

**KEYWORDS:** *E-textbooks, information and communication technologies, pedagogical innovations, virtual education, computers, Internet, multimedia, interactive whiteboards, e-learning resources, e-publications, artificial intelligence.*

### INTRODUCTION

In today's increasingly globalized world economy, education is seen as a key factor in economic development.

The focus is on modern-minded, talented students with human capital who are able to make creative decisions in non-standard situations, with a strong desire to seek and acquire new knowledge, which is the most important value of the nation. In this regard, the Resolution of the

President of the Republic of Uzbekistan dated May 3, 2019 No PP-4306 "On measures to identify talented young people and the organization of a continuous system of training highly qualified personnel" and the Ministry of Public Education of the Republic of Uzbekistan Special attention is paid to the documents "On approval of the Concept of development of the public education system of the Republic of Uzbekistan until 2030."

In particular, the main tasks of the concept are to improve teaching methods, the gradual transition to the individualization of the educational process and the introduction of modern information and communication technologies and innovative projects in the system. This will allow the rapid penetration of information and communication technologies in the education system and the widespread use of computers and the Internet in the educational process. As a result, the development of education, improving the quality of education, systematic management of the educational process and the quality of education, facilitating the integration of education into global education, expanding access to information relevant to the global education system in other words, the national education system meets the requirements of world education.

In particular, the adoption of the Presidential Decree "On measures to create conditions for the rapid introduction of artificial intelligence technologies" (PP-4996, 17.02.2021) highlights the urgency of the use of information technology in modern education.

The need to use new teaching methods in education has led to the creation of pedagogical innovations, the Internet, multimedia, interactive whiteboards, e-learning resources and e-publications that offer great opportunities. E-textbooks have a special place in this regard. An e-textbook is a compact set of data that can be compiled using special software to make an existing textbook or textbook more user-friendly, and includes theoretical information and practical assignments, photos, and audio materials.

An e-textbook is a tool that provides an e-textbook in electronic form that contains information that is convenient and interesting for students to master the topic, acquire skills and competencies. It is characterized by a logical description of the educational material, a high level of technical equipment and artistic decoration. An e-textbook has the following advantages over other textbooks:

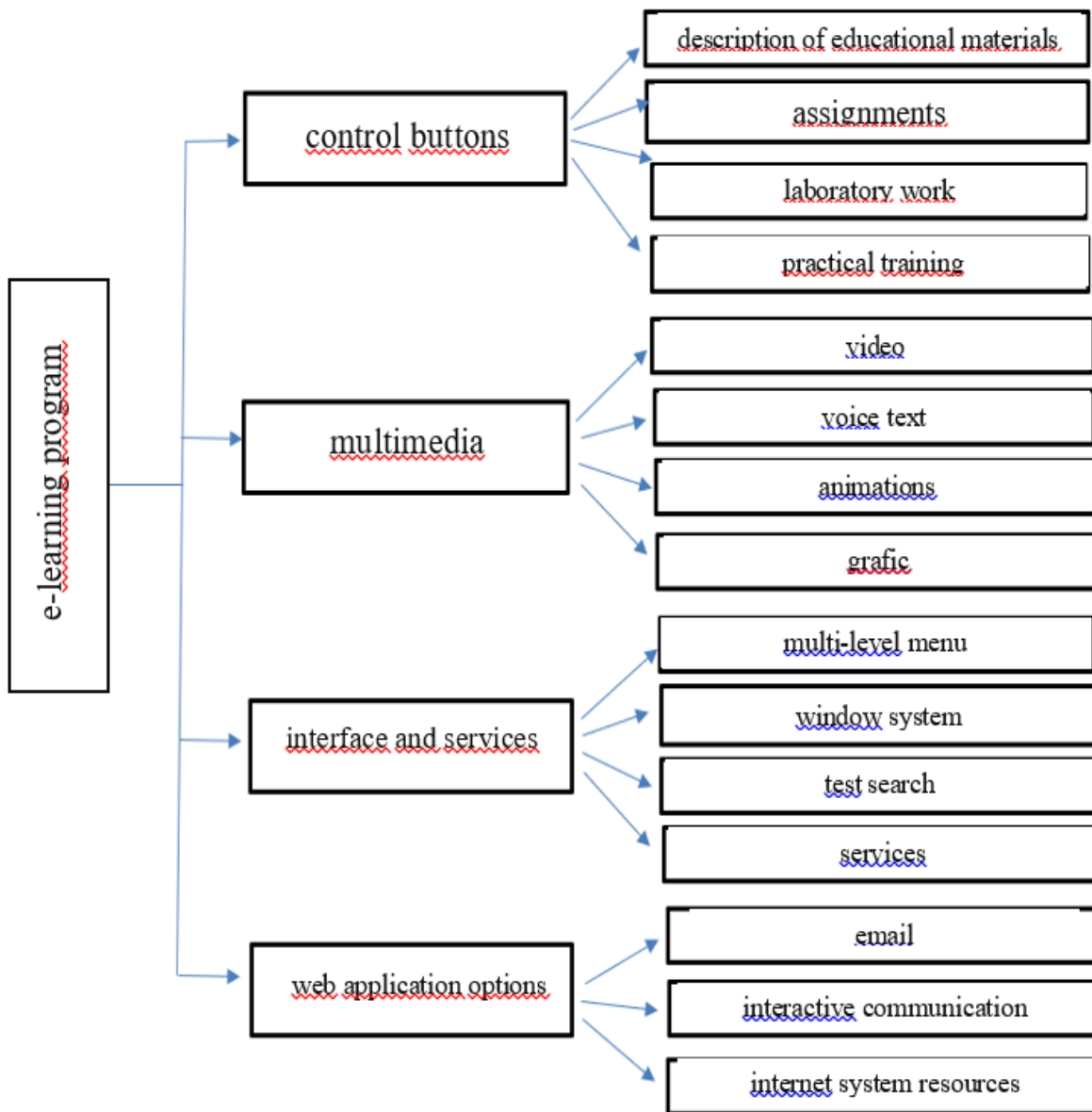
- Simplicity and ease of use;
- Possibility to update electronic textbook resources;
- Automation of the educational process and the speed of providing educational services;
- Completeness of information;
- Ease of learning;
- Available for independent study.

Electronic textbook cover, title screen, full description of the study material, summary of the study material, additional literature, systematic tasks for testing knowledge, control system, exercises to help consolidate knowledge, objective knowledge of students there should be tests that allow assessment, a text search function, a list of authors, a glossary of terms, a help system for performance, electronic textbook controls, and a textbook work management system.

E-textbooks must be also met at the didactic requirements of traditional textbooks, such as printed textbooks, textbooks and manuals, and be subject to the didactic principles of teaching in accordance with the specific laws of teaching. The following are the requirements for e-textbooks in biology.

1. Electronic textbooks on biology should be sure to the completeness, reliability of the content of educational material, taking into account the scientific (the latest achievements of science, engineering and technology in the field of biology), the mastering process must be met the requirements of world education.

At the same time, students should have access not only to a large source of information, but also to laboratory work and written assignments on the screen.





2. When teaching biology through an electronic textbook, special attention should be paid to the level of complexity of the teaching material and the material should be appropriate to the age and individual characteristics of students. Only then the student will be able to master the material at different speeds, to the best of his ability.

3. Electronic textbooks in biology must be complied with the principle of problem-based learning. At the same time, when a student encounters a problem, he/she tries to solve it independently, his/her creative ability and thinking activity increases. The level of fulfillment of this didactic requirement is significantly higher with the help of e-textbooks than with traditional textbooks and manuals. Students will have the opportunity to study independently and talented students can work on themselves.

4. The principle of demonstration has a special place in the teaching of biology. Therefore, the created e-textbooks serve to increase the possibility of observing the sequence of biological objects (viruses, bacteria, plants, animals), their models and models. In particular, 3D models of biological objects allow students to expand their biological knowledge and increase creative thinking of gifted students.

5. The principle of conscious teaching involves ensuring the independence and activity of students, the study of educational materials, the desire to perform tasks independently through electronic textbooks. Therefore, e-textbooks should be based on a systematic approach to biology and should be a clear model of learning activities.

6. It is very important that the requirements for the structure and sequence of teaching are reflected in the electronic textbooks of biology. In order to improve knowledge, skills and competencies to be formed in a logical order in the education system, it is necessary to pay attention to the following:

- Systematized and structured recommendation of educational material;
- To take into account the development of knowledge, skills and abilities formed in each section of the training material;
- ensuring interdisciplinary relevance of the studied educational material;
- In-depth consideration of the sequence of transmission of educational material and educational influences;
- Build the educational process in a sequence determined by the logic of teaching;
- The information recommended in the e-textbook, the content and method of teaching should be chosen depending on the individual abilities of the student.

Adherence to the above principles in the process of creating an electronic textbook of biology will be the basis for improving the quality of education through stratification, individualization and design in the educational process, the process of independent learning of students and the process of working with gifted students.

Emergence of the next generation of electronic textbooks in biology:

- The role of the teacher in education decreases and the student's independent thinking increases;
- Speed of the studied knowledge;
- Freedom of education of students;



- Economic efficiency;
- long-term memory of educational materials as a result of teaching on the basis of audio, video, animation, graphics in the learning process;
- An objective assessment of the acquired knowledge allows to compare the acquired theoretical knowledge with practice.

Basic design of the process of biology education through electronic resources, coordination of scientific training, has a positive impact on the development of research opportunities of students. When using electronic means:

- Skills of students to receive and use information;
- Skills of designing visual verbal copies;
- Expands the opportunities for unique understanding and application of information in practice;
- Provides free communication with the world media.

In particular, the independent use of e-textbooks by gifted students or the creation of an information environment for students in the educational process, not only allows students to easily master the subject, but also expand their scientific outlook, find clear solutions to problems and increase non-standard thinking skills.

Our country has set tasks aimed at introducing artificial intelligence technologies, their widespread use, expanding the use of digital data, training qualified personnel for the industry, in short, and the development of the industry at the level of world standards. Artificial intelligence technologies are an integral part of education:

- Increase the desire to learn;
- Big data processing and analysis;
- Analysis of data dynamics and student abilities;
- To be able to quickly assess the abilities of students;
- Provides opportunities to develop students' skills in online advertising, sales, and banking.

Creating a demand-side e-textbook in a modern educational environment and teaching students using e-textbooks, the introduction of artificial intelligence technologies in education, their widespread use, expanding the use of digital data is the key to the development of the education system shortly, it is an important factor in the formation of students' scientific skills and abilities, their initiative, independence and responsibility to expand their knowledge, in other words, their development as competitive personnel on the world stage.

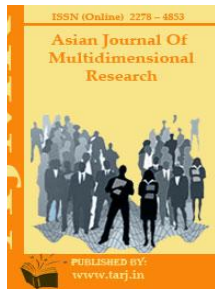
International research programs for the assessment of students literacy in mathematics and natural sciences (PISA, TIMSS) in the country, research on the design of independent work of students in the teaching of biology, the creation of professional information resources being carried out.

The theoretical significance of this research is to improve the methodological support of teaching natural sciences, including biology through modern technologies, increase interdisciplinary connectivity and opportunities for virtual education, increase the scientific literacy of general secondary schools as a practical value, the introduction of an online system of monitoring and

evaluation of knowledge, the use of virtual laboratory classes, multimedia educational technologies.

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## SOCIAL AND MORAL VIEWS OF YUSUF HAMADONI

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### ABSTRACT

*The article examines the invaluable role in the formation of the worldview, the improvement of moral qualities, the enrichment of the spiritual world and the education of many generations of the people, the works of the great thinker of the East, Persian-Tajik scientist, philosopher, poet, theologian and thinker Mir Sayyid Ali Hamadoni played. Research and study of their pedagogical ideas and views on the problem of education and training of the younger generation replenishes the fund of the history of pedagogy of the peoples of the world. The works of the great thinker of the East, Persian-Tajik scientist, philosopher, poet, theologian and thinker Mir Sayyid Ali Hamadoni played an invaluable role in shaping the worldview, improving moral qualities, enriching the spiritual world and educating many generations of the people.*

**KEYWORDS:** *Role, formation of worldview, improvement of moral qualities, thinker Mir Sayyida Ali Hamadoni.*

### INTRODUCTION

In the history of pedagogy, the history of the pedagogical thought of the Tajik people continues to remain poorly studied. The works of great thinkers in the field of literature, medicine, mathematics, astronomy and pedagogy have played a huge role in the history of the development of world science and culture. Research and study of their pedagogical ideas and views on the problem of education and training of the younger generation replenishes the fund of the history of pedagogy of the peoples of the world. The works of the great thinker of the East, Persian-Tajik scientist, philosopher, poet, theologian and thinker Mir Sayyid Ali Hamadoni played an invaluable role in shaping the worldview, improving moral qualities, enriching the spiritual world and educating many generations of the people.

Mir Sayyid Ali Hamadoni in his work, along with economic, political, social and legal problems, attached particular importance to the education and upbringing of the younger generation, in

particular, family upbringing. At the same time, the great thinker took into account the basic requirements, characteristics of traditions, customs, moral, cultural and religious values of his era. The scientific heritage of Mir Sayyid Ali Hamadoni is distinguished by a special scientific and practical value of a number of ideas of family education that are deeply grounded in it, which have retained their relevance to this day. The study and optimal use of these ideas will undoubtedly enrich modern pedagogical science.

Mir Sayyid Ali Hamadoni in his work through his works called for the fact that only through the establishment and strengthening of peace and tranquility can one achieve the development and prosperity of science and education, economics and politics, and thereby contribute to the enrichment of the spiritual world of each person and development the morality of society as a whole.

To this end, Mir Sayyid Ali Hamadoni in his large treatise "Zahirat-ul-muluk" ("The Economy of Eternal Happiness and the Harvest of an Eternal Country") provides detailed information about government, calling on the rulers to justice and honesty. In his opinion, a ruler who allows injustice towards his people, neglects attention, warmth and sincerity of relations, prefers cruelty and ruthlessness, is the enemy of God (Allah). Another factor is Sufism.

It is known that Sufism initially emerged as a form of protest. The reason for the protest of representatives of this philosophical trend, first of all, was the disagreement with the structure of statehood and the policy of the rulers of the era. The gradual removal of scientists from the cities and the course of their life in solitude were the first signs of Sufism, which was a logical protest against the policies of the rulers of that era.

It is known from scientific sources that in the moral atmosphere of the XIV century in Central Asia and the Middle East, of all other currents, Sufism had the most powerful influence on the life of these regions. The main reasons for the massive spread of Sufism in the XIV century were the constant outrage of cruel rulers, including mass executions of people, robberies of working people by the Mongols, internal strife and bloodshed between local rulers, people's distrust of the prosperity of life in the future, etc. In the teachings of Sufism, the idea of seeking God, i.e. the unity of being and spirit, which preaches the unity of the world and all living things, had a dominant position. However, the moralizing and critical thoughts of the representatives of this trend were of particular importance.

Therefore, in the qasids (laudatory odes) of Sanoi and in his well-known work "Haqiqat-ul-aikat" ("Truth about the truth"), in the poems of Faridadun Attar "Manti Mah-ul-tair" ("The logic of life"), "Musibatnam" "Tragedy") and his lyric poems, in the "Book of Mesnevi" by Jaloliddin Rumi and others, a special place was occupied by the problem of public morality, as well as criticism of cruelty, provocation, lies and duplicity, meanness, malice and other unworthy acts and immoral qualities of rulers.

It should be recognized that all facets of the teachings of Sufism, as well as the course of Ismailism, had a huge impact on the socio-political thought of the working people of the countries of the East, Central Asia and Asia Minor, and were widespread among the artisans of cities and the working people of the village. This moral atmosphere also had a huge and decisive influence on the development of educational thoughts, worldview and personality formation of Mir Sayyid Ali Hamadoni.

The worldview of Mir Sayyid Ali Hamadoni, who is considered the most famous representative of the Sufi movement, is based on religious and theological ideas. The famous scholar SohibTabarov puts Mir Sayyid Ali Hamadoni on the same level with Mavlonolaliddin Rumi in the propaganda and spread of Islam.

If Jaloliddin Rumi converted to his faith the "second Rome" - Constantinople and Byzantium, which were Christian, then the Great Amir Mir Sayyid Ali Hamadoni, as a result of his two travels to Kashmir and election with his family, his relatives and followers of the permanent residence of Kashmir, managed to convert the peoples of Pakistan, Bangladesh, Punjab, Kashmir, parts of India, Saradeb, China (including the Dungsans) and others to Islam, spread the "Kubravia" course with all its branches in East Asia.

Long travels, conversations and meetings with people had a huge impact on his self-improvement, self-education and self-education, contributed to the enrichment of the moral and spiritual world of Mir Sayyid Ali Hamadoni.

The thinker tried not to leave out of sight a single scientist and thinker, not to miss any of their ideas and views. Humanity, helping the poor and the poor, respect for their mentors, parents, elders, relationships between children and parents and other positive moral human qualities were the main themes of his educational views and ideas.

Since Mir Sayyid Ali Hamadoni, proceeding from his created situation, very well feeling the social pulse of his era, along with other problems, proposed the issue of family education of the younger generation. For he believed that the moral education of each member of society originates precisely from the family; According to him, it is the family that is the primary source of the moral formation of the personality of each person and the enrichment of his spiritual world. That is why the great thinker devotes the main goal of the chapter of his main and main work to the problem of family education.

It should be noted that all the scientific and artistic works of Mir Sayyid Ali Hamadoni, in addition to the ideas of Sufism, are also filled with edifications and moral postulates. Mir Sayyid Ali Hamadoni in his works promoted good disposition, purity, abstinence, truthfulness, justice, friendship and comradeship and called people to knowledge, science, wisdom, humanism, hard work and other positive moral qualities and thereby contributed to the moral improvement of man. Therefore, we tried to familiarize the public with educational ideas, in particular the family education of this great thinker of our people, who left a deep mark on the development of human culture.

As you can see, the political, economic and social atmosphere of the XIV century as a whole led to the emergence of new trends in the Islamic religion, which had a great influence on the real life of people. Including Sufism, which created the necessary conditions for the development of a religious worldview, moral and ethical thought, the spread of spirituality, humanism, etc; And, naturally, this newly arisen spiritual and cultural atmosphere had a huge impact on the worldview, spiritual and moral world, educational ideas and personality formation of Mir Sayyid Ali Hamadoni, for he was also the son of his era.

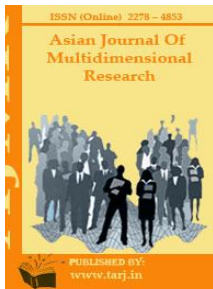
Mir Sayyid Ali Hamadoni was considered one of the outstanding representatives of Sufism; therefore, his worldview was based on religious, mystical and educational views. Scientific and literary works of Mir Sayyid Ali Hamadoni are full of moral and ethical views. The thinker in his works promotes good behavior, conscientiousness, piety, calls people to enlightenment,

education, prudence, humanism and philanthropy, tolerance and hard work and other higher moral human qualities, helped to strengthen the spiritual maturity of a person. Thus, the political, economic, scientific and cultural environment in the XIV century led to the emergence of new trends in Islam and had a great impact on the real life of people. This emerged environment influenced the worldview, the spiritual world of Mir Sayyid Ali Hamadoni himself, since he was a native of this environment.

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## **USING BIOCHEMICAL PROPERTIES AS QUALITY INDICATORS FOR ANALYZING CHILLY VARIETIES**

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### **ABSTRACT**

*Chili is one of the important spice crops. Chili is a fruit of the plant 'Capsicum annum and capsicum frutescens' that come from the genus capsicum belonging to the family of Solanaceae. Mundu Chili is a round shaped Chili which is grown in ramnad district in tamilnadu, India. It is also called as ramnad S9 red mundu Chili. Ramnad red mundu S9 Chili has a good flavor and aroma, exported worldwide. Also, Used for food coloring.CO2 Chili fruits are thick and red in color. They are used for both green and dry pod Chilies. They have high seed content and high pungency level. This paper clearly explains the difference in ramnad mundu Chilies and its hybrid variety PMK 1 which is a cross of ramnad mundu and CO2. The results taken were ph, total soluble solids and titratable acidity. The result was taken for every 10 days till it deteriorates. The total soluble solids of ramnad S9 red mundu, CO2, PMK 1 ranges from 1-4 degree brix, 1-5 degree brix , 1-5 degree brix. The titratable acidity of ramnad S9 red mundu, CO2, PMK 1 1.3%-0.73%, 1.2%-0.70%, 1.2%-0.75%. The pH value of ramnad S9 red mundu, CO2, PMK 1 ranges from 5.4-4.5, 5.2-4.3, 5.4-4.6.*

**KEYWORDS:** *Titrateable Acidity, Capsicum Frutescens*

## 1. INTRODUCTION

Chili is one of the important spice crops. Chili is a fruit of the plant 'Capsicum annum and Capsicum frutescens' that come from the genus capsicum belonging to the family of Solanaceae. Capsicum is derived from the Greek word 'Kapsimo' meaning 'to bite'(Rajendra Karpate,2010; Madala and Nutakki, 2020). Various varieties are harvest for several uses like sauces, pickles, and condiments. In daily life, Chilies are the most important ingredient in many different cuisines around the world as it gives good mouth feel and makes it appetizing by its color and adds sharp taste. Indian Chili is considered to be world famous for two important commercial qualities namely, its color and pungency levels (Geetha and Selvarani,2017; Yakutha et.al., 2019).

Chili is an important spice crop with high therapeutic value of its biochemical constituents (Moscone et.al., 2014 and CS and Kaushik,2020). Capsicum is constituted by 25 wild and 5 domesticated species (C. annum L., C.frutescens L., C. chinense Jacq, C. baccatum Jacq and C.pubescens L.), including more than 200 varieties( Ivonne et.al.,2012). Among five cultivated species, Capsicum annum L. is the most extensively cultivated. Chilli possesses antioxidant therefore nutritional properties, and it is being regularly used in medicine and pharmaceutical industries (Bosland et.al., 2012 and Olatunji,2018). Globally, Chilies occupy an area of 2.75 million ha with a production of 53.91 million tones and productivity of 32.13 tones ha<sup>-1</sup>(FAOSTAT, 2019). Pungency in Chili is because of capsaicinoids, a group of 15 different alkaloids. Capsaicin and dihydrocapsaicin are the major alkaloids which contribute up to 90% of the total capsaicinoids (Korel et.al., 2002 and CS & Kaushik, 2020). The red color in Chili pepper is mainly due to the significant presence of coloring compounds, namely capsanthin and capsorubin, collectively known as oleoresin. It is an oil-soluble extract and is primarily being used as a coloring and flavouring agent in food products (Prakash and Eipeson, 2013). Oleoresin is extensively used in meat processing, beverage, pharmaceutical and cosmetic industries as a substitute for the synthetic color used in food and cosmetic industries (Rymbai et.al., 2011 and Santanu Malakar et.al., 2018).

Chillies are used as food additives or spices in many national cuisines due to their sensory attributes of color, heat, pungency flavor, and aroma and are a good nutritional value. Indian chili is mainly exported to Asian countries like Vietnam, Thailand, Sri Lanka, Bangladesh and U.A.E. In India, major chili producing states are Andhra Pradesh, Telangana, Tamil Nadu, Karnataka and Madhya Pradesh (Goudappa et.al., 2012).

Chili occupies an important place in Indian diet. It is an indispensable item in the kitchen, as it is consumed daily as a condiment in one form or the other. Currently, Chilies are used throughout the world as a spice and also in the making of beverages and medicines (Edusei VO and Ofosu-Anim 2013; Jha & Das 2019). Chillies are rich in vitamins, especially in vitamin A and C. They are also packed with potassium, magnesium and iron. Chillies have long been used for pain relief as they are known to inhibit pain messengers, extracts of Chili peppers are used for alleviating the pain of arthritis, headaches, burns and neuralgia. It is also claimed that they have the power to boost immune system and lower cholesterol. They are also helpful in getting rid of parasites of gut (Rajendra and Karpate2010).The objective of the study is to determine the one of the quality parameter which is maturity indices among the three varieties such as Ramanad mundu,CO2,PMK 1.

Mundu Chili is a round shaped Chili, grown in ramnad district in tamilnadu, India, It is also called as ramnad S9 red mundu Chili. Especially, Mundu red Chili is very popular in south Indian cuisine, it has a dark shiny & thick skin. Available with or without stem. This ramnad red mundu S9 Chili has a good flavor and aroma, exported worldwide. Also, Used for food coloring. CO2 Chili fruits are coimbatore variety found in 1982 which is thick and red in color. They are used for both green and dry pod chilies. They have high seed content and high pungency level. This paper clearly explains the difference in ramnad mundu chilies and its hybrid variety PMK 1 which is a cross of ramnad mundu and CO2.

## 2. MATERIALS AND METHOD

The fresh and mature Chilies of Ramnad mundu, CO2, PMK 1 were collected from local forms. The fresh Chilies represent the green Chili and mature represent the bright red Chili. The biochemical properties like pH, total soluble solids and titratable acidity were done to determine the maturity as quality parameter. The foreign matters such as broken or discolored are removed. They are washed in flowing water to remove dirt or other material that stick on to the Chili. The Chilies were harvested after the bud turns into smallest immature Chili and taken continuously with 10 days interval. After 40 days it starts deteriorated, so only till 40 days the biochemical parameters were taken.

### 2.1 Pre processing

The juice of the Chilies was extracted using mortar and pestle for biochemical analysis.

### 2.2 Biochemical analysis

#### 2.2.1 Determination of Total soluble solids

Degrees Brix is a measure of the total soluble solids (TSS) present in the fruit. Brix can be used as a measure of maturity, flavor, and level of sweetness in fruits and vegetables to help in fixing the time of harvest, sales, and processing. Total soluble solids were determined before and after storage by taking representative juice of each sample onto the glass of a handheld refractometer (RB 32 Hanna Instruments) (AOAC, 2000). The refractometer readings were recorded from the internal scale through viewing in the eyepiece at 20°.

#### 2.2.2 Determination of Titratable acidity

Titratable acidity was determined according to the AOAC official method. Five grams of chili juice diluted in 25 mL of distilled water and titrated by 0.1N sodium hydroxide (NaOH) to pH 8.1. The titratable acidity was expressed as g citric acid/kg Chili, according to the following Equation 1.

$$\text{Titratable acidity (g citric acid/kg of chili)} = (V \times 0.1 \times 1000 \times 0.064) / m \text{ ---Eq 1}$$

The 0.1 is the normality of NaOH (N), 0.064 is the conversion factor for citric acid. The V is the volume of NaOH required (mL) and m is the mass of juice sample used (g) (Abdel, et.al., 2014).

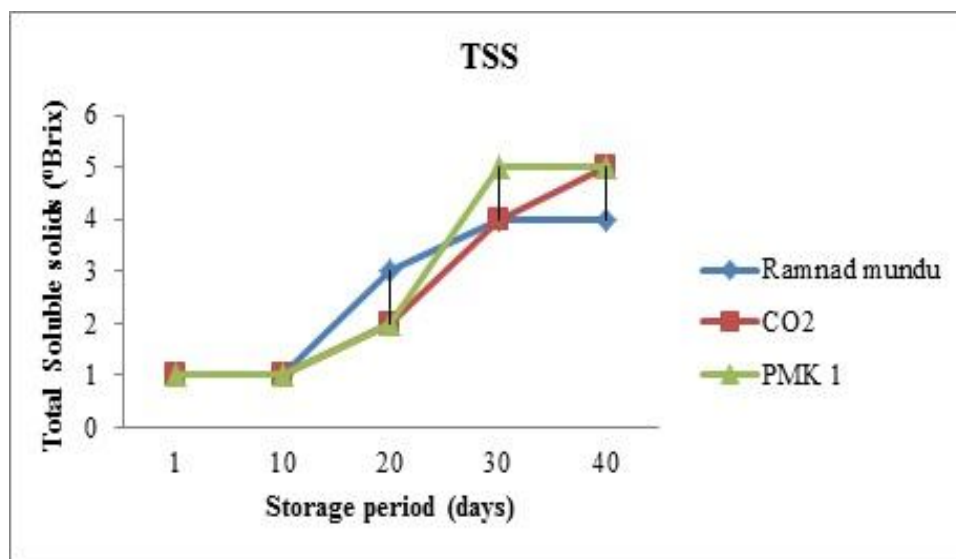
#### 2.2.3 Determination of pH

The pH is a measure of the hydrogen ion ( $H^+$ ) activity in a solution and, therefore, its acidity or basicity of an aqueous solution. In food technology, it determines the quality and shelf life of product and it also can control the taste. Digital pH meter is used to detect the pH value of chili.

### 3. RESULTS AND DISCUSSION

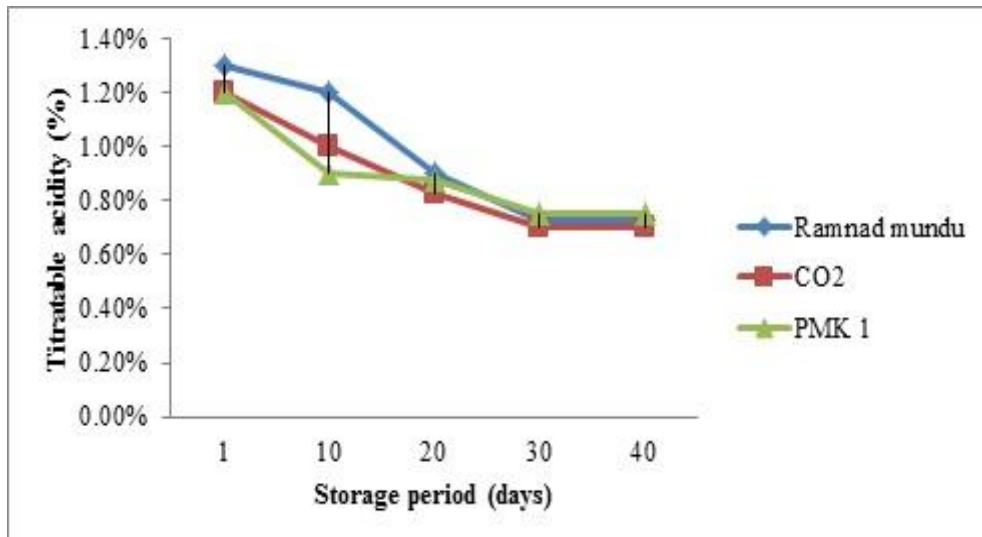
#### 3.1 Total soluble solids

Total soluble solids were determined by taking representative juice of each sample onto the glass of a handheld refractometer (RB 32 Hanna Instruments). The TSS varies from 1°Brix to 5°Brix. The 30 days (mature chili) and above aged Chills are considered to have more amount of sugar compared to the 10 (fresh chili) days aged Chilies. This result clearly indicates TSS increases as the Chills are mature. Among the three varieties, ramnad mundu has least amount of sugar content than the others. It is also said that green Chilies (fresh) are healthier than red (mature) Chilies. Green Chilies are a rich source of beta-carotene, antioxidants and endorphins while red Chilies consumed in excess can cause internal inflammation which results in peptic ulcers. The Total soluble solids of the samples were given in Figure 1.



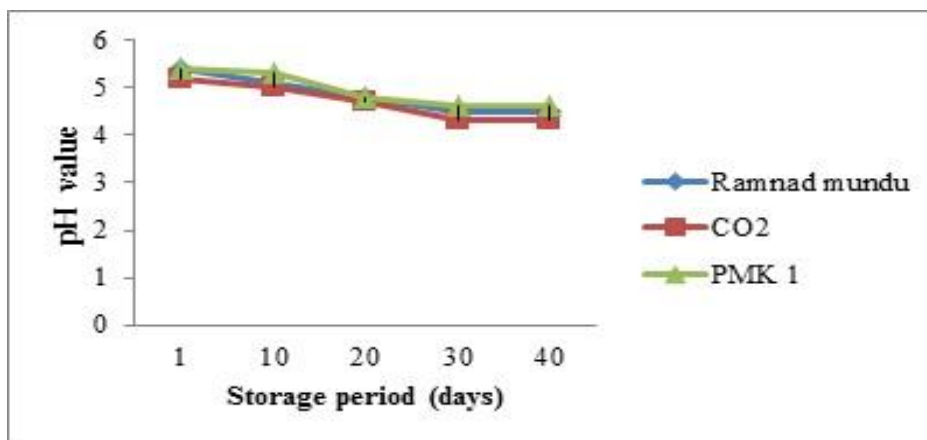
#### 3.2 Titratable acidity

The reason for decrease in a Titratable acidity content on Chili maturation is most of acids present in the Chili are used for respiration and the remaining are converted into sugar. The organic acids such as malic acid and ascorbic acid which are predominantly present in Chili increase as the fruit matures. The Capsaicin is main compound involved in producing pungency flavor to the Chili. This capsaicin is increased as the fruit is matured. The Titratable acidity of Chilies ranges from 0.73% - 1.3 %. It is a measure of total concentration of free protons and undissociates acids in solution. The titratable acidity is closely linked with organic acids present in fruits and vegetables. The green chilies have lower acidity than mature Chilies. Ramnad mundu has higher titratable acidity than the remaining two. The Titratable acidity of Chilly varieties during storage Period was given in Figure 2. Titratable acids predict the acids impact on flavor of food.



### 3.3 pH

The pH is a measure of the hydrogen ion ( $H^+$ ) activity in a solution and, therefore, its acidity or alkalinity. The difference between pH 6 and pH 5 represents a ten-fold increase in acid concentration; a change of just 0.3 represents a doubling of acid concentration. Variations of pH can impact flavor, consistency, and shelf-life. The pH value of Chili ranges from 4.6-5.3. The measurement of pH was taken for every 10 days until no significant changes are shown. The ramnad mundu and PMK 1 has the similar pH than CO2 variety. The pH value of the Chilly varieties during storage Period (Days) was given in Figure 3. This result indicates that fresh Chilies have higher pH whereas the mature variety has lower pH as the age increases the pH increases.



## 4. CONCLUSION

This study clearly explains the variation in biochemical properties of three different varieties. The ramnad mundu and CO2 has the similar result for TSS, TA and pH whereas there is slight variation in PKM1. The result above mentioned shows the difference in fresh Chili and mature Chili. As we known Chili is the one of the main crop used in world wide. The Chilies were originated from tropical America, especially Brazil where it is still found growing in wild state. There are more than 400 varieties of chilies found all over the world. The most popular for Chili production because of India has immense potential to grow and export different best suited

climate, soil, irrigation facilities, skill and types of Chilies required to various markets around the intensive cultivation practices adopted by the farmers of world (Geetha and Selvarani,2017).

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## THE CONTENT OF PSYCHO-PHYSIOLOGICAL FEATURES OF IMPROVING THE PROCESS OF DEVELOPING TEAMWORK SKILLS OF STUDENTS IN GRADES 1-4 IN GENERAL SECONDARY SCHOOLS

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### ABSTRACT

*The following article deals with the recommendations to improve educational process in secondary schools. Pedagogical leadership within the collective life and collective's activities were analyzed as well. The traditional school is aimed at solving two main problems. Firstly, it must provide students with a great knowledge, and secondly, prepare them for life, forming the most important skills and abilities. Thus, in the traditional course of study, development has been relegated to the background for a long time. New social demands force teachers to abandon traditional teaching methods; there is a need to master new developing educational technologies.*

**KEYWORDS:** *Collective learning, cognitive activity, coordination mechanisms, curriculum, child's behavior.*

### INTRODUCTION

The traditional school is aimed at solving two main problems. Firstly, it must provide students with a great knowledge, and secondly, prepare them for life, forming the most important skills and abilities. Thus, in the traditional course of study, development has been relegated to the background for a long time.

With the transition to work according to the standards of the second generation, the modern school sets before the teacher new tasks aimed at forming a personality capable of self-development, self-improvement, making decisions independently, finding ways to implement them, navigating information, gaining knowledge, having communication skills, being able to

apply the acquired knowledge in a practical situation and in everyday life. New social demands force teachers to abandon traditional teaching methods; there is a need to master new developing educational technologies.

When organizing the educational process in primary school, it is necessary to take into account: age characteristics of children; specific features of educational activities; two types of neoplasms of primary school age (reflection and the ability to learn); ways of interaction between the teacher and students and the formation of practical skills and abilities in schoolchildren.

In the search for ways to more effectively use the structure of lessons of different types, the form of organizing the educational activities of students in the lesson is of particular importance.

A lesson is a combination of two or more forms of organizing educational work. Since the lesson can be used in different forms of organizing the educational work of students, it is possible to consider the lesson as a set of organizational forms of education.

In modern didactics, the concept of "general forms of organization of education" combines frontal (general class), group (brigade) and individual forms of educational work.

Collective learning is only such training in which the collective trains each of its members, and each member of the collective actively participates in the training of his fellows in joint educational work<sup>[4]</sup>.

Tasks in a collective form must meet a number of requirements:

- The task must have a sufficient degree of problems;
- The assignment should allow students to make some generalization;
- The task should provide for the application of the results obtained to the solution of other problems;
- The basis of the tasks should be search and problem tasks;
- To complete such tasks, it is necessary to use independent work of heuristic and creative types in the lesson.

The collective form of organizing educational work is the training of trainers and trainees in dynamic pairs, or pairs of replacement personnel.

Experience shows that a collective form of training means such an organization of training in which all participants work with each other in pairs and the composition of the pairs changes periodically. As a result, it turns out that each member of the team works in turn with each, while some of them can work individually. The technology of collective mutual learning allows the trainees to fruitfully develop independence and communication skills.

In the process of initial training, it is important to take into account their psychophysiological aspects when developing students' teamwork skills.

In a child's life, every year is extremely important for physical, mental and intellectual development.

In the course of 1-4 primary grades, students are 7-11 years old.

Preschool age finishes at the age of seven, and then the child enters a qualitatively new period. A seven-year-old child is more reasonable, it is easier to negotiate with him, and then he understands parental arguments and explanations.

Once again, as a five-year-old, he shows a spirit of cooperation and a desire to earn praise. A seven-year-old child becomes more tactful, begins to reckon with the feelings and interests of others. If a six-year-old child often got down to business of his own free will, impulsively, without waiting for the consent of his elders, then a seven-year-old is inclined to ask permission from adults. The child more often than a year ago tries to bring the business he started to the end. At the age of seven, the child is more introverted, that is, he often silently thinks about what he needs to do, sometimes he retires, becomes sullen and taciturn, and in this he differs sharply from a six-year-old child.

So, at the age of seven, compared with the age of six, a lot of new things appear in the child's behavior.

In 1960, L. S. Vygotsky, in his work "The Crisis of Seven Years," for the first time draws attention to the fact that a seven-year-old child is experiencing simultaneously two crises: a crisis of physical development (increased body growth in length, change of teeth) and a crisis in mental development associated with the emergence of such abilities as self-esteem, awareness of their own experiences. It is at the age of seven that a child first discovers the world of his own sensations and experiences; he begins to understand what it means "I am happy", "I am upset", "I am angry", "I am kind".

The beginning of schooling for a seven-year-old child coincides with the development of critical periods as physical and psychological.

If these two periods are acute, then the beginning of education will cause him the so-called "school shock", that is, the process of disadaptation to the school regime.

The beginning of schooling at the age of seven coincides with the second period of intensive growth of the child, a period of deep restructuring of the systems of internal organs, intensive morphological and functional changes that require a corresponding restructuring of the coordination mechanisms of the nervous system.

Taking into account the fact that seven-year-old children are significantly different from six-year-olds (they experience two more developmental crises in addition to school), and the fact that most modern seven-year-old children have a delay in the development of one or another brain structure, the most appropriate, sparing and favorable for development such children will not be three years old, but four years in primary school. One should also take into account the fact that many seven-year-olds already know how to read, so school administrators should have the right to independently decide which curriculum to recommend to a child.

Children who can read and have other well-developed learning skills can be enrolled in a three-year program. In order for the choice of a training program to become a reality, the school must be able to develop and offer a program that would promote the development of the child's early interests, foster and develop an interest in learning and cognitive activity.

A child's school admission as a necessary socially organized institution adds to the complex of climatic and anthropogenic influences on the body a number of specific "school" factors that aggravate the tension of regulatory mechanisms.

The nature of the child's psycho-physiological reactions during this period has been little studied and is a problem, the solution of which has scientific, practical and social significance.

The body weight of a child is a fairly informative indicator of the general condition of a child's body. The nature of the increase in body weight to a certain extent reflects the influence of environmental factors, fluctuations in the body's resistance and thereby allows the volume of the child's total load to be normalized.

In the classroom, it is imperative to carry out physical education minutes, to organize outdoor games during breaks.

It should be noted that prolonged incorrect posture of the child leads to the formation of the low-bowed head syndrome.

Children and adolescents are not indifferent to the nature and degree of exposure to natural light and ultraviolet radiation, which have a general biological effect.

The existing regulatory documents on artificial lighting are the same for children living in southern regions with an abundance of ultraviolet radiation.

The state of physical development and health of modern seven-year-old children forces us to raise the question of the need to organize a sparing mode of education according to the four-year education program for all children who have reached the level of school maturity. The four-year term of primary education will make it possible to qualitatively carry out not only the multifaceted intellectual creative development of children, but also their physical improvement, strengthen their health (and not worsen!).

By combining different organizational forms, collective learning methods ensure that every child learns successfully.

The following types of work can be distinguished in a single pair:

- Joint study of new material;
- Discussion of something;
- Teaching each other;
- Training;
- Checking.

In collective training sessions, students develop the psychological skills of self-organization, self-government, self-control, self-assessment and mutual assessment.

The mastering of the collective form of work by students takes place from the 1st grade. At first, the children work in pairs (for example, checking each other's homework for the subjects). From the 2nd form, they begin to check and record assignments in diaries.

The mastering of the collective form of work by students takes place from the 1st grade. At first, the children work in pairs (for example, checking each other's homework for the subjects). From the 2nd grade, they begin to check and record assignments in diaries.

When working in pairs, children learn to listen carefully to the answer of a friend (after all, the child acts here as a teacher), to constantly prepare for the answer, because they will certainly ask you too (and this is very important for children).

Therefore, the rules are always learned by heart. In addition, the learner gets the opportunity to once again check and consolidate his knowledge while listening to a partner, and he learns to speak, respond, and prove a position to a friend. The child can do in this lesson or at this moment of the lesson what is not allowed at other times as to communicate freely with a friend, to sit freely. He really likes this kind of work. He speaks, but the conversation is businesslike. Children are limited in time, so they try not to be distracted in order to keep up with other couples. It is interesting that, interrogating each other, children-"teachers" are often more demanding of each other than teachers.

The specificity of collective learning methods is to comply with the rules of joint work:

-Working together: be attentive to each other, polite, not distracted by extraneous matters, not interfere with each other, provide assistance on time, and follow the instructions of the senior in the pair;

-Working according to plan (check things against the plan);

-Completing the task in a timely manner: keep track of time, bring the work started to the end;

-Performing the work with high quality (as planned, accurately, without errors);

-Each of the couple must be able to defend a common cause and his own in particular.

In addition, you must remember the rules of general discussion:

-Not to tell everyone at once;

-Everyone to look at the speaker (teacher or student);

-To react with gestures or signs to every remark of the speaker (agree, disagree, do not understand);

-When opposing or agreeing with others, address the speaker personally.

But this work also teaches children to empathize with those who are struggling to cope with the task or not at all. They try to explain something incomprehensible to a comrade, make them repeat the rule over and over again.

It is recommended to use a collective form of organizing the educational process, since it is based on cooperation and mutual assistance, ensures the participation of students in the educational process, well reveals their individual characteristics, and ensures the development of individual personality traits.

Thus, the collective way of learning contributes to the formation of learning skills that will enable the student to improve himself throughout his life.

Education in the spirit of collectivism has become the leading principle of pedagogy, the formation of a team - the goal of educational work. The collective was also proclaimed as a means and form of achieving this goal.

In modern conditions, the classroom collective of schoolchildren should be considered, first of all, from the point of view of its necessity and usefulness for the personal development of children, and it becomes such if conditions are created in it not only for the process of identification of the child with the collective, but also for its isolation in the collective. For this, a



differentiated system of various relationships should be formed in the classroom, built on a high moral foundation. Such relationships can be called collectivist.

The basis for the creation, strengthening and development of the team is the joint activities of children aimed at achieving common goals.

The nature of the activity, its content and methods of its organization determine both the nature of the children's relations arising in this case, and the norms that naturally arise in the team and regulate the behavior of its members. Therefore, pedagogical leadership within the collective life and the processes occurring in it, first of all is carried out through the leadership of the collective's activities.

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## **PEDAGOGICAL AND PSYCHOLOGICAL BASES OF ENSURING THE ACTIVE PARTICIPATION OF WOMEN IN THE STATE, SOCIETY, MAHALLAS ON THE BASIS OF SYNERGETIC APPROACH**

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### **ABSTRACT**

*The following article deals with the pedagogical and psychological basis for ensuring the active participation of women in the state and society in the community on the basis of a synergistic approach. Increasing the socio-political and social activity of women in our country, creating conditions for them to realize their abilities and potential in various fields and sectors, ensuring unconditional observance of their rights and legitimate interests, comprehensive support for motherhood and childhood, as well as the family. Extensive work is being done to strengthen the institute*

**KEYWORDS:** *Pedagogical and psychological, active, participation, community, synergistic approach.*

### **INTRODUCTION**

Increasing the socio-political and social activity of women in our country, creating conditions for them to realize their abilities and potential in various fields and sectors, ensuring unconditional observance of their rights and legitimate interests, comprehensive support for motherhood and childhood, as well as the family. Extensive work is being done to strengthen the institute.

Life and development are unimaginable without women. They are the leading forces of the society, skillful and resourceful coaches, kind and intelligent educators.

Today, it is difficult to solve almost any problem of society, even the task of building a great state of the future without the participation of women. We rely primarily on the younger generation to build a great state of the future. The development of a child begins with the proper organization of family upbringing. What kind of people our sons and daughters become in the family depends first of all on our women.

According to the Decree of the President of the Republic of Uzbekistan dated December 12, 2018 PF-5597, the state of affairs in this area has a number of systemic obstacles to the full support of women, the organization of targeted work with them, strengthening the spiritual and moral environment in families. It is no coincidence that there are problems and shortcomings, and a number of measures are being taken to address them [1].

In order to radically improve the activities in the field of support of women and strengthening the institution of the family, as well as taking into account the tasks set out in the Action Strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021:

1. The following are the priorities of the Women's Committee of Uzbekistan:

-First, to ensure the effective implementation of state policy to support women, to protect their rights and legitimate interests, and to increase their role and activity in the socio-political life of the country;

-Second, the timely identification of women's problems, the compilation of address lists of women in need, and women with severe social disadvantages, including women with disabilities, the provision of socio-legal, psychological and financial assistance to them;

-Third, comprehensive support for women's employment, improvement of working conditions, wide involvement of women, especially young girls in rural areas in family and private entrepreneurship, handicrafts;

-Fourthly, with government agencies and civil society institutions in the early prevention of delinquency among women, in particular, in individual work with those prone to delinquency and in the implementation of measures for the social rehabilitation and adaptation of women released from penitentiary institutions the assignment of tasks such as ensuring close cooperation shows that the role of women in society is high.

All conditions are being created for their active participation in various spheres of our society. Our ancestors, who have their own historical roots in the treatment of women in our country, have always called for women to be valued, and treated with respect and dignity.

Our country was one of the first CIS countries to accede to the UN Convention on the Elimination of All Forms of Discrimination against Women, the International Labor Organization Conventions on the Protection of Motherhood and the Convention on Discrimination in Labor and Employment. It is an integral part of a set of normative and legal acts aimed at protecting their interests and strengthening their position in the family and society as a whole.

President Shavkat Mirziyoyev in his speech to the Oliy Majlis stressed the need to support and encourage small business and entrepreneurship, further increase the share of this sector in strengthening the economic power of our country, peace and stability, social harmony. In addition, today many women want to serve the family, society and the state. What kind of generation grows up depends on a woman, because she gives birth to a child and raises it. Improving the role of women in society, ensuring their active participation not only in the family, but also in the ongoing reforms in the country is one of the priorities in 2019.

This is evidenced by the adoption of the Decree of the President of the Republic of Uzbekistan dated February 2, 2018 PF-5325 "On measures to radically improve the activities in the field of support of women and strengthening the family".

All conditions are being created for their active participation in various spheres of our society. Our ancestors, who have their own historical roots in the treatment of women in our country, have always called for women to be valued, treated with respect and dignity.

This Decree provides for increasing the socio-political and social activity of women, creating conditions for them to realize their abilities and potential in various fields and sectors, ensuring unconditional observance of their rights and legitimate interests, comprehensive support for motherhood and childhood, as well as , special attention was paid to strengthening the institution of the family.

The analysis shows that the policy pursued in the Republic of Uzbekistan focuses on increasing the participation of women in the state and society. This raises the need for research in the field of pedagogical and psychological bases of ensuring the active participation of women in the state and society in the community on the basis of a synergetic approach.

The socio-psychological aspects of the problem of social partnership have been studied and scientifically substantiated as a form of collaborative activity. Some of the research in this area is devoted to the study of the process of production of collaborative activities from the socio-psychological point of view, that is, the study of socio-psychological problems in the community.

In the views of V.M. Myasishev [128], it is emphasized that the person is a product of interaction and interaction with others. In the 80s and 90s of the last century, there was a growing interest in the study of the problem of group activities in the field of socio-psychology, labor and management psychology. For the same reason, B.F. Lomov [117] argued that individual activity does not occur spontaneously, but is manifested in harmony with the activities of society.

B.G. Ananov [27], in his research on the culture of behavior, which is an important factor in collaborative activities, emphasizes that the teacher is an important source for assessment and analysis, educational opportunities, intellectual and moral development of students. A.V.Petrovsky [143], studying the interplay of interpersonal relationships in the community, emphasizes that the organization of the teacher's cooperation with students in the educational process is not only a means of meeting their needs for communication, but also an important condition for mastering the material.

Today, based on the above, we can say:

- Development and assimilation of information in the community on the basis of ensuring the active participation of women in the state and society;
- Identification of pedagogical and psychological conditions associated with the formation of a friendly environment between the subjects in ensuring the active participation of women in the state and society in the community;
- Exploration of pedagogical and psychological opportunities for the formation of cooperation and friendship in ensuring the active participation of women in the state and society in the community;
- Defining the content, form, means, methods and techniques of the process of synergetic approaches in ensuring the active participation of women in the state and society in the mahallas is especially relevant.

As pedagogical collaboration, synergetic has entered into pedagogy as a new concept, it is also directly linked to philosophy and sociology. This is because a person's collaborative activity takes place in a way that is related to the life of a particular society. This means that in the life of a society, in addition to the power of human interaction, there is also the opportunity for development in harmony. The concept of changing one's image in the framework of pedagogical cooperation also applies. If the new social epoch is based on the idea of self-preservation, adaptation to the new conditions, the modern person acts on the basis of his new essence and position.

Experts point out that the law of conservation of energy is a basic condition for the mobilization of human resources. This law, in turn, is based on the assumption of self-preservation and social life. Having your own image has a number of meanings as a principle of self-preservation. The change of the period is manifested in the state of the human mind through two different signs: the discovery of the final events and their storage in the mind.

Today, cooperation is the result of a change in the way a person thinks. The structure of the concepts that make up cooperation represents modern human thinking. In this process, collaboration leaves the initial state inherent in its application, because human thinking is inextricably linked with a number of concepts. They will exist in the mind, which requires maturity, new thinking. Synergetics, which studies these concepts, is a new direction in the world of science, the term of which entered the Uzbek language in the 90s of the XX century. It means joint action, cooperation, mutual friendship based on mutual agreement. Experts note that synergetics is a comparative study of the structural foundations of interpersonal cooperation and solidarity, the dynamics of development and the destruction of old structures.

Synergetics is not only a pedagogical but also an object of interdisciplinary research. Accordingly, it studies the basic laws and principles of interaction between individuals. It reflects the theoretical approaches to the independent organization of their activities in the learning process. Therefore, synergetics, the theory of collaborative activity, is manifested as a general scientific research program. An analysis of approaches to pedagogical collaboration shows the need to focus on a number of factors in primary education. They are:

- The fact that the phenomenon of "pedagogical cooperation" is a new phenomenon for didactics;
- An important phenomenon in the framework of pedagogical cooperation is the ability to organize their activities independently, which does not have its own scientific and pedagogical interpretation. That is why it has not attracted the attention of experts as a single, generally accepted term;
- The scientific apparatus of collaboration is so complex that it is not always convenient and widespread for basic pedagogical situations;
- As a result of rapid enough development, a new field of knowledge has the need to adapt to primary education the ability to systematize the accumulated scientific data;
- Due to the nature of its nature, research on collaboration is carried out in different areas of science; the methodology of primary education has a unique system of concepts, and so on.

Experts have managed to create a classification of it according to various aspects of cooperation. In particular, they provided a cognitive model of cooperation. This model represents a creative collaboration related to a person's practical activities. There is also a knowledge-based model of



collaboration. Within this framework, a number of cognitive models can be conditionally distinguished. In particular, we can include a model based on nonsense, a mechanical model, a reliable-statistical model, an ecological model, an irregular synergistic model.

As synergetics emerges as a means of interdisciplinary communication, each field, including the methodology of primary education, seeks a specific interpretation of the model of collaboration. The scientific basis of cooperation can be considered in several ways:

-First, the exact same. It is possible to think about a number of different factors that have arisen as a result of joint efforts. Characteristically, these factors do not individually lead to a specific event.

-Second, as synergetics is interpreted as a science of organizing one's activities, any qualitative change in the primary education system can lead to unexpected results. Analysis of the causes of unforeseen events is the subject of research in synergetics. The main scientific direction of synergetics is the study of system dynamics. The emergence of synergetics is in the fact that it represents phenomena that are different from existing systems. Any system needs to be updated and developed. This is because existing systems have the potential to deteriorate and change as a result of external influences.

In pedagogy, in the process of solving various tasks, the maintenance and organization of the structure, the creation of a certain order is the purpose of the activity or its important stage. For example, the formation of a group that plans to work together to ensure women's and community cooperation. Such a group should be a group that is stable and able to quickly master new tasks. Determining the optimal way to organize such a group is especially important in the educational process. It is not possible to use the trial and error method at this point. Creating such a motion-based system is extremely complex. At the same time, it is important to rely on pedagogical theories to strengthen cooperation with communities in increasing the activity of women based on cooperation. In this situation, it is difficult to assess the essence of the law of independent organization of their activities, as it is necessary to solve a number of tasks in Pedagogy and to analyze the most complex pedagogical processes.

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## AESTHETIC IMPORTANCE OF THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN FINE AND APPLIED ARTS LESSONS

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### ABSTRACT

*Training of teachers using computer technology is one of the most important issues in improving the composition of patterns in applied arts classes, that is, the main person who educates secondary school students aesthetically and spiritually, teaches our national values, as well as career guidance. is calculated. Successful resolution of this issue depends in many ways on the professionalism and pedagogical skills of the science teacher. Therefore, the enrichment of art classes with computer technology is a modern requirement.*

**KEYWORDS:** *Pattern, applied art, aesthetic value, computer graphics, AutoCAD, CorelDraw.*

### INTRODUCTION

It is important to organize fine arts classes in schools and make extensive use of applied arts in meeting the need for aesthetic values. Folk art is a collection of our aesthetic values. It is the duty of our teachers to fully pass on these values, which have been passed down to us from our ancestors, to the younger generation.

Family-school cooperation plays an important role in meeting the needs of students for aesthetic values. In this regard, in accordance with the decision of the President of the Republic of Uzbekistan Sh. Mirziyoyev dated November 28, 2019, "Development of national handicrafts, folk arts and crafts in our country, thereby fully preserving the rich cultural heritage and historical traditions of our people, busy In order to attract more people, especially young people, women and low-income families to crafts and employment, a number of items were considered<sup>1</sup>. On the basis of this decision, the Presidential Decree "On measures to hold the International Crafts Festival" was introduced. It is obvious that ample opportunities are being created for the development of folk arts and crafts and support for family craftsmen. Of course, it is necessary to help students to appreciate our rich values, to love and learn them and to contribute to the further

development of crafts. One of the most pressing issues is the formation of examples of applied art, which have come down to us from our ancestors, and the development of new methods and family cooperation in meeting the need for it.

In particular, on the initiative of our President, a plan has been put forward to build intra-city cities in the capital and in the centers of our regions and cities. It is taking shape in today's architecture, in the past, in the stage of development. Time expands not only the time, but also the scope of people's thinking, imagination, and encourages them to look at the time with a new perspective.<sup>2</sup>

The development of science and technology and the radical changes in the life of our society, as well as the constant increase in educational information, require a new approach to the educational process.

The creation of a new model of education in accordance with the requirements of the Law "On Education" and the "National Training Program", the organization of teaching on the basis of modern information and communication technologies has become a topical issue. Today, the education system is undergoing great development. The use of computer technology in the education system is expanding. Computer technology covers all areas of education, science and industry.

There are many types of teaching aids available today. However, many learners face certain difficulties in the use of teaching aids. Therefore, learners need to have a clear idea of what areas of computer technology are most likely to be used and the results of their use. It is also important to have stable practical skills in the use of information technology and the performance of relevant tasks. It is advisable to use information technology, especially computer, in the teaching of science in secondary schools. In this case, the computer should play the role of a teacher for a certain period of time, mainly in the early stages of education, and then become an effective tool in the practical work of the student.

The use of new information technologies places a great deal of responsibility on learners and, to some extent, changes the role of the educator as well. He is now the disseminator of information and the manager of the educational process. It is important to note that in the educational process, teachers and students must work together and be diligent in teaching and learning the subject.

Computers can be used extensively in fine arts classes to create drawings, compositions, change the design of drawings, and draw patterns in stages. The use of computer graphics in drawing Islamic and introductory exercises, especially in the field of decorative arts, increases the effectiveness of the work. Computer graphics software can be used extensively in a variety of decorative arts and architectural applications.

Nowadays, the school's drawing program includes the use of computer graphics, where students can draw a straight line on a computer, draw straight shapes, draw graphic shapes, draw detail shapes, partially understand the spatial position of a detail and its shape. 'are learning to change. This will increase students' interest in science and develop their ability to innovate. It would be a good idea to include computer graphics in a drawing program for 7th grade art classes. Because the school curriculum does not teach fine arts in grades 8-9. Drawing classes are held in grades 8-9. In Grade 9, students will have access to partial use of computer graphics. If students in

grades 6-7 learn to draw on computer graphics, they will have no difficulty in drawing in a drawing class and will be able to use computer graphics when they go to college.

From the second quarter of 7th grade onwards, computer graphics will be included in the program, and students will learn to draw patterns and ornaments in class, build building models, and create compositions using appropriate design solutions. The use of computer graphics in fine arts and drawing classes not only increases the effectiveness of the lesson, but also develops the student's knowledge, study, creation, design, skills and competencies.

During the lesson, students learn not only to draw, sketch, create a project, but also to create new works of art through the Internet, seeing with their own eyes the samples of our national art, unique works of art, historical monuments. It will be possible for them to contribute to the development of science and technology in our country.

Drawing on a computer arouses great interest in students and stimulates their mastery of the material covered.

However, a number of design and drawing programs around the world have been developed and are being used to facilitate the work of industries such as painting, applied arts and design. As an example of Uzbek folk art (painting, wood carving, etc Corell DRAW and geometric (Corell) for floral (Islamic) pattern compositions, which are suitable for drawing its base-composition. girih) There are programs such as Auto CAD (Auto Computer-Aided Design) that are more suitable for drawing pattern compositions.

### **Create a Square Pattern**

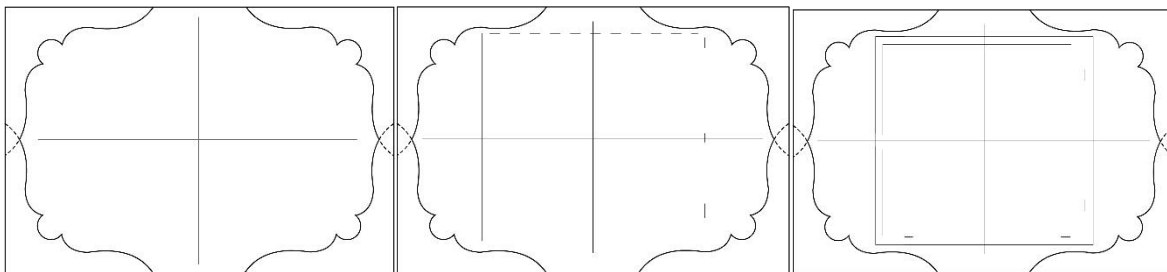
Step 1: Draw a border on the paper and download the corner template.

Step 2: Draw a vertical and horizontal line from the center of the paper. Mark dots 7.5 cm to the right and left of the arrow lines.

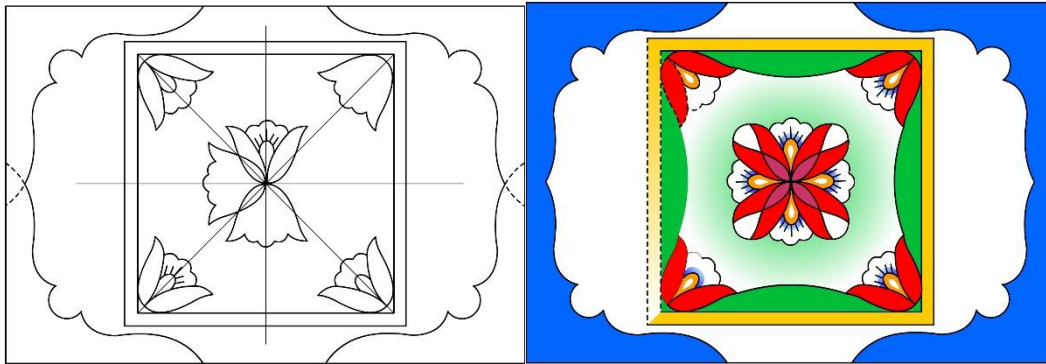
Step 3: Three: Create a square by joining the dots and frame the square into two layers. Join the corners of the square with diagonal lines.

Step 4: Connect the corners of the square with diagonal lines. Draw a tulip pattern at the corners of the center lines of the square. Draw pattern interior decorations.

Step 5: Connect the edges of the captured templates with curves, select a color for the resulting pattern, and paint.







### Create an Input Pattern

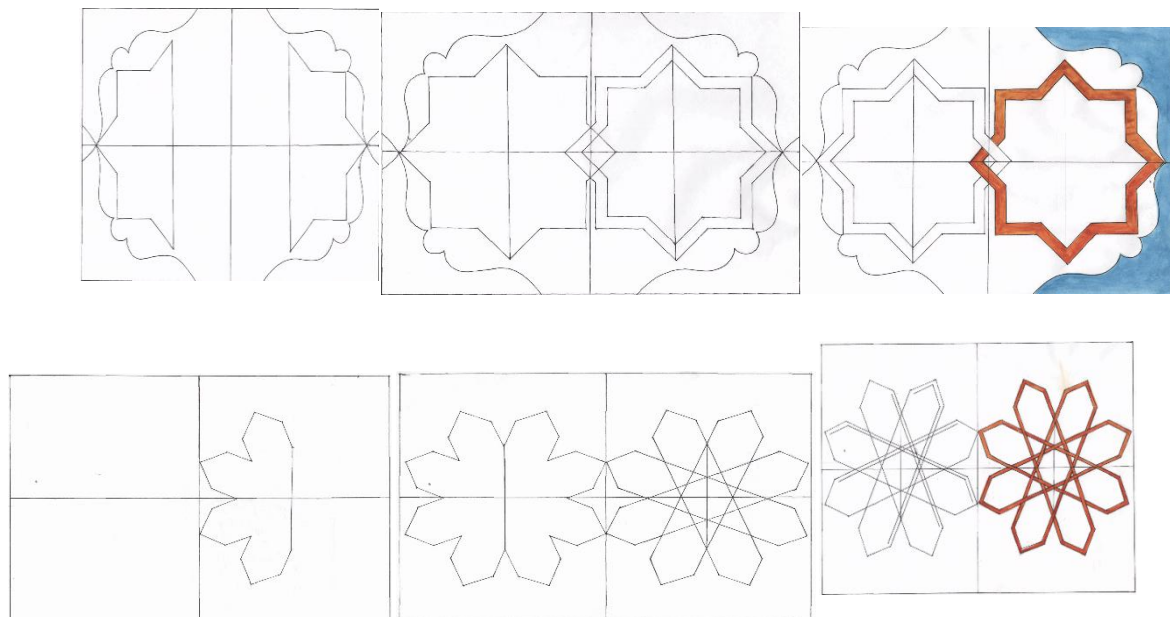
Step 1: Draw a border around the four edges of the paper and draw horizontal and vertical lines from the center of the paper.

Step 2: Flip the half-template to the right and left of the paper.

Step 3: Draw an octagonal shape around the pattern and draw the resulting eight edges in two layers 0.5 cm thick.

Step 4: Select a color for the pattern by deleting the excess lines from the resulting entry pattern.

**Note:** The template for the Girix pattern is drawn using a compass and a ruler. The template is designed to cut the template in half or a quarter. When the template is placed on the paper twice or four times, it is intended to form a single pattern.

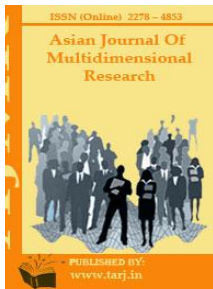


Doing the above patterns on a computer graphic with students will make the job easier. To do this, with the help of Auto CAD graphics program with students, these tasks can be completed very quickly and in a short time. With this program, you can achieve great accuracy when drawing input compositions, the resulting patterns can be resized to the desired size, and it is easy to copy. Pattern compositions can be painted in different colors using the color palette. In

addition, it is important to increase the effectiveness of the lessons by watching videos on the history and modernity of the national applied arts of Uzbekistan with students on the computer.

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## ADVANTAGES AND OPPORTUNITIES TO STABILIZE A HEALTHY SPIRITUAL ENVIRONMENT IN THE FAMILY

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### ABSTRACT

*The family is the supreme abode that preserves the continuity of every nation, ensures the development of national values, and determines the spiritual and physical development of the new generation. The family is one of the most beautiful wonders of our natural gift, which is reflected in the natural biological, economic, legal and spiritual relationships inherent in human beings. The family is a complex social group formed by the combination of biological, social, moral, ideological and spiritual relationships. By the Decree of the President of the Republic of Uzbekistan Sh. Mirziyoyev dated February 2, 2018 № PF-5325 on measures to radically improve the activities in the field of support of women and strengthening the family, increasing the socio-political and social activity of women Particular attention was paid to creating conditions for the realization of their abilities and capabilities in the industry, ensuring unconditional observance of their rights and legitimate interests, comprehensive support for motherhood and childhood, as well as strengthening the institution of the family.*

**KEYWORDS:** *Determined, Strengthening, Emergence, Obligations, Stabilizing, Parental.*

### INTRODUCTION

The family is one of the oldest institutions of civil society and has gone through a complex path of development. Man alone would not have been able to live in primitive times. In primitive times, man lived in a large family, in which the people were in a close relationship and were divided only into the category of parents and children. The emergence of interest in the family problem is not accidental, as the family has been the foundation of society for thousands of years, and they have interacted directly with each other. The family, marriage - the priests, and is not divinely established, it is determined; it is not given much legal attention. When we say family, we mean a small one-person society, the union of man and woman is the basis of this

society. This family consists of a woman and a man or children born in an alliance of several women and men, and there may be mutual rights and obligations between them, and these rights and obligations may be governed by custom or law.

Opinions about the nature of the family, its necessity, importance in society, its place can be conditionally divided into the following two groups: a) social; b) legal.

According to the social approach, the family consists of several components. The first of these components involves the qualification of the family as a union of people or a small social group, which is expressed in the actions of people, for example men and women, and their children towards a common goal. Thus, the family is a social organization in which people are united.

The family also has certain responsibilities to the state. These are reproductive and educational functions. In addition, among the important functions of the family is the organization of economic communication, comfort and recreation. The role of the family in the formation of the social mechanism in society is invaluable. It is an ever-evolving whole organism that has gone through several stages in its development. In family, children are born, undergo initial adaptation, upbringing, education, and most importantly, children have the opportunity to form their own families, and there is a stage of aging parents to experience old age. The success of the family, its stability depends on the social development of society, the size of the population and its quality.

Based on the above considerations, it should be noted that one of the important tasks is to stabilize a healthy spiritual environment in the family. Below we discuss the benefits and opportunities and possibilities of stabilizing a healthy spiritual environment in the family.

In the so-called family sanctuary, the task of ensuring the mental, spiritual and physical health of their children is entrusted to the parents. At school, it is clear that the level of knowledge of the teacher in his subject, how deeply he mastered his professional skills, and how important his human qualities are in the formation of human qualities in students.

The time has come to adapt the family and its spiritual and healthy environment, the level of parental knowledge to the requirements of society's national pedagogy, to explain to women how important the maturity of children is not only for parents but also for society and the nation. Stabilization of a healthy spiritual environment in the family is reflected in the upbringing of the child in it. This is a very delicate matter.

The woman who shook the cradle of the world, the mother to all man, is first and foremost a song of fidelity, love, devotion, endurance and inexhaustibility. In the East it is called the mother, the weak.

In the family, the father, like the mother, is responsible for the upbringing of the child.

It is important to follow the following to stabilize the healthy and spiritual environment in the family:

1. It is important to remember that the personal example of family members, like parents, is important in shaping a child's personal qualities.
2. It is necessary to enrich and generalize the moral experience by creating positive behavior in the child.

3. It should not be forgotten that various forms of moral knowledge in a child affect their minds and emotions through a lively, bright, fiery word.
4. It is advisable to be fully aware of the news happening in the world, the reforms taking place in our country, in our society, and interpret them correctly for your children.
5. Reassure your children that they will have a certain profession in the future, support his wise choice.
6. Take an interest in your children's education at an educational institution, find out what subjects they are interested in studying.
7. Read samples of fiction, be aware of newly published literature.
8. Recommend literature that will enrich the spiritual and educational life of your children.
9. Watch movies with your child that enrich the spiritual-enlightenment area, then listen to your daughter's opinion during the discussion and guide her in the right direction.
10. Ask your child about their peers, observe their relationship with them, observe their behavior.
11. Learn what your child does at school, and monitor his or her useful work at home with the mother.
12. Introduce your child to national and universal values. Teach them to respect the elders and the younger ones.
13. Teach a child to be patriotic, brave, kind, chaste, patient, and to take responsibility for household chores.
14. Learn your child's ability and ability to study and work, teach him to properly assess their own abilities and abilities, strengthen his will.
15. Develop a sense of support for each other in your child, family members, develop moral qualities: ability to keep their word, chastity, responsibility, nobility, humanity, and patriotism.
16. If you have a child, try to eliminate negative traits together if you have observed him, give him confidence, talk about future plans.
17. If you are concerned about any aspects of your child's behavior, do not forget to consult a teacher, psychologist.
18. Make sure you have free time for your child, talk to him, ask him for help with household chores (let the girl feel the need for household chores).
19. Organize excursions with your child and family to nature, painting, fashion, agricultural products and other exhibitions. It unites family members, forming in them a spirit of mutual respect based on cooperation.
20. Be sure to involve your child in sewing, baking, sports, art, choreography, drama, clubs, language learning centers.
21. To change the behavior of your child for the better, give examples from the lives of national heroes, great thinkers, sages, read books about their lives together, watch movies.
22. Avoid giving exaggerated advice. Even when you are angry, refrain from speaking harshly to your child. Interact with him with subtle thoughts and ideas without raising your voice.

23. If you feel that acquaintances who are communicating with your child are negatively affecting him, be sure to seek the advice of a teacher and psychologist.
24. Share with your child about promising plans to build a healthy lifestyle in the family.
25. The father should be able to give up some of the negative needs of the child and form a desire to take into account the needs and desires of family members as well.
26. If the family is well-off, the parents should teach their child to be humble and to be polite, polite, and chaste in front of others.

Each family has its own unique individual image that is different from the others. Problems in the family also vary due to differences in family members' education, spiritual needs, and economic conditions.

Mankind has entered the 21st century with great achievements as well as great challenges. After independence, we began to enter into a broad relationship with the countries of the world, there are various spiritual problems, especially interpersonal relationships in family life, the basis of these relationships are changes in women's psychology, as well as the manifestation of individuality. Usually we always describe a woman's personality as impeccable virginity, purity, generosity, perseverance, some of these definitions are manifested in a mutual sense.

A woman plays 6-7 social roles at the same time, she is a woman, a sister, a lover, a partner, a mother-in-law, a mother, so on the basis of these roles she has to perform many functions as a person. Each of its functions determines its future. If she is a good husband - the husband is inseparable from her, if she is a good mother, the child is in her loving hands, if she is an intelligent woman - she will never go astray, if she is smart, she will never be despised if she is dear to the end of her life.

A woman has to perform 8 tasks from the moment she steps on the threshold of marriage.

The reproductive task is to give birth to a new generation, which means that the child is physically and mentally healthy.

The task of socialization is that despite the fact that there are many institutions involved in socialization, the mother knows that the study of the laws of socialization is of great importance to the child.

Emotional satisfaction is affection for children. Consequences, joy, and the positive emotions that are necessary for a person like that - emotions are definitely something a woman needs to look for. It is necessary for a woman to show more sympathy and kindness in the family.

The function of status is that a woman is usually the person who gives children the feeling that she is the child, that she deserves that title. Some mothers negatively affect their children's relationships with words like father is bad, or he doesn't deserve to be a father.

Economic function - many family members are interested in a woman in the family to solve economic problems correctly and rationally.

Demisotological function - the concept of happiness is interpreted by every woman, but the person responsible for the happiness of all members of the family is more feminine.

Relaxation function - it is necessary for a woman to properly allocate time in the family, especially to organize the rest of the members in a timely manner.



The regulatory function is that all relations in the family are governed, that is, interpersonal relationships, sister-brother, sister-brother, adult-minor, minor-adult, of course, the wife of the family. The family that is always with you, the backbone of society, the backbone of the family, the woman's own responsibilities are uniquely accepting, executing, obeying, acknowledging them, creating a unique psychological for each woman. Every woman's attitude towards her responsibilities is an attitude in society. Being the possessor of an incomparable heart, the positive display of duties proved once again his holiness.

All this has an effective effect on stabilizing the healthy-spiritual environment in the family.

The more cohesive, organized, and strong the family, the more effective its normative influence will be. In such a family, in addition to its own values, the values, rules and norms of society are respected, and the child is taught to live in society from the beginning. Its importance is that the child, both in preschool and later in school or lyceum, is disciplined, disciplined, performs the assigned tasks conscientiously and conscientiously, and can always have a place in children's society. Such a child will not be affected by various heresies, absurd calls, and invitations, and will grow up to be an independent-minded, conscientious person. Because the family is a small society, a small model of society, the Uzbek people know very well that if the family is strong, the society will be strong, so especially in the years of independence, the family is valued in our country, marriage is revered as a sacred bond.

The family plays an important role in the formation of the individual as an active participant in society. As a child is born and raised in a family, the system of relationships formed in the family over the years affects the child's psychology. They are influenced by the interpersonal relationships that adults in the family have with each other and with their children, like their communication, their behavior, their relationship to the child. This influence ultimately affects the way a child perceives the world, his or her attitude toward people in the environment, and even his or her way of thinking. It would be wrong to view this effect in the same direction as either negative or positive. This is because, under certain conditions, a child's level of vulnerability to family influences may vary depending on how he or she reacts to those influences. If an adult is able to compare the educational impact with existing social norms, the child is more likely to follow a pattern that is considered positive for him or her. But life experience and observations show that the educational power of the family, especially in the preschool age of the child, is high, and the influence exerted by the adult on the child in the family during this period may play a leading role. Therefore, we have ample reason to say that there is a direct link between personality traits and even the formation of a way of thinking and the methods of educational influence in the family.

When we focus on the main manifestations of family upbringing methods that have been proven in the science of psychology, it can be divided into two categories as influences that support or limit the activity of the individual. In particular, methods of cooperation and non-interference can be seen as a method of influence that restricts the activity of the individual.

The birth and development of any new idea depends on how much that idea is supported by those around it.

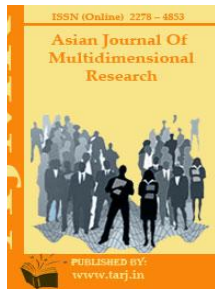
In particular, the recognition and acknowledgment of an idea leads to a further increase in the person's need to think. Hence, the formation of an independent thinking process is also directly related to how the parents treat the child in the family.

Keeping the psychological environment in balance in stabilizing the healthy and spiritual environment in the family is a phenomenon that affects all family members.

Discipline and culture of parents and grandparents are important in stabilizing the healthy and spiritual environment in the family. Only the norms of behavior that are accepted by society and can raise human life to a higher level are absorbed into human nature in a comfortable family environment.

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## CLASSIFICATION OF UZBEK NATIONAL STRINGED MUSICAL INSTRUMENTS

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### ABSTRACT

*The following article deals with the role of Uzbek national stringed musical instruments in the cultural life of people, their stages of development over the centuries, and the impact on the spiritual world of people through the sound of "mizrab". In addition, there was studied old musical instrument's repairing stages and new ones invented periods, and their importance in our modern cultural life. The rubab word, which belongs to the dynasty of strings, is one of the instruments that adorn the musical life of the Uzbek people. Information about Rubab can be found mainly in pamphlets written in the X-XVII centuries. The great medieval scholar al-Farabi wrote in his treatise on music, "Musical instruments that make sounds close to the human voice are the rubab, the flute, and the trumpet; they mimic the sound very well. The instruments will be accompanied by singing.*

**KEYWORDS:** Centuries echo, stringed musical instruments, kashgarrubab, prima rubab, metsosopranarubab, alt rubab, afghan rubab, ud, tanbur.

### INTRODUCTION

Nowadays one of the actual issues is the restoration of our national values, as well as the study of our musical heritage. Indeed, in the examples of our musical heritage, the noble intentions, dreams, delicate emotional experiences, and philosophical observations of existence in general, which are stored in the hearts of our ancestors have found a bright expression. Therefore, when we listen to national melodies on instruments, the "voice of the centuries" sung in them, the delicate and human emotions embodied in captivating melodies, excite our hearts and at the same time encourage us to appreciate the traditions inherited from our ancestors. Therefore, it is important to study our ancient words in depth and popularize them among the people.

According to the sources, the Uzbek national words were widely spread among the peoples of Movarounnahr in the II-III centuries AD. Unfortunately, due to the paucity of sources on the

culture of the peoples of Central Asia in the pre-Islamic period, we are not able to provide complete information about these instruments.

The rubab word, which belongs to the dynasty of strings, is one of the instruments that adorn the musical life of the Uzbek people. Information about Rubab can be found mainly in pamphlets written in the X-XVII centuries. The great medieval scholar al-Farabi wrote in his treatise on music, "Musical instruments that make sounds close to the human voice are the rubab, the flute, and the trumpet; they mimic the sound very well. The instruments will be accompanied by singing." The word rubab is said to have originated long ago. It is triangular in shape and is part of the bow. The first rubab had one string.

It is known from historical sources that this word was loved and performed by all the peoples of Mawlawi in the XII century. According to Mawlawi scholars, each corner of the word rubab has a symbolic meaning, meaning the first corner, the second corner, the third corner, and the fourth corner, north. This word is then recreated in the form of a hexagon. The fifth corner and the sixth corner mean the sky. The word is somewhat similar in structure to the rubab dynasty.

A well-known literary scholar of Uzbek classical music Abdurauf Fitrat wrote a book "Uzbek classical music and its history" and said the following about rubab: "In the book "History of music of unknown author" stated that the rubab appeared in Khorezm by Sultan Muhammad Khorezmshah. The day I saw this book, I believed it too. But in the 1920s, I was struck by the fact that an instrument I had brought from India called Sorang was very similar to a rubab. Darveshali's "Musical Risale-i Musik", which I later came across, shows that this instrument was made in Balkh and developed in Khorezm during the reign of Muhammad Khorezmshah. The body of this instrument can be divided into four main parts: the abdomen, chest, neck, head, abdomen, chest and neck. The head is then made and glued to the stalk. The rubab's abdomen and chest resemble have two deep vessels connected by a 2.5-centimeter neck. The abdomen is also covered with deer or goat skin. The chest and neck are covered with a thin board. The abdomen is 21 centimeters long, 18 centimeters wide, the chest is 28 centimeters high, the abdomen is 10 centimeters wide and the neck is 5 centimeters wide. Harak is four fingers above the root. There are five strings made of gut, and they are as thick as violin strings. There are also twelve "bottoms". These are like tanbur strings. The instrument does not click when the rubab is played, its function is to vibrate by clicking on the original strings, adding their own melancholy, trembling sounds to the original strings". (Page 7.29)

So it is clear from the above ideas and the musical pamphlets of past scholars that the rubab has a long history from our national words.

Rubab began to appear in ensembles around the 14th and 15th centuries. The original appearance of the rubab was smaller than it is today. The bowl is carved and covered with leather. The curtains on the handle are tied with a special device made of silk or gut and tapped with a soft object. The curtains can be slid up or down as needed. It consists of 18 curtains and the vocal cords are diatonic. The rubab is a popular stringed instrument among the peoples of Central Asia, as well as the Uyghurs living in the Xinjiang (Kashgar) province of southern China.

Since 1935, the restoration of traditional Uzbek folk instruments has been a natural necessity of the time. Because in Uzbek instrumental studies, among other words, several types of these instruments were invented in order to show the versatility of the words played with the mizrob (mediator) and to expand their performance; Currently, there are the following types of

instruments that fall into the group of mizrab: **kashgar rubab, prima rubab, metsosoprana rubab, alt rubab, afghan rubab, ud, tanbur.**

All of these musical instruments are tempered, that is, the sound series is divided into twelve and a half tones equal to the octave range.

**Kashgar rubab** has a special place among Uzbek folk instruments. This musical instrument has become one of the favorite words of our people due to its close to the human heart with its resonant, clear voice, and its ease of study and playing. It consists of an elongated bowl and a long handle with two horns, carved in a semicircle. The upper part of the skull is covered with leather.

The Kashgar rubab has been renovated and replaced with a brass curtain, the length of the handle has been reduced, the number of curtains has been increased, and the technique of execution has been simplified. As a result, it was possible to play music of different character and difficulty. It is a word that sounds in the middle register rather than the tone of voice. It has five strands, the first and second pairs are made of steel and the third single thread is made of silk. Each pair is based on a narrow thickness and can be adjusted unison. This means that the thinnest pair of strings is tuned to the **lya** of the first octave, the second pair of strings to the sound of the first octavemi, and the third single string to the sound of the minor octavesi. The wires are placed according to the pure quart interval. (Figure 1)

Musical works written for the Kashgar rubab are recorded on a violin key, one octave lower than what is written.

#### Writing listening



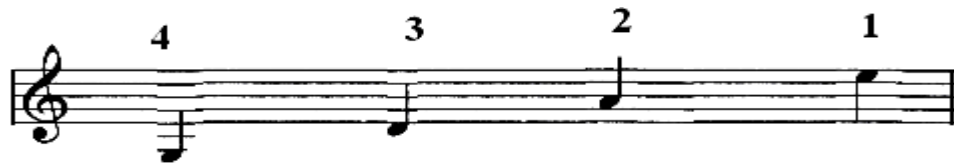
The sound width ranges from the **si** note of the lower octave to the **lya** note of the third octave

#### Writing listening

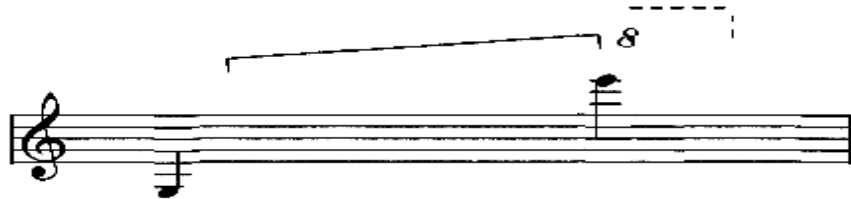


**Prima rubab** is a new, smaller musical instrument with four strings. The first string is tuned to the **mi** of the second octave, the second string to the **lya** of the first octave, the third string to the **re** of the first octave, and the fourth string to the left of the lower octave. The distances between the strings are equal to the pure fifth interval. This word is a high-register instrument. (Figure 2)

The notes are written on a violin key, which is heard as it is written. Prima Rubabi's appliqué looks like a guitar or a violin. It is also played with mizrob like kashgar rubab.



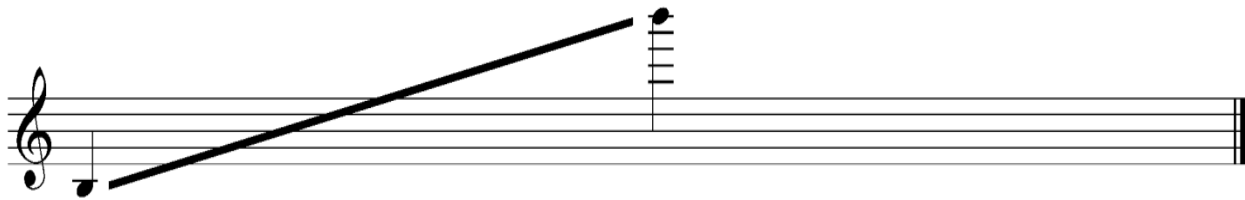
In the fourth octave, the volume ranges from the left octave to the **mi** sound.



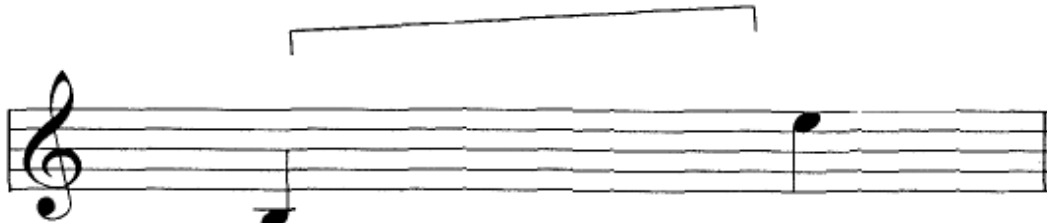
It is a technical instrument used in the performance of all musical compositions of various kinds, both solo and in orchestras.

**The Metsosoprano rubab** is a new stringed musical instrument with a medium register sound. It is structurally smaller than the Kashgar rubab. It has five strings made of steel, the first two pairs of strings being tuned to the **lya**, the second pair of strings to the first octave, and the third to the minor octave. The grid spacing is equal to the strings quarter interval. (Figure 3)

**Sound** range from lowsioctave to thirdsioctave;



But its voice sounds good in the low octaves **si** to the second octave **mi**.



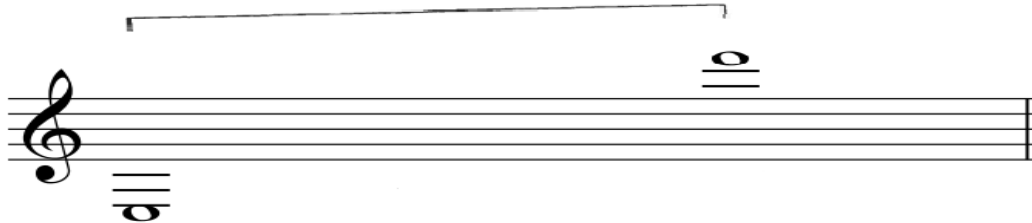
The playing methods are similar to the Kashgar rubobi sozi. His voice is clear, soft, resonant. It is used in solo performances and as part of an ensemble.

The **Alt rubab** was renewed with a middle register sound. It consists of five strings like the Kashgar rubab. The first and second strings are double, and the third string is single. All the strings are made of steel. The first pair of strings is tuned to the first **re** octave, the second pair of strings to the **lya**, and the third single string to the minor **mi** octave. (Figure 4)



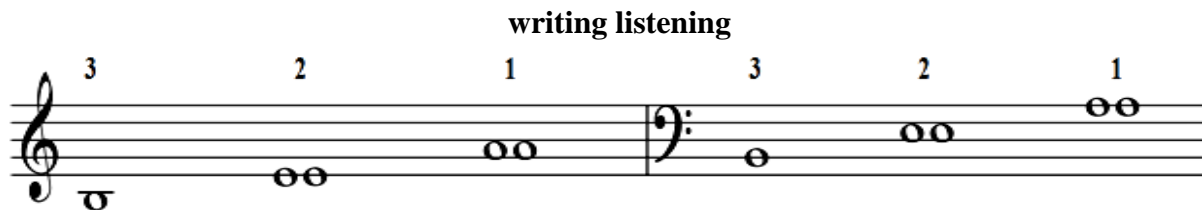


The strings spacing is equal to the net quarter interval. The notes are written on a violin key. Sound width **mi** from low octave to **re** third octave.



All the possibilities and conveniences of playing in Kashgar rubab, methodical methods also apply to this rubab. In addition to playing the bottom rubab in various ensembles and orchestras, it can also be used as a solo performance. Because it has all the features you need to do that. He is also played with a mizrob.

**Afghan rubab:** The refurbished Afghan rubab can be heard in the middle register, depending on the sound output. The Afghan rubab also has five strings, which are made of gut or kapron. Its first pair of strings is tuned to **lya** and the second pair of strings to the first **mi** octave, and the third single string to the smallest **si** octave. The note is written on a violin key and gives an octave low sound. The grids are spaced. (Figure 5)



Sound range from low octaves **si** to third octave **mi**



All the features of playing the Kashgar rubab are similar to the Afghan rubab, which can play two or three sounds at once. It is played with the help of a mizrob.

It should be noted that the ancient Afghan rubab was different from the modern Afghan rubab. For example, the traditional Afghan rubab has a small number of curtains on its handle and is

tied to the skin of the intestine. In addition to the five main strings, there were a few additional auxiliaries at the top, which served to decorate the music during the performance.

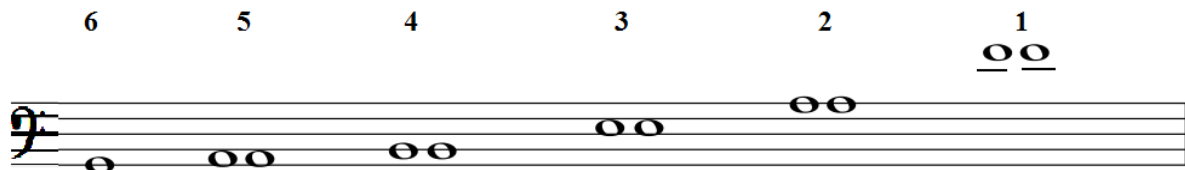
**Udrubab** is a popular musical instrument among the peoples of the East. It is one of the oldest stringed instruments and is played by a mediator. It has a large pear-shaped cup and a short and smooth handle, 11 pairs of adjustable silk nets. According to ancient historical sources and other musical works, the narrow and curtain structure of the instruments is explained on the basis of the ud instrument. The word ud has also been known to exist in the first century AD. 17th-century scholar Darveshali Changi, states in his music treatise that the oud is the king of instruments. Because of his gentle, graceful voice, the breadth of his voice set him apart from any other musical instrument of the day. According to Darveshali opinion, the ud had 12 pairs of adjustable silk strings. It now has eleven strings, the first, second, third, fourth and fifth strings are double and the sixth string is single. (Fig. 6)

All of the strings are made of kapron. The notes are written on a violin key and give an octave low sound. The adjustment of the strings is as follows.

### Writing

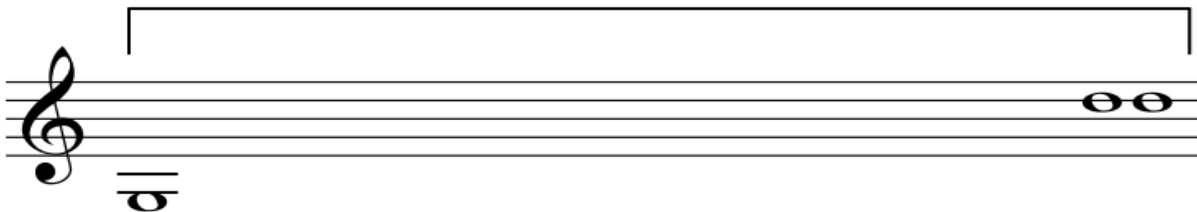


### Listening

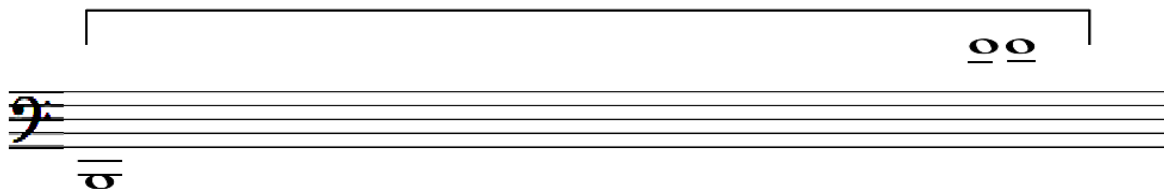


The volume from the **sol**lower octave to the **secondre** octave:

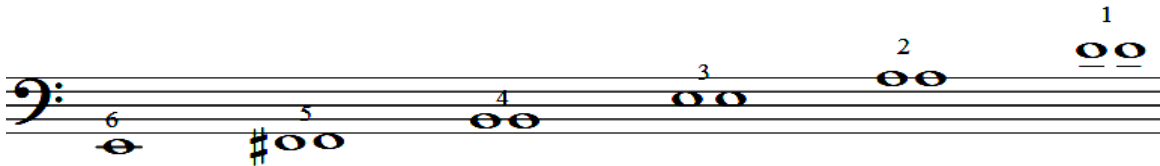
### Writing



### Listening



It should be noted that Rifatillo Kasimov, a professor at the State Conservatory of Uzbekistan, in his textbook stated that, in order to improve the performance of the **Ud**, the first to the fifth pair of strings should keep the word pure quarter interval between the fifth and sixth strings. The fact that it is tuned to a large second interval is the same for instrumental performance.



The word ud is now used in the music of Uzbek, Tajik, Armenian, Iranian, Turkish, Azerbaijani and other Oriental peoples.

**The tanbur** is an ancient stringed instrument is widely used in Uzbekistan, Tajikistan, and the Xinjiang region of southern China. The bowl of the tanbur is carved in the shape of a pear, with a few thin wooden ribs attached to the top, and a long handle is attached to it. Its total length is 1000–1300 mm. A three-tiered intestinal cord is attached to the handle. In addition to the intestinal membranes, four membranes are attached to the lid to make loud noises (this is called a “has membrane”). The number of membranes is 18-20. (Figure 7)

The refurbished tanbur has a low and medium register sound. His notes are written on a violin key and give an octave low sound. The tanbur is adjusted as follows:

#### Writing listening



The volume has three octaves. The width of the sound is from the lower octavemi to the second octaveve.

#### Writing listening



The tanbur can be narrow from three to six. Nowadays, three-stringed tanburs are mainly used, and their wires are thin. The first is basic, pleasant and melodic, the second and third are auxiliary. The tanbur is played with a special nail attached to the index finger of the right hand, with only the first string used and the remaining strings used for additional sound. Sometimes all these strings are hit at the same time, resulting in double sounds.

The tanbur can be used as a soloist or as an ensemble. It will feature instrumental melodies, songs and maqoms. The tanbur is one of the leading words in maqom performance.

The tanbur, along with other Uzbek folk instruments, has undergone some changes, and the curtains are made of straw and firmly attached to the handle. The sound is chromaticized and included in the Uzbek orchestra of folk instruments, creating a relief for the performers.

In short, the place of each instrument in the culture of music, its use and the nature of its repertoire are determined primarily by the performance of the instrument. T. Alimatov (tanbur), Muhammadjon Mirzayev, Ergash Shukrullaev, Abbas Bahromov, Ari Bobokhonov, Kobil Usmanov, Adham Khudoikulov also contributed to the popularity of words belonging to the family of stringed instruments and their place among the national words. Skilled musicians such as Tohir Rajabov (rubob), Sulaymon Takhalov (Afghan rubob), Rifatillo Kasimov (ud), V.Borisenko, A.Malikov (prima rubobi) made a great contribution. The musicians created a unique school of performance in the republic. At the same time, they have made great strides in training musicians and teachers of these instruments in Central Asia.



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## PEDAGOGICAL CONDITIONS FOR THE FORMATION OF TOLERANT THINKING IN YOUTH IN THE FAMILY ENVIRONMENT

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### ABSTRACT

*The following article deals with enhancing the role and place of the country as an equal subject of international relations, ensuring religious tolerance and interethnic harmony in joining the ranks of developed democracies, expanding the possibility of introducing competent approaches to educational content tolerance in higher education. The measures to bring up young people in a spiritually, morally and physically harmonious way, to raise the system of education to a qualitatively new level, include prevention. This creates the need to determine the pedagogical conditions for the formation of tolerance thinking in young people in the family environment of tolerance, to develop pedagogical and psychological mechanisms for the formation of the concept of tolerance.*

**KEYWORDS:** *Tolerant Thinking, Traditional Tolerance, Spiritual, Moral, Physical, Requirements Of Tolerance.*

### INTRODUCTION

In the framework of reforms aimed at enhancing the role and place of the country as an equal subject of international relations, ensuring religious tolerance and interethnic harmony in joining the ranks of developed democracies, expanding the possibility of introducing competent approaches to educational content tolerance in higher education.

The measures to bring up young people in a spiritually, morally and physically harmonious way, to raise the system of education to a qualitatively new level, include prevention. This creates the need to determine the pedagogical conditions for the formation of tolerance thinking in young people in the family environment of tolerance, to develop pedagogical and psychological mechanisms for the formation of the concept of tolerance.



## LITERATURE REVIEW

Social, philosophical, historical, psychological, pedagogical and sociological aspects of tolerant thinking have been studied by philosophers, theologians, orientalists, historians, pedagogues, political scientists.

The idea of tolerance in Uzbekistan embodies various aspects of the concept of "tolerance". The idea of tolerance is deeply rooted in the national thinking of the Uzbek people. The notion of tolerance with independence has re-entered ideological processes as a socio-political and philosophical-historical concept. In particular, the necessity and peculiarities of tolerance in the socio-political reality was studied by D.Alimova, H.Boboev, I.Jovliev, A.Zakrulaev, E.Karimova, Z.Munavvarov, N.Rakhmonov, I.Saifnazarova, Z.Kadirova. Also it has been studied in general by such scholars as Husnutdinova, M. Khajieva, M. Sharifkhodjaev, and the concept of tolerance is evaluated as a socio-philosophical synthesis. On the educational significance and educational basis of the ideas of tolerance, G. Akramova's research has a great importance on the didactic basis of the formation of the concept of tolerance in primary schoolchildren. As G. Aripova's research was dedicated on the pedagogical conditions of the formation of tolerance thinking in the family;

G. Aripova's research is scientifically based on reliance on traditional tolerance and modern tolerance indicators in the formation of tolerance thinking in the family. Criteria for tolerance thinking are: love for people, understanding of their values, living in peace and tranquility, compassion, justice, diversity of the world, the formation of immunity to foreign ideas, the language, religion, customs and traditions of nations, and people. It is interpreted as consisting of the formation of respect. However, the identification of pedagogical conditions and the development of mechanisms for the formation of tolerant thinking in young people in the family environment are emerging as a series of pending studies.

## RESEARCH RESULTS AND DISCUSSION

Tolerance is the norm of balancing different socio-political relations between people, nations, cultures, beliefs, customs, religions, and ideologies. From a pedagogical point of view, tolerance is a set of certain ethical and aesthetic norms and requirements for human morality within the framework of various economic, spiritual, ideological and religious values in society.

According to its historical formation, tolerance encompasses essentially necessary ideas such as an impartial attitude towards religions, non-discrimination between religions, respect for human religious beliefs, and respect for the rights of believers and atheists.

Tolerance is one of the most essential socio-spiritual characteristics of a secular state and is interpreted in modern societies as an equal and tolerant attitude towards the various differences between people.

Tolerance is a socio-philosophical phenomenon with historical and national roots. The national values of the Uzbeks have included the concepts of tolerance since ancient times, in particular cultural and religious tolerance, which include the following issues:

- To treat people the same regardless of age, nationality, race, sex, financial status, lineage;
- To evaluate the sincere attitude to others as an important sign of human culture and upbringing;
- To include in the concept of "perfect man" his broad character, ability to treat others well, readiness to respect the culture of behavior, other religions and traditions;

- Incorporate in the national processes of other cultures, progressive aspects of national traditions at all times in the historical processes (culture of behavior, housekeeping, cooking, cleanliness, attitude to children);
- The positive impact of the Uzbek national culture, communication etiquette, traditions and values on other cultures over the centuries.

Monotheistic religions, in particular Islam, are interpreted on the basis of explanations, narrations, stories, historical facts, the ideas of tolerance put forward in the views of Islamic thinkers in the Qur'an and Hadith, which are its sacred sources. Oriental thinkers such as Qaffol Shoshi, Khoja Abduhaliq Gijduvani, Imam Moturudi, Najmiddin Kubro, Bahovuddin Naqshband, Amir Khusrav Dehlavi, Abu Zakriya Yahya bin Maaz, Saadi Sherazi, Alisher Navoi, Imamiddin Nasimi have expressed their views on national tolerance. In the study of Islamic religion, Sharia, and jurisprudence, the characteristics of the factors of tolerance have been studied, and the views of Western thinkers have been systematized.

In our opinion, it is necessary to significantly expand the criteria of the highlighted features. Indeed, the concept of "tolerance" includes, on the one hand, possible values and, on the other hand, a system of actions that must be prohibited. But tolerance is not just about patience, contentment. Therefore, in the national thinking of the Uzbeks, the concept of tolerance includes such concepts as dignity, honor, patience, contentment, kindness, generosity, knowledge, recognition of other cultures and religions, piety, tolerance, friendship, brotherhood, equality, solidarity, peace, harmony. It is important to pass it on to the younger generation in a family environment.

The family environment plays a key role in inculcating the idea of tolerance in young people. Because every young person is brought up in a family, learns national and cultural values, imitates family members, absorbs the concepts of patience.

Tolerance shows in the minds of young people that they need to acquire certain skills to behave in society and communicate their ideas to others. These are:

- Respect for the diversity, diversity and uniqueness of races, nations, peoples, cultures, religions, languages and states in the world;
- Recognize and understand the existence of a system of values, traditions, logical thinking, lifestyle and mentality of people of other races, nationalities, ethnicities, cultures, religions, languages and states, to understand the naturalness of this situation;
- To accept that another person, regardless of race, nationality, ethnicity, culture, religion, language and state, has different aspects from others and to have a positive attitude to this system of differences;
- To rely on universal humanitarian criteria in assessing the emotional aspects of a person in relationships, to try to assess the inner world of others, to evaluate the feelings they value;
- Learn to solve problems on the basis of tolerance in various conflict situations, acquire the necessary skills to find successful solutions and constantly comply with the requirements of tolerance.

The pedagogical content of this process requires the formation of the following knowledge, skills and abilities in young people on the basis of universal and national values:

- To know the roots of scientific-theoretical and historical development of the concept of tolerance;
- Correct understanding of the content of such concepts as "multicultural", "polyethnic", "monocultural", "multicultural" and "intercultural dialogue";
- Genocide, racism, xenophobia, extremism, ethnocentrism, radicalism, fundamentalism, nationalism, separatism, localism, nationalism and to correctly understand and evaluate the content of anti-tolerance concepts such as group selfishness, religious bigotry and religious hypocrisy, to learn to rely on the thinking of tolerance against them;
- Acquisition of knowledge and skills based on the idea of national independence in the relations between the secular state and religion, the concept of freedom of religion, human and religious beliefs, the rights of atheists;
- To teach youth to protect themselves from religious bigotry, religious hypocrisy, "fake democracies", "color revolutions", "preventive revolutions" and various other ideological threats in the process of ideological conflicts and contradictions, information attacks, ideological struggle;
- Teaching youth a culture of communication and interaction, debate, leadership, finding positive solutions to conflicts and disagreements, respect for the rights of others;
- Deep understanding that each person is a unique and inimitable individual, not to harm others spiritually and physically, to form a culture of interpersonal communication and communication skills.

The requirements for the formation of tolerance in the minds of young people require that the necessary standards of certain knowledge and skills in its philosophical, social, ethical, functional, practical aspects be given on the basis of historical, scientific, social, objective, membership, equality, continuity, and regularity.

## CONCLUSIONS

1. Tolerance is a socio-philosophical and socio-political concept, the meaning of which is the interaction and acceptance of each other in society in the context of diversity of nations, races, peoples, peoples, cultures, views, ideologies, recognition of world diversity, the process of understanding each other, the mutual stability between them, expresses the idea of peace. The perfection of the 21st century cannot be imagined without the spiritual, cultural, ideological, secular and religious tolerance that has been acquired on a large scale. Therefore, the formation of tolerant thinking in young people has been identified as a priority.
2. One of the main principles of the foundations of secular statehood is based on the ideas of tolerance, as well as religious tolerance. Therefore, in the process of building the foundations of an independent statehood, it is important to make the principles of tolerance an integral part of society. In the current situation, it is impossible to prepare young people to live in a secular and civil society without forming a mindset of tolerance. Therefore, the issue of forming a mindset of tolerance in young people is of pedagogical importance.

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## SCIENTIFIC AND METHODOLOGICAL BASES OF IMPROVING THE PROFESSIONAL AND PEDAGOGICAL ACTIVITY OF ENGLISH TEACHERS

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### ABSTRACT

*This article provides a scientific and methodological basis for improving the professional and pedagogical activities of English teachers. The last years have been a period of radical changes and reforms, renewal and change, creativity and development, modernization and liberalization in the field of education. The main goal of the reforms is to build the foundations of a democratic, civil, legal and secular state in Uzbekistan, emphasizing that the foundations of such a new society cannot be built without the formation of a new harmoniously developed person. As the Republic of Uzbekistan follows the path of forming the foundations of a democratic and civil society, it is clear that in this process the issues of forming a harmoniously developed personality will not lose their relevance.*

**KEYWORDS:** *Scientific, Pedagogical, Personality, Education, Innovation, Develop, Reflect, Information, Communication, Pedagogical Technologies, Interactive Methods.*

### INTRODUCTION

The study of the innovation factor in the education system of the Republic of Uzbekistan is one of the most important scientific problems of the years of independence. Accordingly, the issue of innovation in education has become one of the areas in which its broad and substantive practical activities are embraced. They understood the radical changes and transformations in the education system of the country. These changes have been developed in connection with the division of the education system into new stages, the introduction of innovative directions, new specialties and areas, the continuous and continuous development of the education system, the development of its modern pedagogical forms, tools and methods. Therefore:

-First, innovative processes are directly reflected in the enrichment of the pedagogical process with various modern information and communication technologies and new pedagogical technologies, interactive methods;

-Secondly, innovation in education is determined by the changes in the content of the pedagogical process, i.e. its democratization, popularization, the process of social, economic, legal, political, spiritual and educational reforms in the country, economic growth and development based on state personnel policy;

-Thirdly, the most important innovative processes were manifested in the audience, in the new content and essence of various social humanitarian subjects, in their reshaping on the basis of national ideology and national pride, understanding of national identity.

In the following years, the process of radical reconstruction of the pedagogical environment began. The pedagogical infrastructure has been reshaped in content. Thus, the essence of the content of innovative processes and radical changes in the education system of the country is multifaceted, and dozens of new research works have been conducted in each of its areas. The issue of introducing innovative requirements in the process of direct education has become one of the main directions of modern pedagogical science.

Accordingly, knowledge of foreign languages means economic growth for the country's youth, development of society, state and family, full provision of labor resources, scientific management of labor from the intellectual and management point of view, efficient, effective and promising use of human capital in economic development. Accordingly, today, in terms of knowledge of foreign languages, human capital development and its provision, it is equivalent to modern intelligence, education, health, knowledge, quality and productive work and quality of life. Accordingly, the role and importance of the pedagogical activity of English teachers in the formation of personality is growing exponentially. Today, an English teacher can organize and manage their pedagogical activities on the basis of pedagogical innovations, use pedagogical technologies and interactive methods necessary for their pedagogical activities, apply them in their daily activities, have their own innovative pedagogical techniques, design their own activities. to be able to create a step-by-step integrated model of foreign language teaching. This means that the range of various innovative tasks assigned to an English teacher is very wide, and all of them need to be scientifically substantiated. Principles such as the secular nature of the education system in Uzbekistan, the need to be educated and to stimulate individual talent also require this.

Anthropological knowledge includes the following types of human capital:

- Private human capital;
- Human capital of various firms and organizations;
- National human capital.

Knowledge of foreign languages and the ability to effectively use their knowledge for their own personal development and the development of society is necessary for all aspects of human capital mentioned above. Their existence, to what extent they are formed, ensures an innovative economy. In this context, knowledge of foreign languages is emphasized above:

- Private human capital;
- Human capital of various firms and organizations;



- National human capital is required to exist, operate and bear fruit at each stage. In this regard, in the most developed countries, the share of human capital in their national wealth is 70-80 percent, while in Russia this figure is 50 percent. Therefore, it is necessary to develop human capital in Uzbekistan and to ensure and develop one of its distinctive features - the demand for knowledge of foreign languages. Human capital, in particular its knowledge of foreign languages, is one of the productive and social factors of the modern economy today, a factor that is valued as the driving force of the economy.

Human capital, especially for Uzbekistan, is that children's knowledge of foreign languages, especially English, is in fact a factor of future development.

For example, in the last quarter of the twentieth century, countries such as Sweden and Finland were able to develop innovative economies in their countries as a result of special attention to human capital and the development of various features of human capital. were able to convert.

The development of science and science, the development of high technologies and modern societies based on information technology give priority to factors related to human capital, namely, knowledge, education, health, quality of life, the availability of highly qualified professionals, their creativity. Therefore, human capital, as well as its structure, is a factor of human capital's knowledge of foreign languages - the spiritual wealth of the nation.

The term "innovation" itself began to be used as an independent term in scientific research in the nineteenth century. The problems of innovation in the literature have long been studied in the system of economic research. The term innovation has been widely used since the twentieth century. The term is widely used in the works of the Austrian Economist J. Schumpeter (The Theory of Economic Development, 1934).

Despite the fact that the problem of innovation and innovative technologies in education is one of the new directions, it is one of the most relevant, multidisciplinary areas of scientific interest, both in foreign countries and in the country. Many researches and special models on the content, essence, forms, means and methods of innovative processes in education, new pedagogical technologies have been developed in the previous researches, all of which form the methodological basis of this research. Research created before us:

The place given to innovative changes in the process of radical reforms in the education system of the country, its position and assessment, the order and stages of innovative changes;

General innovative processes and goals in the field of education, research related to the essence of the content of the innovation process in education;

The content of innovative processes in the organizational and practical management of the education system and educational institutions;

Problems and goals of organizing the activities of the education system and the head of the educational institution to manage the innovation process;

Innovation process in education, its structure and modeling of the pedagogical process;

In the introduction of innovations into the practice of the educational institution and the educational process in areas such as the skills of the teacher and his motivation for the innovation process, which can be studied specifically:

However, the issue of pedagogical foundations of the organization of innovative pedagogical activity of English language teachers in the higher education system has not been studied separately. On this basis, among the areas of research considered, special attention was paid to the scope and essence of the innovative process in the activities of teachers, especially English teachers. Because it is inevitable that the pedagogical activity of teachers working in the higher education system is aimed at creating educational conditions in the process of educating the individual, meeting his needs and discovering and developing their abilities.

Pedagogical innovative processes began to be studied by scientists in the West in the late 20s of the last century, and in Uzbekistan after independence. The interest of the world pedagogical and scientific community in the subject is in the form of special innovative services, publishing, innovative articles in magazines. In particular, UNESCO has the Asian Center for Pedagogical Innovation for the Development of Education, which, in cooperation with the International Bureau for Education, summarizes pedagogical innovations in different countries and disseminates information to the pedagogical community in special publications.

At the beginning of the twentieth century, a new field of knowledge emerged - the introduction and application of innovations. He began to study the laws of introduction of technical innovations in the field of product manufacturing. The science of innovation - innovation - has emerged as a reflection of the sharp increase in the requirements of firms for the development of new plans, services and their implementation.

At the stage of modernization of the higher education system, it was noted that in the teaching of foreign languages in higher education institutions, some special subjects, in particular, technical and international specialties, are taught in foreign languages. A new innovative era has begun in the process of teaching foreign languages in our country. The content of the new modern era in the system of foreign language teaching shows its essence in the following areas:

The first direction is to pay special attention to the subject of foreign languages in the existing interdisciplinary classification in Uzbekistan and to assess it as a factor that directly ensures the future development of the country. In this direction, in the existing disciplines, special attention was paid to the reconstruction of the system of teaching foreign languages, its enrichment of content, improvement of form, its sharp increase in terms of pedagogical methods, tools and techniques. The essence of the state policy on foreign languages was defined. According to him, the factors of qualitative provision of the social needs of the new generation in foreign languages have been identified. In this regard, in addition to purely pedagogical factors, the opportunities for the creation of social infrastructure and their comprehensive acceleration were also taken into account.

The second direction is to increase the focus on educational institutions that train foreign language specialists. Naturally, the implementation of the requirements of the state policy on foreign languages, first of all, required the restructuring of educational institutions. Accordingly, the factors of improving the reform of educational institutions in the teaching of foreign languages were taken into account. It was noted that in all pedagogical, ie educational, spiritual-enlightenment, health-physical activities of educational institutions, special attention should be paid to foreign languages. It was noted that all the necessary technical and information-communication capabilities for the educational institution should be fully implemented.

The third direction is the revision and approval of the state educational standard for teaching foreign languages in the system of continuing education on the basis of modern requirements.

Based on the decision and taking into account today's social conditions, the reform of the system of teaching foreign languages required a revision of state educational standards, the inclusion of innovative ideas in its content. The state education standards had to ensure, first of all, the transition to a new system, that is, the transition to a system of teaching foreign languages in all schools of the country from the first grade. This required to determine the factors that determine the extent to which the content of education is determined for each stage. At the same time, educational standards should take into account different aspects of foreign language acquisition, i.e. reading, translating information in a foreign language, comprehension, listening, speaking, free expression, knowledge of lexical layer features and other grammatical and lexical features.

The fourth direction is to provide foreign language classrooms of educational institutions with modern information and communication, teaching aids and equipment. Innovative improvement cannot be achieved without information and communication systems. Therefore, it is necessary to ensure that each educational institution is technically mature.

Summarizing all the state documents aimed at ensuring innovative processes in foreign language teaching in recent years, it is clear that they are aimed at making radical changes in the field, changing the content of education, its methods, forms, tools and ways.

Today, the formation of a harmoniously developed personality is one of the main pillars of the future of society, aimed at the targeted organization of the process of education and upbringing in the interests of man, society and the state. An integral part of the formation and development of a harmoniously developed person is his knowledge of foreign languages and his ability to communicate in foreign languages. Accordingly, this process will be effective only if teachers organize innovative pedagogical activity at every stage of the educational process, creating the basis for the young generation to live actively in the age of modern technical development, to form in their thinking aspiration for innovative, ie creative activity.

In short, in order to improve the professional activity of English language teachers in the higher education system, along with such qualities as intellectual and creative thinking, spiritual maturity, ideological awakening, physical health, civic sensitivity, deep knowledge of their subject, full use of information technology, pedagogical technique, competence and other qualities are also important.

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## MECHANISMS FOR THE FORMATION OF INTEREST IN LEARNING AMONG PRIMARY SCHOOL CHILDREN

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### ABSTRACT

*The problem of the formation of cognitive interest in junior schoolchildren is one of the urgent problems of modern pedagogy. The development of a child's cognitive interests in the process of his education in the lower grades is one of the most important factors in the success of learning. Cognitive interest in schoolchildren needs to be formed and developed. In primary education, the formation of cognitive interest has its own characteristics.*

**KEYWORDS:** *Cognitive Interest, Primary Grade, Student, Teachers, Emotional Process, Formation.*

### INTRODUCTION

Cognitive interest in schoolchildren needs to be formed and developed. In primary education, the formation of cognitive interest has its own characteristics. For example, such a feature was the formation of cognitive interest and the formation of self-awareness. The child realizes himself in a new role of a student (I am a student!). At this stage, the foundations of the idea of the world, a person, and his activities are laid.

Before we get acquainted with the concept of "cognitive interest", we will explain what the concept of "interest" is.

Interest (from the Latin "to be inside") is an ambiguous definition:

Interest - special attention to something;

Interest is a positively colored emotional process associated with the need to learn something new about the object of interest, increased attention to it.

There are several types of interests:

Artistic interests,

Sports,

Technical,

Cognitive, etc;

The subject of our research is cognitive interests. Cognitive interest is a special and important area of the general phenomenon of “interest”. The scope of this interest includes: the acquisition of knowledge by the student; the process of mastering knowledge; the learning process as a whole, allowing you to acquire the necessary methods of cognition and contributing to the constant forward movement of the student. Cognitive interest is studied from various angles by teachers and psychologists. The essence of cognitive interest and its role in the upbringing of a personality is considered by many psychologists and educators.

G.I. Shchukina writes that cognitive interest, first of all, can be characterized as a complex relationship between a person and the phenomena of the surrounding reality, which expresses his desire for a comprehensive, deep study, knowledge of their essential properties. Her interest acts as a selective focus of human mental processes on objects and phenomena of the surrounding world; the tendency, desire, need of the individual to engage in precisely this area of phenomena, this activity that brings satisfaction; a powerful stimulus to the activity of the individual, under the influence of which all mental processes proceed especially intensively and intensely, and the activity becomes exciting and productive; special selective attitude to the surrounding world, to its objects, phenomena, processes

S.L. Rubinstein believes: “Cognitive interest is a complex relationship that is two-way” [7].

Cognitive interest is not a separate mental process. Cognitive interest is understood as a complex relationship of a person with the surrounding reality, which expresses his desire for a comprehensive, deep study, knowledge of their essential properties. Cognitive interest appears in a person from the first year of life and accompanies him almost all his life. Cognitive interest acts as the most important motive of the personality, its cognitive activity. The peculiarity of this interest lies in the complex cognitive attitude to the world of objects, to knowledge about them, to the scientific fields that study them. The process of learning in a state of interest is not contemplative, but an active purposeful character, cognitive interest is the most important motive of learning. Cognition and development of a person goes through interest.

The development of a child's cognitive interests is one of the most important factors in the success of learning. In psychological and pedagogical research, cognitive interest is the child's need for knowledge that orientates him in the world around him. Cognitive activity in the early stages of development manifests itself in the form of curiosity. Curiosity is the first driver of cognitive processes.

K. D. Ushinsky noted that curiosity prompts the child to questions, creates orientation in the world around him, focuses mental activity on a certain area and develops into curiosity. For the development of curiosity, training and education are necessary. For the development of cognitive needs, a constant transition from an already familiar subject to a completely new subject is necessary. Development is based on dissatisfaction with some knowledge and constant search, which leads to new knowledge. The main source of motivation for younger students to work and mental activity is interest. The teacher's questions also play an important role in the formation of



cognitive interest. Competently compiled, they have a certain structure, they force them to think accurately, consistently, independently, economically allocate resources to achieve the goal, analyze their actions, reason and justify their judgments. The teacher's questions perform several functions: informational, organizational, controlling, motivational, stimulating.

The problem of cognitive interest remains one of the most important areas of scientific research in modern theory and practice of education. The task of forming the cognitive interests of students in the learning process is one of the central ones in the system. Interest determines the social formation of a person. Contributing to the mental, moral, emotional, physical development of the child, interests are the main driving force of pedagogy. Analysis of the state of the research problem in modern pedagogical theory and practice shows that at present, cognitive interest is considered by teachers and psychologists not in isolation, but from the standpoint of the principles of dialectical determination, structure, consistency, unity of consciousness and activity, activity and personality, and appears as a kind of manifestation biological and social, individual and social.

Modern pedagogy considers cognitive interest as an interest in life, in history, in culture, in another person - interest as the basis of new achievements throughout a person's life, saturated with mental activity. Currently, cognitive interest refers not only to didactics, but is also proclaimed an important subject of research in the theory of education. Experience shows that success in teaching is achieved, first of all, by those teachers who have the pedagogical ability to develop and support the cognitive interests of children.

Cognitive interest is a multifaceted object of scientific knowledge. Being at the intersection of the study of psychology, didactics and the theory of education, it has a rich history of its development.

Many researchers find the origins of the problem of interest in learning in the appeal to the pedagogical theories of the past. First of all, these are the great systems of foreign teachers Ya.A. Komensky, D. Locke, I.G. Pestalozzi, I.F. Herbart, A. Disterweg and others. Czech teacher Ya.A. Comenius, who first turned to interest as a pedagogical concept, believed that "in all possible ways it is necessary to inflame in children an ardent desire for knowledge and for learning." Interest in knowledge is the core of the great humanist's educational concept.

Modern teachers talk about the formation of interest in cognition as an integral task of the theory and practice of education.

In the course of the formation of cognitive interest, there is a transition of interest from one stage of its development to another. Scientists have explained that during the transition of stages, the previous ones do not disappear. They remain and function on a par with the newly emerging forms.

In the world, scientists have accumulated a large number of methods and techniques aimed at the formation of cognitive interest.

Active learning methods are methods that stimulate the cognitive interest of learners. They are mainly based on a dialogue, which presupposes a free exchange of views on ways to resolve a particular problem. They are characterized by a high level of student activity. The possibilities of various teaching methods in the sense of enhancing educational and educational-production activities are different; they depend on the nature and content of the corresponding method, the methods of their use, the teacher's skill. Each method is made active by the one who uses it.

Active teaching methods provide activity and a variety of mental and practical activities of students in the process of mastering the educational material.

With the help of active teaching methods, you can form a sustainable cognitive interest. They should not only be systematized, but also dosed in the educational process.

One of the techniques included in the method of active learning is the technique of creating entertaining situations in the classroom - the introduction of entertaining examples, experiments, and paradoxical facts into the educational process. This helps to increase interest in learning. Analysis of excerpts from fiction; The situation of being entertaining evokes emotional experiences through the application of surprise techniques, which cause deep emotional experiences in students to the subject. It also has a positive effect on the formation of cognitive interest. To create emotional situations during the lessons, the artistry, brightness, emotionality of the teacher's speech is of great importance.

The methods and techniques for the formation of cognitive interest include not only an active teaching method and a situation of amusement, but others as well.

For example, the method of cognitive games, which is based on the creation of game situations in the educational process, can be called a valuable method of generating interest in learning. Which makes it quicker and easier to understand topics. And it accompanies the rapid formation of the cognitive process.

Also, another method of stimulating cognitive interest is the method of creating situations of cognitive dispute. Which helps to increase interest in the topic. Forms healthy competition that will help the student in the future. The competition helps children to experience success, the joy of learning, pride in their achievements, which in turn affects the emotional processes of the child. The inclusion of students in situations of controversy not only deepens their knowledge, but also involuntarily attracts their attention to the topic and causes a surge of interest.

The implementation of the method for solving non-standard creative tasks contributes to the development of the creative processes of primary schoolchildren, which in turn has a positive effect on the formation of the cognitive interests of schoolchildren.

The main source of interest in the educational activity itself is, first of all, its content. In order for the content to have a particularly strong stimulating effect, it must meet a number of requirements formulated in the principles of teaching (scientific nature, connection with life, systematicity and consistency, comprehensive educational, upbringing and developmental influence, etc.) However, there are also some special techniques aimed at increasing the stimulating effect of the content. These include, first of all, the creation of a situation of novelty, relevance, bringing the content closer to the most important discoveries in art and literature.

The analysis of life situations is used as a technique for the formation of cognitive interest. This teaching method directly stimulates learning through the greatest possible concretization of knowledge.

The methods of forming cognitive interest include educational cooperation, which increases the interest of younger students. Learning collaboration is an interaction in which the teacher:

- Creates a situation of the need to restructure the child's modes of action;
- Organizes educational material in such a way that the child can discover the reasons for his ineptitude;

- Enters and cooperates with students only on his initiative, upon request for specific assistance [10]

Also, the heuristic teaching method can be attributed to the methods of stimulating cognitive interest.

The purpose of heuristic learning is not to pass on past experiences to students, but to create personal experiences and products. The heuristic activities performed by schoolchildren in a wide variety of educational fields did not at all presuppose that they had any prior skills to follow the pattern. In this method, an active search for cognitive tasks is organized. This implies the creative activity of students, but under the supervision of the teacher. Cognitive interest is formed within a certain framework.

Also, for the presentation of knowledge, the teacher resorts to a story, to an explanation or conversation. These techniques are often associated with a demonstration.

The story is of great importance in the organization of value-orientated activities. Influencing the feelings of children, he helps to understand and assimilate the meaning of prisoners in the narrative of moral assessments and norms of behavior [12]. The story contributes to the formation of positive motives for learning, an active life position, which increases the effectiveness of learning and contributes to the formation of cognitive interest.

Conversation has been used since ancient times. This method gradually brings students to the acquisition of new knowledge [12].

The method of working with the book. It can be used as a method of acquiring new knowledge and as a method of consolidating knowledge and developing skills and abilities. This is a multifunctional method that provides training, development, education; encouraging learning and self-improvement, performing a control and corrective function. Working with a book is, perhaps, the main method of teaching, both at school and in the post-school period of study or self-education. Foreexample, a teacher uses a textbook.

In order to develop skills and abilities, the teacher gives students a variety of tasks, trying to provide a system of exercises in the implementation of appropriate actions. At the same time, he leads students to an increasing degree of independence, organizing work of a creative nature. With any method, the work of students should be organized so that the assimilation of knowledge is not allowed without understanding what is being assimilated. With the correct formulation of teaching, each method is maximally used to develop the cognitive abilities of students - their perception, thinking, memory, imagination. Each method requires the activeness of the teacher and students.

Applying various methods and techniques in teaching, it is necessary to teach them and schoolchildren - to teach in the very practice of cognitive work. Independent use of methods and techniques of mental work and practical actions is the strongest factor in the development of students' abilities. The experience of independent cognitive work will equip students with the ability to acquire knowledge through self-education.

In order for the lesson to really become a means of manifesting the personal qualities of students, and to carry out homework with pleasure, it is necessary to move as far as possible from the information-practical method to the problem-search one. In the problem-search method, most of the work is assigned to children, which contributes to the development of cognitive interest.

Used by teachers and the method of differentiation. All children are different; everyone has their own level of academic performance, therefore, not every child can complete a difficult task. And problem solving is one of the important means of enhancing the cognitive interest of students at all stages of learning.

Thus, the most effective methods and techniques for the formation of cognitive interest in younger students were identified and disclosed.

Effective means of forming the cognitive interests of younger schoolchildren include creative assignments, didactic games, and problematic assignments.

The basis for the formation of the cognitive interests of younger students is their creative activity. Creative activity develops the senses of children. The purpose of creative activity is to activate the thinking of students, the development of their cognitive abilities. Creative cognitive activity involves the identification of new sides of the studied phenomena, the expansion and deepening of knowledge. Carrying out the process of creativity, the child experiences a whole gamut of positive emotions, both from the process of activity and from the result obtained. This contributes to the formation of cognitive interest. Creative activity develops the personality of the child, helps him to assimilate moral and ethical norms.

Psychologists have found that the development of a person's thinking is inseparable from the development of his language. Therefore, the most important task in the development of creative thinking of students is teaching them the ability to verbally describe ways to solve problems, talk about working methods, name the main elements of a problem, depict and read graphic images of it. The assimilation of the necessary vocabulary by students is very important for the formation and development of their internal plan of action. In any creative process, the problem is solved first in the mind, and then transferred to the external plane.

The cognitive interest of students in learning, no matter what character it is, no matter how active it may be, should always be directed and organized by the teacher. Often the teacher, where it is possible to give the activity a creative character, is limited to reproduction, which reduces the interest and activity of students, does not form their creative attitude to the material being studied.

The creative work of students helps to strengthen and enhance the cognitive interests of students, the development of their creative thinking, the individuality of each student.

The cognitive interest of younger students is often unstable. The child may be frightened by a creative task, its formulation that is unusual for a schoolchild. Therefore, you should start with simple tasks, gradually moving on to more complex tasks. Completing creative assignments requires a lot of preparatory work.

One of the means of forming cognitive interest is amusement. Elements of amusement, play, everything unusual and unexpected evoke a sense of surprise in children, a keen interest in the learning process, and help them to assimilate any educational material.

At the initial stage of the formation of children's cognitive interests, they are attracted by the actual play actions. The game serves as an emotional backdrop against which the lessons unfold. Using constantly, from lesson to lesson elements of educational and cognitive games, there is an increasing movement: a game from entertainment turns into a game - work, if at first the children

are worried about the adventures of a goldfish, then later, along with this, there is a desire to help the goldfish get out of troubles by solving a mathematical problem.

Games help to make any educational material fascinating, create a joyful mood, and facilitate the process of mastering knowledge.

When choosing games for the lesson, it is important to take into account the difficulties and at the same time the accessibility of children. When organizing it, you need to rely on the experience and knowledge of children, set specific tasks for them, clearly explain the rules, gradually complicating the task.

So, for example, in a lesson on the topic "Personal hygiene" you can turn on a game - a crossword puzzle, where children will have to solve a crossword puzzle on their own, and for this each child must have a crossword puzzle and riddles on the desk. You can also include puzzle games in the lesson process.

As a didactic tool for students in the learning process, study assignments act. If a learning task creates a problem situation, then such a task is called problematic. A problem task is a necessary component of the learning process, the purpose of which is to develop students' thinking. Problem teaching, and not presenting ready-made facts and conclusions that are suitable only for memorization, always arouses the unflagging interest of students. Such training makes us look for the truth, and the whole team to find it. A problem situation characterizes a certain mental state of a student that arises in the process of completing an assignment, which helps him realize the contradiction between the need to complete the assignment and the inability to complete it with the help of existing knowledge; awareness of the contradiction awakens in the student the need to discover new knowledge about the subject, method or conditions for performing actions.

## CONCLUSION

In our work, the following tasks were set and solved:

- 1) The essence of cognitive interest is defined, which is understood as a complex relationship of a person with the surrounding reality, which expresses his desire for a comprehensive, deep study, knowledge of their essential properties. Cognitive interest appears in a person from the first year of life and accompanies him almost all his life.
- 2) The psychological characteristics of the formation of cognitive interest in younger students have been studied. All cognitive processes (attention, imagination, thinking, and speech) are intensively developing, which contributes to the formation of cognitive interest in younger students. New relationships with adults and peers are characteristic of younger students.
- 3) The methods and techniques that influence the formation of cognitive interest have been studied. The methods are implemented through a set of techniques. The main thing in the learning process is to ensure the emergence of positive emotions, the use of methods and techniques that affect the cognitive interest of learning. A large number of methods are used to form cognitive interest: active methods, cognitive games, cognitive dispute, and others.
- 4) The means that contribute to the formation of cognitive interest have been studied. Effective means include creative tasks, didactic games, problematic tasks. The basis for the formation of cognitive interest is creative activity.

Thus, the goal of the study has been achieved - we have identified the conditions for the formation of cognitive interest in primary schoolchildren:



1) The development of cognitive interests should take place in an accessible form; 2) Cognitive interest depends on the correct organization of the lesson.

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## PECULIARITIES OF CEREMONIAL UZBEK FOLKLORE SONGS “YOR-YOR” IN TERMS OF GENRES

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### ABSTRACT

*This article deals with the folklore songs "Yor-yor" (songs that are sung in wedding ceremonies before giving away daughters to the house of the grooms), as one of the main elements of Uzbek folk rituals. As one of the mostly occurred folk song "Yor-yor" illuminates the beauty of the wedding ceremony and shows the image of the bride, it has an ancient history. "Yor-yor" differs from other ceremonial songs in terms of its more ancient feature, it combines joy with a melancholy melody, it has many versions, it is typical of live performance. Each of the works of folklore differs from each other with its own genre feature. From this point of view, "Yor-yor" also has certain genre peculiarities. "Yor-yor" songs have been sung not only in wedding ceremonies but also in several family ceremonies. These are circumcision weddings, wives' ceremonies and mourning ceremonies, in which "Yor-yor" versions are performed in accordance with the content of the ceremony. In addition, the poetic structure of "Yor-yor" is significant with their figurative peculiarities as they have been sung in different types of metric lines like "Barmoq" and "Aruz" "Yor-yor" performers differ from other ceremonial songs in terms of performance style, venue of performance, musical nature and area differences, art and brightness of images. The refrain "Yor-yor" is sung in other lyrical songs, but the one we are studying are only ceremonial songs, which is not a specific refrain, but a term.*

**KEYWORDS:** Ceremony, Folklore, Custom, Rituals, Genre, Bride, Marriage, Wedding, Funeral, Lyrics, Song, Sayings, Yor-Yor

### INTRODUCTION

The genre affiliation of each work is determined by its existing characteristics in literary criticism, including folklore. These features are summarized and referred to as "genre

features". From this point of view, "Yor-yor", which is still the main decoration and ornament of our weddings, also has certain genre peculiarities.

Uzbek weddings differ from other wedding ceremonies in terms of their richness in charm of traditions and customs, beautiful and unique customs. Singing folklore songs at weddings is one of the main parts of the ceremony. It's a little bit challenging to say exactly when wedding songs appeared, but it can be said that wedding songs have also started to be sung since marriage issues arose. It is characterized by the preservation of the first signs of the development of human society, such as the belief in the magical power of the word in his texts, the worship of fire.

It is a matter of fact that there is sadness in the playful and funny melodies of "Yor-yor" songs sung on the occasion of the Uzbek weddings. The happiest day of a girl's life is definitely her wedding night. It is a single day that happens only once in a life such as birth and death, it is a spiritual experience for an Uzbek girl. Everybody including parents and other distant relatives and immediate family members feel the desire of the heart, pleasure of love which is described and felt in "Yor-yor" folklore songs. Uzbek master women singers of "Yor-yor" feel all the above and can sing them from the depth of their hearts in order to carry the message to others as well. One of the unique masterpieces of folklore, the song "Yor-yor" is performed just like the lullaby, at the beginning of a new beginning of life. Just as the word "Allah" is derived from religious beliefs in the sense of remembering Allah, trusting Him, and seeking refuge in Him, so we can see the same address in the meanings and hidden messages of "Yor-yor." We often hear people say "May God be with you in every step you take" It means to wish that person a white path, to protect him from various calamities and adversities, and to take refuge in Allah. For this reason, we can say that when two young people were on the threshold of a new life, they were used in the trials and tribulations of life in the sense of "God bless you".

"Yor-yor" (God blesses you,) has existed in the oral traditions of not only Uzbek nation but also nations like Tajik, Uyghur, Kazakh, Kyrgyz, Karakalpak, Turkmen and other Turkic peoples since ancient times. "Yor-yor" consists of stanzas of two or four lines, at the end of which the refrain "Yor-yor" is repeated. Sometimes the quatrains combine to form more than a dozen verses. If we listen to the folklore songs "Yor-yor" of the close nations namely Tajik, Kazakh and Karakalpak, we can notice that the Uzbek "Yor-yor" elements can occur in these languages. This means that the commonalities in the oral art of these nations are strong. This can be explained as a result of their centuries-long coexistence as a nation, a united tribe.

### **Main part of the research and findings**

The songs "Yor-yor" are composed mainly in the figurative metric size "Barmoq" and can sometimes be found in metric size "Aruz". The repetition of the word "Yor-yor" after the rhyming word gives the song a special touch and melody. They are characterized by musicality, fluency, and the ability to sing. They express the bride's emotions, feelings, thoughts, and some reflect the inner feelings, lifestyle, social relationships, perceptions, and worldviews of the parents. They are sung differently in different regions, in most cases without differences in words and without musical instruments, sometimes in accordance with several musical instruments such as dutar, dombra, doira. As the term "Yor-yor" is removed from some versions, they change their function and specificity. That is, it turns into great lyrical songs. However, there are several "Yor-yor" songs that can be performed only at the

weddings. The refrain "Yor-yor" has been sung in other lyrical songs, but the song "Yor-yor" we are studying are only songs and sayings sung during ceremonies.

There are examples of songs "Yor-yor" in the works and masterpieces of the great poet and philosopher Alisher Navoi and the first written information belongs to his works, and in due course it means that in those days the ceremonial songs "Yor-yor" were well known among the people as well. The poet gave the following valuable information about the existence of a type of song called "chinga" in the Uzbek folklore of the XV century: "There is a song which is called "Chinga" it is sung wedding ceremonies and it has got two types, first one is not sung in any metric size, but the second one is sung in the following metric size "munsarihimatviyimavquf", the word *yor-yor* comes as a refrain. (*Yana "chinga" durkim, turk ulusi zufof va qiz ko'churur to'ylarida ani ayturlar, ul surudedur bag'oyat muassir va ikki nav'dur. Bir nav'i hyech vazn bila rost kelmas va bir nav'ida bir bayt aytilurkim, munsarihi matviyi mavquf bahridur va "Yor-yor" lafzini radif o'rnig'a mazkur qilurlar*)<sup>1</sup>,

an example two line stanza from those *yor-yor* songs:

*Qaysi chamandin esib keldi sabo, yor-yor,*

*Kim, damidin tushti o'tjonim aro, yor-yor?" (From which jungle has this bird flown, from her beauty I am under set fire)*

When the poet mentioned "changi" "this type is not sung in any figurative metric size", he meant "Yor-yor" performed at a wedding ceremony, and in the epic "Saddi Iskandariy" the wedding scene is described as follows:

*Mug'anniytuzubchangivaznidachang,*

*Navochekki, hay-hay o'lang, jono'lang,*

*Desangsenki: jonqardoshim, yor-yor!*

*Men aytayki: munglug' boshim, yor-yor*<sup>2</sup>. (*thesingler has created a song in metric size in order to let others be sad about giving away brides, I will sing saying my melancholic heads*)

The "Yor-yor" sung at Navoi's bridesmaid ceremonies are, in fact, still sung today at Turkic bridesmaids' ceremonies, including "yar-yar" in Tatars, "er-er" in Azerbaijanis, "jar-jaray" in Kyrgyz, and "jar-jaray" in Kazakhs. jar-jar ", in the Uyghurs it is called "yar-yar ", in Karakalpak it is called "yar-yar "and" haujar ". Like other genres of Uzbek folklore, "Yor-yor" songs have the main features of oral, collective, traditional, variability, diversity. Variations of "Yor-yor" songs occur from time to time, as a result of performance and changes in society.

"Yor-yor" is performed at weddings to take the bride to the groom's house, in different areas, during different processes. It is obvious that performances of "Yor-yor" take place at weddings, one of the ancient ceremonies of our people. The "impression" of the "Yor-yor" melodies of marriage later moved them to circumcision, bridesmaids, and mourning ceremonies. When it comes to the genre features of "Yor-Yor", it should be borne in mind that they have a unique composition of performers. Wedding customs and rituals are performed by women, so the performers of "Yor-yor" are also women. A group of women accompanying the bride to the groom's house sometimes sing the song without a musical instrument, accompanied by a circle of participants of ceremonials. While one of them recited the main lyrics of "Yor-yor", the others joined in the singing. However, in some districts of

Kashkadarya region, as well as in some parts of Fergana and Bukhara regions, men also sing "Yor-yor". The performance of these songs by the men is considered to be the brand new phenomenon.

Another of the principal features of "Yor-Yor" is that although it is addressed to the bride and groom, the main character is the bride. Because when we say "Yor-yor", the first thing that comes to mind is a beautiful girl who is a bride. However, "Yor-yor" was supposed to be said for a virgin, and this is still a tradition in some areas.

Culmination points are rare in ceremonial sayings and songs. That's why most "Yor-yor" are performed in the same tone and style. However, sometimes due to the solemnity of the wedding, the performers perform the songs in semi-climax scenes. In particular, the master artist Ganijon Toshmatov effectively used folk songs in the performances of his students and girls' dutar ensemble. According to his students, G. Toshmatov taught many views, variants, different methods and "Yor-yor" sung in different tones. Their students still use the same "Yor-yor" at today's weddings.

Sh. Barotova said "Irrespective of the number of stanzas, the yor-yor songs were sung in similar tone and style"<sup>3</sup> However, not all Yor-Yors are in the same tone, with the exception of weddings, which, these kind of songs have been sung in different other ceremonials of circumcision ceremonies, wives' ceremonies and mourning ceremonies.

As far as the music of "Yor-yor" is concerned, it should be noted that their melodies differ from other folk songs in their own way and unique melody and sadness. Usually "Yor-yor" is performed in a circle of people. There will be accompaniment of such instruments as tar, bulamon, harmonica in later occurrences in some places during the performance of "Yor-yo

This is mainly typical of "Yor-yor" performed by Khorezm caliphs, and the accompaniment of such musical instruments is rare or not observed at all elsewhere. Nowadays, it is sung in the accompaniment of modern musical instruments and ready-made minuses.

In addition to the wedding songs "Yor-yor", Uzbek folk songs include the songs that add refrain "Yor-yor". They were lapar, ulan (types of folk song), sayings and singing-conversation. Although there are other songs with the refrains of the Yor-Yor radif, the folk songs "Yor-Yor" that we are studying are studied only in inextricable connection with the ceremonies.

*Andijonda o't yoqsam, O'shda tutun, yor-yor,*

*Bu dunyoda bormikin, bag'ri butun, yor-yor.*

*Bu dunyoda topilsa, bag'ri butun, yor-yor,*

*Qog'ozdan qozon qilay, guldan o'tin, yor-yor*<sup>4</sup>. (If I make fire in Andijan, the smoke is in Ush, is there any man with unbroken heart?! If I can find this kind of man, I will make pot out of paper, wood out of flowers) If the chorus of "Yor-yor" is conditionally removed from the song, it becomes a great example of poetry. However, it would be a mistake to think that all "Yor-yor" songs can turn into lyrical songs or that all lyrical songs of eleven syllables can serve as a song of "Yor-yor". This process depends primarily on the content of the songs. There are "Yor-yor" songs that can be performed only during the weddings. Lyrical songs whose meaning and emotional experience are not associated with a wedding can never be folk songs "Yor-yor".

Daryolarning ul yuzidan, gullar terdim,  
yor-yor. O'z qizimni suyganiga, erga berdim, yor-yor.

Daryolarning bo'ylariga, ekdim rayhon, yor-yor.

Suyganiga tekkan qizda, yo'qdir armon, yor-yor<sup>5</sup>. (*I have picked flowers from the banks of river, I have given my daughter away to her loverboy, I have planted basil to the banks of river, she is happy to get married to her significant other.*)

Another genre feature of "Yor-Yor" is the function of making the bride and her loved ones, immediate family members cry. The custom of the bride weeping at weddings is noticed in many "Yor-yor" folk songs. Kazakh musicologist B. Kokumbaeva explains the origins of "Yor-Yor" as follows: "Everyone is first and foremost a member of the family. His departure was a loss for all close and distant relatives. Relatives can lose their members for two reasons – marriage girl or the death of a person. In both cases, the society was completely separated from its significant others, and therefore the family ceremonies were conditioned by a special social significance."<sup>6</sup>. When we look at the songs "Yor-Yor" closely, we can notice the predominance of melancholy melodies, the fact that even though the ceremony was a wedding, the disappointment of significant others can be felt. The following sentences in the works of Alisher Navoi also prove the above statement:

Navoiy, chu sarmanziling Chingadur,  
Suruding dog'i sur aro chingadur.  
Ayolg'ung necha yor-yor o'lg'usi,  
Mening yig'larim zor-zor<sup>7</sup>.

(*Navoi, your terminal address is chinga, your melancholy and mournings are also related to this chinga, not only women but also men are crying*)

we can see the motives of crying in the following stanza "Mening yig'larim zor-zor". Here it should be mentioned that the usage of "yor-yor" songs are less frequent in the regions of Khorezm. On the contrary, they are sung in sayings and tribal songs of Shaman in the melody of melancholy. Another feature of "Yor-yor" folklore in terms of folklore is the composition, such as the *beginning and the main part, the end*. Observing the songs "Yor-yor" shows that there is a certain logical consistency in their performance, there is a mode of performance. Although these arrangements are now forgotten, "Yor-yor" usually begins with the following verses:

Avval boshlab aytaylik, yo bismillo, yor-yor, Bu olamni bor qilgan, Alloh taolo, yor-<sup>8</sup>. (*Firs of all, let's say "Bismilloh" yor-yor, it is Alloh Taolo that created this world*)

In general, "Yor-yor" songs naturally move very easily from samples of ceremonial songs to samples of non-ceremonial folklore due to their lyrical nature. In this case, the "Yor-yor" refrain will fall.

*Andijonda o't yoqsam, O'shda tutun, yor-yor.*

*Bu dunyoda bormikin, bag'ri butun, yor-yor.*

This song was originally a song of the genre "Yor-yor" and later became very popular among the people as a lyrical song "Sumbula" in accordance with the tone of Tanovar. But no one knows the song as "Yor-yor." Or another example:



Daryoga tosh otmanglar, botar ketar, yor-yor.

Uzoqqa qiz bermanglar, olar-ketar, yor-yor.

Uzoqqa bergan qizning, rangi sariq, yor-yor.

Ko'zidan oqqan yoshimisli ariq, yor-yor.

Misli ariq mis bo'lsin, somon bo'lsin, yor-yor.

Uzoqqa tushgan singlim omon bo'lsin, yor-yor (*Do not throw stones to the river, it sinks away, do not give your daughter to distant places, the daughter that married to far away is sad, her face is swarthy, the tears she bore are like a stream, may she be happy and settled in her own place*)

Another peculiarity of "Yor-Yor" is that it is sung during mourning ceremonies. Today, such "Yor-yor" folklore songs are only partially preserved in some areas. Most of the mourning songs are songs that are sung at funerals. "Yor-yor" song does not have a long history like other mourning songs, but it carries the events of centuries.

Wedding "Yor-yor" is sung to mark the departure of the bride from the world of virginity to the world of womanhood during the process of transporting the bride to the groom's house. At this point, the functional similarity of these two phenomena is noticeable. That is, both of them perform the task of observing and transmitting the virgin girl from one life to another. In fact, this task, which is typical of wedding "Yor-yor", later moved to the mourners. As a result, there was a phenomenon of functional exchange between the two genres. This situation was first identified and recorded in Uzbek folklore by B. Sarimsakov<sup>9</sup>.

"In the Bukhara region, mourning is expressed for both girls and boys who died unmarried at an early age. Among the people of the Fergana Valley, it is said only to girls. Mourning ceremonies are ritual rituals performed only when a virgin (or unmarried young man) dies, and mourning is one of the independent genres of folklore and is distinguished by its unique genre nature and specific features .

"In the Bukhara region, mourning is expressed for both girls and boys who died unmarried at an early age and died prematurely. Among the population of the Fergana Valley, it is said only to girls<sup>10</sup>".

*O'ram-o'ram sochlaring qaydan topay, yor-yor,*

*Sanday sarvi qomatni qaydan topay, yor-yor.*

*San ketding, qadamlaring uzildi-ey, yor-yor,*

*Saning qutlug' qadaming qaydan topay, yor-yor<sup>11</sup>. (Where can I find your hair, where can I find another with upright figure as you? You have left, stopped your steps, where can find your happiness-bringing steps?)*

In addition to the mourning "yor-yor", there are also "yor-yor" of mourning among our people, which express the wishes of the bride, her complaint about orphanhood, lamentation of the stepmother, longing for the participation of the deceased father or mother in today's wedding. if it is sung in its own language, the answers to its wishes are sung in the language of the wives of their brothers.

## CONCLUSION

As for the connection of the genre "Yor-yor" with weddings, it can be concluded that "Yor-yor" has an ancient syncretic connection with weddings, and this connection is always preserved. Since the role of the genre "Yor-Yor" is associated with the wedding ceremony, which is associated with ancient youth-sex relations, it means that the genre "Yor-Yor" dates back to ancient times. Therefore, the genre "Yor-yor" is not a genre that emerged in the recent past. Perhaps it is one of those genres that has been created over a long historical period and is still enriching our weddings and enriching and renewing itself in every performance. We realize this even more clearly when we study each Yor-Yor sample separately. An analysis of the lyrics of the "Yor-Yor" variants shows that although a certain criterion form of the song was popular in each region, each performer tried to enrich it based on his artistic skills and artistic talent. There is a variety in the performance of "Yor-Yor" songs: it depends on the fact that each artist chooses the lyrics from the national quartet to suit his taste and pain, and forms the text of the song.

The text of some "Yor-yor" is almost the same, sung in different tunes. While some verses of "Yor-yor" are repeated, only one verse is new. Sometimes quartets come with some changes. Often a quartet is taken as the basis, and the quadrants at the beginning and end of it are modified. But each of them is a separate song. This or that song was sung differently by different performers at different times: one performer sang a particular song relatively completely, while another shortened it during the performance. The performance of some Yor-yor songs with the same lyrics in different oases also sometimes differs. This is probably one of the reasons for the emergence of different versions of folk songs.

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