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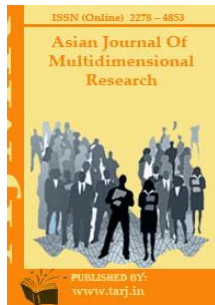
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A STUDY ON IMPACTS OF PACKAGING ON OTOP PRODUCTS AMONG TOURISTS IN PHITSANULOK

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ABSTRACT

OTOP product is one of the significant products that help to increase the income of local people. Tourists usually buy OTOP products as gifts for their families and friends. However, many of OTOP products are in simple styles of packaging which may not attract customers. The purposes of this study were to recognize the impacts of packaging on sale of OTOP products and understand whether packaging can create value on OTOP products. This quantitative study collected information from tourists in Wat Yai, Phitsanulok, Thailand. The respondents were customers who bought OTOP products. The results of this study showed that the respondents agreed that packaging color, packaging material, and packaging innovation affected their decision to buy OTOP products.

KEYWORDS: *Otop, Packaging, Satisfaction.*

INTRODUCTION

The One Tambon One Product (OTOP) is a government policy of Thailand aiming to promote and commercialize local wisdom in a community through product development. OTOP development is seen as a way of enhancing local communities business by using the resources in community and knowledge to creating value through the local products and also build human resource in the local economy. Although OTOP producers may produce good quality of products, they have less knowledge of marketing strategies to sell the products. One of the marketing strategies that can help the producers to increase the sales is “Packaging.” According to Hine (1995), the packaging is referred to as the “silent salesman.” The packaging can be a representative of a company to connect to its customers. It can also affect customers’ purchasing behavior. There is evidence shown that “majority of consumers are making their non-durable

product buying decisions right at the store shelf.” (Underwood & Ozanne 1998, p. 208). When the consumers decide on purchasing at a store, the potential for packaging to communicate and influence choice will enhance. Therefore, the product managers and design firms have to create packages which can deliver positive aesthetic, function, symbolic, and information benefit to customers. Currently, there are various of the products in the same type. Each seller tries to complete with one another to be the only one in the market. They always develop their products such as quality, market strategies, and packaging to gain more profit. Therefore the package designs or materials of packaging should be one of important elements that would help the sellers to compete with competitors.

Objectives of the study

The objectives of this study were to recognize the impacts of packaging on sale of OTOP products and understand whether packaging can create value on OTOP products. By understanding these matters, the OTOP producers would be able to improve their products in order to increase their sales as well as the quality of the products.

Research Question

1. What are the impacts of packaging on sale of OTOP products?
2. How can the packaging create value on the OTOP products?

Scope of the Study

This study aimed to understand the impacts of the packaging an important for customer decision purchasing on OTOP products. The population was OTOP’s buyers at Phitsanulok. The sampling size was selected from Thai and foreign tourists who were looking for a souvenir the OTOP product gift at Wat Phra Sri Rattana Mahathat (Wat Yai). The questionnaire survey was used to collect data in this study.

Review of Related Literature

OTOP: The OTOP project was established to help to promote products manufactured by rural people (Kalia et al., 2015). This model inspired from Japan as OVOP project. Under OTOP program, the government criticized the products made by people in the rural area. They gave a rate on OTOP by based on product quality, manufacturing technology, and income and employment generating capability of the product (Kalia et al., 2015). The main purposes of OTOP program are the development of efficient the local enterprise and use sufficient local resources.

Marketing Mix: According to Kotler and Armstrong (2014), “The marketing mix is the set of controllable, tactical marketing tools product, price, place, and promotion that the firm blends to produce the response it wants in the target market” (p.76). It also called 4Ps: Price, Place, Promotion, and Product. By combining all elements, organizations can gain more profit and increase the focus on sale promotions.

Customer Satisfaction on Packaging: Satisfaction is an emotional or cognitive response to a focus on expectations, product, and consumer experience, at a time after consumption, after the vote, or the accumulation of experience (Dharmesti & Nugroho (2012). Consumer satisfaction is the primary concern and requirement for competitiveness in today’s market. Every company competes to respond to consumer satisfaction at that point of purchasing, and it is becoming more intense. In addition, packaging design is about what will catch customers’ eyes and what

will not. Marketers will be fulling aware of product packaging design that plays a critical role in a brand's marketing strategy and effective influences shopping behavior at the point of purchasing.

Customer Buying Behavior on Packaging: Product packaging design is one of the most powerful tools in the marketing communications mix to delight consumers. Packaging makes higher importance relative to other communication tools because it is easy to compare with another brand (Underwood & Klein, 2002). When customers shop, they usually make choices between products within seconds, and the package often gives the customer's first impression of the brand. When the customers see the packaging, they are considering buying, and the competition among the brands would occur by the differences in the packaging.

Element and Functions of Packaging: The fundamental functions of packaging include both logistical function and marketing function (Silayoi & Speece, 2007). The logistical function of packaging is essentially to protect the products while moving through the distribution channels. This could add packaging expense, but serve to relieve the incidence of damage, spoilage, or loss through pilferage or misplaced goods. On the other hand, the marketing function of packaging is also essential. The packaging gives an attractive method to deliver messages about a product characteristic to consumers. Most of the package's shape, size, and color are important for the products (Rundh, 2009). According to Deliya and Parmar (2012), packaging is the container for a product covering the physical appearance of the container as well as the design, color, shape, labeling, and materials used.

Packaging Color: According to Shah, Ahmad, and Ahmad (2013), "Packaging color draws the attention of the consumers, the more the color attractive, the more consumer will like it. The different competitor uses a different color such as white or black use for power, blue for trust, red for energy, green for balance. Each color has different meaning according to the consumer perception" (p.37). When companies want to design the packaging color, they need to consider the meaning of each color. The color should match the category of each product.

Packaging Material: Package design and construction have an important role in determining the shelf life of a food product. When selecting the right packaging materials and technologies, it can help to keep product quality and freshness during distribution and storage. Traditionally, materials that have been used in food packaging include glass, metals (such as aluminum, foils and laminates, tinplate, and tin-free steel), paper and paperboards, and plastics (Marsh & Bugusu, 2007).

Packaging Font Style: Font is an essential element of packaging which attracts the customers' attention. Companies that use the best font style may be successful in the market. The attractive package has innovative font style (Shah, Ahmad, & Ahmad 2013). Packaging information can create adversative results. It can lead to misleading or inexact information through small fronts and abundantly writing styles which are using on the package (Deliya et al., 2012).

Packaging Innovation: According to Shah, Ahmad, and Ahmad (2013), innovative packaging might add value to the product if it encounters a consumer need. For example, portion control, recyclability, tamper-proofing, child-proofing, easy-open, easy-store, easy-carry, and non-breakability. Manufacturers today try to have packaging that maintains the key equities of the brand and stand out on the retailer's shelf, with the lower production costs. The customer can adopt a product based on its innovative packaging, which shows the relation between innovation of packaging and buying behavior.

Packaging Size and Shape: Silayoi and Speece (2007) stated that size and shape emerge as a precious dimension. One way in which consumers seem to use these things is as a simplifying visual heuristic to make volume judgments. In general, they perceive more elongated packages to be larger, even when they frequently purchase these packages and have experience using them. Disconfirmation of package size after consumption might not lead customers to revise their volume judging sufficiently in the long term, especially if the discrepancy is not very large. Size and shape can help the customers to decide to buy the products even they have been using those products many times.

The Role of the Packaging on OTOP Products: There are six types of OTOP products including food, beverage, clothes and garment, created art and souvenir, utensil and decorate ornament, and herb, not food and medicine. This study only focused on the OTOP food packaging. According to Marsh and Bugusu (2007), the functions of food packaging are preventing the product from outside and damage. It is similar to a container for stuff food which also provides the main detail about nutrition and ingredient to customers, including traceability and convenience. The purpose of the food packaging is to maintain food from the dust outside and provide high standard quality to consumers.

Protection: According to Marsh & Bugusu (2007), food packaging could be clarified as follows. “Food packaging can retard product deterioration, retain the beneficial effects of processing, extend shelf-life, and maintain or increase the quality and safety of food. In doing so, packaging provides protection from 3 major classes of external influences: chemical, biological, and physical” (p. 39). There are many types of product’s material such as glass, metal, and plastic. Difference materials packaging can become a barrier and effect on the food when another factor influence stimulates them. Packaging maintains about biological of internal product. It can eliminate the bacteria and microorganism and prevent small bugs (insects) and rodent. In addition, packaging has many roles on the product, including be the access to the product, prevent smell transmission, keep stable of quality of product inside, and be the physical protection shelters food from all the damage such during distribution.

Marketing and Information: A package is on the product and expresses product functions before purchasing. Marsh & Bugusu (2007) stated that “distinctive or innovative packaging can boost sales in a competitive environment” (p.40). Increasing sell is not only developing the quality of the product, but the marketer should also consider other elements of the product, including packaging. Consequently, a company needs to bring innovation and new design to improve a package and try to differentiate from the competitors by enhancing the image or notable labeling. For instance, a larger label provides much information to customers. It includes ingredient, nutrition, net weight, instruction, and expired date. Additionally, the package is also identification of brand and price to customers.

Traceability: The Codex Alimentarius Commission (2004) defined traceability as “the ability to follow the movement of a food through specified stage(s) of production, processing, and distribution” (p.40). There are three objectives in traceability which are “improve supply management, to facilities trace-back for food safety and quality purpose, and to differentiate and markets food with subtle or undetectable quality attributes” (Marsh & Bugusu, 2007, p.40). This main purpose is to track their product while during shipping.

Convenience: Marsh & Bugusu (2007) discussed that “Convenience features such as ease of access, handling, and disposal; product visibility; reseal ability; and microwave ability greatly

influence package innovation” (p.40). Currently, most people love a convenient way of living. The convenient package would attract consumer in this era and influence the package innovation. For example, the package that can be put in the microwave can help to reduce time for preparation. Those features can increase value and competitive advantages of the product.

Methodology

A quantitative method was used to conduct the study. The researchers gathered data using a questionnaire survey. The provided questionnaire, including information about the appealing packaging that affected the purchasing decision on OTOP Products. The population of this research, including the tourists who traveled to Phitsanulok and purchased OTOP products. The area of the survey was Wat Phra Sri Rattana Mahathat (Wat Yai) because it was a popular tourist attraction in Phitsanulok and there is a building market for selling OTOP products. According to Ministry of Tourism and Sport (2019), the statistics of tourists travel at Phitsanulok were 384,976 people both Thai and foreigners. The researchers calculated the sample size by using Taro Yamane’s formula. Regarding the results of Yamane formula, the sampling size of this study was 100 people.

Data collection

The data collection period was during May-June 2019. The researchers selected convenience sampling as it was specified in the non-probability sampling design method. It was a method by gathering the data from population members who were conveniently available to participate. The questionnaires were distributed to the selected respondents who bought products at the OTOP Building in Wat Yai. All respondents volunteered to do the questionnaire.

Data analysis

The researchers used a computer program to calculate the questionnaires in the elements of packaging and customer satisfaction. Research data would be calculated and present statistical data such as frequency, percentage, mean (\bar{x}), and standard deviation (S.D).

Research Findings

The first part of the findings shows the general information of the study as follows.

First, the experiences of buying OTOP products of the respondents. The research results show that all respondents have purchased or used OTOP products (100 percent). It shows that the customers came to a building store at Wat Yai to buy OTOP product.

Second, the first factor that the respondents considered when purchasing the products. The findings show that 44 percent of respondents considered purchasing the good quality of the products. The results also show that 24 percent of the respondents considered purchasing the products that worth their money (value of money). Moreover, 19 percent of the respondents considered purchasing the products with good packaging. There was only 10 percent of respondents who consider purchasing products because of the taste.

Third, The importance of the packaging to the respondents. The result shows that 93 percent of the respondents agreed that packaging was one of the important factors for them to purchase products. On the other hand, only 7 percent of the respondents did not agree that packaging was one of the essential factors for them to buy products.

Fourth, when asking if the customers feel worth to buy OTOP products, the findings show that 86 percent of the respondents agreed that packaging made them feel worth buying products. Meanwhile, only 14 percent of the respondents did not agree that packaging made them feel worth buying products.

Fifth, a beautiful package attracts respondents rapidly. The result shows that 95 percent of the respondents agreed that a beautiful package could attract them to buy the products. Only 5 percent did not agree that a beautiful package can attract them to buy the products.

The second part of the findings discuss the elements of packaging as follows.

Packaging color affects decision when customers buy OTOP products: The result shows that the respondents agreed to buy OTOP products that have interesting color ($\bar{x} = 3.74$, S.D. = 0.906). The respondents also agreed that they would buy OTOP products that a graphics color of packaging attracts their attention ($\bar{x} = 3.66$, S.D. = 0.945). The respondents agreed that they would buy OTOP products because packaging contains their favorite color ($\bar{x} = 3.44$, S.D.=0.914). The respondents also agreed that they would not buy OTOP products that have the black color of packaging ($\bar{x} = 2.96$ S.D.= 1.225). The result presents that the respondents agreed to buy OTOP products that meaningful color in their cultures ($\bar{x} = 3.29$ S.D.= 1.200).

Packaging material affects decision when customers buy OTOP products: The result shows that the respondents agreed to buy OTOP products with plastic material ($\bar{x} = 3.30$, S.D. =1.159). The respondents also agreed that they would buy packaging material suits with products ($\bar{x} = 4.09$, S.D. = 0.767). The respondents agreed that they would buy OTOP products that non-breakability ($\bar{x} = 4.18$, S.D.=0.978). The respondents also agreed that they would buy OTOP products that have a high quality of protection ($\bar{x} = 4.29$, S.D.= 0.820). Additionally, the result presents that the respondents agreed to buy OTOP products that use outstanding materials from other products ($\bar{x} = 3.73$, S.D.=0.920).

Packaging Font Style affects decision when customers buy OTOP products: The result shows that the respondents agreed to buy OTOP products with a bigger font ($\bar{x} = 3.31$, S.D. = 0.907). The respondents also agreed that they would buy OTOP product that has a different font style from other brands ($\bar{x} = 3.27$, S.D. = 0.962). The respondents agreed that the words on the packaging affect their decisions to buy OTOP product ($\bar{x} = 3.88$, S.D.=0.956). The respondents also agreed that they would buy OTOP products with Thai font style ($\bar{x} = 3.20$, S.D.= 1.128). Moreover, the result presents that the respondents agreed to buy OTOP products with Modern font style ($\bar{x} = 3.45$, S.D.=1.019).

Packaging Innovation affects decision when customers buy OTOP products: The result shows that the respondents agreed to buy OTOP products that packaging can be recycled ($\bar{x} = 4.25$, S.D. = 0.809). The respondents also agreed they would buy OTOP products that easy to carry ($\bar{x} = 4.12$, S.D. = 0.782). The respondents agreed they would buy OTOP products that packaging easy to open ($\bar{x} = 4.05$, S.D. = 0.892). The respondents agreed that they would buy OTOP products that can put in the microwave ($\bar{x} = 3.79$, S.D. = 0.957). In addition, the respondents also agreed they would buy OTOP products with the highest innovation ($\bar{x} = 3.71$, S.D. = 0.880).

Packaging Size and Shape affect decision when customers buy OTOP products: The result shows that the respondents agreed to buy OTOP products that have bigger size than other brands ($\bar{x} = 3.12$, S.D. = 0.832). The respondents also agreed that the shape of the packaging affects their purchasing decisions ($\bar{x} = 3.79$, S.D. = 0.988). The respondents agreed to buy OTOP products that

have different size and shape from other products. ($\bar{x} = 3.45$, S.D.=0.936). The respondents do agreed that they would buy OTOP products with big size of products because it contained many volumes ($\bar{x} = 3.31$, S.D.= 0.3971). Furthermore, the result presents that the respondents agreed that they would not buy OTOP products that have a small size because it is less volume ($\bar{x} = 3.11$, S.D.=1.014).

The third part of the findings discusses the role of packaging on OTOP products as follows. **Role of packaging on OTOP products:** The result shows that the respondents agreed to buy OTOP products that can be traceable to check the original source ($\bar{x} = 4.45$, S.D. = 0.716). The respondents agreed that they would buy OTOP products that provide a lot of information on packaging ($\bar{x} = 4.39$, S.D. = 0.737). The respondents also agreed that they would buy OTOP products that have convenience packaging features ($\bar{x} = 4.36$, S.D.=0.718). In addition, the respondents also agreed that they would not buy OTOP products that the packaging can protect the product inside ($\bar{x} = 4.34$ S.D.= 0.781).

CONCLUSION

This research studied on the Impact of Packaging on OTOP Products among Tourists in Phitsanulok. All of the participants have used to buy OTOP Products. The researchers provided the questionnaire as an instrument in collecting data and figure out the results of the Impact of Packaging on OTOP Products among Tourists in Phitsanulok. The purpose of this study was for sellers who produced OTOP products and would like to develop their OTOP packaging. Moreover, it could satisfy customers when they purchase OTOP products.

The packaging was the main factor to create value to products and increased sales. This study was quantitative research which was designed to investigate the impacts of packaging on OTOP products, perception of customers, and behaviors. The gotten data were analyzed by using a computer program. The study reviewed the literature regarding concept of background OTOP products, customer satisfaction on OTOP products and element, and function on the packaging. The obtained results after analyzing the data were presented as follows.

Most of the respondents considered a good quality, value of money and packaging respectively, when they purchased the OTOP products. They did not interest in good service from sellers. In addition, the researchers found that packaging became an important factor that can make respondents felt worth of purchasing OTOP products. A beautiful package could also attract customer attention rapidly.

Regarding this study, there were five elements of packaging involved with customer decision making when they would like to buy OTOP products. These five elements include packaging color, packaging material, packaging font style, packaging innovation, and packaging size and shape.

Packaging color: the researchers found that most of the respondents paid attention to interesting color on the packaging. Respondents would like to purchase OTOP product that had interesting color rather than had black color on the packaging. It was counted as a main element that influence customer decision.

Packaging material: the researchers found that a high quality of packaging influence on purchasing customers. High quality of packaging had the ability to protection stuff inside. Respondents considered strong material of packaging was suitable for using on OTOP products. On the other hand, they did not agree with using plastic material of OTOP products.

Packaging font style: this element hardly influenced the customer's decision. Respondents answered neutral agreed on packaging font style. Moreover, they agreed that wording on packaging affected their decision when they would like to buy OTOP products. According to chapter 2, packaging information should not mislead the customers. Therefore, the wording on a package was a thing that buyers consider.

Packaging Innovation: This was another element that affected customers' decision making when they would like to buy OTOP products. Respondents agreed on bringing innovation to packaging. They would like to buy OTOP products that packaging can be recycled.

Packaging Size and Shape: this element had less influence on customers' decision. Respondents did not pay attention much on packaging size and shape. However, if customers saw the different size and shape of packaging when they compared with other products, they could make decisions rapidly when purchasing OTOP product. The best role of packaging that respondents agreed on was if it can be traceable to help them check the original source of products when uncertainty situation occurs. This role can guarantee that products are safe for consumers. Another role that had many responses was providing a lot of product's information on packaging. Respondents were able to read and understand more about the product that they would like to purchase. Additionally, researchers found that respondents agreed on preventing products inside and providing convenience packaging features. They would like to purchase an OTOP product that contained in a strong packaging that can protect the shape and quality of product inside. Also packaging had many features such as put in microwave, easy to handle, or easy to be disposed.

RQ 1: What are the impacts of packaging on sale of OTOP products?

The results from the data show that the customers were satisfied and agreed on the OTOP product with packaging color in the highest impact of interesting color. Following by the packaging material, the customers had the strongest concerned about high quality of protection for OTOP product. Regarding the packaging innovation, most customers agreed that the packaging should be able to recycle. These factors were the most impacts of packaging on sale of OTOP products which can help to increase the sale for OTOP products. In addition, the producer should develop the products by improving element mentioned above to make more sell.

RQ 2: How can the packaging create value on the OTOP products?

The term of creating value refers to adding price on OTOP product through packaging and increasing sells. Packaging can increase value on OTOP products by developing and adding more functions to the packaging. Regarding this study, there are four roles of packaging which can create value on the OTOP products, such as protection, marketing and information, traceability, and convenience. The results show that the respondents agreed on every role of packaging on OTOP products. The strongest role of packaging that can help to create value on the OTOP products was when the customers could track the original source of OTOP products.

Another point was when seller provided a lot of information on packaging. The information can influence customer to make decision in buying OTOP products. Moreover, convenience feature on packaging, such as the product can be put in a microwave or easy to dispose, was one of the essential values of OTOP products. If the sellers can develop and add necessary functions that customers need, it will lead to increased value on OTOP products. Customers will be willing to pay even a quite high price because they feel worth and satisfied with the products.

Suggestion

Regarding the results of this study, the OTOP producers should develop the elements of products under the term of packaging color to attract customers. Packaging material should be good quality and reduce using plastic and protects products from germs. Packaging innovation should be increased such as a suitable handing product and a product that can be recycled in order to save the environment. In terms of food products, packaging should be able to put in microwave for increased convenience to consumers. Moreover, the sellers should put a lot of effort and invest money in the design packaging to attract customers. Designing packaging is also a sensual experience, literally engaging customers through sight, touch, and sound but depends on the products inside. The producers should also consider languages using to describe products or providing information on packaging. By having different languages on the labels, the sellers can get more customers from other countries. The researchers also believe that if producers can develop packaging, it may lead to increased sales revenue and can access the international market. The researchers would suggest the government in helping and developing OTOP product for sellers. The government should impel Thai wisdom to the international market. Sellers need some funds to conduct business. As a result, the government should provide some investment for OTOP sellers in each village. Moreover, the government should set up a meeting between producers and professional marketers to give advice and teach villagers how to create more profit on OTOP products. The government should emphasize developing the package, such as giving the scholarship to universities to help to improve the quality of the packaging (in the field of green packaging, innovative packaging, and recycled packaging).

For further research, the researchers would suggest future research to focus on innovation on the packaging. Future study should also focus on in-depth details about packaging and its effects on OTOP products since people in different generations might have different opinions. Furthermore, further research might focus on green-packaging which can save environment such any materials other than plastics that can be put in a microwave.

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THE TECHNOLOGY OF TEACHING PUPILS LOGICAL THINKING

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ABSTRACT

We regard the innovative educational environment as a means of developing pupils in the process of teaching natural science disciplines. The following was taken into account: the forms of logical thinking are understood as concepts, judgments, inferences; the definition of a concept assumes a classification, which is possible on several grounds. An algorithm for teaching pupils to classify is presented on examples from a school course in biology. The pedagogical conditions of the effectiveness of the formation of logical thinking of pupils on natural science material in the new educational environment are revealed: the use of a system of special tasks aimed at the formation of logical thinking; strengthening the activity of pupils in solving Olympiad problems; application of the system of didactic games using multimedia presentations.

KEYWORDS: *Logical Thinking Of Pupils, Innovative Educational Environment*

INTRODUCTION

The peculiarity of state educational standards of the new generation is that, in addition to the content of education and requirements for its results, they present requirements for the educational environment. This is due to the fact that the traditional educational environment cannot fully ensure the achievement of the modern educational results indicated in the standard.

The question arose about the formation of a new educational environment based on modern learning technologies - information and communication technologies, the use of which opens up wide opportunities for the implementation and development of educational needs and cognitive abilities of pupils.

Accordingly, certain requirements arise for the intellectual level of the personality of both the teacher and the pupil, the formation of logical thinking.

However, the formation of logical thinking often occurs not purposefully and not scientifically-organized. As a result, as the researchers believe, "... only a low level of development of thinking

can explain those cases when pupils know the material, but cannot highlight the main thing in it, compare facts, phenomena, generalize, prove their thought, ie do not own the operational component of thinking”[6].

Experimental studies by G.R. Akramova [3] indicate typical shortcomings in logical knowledge and skills of pupils, as well as in the work of teachers in the formation of logical thinking in adolescents.

Currently, schools are doing some work to form the logical thinking of pupils, since the expediency of such a vision of the educational process is obvious. The theoretical generalization of this experience in the new educational environment is not enough in the literature.

The purpose of the study is to develop scientific and pedagogical support for the formation of logical thinking of pupils on the material of biological disciplines in an innovative educational environment.

MATERIALS AND RESEARCH METHODS

The innovative educational environment, according to the psychological and pedagogical literature, is understood as innovations introduced into the educational process (V.I. Zagvyazinsky, V.S. Lazarev, N.V. Nemova, etc.), a potential means of managing the formation of a human personality [4], a complex of interrelated conditions that ensure a person's education, the formation of a teacher's personality with innovative and creative thinking [7], a set of subjects and objects of the educational process that ensure the effective implementation of modern educational technologies aimed at improving the quality of educational results and acting as a condition for building a personality-oriented pedagogical systems [8].

In general, based on the position of L.S. Vygotsky that the educational environment “does not play the role of an environment, but a source of development” [1], we will consider an innovative educational environment as a means of developing pupils' thinking in the process of teaching natural sciences.

In accordance with the concept of L.S. Vygotsky, logical thinking can be everyday or scientific. The disclosure of the essence of the facts and phenomena under study occurs due to scientific logical thinking. However, “logic does not teach us to think ... the use of logic presupposes the presence of two necessary conditions: first, a certain ability to think, and, second, a certain amount of knowledge” [3].

General scientific logical thinking provides pupils with an understanding of the process and methods of cognition, and also allows them to perceive the logic of educational activity as an activity for the acquisition, presentation and application of the foundations of scientific knowledge.

Logical thinking in the process of operating with concepts, judgments, inferences is subject to formal logical laws and the basic laws of materialist dialectics. The main formal-logical laws expressing the certainty, consistency and evidence of thinking (the most simple and necessary connections between thoughts) are considered: the law of identity, the law of non-contradiction, the law of the excluded third, the law of sufficient reason. The basic laws of materialist dialectics: the law of unity and struggle of opposites, the law of mutual transition of quantitative and qualitative changes, the law of denial of negation. The last laws are universal, they operate in nature, society, thinking. In addition to the laws of dialectics in the objective world, there are

general scientific laws (the law of conservation of energy) and the laws of specific sciences (physics, chemistry, biology, etc.).

Logical thinking is a means of cognizing the objective world; in the process of logical thinking, the world is reflected in certain forms and laws. Since the processes of cognition are fully studied by philosophy, and logical thinking is one of the aspects of cognitive thinking, then logic is considered a philosophical science, and the above laws are considered in detail by philosophy.

The laws of logical thinking function as principles of correct reasoning in the process of proving true judgments and theories, as well as refuting false judgments and theories.

The forms of logical thinking are understood as concepts, judgments, inferences. Concept - a form of thinking, which reflects the essential features of a separate object or class of similar objects. Concepts in the language are expressed by words ("cell", "molecule", "entropy") or phrases ("activation energy", "functional groups"). The concept reflects only the essential features of objects. Each essential feature, separately from the others, is necessary, and all together are sufficient to distinguish a given subject from all others. The main logical techniques for the formation of concepts are analysis, synthesis, comparison, abstraction, generalization.

A clear identification of the basic concepts for each topic, section and, finally, the entire course of the natural science discipline contributes to an increase not only in the level of teaching at school, but also in the development of the logical thinking of pupils. In this case, the teacher must:

- a) Work out the signs of abstract natural science concepts and link their content with practical application;
- b) For each natural science discipline, highlight the basic concepts and concepts that cause the greatest difficulty in their assimilation by schoolchildren;
- c) To develop a system of disclosure of the most important concepts of natural science, gradually expanding their scope and complicating the structure.

The definition of a concept necessarily implies a classification, and a classification implies a definition. Usually, the classification is built using deduction (education of the upper classes, systematization of areas of knowledge) and induction (education of the lower classes, processing of factual material and its design in the form of diagrams and tables). Both approaches are often used. In any case, the classification model must satisfy the following mandatory general requirements:

- 1) Have a certain basis (sign);
- 2) Be comprehensive;
- 3) Exclude other classification;
- 4) Be continuous.

It is unacceptable to carry out a classification without specifying a classification attribute, and even more so without observing the basic requirements of the classification. The classification is possible according to several criteria.

Consider the algorithm for teaching pupils to classify using examples from the course of school biology.

Task 1. Is it possible to carry out a classification based on the fact that algae, unlike many fungi and bacteria, do not cause disease in humans? Indicate the classification attribute.

Explanation of the assignment. To solve the problem, you must:

- 1) Find out what is usually the cause of the disease;
- 2) To establish what source of carbon for nutrition are used by algae, fungi and bacteria;
- 3) Determine the type of organisms on the basis of the classification criterion - what source of carbon they use.

Decision

- 1) The disease is usually accompanied by symptoms caused by certain organisms that feed on the host;
- 2) Algae live off an inorganic carbon source (carbon dioxide), many fungi and bacteria use an organic carbon source, i.e. feed on their owner;
- 3) Classification according to the main carbon source: algae are autotrophic, many fungi and bacteria are heterotrophic. Hence, classification is possible.

Task 2. Identify three qualifying signs if it is experimentally established that both individual cells and complex formations - glands have the property of secretion, and both are capable of secreting secretions both into the blood, lymph, cerebrospinal fluid, and on the surface of the body, cavity. In this case, when the secretion is removed from the cells, three cases are possible: the cell membrane does not collapse, the upper parts of the cell's cytoplasm are rejected, the entire cell is destroyed.

Explanation of the assignment. To solve the problem, you must:

- 1) distinguish three essential features by which one can distinguish one gland from another;
- 2) each class of glands must occupy a permanent place in the system and be divided into subclasses.

Decision.

1. The first sign is the structure of the gland (unicellular or multicellular); the second sign is the peculiarities of secretion (into the blood, lymph, cerebrospinal fluid or on the surface of the body, cavity); the third sign is the method of secretion (the cell membrane does not collapse, the upper parts of the cell's cytoplasm are rejected, the whole cell is destroyed).
2. Taking into account the selected features, each class of glands occupies a permanent place in the system. For example, the glands of the fundus of the stomach and mucous glands in the skin of the frog are multicellular in structure. Multicellular glands, in turn, are divided into simple and complex, and simple - into tubular and alveolar. So, the glands of the fundus of the stomach are simple tubular, and the mucous glands in the skin of the frog are simple alveolar.

The carried out theoretical research made it possible to identify and substantiate the pedagogical conditions for the effectiveness of the formation of logical thinking of pupils on natural science material in the new educational environment: the use of a system of special tasks aimed at the formation of logical thinking; strengthening the activity of pupils in solving Olympiad problems; application of the system of didactic games using multimedia presentations.

Based on the scientific principle and an integrated approach, taking into account the identified types of logical problems and the structure of their solution, we have developed a system of tasks and tasks aimed at the formation of logical thinking of pupils in the course of studying biology. It was found that the effectiveness of tasks increases if they are used in the course of didactic games using multimedia presentations, involving the inclusion of feelings, emotions and actions corresponding to them in the learning process. This contributes to the harmonious (the ratio of logic - intuition) development of pupils, increasing motivation to study natural science subjects, familiarizing them in a playful way with the logic of scientific creativity in natural science.

Since the possibility of forming the logical thinking of pupils in the process of didactic games is being considered, a system of biological eruditions was developed for pupils of grades 7-10 [5, etc.], such as "Protected animals of the planet", "We and Her Majesty DNA", "The origin of life on Earth" and others. It should be noted that along with special tasks for the formation of logical thinking, erudition included questions and test tasks aimed at preparing pupils for successful passing of the exam, as well as rebuses, crosswords and a biological experiment.

RESEARCH RESULTS AND THEIR DISCUSSION

The following skills were chosen as criteria for the level of formation of logical thinking: to apply knowledge in new situations, to identify cause-and-effect relationships, to logically explain the results of the experiment. Analysis of the results revealed a steady trend towards a significant improvement in performance. The most tangible results were obtained on the application of biological and chemical knowledge in new situations.

CONCLUSION

It has been established that the success of the formation of logical thinking of pupils strongly depends on the personality of the teacher, his creativity. In an innovative educational environment with the use of multimedia technologies, pupils act as a subject of activity.

Teaching aids (computer presentations, telecommunications) as components of an innovative educational environment carry a great didactic load, ensure the implementation of educational and cognitive activities of schoolchildren.

The teacher's creativity consists in organizing the educational process and providing it with the necessary author's material (colorful slides, video clips, audio files of animal voices, etc.) so that it grows into an active creative activity of its participants. At the same time, the teacher needs to focus on the formation of logical thinking of pupils and, as a result, the achievement of modern learning outcomes (competencies) obtained in the course of a fundamentally new pedagogical activity using information and communication technologies.

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THE PLACE OF NATIONAL IDEA IN MAINTENANCE OF THE INTERFAITH CONSENT IN UZBEKISTAN

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ABSTRACT

In given article the role and a place of the national idea, and also the Republic Uzbekistan state policy in maintenance of the interfaith and international consent is considered. A tolerant attitude towards other religions in Uzbekistan today is obvious to everyone who knows about this country, as well as to numerous tourists traveling along the Great Silk Road. Now this role tends to be strengthened. In this regard, there is a problem of combining democracy, human rights to freedom of pluralistic self-development with the essential role of a religious worldview in spiritual and social life.

KEYWORDS: *Uzbekistan, National Idea, The National Policy, Religious Tolerance, The International Consent*

INTRODUCTION

The Republic of Uzbekistan is unique not only for its geographic location, climatic conditions and richness of the earth's interior, but also for its multinational and multi-confessional composition of the country's population. This fact testifies to the fact that a huge work is being carried out in our republic to create all the necessary conditions for peaceful coexistence and cooperation between representatives of different nationalities and religions.

The development of each country, its place in the world community, first of all determines how strong peace and harmony are in it, how strong the spirit of tolerance is. The policy of Uzbekistan, which is one of the centers of Islamic culture, is built, first of all, on the basis of interreligious and interethnic harmony. Respect for other cultures, languages, beliefs and traditions has been transmitted as a spiritual value from generation to generation for many centuries. Nowadays, tolerance, nurtured over the centuries, has been filled with a deeper meaning, becoming an integral part of social relations.

The issue of strengthening interreligious and intercultural harmony from the first days of independence was identified by the leadership of the republic as one of the priority tasks. The first President of the Republic of Uzbekistan Islam Abduganievich Karimov, speaking at the celebrations dedicated to the 21st anniversary of Uzbekistan's independence, stressed that "peace and stability reigning in our country today, interethnic harmony, an atmosphere of kindness and mercy, constant care for our respected veterans, for people, in need of help and attention - all this noble work has become an integral part of state policy. "

Peace and tranquility, civil harmony, religious tolerance, equal participation of representatives of different cultures in the life of society are a distinctive feature of modern Uzbekistan, whose experience is valuable in strengthening and encouraging interreligious and intercultural dialogue.

Even during the Islamic Renaissance, along with Muslim scientists, world science was enriched and developed by Christians and Jews, who worked within the walls of the famous Mamun Academy. A tolerant attitude towards other religions in Uzbekistan today is obvious to everyone who knows about this country, as well as to numerous tourists traveling along the Great Silk Road. Located in its very center, Uzbekistan for many centuries served as a bridge connecting East and West. Ibn Sina, Al Khorezmi, Al Beruni, Al Fergani, Alisher Navoi, Mirzo Ulugbek, Bahauddin Naqshbandi, Abdukholik Gijduvani, Imam Bukhari and many other famous scientists, born on the sacred Uzbek land, made an invaluable contribution not only to the development of world science and culture, but also in strengthening dialogue and mutual understanding between the peoples of the whole world. The coexistence of different ethnic groups, cultures and religions here for many centuries has determined the confessional tolerance of the Uzbek people.

In the modern world, religious diversity is formed and formalized by legal norms. At both the international and national levels, a system of legislation has been established that regulates relations between the state and religion. President Islam Karimov in his book "Our Goal: A Free and Prosperous Motherland" noted the need to increase the religious literacy of the people through the dissemination of knowledge, as well as in order to increase the political and legal culture of citizens, especially the younger generation, who carry knowledge of legislation on the activities of religious organizations, rights and obligations in this area.

Thanks to decisive and consistent measures in matters of interethnic relations and religion, interethnic harmony and interfaith cooperation have become firmly established in the country. The right of every person to profess any religion or not to profess any religion is ensured by the Constitution of Uzbekistan and the Law "On freedom of conscience and religious organizations." These documents use the accumulated experience of many centuries. Some of the important achievements of Uzbekistan over the past period are political stability, interfaith harmony and interreligious tolerance in our country. All conditions have been created in the republic for legal equality, economic and social freedom of all citizens, regardless of their nationality and religious affiliation.

Religion in the social life of the world, Central Asia and, in particular, Uzbekistan plays an essential role. Now this role tends to be strengthened. In this regard, there is a problem of combining democracy, human rights to freedom of pluralistic self-development with the essential role of a religious worldview in spiritual and social life. This problem is a fundamental scientific and theoretical problem of Mankind and at the same time a practical problem for many regions of the planet and, in particular, for the region of Central Asia.

Thanks to the formation of a national idea in Uzbekistan, the policy of interreligious tolerance and the revival of spiritual, including religious values of all nations and peoples living on this fertile land is being successfully pursued.

After the independence of Uzbekistan, a fundamental change took place in the country in relation to issues of religion and freedom of conscience. Uzbekistan has chosen a universal secular path of development. The legislation of the republic secured equal rights and obligations of representatives of all confessions and non-believers. Believers of Uzbekistan freely celebrate their religious holidays. Since 1992, a state body, the Committee on Religious Affairs under the Cabinet of Ministers of the Republic of Uzbekistan, has been functioning to coordinate the relationship between the state and confessions. Under him, the Council for Confessions was formed, which includes the leaders of the Administration of Muslims of Uzbekistan, the Tashkent and Central Asian Diocese of the Russian Orthodox Church, the Roman Catholic Church, the Union of Churches of Evangelical Christians-Baptists, the Center of Churches of Full Gospel Christians, the Evangelical Lutheran Church, the Jewish community Tashkent.

2227 religious organizations of 16 confessions are registered in the Republic of Uzbekistan. Of these: Muslim organizations - 2046, Christian organizations - 165, Jewish communities - 8, Bahá'í communities - 6, Krishna communities - 1, Buddhist temples - 1. In 1999, the Tashkent Islamic University was established. There are 10 secondary specialized Islamic educational institutions (madrasahs), Orthodox and Protestant seminaries in Uzbekistan. During the years of independence, many mosques, madrasahs, churches, synagogues and religious temples of other confessions have been built or restored. Holidays Kurban-Khait and Ramadan-Khait were declared days off. The Koran, the New Testament and 16 books of the Old Testament have been translated into Uzbek and published. In 2007, the International Islamic Organization for Education, Science and Culture (ISESCO), which is one of the structures of the Organization of the Islamic Conference, declared Tashkent the capital of Islamic culture.

As the Doctor of Philosophy, Professor, Leading Researcher of the Institute of Philosophy of the Academy of Sciences of the Republic of Uzbekistan, Academician of the International Academy of Informatization Bakhtiyor Karimov notes, "in the field of scientific developments, it is advisable to study the relationship between the concepts of a tolerant society and the concepts of an atheistic, religious and open society. In a religious society, the role of one of the religions and, accordingly, one of the worldviews is made absolute; this concept of life, living arrangement, social and individual life is considered absolutely correct, and all others are incorrect and deserving of rejection. In an atheistic society, the role of one of the atheistic worldviews is made absolute".

In the epistemological aspect, both of these worldview positions are based on the confidence in the possession of absolute truth and in the absence of truth in other positions. In the social aspect, both of these concepts take as their basis the thesis that social subjects who are spiritually subjectively confident in the possession of Truth have the right to use violence against social subjects who do not accept this Truth. The recognition of this thesis leads them to the concept of the existence of inequality and inequality of social groups, to the conviction of the privilege of their social group and, as a result, to the uncompromisingness, intolerance, intolerance of their social activities, leads to conflicts, anti-humanist actions, to the disruption of the peaceful coexistence of various social subjects in a single multicultural social space.

A tolerant society is a fundamental necessity for meeting the needs of every member of society for free self-development without infringing on the same right of other members of society. The principle of tolerance is a special case of Kant's categorical imperative, which asserts the need for a given person to interact with other people according to those principles that he would consider appropriate for use as general principles of interaction between all people. A tolerant society is a society in the system of public relations of which the principle of tolerance operates. An open society is a private, specific version of the tolerant. A tolerant society is fundamentally different from an atheistic and religious society, as from societies with a dominant mono-ideology.

Karimov also focuses on the problem of relations between states and societies with religious communities (for the states of Central Asia - primarily with the Muslim community), which is crucial for the future development of the world community of states. Whether states will be able to survive as secular depends on the theoretical and practical solution to this problem.

In accordance with the Constitution of Uzbekistan, all citizens, regardless of nationality, have equal rights and obligations. An attentive and respectful attitude to the language, traditions and customs of each nation, the creation of the necessary conditions for the preservation and development of their identity are the priorities of the national policy of our state.

Today, representatives of more than 130 nations and nationalities live in Uzbekistan in friendship and harmony. The government of Uzbekistan is making great efforts to preserve and develop national traditions, revive the native languages and cultures of peoples and nationalities living in the republic. A striking example was the creation in 1992 in accordance with the government decree of the Republican International Cultural Center (RICC), the main task of which is to support public initiatives aimed at establishing the principles of tolerance in the life of society and developing a culture of interethnic relations. Today he coordinates the activities, provides organizational and methodological assistance to all national cultural centers (NCC). And there are already about 150 of them in the country, while 13 centers with their representative offices in the regions have republican status.

NCC organizes many events - national holidays, festivals, music and poetry evenings, meetings with famous cultural figures from different diasporas. An important part of the work is holding joint conferences under the auspices of the Republican Center on the development of interethnic relations in Uzbekistan, which invariably cause a wide response in society. For example, "The Constitution of Uzbekistan: National Identity and Development of National-Ethnic Cultures", "National Diasporas and Their Role in Strengthening Uzbek-Russian Humanitarian Cooperation", "Peace and Stability - the Main Factor of the Prosperity of Society" and others. The centers also actively participate in events timed to coincide with national holidays - Independence Day, Constitution Day, Navruz (Zoroastrian New Year) and others.

All residents of the republic are actively involved in the social, economic and cultural life of the country. Students and pupils receive higher and secondary education in seven languages. In total, there are schools in the republic with instruction in Uzbek - 8867, Karakalpak - 383, Russian - 739, Kazakh - 505, Tajik - 267, Kyrgyz - 62, Turkmen - 50. There are also lyceums with in-depth study of the Korean language and Hebrew.

TV and radio companies and radio studios of the country broadcast in ten languages. There are special programs on television covering the life of representatives of various nationalities in Uzbekistan and their cultural centers. RICC contributes to the improvement of interethnic

relations, assists in the work of national cultural centers, encourages public initiatives aimed at establishing the principles of tolerance.

Taking advantage of equal opportunities, representatives of different nationalities work fruitfully in various spheres of the economy, science, culture, contributing to the reform process, strengthening the country's independence, increasing its authority in the world arena. And this work is highly appreciated. Among those awarded the title "UzbekistonKahramoni", awarded orders and medals, there are representatives of different nationalities who have made a great contribution to the prosperity of the Motherland, the strengthening of interethnic relations. This is proof of the recognition of the great role of national cultural centers in preserving an atmosphere of peace and civil accord in the country.

The implementation of the principle of freedom of conscience guaranteed by the Constitution of the Republic of Uzbekistan ensures the implementation of the principle of tolerance in the system of interfaith relations in the country.

The active activity of the Republic of Uzbekistan in the field of relations between the state and religion, interfaith and interethnic relations contributes to ensuring interreligious tolerance and interethnic peace and harmony, the formation in Uzbekistan of a universal culture of interfaith and interethnic communication.

Throughout its history, the Uzbek people have always shown peacefulness and tolerance towards representatives of other nationalities and confessions. And today the current young generation is taking the baton in order to follow the example of their ancestors to preserve these traditions and pass them on to future generations. After all, as the centuries-old experience has shown, the tolerance and friendship of peoples are one of the most important factors of democracy, stable and civil peace in our state, and hence its prosperity.

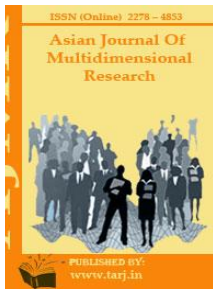
Peace and tranquility, civil consent, religious tolerance are the hallmarks of modern Uzbekistan.

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ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF BILINGUALISM IN PRESCHOOL CHILDREN

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ABSTRACT

The article is devoted to the problem of speech development in bilingual children. Preschool age is a favorable period for the development of speech. The main attention in the article is paid to teaching Russian and Mordovian languages (Erzya / Moksha) to bilingual children, since their speech development has a certain specificity that affects the proficiency of both languages (this specificity determines the peculiarities of speech development and teaching methods). On the basis of a theoretical analysis of the problem and their own experience, the authors determine the pedagogical conditions for the development of the speech of bilingual children in the process of forming elementary mathematical concepts. Research methods: the research is based on the analysis, generalization and systematization of modern achievements of pedagogical theory and practice in the development of the speech of bilingual children.

KEYWORDS: *Bilingual Children, Mathematical Development, Speech Development, Information And Communication Technologies, Integration Of Educational Areas, Preschool Children*

INTRODUCTION

The speech development of a bilingual child occurs throughout his stay in kindergarten in various types of activities (educational speech, play, artistic speech, household, leisure, labor), in conditions of additional education, in the family.

Analysis of modern scientific works on teaching bilingual children made it possible to identify the following areas of research on this problem:

- identifying the features and methodological techniques of teaching a second language in the process of creating a language environment (A. M. Nikolaeva, N. N. Shchemerova, Kh. Kh. Amshokov, etc.);

- Analysis of the influence of various means on the effectiveness of mastering the second language, including the Russian language by a bilingual child (N. V. Kulibina, A. M. Ivanova, M. K. Ivanova, E. F. Zamyatina, etc.);
- Development of a monitoring system for teaching preschoolers a second language (D. N. Karaeva, N. N. Shchemerova, etc.);
- development of conditions and a special environment for the development of bilingual children in the preschool period (V.S. Sannikova, A.I. Ulzytueva, A.I. Gusev, K. B. Mamedova, S. G. Leshchenko, etc.);
- analysis of different methods of teaching a second language to preschool children and the effectiveness of their application (S. V. Gogoleva, E. Yu. Protasova, N. M. Rodina, etc.);
- Identification of the psychological and pedagogical conditions for the development of bilingualism in preschoolers belonging to the urban society (N. V. Bychkova, E. I. Negnevitskaya, Yu. I. Trofimova, N. V. Fedjukina, etc.).

There are many definitions of bilingualism that consider this phenomenon from different angles. We rely on the definition of A. D. Schweitzer ("Bilingualism is the coexistence of two languages within the same speech community, using these languages in the corresponding communicative spheres, depending on the social situation and other parameters of the communicative act") [1] and the definition of "educational bilingualism" given by E. N. Galichkina ("... this type of bilingualism is formed in the learning process, it is also called artificial. Educational bilingualism is opposed to natural bilingualism in three parameters: by the method of formation, purpose and conditions") [2].

According to E. Yu. Protasova and N. M. Rodina, children brought up in a bilingual environment quickly begin to understand who speaks which language. With this in mind during the conversation, they address each one accordingly [3].

At the same time, there are difficulties in the correct pronunciation of words, phrases, the construction of sentences, since each language has its own specifics. It is generally recognized in the methodology of developing speech in preschool children that the most important means of developing children's speech is occupation. It is impossible to ensure the speech development of bilingual children at the proper level without special training sessions for the development of speech. Learning in the classroom allows you to solve all speech problems identified in the educational area "Speech development" in accordance with the State Standard of Preschool Education [4].

First of all, these are phonetic and lexico-grammatical generalizations, which form the core of the child's linguistic abilities and play a primary role in language acquisition, sound and word pronunciation, building coherent statements, etc.

Bilingual children have additional difficulties in the field of linguistic generalizations, which cannot be solved without the purposeful guidance of an adult, which leads to a lag in their speech development. Let us consider in more detail the difficulties and features of organizing the speech development of bilingual children in the process of organizing classes: they master the elementary forms of colloquial speech, find it difficult to answer questions, they do not have storytelling skills. But with purposeful teaching in the classroom, preschoolers acquire the ability to correctly ask and answer questions, to tell and retell, since classes help to overcome

spontaneity, to solve speech development problems systematically, in a certain system and sequence. To solve the selected problems, it is necessary to ensure that the children listen carefully to the teacher, understand his speech in various situations, and correctly perform the tasks. The teacher's speech should be clear and precise, serve as a role model. Each type of activity aimed at developing the speech of a bilingual child should be built as a communication situation, as close as possible to natural communication. So in the classroom, you can realize the possibilities of speech development of bilingual children in the preschool period, which is considered the most favorable period for mastering the language. In the process of mastering communication skills, preschoolers begin to understand the importance of language as a social phenomenon, they begin to develop intellectual, speech, and emotional abilities. When teaching children, a frequent change of activities is recommended, since at this age their attention is unstable. They get tired not of activity, but of its monotony, and they remember only what arouses emotions and interest.

Speech development of bilingual preschoolers occurs in various activities, in games and play situations, in which they learn a lot about the world around them, toys, about themselves and about their group mates, about literary characters, about actions in various exercises and games. Particular attention should be paid to the formation of the phonetic aspect of speech (sound pronunciation, mastering intonation, etc.). The lesson should begin with a phonetic warm-up using counting rhymes, quatrains, songs. They should be aimed at developing and improving pronunciation skills, creating a favorable emotional mood, relieving fatigue and tension. Such physical exercises develop attention and memory, children practice pronunciation. To create a communicative environment in the classroom, it is important to maintain the high activity of each child, it is necessary that the children feel the result of their efforts as soon as possible. It is important, first of all, to assess the success of the child, not speech disorders. Even the smallest victory must be appreciated. The success of teaching and the attitude of children to the subject largely depends on how interesting and emotionally the teacher conducts classes. Of course, in the process of direct educational activity for preschool children, play is of great importance. The more appropriately the teacher uses play techniques and visualization, the more firmly the child assimilates the material. Observations show that by strengthening the child's self-confidence, as well as increasing his self-esteem, the teacher creates conditions for his success and achievements in language learning. Even bug fixing has to proceed as a specific phase of the game. The use of elements of dramatization has significant possibilities. The child should perceive the teacher not only as a bearer of knowledge on the subject, but also as a bright and interesting person who knows how to establish and develop friendly relations with him, which contributes to fruitful and effective cooperation. Dramatization creatively exercises and develops a wide variety of abilities and functions. These are speech, intonation, imagination, memory, observation, attention, associations, technical and artistic abilities, movement rhythm, plasticity, etc. Thanks to this, it expands the creative personality of the child; the emotional sphere develops, sympathy, compassion, moral feeling develops, the feeling is brought up to incarnate in others, live their life, feel their joy and sorrow.

Thus, the main emphasis in the article is placed on teaching Russian and Mordovian (Erzya / Moksha) languages to bilingual children. In the municipal districts of the Republic of Mordovia, with a compact residence of Mordovians, Mordovian-Russian bilingualism is noted among preschool children. In these conditions, as a rule, teaching the Russian language is carried out in the classroom on the development of speech in the process of implementing the educational area "Speech development" in accordance with the State Educational Standard of Preschool

Education (SES DO). Teaching the Mordovian language in preschool educational organizations is carried out within the framework of additional education according to programs developed in accordance with the requirements of the State Educational Institution of Higher Education and based on the Model Regional Module of the Preschool Education Program "We Live in Mordovia" (ed. O V. Burlyaeva, L. P. Karpushin, E. N. Kirkina and others) [6]. When planning work on teaching children the Mordovian language (Erzya / Moksha), the head of the circle needs to solve speech problems in a complex. It is important to take into account the specifics of Mordovian-Russian bilingualism: the level of children's understanding of Mordovian languages, the speech environment in families and in this group. At the same time, the teacher should work on the grammatical, lexical and phonetic aspects of the language. Methodologically competent language teaching is built in the event that speech work is carried out interconnected in classes on the development of speech for teaching the Russian language and within the framework of additional education when teaching the Mordovian language, for example, in this direction, lexical and grammatical material on the topics " Poultry ", " Domestic and wild animals ", " Fruits ", " Vegetables ", etc., to form the ability to compose monologic statements of various structural and semantic types (description, narration, reasoning), etc.

The purpose of our research and this article is to determine the pedagogical conditions for the speech development of bilingual children in the process of forming elementary mathematical concepts. We believe that these conditions are: 1) the use of potential opportunities for intersubject and intrasubject integration of education; 2) planning the speech activity of children and creating conditions for widespread speech practice; 3) creation of special educational and subject-developing environments in preschool educational organizations and institutions of additional education; 4) the use of a variety of information and communication technologies in the classroom, in other activities. The formation of elementary mathematical concepts is understood as "a purposeful and organized process of transfer and assimilation of knowledge, techniques and methods of mental activity, provided for by the program requirements" (A. A. Stolyar) [7]. In the process of purposeful teaching, the mathematical development of preschoolers takes place, which is considered as "shifts and changes in the cognitive activity of the individual" (according to A. A. Stolyar); "Purposeful and methodically organized formation and development of a set of interrelated basic properties and qualities of a child's mathematical thinking and his abilities for mathematical cognition of reality" (according to AA Beloshistaya); "Qualitative changes in the forms of the child's cognitive activity, which occur as a result of the formation of mathematical concepts and associated logical operations" (according to EI Shcherbakova) [8]. In accordance with the principle of integration of educational areas, the Program assumes the relationship of mathematical content with other sections of the Program. Mathematical development in early and preschool age is especially closely associated with social, communicative and speech development. The development of mathematical thinking occurs and is improved through verbal communication with other children and adults, included in the context of interaction in specific situations [9]. The assimilation of mathematical terminology is one of the indicators of the mathematical development of preschoolers. In the process of getting acquainted with mathematical foundations, the child masters quantitative and space-time relations, learns the properties of objects and their relativity, learns to think, reason, answer questions, that is, mathematical speech develops. Work on mathematical development within the framework of preschool education contributes to solving the problems of speech development of bilingual children: lexical development, the formation of the grammatical structure of speech, the education of the sound culture of speech, the development of coherent

speech. In a bilingual child in kindergarten, speech development occurs in the course of various purposeful and daily activities. The main motive becomes the satisfaction of the child's personal, cognitive, and communicative needs. Using the game in work allows you to increase the speech activity of bilingual children, motivate them to interact with adults and other children of the group, expand the child's horizons, and promote the development of communication skills. The main forms of mathematical development are directly educational mathematical activity, various types of games with mathematical content, mathematical leisure and entertainment, daily activities of children (walks, independent games, various forms of self-service). So, in the process of purposeful learning (classes), it is mandatory to highlight the tasks of vocabulary work. Vocabulary work in kindergarten is aimed at creating the lexical basis of speech and occupies an important place in the general system of work on the speech development of children. Mastering the vocabulary solves the problem of accumulating and clarifying ideas, forming concepts, developing the content side of thinking.

Simultaneously with this, the development of the operational side of thinking takes place, since the mastery of the lexical meaning occurs on the basis of the operations of analysis, synthesis, generalization. In math lessons, children learn numeral words, the names of geometric shapes, quantities, their properties and relationships, use categories to determine distance, time. The use of verbal lexicon in speech (arithmetic operations of addition and subtraction, equalization, counting) is intensified. A rich vocabulary is not only one of the factors of readiness to learn at school, but also an indicator of a child's high level of development. In the process of completing game tasks in the classroom, the child exercises in the correct use of grammatical forms. This is especially difficult for a bilingual child. It is often possible to observe how bilingual children, when naming the number or determining the size of objects, use only a single number (for example, five pencil, large house). Errors also occur in the formation of the comparative degree of the adjective (long, longer, high, higher, etc.). Any child can have similar mistakes, but they are more common in bilingual children. This is due to the peculiarities of the native language (for example, in the Mokshan language, the word "sleep" means "he / she", "sony" - "his / her"; the word "small" - "yomlanya", even less - "ninge yomlanya", the smallest "samay eomlanat"). Therefore, the teacher needs to show changes not only in quantity / size, but also changes in the pronunciation of a word. One of the main conditions for the timely speech development of a bilingual child is his speech activity, since the repetition of the use of language means in changing conditions allows one to develop strong and flexible speech skills, to master generalizations. Moreover, in our opinion, it is necessary to include not only speaking, but also listening, perception of speech, to speech activity, therefore it is important to teach children to actively perceive and understand the teacher's speech. For this purpose, in the classroom, one should use the factors of ensuring the speech activity of all children: for example, an emotionally positive background, subject-subject communication, the wide use of visual material, game techniques, a change in types of activity, etc. From the generally accepted statement that the language is acquired in the process use, and the most important in the methodology of speech development in preschool children follows the methodological principle of "ensuring the active speech practice of children", derived from the patterns of language and speech acquisition by children and reflecting the specifics of teaching native speech, guided by which the teacher chooses the means of teaching [10]. Following this principle, it is necessary to create conditions for wide speech practice of all children in the classroom, in various types of activities. The speech development of bilingual children depends not only on verbal communication with others and on imitation of the speech of adults, but also on the perception of the surrounding reality, on

the child's direct practical activities and needs. In daily work, the teacher finds many situations for communicating with children and correcting their speech. The regular use of the connections of words and their forms with the facts of reality allows the child to develop a speech stereotype. The child's establishment and awareness of existing connections and dependencies are reflected in an increase in the volume of sentences, in the construction of complex speech structures, in the use of conjunctions. The development of coherent speech of bilingual children in the classroom for the development of mathematical representations is also natural, like the solution of other speech problems, since mathematical activity includes explanation, argumentation, etc.

Modern material and technical support of preschool and additional education of children creates the conditions for the introduction of technological innovations in the organization of cognitive and speech development of children. A rich developing subject-spatial environment in specially organized game libraries, play centers, centers of experimentation creates conditions for organizing games and independent mathematical activities, taking into account the age and gender interests and inclinations of children [11]. Educational and logical-mathematical games in the traditional form and online, organized in play centers and through multimedia equipment, allow you to work out speech skills in individual work or with a small subgroup of children. Let us illustrate with examples from the experience of work [12; 13]: Game "Fold the Pattern". Purpose: development in children of the ability to navigate the plane; collect a pattern (object) according to a sample; lay out a pattern (object), selecting and combining in the desired color and spatial solution, its individual elements. Speech skills. To intensify the use in speech of words denoting colors, speech constructions (upper left corner, to the right of ..., lower than ..; in the upper / lower part of the pattern; blue triangle; white square, etc.). Game actions. The child lays out the object according to the drawing and comments on his actions. The game can be played in pairs. The game "Putting the bridge" (with blocks of Gienesh). Purpose: the development of logic and attention, the ability to reason and reason for your answer. Speech skills. Include a particle not in the speech of children (figures are not red or square). Game actions. Children are invited to build a bridge for friends. The bridge is assembled according to special rules. The rules from the cards are offered by a teacher or a child who is well acquainted with the game and its rules. The game "We settle the tenants" (with blocks of Gienes). Purpose: to develop the ability to select a geometric figure, taking into account the given conditions; read the table; explain your choice. Speech skills. Exercise in the grammatically correct construction of phrases and sentences (a large red circle is suitable for this scheme; or there are "hidden" thick blue rectangles of a small size; a large red square; all small yellow squares, etc.). Game actions. The child is offered a table "house", the apartments of which must be populated with the necessary figures.

Game actions. Children are invited to "build" (lay out from sticks) a house based on the number five. First, the children all together recall the variants of the composition of the number "five", and then lay out (build) a house. At the end, determine what color the sticks (numbers) were needed for the construction. Game "Even - Odd". Purpose: to continue teaching children to increase and decrease numbers within ten by one; learn to name the "neighbors" of a given number; introduce even and odd numbers; exercise in establishing logical connections and patterns; develop the skill of self-control and self-esteem. Speech skills. Introduce the words "even" and "odd" numbers into the children's dictionary; phrases "more than ..; less than"; exercise in the correct naming of numeral words. Game actions. On two different tables there are "even" and "odd" sticks. Children should build ladders of equal height from them so that the difference between the steps is the same (this is the first acquaintance with the arithmetic

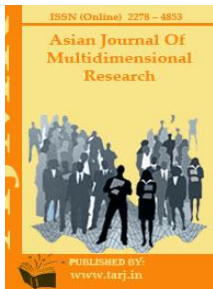
progression). Then, using a pink stick (number two), the children determine the difference between adjacent rungs. Online math games allow you to liberate children, captivate math tasks in a non-standard situation. They can be used in work by both educators and parents, observing the requirements for organizing children's activities at a computer or an interactive whiteboard. The organization of speech activity with children using computer technology allows to form communication skills in the process of exchanging impressions when discussing computer games, the results of work in a graphic editor, etc. Game tasks performed by preschoolers on a computer presuppose those elements of knowledge that are difficult for bilingual children to understand and assimilate when using traditional didactic means [14; fifteen; 16]. For use in pedagogical activities, you can offer the following sites for developing computer programs and games: www.adalin.mospsy.ru; www.igraemsa.ru; www.doktorpapa.ru; www.babylessons.ru; www.samouchka.com.ua; www.babyuser.net; www.torrentino.ru and others. Educational games with mathematical content presented on the sites train children in counting activities, performing arithmetic operations of subtraction and addition, comparing numbers, memorizing the composition of a number, getting to know the concepts of "more - less", comparing numbers and numbers, developing logic and thinking. The activation of speech activity in online games with mathematical content occurs in all areas of speech and mathematical development. Commenting on one's own actions, choosing an answer and its argumentation, pronouncing and other speech utterances allow the teacher to control and correct speech and cognitive errors. Psychological and pedagogical studies show that a person builds his own knowledge through the generalization of those situations in which they were presented. Therefore, to master the active speech development of children, especially bilingual children, it is necessary to create many repetitive new situations in which the child will rely on the already mastered skills of composing and understanding phrases. Thus, effective speech development of bilingual children is possible with the implementation of the following pedagogical conditions: - the use of intersubject and intrasubject integration of education; - planning the speech activity of children in the classroom and other types of mathematical activity; - creation of special educational and subject-developing environments in preschool educational organizations and institutions of additional education; - the use of a variety of information and communication technologies in the classroom in mathematics, in other activities with mathematical content; - creating conditions for wide speech practice of all children in the classroom, in various types of activity to ensure the repetition of the use of language means in changing conditions and the development of strong and flexible speech skills, the assimilation of generalizations. The organization of the speech development of children at the stage of preschool education requires special attention and care from adults (teachers, parents and others). Teachers' proficiency in the methods of integrating mathematical and speech development, compliance with the above conditions will contribute, in our opinion, to the effective mastering of the Russian language by bilingual children and the development of their correct speech.

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PEDAGOGICAL DIAGNOSTICS AS THE BASIS OF THE KNOWLEDGE CORRECTION SYSTEM

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ABSTRACT

The article is devoted to one of the poorly studied applications of pedagogical diagnostics - the correction of the knowledge of university students. An important new component of the diagnostic component is corrective diagnostics, which does not imply a controlling function. It is shown that this technology has the following main characteristics: consistency, complexity, integrity, scientific nature, conceptuality, developmental character, structuredness, hierarchy, consistency, variability and flexibility, procedurality, controllability, instrumentality, diagnostics, predictability.

KEYWORDS: *Correction of Students' Knowledge, Structural Model, Conceptual Model, Technology, Pedagogical Diagnostics.*

INTRODUCTION

The quality of education: one of the most discussed categories of modern pedagogical science. New views are constantly appearing both on the essence of quality and on the way to achieve the planned results of the educational program. But neither the change in standards, nor the latest scientific achievements in determining the components of the quality of education, do not solve the long-standing problem of universities - the problem of student failure. But it is academic performance that is one of the most important indicators of the results of the educational process in specific disciplines.

The terms "diagnosis" (from the Greek diagnostikos - "able to identify, recognize") and "diagnosis" (from the Greek diagnosis - "identification, recognition") have long been known in medicine, psychology, technology, biology, sociology. The general meaning of the term "diagnosis" in these sciences boils down to the following: a comprehensive analysis and study of the human body, its psyche, physiology, etc. (or, accordingly, the state of machines and other technical devices and mechanisms); determination of defects, deviations in human life;

predicting possible deviations in the development of the human body (operating mode of mechanisms and machines); development of technologies, methods and means for detection and localization of detected defects. These terms have recently become the property of both pedagogical theory and practice.

Pedagogical diagnostics at the present time still remains in some sense an uncertain and actively contested program, rather than an established scientific system. Therefore, it is not surprising that there are different approaches to the phenomenon of "pedagogical diagnostics". Most scientists (MI Bekoeva [1], IA Platonov [4], EA Selivanova [5], etc.) consider pedagogical diagnostics as a mechanism for studying individual, personal characteristics and prospects for further development of the individual. With the help of pedagogical diagnostics, the educational process is analyzed and the results of the activities of both the student and the teacher are determined. To achieve the goals, writes I.Yu. Gutnik, in the course of diagnostic procedures, the prerequisites for learning are established for individual students and for the class as a whole; the conditions necessary for the organization of a systematic learning process are determined [2]. For the first time the concept of "pedagogical diagnostics", by analogy with medical and psychological diagnostics, was introduced into scientific circulation in 1968 by K. Ingenkamp within the framework of one scientific project. According to its goals, objectives and scope of application, pedagogical diagnostics is an independent direction. According to K. Ingenkamp, she borrowed her technologies, methods and way of thinking from psychological diagnostics.

One of the first domestic scientists to develop pedagogical diagnostics was a group of teachers (L.A. Dubrovina, Yu.S. Karabasov, A.I. Kochetov, V.P. Soloviev) under the leadership of A.I. Kochetova. According to these researchers, "The essence of pedagogical diagnostics is the study of the effectiveness of the educational process in school based on changes in the level of education of students and the growth of pedagogical skills of teachers" [3].

A deeper and broader meaning is invested in pedagogical diagnostics than in the traditional test of knowledge, skills and abilities of students. Knowledge of the child and of the person in general, who is the object of education, is a necessary condition for pedagogical culture. The great teachers of the past - Ya.A. Komensky, A.I. Kochetov, I.G. Pestalozzi, L.N. Tolstoy. K. D. Ushinsky. Testing students' knowledge only states the results without explaining their origin, while pedagogical diagnostics examines the results in conjunction with the methods, methods and means of achieving them, reveals the dynamics and trends in the formation of learning products. Diagnostics includes control (preliminary, current, final), verification, assessment, accumulation and analysis of statistical data, identification of trends and dynamics of development, forecasting the further course of events. Thus, pedagogical diagnostics is designed, firstly, to optimize the process of individualized learning, secondly, to provide an objective assessment of learning outcomes in the interests of society and, thirdly, guided by the developed criteria, to minimize errors when transferring students from one group to another, with choosing a learning path and defining elective courses.

Diagnostics of the results of the work of a teacher today is considered as an opportunity to improve the quality of professional (E.A. Selivanova), creative activity. In this context, professionalization as a sociocultural factor determines the modern understanding of the effective aspect of the quality of education, which implies a person's readiness to learn and relearn throughout his life [5]. Pedagogical diagnostics is designed to answer a number of topical questions that have emerged in the education system: What and why to teach students during the educational process? What are the criteria, parameters and indicators to train? How and where to

use the results of the information received on the quality of pedagogical activity? Under what circumstances is pedagogical diagnostics included in the educational process? How to teach teachers self-control and self-esteem, and students - self-knowledge and self-development? [2].

Pedagogical diagnostics should be analyzed as an effective way of adjusting the teacher's activities in order to improve his pedagogical skills. Obviously, if the object of diagnosis is the teacher himself, then the subject of analysis will be his professional and pedagogical activity aimed at the implementation of certain educational functions, such as:

- 1) Diagnostic function, as an examination of students and establishing the level of their knowledge and skills;
- 2) orientation-prognostic function, which consists in determining the main directions of pedagogical activity, its specific goals and current tasks at each stage of work, predicting its results;
- 3) Design and constructive function as the design and construction of the content of educational activities;
- 4) Organizational function as the involvement of students in the planned educational activities and stimulation of their cognitive activity;
- 5) Informational and explanatory function as a thorough knowledge of the academic discipline by the teacher, his scientific and worldview conviction;
- 6) communicative and stimulating function as the influence of the teacher, which is exerted on students by his personal qualities, his moral and pedagogical culture;
- 7) Analytical and evaluative function as analysis and assessment of education and training, identification of positive sides and shortcomings, comparison of the results obtained with those goals and objectives that were previously planned;
- 8) Research as self-improvement of the teacher and increasing his research competence.

Understanding pedagogical diagnostics is a system-forming component of the educational process, including didactic, psychological and social components.

Pedagogical diagnostics is a process of comprehensive study of pedagogical objects of a personal and procedural plan. In this case, the objects of personal diagnostics are divided into:

- individual objects - a student, his training, education, individual psychological characteristics and the teacher, his pedagogical skills, psychological characteristics;
- Group objects - educational teams (groups of students), teams of teachers.

As objects of the procedural plan, it is necessary to consider the pedagogical process, the educational environment.

The subjects of pedagogical diagnostics are all participants in the educational process involved in diagnostic activities - first of all, students (self-diagnostics and intergnostics), teachers and psychologists of the university, and then officials and management structures.

The main goal of pedagogical diagnostics in the educational process of the university is, on the basis of recognition and use of pedagogically significant information, to provide conditions for

the comprehensive development of the student's personality, including the competence of the future specialist, education and psychological readiness for professional activity.

Pedagogical diagnostics can be attributed to different levels of management of the educational process of the university: this is the external level (control of students' knowledge during certification activities), the levels of the university, faculty.

Analysis of the functions of pedagogical diagnostics shows that the corrective function, as a rule, remains unrealized, it is assumed to be self-evident and is only declared in the stereotyped expressions "control and correction", "diagnostics and correction".

What is correction as a pedagogical phenomenon?

Correction of students' knowledge as a phenomenon of pedagogical reality has not yet found reflections in systematic studies. This issue is most developed in relation to students with developmental disabilities (correctional pedagogy). The goal of the correction is their social adaptation.

The pedagogical correction associated with the pedagogical neglect of students is also considered. The goal is psychological and social adaptation necessary for high-quality teaching.

Knowledge correction is an integral part of the educational process. In didactics, it can be considered, firstly, as a process of detecting deviations in the expected learning outcomes and making changes in the learning process in order to ensure the necessary results, and, secondly, as a process of transforming the student's experience, allowing him to bring his learning outcomes to a higher level. level compared to the current state.

This process includes not only the corresponding activities of all subjects of the educational process, but also the totality of their knowledge about the methods of carrying out such activities, and the system of events in which this activity is implemented.

Correction of knowledge in the educational process of the university can be carried out at various levels of management: this is the external level (response to the results of certification activities in the form of changes in federal attitudes), the levels of the university, faculty, department, teacher, students' mutual correction and, finally, self-correction.

Knowledge correction has two directions: preventive (prevention of errors) and developmental feedback (reaction to mistakes already made). Correction of knowledge in "active mode" - carrying out the planned corrective activities of the teacher, in which students are informed about the goal of correcting their specific educational achievements; in the "background" - the planned corrective activity of the teacher regarding a certain (usually small) volume of educational material, when this goal is not communicated to the students.

Despite the significant number of types of correction and corrective activities of the teacher, in the real educational process, "spontaneous" correction prevails - the spontaneous corrective activity of the teacher (a by-product of his activities in the learning process).

Self-correction and mutual correction of students' knowledge also occur spontaneously.

Pedagogical diagnostics is a means of correcting knowledge, it may seem controversial, and therefore needs comments. In most sources, the corrective function of pedagogical diagnostics and even its corrective component or stage, if one is highlighted, is associated with the ability to

diagnose gaps in knowledge, identify elements of undiscovered knowledge, in order to then implement the stage of knowledge correction.

In this regard, pedagogical diagnostics is a system-forming element of the educational process for building a methodology for correcting knowledge, and the diagnostic stage acts as the basis for correcting knowledge, providing feedback. We are talking here about the current systematic diagnosis, where the correction of knowledge refers to the subject of the diagnosis.

The goal of knowledge correction in the educational process of the university is consistent with the goal of pedagogical diagnostics - improving the qualities of students' knowledge, transferring their educational knowledge to a higher level, achieving correspondence between real knowledge and its educational potential.

The subjects of knowledge correction coincide with the subjects of pedagogical diagnostics only of a personal plan - individual (individual students and teachers) and group (study groups / subgroups, teams of teachers).

The structural model of knowledge correction in the educational process of the university is isomorphic to the structural model of pedagogical diagnostics in the educational process of the university and can be represented as a system consisting of correcting knowledge in the psychological aspect (correction of cognitive activity, cognitive skills, thinking qualities) and the didactic aspect (correction qualities of knowledge), applied both individually to each student, and as a whole to study groups or microgroups arranged according to the characteristics of learning ability within them. This takes into account the diverse influence of the educational environment.

The study of the relationship between pedagogical diagnostics and knowledge correction, analysis of the effectiveness of knowledge correction tools, an attempt to understand the mechanisms of knowledge correction in the psychological and didactic aspects allowed the author of the article to develop a diagnostic and correction method aimed more at self / mutual diagnosis, self / mutual correction of knowledge - a test of knowledge correction ... It presents a block of test tasks, formed according to the didactic goals of the lesson, taking into account not only actually tested knowledge and general patterns of assimilation, but also, most importantly, the individual characteristics of each student, identified in the course of the application of didactic and psychological methods.

General positive features of the technology of correction of students' knowledge at the university are as follows:

It removes cognitive dissonance and allows each student to maximize their learning potential;

The use of data from complex pedagogical diagnostics in accordance with the level of management of various subjects of correction saves time for all participants in the educational process;

The success of teaching the invariant to all academic disciplines; the success of training remains long-term and develops into professional success;

Correction of knowledge mainly goes to the levels of mutual correction and self-correction.

The system of correction of students' knowledge on the basis of pedagogical diagnostics is a necessary element of the educational process that meets modern requirements for the preparation of graduates. At the same time, pedagogical diagnostics ceases to be an intrinsic value, a

theoretical construct, and fully implements all its functions aimed at improving the quality of education.

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**KHOREZM REGIONAL CENTER FOR RETRAINING AND
ADVANCED TRAINING OF PUBLIC EDUCATORS “SOCIAL
METHODOLOGY OF ECONOMIC SCIENCES”**

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ABSTRACT

The dynamics of practical knowledge and the importance of writing in the example of ancient Khorezm

The article analyzes the dynamics of practical knowledge on the example of ancient Khorezm, the process of expanding their scope and the development of Khorezmian writing. According to the author, the available historical data allow us to draw various important conclusions on the subject. The urgency of the topic requires the study of the state of development of pre-Islamic practical knowledge, the foundations of science in the Khorezm oasis. This necessity is determined by the fact that this problem has not been sufficiently studied. The content of archeological sources is described in the study of the formation of such sciences as astronomy, geometry, mathematics in the ancient period and the early Middle Ages in Khorezm, the existence of clear ideas about their system. Ancient Khorezm is one of the countries where the first writing appeared in Central Asia. The article discusses the importance of the ancient Khorezmian script in the study of the system of statehood, socio-economic relations and spiritual culture on the basis of new approaches.

KEYWORDS: *Science, Art, Culture, Writing, School, Astronomy, Civilization, Literature, Castle, Central Asia, Geometry, Mathematics, Science.*

INTRODUCTION

The study of the role of knowledge in the development of society has been relevant in various periods of research. From the history of primitive society, the method of making tools and economic experience, skills in the use of natural resources, ecological knowledge about the environment of society have been passed down from generation to generation.[1]

The importance of studying this topic is that the desire to know by man, to understand and evaluate the events that took place, formed his worldview and laid the foundation for the development of spiritual culture.

Therefore, the emergence of knowledge and practical skills in the Khorezm oasis, their expansion and application in various fields, from the initial development of flora and fauna, natural food products, the transition to new forms of economy based on later inventions and technological developments (animal husbandry and agriculture)) and the relevance of the analysis of the essence of the creation of monuments of science, art, writing, spiritual culture as a result of the emergence of civilization at a certain stage.

In the example of ancient Khorezm, the dynamics of practical knowledge, the process of expanding their scope, based on archeological data, is expressed in the following areas of activity and events:

- Methods of housing construction, architecture and construction;
- Methods of making tools, weapons and pottery;
- Artificial irrigation - irrigation facilities, agricultural works;
- Monuments of fine arts, sculpture and painting;
- to study the environment, natural conditions, the world and events, as well as to observe the movement of celestial bodies.

On the basis of archeological data, it is often possible to draw relative conclusions on the subject, but its relevance requires a study of the state of development of pre-Islamic practical knowledge and scientific foundations in the Khorezm oasis. This necessity is determined by the fact that this problem has not been sufficiently studied.

There is not much research on the subject. MG Vorobeva and MM Rojanskaya analyzed the problem of the emergence of astronomy in Khorezm on the basis of the materials of Koykirilganla and al-Beruni.[2] The research of MG Vorobeva and MS Lapirov-Skoblo also considered the geometric proportions of architectural construction plans.[3] K. Abdrimov, GKMasharipova revealed some aspects of the features of the development of knowledge in geometry, mathematics and astronomy in the oasis.[4]

These studies are connected with the creation of a system of exact sciences in the history of the ancient period of the Khorezm oasis, but the problem of the roots of the formation and development of practical knowledge in the example of Khorezm is not considered.

Archaeological materials related to the history of primitive society of Khorezm (Neolithic Kaltaminor culture) - the remains of houses, stone tools, pottery - serve to shed light on this issue to a limited extent. By comparing the available archaeological sources with historical ethnographic data, it is possible to express some ideas and draw general conclusions.

Mil. avv. In the IV-III millennia, the communities of the Khorezm oasis, consisting of fishermen and hunters of the Neolithic period, were located on the right bank of the Amu Darya in the basin of the ancient Akchadarya river. It is not difficult to imagine how man lived around lakes surrounded by numerous swamps, bushes and reeds, and high sand dunes.[5]

It was a vital necessity for the people living in such conditions to have a certain knowledge of the natural properties and riches of their land. Ancient hunters and fishermen had to have a thorough

knowledge of the area in which they lived - the natural source of livelihood, the beneficial and harmful plants, the features of the animal kingdom, the places where building materials were available and the stone quarries needed to make weapons. Due to the need to build houses, make weapons and pottery, daily training, the requirements of hunting and fishing farms, and other reasons, the knowledge of area and distance measurement, time accounting has developed.

With the change in the economic forms and material culture of the communities, the scope of knowledge expanded. These processes evolved in interaction, the emergence of new knowledge led to technological inventions, and worldviews developed through faith and art.

Mil. avv. In the middle of the second millennium, agriculture was established in the Khorezm oasis, and the construction of artificial irrigation systems and irrigation facilities was gradually improved. Researchers write that the emergence of the foundations of astronomy in ancient times was closely linked to agriculture, as the beginning and end of basic agricultural work were directly related to the change of seasons.[6] Therefore, in ancient crop societies, it was important to observe the movements of the sun and stars, because by observing the periodic movements of celestial bodies, it was possible to predict the seasonal regularity of natural phenomena.

Also, in very ancient times, beliefs about the heavens, the earth, and celestial bodies marked the emergence of celestial legends. In the absence of writing, they should be narrated verbally (in a narrative way).[7]

In the countries of the ancient East (Egypt, Sumer, Babylon), where agricultural work was based on artificial irrigation, monitoring the movements of celestial bodies became a vital task, and it was important for the people of these countries to know in advance the timing of river floods. Due to astronomical observations, it was discovered in Ancient Egypt that the appearance of certain bright stars in the sky before sunrise was a phenomenon that predetermined the rising of the Nile River.[8] The knowledge of astronomy led to the creation of the system of counting time, the year.

Mil. avv. In the 6th and 5th centuries, Babylonian astronomy played a leading role in the Eastern system of science. According to Herodotus, his influence extended beyond the Ikkidarya (Tigris and Frot) and spread to distant lands, where many peoples adopted the achievements of Babylonian astronomy.[9]

In our opinion, as a result of this influence, in Khorezm mil. avv. From the 4th century onwards, astronomy developed extensively. This situation was determined not only by external cultural influences, but also by the rise of agriculture based on internal socio-economic relations, urban culture and artificial irrigation systems.

Apart from Beruni's data, there are no written sources on the astronomical knowledge of ancient Khorezm. Therefore, archaeological data serve as an important source in the study of this problem.

At one time, S.P. Tolstov hypothesized that the central building of the two-story Koykirilgan Castle was likely to serve as an observatory.[10] According to M.G. Vorobeva and M.M. Rozhanskaya, during the construction of the Castle, special calculations made by the ancient builders laid the groundwork for the use of this structure for astronomical observations.[11] Pottery discs and circles were also found in the excavations. They have curved lines and equilateral triangles on their surface. In the Middle Ages, similar astronomical measuring instruments were widely used, which in science were called "astrolabe".[12] It was

possible to perform special measurement and calculation operations using such a seemingly simple tool.

According to Beruni, the Khorezmians "used the positions of the moon and made (astrological) judgments from them. In their language were the names of addresses, which they memorized. He knew the mood of using the addresses and observing them, and there were no people left to give evidence based on that ... In the Khorezmian language, the astrologer means "seeker". The explanation for this is "looking at the lunar addresses." The Khorezmians knew the constellations better than the Arabs ... "[13]

Thus, according to Beruni, astronomy was called "searching" in the Khorezmian language, and the level of development of Khorezm astronomers was higher than that of the Arabs before Islam.

According to Abu Rayhan Beruni, the ancient Khorezmians used a calendar based on the solar calendar, which dates back to the beginning of the first millennium AD. "The people of Khorezm are at the beginning of the year and the beginning of the month in accordance with the Sogdian people, and in opposition to the Iranians ... The customs of the Khorezmians are similar to those of the Sogdians," Beruni wrote.[14]

It is possible that the calendar used in ancient Khorezm was based on the Zoroastrian calendar, as well as the Sogdian calendar. The Khorezm calendar had 365 days in a year, the year consisted of 12 months of 30 days each.[15]

In Beruni's work, the months are named as follows: Navsorji, Ardvast, Hrvdod, Jiri, Hamdod, Ahshrivri, Avmri, Jonahn, Arv, Rimjd, Arshmn, Isfandaraji.[16]

The scholar lists the dates and holidays that have nothing to do with the religion of the Khorezmians:

Navsorjiy is the first day of Navruz, the new day.

Arijosuvon. This day would come at a time when the weather was very hot, which means "now get out of clothes," "it's time to be naked and open." In the time of Beruni, it was time to sow sesame and the seeds that were sown with it.

Ajgor ("Feast of Fire and Flame"), Beruni writes, used to say that in the past, "in the autumn, when the weather changed, it was time to warm up the fire."

Fgbrix is "the time of the king's departure." Due to the cold day, the Khorezmshah went to the outskirts of the city and spent the winter there.

Azdokand khvar, - "the day of baking fat bread", on this day the people of Khorezm entered their homes from the cold, gathered around the burning stoves and ate greasy bread.

Namxb means "Night of Mina", Beruni says that Mina was a woman from the kings and nobles of Khorezm, who came out of the palace in a silk dress drunk at night. It was spring. It collapsed outside the castle. When his sleep prevailed and he fell asleep, he was struck by the cold of that night and died. "People are amazed at how cold a person can die on a spring night like this, and they have turned this event into the history of something extraordinary that happens prematurely." On this day, the Khorezmians use evaporating and incense-burning medicines, cooking and cooking to bury the poisons of demons and evil spirits.

Vakhsh angom is the name of an angel represented by Vakhsh, the water of Jaihun.[17]

So, due to the efforts to acquire knowledge and skills in ancient Khorezm, people are interested in knowing the reasons for the change of day and night, the seasons. During the development of historical processes, they tried to connect celestial phenomena with natural phenomena. Therefore, the science of astronomy was born in Khorezm. Its importance in the life of the ancient cultivators was incomparable, and it marked the times of sowing, transplanting, grafting, and harvesting.

The importance of ancient architectural structures in the study of the existence of scientific ideas in the system of specific sciences in Khorezm, such as astronomy, geometry, mathematics, is incomparable. The plan of the construction of the castle in the form of a circle was made by the builders special calculations, for example, the measurement of the diameter of its central building, the structure was half the total diameter of the outer defensive ring. Undoubtedly, such a style of construction reflected a certain architectural law.[18]

150 rooms have been excavated in the Tuprakkala Palace. An example of the construction of the palace can be described as an ancient style of construction. The palace buildings are two-storied, built on a 14-meter-high foundation raised from raw bricks, the foundation of which is made of one-meter-high straw.[19] The entire surface of the monolithic cotton foundation was paved with dry sand and bricks were laid, followed by another layer of sand and another row of bricks. According to the researchers, this method of "bricklaying significantly increased the seismic strength and water resistance of these magnificent structures, as rainwater would seep into the sand." [20]

The tops of the rooms on the first floor of the palace are covered with a dome made of raw bricks. The builders carved each brick to fit the shape of a truncated pyramid, and in this way created a pillar system that supported the dome roof.[21] Three and a half million bricks were collected during the construction of the palace buildings.[22] On the basis of this figure and other evidence, the scale of the ancient building, its plan and form, the precise geometric, mechanical and architectural laws are intertwined, expressing the practical knowledge of its time in ancient architecture.

The application of advanced construction methods (site selection, structure of the defense system, towers, gates, gates, architectural plan of buildings, rooms of houses, light holes, etc.) can be observed in the example of cities, temples, defensive structures and houses built in the Khorezm oasis.[23]

Ancient Khorezm is one of the countries where the first writing appeared in Central Asia, the spiritual development of the people of the oasis is inconceivable without writing, which is one of the most unique values of civilization. Samples of the Khorezmian inscription were found in the monuments of Katta Oyboyirqala, Koyqirilganqala, Qalaliqir 2, Govur 3, Ayozaqala, Tiroqqala, Khumbuztepa, Yakkaparon, Tuqqala and Mizdahkon. The oldest of them is mil. avv. V - IV centuries, others - mil. avv. IV - II, III - IV and VII - VIII centuries AD. [24] The Khorezm inscription is also found on coins.

The Khorezmian writings are devoted to the researches of SP Tolstov, AA Freiman, VB Henning, VA Livshits, MJ Dresden, H. Humbach, BI Weinberg and M. Ishakov.[25]

The development of the ancient alphabet system in the Khorezm oasis, the expression of words and concepts through letters, required significant philological knowledge. It is well known that schools were created in the Ancient East as a result of the creation of writing. They were taught

writing and reading skills, knowledge in schools. The services of palaces and temples prepared calligraphers (secretaries) for economic and administrative work.[26] In Khorezm, too, it can be assumed that there were primary schools under palaces and temples, without which writing and reading would be forgotten.

Before the Arab conquests, not only in Khorezm, but also in other regions of Central Asia, literacy was highly developed. Wei Tsze, the Chinese ambassador to Samarkand who visited Samarkand in the early 6th century, reported that children up to the age of five were taught to write and count in the city. Samples of the alphabet and exercises written in Sogdian pottery fragments, found in Marv and Panjikent, serve as evidence of school education.[27] Sogdian documents found on Mount Mugh (late 7th - early 8th centuries) determine the level of knowledge of the script and the training of calligraphers.[28] One of the most famous color murals in the Tuprakqala Palace (II-III centuries) depicts a calligrapher carrying a manuscript.

Inscriptions found on the monuments of the oasis confirm that the inhabitants of ancient Khorezm were educated. The inscriptions are inscribed on ceramic, leather and wooden boards. V.A. Livshits read the inscription on the surface of the hum found in the Great Oyboyirqal as "11 mari 9x".[29] The unit of measurement is "mari", known in the Parthian economic records found in Nisa.[30] He determined the volume of wine stored in large jars. According to V.A. Livshits, mil. avv. At the turn of the V-IV centuries, "mari" was 16.5-17 liters, and the volume of humus found in Oyboyirqala was about 200 liters.

The inscriptions on the castle contain personal names and the concept of "aspabarak", meaning "riding a horse".[31]

The inscriptions on the leather of the 3rd century AD contain a list of persons who brought wine (wine) and flour to the state warehouse as a tax liability. Flour is denoted by the unit of measurement "xin" (meaning 5-6 kg). The amount of flour delivered was 10-13-25 or even 200 "xin" per person. The documents list the names of the flour suppliers (Khvas, Abs, Marchv, Rxyamak, Vakhvashpas, Orashtak, Abgavfarn, Narsav) and the date of tax payment as "252 years".[32] According to V.A. Livshits, tax-receiving officials were referred to as "chief economists" and "managers".[33]

Another document states that in 231 (according to the Khorezm era) Druk Fragart's son was given 10 chariot wheels by a man named Shirartav.[34]

The inscriptions on the wooden boards give lists of the members of the household in the Land of the Rising Sun. The content of one of these lists is as follows: "House Gaunashami: Gaunashami; (sons) - first attending M ..., first attending Fritafhvas, groom Gaufarnak; slaves: Saribirtak, Khvarzbanak, Pandakasak, Saubagdak, Bevarsavak, Vakhushvari; (host) wife's slaves - Razmbevarak, Pitanak; Slaves of his sons: Farnabgavak, Dagteganak ... "[35] This list probably belongs to the dark family, as evidenced by the number of slaves. It is noteworthy that the personal names of the slaves did not differ from the names of the free members of the family. The slaves were also representatives of the local population - Khorezmians, which probably reflected the form of "domestic slavery", domestic slavery. The notion of "initial participant" in the document, which means "newly added to the list", reflects changes in the composition of families, as well as the fact that the population census in Khorezm has been conducted for some time.[36]

Ossuari inscriptions found in the Zoroastrian cemetery of Tuqqala in the 7th-8th centuries contain the names of those buried, the year of their death, and words of good wishes.[37]

Mizdahkon's ossuaries include the deceased's personal name and father's name, for example, "Vasiyak, son of Keshak", "son of Surnich, Patvarak", "son of Xavik, Afruk" and "from whom does Mitra agree" or "belonging to the spirit of Afriv" it is written.[38]

A number of documents of the Khorezm state contain economic calculations of palaces and temples, various products received by the treasury.

The inscriptions on the outside of the jars found in the temple of Qalaliqir 2 (IV-II centuries BC) indicate that the silver and gold in the vessels were preserved, i.e. the temple was a place where treasures and valuables were kept. Other records set taxes on the amount of goods and money: "tax on Rashdatak", "tax on Vakhshdatak", "tax on all maids".[39]

The personal names present in the records are noteworthy. According to V.A. Livshits, the names Rashdatak and Vakhshdatak contain the names of gods and the word "created". Rashnu is the god of justice, order and obedience, often mentioned in the Avesto and dedicated to him in a special hymn, Rashn Yasht. In the imagination of Zoroastrians, Rashnu, the executor of the "just court", holding the scales in his hands, decided the fate of the spirits of the dead. The name Rashdatak means "the one who created Rashnu." [40]

Vakhshdatak is the "creator of Vakhsh", the genius of the Amudarya is associated with Vakhsh, and in one of the soil documents there is a concept of "Vakhsh fruit".[41] "Vakhsh angom" is known from Beruni's work.

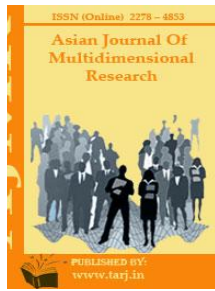
An important aspect of the analyzed issues is that the ancient Khorezmian script allows not only the level of statehood development, accounting and litigation, tax system, population registration and socio-economic relations, but also the history of spiritual culture. Literature, which is part of culture, also flourished in antiquity and the early Middle Ages. Initially, it appeared in the form of oral creations, legends and myths, written literature emerged as a result of the development of writing, but, as Beruni points out, during the Arab conquest, Khorezm books were burned.

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FEATURES OF WORK WITH GIFTED STUDENTS IN AN INNOVATIVE SCHOOL

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ABSTRACT

This article describes the features of working with gifted students, the signs and abilities of gifted children, the category of gifted children, their learning strategies. Disposition to creativity is the highest manifestation of human activity, the ability to create something new, original. Disposition to creativity is, first of all, a special mindset. Summing up the above, it is necessary to emphasize that, undoubtedly, every child should have the opportunity to receive such an education at school that will allow him to reach the maximum possible level of development for him.

KEYWORDS: *Critical Thinking, Thought, Gifted Children, Real Activity.*

INTRODUCTION

The problem of working with gifted students is extremely relevant for modern society. It is necessary to create an effective system of work of an educational institution with gifted children.

The state needs intellectually developed citizens who in the future will be able to determine the ways of the country's socio-economic and political development. Currently, society needs a school that can prepare a business person with a high level of creativity and professionalism, a moral stance, and a breadth of competencies.

Signs of giftedness are those features of a gifted child that are manifested in his real activity. And can be assessed at the level of observation of the nature of his actions. Signs of obvious giftedness are fixed in its definition and are associated with a high level of performance. At the same time, a child's giftedness should be judged in the unity of the categories "I want" and "I can". Therefore, the signs of giftedness cover two aspects of the behavior of a gifted child: instrumental and motivational. Instrumental characterizes the ways of his activity. Motivational -

characterizes the child's attitude to one side or another of reality, as well as to his own activities [2].

The instrumental aspect of the behavior of a gifted child can be described by the following features: the presence of specific strategies of activity.

The methods of action of a gifted child ensure its special, qualitatively unique productivity. At the same time, there are three main levels of success, each of which has its own specific strategy for its implementation:

- Rapid development of activities and high success in its implementation;
- The use and invention of new methods of activity in the search for a solution in a given situation;
- the advancement of new goals of activity due to a deeper mastery of the subject, leading to a new vision of the situation and explaining the appearance of at first glance, unexpected ideas and solutions.

The behavior of a gifted child is characterized mainly by the third level of success: innovation, as going beyond the requirements of the activity being performed. Formation of a qualitatively unique individual style of activity, expressed in the tendency to "do everything in his own way" and associated with the self-sufficient system of self-regulation inherent in a gifted child. The individualization of methods of activity is expressed in the elements of the uniqueness of its product.

Highly structured knowledge, ability to see the studied subject in the system, convolution of methods of action in the relevant subject area, which is manifested in the ability of a gifted child, on the one hand. Almost instantly to grasp the most essential detail (fact) among many other subject information (impressions, images, concepts), and, on the other hand, it is surprisingly easy to move from a single detail to its generalization and the expanded context of its interpretation. In other words, the originality of the ways of a gifted child's activity is manifested in his ability to see the simple in the complex, and in the simple - the complex.

A special kind of learning. It can manifest itself both in a high speed and ease of learning, and in a slower pace of learning, but with a subsequent sharp change in the structure of knowledge, perceptions and skills [3].

The motivational aspect of the behavior of a gifted child can be described by the following features:

- increased selective sensitivity to certain aspects of objective reality (signs, sounds, colors, technical devices, etc.), or to certain forms of one's own activity (physical, cognitive, etc.), accompanied, as a rule, by the experience of a sense of pleasure;
- a pronounced interest in one or another occupation or field of activity, an extremely high passion for a subject, immersion in one or another business. Having such an intense inclination for a certain type of activity results in astonishing tenacity and hard work;
- increased cognitive need, which manifests itself in insatiable curiosity, as well as a willingness to go beyond the initial requirements of the activity on their own initiative;
- preference for paradoxical, contradictory and vague information, rejection of standard, typical tasks and ready-made answers;

• high criticality to the results of one's own work, a tendency to set super-difficult goals, striving for excellence.

It should be emphasized that the behavior of a gifted child does not necessarily have to correspond to all of the above signs. The behavioral signs of giftedness are variable and partly contradictory in their manifestations, since they are highly dependent on the social context. Nevertheless, even the presence of one of these signs should attract the attention of a specialist and motivate him for a thorough and time-consuming analysis of a specific individual case.

Among the main components of giftedness, as a rule, it is customary to distinguish the following components:

Motivation. Any human activity is polymotivated, that is, all actions are based on a variety of motives. But at the same time, researchers note that the very motivational-need sphere of the personality has a hierarchical structure: some motives occupy a relatively stable dominant position, others - a subordinate position. This phenomenon has received the name "personality orientation".

Orientation is one of the main characteristics of a creative personality, it is expressed in the hierarchical structure of the motivational-need-sphere, in which motives directly related to the content of creative activity dominate. Gifted children are characterized by the fact that the basis of their activity, regardless of its subject orientation (scientific, artistic, communicative), is dominated by motives directly related to the content of the activity.

Important aspects of this problem are revealed in the studies of psychologists V.E. Chudnovsky and V.S. Yurkevich. They note, in particular: "... mental work, performed not as a result of duty, not for the mark, not in order to win a competition, but because you want it yourself, that is, out of need, is necessarily connected with the activities of the center of positive emotions ". This experimentally revealed fact is supplemented by the statement that only activity motivated in this way contributes to the development of these abilities. This idea has been repeatedly emphasized by many foreign and domestic followers.

From the point of view of education, it is especially important that many followers have adopted the point of view according to which the key characteristic of the potential of a person should not be considered outstanding intelligence or high creativity. As previously thought, but her motivation. So, for example, RM Granovskaya and Yu.S. Krizhanskaya write: "... people who are initially less capable, but purposefully solve their own, personally significant task, are ultimately more productive than more gifted, but less interested " [4].

Creativity (or creativity) is one of the most important characteristics of giftedness. Arts and sciences, all inventions of human civilization are created by creativity. Disposition to creativity is the highest manifestation of human activity, the ability to create something new, original. Disposition to creativity is, first of all, a special mindset. At the same time, it was established that no abstract knowledge can be productive in complete isolation from the sensual. Imagination, intuition, unconscious components of mental activity are of great importance in the process of creativity.

In the materials of recent studies of the psychology of creativity, there are quite a few parameters that characterize this personality trait. P. Torrens has four of them (fluency, originality, flexibility, elaboration), W. Lowenfeld has eight (the ability to see the problem, fluency,

flexibility, originality, the ability to synthesize and analyze, a sense of harmony in the organization of ideas), A.N. More than ten of them are allocated to Luke.

“Creativity - writes P. Torrens - means digging deeper, looking better, correcting mistakes, talking with a cat, diving into the depths, walking through walls, lighting the sun, building a castle on the sand, welcoming the future.” There is also a more rigorous description in his works. So he considers the concept of fluency as the ability to produce as many ideas as possible. This indicator is not specific to creativity, however, the more ideas, the more opportunities for choosing the most original ones.

Flexibility is the ability to easily move from the phenomenon of one class to the phenomena of another class, often very far in content. The opposite quality is called inertia of thinking.

Originality is one of the main indicators of creativity. It is the ability to come up with new, unexpected ideas that differ from the widely known, generally accepted ones.

The other pole of creativity is designated by the term “elaboration”. Creators can be conditionally divided into two large groups: some are best able to produce original ideas, others are creatively developing existing ones in detail. These options for creative activity are not ranked by specialists; it is believed that these are simply different ways of realizing a creative personality.

Above average abilities. In this context, the term "ability" has a somewhat unconventional connotation. Here we mean a wide range of phenomena, such as a wide variety of knowledge, skills and abilities, without which no creative activity is possible - this is on the one hand, on the other - the possibilities of their application in a wide variety of activities are presented, as it were [5].

In models where “intellect” is represented instead of this quality, the concept of giftedness is unjustifiably narrowed down and the model turns out to be suitable only for describing giftedness only in the cognitive sphere. In other words, in this case, we are dealing with one of the types of private or special giftedness.

But at the same time, in some works by J. Renzulli, this component is revealed as above-average abilities manifested in various spheres (basic intellectual abilities, special academic abilities, psychological skills, etc.) A similar interpretation of this position when describing the model of J. Renzulli belongs to H. Gardner. Developing this aspect of the model J. Renzulli, he classified intelligence, highlighting seven of its categories:

- Musical intelligence;
- bodily kinesthetic;
- Logical and mathematical;
- Linguistic spatial;
- Internally personal;
- Outwardly personal.

Gifted children are children who are significantly ahead of their peers in mental development, or demonstrate outstanding special abilities. In the scientific literature and in everyday speech, gifted children are often called wunderkinds, thereby emphasizing the exceptional nature of their

abilities. Among the definitions of the concept of "gifted child", the most successful one is "A gifted child is a child who stands out for bright, sometimes obvious outstanding achievements (or has internal prerequisites for such achievements) in one or another kind of activity."

The well-known specialist in the field of children's giftedness N. Leites, classifies different pedagogical approaches to this problem, identifies three categories of children who are usually called gifted:

- Children with high IQ;
- Children who have achieved outstanding success in any kind of activity;
- Children with high creativity.

Another specialist in psychology intellect MA Kholodnaya argues that six categories of such children should be distinguished: "smart";

- "brilliant students";
- "creatives";
- "competent";
- "talented";
- "wise".

According to many observations, real pedagogical practice has learned to identify only three categories of gifted children. It is these ideas, which is not at all accidental, that are laid in the foundation of the differentiation of learning. The first category of gifted people are children with high rates of general giftedness. The second group of gifted people are children who have achieved success in any areas of activity. Their identification is based on "environmentally valid" diagnostic methods and does not present any particular difficulties. Gifted young musicians, artists, mathematicians, athletes have long won the right to special education. This category of children is more often called talented.

The third category of gifted children can be attributed to children who study well at school ("academic giftedness") [5].

There is a certain age sequence in the manifestation of giftedness in different areas. Talent for music may appear especially early, and then - for drawing; in general, giftedness for art is revealed earlier than for sciences; in science, the ability for mathematics manifests itself earlier. General intellectual giftedness can be expressed by an unusually high level of intellectual development and qualitative uniqueness of mental activity.

Gifted children who demonstrate outstanding ability in one area sometimes do not differ in any way from their peers in all other respects. However, as a rule, giftedness covers a wide range of individual psychological characteristics. Most gifted children have special characteristics that distinguish them from most of their peers.

Gifted children, as a rule, are noted for high curiosity and research activity. Psychophysiological studies have shown that these children have increased biochemical and electrical activity of the brain. Gifted children perceive the lack of information that can be assimilated and processed painfully. Therefore, limiting their activity is fraught with negative reactions of a neurotic nature.

Gifted children at an early age are distinguished by the ability to track causal relationships and draw appropriate conclusions; they are especially keen on building alternative models and systems. They are characterized by a faster transmission of neural information, their intracerebral system is more ramified, with a large number of nerve connections.

Gifted children usually have excellent memory, which is based on early mastery of speech and abstract thinking. They are distinguished by the ability to classify and categorize information and experience, the ability to make extensive use of accumulated knowledge.

Most often, gifted children are attracted by their large vocabulary, accompanied by complex syntactic constructions, as well as the ability to pose questions. Many gifted children read dictionaries and encyclopedias with satisfaction, think over words that, in their opinion, should express their own concepts and imaginary events, prefer games that require activation of mental abilities.

Gifted children are also distinguished by an increased concentration of attention on something, persistence in achieving results in the area that interests them. However, the diversity of interests inherent in many of them sometimes leads to the fact that they start several cases at the same time, and also take on too complex tasks.

The early development of the student's abilities significantly affects the entire style of behavior and the formation of his personality. Such a student does not need to rely on outside help, he has less emotional stress when answering at the blackboard, during tests and exams. The comparative ease of mastering the educational material contributes to the emergence of self-confidence, certain skills to transform circumstances in accordance with the goals set for oneself [5].

Along with the fact that gifted children have a number of advantages over their peers, they also have to face specific difficulties. This is primarily due to the attitude of parents towards the giftedness of their children. Some, discovering early manifestations of giftedness in their child, direct all their efforts to the development of his abilities in accordance with their ideas about the goals and objectives of education. At the same time, as noted by A.V. Petrovsky, considering his child a child prodigy, pay attention only to the first part of this word - they emphasize the exclusivity of the child, forgetting that he is still a child. If giftedness is manifested in a specific area, then the parents fill his life with activities in this area, preventing the full development of other abilities and inclinations of the child. Many renowned learned musicians, artists and writers have shown their outstanding abilities at an early age. Everyone knows the brilliant creative achievements of little A. Mozart, K. Gauss, N. Wiener, G. Leibnitz, V. Hugo, F. Schubert, I.A. Rimsky-Korsakov, M. Mussorgsky and the list goes on. It is no secret that gifted children, as already mentioned, often become outstanding adults, although not always.

And, on the contrary, no less often people who did not show themselves in childhood achieved outstanding results in the subsequent, mature age. Often, outstanding mental potential, as evidenced by the biographies of many outstanding people, remained unnoticed by others for a long time. For example, N. Copernicus not only was not listed among gifted children, but even formally did not belong to the number of astronomers. The famous Russian writer I.A. Krylov began his literary career relatively late.

Naturally, in each such case, the reasons why giftedness went unnoticed are different. The potential may not really show up until a certain time. Or maybe parents, teachers and other adults

did not pay enough attention to the movements of the child's soul, they did not have enough knowledge, their intuition did not work. Or maybe, on the contrary, due to misunderstanding, they did not notice these potential outstanding opportunities in the child and even considered the manifestation of creativity, intellectual initiative as negative properties. And the most intelligents were considered completely different [5, p.102].

We all know from our own experience that there are often parents, school teachers, university professors who value diligence, obedience, accuracy over originality, courage, independence of actions and judgments. American scientists, who studied the biographies of four hundred outstanding people from this angle, found a kind of confirmation of this idea. The study found that 60% of them had serious problems during schooling in terms of adapting to the conditions of school life.

The facts of the existence of actual and potential, explicit and hidden, early and late giftedness once again emphasize the complexity and importance of the problem of forecasting development. What signs, personality traits, character traits, features of behavior and activity can indicate to an adult that a child in the future may become an outstanding scientist, artist, etc. Scientists have already discovered a number of patterns that make it possible to predict the future of a child, but the algorithm for building reliable, well-founded forecasts is still infinitely far away.

In the system of additional education, the following forms of teaching gifted children can be distinguished:

- training individually or in small groups according to programs of creative development in a particular area;
- Work on research and creative projects in a mentoring mode;
- Full-time - correspondence schools;
- vacation fees, camps, master classes, creative laboratories;
- system of creative competitions, festivals, Olympiads;
- children's scientific and practical conferences and seminars.

In order to start working with gifted children, it is necessary to identify the directions of their giftedness and then work with them according to programs in accordance with their abilities. One of the most important conditions for the effective teaching of children with different types of giftedness is the development of such curricula that would correspond to the maximum extent to the qualitative specifics of a particular type of giftedness and take into account the internal psychological laws of its formation.

There are four learning strategies that can be used in different combinations. Each strategy addresses the curriculum requirements for gifted children to varying degrees.

1. Acceleration. This strategy takes into account the needs and capabilities of a certain category of children with a high rate of development. It should be borne in mind that the acceleration of learning is justified only in relation to enriched and in one way or another in-depth educational content. An example of this form of education can be creative workshops, master classes, involving the passage of intensive training courses in differentiated programs for gifted children with different types of giftedness.

2. Deepening. This type of learning strategy is effective for children who show extraordinary interest in a particular field of knowledge or field of activity. This assumes a deeper study of topics, disciplines or areas of knowledge.

However, the use of advanced programs cannot solve all problems.

3. Enrichment. The corresponding learning strategy focuses on a qualitatively different learning content, going beyond the study of traditional topics by establishing links with other topics, problems or disciplines. In addition, the enriched program involves teaching children a variety of ways and techniques of work. Such training can be carried out within the framework of the traditional educational process, as well as through the immersion of students in research projects, the use of special intellectual trainings to develop certain abilities, etc. Domestic options for innovative learning can be considered examples of enriched programs.

4. Problematization. This type of learning strategy involves stimulating the personal development of students. The focus of teaching in this case is the use of original explanations, the revision of existing information, the search for new meanings and alternative interpretations, which contributes to the formation of a personal approach in students to the study of various fields of knowledge, as well as a reflective plan of consciousness. As a rule, such programs do not exist as independent ones (educational, general education). They are either components of enriched programs, or exist in the form of special training extracurricular programs [5].

It is important to keep in mind that the last two learning strategies are the most promising. They make it possible to take into account as much as possible the peculiarities of gifted children, therefore, they should be used to one extent or another in both accelerated and in-depth options for building curricula.

Summing up the above, it is necessary to emphasize that, undoubtedly, every child should have the opportunity to receive such an education at school that will allow him to reach the maximum possible level of development for him. Therefore, the problem of differentiation of education is relevant for all children, and even more so for gifted children.

Life requires a school to prepare a graduate who is able to adapt to changing conditions, communicative and competitive. This is what psychologist and writer G. Thompson had in mind when he said: "Abilities are the explanation for your success" [6].

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UNVEILING THE TRUTH

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ABSTRACT

India's first contemporary Sedan car Maruti 1000 with 970 CC capacity was launched in 1989. By 1991 the 33% indigenous parts had gone upto now 65% for all the components and all the cars. Liberalization of Indian Economy brought with itself competition to the same segment in which Maruti Suzuki was operating. Suzuki's stake was increased to 50% in Maruti in 1992, this was a classic case of 50-50 joint venture between Indian Government and a Foreign player. Hence was the onset of new models in the early nineties.

KEYWORDS: *Tribulations, Confrontation, Dumbstruck.*

INTRODUCTION

India is known for its struggling class people. The aim of this case is to unleash the circumstances of workers autonomy. The onset of this case took place in the year 2011, precisely in the form of strikes in June, September and October 2011. In particular this case is about the labour turmoil that happened at Manesar (Haryana) plant of Maruti Suzuki India Limited (MSIL). Three consequent strikes were witnessed by this plant in 2011, followed by a lock out in 2012 July after the atrocious murder of Mr. Awnish Kumar, General Manager HR MSIL. This strike and lock out resulted in a huge loss of Rs. 25 billion to MSIL. This case draws the details of every activity which lead to the gruesome murder of the General Manager HR and injury to over 100 workers of Manesar plant. The information regarding some of the main points resulting to this brutal chaos has been gathered from the fact of functioning of independent union at MSIL Manesar plant, contract workers been paid one-third the salary in comparison to their regular counterparts despite the same nature of work, stringent rules at work (incase of late entry etc). Though the workers at Manesar plant have been given the onus of this disarray, this case tries to discuss the situations that led to such a disaster.

This is also an effort on the part of the author to point out any other reasons and factors which might have led the workers to commit such a heinous crime.

I. CHRONOLOGY:

From MTSPPL TO Maruti Udyog Ltd.

Maruti Technical services private limited (MTSPL) was launched on November 16, 1970. The reason cited for the MTSPL's existence, was to make available technical knowledge for the blueprint, fabrication and assembling of "a native motor car in every aspect". Sanjay Gandhi was nominated as the first Managing Director of "Maruti Limited" in June 1971 incorporated under the Company's Act. Maruti Limited went into liquidation in the year 1977. After Sanjay Gandhi's death in an air crash on 23 June 1980, Maruti Udyog Ltd. was incorporated at the behest of Indira Gandhi.

The actual production of Maruti Udyog commenced in 1983, although it was established in February 1983. The first car was Maruti 800 whose model was based on Suzuki Alto Kei car, the only contemporary car which was available in India that time. Then competitors for Maruti were only Premier Padmini Motors and Hindustan Ambassador. Indian Government was 74% owner and Suzuki of Japan was 26% owner. In May 2007, Indian Government sold the complete 74% of shares to Indian Financial Institutions and no longer had any stake in Maruti Udyog Ltd.

Now Maruti Suzuki

A License and Joint venture agreement was signed between Maruti Udyog Ltd. And Suzuki, Japan in 1982. Initially Maruti Suzuki only imported cars. In spite of India being a closed market, Maruti had received the right to import completely built up Suzuki motors upto 40,000 in numbers wherein only 335 parts used were indigenous. This lead to a feeling of discrimination and dissatisfaction among the local car manufacturers. Some players raised the issues that the Indian Market was too immature to assimilate the large production planned by Maruti Suzuki. This absorption was aligned with the lowering of the petrol tax along with excise duty in order to improve sales. In 1983, the first model of Maruti 800 was released in the Indian market. It was India's first affordable car, 796 CC hatchback and was based on the SS80 Suzuki Alto model. This was followed by a 3 cylinder Maruti Van in 1984.

Liberalization of Indian Economy

India's first contemporary Sedan car Maruti 1000 with 970 CC capacity was launched in 1989. By 1991 the 33% indigenous parts had gone upto now 65% for all the components and all the cars. Liberalization of Indian Economy brought with itself competition to the same segment in which Maruti Suzuki was operating. Suzuki's stake was increased to 50% in Maruti in 1992, this was a classic case of 50-50 joint venture between Indian Government and a Foreign player. Hence was the onset of new models in the early nineties.

Pros and Cons of Joint venture

A fiery debate was slowly cropping between Suzuki Motor Corporation and United Front (India) coalition over the joint venture in the media until Suzuki Motor Corp gained controlling stake. This was considered as a very profitable joint venture which was close to a monopoly in the Indian Automobile market. The nature of their partnership was cited as the main reason for the success. The equity was increased from 26% to 40% in 1987 and to 50% in 1992. In 1982 both these partners had decided to nominate their respective candidate for the post of Managing Director for a total period of 5 years.

R.C. Bhargava was the first managing director. His contributions are regarded as utmost important in the success of Maruti Suzuki.

Manufacturing units

Maruti Suzuki has two manufacturing units in India, with a combined production of 14,50,000 cars annually. Maruti Suzuki has plans to set up a third plant in Gujarat, for this purpose it has already acquired 600 acres land.

The manufacturing facility in Gurgaon has three completely incorporated manufacturing plants which is spread over 300 acres. These plants have an annual installed capacity of 350,000 vehicles. The productivity enhancements have now enabled this facility to extend its manufacturing upto 900,000 vehicles annually. This unit also manufactures 240,000 K-series engines annually. It also has 150 robots in place, most of which are developed in-house. Models like 800, Alto, Wagon R, Estilo, Omni, Gypsy, and Eeco are manufactured here.

The Manesar facility is spread across 600 acres about 2.4 Kms² and was inaugurated in February 2007. With an initial capacity of 100,000 vehicles annually it has been increased to 300,000 annually in October 2008. This capacity was further enhanced to by 250,000 vehicles annually making a total production of 550,000 vehicles annually. Models like A-star, Swift, Swift DZire, SX4, Ritz and Celerio are manufactured in Manesar Plant.

II. WHAT PRECISELY WENT WRONG?

The IR Policy

Since its inception in 1983, Maruti has experienced tribulations with its labour. The hired Indian labour had willingly accepted the Japanese work culture and the mechanization in the manufacturing process. After the change in ownership in 1997, Maruti had come primarily under Government control. Thereafter a clash between Suzuki and United Front Government started brewing. This gave rise to labour unrest under the management of Indian Central Government. In the year 2000 a major issue cropped up and the employees of Maruti Suzuki went on an indefinite strike citing wage revision, incentive and pension as the major reason for this strike.

To emphasize on a revision in incentive-linked pay, the employees adopted “slowdown” in October 2000. The new elected Government proposed to sell a part of Maruti Suzuki’s stake in the form of public offering along with other Government owned companies. The employees opposed this strongly because they thought the company would lose the advantage of being subsidized by the Government along with the fear of defense incase the company chooses to remain in the control of the Government.

Employees used slowdown in October 2000, to press a revision to their incentive-linked pay. In parallel, after elections and a new central government led by NDA alliance, India pursued a disinvestments policy. Along with many other government owned companies, the new administration proposed to sell part of its stake in Maruti Suzuki in a public offering. The worker's union opposed this sell-off plan on the grounds that the company will lose a major business advantage of being subsidized by the Government, and the rights of the union shall be better protected while the company remains in control of the government.

This confrontation regarding ownership continued through 2001. The unions demands’ were refused by the management blaming high competition and lower margins as the reasons. Maruti

Suzuki was privatized in 2002 as a result Suzuki became a majority stake holder of Maruti Udyog Limited.

The Inception of unrest (4th June 2011)

In the Manesar plant which manufactured 1200 cars in two shifts 2000 workers on 4 June 2011, struck work from the second shift which lead to a production loss of 650 units in one day. The demand of workers was the acceptance of new union (Maruti Suzuki Employees Union) by the management. However, MSIL declined to accept any other union. The management stated that if at all the workers wanted to form a new union they should become a member of already existing union (Maruti Udyog Kamgar Union), which was functional at Gurgaon factory.

The Workers' Grievance

The agitated workers wanted to constitute a new union in Manesar which would uphold their rights and duties and would also enhance their standard of living.

❖ Discrepancy in pay of Workers and Management

Some analyst are of the view that the distribution of increasing revenues and profits among the management and labour was inappropriate, which could have also lead to a feeling of inequality and discrimination in the minds of the workers. Citing the example of a senior worker in Manesar factory who had not availed any leave in the preceding year, his annual salary amounted to Rs. 280000 (in 2007), in comparison to other units of Maruti situated elsewhere.

❖ Contractual workers treated differently

In addition to the above the workers of MSIL's Manesar plant (casual/ contractual / workers / trainees / apprentices) were paid very low in comparison to their counterparts who were regular employees of MSIL in spite of doing equal task. This was severe breach of all the so called Labour Laws of our Country.

❖ A Basic Right to form a Union declined

MSIL recognized only Maruti Udyog Kamagar Union and paid no heed to others. Certain experts were of the view that MSIL and other such MNC's overlooked the provision of the Government of India who guaranteed the basic right to association and constitution of trade unions. Right to formation of Trade Union has been endowed to the workers by the Trade Union Act of 1926. According to Trade Unions Act 1926, no State can decline the application of any member who has completed and adhered to all the stipulations of this act for constitution of a Trade Union.

❖ Good Conduct Bond (29th August 2011)

All the workers of Manesar factory were instructed to sign a Good Conduct Bond on 29 August 2011 before entering the factory premises. Signing of this bond meant that workers shall not slow down the work, shall not cause any damage to any property of MSIL, should not engage any activity which shall affect the company's normal functioning. The workers who refused to sign this bond were not permitted entry in the plant. It was also pointed out by the MSIL Management that after 13 day strike the number of cars manufactured in Manesar plant had reduced drastically.

❖ **Atrocities by the Management (30th August 2011)**

16 permanent workers and were suspended and 12 trainees were terminated on 30 August 2011 by MSIL management. 120 Industrial Training Institutes (ITI) trained workers were hired by MSIL, and regular employees were not permitted to enter the plant. 50 engineers and 290 supervisors from Gurgaon plant had been brought to Manesar plant to carry out manufacturing activity in place of its regular workers. Only about 36 workers had signed the good conduct bond by 31 August 2011. Almost 2000 workers were denied entry into the factory which lead to severe unrest in the minds of these workers.

❖ **Sit-In strike (7th October 2011)**

On 7 October 2011, 6000 workers from different plants (Suzuki Powertrain India limited and Suzuki Motorcycle India pvt Limited) in Gurgaon –Manesar Industrial area began a sit-in strike in their respective premises along with the 2000 dissatisfied workers of MSIL. The agitated workers demanded the permission of formation of new Trade Union at MSIL Manesar plant and reappointment of 1200 contract workers who had favored the earlier strikes at MSIL Manesar

❖ **Tripartite Agreement (21st October 2011)**

A tripartite agreement was made between Haryana Government, MSIL workers representative and MSIL management after which the 14 day sit – in strike came to an end on 21 October 2011. This agreement called for the reappointment of 64 permanent workers, but was adamant on no reappointment of 30 additional workers who were accused of heinous crimes and who could be subjected to domestic enquiry and disciplinary actions.

❖ **Registration of “Maruti Suzuki Workers Union” (27th February 2012)**

Not having accepted defeat, the MSIL workers again applied for formation of a new trade union with new members and new set of representatives. Finally on 27 February 2012 a new trade union by the name “Maruti Suzuki Workers Union” was officially registered and created a new chapter in the history of MSIL.

❖ **Delay in wage hike**

The union (Maruti Suzuki Workers Union) was pondering on the pay settlement for the last three years. A hike in wages was promised by MSIL management in January 2012, however the management was constantly ignoring the increasing cost of living and had kept the workers waiting. The delay on the side of the management regarding wage hikes further frustrated the workers. The workers demanded a wage hike of Rs. 15000 – Rs. 16000 but the management was adamant on Rs. 10500 to Rs. 11500 only. This acted as a prime mover in the minds of the workers.

❖ **Spat between Supervisor and Shift Worker**

8:30 am One morning Jiya lala (Shift A worker) along with few other workers was stopped by Ramkishore Maji (Supervisor from assembly floor) who were returning from their tea break at 8:30 am directing them to not discontinue pre shift meeting. This quarrel further took an extreme form when the supervisor Majhi hurled racist comment and abuse on Jiya lal the worker. This resulted into immediate suspension of Jiya Lal by MSIL management.

3:00 pm Shift B workers reached, shift A workers were asked to remain inside the plant by the union leaders.

3:30 pm Meeting of MSIL management and Trade union leader at company office.

5:00 pm Meeting continued, agenda being to take back Jiya Lal. Other workers continued to work. Labour Officials (Dinesh and Labour Inspector Chandrapal) joined the meeting. The MSIL officers rejected the plea of the Trade Union to take back Jiya Lal, stating that this decision rests in the hands of higher officials.

When the representatives of the new union were unable to convince the management, other workers stated doubting their caliber.

7:00 pm The meeting continued with no real progress. Workers of shift A and B gathered outside. About 100 police men were already present on the site at the time of commencement of the meeting. But the workers were very large in numbers in comparison to the police men.

❖ **Haryana Labour Department comes into picture**

The Haryana labour department had filed challan against the MSIL management in regards to violation of the agreement reached by the tri partite agreement on formation of Grievance Redressal Cell at MSIL for negotiations on such concerns.

❖ **Upshot (21 July 2012)**

Indefinite lock out was announced by MSIL, pulling the share prices of Maruti to all time low. The sudden stoppage of operations the plant resulted in revenue losses approximate Rs. 700 million per day for Maruti. To top it all the suppliers incurred a daily loss of Rs. 550 million.

❖ **Gruesome Act**

The magnitude of cruelty at MSIL Manesar crossed all barriers when General Manager Human Resource (Awneesh Kumar Dev) of MSIL was attacked, his limbs broken and his body was found charred beyond recognition.

The GM HR was with the Trade Union leaders to negotiate on disciplinary matters, when he was killed with 100% burns.

Armed with rods, car beams the throng quickly spread in groups within the factory attacking the MSIL management (supervisors, managers, executive) thrashing and beating them till they started bleeding profusely. They damaged the property of MSIL (offices, cars etc.).

Reportedly 94 executives were hospitalized out of which 24 were seriously injured with multiple fractures and broken limbs.

III. CONCLUSION

Even though the onus of the violence on 18 July 2013 has been laid on the brawl between the worker and supervisor, the actual trigger needs to be assessed.

A Special Investigation Team (SIT) has been formulated by Haryana Government to probe deep into this issue. 99 workers have be arrested so far. After a detailed investigation the SIT shall be able to judge whether the attack on the management was pre planned, was there any influence of some outside party or was it deliberate attempt by some powerful sources in-order to willfully hamper the growth of Haryana.

- ❖ Nonetheless, the MSIL workers hold responsible the high – handedness of Maruti and its attitude towards the working of the plant.
- ❖ Another reason identified for the unrest was the adoption of Japanese Management techniques by MSIL which are more disciplined and strict.
- ❖ Another reason given for the unrest was 2 breaks of 7 minutes each in an 8 hour shift. Within the seven minutes all the mundane activities need to be carried out.
- ❖ Withdrawal of the bus facility to the workers.
- ❖ Half days salary deduction for late comers
- ❖ And the pressure of rolling out one car every 44 seconds.
- ❖ Use of muscle power by the Maruti Management on account of discipline in plant.

Salary of Rs. 18000 to the regular workers was considered low, especially after the locals of Gurgaon became rich overnight by selling their lands to the Government for construction of NH 8. This aspiration for higher wages was a prime cause for the differences of opinion among the workers and management.

A gradual decrease in the growth rate of Indian manufacturing sector have also had varied impact on Maruti has a hole. Cost cutting, delaying wage hikes were some of the outcomes.

Such, an erroneous act by the workers of Maruti plant at Manesar have left the entire country dumbstruck. It has raised a doubt on the caliber and credibility of the IR officers to manage human resource with more sensitivity and compassion.

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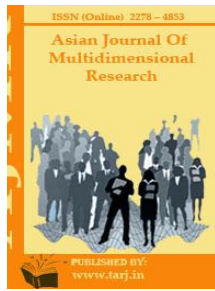
CASE NOTES:

Major areas of concern:

1. To comprehend in depth about the relationship existing between the MSIL management and workers.
2. To study the positive and negative impact of modern day capitalism practiced by MSIL management on the labour force.
3. To understand the exact motive of the workers to form Trade Unions and study of any laws (if they exist) by means of which the constitution of Trade Union itself can be avoided.
4. To assess how the Automobile sector can be competitive, instead of having to incur loss because of labour unrest.
5. Most importantly to understand the steps in maintaining harmonious Industrial Relations.

Guidelines for the Teachers and students:

1. Time schedule allotted for the case analysis.



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CULTURE AS A FACTOR IN STRENGTHENING INTERETHNIC RELATIONS

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ABSTRACT

The state cannot strengthen its power and prestige in the world only with the help of money and armed forces. The country can expand its sphere of influence through cultural reforms. However, no matter how different cultures differ from each other, there are wide opportunities for their development due to objective laws, interactions, interconnectedness and mutual enrichment. The national culture, history, customs, traditions, language, literature and art of each nation are reflected in the national culture of each nation. The desire to live leads to it and continues to do so. It comes in the form of different conditions, speeds, changes. At the same time, there is a growing debate about the future and development of culture

KEYWORDS: Culture, Unique characteristics and traditions, Cultural spheres, "SharqTaronalari", Modern civilization, Friendly relations, Diaspora, The Great Silk Road, The Afrosiab, Interethnic relations, "Shashmaqom", Spiritual development and etc.

INTRODUCTION

Culture is, in fact, a self-sufficient system of society, of peoples, that guarantees their existence. From this point of view, the spiritual renewal of society raises the culture, creates a unique guarantee of the existence of society. Culture is the key to understanding the wisdom of the people. Due to the internal conflict that has existed in the history of society for a long time, but has intensified unexpectedly in the twentieth century, different peoples are intensifying integration processes that bring some aspects of national differences closer together. At the same time, in contrast, there is a growing trend of cultural self-awareness and self-preservation of peoples. Awareness of national identity is a natural desire of people to preserve their unique characteristics and traditions, an objective need to preserve the nation. Any nation, regardless of

its size, is the wealth of mankind. The disappearance of the language, culture and other characteristics of any nation leads to the impoverishment of the cultural and genetic fund of the Earth, the capabilities of the individual. Therefore, Uzbekistan supports the establishment of cultural ties based on equality in the socio-economic, political and cultural spheres with the peoples and sister regions living in its territory. For example, based on the agreement signed between Uzbekistan and Kazakhstan on January 10, 1994, cooperation in the field of culture is planned for 2013-2015. According to it, "SharqTaronalari", International Biennale of Photographers, "Joys of Tashkent-2014", "Orteke" International Puppet Theater Festival, "Eurasia" International Film Festival, People's Artist A.Ismailov International Conference, Cultural relations are being further strengthened through the participation of representatives of the two countries in the Great Steppe Song Festival and the Operalia International Music Festival.[1]

It should be noted that the interaction of different cultures, the different views, the desire to know it is a positive phenomenon, on the one hand, it is, on the other hand, the sphere of influence. acquisition, over-popularization of culture, assimilation of meaningless general behavior through culture, one-sidedness, inadvertently accustomed to it, exposure, imitation, especially blind cosmopolitan culture of young people they can also lead to unpleasant situations by taking their patterns as a model for themselves. Modern civilization is rapidly changing the world around us, the way of life and thinking, the way of life. The desire to live leads to it and continues to do so. It comes in the form of different conditions, speeds, changes. At the same time, there is a growing debate about the future and development of culture. Controversy is growing over whether it is unique, whether the prospects for development are common, or whether it has different currents. Therefore, it is very important to reach the essence of culture and strive to find its inner potential.

The restoration of spiritual values in the cultural sphere also means adaptation to the modern world and information civilization. The harmonization of our traditional values with the democratic values of the modern world, their further development in the future, will serve as a guarantee of Uzbekistan's accession to the world community. There is no doubt that every nation is unique with its culture, history, heritage and traditions. However, a nation develops not only at the expense of its own potential, but also at the expense of enrichment under the influence of the spiritual and material values of neighboring, as well as other nations and peoples that are geographically distant. It should be noted that in the context of a sharp clash of integration and non-integration processes in interethnic relations, the problem of improving the culture of interethnic communication, ensuring the effectiveness of interethnic relations is of particular importance. The success of the spiritual and moral development of any nation largely depends on its ability to accept and assimilate the best qualities in the culture of all the peoples of the world. In the development of national culture, no matter how unique, unique, multifaceted they are, their interaction at all stages of history, the process of mutual enrichment has played an important role. In the process of cooperation between national cultures, one of them inevitably takes something from the other. Attempts to separate a nation from the influence of other nations can have negative consequences for a nation that is entangled around its own national culture. In this sense, "as we strive to raise our morale, to develop our youth in the spirit of national and universal values, we must never become entangled in our own shells." [2] For example, the Uzbek-Kazakh people have established friendly relations in a place where traditions, values and customs have always been close to each other, "Aytis" poetry contest, "Altibakan", ,, Tusaukeser celebrates national holidays together. The anniversaries of such well-known figures of literature

and art as Toli bi, Ayteke bi, Qazibek bi, Abay, Jambul, MukhtorAvezov, SobitMukanov, GabitMusrepov, MukogaliMakateyev are being celebrated.[3] Or the activities of the ensemble "Orzu" at the Turkmen Cultural Center of Karakalpakstan, the publication of the newspaper "Mekan" in the center, the participation of the Turkmen folk ensemble "Alang" in Chandir, the singing of national customs and traditions. The participation of such teams as "Dustlik" and "JashKiyal" (Andijan), "Manas" (Jizzakh), "Manas" (Namangan) and "Jan-Janay" (Syrdarya) is significant.

The role of different nationalities living in our country in the process of interethnic relations is very important. The role of the Korean diaspora, which makes a significant contribution to this development process, is special. This is evidenced by the involvement of the Koreans in the Great Silk Road and its connection with the Afrosiab murals in Samarkand. Today, more than 250,000 Koreans live in our country, and they work in the social, economic and cultural spheres in the Legislative Chamber and the Senate of the Republic of Uzbekistan, local councils. Also, the cooperation between the Tashkent Department of Public Education and the Seoul Department of Education on May 22, 1995, the Center for Development of Multimedia General Education Programs under the Ministry of Public Education of the Republic of Uzbekistan and the Korean Ministry of Education and Information Experience on the introduction of ICT was exchanged in the Memorandum of Understanding between the Service of Organizations (KERIS). The Uzbek University of World Languages and the Samarkand State Institute of Foreign Languages teach Korean language and culture, and the Uzbek language is taught in Daegu and Busan, South Korea. In 2012, educational centers were established in Tashkent and in 2016 in Samarkand on the basis of a grant from the International Cooperation Agency of the Republic of Korea (KOICA).[4] Every year the republican conference seminar "Traditions and customs of Uzbek Koreans" is held. There is a boarding house "Ariran", scientific and technical societies "Tinbo". Concerts of dance ensembles "Koryo", "Kontbonari", "Samdiyov", "Syadal" are held in different parts of the country.[5]

We also provide cultural and humanitarian ties with other nationalities working in our country. For example, since 2006, in cooperation with the Embassy of the People's Republic of China in Uzbekistan and the Confucius Institute at the Tashkent State Institute of Oriental Studies, the Chinese language circle has been operating at higher educational institutions and the Chinese Cultural Center.

The main goal of all reforms in the country is to create decent living conditions. Our people's approach to life with great enthusiasm, deep respect for all the values of nature and society, the ability to communicate and strengthen relations with citizens of different nationalities, professions and ideologies, citizens with diverse ideological views. has become a national virtue. For example, Karshi State University, the Institute of Historical Research of the Academy of Sciences of Uzbekistan, the Institute of Oriental Studies in St. Petersburg, Russia, and the Karshi Pedagogical College in the densely populated Arab villages of Jeynov, Kakhlak, and Polati in Central Asia. , including practical work on the study of the history of local Arabs living in the territory of the Republic of Uzbekistan since ancient times. According to Kholikberdi Bobomurodov, head of the Arab National Cultural Center, the Arabs have four main tribes, which are divided into Avvona, Bavvora, Harruk, and Anhui mahallas. In these places, the pure national traditions of the Arabs are fully preserved in many respects. It is noted that gizzi (women's headdress), khatabak (jewelry), buhnak (ornamental type), and natti (baldok) worn by Arab women are not found in other nations living in Central Asia.

At the same time, traditions and customs have a clear historical, national and regional character. Their content is related to reality. Changes in the life of a particular people in society are simultaneously reflected in traditions and customs, making changes in their content. This is especially evident in the process of formation and implementation of traditions and customs of the Uzbek people, the essence of which is distinguished by its social and educational potential. Along with such ancient holidays as Navruz, Eid al-Adha, Ramadan Hayit, Independence Day, Harvest Day and Remembrance and Honor Day, as well as the anniversaries of our great ancestors are celebrated in Uzbekistan. The cultural heritage of the past can be used to increase the social activism of the public and the individual. This heritage will help the nation to strengthen its economic, political, social and spiritual power, to develop the great future of Uzbekistan. Many ethnic groups living in the country are incorporating advanced elements of Uzbek national culture, traditions and customs into their lifestyles. Conversely, many Uzbek families follow the customs of other nations, which is a sign of common self-awareness and social preferences.

The participation of the diasporas in the process of spiritual development in our country can be seen in the following:

Organization of competitions "Masterpieces of the Oral and Intangible Heritage of Humanity" - "Shashmaqom", "Big Song" to reflect the harmony of Uzbek and Tajik cultural heritage, included in the UNESCO list since 2000 brings the two nations closer together.[6]

In December 2005, the Bulgarian Cultural Center won the award "For the preservation of national traditions" at the festival "Uzbekistan - our common home";

The Nash Ochag club has been formed at the initiative of the editorial board of the magazine "DepiApaga" (For the Future). The club has been holding musical evenings at the Tamarakhonim House-Museum since 2006;

L. Begnazarova from Turkmenistan won the Grand Prix at the International Music Festival "SharqTaronalari" in 2009;

In June 2010, the Uzbek delegation took part in the International Festival of Gifted Children "Avaza - Land of Friendship";

The Uzbek-Polish Friendship Society widely celebrates Poland Day, Constitution Day and Polish Independence Day, Velcanos-Easter, Catholic Christmas and Dojinki-Harvest holidays with Poles living far from their historical homeland;

The Tajik National Cultural Center holds a number of events dedicated to the 2700th anniversary of the Avesto, the birth of Firdavsi, the 1150th anniversary of Rudaki, the life and work of Jalaliddin Rumi, Mir Ali Hamadoni, SadriddinAyni;

On October 13-22, 2016, the Korean Culture Festival was held in Tashkent, Samarkand, Bukhara;

In 2018, a number of events were organized in Kazakhstan on the occasion of the Year of Uzbekistan. For example, in Turkestan, "Folklore Community Expedition", "Osh Festival", "Astana's Cultural Image" International Scientific-Practical Conference, "Astana's 20th Anniversary: Astana's 20 World Libraries" project, "Astana 2018 - Eurasian Reading International Festival "Kazakh capital", a photo exhibition of Kazakh artists "Modern Uzbekistan", a memorandum of cooperation between the State Museum of Arts of the Republic

of Kazakhstan named after A. Kasteev and the Republic of Karakalpakstan named after I. Savitsky, "Atlas" International Textile Festival, "NavruzSadolari" Festival, and "MaqomSanati" conferences were held.[7] The integration of Kazakh culture into modern life was also demonstrated at the festival "Kazakhstan - the country of the great steppe";

- The establishment of the ethno-festival "Pillar of the World" in the Gorno-Badakhshan Autonomous Region brings Uzbek-Tajik relations closer.

Our country has undergone extensive reforms to study the creative heritage and traditions of different nationalities. For example, on the occasion of the 202nd anniversary of the birth of the Ukrainian poet and artist TarasGrigorevich Shevchenko, on March 11, 2016, an evening of literary music was organized.

Today, when the relations of friendship and cooperation between Uzbekistan and Kazakhstan are rising to a new level, the immortal legacy of AbayKononbayev is gaining important meaning and content for our people. It makes a huge contribution to the culture of different nationalities. Both nations live in harmony and harmony, following the adage, "Protect your home with your friends, not with stones." President of the Republic of Uzbekistan Sh. On March 13, 2018, Mirziyoyev adopted a resolution "On the extensive study and promotion of the creative heritage of the great Kazakh poet and thinker AbayKononbaev." [8]

Also, the history of relations between Uzbekistan and Kyrgyzstan has reached a new level, that is, the immortal artistic heritage of ChingizAitmatov plays an important role for our peoples. The exposition "ChingizAitmatov and Uzbekistan" is operating at the National University of Uzbekistan, the Presidential Decree No. 3645 of April 2, 2018 was issued to celebrate the 90th anniversary of the writer.[9] A collection of memoirs entitled "ChingizAitmatov: Forever in the Memory of Uzbeks" was published with the participation of the Kyrgyz National Center in Tashkent. Or the memory of such great poets and scholars as Makhtumkuli, the founder of the Turkmen language, who lived in the XVIII century, and the son of the classic poet MollanapesKadyrberdi, is respected by our people. The opening of a street named after the famous Turkmen poet and thinker Makhtumkuli and an architectural monument dedicated to him in Tashkent was another bright manifestation of the high respect and attention of Uzbekistan to the brotherly Turkmen people. He also named the park "50 Years of Youth" in Tajikistan "NizomiddinAlisherNavoi", and in Uzbekistan, the stations of the Tashkent metro in Sergeli district were named after the Tajik poet, Hero MirzoTursunzade.

One of the main goals of state policy in our country is the formation of a culture of interethnic relations and the process of social cooperation. A culture of interethnic relations is formed on the basis of the principles of trust, equality and cooperation of peoples. Ensuring national harmony requires the equality of nations, the guarantee of civil rights and freedoms for all, regardless of nationality. This will lead to socio-economic and political integration with different nationalities. The activities of national cultural centers, political parties and non-governmental non-profit organizations are very important in shaping this process. Their initiatives include: study of national history, culture, language and customs of different nationalities; There are clubs for studying the history, culture and state language of Uzbekistan; national music, dance and craft clubs are expanding; events and festivals dedicated to national holidays; exhibitions dedicated to artists, writers, poets, poets and poetesses, cultural and political figures of the historical Motherland are organized; meetings with politicians and cultural figures. The spiritual values, unique character, national character and unique art of different nations - works in the field of

architecture, literature and other similar fields, regardless of the historical conditions in which they were created, contribute to the stability of interethnic relations. provides. The main goal of all nations and peoples of the world is to live in peace and prosperity. The principles of interethnic harmony and social cooperation serve to realize these dreams. In a market economy, the essence, content and form of the ideas of social cooperation and interethnic harmony have changed radically. Because these conditions prioritize the observance of the principles of entrepreneurship, industrial relations, international law, democracy and humanity in the relations of nations, peoples, social groups and states.

Behind the rapprochement of nations, every nation prospers, behind the prosperity of every nation, peoples come closer to each other - in the context of globalization, the development of social cooperation takes place.

CONCLUSION

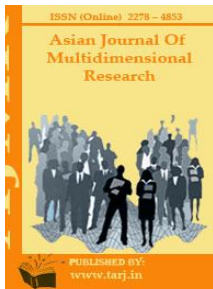
It should be noted that the establishment of religious tolerance is also important in the spiritual and cultural development of interethnic relations. Today, there are 16 registered and officially functioning religious denominations in the country. There are more than 170 religious organizations, in which more than 130 nationalities and ethnic groups living in Uzbekistan meet their religious needs. More than 1,700 mosques, Christian churches and other religious centers are being renovated to serve our people. In this regard, the President of Uzbekistan Sh. Mirziyoyev's proposal for a resolution on "Enlightenment and Religious Tolerance" at the 72nd session of the UN General Assembly in September 2017 served as a basis for social partnership and peace among the peoples of the world. President Sh. Mirziyoyev said in the report: "This resolution is aimed at promoting tolerance and mutual respect, ensuring religious freedom, protecting the rights of believers, and preventing discrimination against them." is of particular importance. The document emphasizes religious tolerance, solidarity of the people and human rights, the Ambassador Extraordinary and Plenipotentiary of the Islamic Republic of Pakistan to Uzbekistan Irfan Yusuf Shami said. This resolution can be an excellent guide for all countries in the world. "Indeed, the adoption of such a resolution will undoubtedly be a bold step towards the establishment of interethnic harmony and religious tolerance throughout the world.

So a nation cannot develop without taking advantage of the achievements of other nations. The greatness of nations lies in their universal nature. Strengthening social cooperation, solving global problems, solving them wisely - requires joining the world community, becoming an equal member. In the context of such complex globalization, the main task of the peoples of the world is to strengthen social cooperation and strengthen the culture of interethnic harmony in solving global problems, ensuring the well-being of all mankind. In this regard, it is appropriate to quote the words of Abu Nasr al-Farabi: In this way, if all nations help each other to achieve happiness, the whole earth will be virtuous.[10]

In short, ethnic stability plays an important role in maintaining political balance, and political stability is a guarantee of socio-economic, cultural and spiritual development. Taking into account the important steps taken in the field of scientific study of the national policy of Uzbekistan in the cultural and spiritual sphere, the country's chosen social - In the criteria of political and socio-economic development can be seen the rapid development of cultural sectors. The national policy pursued in the country has an impact on the cultural and spiritual development of nations.

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THE USE OF ASYMMETRY AND EXCESS ESTIMATES TO VERIFY THE RESULTS OF MEDICAL OBSERVATIONS ON INDICATORS FOR NORMALITY

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ABSTRACT

Medical specialists know that most of their activities are related to information and its management, for example, obtaining and recording patient information, a consulting board, reading and evaluating scientific literature, planning diagnostic procedures, developing strategies for patient care, interpreting laboratory results and radiological research or working based on research. Statistical processing of the results of medical observations should be subordinate to the goals and objectives of specific studies. The choice of an adequate test in order to compare the indicators is a rather complicated process, since the researcher needs to choose between two families of tests - parametric and nonparametric. Many statistical tests are based on the assumption that the data were obtained as a sample from the normal distribution.

KEYWORDS: *Parametric Indicators, Nonparametric Indicators, Object Of Observation, Asymmetry Criterion, Excess Criterion*

INTRODUCTION

As you know, many modern studies are developing at the intersection of different fields of science. This also applies to modeling in biology and medicine: mathematics came to medicine and general methodological subjects to help solve problems that could not be solved without it. Despite the fact that the idea of mathematical description of processes in the body originated a long time ago, back in the XIX century, there was simply not enough experimental knowledge, there were not enough measurements to know the parameters of models. At that time, it was not

yet possible to quantify the necessary quantities, and the data could not yet be presented in numerical form.

Mathematical modeling has been used in medicine since the mid-twentieth century, when measurements that can represent primary information in the form of numbers appeared. Today, they are used with the widespread introduction of technological devices for the collection and processing of acquired data. It remains only to determine which statistical processing test is appropriate to apply.

MATERIALS AND METHODS

Regardless of the object of observation (a specific chemical or biological substance or process, the state of an organ or system in statics or dynamics under the influence of external factors), the tasks of statistical processing and analysis are divided into the following main types:

- a) Description of the main indicators, their units of measurement and reference values ;
- b) Data collection (Creating samples for processing);
- c) Calculation of descriptive statistics;
- d) Determination of the law of distribution of sample elements and statistical methods of comparative analysis. Depending on the empirically determined distribution law, tests of statistical processing and analysis are applied.

The choice of an adequate test in order to compare the indicators is a rather complicated event, since the researcher needs to choose between two families of tests - parametric and nonparametric. Many statistical tests are based on the assumption that the data were obtained as a sample from the normal distribution. These tests are referred to as parametric tests. Tests that are not based on assumptions about population distribution are indicated by nonparametric tests [1].

Therefore, especially when the fact of the sufficiency of the number of observations (experiments) is unknown, any application of statistical analysis should begin with determining the subordination of the analyzed set of values of the entire set of studied indicators to the law of normal distribution.

A check for the normality of the distribution can take place during the determination of the parameters of descriptive statistics (Asymmetry and excess), a special application of the Pearson agreement criterion - χ^2 , Kolmogorov-Smirnov, Mises, etc[3].

Below, we present a method for checking the subordination of the total set of observations according to indicators, values of blood biochemistry indicators of experimental rats with acute liver failure of 70 rats, grouped into two groups according to the outcome of the state according to the law of normal distribution, through the assessment of asymmetry and excess.

This procedure is possible during the evaluation of descriptive statistics and involves the evaluation of the following indicators:

- a) The asymmetry criterion (A) is a criterion that allows you to check the degree of symmetry of the empirical distribution, expressed in numerical form.
- b) Excess criterion (E) - a criterion that allows you to check the degree of flat or narrow top of the empirical distribution, expressed in numerical form (the distribution is normal if the

asymmetry and kurtosis are in the range from - 1.0 to + 1.0; the distribution is not normal if the indicators of either asymmetry or excess are in the range greater than -1.0 and +1.0).

Population Distribution Asymmetries

$$A = \frac{\sum(x_i - M_x)^3}{n * \sigma^3} \quad (1)$$

Asymmetry Representativeness Errors

$$m_A = \sqrt{\frac{6}{n}} \quad (2)$$

Excess (Peaks) of Distribution

$$E = \frac{\sum(x_i - M_x)^4}{n * \sigma^4} - 3 \quad (3)$$

Excess Representativeness Errors

$$m_E = 2 * \sqrt{\frac{6}{n}} \quad (4)$$

The Average Value of the Indicator in the Aggregate

$$M_x = \frac{\sum(x_i)}{n} \quad (5)$$

While x_i is the measurement values of the indicator, n is the number of measurements

Standard Deviation

$$\sigma = \sqrt{\frac{\sum(x_i - M_x)^2}{n}} \quad (6)$$

If

$$A < 3m_A \quad (7)$$

and

$$E < 3m_E, \quad (8)$$

Then a hypothesis is accepted about the subordination of the distribution of the studied population to the normal law and a conclusion about the possibility of using parametric statistical methods. Failure to fulfill equation 7 and equation 8 means the need to use nonparametric methods of statistical analysis to obtain reliable statements and conclusions.

RESULTS AND DISCUSSION

Equation 7 is satisfied in 50% of cases, equation 8 is satisfied in 80% of cases (Table I). However, exceeding m_E of E itself in three cases (Glucose, Urea, Bilirubin) evens things out. This fact indicates the low reliability of this approach.

If more than 30% of the variables have an abnormal distribution, then for the entire sample, a conclusion is drawn about the abnormality of the existing distribution of results. Having this mathematical apparatus, today's researcher can easily make calculations using the above formulas on his personal computer. Implementation of the considered method using an Excel spreadsheet processor (free Windows application) allows the researcher to evaluate the results of

his own observations for compliance with the law of normal distribution and thereby have an evidence base for planning further experiments (observations) and choosing adequate statistical analysis methods.

• **THE RESULTS OF ASSESSING THE NORMALITY OF THE DISTRIBUTION T**

Statistics						
		Glucose	Protein	Urea	Creatinine	Bilirubin
	Valid	70	70	70	70	70
	Missed	0	0	0	0	0
Asymmetry - A		0,839	-0,389	1,097	0,832	0,764
Standard Asymmetry Error - m_A		0,287	0,287	0,287	0,287	0,287
Satisfaction of Equation 7		Yes	Yes	No	Yes	Yes
Excess - E		-0,066	-0,739	-0,049	0,742	-0,281
Standard Excess Error - m_E		0,566	0,566	0,566	0,566	0,566
Satisfaction of Equation 8		Yes	Yes	Yes	Yes	Yes
Statistics						
		AST	ALT	Albumin	SHF	Ammonia
	Valid	70	70	70	70	70
	Missed	0	0	0	0	0
Asymmetry - A		1,780	0,982	0,322	1,453	0,952
Standard Asymmetry Error - m_A		0,287	0,287	0,287	0,287	0,287
Satisfaction of Equation 7		No	No	Yes	No	No
Excess - E		2,614	0,586	-0,615	2,204	0,607
Standard Excess Error - m_E		0,566	0,566	0,566	0,566	0,566
Satisfaction of Equation 8		No	Yes	Yes	No	Yes

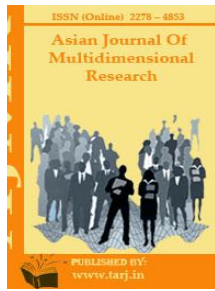
CONCLUSION

With this mathematical apparatus, today's researcher can easily make calculations using the above formulas on his personal computer. Implementation of the considered method, using the

Excel table processor (a free Windows application), the researcher gets the opportunity to evaluate the results of his own observations for compliance with the law of normal distribution and thereby have an evidence base for planning further experiments (observations) and choosing adequate statistical methods of analysis

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TO THE QUESTION ABOUT THE HISTORY OF UZBEK-GERMAN CULTURAL RELATIONS (1960-1975)

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ABSTRACT

The enrichment and flourishing of art is facilitated by acquaintance and mutual exchange of the achievements of national cultures. Periodicals make a worthy contribution to the implementation of contacts and cooperation. The traditions of organizing events were formed in the 60s and 70s of the last century. Many Uzbek films have gained great popularity abroad. The number of short films has increased significantly. Thousands of German spectators applauded songs performed by People’s Artist BotirZokirov in 1967. Exhibitions, decades of culture and art workers, seminars and symposia, scientific conferences; periodicals,

KEYWORDS: *National Art, Periodicals, International Symposia, Forum, Traditions, Cultural Enrichment, Cultural Cooperation, Popularity, The Most Important Phenomenon, Strengthening, Integration Process, International Ties.*

INTRODUCTION

In Germany, they are very interested in Uzbek culture and national art. The enrichment and flourishing of any art is undoubtedly promoted by the acquaintance and mutual exchange of the achievements of national cultures of different peoples, which, of course, is due to expanding cultural ties.

Exhibitions, decades of culture and art workers, seminars and symposia, scientific conferences; periodicals, scientific schools studying foreign literature and international literary relationships, translation forums and seminars make a worthy contribution to the implementation of such ties and cooperation.

THE MAIN FINDINGS AND RESULTS

An important role in solving the problems of literary and cultural cooperation between the peoples of Germany and Uzbekistan is played by business contacts of the Writers' Unions of Germany and Uzbekistan, organizing international scientific symposia, conferences, translation forums.

The traditions of organizing such events were formed back in the 60s and 70s of the last century. Various types of art are successfully developing in Uzbekistan: theater, music, painting, and cinema. Theatrical performances, performances, films are based on the work of the writer; therefore they are directly related to literature.

Many Uzbek films have gained great popularity abroad, especially after the Second World War. Cinema screens of the world have bypassed such films as “Takhir and Zuhra”, “Nasreddin in Bukhara”, “You are not an orphan”, “Tenderness” and many others. The names of Kamil Yarmatov, Malik Kayumov, Ali Khamraev, Elyor Ishmukhamedov, famous actors Shukur Burkhanov, Khamza Umarov, Dilorom Kambarova, and Tamara Shakirova are not only known to German moviegoers, but also loved.

The film “The Seventh Bullet” by the talented director Ali Khamraev is very popular abroad. This is evidenced by reviews and critical materials published in the German press. The “Berliner Zeitung” newspaper wrote: “The Uzbek director Ali Khamraev in his films showed us with talent the people who “fought for revolutionary ideas”.

This feature film of the Uzbekfilm studio has been widely discussed in German periodicals. An article by Rolf Müller published in the “Freie Welt” newspaper enthusiastically speaks of the acting talent of the People's Artist of Uzbekistan Khamza Umarov (the film “The Seventh Bullet”) “It is very difficult and differentiated to play the role of Khairulla's dangerous opponent Khairulla Khamza Umarov. This is one of the virtues of the film”.

The German journalist Jurgen Jessel wrote in the “Freie Welt” magazine: “Ali Khamraev continues the work started by his father Ergash Khamraev, who was a famous actor and screenwriter. Now, the author says further, Ali Khamraev is a prominent director, laureate of the Republican Prize, author of dozens of feature and popular science films. Having watched his film “The Seventh Bullet”, I would like to say that he is a worthy student of such famous filmmakers as Eisenstein, Dovzhenko, Chukhrai, Bergmann, Bondarchuk and Fellini”.

This Uzbek film has become a major event in the cultural life of the German people.

In February 1974 a week of films for children and youth took place in Berlin. In it, Uzbekistan was represented by the film “Semurg” directed by X. Fayziev. This color film based on an Uzbek folk tale made a great impression on the German public.

The number of short films about the life of Uzbekistan purchased by foreign cinema and television organizations has significantly increased. These are tapes about social transformations, about labor, achievements of science and technology, about the nature and sights of Uzbekistan.

A film story about the development of new lands in Uzbekistan “And Spring Came” was successfully shown in 1973 on the screens of Germany.

In 1978 the XXI Leipzig International Film Festival was held. Here Uzbekistan presented the film “Paranja” (studio of popular science and documentary films) by a prominent Uzbek screenwriter, People’s Artist Malik Kayumov. The film, which tells about the life of Uzbek women before the revolution and in the post-revolutionary period, is designed for 5 minutes of screen time, nevertheless, it was awarded the highest prize of the Leipzig International Festival “Golden Dove”, and director Malik Kayumov was awarded a diploma of the XXI International Film Festival for creating this film.

Thousands of German spectators applauded the songs performed by the Uzbek People's Artist BotirZokirov, who visited Germany at the invitation of the Radio and Television Directorate in 1967.

In October 1968, the days of German culture and art were successfully held in Uzbekistan.

The head of the German delegation, First Deputy Minister of Culture of Germany Horst Brasch, at the opening of the decade, said: “The decade of German culture in Uzbekistan will contribute to even greater cohesion and strengthening of friendship between our peoples, mutual enrichment of cultures, strengthening political, economic and cultural ties”.

Very warmly received in Uzbekistan Herman Genel, Ute Mai, Inga Kohan, UrzulaGenrikh, Gerhard Petzol and other talented German singers, dancers, musicians.

In turn, the guests of the decade spoke with admiration about the sights and hospitality of sunny Uzbekistan.

The soloist of the Leipzig Opera Theater Ute Mai said that she was for the first time in Uzbekistan, and this trip was a great event in her life - in her personal and creative life.

The chief conductor of the Dresden Philharmonic, Kurt Mazur, wrote: “My dream was to visit Uzbekistan and have the opportunity to get acquainted and see the sights of Uzbekistan. Finally it happened”. Other participants in the decade also spoke enthusiastically about the country.

The expansion and deepening of cultural cooperation between the two peoples was facilitated by creative contacts of writers, cooperation of the Writers' Unions of Germany and Uzbekistan. An example of the multifaceted and fruitful activity of the Writers' Union of Uzbekistan was the conference of the countries of Asia and Africa, held in September-October 1976.

After the Second World War, German films produced by the Defa film studio were widely shown on the cinema screens of Uzbekistan. They gained particular popularity in the 70s. So, in 1973, the Uzbek audience saw the feature films “Miscalculation in the Game” (directed by R. Groshopf) and “Tekumze” (directed by H. Kratuz) in 1974, the feature film “The Third” based on the work of E. Panitsa “Rain under the tree goes twice” (directed by E. Kinder). “Six Wander the World” based on the fairy tales of the Brothers Grimm (directed by G. Zimman).

Films “The Wreck of the Ship” and “Emma” directed by H. Dayuba were shown with great success in Uzbekistan. “Between Night and Day” directed by H. Brandt, “It Wasn't Without Villains” directed by T. Kushel, “Knight Without Armor” directed by Kratzer, “Philip the Kid” directed by G. Schohe, “Trini” directed by V. Beck.

On the stages of Uzbek theaters, there were plays by Schiller “Robbers”, “Treachery and Love”, “Maria Stuart”, the drama of the famous German playwright G. Hauptmann “Before Sunset”.

CONCLUSION

Cultural interaction between Uzbekistan and Germany was growing stronger and expanding.

Cooperation and interaction in the fields of science, culture and literature is the most important phenomenon of social life, contributing to the process of integration, strengthening friendship and mutual understanding, strengthening international ties, further development and mutual enrichment of cultures.

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THE IMPORTANCE OF ALLITERATION IN FOR EIGN LANGUAGE TEACHING

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ABSTRACT

Language has changes its role. Not only is the language a written work that must be acquired but also the means of conversation, which people communicate globally. Teaching and language process is identifying learner's need and aim. Alliteration does not choose none of them and switches any learning need. Teaching and learning opportunities is restricted in class by time. Alliterations are resources what learners pick up immediately inside the class, use and enjoy outside the class. Generally, alliterated exercises facilitate teaching and learning process.

KEYWORDS: *Alliteration, Consonant Sound, Clause Sentence, Tongue Twister, Accent, Pronunciation, Syllable, Poetry, Story Writing,*

INTRODUCTION

Alliteration is a term of literature. However, It is supposed that using this in language learning decodes the teaching process. Learners feel ease by not leveled part of the lesson because head rhyme does not add a deep meaning to the sentence. Alliteration can be used any classes with humorous atmosphere, great success, creativity and imagination. The article consists of three parts. The introduction is short and answers the question of what the alliteration is. Main part is about the advantages of alliteration in classroom use, and sample alliteration activities. In the concluding part generalizes the whole article. The aim of the work is to give an instruction about the use of alliteration in teaching foreign language. The children's alliterated books are used to exemplify opinions. I hope that after reading this thesis a teacher adds alliterated books, tongue twisters to their lesson plans.

LITERATURE REVIEW

The literature used during the research are fun and exciting children's books. They are nearly all about alliteration and delightful. They enhance reading experience for young learners. Kate Ruttle wrote "Seven smelly socks" by using tongue twisters to help tune children's ears to the

sounds that make up different words. This book can be used when reading the book one-to-one, or in the home, with children in an educational setting. At the end of the book, there are further activities to use book. In Willie's word world, Willie and his classmates create alliterative sentences based on their names. Book includes suggested learning activities to help parents assist their child be better prepared for school. It makes recognizing letters, mathematical adding on acquisitions easy for children. Brian P. Cleary's remarkable rhymes and Martin Goneau's ingenious illustrations creatively present the concept of alliteration for young readers with another alliterated book. Chips and Cheese and Nana's Knees: What Is Alliteration? turns traditional grammar lessons into joyful childish style. Great gorilla grins: an abundance of animal alliterations is a categorized book. It highlights a collection of alliterative descriptions of various animals. The author of the book is Hilgartner Beth. Next book is "Walter was worried" by Seeger Laura Vaccaro. In book Children's faces, depicted with letters of the alphabet, react to the onset of a storm and its aftermath in this picture book, accompanied by simple alliterative text.[1] Aster Aardvark's alphabet adventures is alliterative textbook which presents adventures of animals from A to Z. It is thought that it would be fun to do an alphabet book that identified more than the customary objects or animals.[2]

All books mentioned above can be good examples how to use alliteration in class. They are in English. There are such books in other languages or teachers simply can create activities.

RESEARCH METHODOLOGY

In this article, English and American writers' alliterated books are used. The theme seems formal but the juvenile literature were chosen as objects of research. "Seven smelly socks consists of 28 illustrated pages. The title of the books is also alliterated and the first sentence of the book (Suzie had seven smelly socks) repeats sound [s] corresponding to title. It has two or three sentenced stories and each story has a heading. Ex: Angry astronaut – The ants ate Adam the astronaut's apple. "Such annoying ants," said Adam. "I'm an angry astronaut".[3, 6-7] In Willie's word world, Don L. Curry repeated question "What words start with W?" several times to culminate reader and during the reading convince reader to suggest an answer to this question. Writer ends the book to answer the question: "Walrus water-ski over the waterfall in the winter!" Willie yelled. The sentences are nonsense but interesting and delightful. [4, 29] With different aged-classes, efficiency of alliteration was experienced.

Analyses and result

Alliteration is rhythm or phonic construction used in literature. Repetition of identical initial consonant sounds in at least two neighboring words or syllabuses defines alliteration. It is common to meet alliteration in poetry and gives musical tone to the work, make it readable. It deals with sounds not letters.

Example: He *needs a knife* so *Nan* his wife, *can cut* their *cake* in four.[5, 18]

Here there are two alliterated sounds [n][k]. In the clause sentence, kn letters are pronounced as [n]. In modern literature, there are many books written in only alliteration. They have an efficient role in teaching process.

First, the same initial sounded sentences create Alphabet instruction for primary schools or beginners. "B has his bones bandaged. After a bath and a burger B felt much better"- at the same time learners pick up the words begin with B. Some learners find group word, such as animals, flowers, hospital terms, illnesses, difficult to remember. Alphabet topic alliterated sentences are

the finest facility for providing a guide. Gorilla Grins is an abundance of animal alliterations by Beth Hilgartner.

Example: KOALA. Carefully cuddling her cud koala cleverly climbs eucalyptuses to escape cruel carnivores. [6, 14]

The use of alliteration in lessons captivates all types of learners because a repeating sound is noticeable, and catches the attention of audience easily. In kinesthetic learners, it evokes enthusiastic emotion. The musical rhythm discords auditory learners senses and illustrated pictures create a mood in visual learners. Icebreakers are the paramount importance of modern teaching. Tongue twisters are structured with alliteration and a means of warming up. Tongue twisters do not choose level, inspire to try, create feelings of happiness. In Guinness book of world records "Sixth sheep sheikh's sixth sheep sick" is the hardest tongue twister. The foreign accent often occurs. Language learners acquire new vocabulary in different ways, some imitate others who pronounce incorrectly or the native vocal tracks interrupt to pronounce naturally. In reading tongue twisters, learners spend energy to read clearly. This partly helps to avoid unnatural pronunciation.

Another effectiveness is related personal development of youngsters. Word games with alliteration increases imagination, critical thinking. The alliterated sentences may have no meaning but general repeated patterns can explore what is meter and syllabus.

C is for cooking D is for dining

E is for entertaining F is for fishing

G is for grooming H is for hiking

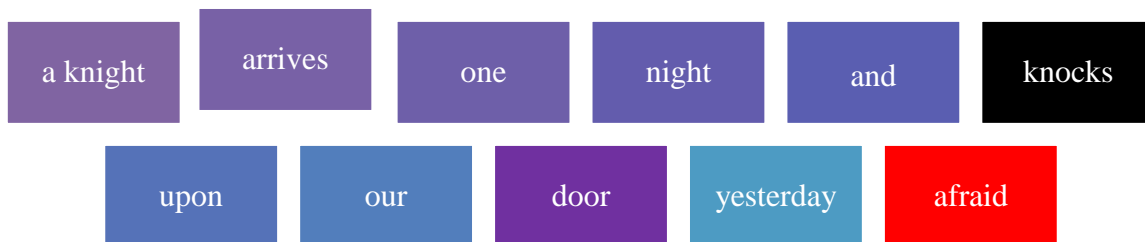
I is for inviting J is for juggling. [7, 2-8]

During the lesson learners feel bored. Using alliteration activities or games are good to avoid monotonous teacher talking. Here are some suggestions:

1. Divide the class into groups. Write the first alliterated sentence and tell them to make a story by retrieving the alliterated sentence. The story can be nonsense and this gives the sense of humor to the class. Simultaneously collaborative and group working skills develop. Samples for initial sentences:

"Rate read recipes for rock soup", Ray said. Little Leo licked his lovely lemon lollipop.[4, 10]

2. Choose a sentence. Chunk it into words and add additional words. Divide the class into groups. Give each group cards and ask to make a sentence. Warn about additional words.



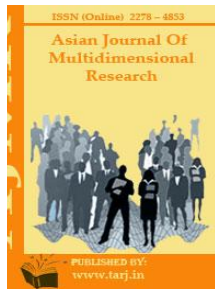
3. The sentence is a knight arrives one night and knocks upon our door. The result of learners can be different. Main aim of a game is just to make them inspired and interested.
4. Create the list of vocabulary. Distribute the list each learner. Ask them to make a sentence with these words.
 - Baby
 - Ball
 - Beach
 - Bounce
5. Create the frame for a poem or a story. Put dashes and tell to put the words begins with the same letter to adjacent word. This can be used in literature classes to teach story writing or story crafting. "Instant poetry frames around the year" by Franco Betsy is a good manual to use in this purpose. [8]

CONCLUSION

To conclude, alliteration has a broad usage. In this article, mainly linguistic points are mentioned. In native language poetry, literature classes it inspires school children to create their own piece of literature. During experiences, alliterated sentences were used to warm up or draw learners' attention. Even an unreluctant pupil joined the community and energized. It is also noticeable that during the day they repeated the sentence introduced by teachers in classes. Some have already tried to write their own sentences. Alliteration is just fun and happiness for non-specialized learners.

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ABDULLAH KHAN II: HIS PLACE IN THE HISTORY OF UZBEK STATEHOOD

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ABSTRACT

This scientific article describes the situation in the country after the death of Shaybani Khan, the political, economic and cultural rise of the Bukhara Khanate during the reign of Abdullah Khan II and the struggle for the unification of his region, and the development of irrigation facilities, architectural monuments, domestic and foreign trade, and the development of science. Attempts had been made to shed light on the role of Abdullah Khan II in the history of Uzbek statehood. The unification of all regions of the region, the development of handicrafts and agriculture. He devoted himself to creativity, such as the revitalization of city life, the emphasis on the advancement of science and the arts, and the intensification of massive construction and irrigation work.

KEYWORDS: *Shaybani Khan, Kuchkinchi Khan, Abdulaziz Khan, Iskandar Khan, Abdullah Khan II, Khoja Islam, Central Government, Irrigation Facilities, Architectural Monuments, Domestic And Foreign Trade, Diplomatic Relations, Handicrafts, Science.*

INTRODUCTION

From the earliest days of Uzbekistan's independence, great attention has been paid to the true restoration and study of our history. After all, it is impossible to understand identity without knowing true history.

In this regard, the interest of our people in studying the history of dynasties, which has a worthy place in the history of our statehood, is growing. One such dynasty is the Shaybani. Among the rulers of this dynasty, Abdullah Khan II has a special place in the history of our statehood. After the death of Shaybani Khan, the quarrels and wars that started between the Shaybani sultans put the country and the people in a difficult situation.

THE MAIN FINDINGS AND RESULTS

Historian Hafiz Tanish al-Bukhari wrote about this in his book “Abdullanama”: “At that time, the wind was blowing in all directions. From every corner the conspiracy rose to the sky. The hurricane was always rising high. Health was hidden under the veil of secrecy like rare thing ... The crowd was amazed by the crisis, and the citizens were wandering in the corners ...” [1, p. 19].

Apparently, there was a historical and vital need in the country for a talented and experienced ruler who could put an end to the mutual struggles of the Shaybanisultans and unite them under a single authority. This need brought Abdullah Khan II to the stage of history.

Iskandar Khan’s son Abdullah Khan II was educated in a madrasah, as well as the rules of public administration and military education.

As the historian Hafiz al-Bukhari wrote: “At the school of literature, when his blessed memory was finished reading and writing, and the clerical patterns and luminous pictures were inscribed on the tablet of the hero’s heart, his hand pierced the art of writing and beauties and anecdotes with a dagger like water, daggers and letters [1, p. 91]”.

Abdullah Khan II has a unique talent in martial arts “He passed through the mature dynasties of that time with a hundred greetings in archery, and a thousand praise, carrying the state guy on his head in the square of bliss like a ring of charming curl while playing chavgon (A special stick with a curved end; a team sports game played on horseback with the same stick and ball)” [1, p. 93].

Also, Abdullah Khan II mastered the religious sciences so thoroughly that he was “He had been praised and acknowledged by religious leaders for his interpretation of the Quraan and his interpretation of the Hadith” [2, p. 75].

The life and work of Abdullah Khan II, who had such a unique talent, were in a difficult situation.

Although Abdullah Khan II was officially proclaimed khan in 1583, in practice political power was in his hands from 1557 onwards.

It should be noted that at that time the position and authority of the great religious leaders of the country were strong. The help and support of Hodja Muhammad Islam was also important to Abdullah Khan II in the conquest of the throne and in the governance of the country. His father, Iskandar Khan, and Abdullah Khan II were also disciples of Hodja Muhammad Islam. For this reason, Abdullah Khan II showed them great compliments. For example, he ordered the repair of the tombs of Imam Abu Bakr Ahmad and HodjaAbubakrSaad, who were great ancestors to Islam, and the construction of a mosque, madrasa, khanqah, palace and charbag (An out-of-town courtyard, a fortified garden, a garden) near it.

Also, all waqf (property transferred or bequeathed by owners or the state to the use of income at the disposal of a religious institution, but on the condition that it does not sell itself) lands are given to the will of the master.

According to Abdullanoma, “for ten years, wise architects and brilliant builders have built heavenly buildings” [1, p. 157].

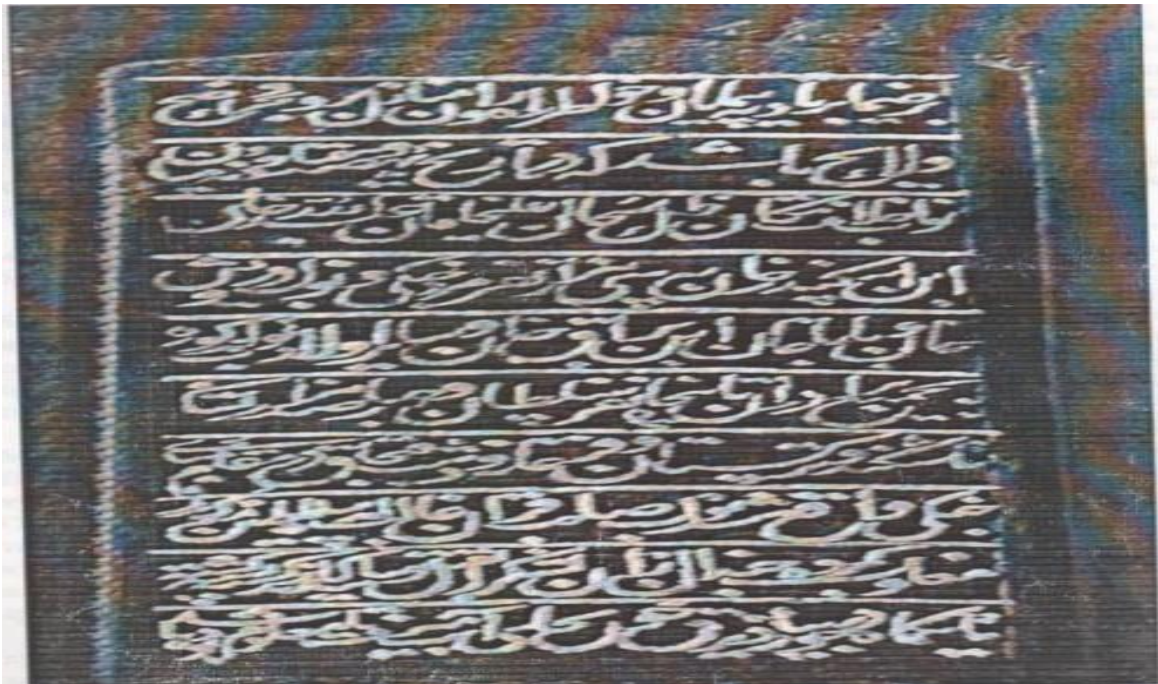
Abdullah Khan II, taking into accounts the great authority and position of his piri (*an old wise man*) in the country: “accepting his patronage with encouragement, he obediently put his head in the ring of obedience, and did not go beyond the work he deemed appropriate” [1, p. 75].

Abdullah Khan II opened the way for domestic and foreign trade, along with the establishment of peace and tranquility in the country, the elimination of internal divisions, the strengthening of the central government, the unification of all regions of the region, the development of handicrafts and agriculture. He devoted himself to creativity, such as the revitalization of city life, the emphasis on the advancement of science and the arts, and the intensification of massive construction and irrigation work.

First of all, he had to wage many wars in order to unite the country and the region. In particular, in April 1557, on the Jizzakh side of the Ilon Gorge, Abdullakhan II won the battle with the troops of Turkestan, Tashkent, Andijan and Khojand under the leadership of Darvish Khan, and on the other hand with the large army of the ruler of Samarkand Bobo Sultan. The author of Abdullanoma writes about this victory of Abdullakhan II: “On that day, Hazrat Abdullakhan had such a victory that none of the previous Haqqans and sultans had won”. Baba Sultan and Darvish Khans invaded Samarkand in 1572 with a large number of troops.

Abdullakhan II, a skilled commander, struck them hard and crushed them near the village of Kokgumbaz in the present-day Gallaaral district.

Abdullakhan II also remembers his victory on the left side of the Timur Gate in front of MirzoUlugbek. It says, “Let all travelers know that in 979 there was a battle between the support of the Caliphate, the shadow of Allah, the son of Sahibkiran Abdullakhan Iskandarokhan, and the armies of thirty thousand men belonging to Darvishkhan, Babakhan and other sons of the sultan. This morning Sahibkiran defeated about fifty thousand troops of the sultan's sons and about four hundred thousand soldiers from Turkestan, Tashkent, Fergana and DashtiKipchak ... Let this battle be known to all” [3, p. 158].



In fact, Abdullanama's work says the same thing: "There was so much bloodshed that day, so much fighting, that from the bodies of the dead and wounded, the battlefield turned into a mountain hill. The heads of our rebels remain under the hooves of the horses' hooves and roll like sheep" [1, p. 142].

These battles inflicted heavy losses on the DashtiKipchak khans and brought victory to Abdullah Khan. Abdullah Khan II united Fergana in 1573, Shahrissabz, Karshi, Gissar regions in 1574, Samarkand in 1578, Tashkent, Shohruhiya, Sayram, Ahangaron in 1582, Balkh in 1583, Badakhshan in 1584, Herat in 1588 and Khorezm in 1595. .

Along with the struggle to strengthen the central government and unite of the country's regions, Abdullah Khan II also paid special attention to the development of the country's economy, the development of irrigated agriculture, handicrafts, trade, science, culture and architecture.

It should be noted that the period of the highest level of artificial irrigation in our country dates back to the reign of Abdullah Khan II. These include the Karmana Bridge (Puli Karmana) on the Zarafshan River in 1582, the Akjob Reservoir on the Nurata Mountains in 1583, the Tuyatortar Canal from the Zarafshan River to the Jizzakh Oasis and many others. Irrigation facilities built during this period played an important role in the development of irrigated agriculture in the country.

Ensuring peace and tranquility in the country has led to an increase in economic life, the revival of urban life.

During the reign of Abdullah Khan II, great works were created in the fields of literature, mathematics, astronomy and history. During this period, Bukhara became a major center of science.

As in the time of Shaibanikhan, during the reign of Abdullah Khan II in Bukhara, special attention was paid to the work of books, that is, the reproduction of manuscripts by copying them with beautiful calligraphy. Abdullah Khan II, like his descendants, was a creative ruler and built many architectural monuments and commercial buildings in the capital Bukhara, Tashkent and Balkh.

For example, Chorsu in Bukhara and its teams, Gavkushon "KoshMedrasa", FatkhullaQushbegi madrasah are among them.

During the reign of Abdullah Khan II, the international prestige of the Bukhara Khanate rose. The Bukhara Khanate established diplomatic and trade relations with countries such as India, Iran and Russia.

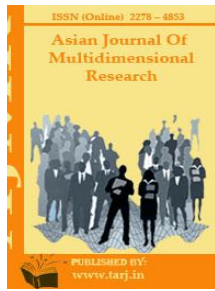
CONCLUSION

To conclude, in Shaybanizada, Abdullah Khan II managed to unite the Turkestan region around a single state and the capital, ending conflicts and wars. He established peace and tranquility in the country and paved the way for the economic development of the country. During his reign, agriculture, handicrafts, domestic and foreign trade, science and culture flourished in the khanate. Abdullah Khan II built irrigation facilities in many parts of the country, developed new lands and contributed to the development of the country's economy and the improvement of the material condition of the population.

In short, Abdullah Khan II took a worthy place in the history of Uzbek statehood, was the ruler of his time.

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THE STUDY OF THE TEMPORARY PROCESS TAKING PLACE IN A WIDE RANGE OF CURRENT TRANSFORMERS

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ABSTRACT

The article examines the various transient processes that occur in wide-range current transformers. Secondary transient current values were determined using a mathematical model of a wide range current transformer being studied using different primary current sources. Using the results obtained, the laws of change of secondary currents over time were analyzed. It was found that with increasing angle α of the primary winding of the current transformer under study, the effect of the primary current aperiodic components on the operating mode of the current transformer decreases. It was found that the counter-magnetic driving force created to extend the upper limit of the current change simultaneously reduces the error caused by the aperiodic components of the primary current in the dynamic mode of operation of the current transformer.

KEYWORDS: *Broadband Current Transformer, Mathematical Model Of Current Transformer, Dynamic Processes, Counter-Magnetic Driving Force, Primary Current Mathematical Model, Operator Method, Current Aperiodic Components.*

INTRODUCTION

Power transmission lines, traction generators, locomotives, electric locomotives, electric traction substation transformer and rectifier units and power supply systems, electronic railways and other modes of management and control devices, as well as rail transport and consumption of electrical energy produced in the accounting measurement converters (MC) is based on data on large currents obtained using. Expanding the functional capabilities of current transformers (TT) by reducing the switching error in transient processes and providing multifunctionality, as well as achieving stable operation of this OO will increase the efficiency of using automatic control systems in the operating modes of electrified railway power supply devices. In view of the above, the development of high-precision alternating current AC (LACMC) with high accuracy and wide functional capacity in the transient processes of power supply systems is one of the urgent issues [6].

A comparative analysis of the main characteristics of the existing LACMC shows that the most promising and acceptable device for changing large AC currents in control and monitoring systems are multifunction current transformers [10].

[8] As a result of abrupt changes in the mode of operation of control systems of power systems and electrotechnical devices, a dynamic mode of operation is formed in the TT under study..

The main reason why TT operates in dynamic modes is the sudden change of operating modes of primary system devices, i.e. the occurrence of a short circuit. The operating conditions of TTs in such modes are significantly different from the operating conditions in their measurement circuits. While the TT value is usually required to measure primary currents that do not exceed the rated value, in control and monitoring systems it often performs its function by measuring currents that are significantly higher than the rated value and occur under transient conditions and short circuits [3].

Of particular note is the effect of the alternating current on the TT performance of the independent aperiodic constituents formed during the transients. The slower they go out, the bigger the error will change [5].

Due to the above conditions, it is necessary to select a TT whose error does not exceed the allowable values in these modes [4].

Currents in different parts of Power Systems (EPS) and Electrical Equipment (EEq) are the incoming (primary) signals of TT. In general, they represent an arbitrary view of the time function through itself. The selection of sufficiently general, accurate and at the same time simple and convenient mathematical models of the primary current, taking into account the specific operating conditions of the TT, plays an important role in designing multifunctional TT and studying their basic technical characteristics. The following analytical relationships are used as a mathematical model of the primary current TT in stable normal and emergency modes of EPS and EEq:

1) alternating current

$$i_1 = I_1 = const ; \quad (1)$$

2) exponential impulses

$$i_1 = I_1 e^{-t/T_1}; \quad (2)$$

3) sinusoidal oscillations with inextinguishable amplitude

$$i_1 = I_{m1} \sin(\omega t + \psi_1); \quad (3)$$

4) sinusoidal and aperiodic component

$$i_1 = I_{m1} \sin(\omega t + \psi_1) + I_{a1} e^{-t/T_1}; \quad (4)$$

5) cosinusoid and aperiodic constituent

$$i_1 = I_{m1} \cos(\omega t + \psi_1) + I_{a1} e^{-t/T_1}; \quad (5)$$

6) sinusoidal oscillations with extinct amplitude

$$i_1 = I_1 e^{-t/T_1} \sin(\omega t + \psi_1). \quad (6)$$

where T_1 - TT the time constant of the primary chain, c.

Analysis of the EPS and Eeq operating modes shows that (6) is the general law of primary current change [2]. (6) - The expression can be used to determine the remaining three signals by assigning different values to the signal parameters: if $T \rightarrow \infty$ (4), $\omega = 0$ and $\psi_1 = 0$ - (2), then $\omega = 0$, $\psi_1 = 0$ and $T \rightarrow \infty$ - (1) we may have these above mentioned expressions.

In most cases of EPS and Eeq work in transient modes, the primary current of TT is described sufficiently precisely by Equation (6).

(3) TT is widely used as a mathematical model of primary current in stable operating modes of control structures. This situation is explained by the fact that, firstly, practically sinusoidal EYuKs are generated by all alternating current sources, and secondly, the converter, conductor and consuming devices have practically linear characteristics.

In this paper, we examine the dynamic characteristics of a multifunctional TT - control system element connected to a current source (5) and (6).

We use the following mathematical model to study multifunctional TT in dynamic mode [1]:

$$I_{\varnothing 2} = \frac{\frac{d}{dt} C_{\mu} K_{I_3 U_{\mu 1}} K_{I_{\mu} U_{\varnothing 2}} [R_2(\alpha) - R_1(\alpha)] I_{\varnothing 1}}{2[(R_{\varnothing 2} + R_H) + \frac{d}{dt} w_2^2 C_{\mu} + \frac{d}{dt} (L_{\varnothing 2 S} + L_H)] [R_1(\alpha) + R_2(\alpha) + R_H]} \cdot (7)$$

After minor modifications, it will have the following appearance:

$$T \frac{di_2}{dt} + i_2 = (T - T_2) \Delta \frac{di_1}{dt}, \quad (8)$$

where $T = \frac{L_{\mathcal{O}2} + L_{\mathcal{O}2}}{R_{\mathcal{O}2}}$ - the time constant of the contour formed by the secondary current and

the magnetization coils; $T_2 = \frac{L_{\mathcal{O}2}}{R_{\mathcal{O}2}}$ the time constant of the secondary current coils;

$$\Delta = \frac{R_2(\alpha) - R_1(\alpha)}{R_1(\alpha) + R_2(\alpha) + R_{II}}$$

(8) Substituting the expression (5) into the differential equation, we obtain the following:

$$T \frac{di_2}{dt} + i_2 = -(T - T_2)\omega \Delta I_{m1} \sin(\omega t + \psi) - \frac{\Delta I_{1a.o}}{T_1} e^{-\frac{t}{T_1}} (T - T_2). \quad (9)$$

(9) the solution of the differential equation, i.e. the determination of, is done by the operator method [8]. In the initial modes $i_2(0_-) = i_2(0) = 0$, $i_1(0_-) = i_1(0) = 0$, $I_{1a.o} = -I_{m1} \sin \psi$

(9) the equation has the following form in operator form:

$$TpI_2(p) + I_2(p) = \frac{-\omega(T - T_2)\Delta I_{m1}(p \sin \psi + \omega \cos \psi)}{p^2 + \omega^2} - \frac{\Delta I_{1a.o}(T - T_2)}{T_1(p + \frac{1}{T_1})}$$

or

$$I_2(p) = -\frac{\omega(T - T_2)\Delta I_{m1} p \sin \psi}{(1 + pT)(p^2 + \omega^2)} - \frac{\omega^2(T - T_2)\Delta I_{m1} \cos \psi}{(1 + pT)(p^2 + \omega^2)} - \frac{\Delta I_{1a.o}(T - T_2)}{(1 + pT)(1 + pT_1)} = -\frac{H_1(p)}{G_1(p)} - \frac{H_2(p)}{G_1(p)} - \frac{H_3(p)}{G_2(p)}. \quad 10$$

The original components of the operator current are determined on the basis of the propagation theorem:

$$\frac{H_1(p)}{G_1(p)} \hat{=} \hat{i} \sum_{k=1}^3 \frac{H_1(p_k)}{G_1'(p_k)} e^{p_k t} = \frac{H_1(-\frac{1}{T})}{G_1'(-\frac{1}{T})} e^{-\frac{t}{T}} + \frac{H_1(j\omega)}{G_1'(j\omega)} e^{j\omega t} + \frac{H_1(-j\omega)}{G_1'(-j\omega)} e^{-j\omega t} = a_1(t) + a_2(t) + a_3(t), \quad (11)$$

$$\frac{H_2(p)}{G_1(p)} \circ = \circ \sum_{k=1}^3 \frac{H_2(p_k)}{G_1'(p_k)} e^{p_k t} = b_1(t) + b_2(t) + b_3(t), \quad (12)$$

$$\frac{H_3(p)}{G_2(p)} \Big|_{p=0} = \frac{H_3\left(-\frac{1}{T}\right)}{G_2'\left(-\frac{1}{T}\right)} e^{-\frac{t}{T}} + \frac{H_3\left(-\frac{1}{T_1}\right)}{G_2'\left(-\frac{1}{T_1}\right)} e^{-\frac{t}{T_1}}. \quad (13)$$

According to (10), the original of the secondary current is determined by the algebraic sum of the expressions (11), (12) and (13) [8], i.e.

$$i_2(t) = \frac{\omega(T-T_2)\Delta \cdot I_{m1}}{\sqrt{1+\omega^2 T^2}} \sin(\omega t - \psi + \varphi) + \frac{\omega(T-T_2)\Delta \cdot I_{m1} e^{-\frac{t}{T}}}{\sqrt{1+\omega^2 T^2}} \sin(\psi + \varphi) + \frac{T-T_2}{T-T_1} \Delta \cdot I_{1a.0} e^{-\frac{t}{T_1}} - \frac{T-T_2}{T-T_1} \Delta \cdot I_{1a.0} e^{-\frac{t}{T}} = i_{2np}(t) + i_{2a}(t) = i_{21}(t) + i_{22}(t) + i_{23}(t) + i_{24}(t). \quad (14)$$

Equation (14) is the law of variation of the output current over time for the case where the input size is in the form of expression (4). We now determine the change in TT secondary current over time for the case where the input magnitude (6) is in the form of an expression [7].

To do this, we put the expression (6) in the differential equation (8) and we get the following:

$$T \frac{di_2}{dt} + i_2 = (T-T_2)I_{m1} \left[\omega \cos(\omega t + \psi) e^{-\frac{t}{T_1}} - \frac{1}{T_1} \sin(\omega t + \psi) e^{-\frac{t}{T_1}} \right]. \quad (15)$$

In the initial modes $i_2(0_-) = i_2(0) = 0$, $i_1(0_-) = i_1(0) = 0$, $I_{1a.o} = -I_{m1} \sin \psi$ (15) equation has the following form in the form of an operator:

$$TpI_2(p) + I_2(p) = (T-T_2)I_{m1} \left(\omega \frac{(p+\frac{1}{T_1})\cos\psi - \omega\sin\psi}{(p+\frac{1}{T_1})^2 + \omega^2} - \frac{1}{T_1} \frac{(p+\frac{1}{T_1})\sin\psi + \omega\cos\psi}{(p+\frac{1}{T_1})^2 + \omega^2} \right)$$

$$I_2(p) = \frac{\omega(T-T_2)(p+\frac{1}{T_1})I_{m1}\cos\psi}{(1+pT)((p+\frac{1}{T_1})^2 + \omega^2)} - \frac{\omega^2(T-T_2)I_{m1}\sin\psi}{(1+pT)((p+\frac{1}{T_1})^2 + \omega^2)} - \frac{\frac{1}{T_1}(T-T_2)(p+\frac{1}{T_1})I_{m1}\sin\psi}{(1+pT)((p+\frac{1}{T_1})^2 + \omega^2)}$$

$$-\frac{\omega \frac{1}{T_1} (T - T_2) I_{m1} \cos \psi}{(1 + pT) \left(\left(p + \frac{1}{T_1} \right)^2 + \omega^2 \right)} = \frac{H_1(p)}{G_1(p)} - \frac{H_2(p)}{G_1(p)} - \frac{H_3(p)}{G_1(p)} - \frac{H_4(p)}{G_1(p)}.$$

The original of the secondary current is determined by the propagation theorem as described above [9]:

$$\begin{aligned} i_2(t) &= \frac{(T - T_2) I_{m1}}{\sqrt{\left(\left(\omega T + \frac{T}{T_1^2 2\omega} \right)^2 + \left(1 - \frac{T}{T_1} \right)^2 \right)} e^{\frac{t}{T_1}}} \cdot \omega \sin(\omega t + \psi + \varphi_1) + \\ &+ \frac{(T - T_2) I_{m1}}{\sqrt{\left(\left(\omega T + \frac{T}{T_1^2 2\omega} \right)^2 + \left(1 - \frac{T}{T_1} \right)^2 \right)} e^{\frac{t}{T_1}}} \cdot \frac{1}{T_1} \sin(\omega t + \psi + \varphi_2) - \\ &- \frac{I_{m1} (T - T_2)}{\sqrt{(T_1 - T)^2 + \omega^2 T_1^2 T^2}} (\omega T_1 \sin(\psi + \varphi_3) + \sin(\psi + \varphi_4)). \end{aligned} \quad (17)$$

The mathematical models that need to be determined for the different input sizes of the TT are also defined in the sequence discussed above. The secondary current expressions defined for different input sizes of TT are given in Table 1.

The components of the primary currents (5) and (6) of the current transformer are shown in Figures 1 and 2, and the components of the transient secondary currents (14) and (17) are shown in Figures 3 and 4, respectively..

TABLE 1 MATHEMATICAL MODELS OF TT FOR DIFFERENT INPUT SIZES

No	TT primary current	TT secondary current
1	Alternating current $i_1 = I_1 = \text{const}$	$i_2(t) = \frac{T - T_2}{T} \Delta I_1 e^{-\frac{t}{T}}$
2	Exponential impulses $i_1 = I_1 e^{-\frac{t}{T_1}}$	$i_2(t) = \frac{T_1 - T_2}{T - T_1} \Delta I_1 e^{-\frac{t}{T_1}} - \frac{T - T_2}{T - T_1} \Delta I_1 e^{-\frac{t}{T}}$
3	Sinusoidal oscillations with inextinguishable amplitude $i_1 = I_{m1} \sin(\omega t + \psi_1)$	$i_2(t) = \frac{\omega(T - T_2) \Delta I_{m1}}{\sqrt{1 + \omega^2 T^2}} \sin(\omega t + \psi + \varphi) - \frac{\omega(T - T_2) \Delta I}{\sqrt{1 + \omega^2 T^2}}$
4	Sinusoidal and aperiodic component $i_1 = I_{m1} \sin(\omega t + \psi_1) + I_1$	$i_2(t) = \frac{\omega(T - T_2) \Delta I_{m1}}{\sqrt{1 + \omega^2 T^2}} \sin(\omega t + \psi + \varphi) -$

		$-\frac{\omega(T-T_2)\Delta I_{m1}e^{-\frac{t}{T}}}{\sqrt{1+\omega^2T^2}}\sin(\psi+\varphi)+\frac{T_1-T_2}{T-T_1}\Delta I_{1a.0}e^{-\frac{t}{T_1}}-\frac{T-T_2}{T-T_1}$
5	Cosinusoids and aperiodic constituents $i_1 = I_{m1} \cos(\omega t + \psi_1) +$	$i_2(t) = \frac{\omega(T-T_2)\Delta I_{m1}}{\sqrt{1+\omega^2T^2}}\sin(\omega t - \psi + \varphi) +$ $+\frac{\omega(T-T_2)\Delta I_{m1}e^{-\frac{t}{T}}}{\sqrt{1+\omega^2T^2}}\sin(\psi+\varphi)+\frac{T_1-T_2}{T-T_1}\Delta I_{1a.0}e^{-\frac{t}{T_1}} -$
6	Sinusoidal oscillations with extinct amplitude $i_1 = I_1 e^{-t/T_1} \sin(\omega t + \psi_1)$	$i_2(t) = \frac{(T-T_2)I_{m1}}{\sqrt{\left(\omega T + \frac{T}{T_1^2 2\omega}\right)^2 + \left(1 - \frac{T}{T_1}\right)^2}}e^{-\frac{t}{T_1}}(\omega \sin(\omega t + \psi_1) -$ $- \frac{I_{m1}(T-T_2)}{\sqrt{(T_1-T)^2 + \omega^2 T_1^2 T^2}}(\omega T_1 \sin(\psi + \varphi_3) + \sin(\psi_1)))$

(14) the first component on the right side of the equation represents the binding sinusoidal component of the transient secondary current. The second component is the free aperiodic component of the secondary current, which compensates for the periodic component of the secondary current at the initial moment of the transient process.. (14)the analysis of the equation

shows that the second component at the switching moment is the secondary $i_{2a.o}$ the current is equal to the initial value of the total aperiodic component. The third component is the obligatory aperiodic component of the secondary current. The fourth component is the free aperiodic component that compensates for the third component at the switching moment.. $i_{22}(t)$ and $i_{24}(t)$ the constituents are connected in a contour formed by the secondary current branches and the magnetization of the TT.

$i_{23}(t)$ extinction of the founder, i_{1a} such as primary current T_1 determined by the time constant. $L_{\exists 2} = 0$ when, that is, for a fully active network and $\psi = 0$ and when $i_{22}(t) = 0$ we may have an expression.

(17) all the components on the right side of the equation are the binding sinusoidal components of the transient secondary current, and the third component is the binding aperiodic component of the secondary current.

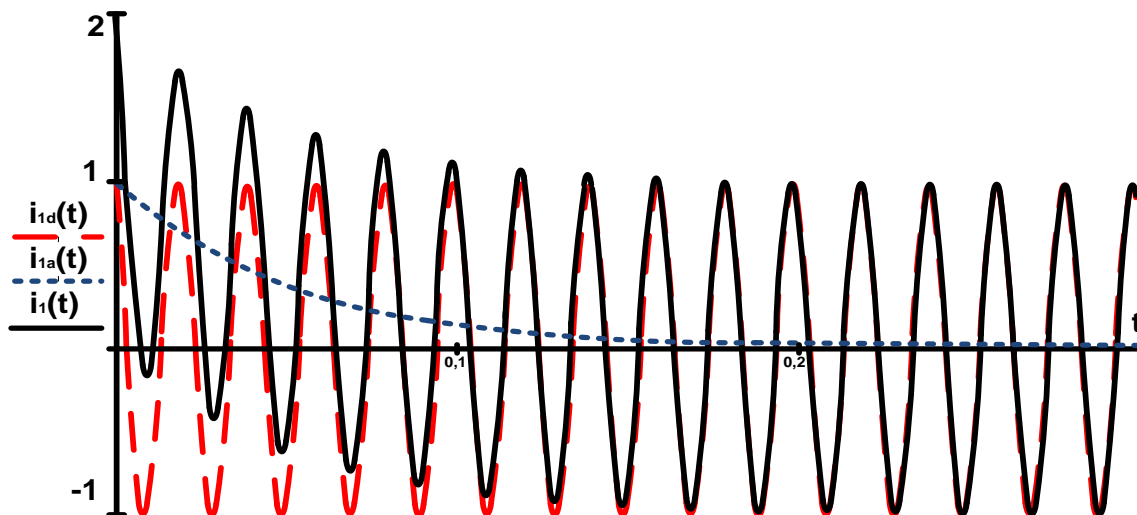


Figure 1. Primary $i_1 = I_{m1} \cos(\omega t + \psi_1) + I_{a1} e^{-t/T_1}$ current curve components: 1- $i_1(t)$; 2- $i_{1d}(t)$; 3- $i_{1a}(t)$

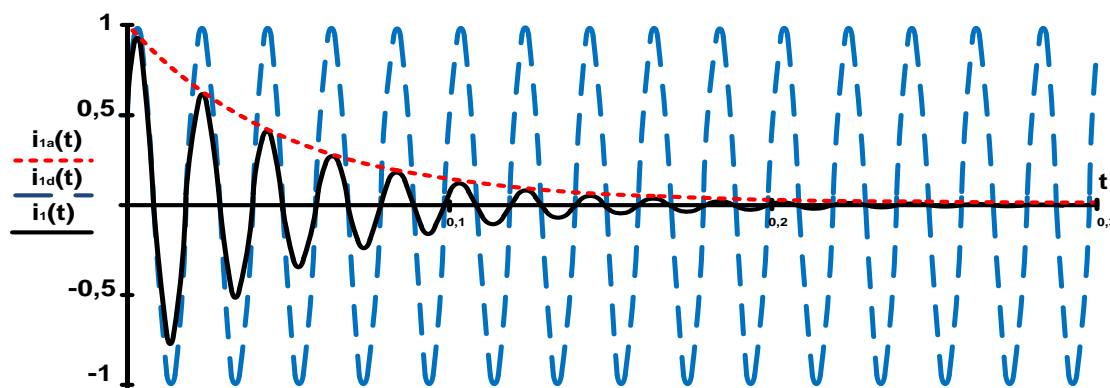


Figure 2. Primary $i_1 = I_1 e^{-t/T_1} \sin(\omega t + \psi_1)$ current curve components: 1- $i_1(t)$; 2- $i_{1d}(t)$; 3- $i_{1a}(t)$

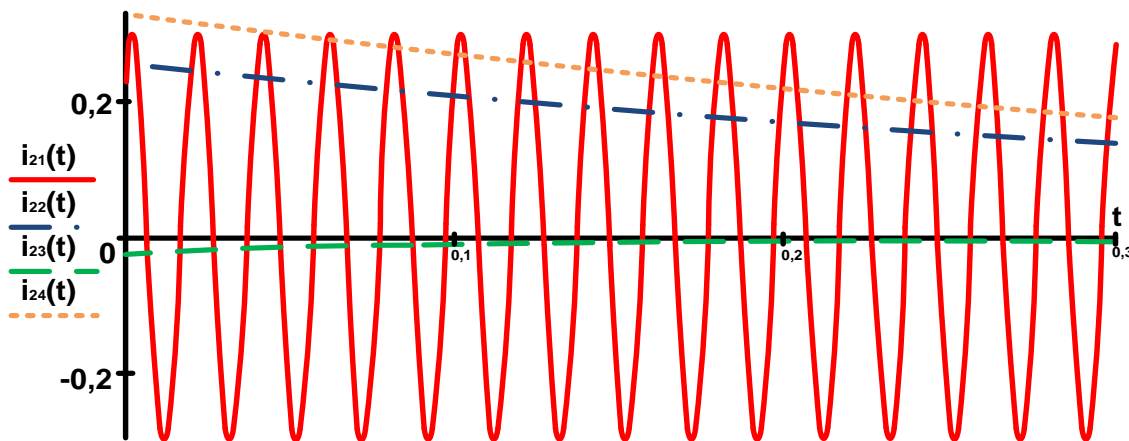


Figure3. $T_1 = 0.05 c$, $T_2 = 0,016 c$, $\psi = 30^\circ$ secondary when $i_2(t)$ components of the current (14): $1 - i_{21}(t)$; $2 - i_{22}(t)$; $3 - i_{23}(t)$; $4 - i_{24}(t)$.

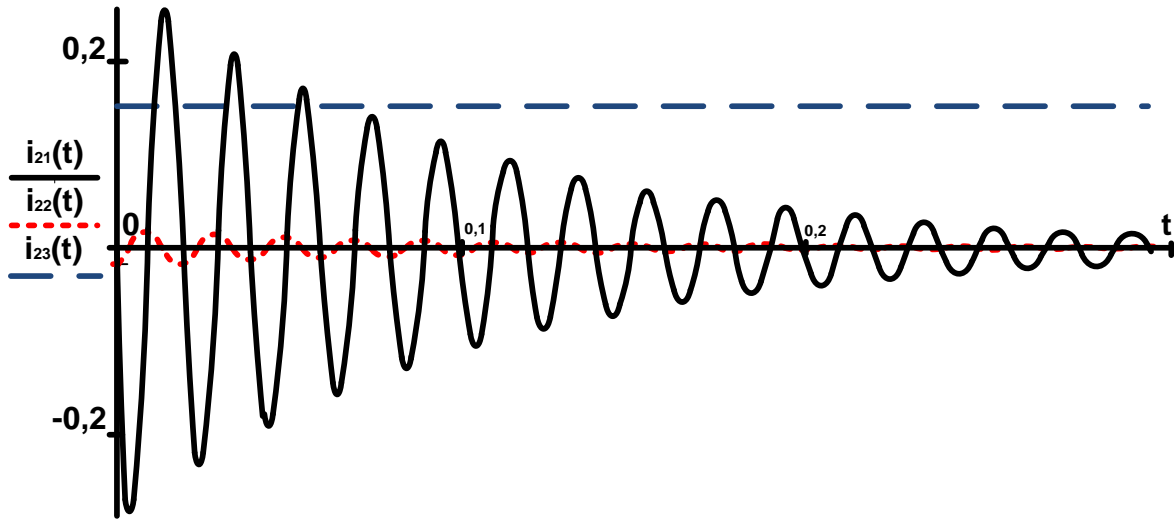


Figure4. $T_1 = 0.05 c$, $T_2 = 0,016 c$, $\psi = 30^\circ$ secondary when $i_2(t)$ components of (17) the current: $1 - i_{21}(t)$; $2 - i_{22}(t)$; $3 - i_{23}(t)$; $4 - i_{24}(t)$.

Figures 5 and 6 show the dynamics of the aperiodic components of the secondary transient currents (14) and (17) at 5° , 45° and 85° , respectively.

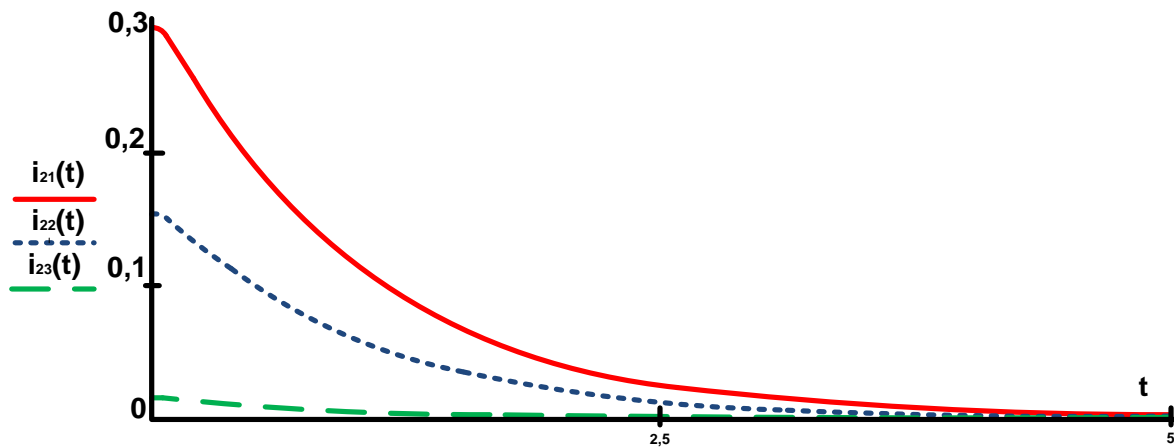


Figure 5. $T_1 = 0.05 c$, $T_2 = 0,016 c$, $\psi = 30^\circ$ secondary when $i_2(t)$ (14) aperiodic constituents of current: $i_{21}(t) - \alpha = 5^\circ$; $i_{22}(t) - \alpha = 45^\circ$; $i_{23}(t) - \alpha = 85^\circ$

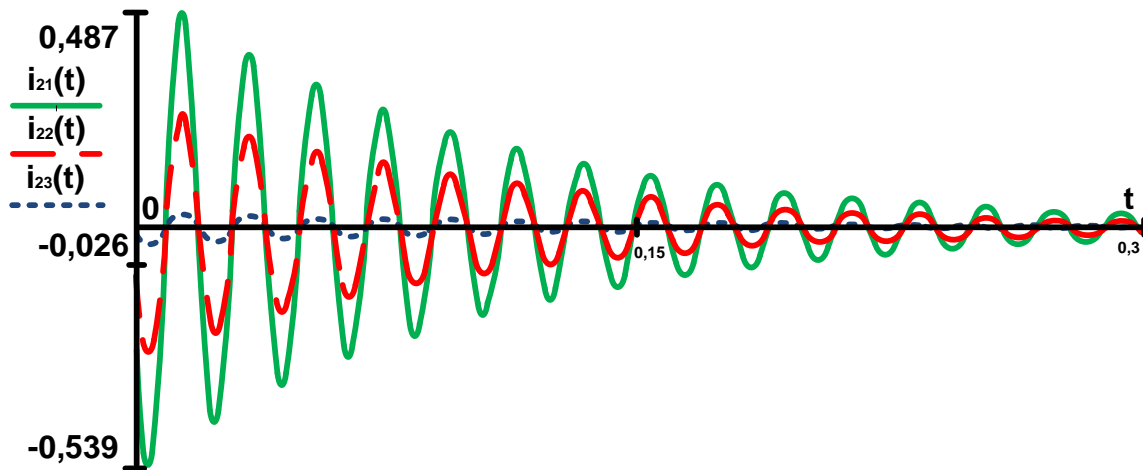


Figure 6. $T_1 = 0,05$ c, $T_2 = 0,016$ c, $\psi = 30^\circ$ secondary when $i_2(t)$ (17) current generators(components): $i_{21}(t) - \alpha = 5^\circ$; $i_{22}(t) - \alpha = 45^\circ$; $i_{23}(t) - \alpha = 85^\circ$

Thus, with the increase of the angle α in the developed wide-band current transformer, the effect of the primary current aperiodic components on the operation of the current transformer decreases. Also, the formation of a counter-magnetic driving force in the core in order to expand the upper limit of the current change simultaneously reduces the error caused by the aperiodic components of the primary current in the dynamic mode of operation of the current transformer.

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METHODS OF PRESERVING SUBTROPICAL FRUITS

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ABSTRACT

Subtropical fruits are distinguished from other fruits by their healing properties, sensitivity, richness in nutrients and vitamins, the methods of storing these fruits are of interest to all. In order to provide the population with fruits throughout the year, it is certainly useful to know how to store subtropical fruits. The main task of food storage is to preserve their physicochemical composition, i.e. appearance, color, taste, as well as nutritional value and other properties. When organizing a fig collection, it is important to keep in mind that its fruits are prone to cracking when slightly unfavorable conditions occur, so the fruits are picked selectively during the ripening period.

KEYWORDS: *Subtropical Fruits, Pomegranates, Figs, Sugar Content, Acid Content, Vitamins, Minerals, Storage, Temperature.*

INTRODUCTION

Subtropical fruits include pomegranates, figs, dates, Chilonji (Unabi), mulberries and olives. Subtropical fruits provide delicious, sensual, medicinal fruit. The fruits are canned, dried and eaten fresh. Subtropical fruits differ from other fruits by the length of the growing season and their resistance to cold. Subtropical fruits are heat-loving fruits. They are mainly grow in subtropical regions [1, c. 20-24; 2, c. 22-24; 3, c. 177-181; 4, c. 154-157; 5, c. 38-40; 6, c. 3479-3482; 7, c. 1169-1174; 8, c. 93; 9, c. 75-77; 10, c. 97-98; 11, c. 17-19 12, c. 20; 13, c. 76-78; 14, c. 78-81; 15, c. 56; 16, c. 81-86; 17, c. 35-38;].

Collection of subtropical fruits. Figs bloom 2–3 times a year (April-May, June-July, and August). Figs bear fruit twice a year. The first crop is formed in June-July, the buds last fall. The second crop ripens in August-September. Figs are harvested by hand. When organizing a fig collection, it is important to keep in mind that its fruits are prone to cracking when slightly unfavorable conditions occur, so the fruits are picked selectively during the ripening period. Pomegranate fruits are mainly harvested in September. Fruits are large, average weight from 150-200 g to 1-1.2 kg. Fully cooked product. If harvested early, it will not ripen during storage. If the ripe fruit is not picked in time, it will crack [18]. Mulberry is a very ancient plant. It is the main raw material for the silk industry. Silk trees were first grown in China, then in Central Asia, Afghanistan, North India, Iran, and the Caucasus [19].

Mulberry belongs to the mulberry family and the mulberry family. There are a total of 24 rounds. 5 of them are grown in the country. Hold 2 of them. White mulberry varieties - balkhi mulberry, pearl mulberry, red mulberry; belonging to the type of black mulberry - a variety of shotut [20]

Shotut - a fruit, leaf and other organs medicinal, it is used in the treatment of high blood pressure, blood vessels, kidneys, intestines, stomach, diabetes, throat and other diseases.

Shotut is distinguished by environmental conditions, methods of growth, soil-climatic conditions in terms of plant maturity and yield [21]. The main task of food storage is to preserve their physicochemical composition, i.e. appearance, color, taste, as well as nutritional value and other properties. Thus, the correct and scientific organization of storage and processing of products solves the problem of providing the population with these products throughout the year [22].

To ensure good preservation of the fruit, its chemical composition should be checked. Because the amount of water in the fruit is different. This should be taken into account during storage. The chemical composition of the fruit is an important factor in determining the air temperature and relative humidity [23].

GARNET



Pomegranate is not only delicious, but also rich in vitamins and is one of the fruits that has been used in medicine for many years. The benefits of pomegranate are recognized, it contains all the necessary vitamins for the proper functioning of the body. Pomegranates can be stored at room temperature for up to a week. Opened pomegranate seeds do not dry out for 4 days [24 c. 35-38;]. Pomegranate fruits can be stored for a long time due to their dense skin. Pomegranate fruits are arranged according to their shelf life.

Pomegranates can be stored in the general compartment of the refrigerator at a temperature of +1 C for 9 months [25].

Each pomegranate is wrapped in paper and packed in small boxes for winter storage. The paper absorbs moisture and prevents the fruit from rotting. To ensure that the pomegranates are well preserved, each fruit is inspected for rot before being wrapped in paper. If there are signs of decay in the pomegranate, the damaged pomegranate seeds are removed [26 C. 26-28]. Pomegranates can also be stored in the basement of the house. But to do this, the basement should be dry and the temperature should be around +2C + 8C. Humidity of 70% is the optimal indicator for good preservation of fruits. Pomegranates placed for storage in the basement are opened and inspected every six months. The ones that start to rot are removed. Under such conditions, pomegranate fruits do not spoil for up to 2 months [1].

Figs. Figs are the fruit of paradise. If only mankind had not enjoyed the fragrant taste of the fruit of Paradise on earth. Figs are the most useful fruit. Figs is pale yellow or dark in color. This fruit, with its vitamins and tonics, gives a person health, beauty and youth. It is noteworthy that under favorable conditions, a fig tree can live up to 200 years and bear fruit [2].

This fruit is eaten fresh. Its fruits do not last long. Figs can be dried and stored. Its fruits can be used to make compotes, jams and jams.



DATES. The date crop is mainly harvested in the fall. Dates are mostly ripe when they turn yellow or orange. The fruits are cut in oxide and placed in baskets. Given that the fruits soften during storage, they are folded in a row [3].

Kimizak varieties of dates last for 4 months or more when stored at temperatures between -1 and 0 degrees. The non-red Fuyu variety is usually stored at a temperature of 5 degrees, but if each fruit is placed separately in 0.66 mm thick polyethylene bags, at 0 degrees the fruit can remain intact for up to 5 months.



Mature, hardy varieties can be stored in a cold room for at least 1 month. These fruits can be frozen and stored for up to 6-8 months.

Dates contain more than 30.0% dry matter and less water than other fruits [30].

IN CHILANJI. The fruits of Chilanji are also distinguished by their medicinal properties. Its fruits can be stored dried. It is also possible to make canned and vitamin C-rich syrups from its fruits.



Chilan jiida also grows in Central Asia. Chilon grows as a small tree and shrub in the ji. Small 2-5 g and medium, elongated, the taste is bitter-sweet, making the fruit of lower quality than the Chinese chilon jiida [4].

The fruit of Chilan Jida is very valuable: 25-32% in wet fruit, up to 55.2% in some varieties, up to 63.8% in tannins, 2.6-3.4% in protein, up to 3.7% in fat, 0, It contains 2-25% acid, 10% tannin, in addition it contains pectin and a number of other substances.

A valuable tannin is extracted from the bark of Chilanji. This substance is used to enhance the skin, giving the skin elasticity and a yellowish color. Varnish made from resin from its stems and branches is mainly used in the plastics industry.

OLIVE. Olive (*Olea*) is a family of plants in the olive family. About 600 species are known. Only one type of European olive is of economic importance [5].

Olive tree is planted in Europe, Asia, America, Africa. It is also grown in the Middle East and Mediterranean countries Spain, Italy, Greece and Portugal. Medicinal and blessed oil is extracted from the olive fruit. The average lifespan of an olive tree is -500 years, but some trees live 1,500 years or more [6].



The taste of raw olives is bitter and the flesh is firm. The bitterness disappears after soaking in salt water for a few weeks. But raw olives are ready to take the oil.

To do this, first the olives are crushed, then they are mixed slowly and then the oil is squeezed out.

Four countries around the world are vying for the top spot in olive oil production, including Spain, Italy, Greece and Tunisia [7].

But each of these countries has its strengths and weaknesses — the best and most expensive oil is traditionally made in Greece, while others do not lag behind in production. In Hazarasp district of Khorezm region, a large project worth \$ 60 million has been launched with Turkish partners in olive growing. On the basis of this project, which will open a new direction in the gardening of the oasis, 1 million bushes will be planted in the region this year and 4 million bushes in the coming years. It is noteworthy that crop areas with low soil fertility are selected for the establishment of olive groves.

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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 (R²) 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 both 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 (Bobbitt 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_1 – There is no significant relationship between individual teachers' characteristics and achievement of mathematics and science subject among the junior secondary grades.

H_2 – 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 there were stratified and selected 40, type II secondary school 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 ²	Significant < 0.05
1	Self-Efficacy	0.486	0.236	*0.000
2	Interest	0.395	0.156	*0.000
3	Attitude	0.274	0.075	*0.014
4	Qualification	0.121	0.014	0.069
5	Experience	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 "R²" values at the various steps of the regression analysis. It was found that, self-efficacy had r and R² values of 0.486 and 0.236 respectively, interest had r and R² values of 0.395 and 0.156 respectively and attitude had r and R² 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 ²	Significant < 0.05
Teachers Characteristics	Regression	6.428	1	5.679	5.488	0.396	0.156	*0.012
	Residual	1287.873	79	7.039				
	Total	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

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 observables 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 of their interest for the subject will be continuous. The perception of anything sort of this should be discourage 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 is 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 discountenance the importance on the achievement of students. Therefore, educational stakeholders should design and mount 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 belief that, this will go a long way to affects 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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TEACHING NATURAL SCIENCES AND ENGLISH LANGUAGE ON THE BASIS OF INTEGRATIVE APPROACH IN HIGHER EDUCATION

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ABSTRACT

The need for the training of specialists who know a foreign language, in particular, English perfectly in the conditions of modern globalization has become one of the urgent tasks. The modern specialist should be able to communicate freely with foreign partners, but also be able to use the English language in his professional activity without difficulties. Taking into account these things, like all faculties, the requirements for the level of preparation and professional competence of the graduate in the Faculty of Natural Sciences are increasing. Among the approaches to the implementation of quality education, an integrated approach is one of the active areas that helps the student to master the lesson, to solve the pedagogical problems that can be encountered. This article examines the role of transition based on an integrative approach to natural sciences and English in higher education in Uzbekistan. It also lists several problems that hinder the improvement of the quality of English language learning in the field of natural sciences. The subjects of the speciality also have been taken into account the way to improve the study of English.

KEYWORDS: *Integrative Approach, Natural Science, Methodology, Formal Language, Higher Education, Speech Activity.*

INTRODUCTION

In Uzbekistan, the students of the Faculty of Natural Sciences in higher educational institutions are considered one of the main requirements for the in-depth mastering of their speciality, as well as excellent learning of the English language. Taking this into account, they may have some difficulties in the process of learning English for a while. After all, being a type of speech activity of the language requires a lot of effort and labour to improve the skills of speaking,

listening, understanding, reading, and writing. The successful learning of the English language by the student is not only the highest task of the student but also the teacher puts an effort to it. Also, another effective way to learn English connected to a speciality subject is to be able to use an integrated approach correctly. The integrative approach is considered as one of the conditions for strengthening educational motivation and successful training at the university, as well as the professional motivation of students [1]. The usage of this approach may bring quite a lot of satisfactory results for both students and teachers.

LITERATURE REVIEW

The low level of motivation inherent in no philological universities is noted in almost all publications devoted to the problems of teaching in these universities.

The role of the integrative approach to the study of methodological and theoretical foundations in the world of pedagogy was discussed by several scientists as I. G. Peturin, N. M. Antonov, I. V. Zagvyazinsky, B. S. Sito, L. A. Zhukova, V. A. Slastenin, D. V. Rivkin, G. F. Fedores, and N. Berulava.

The idea of integration in the development of educational programs and its importance has been carried out by several foreign authors expressed by [1].

At the same time, different aspects of integration in the teaching of Natural Sciences, for example, chemistry, were developed by methodologists-chemists in different years. M. N.Y. Berulava from the point of view of a systematic approach determines five levels of integration of educational content [2].

MATERIALS AND METHODS

The term integrated approach refers to the concept of "interdependent learning principle for all types of communication", which is widely used in science. According to this principle, different types of speech activity can act both as a goal and as a learning tool. The content and structure of the concept of integrated education preparation of specialists of the future direction of natural sciences can be formulated by achieving the recognition of students as part of the holistic landscape of the world with a foreign language culture.

As can be seen, in the theory and practice of science education, there are certain prerequisites for the development of methodological foundations for the integration of natural science and foreign language knowledge in the study of non - philological faculties. The process of integration of natural science and English language in the modern school is hindered due to the unsolved number of important scientific tasks (methodological, theoretical and methodological):

- a) The lack of scientifically based goals and objectives for the integration of subjects based on natural science and English of students in higher education.
- b) The unfounded and undeveloped conceptual provisions, methodological foundations, as well as the theoretical model of the integration of natural science and English knowledge of students in the non-philological study.
- c) Non-manifestation of the composition of the content of the integration of natural science and English knowledge.
- d) The lack of development of methods of teaching and teaching specifically for the integration of chemical, biological, astronomical etc. and English knowledge, didactic materials.

The essence of the integrative approach is the interaction of the subjects of the educational process aimed at organizing and implementing the search activities of students, their active and independent acquisition of knowledge and mastering the methods of application in the conditions of intra-disciplinary and interdisciplinary synthesis [5-7]. Clearly, subject-specific language is important for learning any subject. This suggests that when learning chemistry in an additional language, learners may need increased exposure to the general academic language in chemistry and classroom time invested in practicing that language [8-10]. Teachers may need to rethink how they provide opportunities for learners to process the input and practice the output of the chemistry language. Learners may also need more opportunities to think about concepts in the foreign language as well as time to internalize the formal language, express it in their own words, and translate their own words back into the formal language of chemistry [3].

Obviously, for a modern young person - a student - the main sources of information are the Internet, television, video on disks, in cinemas. Therefore, the use of modern educational and popular science videos and TV movies is very relevant. The experience of working with video and audio materials has shown their great potential both in educational and educational terms. That's why this method should be widely used in teaching systems in higher education to boost students' foreign language knowledge in their speciality area. In the process of working with the materials, various methods and technologies of their use were worked out in natural science lessons in the 1st and 2nd courses.

The methodological system of teaching at different stages of the educational process is currently undergoing various changes, accompanied by numerous developments of standards and programs.

RESULTS AND DISCUSSION

The implementation of an integrative approach in teaching a foreign language requires the future cadres to master the following professional and pedagogical skills:

- a) Planning, organizing and implementing foreign language teaching on an integrative basis;
- b) Analysis of an integrated foreign language lesson.

In addition to all this, the creation of integrated lessons to some extent solves the problem of developing and implementing methods of accelerated learning and professional training, which is important in today's conditions, when humanity is looking for ways to reduce the time of the educational process [4].

CONCLUSION

The research in the practice of teaching a foreign language to students of natural science faculties confirms the effectiveness of the mentioned methods. Thus, we concluded that the use of this set of methods makes it possible to fulfil all the tasks and goals of integrative learning. The system of professional training of future cadres that has developed in modern universities is mainly aimed at the functional development of an exact profession. It weakly orients students to implement an integrative approach in teaching a foreign language. It allowed us to conclude that the programs of non-philological faculties do not meet the requirements for training future professionals to implement interdisciplinary integration in higher schools. Integration requires additional efforts from the teacher to implement it within the lesson, so we once again emphasize

the importance of a high level of professional competence of the teacher, as well as his technical literacy and openness to everything new.

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THE ART OF KYRGYZSTAN OF THE PERIOD OF INDEPENDENCE

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ABSTRACT

The problems of the development of national cultures, the enrichment of their artistic fund and interaction with other nations are among the most urgent at the present time. In this light, it is natural that the great attention that modern art criticism shows to the study of the formation and development of young art schools, the formation of which took place in the course of the most important historical and cultural transformations of the 20th century. These questions become more relevant if we take into account that until now the development of national cultures of the Central Asian region still needs analytical study and theoretical generalizations based on updated scientific views. Of particular interest in this regard is the professional visual arts of the Kyrgyz people as an integral historical and artistic phenomenon that has undergone an accelerated evolution from the beginning of the 20th century to the period of Kyrgyzstan's independence.

KEYWORDS: *The Historical And Artistic Phenomenon, The Professional Fine Art Of The Kyrgyz People, Artistic Qualities, Modern Kyrgyz Painting.*

INTRODUCTION

The formation and development of the fine arts of Kyrgyzstan took place in a complex historical and cultural situation under the influence of social transformations, which affected the originality of each stage of its development. This specificity was most fully and diversely reflected in the genre-specific system of the republic's fine arts. The dynamics of its formation and development is associated with the historical and social changes inherent in the time, social ideals and figurative and stylistic tendencies reflected in the work of the leading masters of the art of the republic. With the acquisition of independence by Kyrgyzstan and the rise of national consciousness, the formation of its modern culture began on the basis of the return of the rich historical, aesthetic heritage of the people and the active perception of world artistic experience.

The liberal and tolerant nature of the modern development model, the situation of creative freedom and intensive international contacts of the republic contributed to its orientation towards the format of an independent subject of the modern world art system. The relevance of the study of art in Kyrgyzstan is associated with the need to study and comprehend the path travelled, to determine the most important artistic qualities and universal human spiritual values in the experience of the Soviet period, to objectively consider the main trends in the art of the 20th century. It seems relevant and historically logical to study the past stages of the development of art in the republic in a single historical and artistic evolution with new plastic and conceptual directions in contemporary art of Kyrgyzstan.

The relevance of the scientific topic is also due to the lack of up to now generalizing scientific work on the patterns of formation and growth of the genre-specific structure of the Kyrgyz professional fine arts at different stages of its development, starting from the 20s.

XX century before the beginning. XXI century, as well as the need to identify the characteristic features in the work of the most significant artists and assess their contribution to the development of modern artistic culture in Kyrgyzstan.

During the years of independence (1990-2020) painting developed the most dynamically.

The variety of trends in modern painting is associated with a rich experience, active creative activity of artists of different generations, who determined the main trends and its genres.

LITERATURE REVIEW

The obvious changes in the art of independent Kyrgyzstan include the creative growth of artists who in the early 1990s acted as young people, and today largely determine the creative forces of the national artistic culture. These are the artists S.B. Ajiev, A. Usukeev, K.A. Davletov, A.S. Kojegulov, U.T. Sađıkov, T.T. Mederov, Suyutbek Torobekov, T. Kurmanov, A. Biymyrzaev, R.I. Buxarmetov, G.B. Musabay, D.O. Adashkanova, S.T. Osmonaliev, D. Jolchuev, A.M. Sharshekeev, R. Jangaracheva, D.Ye. Lysogorov, D. Syrendorjieva, A.E. Bayterekov, A.R. Turumbekov, Yu.A. Shygaev, A.M. and others. A variety of trends, among which, previously developed and new, were most fully manifested in easel painting. The ability to display the appearance of an era, its internal problems and external signs, the spiritual world of people in many ways, determined the nature of the further development of national painting.

Among the masters who showed a commitment to work in a realistic direction are S. Ishenova, S. Chokmorova, A. Osmonova, M. Omorkulova, T.T. Gertsena, M. Sydykbaeva, V. Bigdaya, Sapara Torobekova, Suyutbeka Torobekova, V.G. Butorina, K. Artykbaeva, M. Bekdjanova, T.O. Koychieva, M.T. Akynbekova.

As before, their work is distinguished by the expressiveness of images, a whole view of the world, a commitment to work from nature, coming from proximity to folklife. Plein-air and colouristic culture are largely due to the close connection with the Russian artistic tradition, ascending through S.A. Chuikov to A.A. Ivanov, R.F. Falk and other masters, and through G.A. Aytiev and S.M. Akylbekova to N.P. Krymov and P.I. Petrovichev, i.e. Russian artists, who attached great importance to sketching, full-scale work and had the ability to harmoniously solve compositional and colouristic problems. For the creativity of D.O. Adashkanova, Zh. Matayev, M. Sultanaliev and others were characterized by an interest in the spiritual and psychological content of a person, a tendency to generalized solutions of a pictorial form. The images they created in the works "Self-portrait" (1991) D.O. Adashkanova, "Portrait of People's Artist of the

Kyrgyz Republic Bolot Beishenaliev" (1999) Zh. Mataev, "Portrait of a Boy" (1999) U. Omurov, "Karagoz" (1999) M.S. Sultanalieva is a world of subtle emotional experiences, spiritual concentration, each of which has a unique plastic interpretation of the motive, a clearly expressed figurative dominant. The creation of the image of a creative personality, taken in relation to the problems of contemporary art, was solved in the portrait genre. The image of the creator arises both in an extremely generalized plan and in a more specific situation, which is taken out of the genre solution by the temperament of the painting itself. These are "Portrait of Academician I.T. Aitmatov" (1998) U.A. Sarybaev, "Portrait of S. Chokmorov (1999)," Portrait of Director T. Okeev (2007), triptych "Reflection" (About the great writer of our time Ch. Aitmatov, 2018) Suyutbek Torobekov, "Portrait of Ch. Aitmatov" (2007) T. S. Usubalieva.

A natural and difficult fusion of the new and the familiar is characteristic of the landscape works "Teskey Ala-Too" (1995) by A.A. Abdykasymova, "Landscape" (1998) T.O. Koichieva, "Sulaiman-Too in the fall" (1999) A. Zabidinova, "Sunset" (1999) A.B. Ismailova, "Ail in the mountains" (2010) A. Osmonova, "Kaji-Sai. Bright day" (2011) A.N. Kamensky, "Peak Manas" (2018) E. Sydygaliev, "Autumn in the Mountains" (2019) M. Eltuibasov.

These works may not seem so harmonious to those who are accustomed to the tonal consistency of their previous works, but they are captivated by the bold pictorial task, the desire to more actively reveal the poetic content of the motive, relying on the iconic samples of the Kyrgyz landscape culture of the 1950s-1970s.

MATERIALS AND METHODS

In the appeal to abstract, philosophically rich images, to fantastic plots with an ambiguous interpretation, to ancient symbols, allegory, myth, a new trend appeared, common to various types of contemporary art.

In the work of individual artists, it finds a kind of implementation: with the strengthening of rationalism, the picturesque element of their works grows, the logic of construction is supported by a vivid expressively expressed feeling - ("Melody" (1994) by A. Torogeldiev, "At the Day to Come" (1996) by N. A. Kongurbaeva, "Sonun's Bride" (1999) by Y. Tolonova, "Bugu Ene" (1999) by K. I. Abdylbaev). Saparbay Osmonaliev successfully continues the traditions of the realistic tendency in Kyrgyz painting. His works are of great interest to a wide audience. He always tries to preserve the authenticity of impressions, is invariably committed to living reality, and at the same time, in his artistic consciousness, what he sees takes on depth, poetic colouring, becoming an image of art. The artist's journey into the world of art was long. The first steps in mastering the basics of drawing and painting date back to school years.

After graduating from the Kyrgyz State Art School named after S.A. Chuikov in 1978, he continued his education at the Leningrad Institute of Painting, Sculpture and Architecture named after I.E. Repin. After graduating from the institute, Osmonaliev linked his fate with teaching activities at the S. A. Chuikov Art School. Communicating with colleagues, visiting workshops of artists close in their worldview, joint trips to the open-air had a beneficial effect on him. In early works, we see the result of certain efforts - the desire to use meagre means, expressiveness of composition, restraint of colour to reveal the theme of a person's spiritual life ("Self-portrait". 1978, Own author; "Portrait of a Rose". 1980, Own author). The talent of the painter was fully revealed when he painted the transitional states of nature.

Especially in depicting autumn and spring, he is able to subtly convey the relationship between man and nature ("Autumn" (1973, Own author), "Mountains" (2005, Own author), "River Kyrkyrøe" (2008, Own author).

The painter works fruitfully in different genres: landscape, genre painting, still life, and portrait. And yet the portrait has become dominant in his art in recent years. In the portrait, he reflects, solves the philosophical and aesthetic questions that concern him, in the portrait he looks for new means of plastic expression. Over the course of time, the circle of those portrayed has also been defined, including representatives of various professions, ages, social groups. The artist worked very actively, with inspiration on the portrait of the People's Writer of the Kyrgyz Republic Ch. Aitmatov (2009, Own author). S. Osmonaliev portrayed him in thought. We managed to convey the main thing in the personality of our outstanding contemporary - his intelligence, intelligence, the integrity of nature, obsession with creativity, and firmness of character.

The complexity and versatility of conveying the writer's inner world fill the portrait with life. In modern Kyrgyz painting, such tendencies as the realistic, which have deep traditions in national art, and those associated with the development of the experience of the directions of European modernism and postmodernism, have developed. There are also new types of contemporary art "street art" (street art) and "land art" (landscape art), performance.

To a group of artists who have been mastering the experience and means of the Russian avant-garde and Western European art of the 20th century for many years. in the refraction of their Kyrgyz art can be called Zh.T. Zhakypova, T.K. Ogobaeva, K.A. Shkurpelu, A. Baigazieva, Zh. Maturaimova, E.A. Saliev, K. Zh. Bekova, M.S. Kunakunov and others. Ethnocultural heritage, with varying degrees of interpretation, affected their work, having received its logical development, especially in the historical and mythological genre. Among the artists, in whose works these tendencies are traced, the work of Yuristanbek Shygaev stands out. His works invariably attract the attention of viewers with the acuity of feelings, the dynamics of compositional and figurative solutions, sonority and harmony of the colour system. Having started his studies in Przhevalsk (now Karakol), he successfully completed the educational process at the Leningrad Institute of Painting, Sculpture and Architecture named after I.E. Repin. From that time on, the young artist began a period of formation. Since the 1990s, in his works, different in types, genres, techniques and materials of execution (painting, graphics, installation, scroll, body art), there has been a skilful use of artistic conventions, the principles of abstractionism, the search for expressive means in the development of a generalized symbolic image.

This direction in the artist's work developed simultaneously with a deep study of the achievements of modernism of the twentieth century, postmodernism and trans avant-garde. His works attract attention with the original interpretation of the nomadic heritage, the dynamics of compositional and figurative solutions, the sonority and harmony of the colour system, which the artist embodies in the original format of the scrolls.

Over the course of many years, the artist also carefully studied and comprehended the culture of his nomadic ancestors, their rich heritage in the field of oral-poetry and traditional creativity. In primitive rock paintings, medieval painted ceramics, various products of folk applied art, he managed to comprehend the patterns of rhythm, symmetry, contrasting colour rendering, having studied the ways and means of symbolic and sign an expression of deep reflections about the

world. Apparently, this is where the plots of his many works from the famous painting cycle "Nomads" (Golden nomad) come from.

They are uncomplicated, but eternal, like the very life of nomads, their work, the struggle for happiness and justice. These works, as if continuing the traditions of ancient culture, are marked by a subtle understanding of the decorative principle in painting. The very form in them was solved analytically, thoughtfully, on the frequent opposition of contrasting tones of cold and warm, silhouette and volume, statics and dynamics within the framework of a certain artistic whole. Such a rather conventional and expressive style, the basis of which was a symbol and a sign system, represented a new method of interpreting the traditional heritage of nomads in contemporary art. The best works in the series of scrolls are distinguished by heroic strength and irrepressible energy. Such is the hero of the painting "Manas" (1998, Canvas, acrylic). He stands firmly on the ground, legs wide apart, covered in armor, in a combat helmet. On his hand is a proud falcon (a symbol of freedom). This is a man full of frantic energy and confidence in his abilities, ready to stand up to protect his native land, to protect his people from foreign oppressors. The clarity of the compositional structure, the opposition of contrasting colour spots, lines give the image a plastic force, emphasize the sharpness of the characteristics.

Reflections on the past and present of nature and human existence are filled with the canvases "Wheel of Life" (2008, Canvas, acrylic), "Coloured Night" (2008, Canvas, acrylic). The same problematic develops in the paintings "Young nomad" (2002, Canvas, acrylic), "One star for two" (2008, Canvas, acrylic), "Kurmanjan Datka" (Alai khansha. 2007, Canvas, acrylic). They say not only that the artist enters the layers of the surrounding reality and historical memory deeper and more consciously, but also at a qualitatively new level of plastic thinking. The language becomes more plastic and freer - each of the works, enriched with the complexity of compositional and colour solutions, begins to live a full-blooded life. The painting "Aitmatov's Universe" (2008, Oil on canvas) became significant in Shygaev's work, in which a tendency to solve a philosophical problem manifested itself in special attention to form, composition and colour system. The central part of the work is occupied by four, small in format, expressive portraits of the great son of the Kyrgyz people Chingiz Torekulovich Aitmatov (these portraits were painted by the artist back in 1995 in the Belgian capital Antwerp, during the period of Aitmatov's work as the Ambassador of Kyrgyzstan to the Benelux countries). The entire surface of the canvas around the portraits of an outstanding contemporary is divided into peculiar cell-paintings, each of which in its own way, through symbols and signs, reflects the world of heroes of famous literary works of the world-famous writer, from "Jamila" to the novel "When the Mountains Fall".

In one of the interviews about his painting, Shygaev noted: "There are no direct illustrations here - let book graphics do it. All these symbols and signs, which make up their own plot in each rectangle, are brought to life by the word of a great master. "

Among the many scrolls performed by the artist, one must first of all name the "Drummer's Dance", "The Feat of the Kyrgyz Gavrosh", which enjoyed great success among visitors to the International Exhibition "Art Today - Without Crisis", held in autumn 2009 in Osaka (Japan). Later, according to the version of the great storyteller Sayakbay Karalaev, the painter made 40 scrolls, in which the image of baatyr Manas is presented in a sign system close to the symbols that our ancestors left on balbals - the eternal guardians of the steppes and mountains.

CONCLUSION

The broad coverage of the development of painting undertaken in this article allows us to conclude that it develops in a constant process of renewal, in search of national identity. During the period of independence, the dynamic development allowed national art to be fully realized in new philosophical and plastic versions. In the conditions of a liberal cultural policy in Kyrgyzstan, all conditions have been created for the harmonious growth of creative youth, an intensive artistic life.

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INTERACTIVE FORMS OF LEARNING AS A CONDITION FOR INCREASING MOTIVATION TO LEARN ENGLISH

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ABSTRACT

The article considers the use of interactive forms of teaching in teaching-a foreign language, as one of the means of increasing the motivation of students to study it. Interactive technologies used in foreign language classes at a non-linguistic university are described. High motivation arises if the educational process is based on the personal interest of the student, provided that it is based on his needs and personal experience, on reflection and self-assessment. The professional use of interactive teaching methods allows you to achieve the best results with the least time and money. Due to the use of methods in the practice of work, it is noted that students listen carefully, observe; read, think; perform practical exercises.

KEYWORDS: *Interactive Methods, Motivation, English, Interaction.*

INTRODUCTION

The formation of the teaching motivation is the solution of the issues of personal development and formation. Using interactive teaching methods that stimulate the mental activity of students,

you can significantly increase the motivation of students to learn a foreign language. The problem of educational motivation is considered central in pedagogy and is relevant for all participants in the educational process: students and teachers. The motivational sphere is more dynamic than the cognitive, intellectual one. Changes in motivation happen quickly, and this dynamism is fraught with many dangers. If it is not controlled, then immediately it decreases, the motive loses its effectiveness.

"Motivation is a set of internal and external driving forces that motivate a person to work, set the boundaries and forms of activity and give this activity a focus focused on achieving certain goals". The impact of motivation on human behavior depends on many factors, is largely personal and has the ability to change under the influence of feedback from human activity.

High motivation arises if the educational process is based on the personal interest of the student, provided that it is based on his needs and personal experience, on reflection and self-assessment. The professional use of interactive teaching methods allows you to achieve the best results with the least time and money. Due to the use of methods in the practice of work, it is noted that students listen carefully, observe; read, think; perform practical exercises. When a student reaches an understanding by his own means, and not by compulsion, it will be accepted by him, fixed, and used by him in later life. In order to arouse interest and teach students to learn, it is necessary to create such conditions, interactive methods help to make classes interesting and effective. Using them, students learn to think, use knowledge, work in a team, and form an interest in the subject. The educational process, based on the use of interactive teaching methods, is organized taking into account the inclusion of all participants in the learning process without exception.

The main methodological innovations today are connected with the use of interactive teaching methods. The term "interactive" comes from the English word "interact". "Inter" is "mutual", "act" is to act.

Interactivity-means the ability to interact or be in a conversation mode, a dialogue with someone (a person) or something (for example, a computer). Therefore, interactive learning is, first of all, interactive learning, during which the interaction of the teacher and the student is carried out.

Interactive methods of teaching English are significantly more effective than conventional traditional classes. During the interactive lesson, the teacher and students are on an equal footing, on the same level. In interactive classes, the teacher does not teach the material, but becomes an active participant in the discussion, directing it in the right direction. Any interactive classes are useful for a person, since they teach them to express their opinion and defend their point of view.

Interactive methods of teaching English help students not only to exchange information, but also to gain practical communication skills in English, teach them to formulate their thoughts, react vividly and respond to the statements of the interlocutor. In such lessons, the teacher is no longer just a leader, but an assistant who has the ability to quickly suggest the necessary word, correct an error. Interactive methods of teaching English significantly speed up the process of learning a foreign language.

The purpose of using interactive methods of teaching a foreign language is:

- formation of a motivated interest in the English language;

- creating conditions for the development of students' speech competence in various types of speech activity, which leads to mutual understanding, interaction, and joint solution of common issues.

The task is to make each lesson interesting, exciting and to ensure that it develops cognitive interest, inspires students to actively participate in the educational process.

In recent years, foreign language teachers have gained considerable independence in the choice of teaching tools, creative understanding of the content and ways to implement program requirements.

Recognizing the existence of various methods in the modern process of teaching English, it should be noted that the main place is occupied by methods and technologies based on a person-centered approach to learning, which should:

- create an atmosphere in which the student feels comfortable and at ease; stimulate the interests of the student, develop his desire to use a foreign language in practice, as well as the need to learn, thereby making it possible to achieve success in mastering the subject;
- touch on the student's personality, his feelings, relate to his real needs, stimulate his speech, cognitive, creative abilities and abilities;
- to activate the student, making him the main actor in the educational process, actively interacting with other participants in this process;
- create situations in which the teacher is not the central figure; the student should understand that learning English is more related to his personality and needs than to the methods and means of teaching set by the teacher;
- to teach students to work independently at the level of their physical intellectual and emotional capabilities - and, consequently, to ensure the differentiation and individualization of the educational process;
- take into account the various forms of work in the group: individual, group, collective, fully stimulating the activity of students, their independence and creativity.

All these aspects can be implemented in the use of interactive forms and methods of teaching, which open up new opportunities related to the establishment of interpersonal interaction through external dialogue during the assimilation of educational material. Interpersonal relationships inevitably appear between students in the group, and the success of their educational activities largely depends on what they will be.

One of the main priorities in our time is to prepare young people for life in a rapidly changing information society, in a world in which the process of new knowledge is constantly accelerating, there is a regular need for new professions, for continuous professional development. The global geopolitical and economic changes of recent times make new demands on English language teaching. The growing need for professionals who are able to speak a foreign language fluently has led to a certain revision of the orientation of foreign language teaching. Today, people are increasingly talking about the formation of foreign-language communicative competence. The formation of such a competence initially presupposes the vitality, naturalness, and emotional modeling of situations. New tasks imply changes in the requirements for the level of foreign language proficiency, the definition of new approaches to

the selection of content and organization of material, the use of adequate forms and types of control.

The main role in solving these problems is played by the modern person's knowledge of information and communication technologies with multimedia teaching tools. Therefore, those who know how to use information technologies themselves will be able to successfully communicate in the modern world.

The computer is considered as a tool for increasing motivation, developing strong language skills and improving English language proficiency. The computer allows the student to use all three channels of perception: auditory, visual and kinesthetic, which actually allows you to increase the volume and strength of assimilation of the studied material, significantly increases the status of students in the educational process, increases the cognitive activity of students and maintains interest in the subject, as well as expands the field for independent activity, makes it possible to create personally interesting situations for each student, allows you to use the Internet as a means of immersion in virtual space.

In multimedia learning programs for English language uses a variety of instructional techniques that allow for familiarization, training and control of knowledge and skills of students. The use of multimedia programs does not exclude classical teaching methods, but is harmoniously combined with them at all stages of training.

The use of a computer allows not only to increase the effectiveness of teaching many times, but also to encourage students to further independent study of the English language. Such lessons include an interactive multimedia component that allows students to be more involved in the learning process, contributes to increasing interest in the subject being studied, and better assimilation of the material.

Some principles of the interactive approach:

I. "Common group". Groups are formed. Each group receives one task, which is a sub-task of some large topic that they are working on. As a result of the joint work of individual groups, the assimilation of all the material is achieved. Thus, from the very beginning, the group has a double task: academic-to achieve a cognitive, creative goal; social, or socio-psychological-to implement a certain culture of communication in the course of completing tasks. The role of the teacher is control. This option is used when studying grammar, when working with new material.

II. Research work of students in groups is the next option for involving students in interactive activities. The emphasis is on independent activity. Students work individually or in groups. They choose a sub-topic of the general topic. Together, a report is compiled, which is subject to presentation.

III. The student's performance as a teacher. Students prepare certain new topics in grammar and act as a teacher in the classroom.

IV. Watching movies in the original, analyzing the lyrics in the original are also interactive methods of teaching a foreign language. They are also among the most effective in increasing motivation to learn a language.

Thus, the goal of interactive learning is to create conditions for the teacher in which the learner discovers and acquires knowledge in detail.

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FORMATION OF PROFESSIONAL COMPETENCE OF THE TEACHER IN WORKING WITH CHILDREN IN PRESCHOOL

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ABSTRACT

The article deals with the problem of improving the professional competence of preschool teachers, presents the experience of the formation of professional competence of young teachers through the implementation of the model of methodological assistance. The stages of the formation of professional competence, which includes: the development of professional competence of the teacher, work in methodical associations, creative groups, research activities, innovation, development of new educational technologies, active participation in educational competitions, scientific and practical conferences, broadcasting their own educational experience.

KEYWORDS: *Quality of Education, Professional Competence, Teacher Of Preschool Education, Model Of Methodical Help.*

INTRODUCTION

Pedagogical competence is a set of professional powers, functions that create the necessary conditions for effective activity in the educational space.

Given the extreme importance of a child's getting preschool education, it is necessary to ensure the education process with high-level specialists. At the present stage, teachers are involved in an innovative process related to updating the content of preschool education, forms of its implementation, methods and techniques for teaching content to children, the need to base their work on a system-activity approach. In such conditions, the development of the professional competence of teachers takes on special significance. Therefore, the issue of improving the professional level of preschool teachers, increasing the requirements for a modern teacher and his level of self-education is relevant. In this regard, first of all, it is necessary to create a

complex of conditions that will facilitate the restructuring of the pedagogical consciousness of educators, which in turn will lead to the development of new personal and professional positions.

Thus, it can be assumed that educational activities in the context of the implementation of the SES should be focused on the development of the following pedagogical skills, including a set of competencies in the organization and content of activities in the following areas:

Unfortunately, at the moment, there is still the problem of forming a teacher who has competence, creativity, readiness to use and create innovations, the ability to conduct experimental work. Therefore, it is necessary to conduct systematic work to improve the professional competence of teachers.

The professional competence of modern educators of preschool organizations is a combination of professional, as well as universal human attitudes, due to which it becomes possible not only to effectively manage the educational process, but also to successfully solve the difficulties that arise in the process of fulfilling the tasks of professional activity. This undoubtedly affects the improvement of professional pedagogical competence and the development of pedagogical abilities.

At this stage of the development of education, the competence-based approach is the leading direction in the activities of preschool educators. The professional competence of these educators is a combination of experience, knowledge skills, mastery of techniques and methods that are necessary for the clear fulfillment of the official duties of educators-educators.

Vocational and pedagogical training has two components: the first is a system of measures that is aimed at understanding the teaching profession, as well as those areas of knowledge that form its theoretical basis, as well as the practical implementation of skills, abilities and knowledge; the second is a system of measures, which is aimed at the knowledge of students with themselves, as well as at the self-development of the individual until the moment she gains confidence, which will allow them to engage in pedagogical activity.

Professional competence of a preschool teacher is a complex of competencies: methodological, psychological and pedagogical, communicative, research, presentation, ICT - competence, emotional competence [3].

The system of professional competence of a preschool teacher includes a set of the following competencies:

Methodological competence	The key component of a teacher's methodological competence is an understanding of the foundations of the system-active approach Its essence lies in the fact that the focus is on the joint (partner) activities of adults and children to achieve jointly developed goals and objectives
Psychological and pedagogical competence	It includes the teacher's knowledge of the age characteristics of preschool children, their mental development, methods of preschool education and the ability to adequately build an educational route with each child at each stage of mastering EP DO
Communicative competence	It consists in the practical knowledge of communication techniques that allow for positive,

	effective interaction with all participants in the educational process
Researchcompetence	Ability to evaluate an educational event from the standpoint of the requirements of the State Educational Standard, to analyze the effectiveness of the educational and educational process, methodological work, etc. at the end of the year or in certain areas
Presentationcompetence	It is expressed in the ability to present the positive experience of one's professional activity in writing and publishing articles in magazines, on educational sites, speaking at pedagogical conferences of various levels, etc.
Acmeologicalcompetence	Readiness for continuous professional improvement. Ability to choose the necessary areas and forms of activity for professional growth.
Informationandcommunicationcompetence	It is expressed in the ability to own and apply information products, tools and technologies in the educational process
Emotional competence	The ability to recognize and acknowledge one's own feelings, as well as the feelings of others, for self motivation, for managing one's emotions within oneself and in relation to others.

Based on these requirements. It is possible to determine the main ways of developing the professional competence of a teacher:

- Work in methodological associations, creative groups
- Research, experimental activities
- Innovative activity, development of new pedagogical technologies
- Active participation in pedagogical competitions, master classes
- Acquaintance with pedagogical experience, work system, author's findings
- Conducting open events for the exchange of experience
- Pedagogical readings
- Business games
- Summarizing your own teaching experience

Practice shows that both of the above areas of professional training have their own problems. On the one hand, there is a lack of practical skills of students and graduates in organizing measures and procedures for pedagogical interaction. In particular, it is quite difficult for a preschool teacher to immerse a child in a new world of things, events, to involve him in interesting things, to make him a subject of activity. This is largely due to the fact that traditionally the professional training of future educators is aimed primarily at planning educational activities, implementing programs, mastering technologies, and organizing children's activities according to the intended model. Most forms of education in pedagogical colleges and universities, as well as professional

development of educators, contribute to the theoretical and methodological development of the educator, and not to the formation of professional competence in practical activities, the ability to communicate with preschool children and understand them.

A similar situation is observed in the system of advanced training and psychological support for preschool teachers. Advanced training courses for educators mainly address issues of their theoretical and methodological development; and the methodological work carried out with teachers, of course, can set the task of stimulating their desires and needs for self-improvement, self-development, directing the creative search of each teacher for effective self-education in the field of professional communication, including. However, it is obvious that such work cannot solve all the problems of personal development of educators. [1].

To ensure the improvement and development of the professional competence of teachers, a system of interaction and support for kindergarten teachers was created. This system is a structural component of teacher education and is aimed at:

- providing conditions for the development and improvement of teachers' professional competence;
- its implementation at the following management levels: tactical, information-analytical and strategic;
- organization of activities based on regulatory documents of the regional and federal levels;
- development and improvement of personal, cognitive and activity characteristics of professional pedagogical activity, which, undoubtedly, is the basis of the professional competence of teachers of preschool educational organizations;
- a combination of individual and collective lines of development of professional pedagogical competence, which are implemented through various components of the tactical level, as well as the content of pedagogical activity [4].

At the final stage, the effectiveness of the model developed by us was checked, the results of the study were analyzed, conclusions were formulated and ways of further work in this direction were proposed.

Based on the above, we can conclude that the main source of professional competence of a teacher is training and experience. Professional competence is characterized by constant striving for improvement, acquisition of new knowledge and skills, enrichment of activities. The psychological basis of competence is the willingness to continuously improve their qualifications and professional development. A non-developing teacher will never bring up a creative, constructive personality.

It is possible to determine the professional competence of a future preschool educator as the ability to effectively conduct professional activities, which is determined by job requirements based on fundamental scientific education, as well as an emotional and value attitude to teaching. She is supposed to possess attitudes and personal qualities that are of professional importance, as well as professional skills, abilities and theoretical knowledge.

Working with educators aimed at developing professional competence serves to ensure the stable work of a team of teachers, comprehensive and full-fledged upbringing and development of children, high-quality assimilation of program material by them based on age and individual characteristics, as well as increasing the efficiency of the educational process in preschool

educational institutions. In addition, future preschool educators are able to take an active part in city methodological associations, and absolutely every educator is able to realize their creative abilities in working with children.

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INNOVATIVE APPROACH TO EDUCATION IS A FACTOR FOR DEVELOPING NEW KNOWLEDGE, COMPETENCE AND PERSONAL QUALITIES

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ABSTRACT

The following article deals with the tasks facing the teacher in providing students with modern knowledge and the formation of life skills, the possibilities of innovative educational technologies in their acquisition of new knowledge, and the development of competence and personal qualities.

KEYWORDS: *Innovative Education, Competence, Life Skills, Formative Assessment, Kachestvo Obrazovaniya, Reflection, Creativity, Innovative Activity, Innovative Environment.*

INTRODUCTION

Every teacher should make a contribution to the training of highly qualified and innovative national cadres in the country, radical reform of the education system, raising it to the level of modern requirements, upbringing of a harmoniously developed generation, liberalization of the economy and further deepening of reforms, and modernization of the education system as well. Further improvement through the effective use of advanced foreign experience is an important issue facing every teacher.

It is known that the effective use of innovative pedagogical technologies in education has a number of advantages, which are important in the development of new knowledge, competencies and personal qualities of students, the formation of life skills and ensure positive results in future

activities.¹

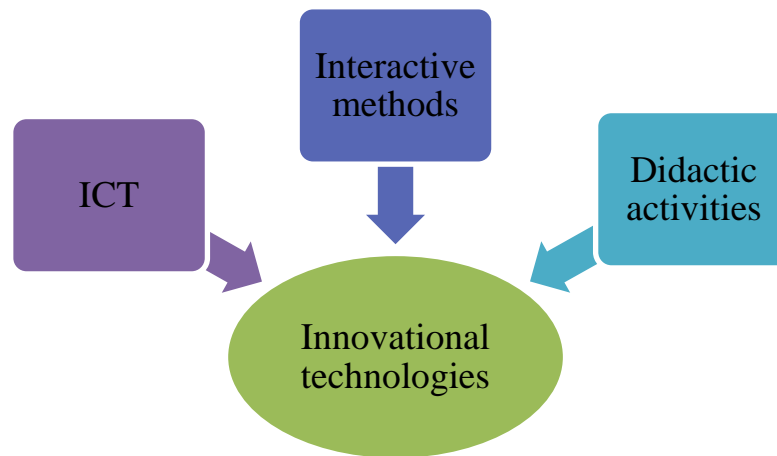
An innovative approach to education ensures effective results and the achievement of educational goals, and defines a universal system of modern information and pedagogical technologies. Educational technology provides optimal ways and means to achieve human learning goals, use human resources and technical resources in achieving learning goals.²

Ensuring the quality of education, along with the level of professional training of teachers, is reflected in how the learning process is organized and meets its established quality criteria. This task is reflected in a number of legislative and normative acts, in particular, the Decree of the President of the Republic of Uzbekistan dated April 29, 2019 PF-5712 "On approval of the Concept of development of public education system of the Republic of Uzbekistan until 2030".³ Reconstruction is based on modern achievements of culture, techniques and technologies in the example of clear goal-oriented instructions and tasks.

Nowadays, the most urgent task is to increase the efficiency of education, develop the level of professional competence of specialists, direct teachers to innovative activities, introduce innovative education and information and communication technologies in the educational process in general secondary education, learn best practices and modernize the education system. This, in turn, highlighted the need to improve the content of educational and methodological activities in general secondary education, innovative forms and methods of teaching, the widespread introduction of modern information and communication technologies.

Innovative education is a holistic pedagogical process that takes into account human and technical capabilities in the organization of the educational process, is a pre-designed, clear goal, focused on guaranteed results. is to design universally without regard to the personal skill of the teacher when used correctly.

Innovative technologies that can be used in the educational process include:



Pedagogical and psychological research emphasizes that the transition of lessons in schools on the basis of new innovative technologies has a strong impact on the development of theoretical, creative and reflexive thinking of students, improving their speaking skills and creativity. In the process of learning, in the memory of the student, this or that event, the figurative representation of the process, enriches the learning material and helps it to be mastered scientifically and practically. For example, the method of "fifth (sixth, seventh, ...) plus" is one of the innovative methods used in this educational process.

This method is especially important when students have the ability to think logically. When using it, the following actions should be completed:

- The formation of a system of concepts that serve to reveal the essence of the studied topic;
- To achieve the emergence of four (five, six, ...) and one non-relevant concept from the resulting system;
- Assign students the task of identifying a concept that is not relevant to the topic and removing it from the system;
- Encourage students to comment on the nature of their actions (in order to reinforce the topic, students should be asked to comment on the concepts that remain in the system and to justify the logical connection between them).

Demonstrating and justifying the logical connection between concepts that illuminate the essence of the topic develops students' ability to think independently, to justify their personal approaches, as well as to compare personal opinions with the opinions of their peers.

Innovative education is a process that allows each participant to demonstrate intellectual, creative potential, while ensuring that the student is taught to read, learn, and think independently. The main problem of innovative educational technology is to ensure the achievement of educational goals through the development of the learner's personality. By their nature, pedagogical technologies are programmed in accordance with the distribution of time and represent a clearly defined system of tasks of all stages and parts of the pedagogical process, which is scientifically based and ensures the achievement of the expected result.

The main task facing the teacher today is to achieve the development of new knowledge, competencies and personal qualities in the student, which requires him to effectively manage the learning process.

The didactic principles of the use of innovative education are interrelated, they complement each other and the learning process is carried out on the basis of full integration.

Principle of science. This principle shows that any teaching material should be based on the modern achievements of science. This principle is implemented in the process of creating curricula, study guides, textbooks.

The principle of science requires, in particular, the scientific improvement of working curricula and teaching materials, textbooks. In addition, any materials covered in innovative education must be scientifically based and serve to develop the scientific potential of students.

The principle of design. This principle consists in developing and designing a systematic sequence of innovative technologies to organize the learning process. The design-based learning process is fun, as well as goal-oriented and effective.

The principle of systematization. According to this principle, all elements of the learning process are designed as a single system based on the condition of their interdependence. At the same time, the structure, organization and activity of all elements of the learning process encourage students to learn.

The principle of goal orientation. The process of teaching each subject should be goal-oriented. It suffices to give the most common definition of teaching.

"Teaching is a goal-oriented process of the relationship between teacher and student, during which a person becomes educated." From this expression it can be concluded that the quality of teaching depends on the quality of goal setting. The innovative technologies used in the course should cover a specific goal and fully cover that goal.

The principle of an active approach. The current stage of scientific and technological development is characterized by the use of complex high technologies, the production of advanced products. At the same time, science creates conditions not only for the rapid development of production, but also for the rapid development of science. In this case, the effectiveness of the learning process based on the activity approach increases, that is, an activity should be organized on the principle of "it is better to do once than to see a hundred times." This principle is very important for vocational schools.

In the current context, the existing "principle of interdependence of theory and practice" in the field of pedagogy is reflected in the form of a qualitatively meaningful "principle of action approach." In this case, the essence of the concept of "activity" includes the purpose, means and process.

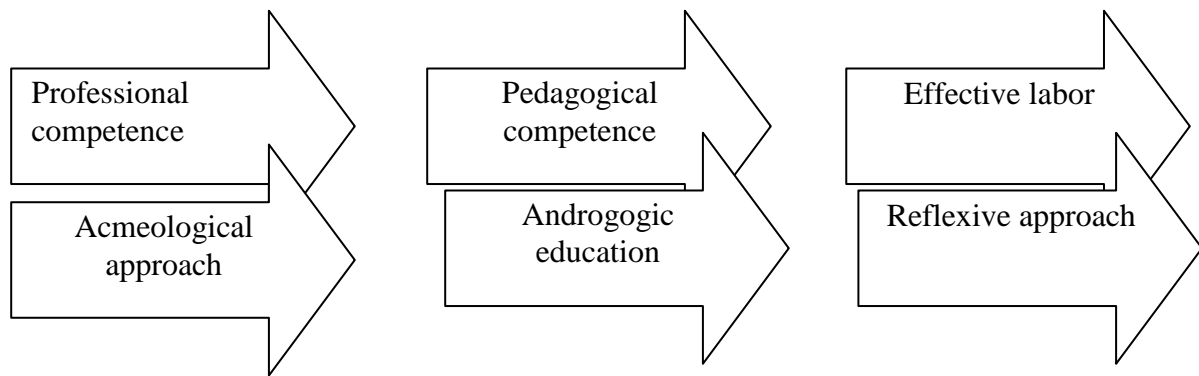
The principle of governance. If the learning process is managed, the planned learning outcome can be achieved. Management - the implementation of the process in a planned environment, serves to implement the program to achieve the objectives of training. Management shows that regular adjustments can be made to the principled learning process.

The principle of repetition. In modern production conditions, the production of the required amount of products is carried out on the basis of pre-prepared documents.

For the effective management of the learning process, the teacher should fulfill:

- Organization of innovative activities of students in the learning process;
- Formation of "Innovative environment" in the educational process;
- Creating a creative, sincere friendly atmosphere among the class community;
- To ensure that teachers feel free in the process of acquiring knowledge and that the inner aspiration in the team has a high level of material and spiritual interest;
- Orientation of teachers to creative thinking, aspiration;
- Based on formative assessment of students' knowledge acquisition based on innovative approaches.
- Compose personal qualities such as further development of the teacher and the student to achieve further success by analyzing their activities on the basis of established criteria.

The mechanism of professional competence in the teacher's activity in the development of new knowledge, competencies and personal qualities in the student in the process of innovative education is interrelated, they are:



Creating a collaborative learning environment gives effective results in conducting the educational process on the basis of innovative approaches. In this process, the involvement of students in solving specific scientific and practical problems, in this process, the formation of certain interests in them, and as a result, the formation and gradual development of personal qualities in students. The assessment given in determining the level of mastery of the acquired knowledge by students will have the following didactic possibilities⁴:

- It serves to identify and develop the abilities and potential of students, not their shortcomings;
- It allows the teacher to choose what and how to teach students;
- It helps to show that student assessment is an integral part of the learning process in a friendly environment based on interaction;
- It is a factor in the development of students' social, emotional states and interests;
- It is manifested as a phenomenon that affects the activity of interaction and cooperation between teachers and students, students and pupils;
- It creates interest and aspiration of students to the learning process through formative assessment of knowledge;
- It provides parents with the necessary information about the activities of students.

Thus, as a result of innovative approaches to education, there is a harmonization of teachers and students activities on the basis of interaction between students. This is because such an approach creates conditions for students to learn more and apply it in practice. It develops personal qualities, giving them the opportunity to acquire new knowledge.

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HOW TO FIND OUT RIGHT OR LEFT

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ABSTRACT

This article using these assignments will help left-handed students identify and adapt quickly from the first days of school. By school adaptation, we mean the process of interaction between a left-handed child and a school, as a result of which the optimal correspondence of the forms of organization of the educational process, its content and technologies of teaching and upbringing to the characteristics, inclinations, interests, knowledge, abilities, and skills of the child is established.

KEYWORDS: *Task, Left-Handed, Right Hand Hand, Writing, School, Adaptation, Learning.*

INTRODUCTION

The need for a radical overhaul of the primary education system, its material and technical base, nationalization and standardization of teaching and learning methods, as well as the implementation of a number of important tasks have clearly identified. It is no coincidence that our state pays serious attention to this issue. Over the years, the view of primary education as a foreign, one-sided, level and secondary education has led to a number of serious problems, without finding a clear and logical solution, to improve the quality of education in all respects, to bring it up to world standards. is funny. Teaching elementary school students to write beautifully is the foundation of literacy. The goal of elementary school education is not only to improve students' oral and written communication and to raise them to be full-fledged adults, but also to bring them up as people who strive for beauty and create beauty that can be felt from the heart.

The main purpose of teaching calligraphy is to develop young students' fine writing skills by teaching them a complex process such as writing. Calligraphy has a number of tasks ahead of him. These tasks are multifaceted and include developing students' minds, expanding their knowledge of the environment, cultivating their moral and aesthetic tastes, and developing conscious reading and writing skills as well as their ability to work with notebooks. All of these tasks are interrelated. Their solution depends on a combination of theoretical and practical materials at the level of students given in the textbook to acquire the necessary writing skills, the

appropriate organization of work on mastering, as well as a number of methodological conditions that determine the quality of texts, assignments and specific aspects of children's mental activity..

The development of a child's development depends in many ways on beautiful writing. By writing well, children will be able to master other subjects.

Writing plays an important role in a person's life because he uses a variety of papers and documents every day. All of this requires beautiful and flawless writing. But in a short period of time, it is impossible for young students to develop beautiful, fast and error-free writing skills, which can take years. To teach beautiful writing, children need to be taught a series of exercises from the day they start school. What if these kids are clapping?

It is very important to determine the leading hand of the child before teaching drawing, modeling, applique and especially before teaching writing at school or preparing for writing in kindergarten. Lefties make up about 5-12%, but how often are their characteristics taken into account in training? Most often left-handers are retrained or just immediately taught: "Hold a pencil / pen in your right hand." Some teachers and parents even reject the assumption that the child is not right-handed, but left-handed. consider

Left-handers are "not like that" or even with a lower level of development, which is completely untrue. Lefties were Alexander the Great, Julius Caesar, Einstein, Napoleon, Leonardo da Vinci, James Clerk Maxwell, I. Pavlov, Charlie Chaplin and many other famous people.

Retraining or improper training of left-handers causes in many children increased anxiety, fatigue, fears, protests, whims and unwillingness to study, neuroses. So, there is a fact - among adolescents with deviant behavior (i.e., with deviant behavior) there are a lot of retrained left-handers. But this is rather due to the stress and pressure that they experienced during training and retraining, and with their protest against the world of right-handed adults. After all, left-handedness is not just the predominance of the child's left dominant hand, but also another distribution of functions between the right and left hemispheres of the brain, which must be taken into account. And interference in the natural distribution of the functions of the hemispheres threatens not only the awkwardness of the baby in movements, but also a negative effect on his self-esteem, cognitive abilities, character, mood, behavior, health. Therefore, the child's unwillingness to draw or write with his right hand and his words "I am more comfortable with my left" should be treated with attention and understanding.

Tests to determine the child's leading hand

Right-handed or left-handed: how to find out at what age the child's leading hand is determined, whether tests for determining the leading hand are indicative, how to do them and how to evaluate the results.

According to most researchers, it is possible to determine the leading hand of a child from 4-5 years old. There are special tests for determining the leading hand even for babies, but the results are not reliable. Until the age of 4, children are quite good at using two hands and a preference for one dominant hand is still very difficult to detect.

Usually, when children are taught to hold a spoon, pencil, felt-tip pen, paintbrush, scissors, then all of them equally put these objects in their right hand. So a natural left-hander begins retraining imperceptible for him and turns into a hidden left-hander. At first, the problems are not visible, but they manifest themselves very violently when the child begins to write or do graphic tasks to

prepare his hand for writing in kindergarten. Therefore, it is best to recognize the child's leading hand already at preschool age - at 4 years old. Moreover, it is easy to do it even at home.

There are various methods for determining the leading hand of a child. These are questionnaires, test batteries, individual tests. But not all of them are accurate for preschool children.

All tests to determine the leading hand of a preschool child should be performed quickly, without preparation. The child should not know or even guess that his leading hand is now being determined. During testing, the child performs game, graphic or everyday tasks.

So, the complete set of test for determining the leading hand of the child M. Ozyans includes 20 tasks:

- screw the cap onto the bottle,
- cut the paper with scissors,
- string on beads,
- brush your shoes,
- erase the crosses with an eraser,
- wind the thread on a spool,
- pour water from one vessel to another,
- lay out the cards,
- unscrew the nut by hand and with a wrench,
- punch holes with a hole punch,
- thread a needle,
- clean clothes from dust,
- drip from a pipette into the narrow opening of the bottle,
- take the bead out of the glass with a spoon,
- ring the bell,
- close and open the zipper on the bag,
- take a glass and drink a few sips of water).

F. Kretschmer offers children to determine the leading hand such tasks as:

- ✓ *To water flowers,*
- ✓ *brush your teeth,*
- ✓ *stir the sand with a spatula,*
- ✓ *push the ball with a stick,*
- ✓ *get books from the shelf,*
- ✓ *remove the stopper from the bathroom,*
- ✓ *put chips in the box and others.*

It is very important to pay attention in assessing the test results for actions that are new for the child, which he has not yet been taught. This allows you to get more accurate data, because if the child has already been taught to act, then, most likely, he will do it the way he was shown and how he used to do it.

Tests for determining the leading hand in preschool children were developed by other researchers - M.G. Knyazeva and V. Yu. Vildavsky. This is a series of tests that complement each other. Conditions for these tests:

- The tests are conducted one-on-one with the child in a relaxed environment.
- The child is encouraged to play or work together so that he or she is not aware of the true purpose of the tasks.
- The adult should sit across from the child at the table.
- All test items must be placed in the center of the table and equidistant from the child's left and right arms.
- All items for testing must be put in one box in advance, and as needed, take them out and put them on the table. The box with items should not be visible to the child and should not stand on the table where the test is being carried out.

Test 1. Drawing.

Invite your child to draw what he wants. Give him as much time as necessary and do not rush. Once the child has finished drawing, ask him to draw the same thing with his other hand. If the child refuses, then answer: "I know it is difficult, but you try."

Test result: pay attention to which hand the child himself began to draw the drawing with.

And we compare which drawing is better. The dominant hand drawing with clearer and more straight lines, more proportional, less hand shake, no broken lines. Also look at the child's behavior - with which hand he drew with tension, how he held a pencil in both cases. If the hand is very tense, the child is holding a pencil or pen at the very tip, the hand is trembling, the muscles of the shoulders are tense, the hand is difficult to move on the paper, the lines are uneven - this is most likely not the leading hand for graphic work. If the hand is relaxed, there are no clamps, the movements are well coordinated, in a clear rhythm, then most likely this is the leading hand.

Test 2. Opening a matchbox.

Give your child some empty matchboxes. And say: "Find a match in one of the boxes" (the match should be with a broken end). The child will perform the task with both hands. But the leading hand will be the one with which the baby will open and close the retractable part of the box.

Test 3. Build a house of sticks.

The leading hand in this test is the hand with which the child worked more actively.

Test 4. Ball game. Take a tennis ball or any other small ball that you can throw and catch with one hand. Place it on the table in front of your child at an equal distance from his left and right arms. Ask to take the ball, toss the ball to you with one hand, toss and catch the ball several times.

Test 5. A) Cut out a silhouette of a figure from any postcard (bunny, house, flower, etc.) with scissors.

The leading hand when cutting with scissors is the one that performs more active actions. For example, a child holds scissors in his right hand, but does not make movements with scissors, but twists the paper around fixed scissors. He holds the paper in his left hand. In this case, it turns out that the more active left hand, although the child held the scissors in the right.

B) Unfolding lotto cards.

The child takes all lotto cards (10-15 pieces) in one hand. And then he puts them on the table. As a rule, the child unfolds with the leading hand.

Test 6. Stringing beads / beads on a string / needle and thread.

We do not pay attention to which hand the baby is holding a string or a needle and thread. The main thing for us is the hand that performs active movements.

Test 7. Performing rotational movements - tearing off 2-3 vials with screw caps.

Again, the most active hand is considered to be the leader. For example, if a child holds the lid with his right hand, and takes the bottle in his left hand and at the same time turns not the lid, but the bottle, then the leading hand is the left, not the right.

Test 8. Untie knots.

A) Give the child a cord with several knots tied. The cord should be of medium thickness. The knots should be loosely tied and loosened easily. The child holds the cord with one hand and unties it with the other. The leading hand is the one that unties the knot.

B) If in option A) the baby acted with both hands with the same activity, then we make another version of this test to determine the leading hand of a preschool child. We ask him to make a chain of paper clips. The child is holding a paper clip with one hand, while the other is trying to attach a second paper clip. The leading hand is the one with which he tries to attach the clip.

Test 9. Build a house from cubes, fold the drawing according to the model.

The leading hand often takes cubes, corrects details.

For test 9, it is better to use a mosaic or constructor that is new for the child and give a specific task - to make it according to the model.

Test 10. Are there left-handers in the family? We simply answer this question "yes" or "no".

Analysis of test results for determining the child's leading hand

We write all the results obtained in a table of 4 columns. In the first column we write down all ten tasks-tests to determine the child's leading hand in order. In the second - fourth column, we will enter the results of the tests performed by the child. In the second column we put a plus if the leading right hand is defined in this task or it was more active. In the third column, put a plus if the child completed the task with the same activity of the right and left hands. In the third column we put a plus if the leading left hand was determined or it was the most active.

If there were left-handers in the family, put a plus in the second column of the table. If there are only righties in the family, then in the fourth column.

If there are seven or more pluses in the second column, then most likely your baby is left-handed.

To clarify the test results, give the baby additional tasks (see above in the article - M. Ozyans tests) - and select actions unknown to the baby for testing. They are the most informative.

If the following situation has turned out: in the drawing (test 1) the leading right hand is clearly defined, and in everyday activities the leading left hand is clearly visible, then this is also one of the variants of "left-handed". In this version, it is easier for a person to perform graphic work (writing, drawing) with his right hand, and everyday activities with his left hand. That is, "graphic right-handers" and "graphic left-handers", "household right-handers" and "household left-handers".

There are also children - ambidextrous, i.e. children who are equally good at using both the left and right hand. At the same time, there may be a variant of "everyday ambidextrous" in combination with "graphic right-handedness" (that is, in everyday life, the child is very good at using both hands, but in writing and drawing he clearly has the leading right hand). Or a variant of "everyday ambidextrous" in combination with "graphic left-handedness" (that is, a child in everyday life is equally good at using both hands, but in writing and drawing, he clearly has a leading left hand).

Additional tests to clarify the results and determine the leading hand in a preschool child

A very informative test for determining the dominant hand, because most likely, no one taught the child this task specially. In this case, the effect of teaching the child and retraining him as a right-hander is leveled.

Give the child a pencil in each hand and ask him to close his eyes and draw a circle with both hands at the same time, then a square, triangle. The drawing made by the leading hand will differ from the other drawing: the lines are clearer and more even, the movements are slower, smoother and more precise, there is less hand trembling, the corners are clear and not smoothed, the points of connection of the lines do not diverge. If the figures turned out to be equally good in the figure, then pay attention to: 1) the accuracy of the transfer of the form - it is higher for the leading hand, 2) the accuracy of line connections - it is higher for the leading hand.

Test to assess the speed of movement of the leading hand

Count the number of times your index finger taps the table in 10 seconds. Do the exercise three times and calculate the average. Compare it at the right and left hand. The child's leading hand is always faster.

Interlaced fingers test

Quickly ask your child to make a lock. For left-handers, the thumb of the left hand lies on top.

The test is very well known, but does not always give a reliable informative result.

Test "Pose Napoleon" - crossing arms on the chest

For lefties, the left hand is on top, and the right hand is under the left forearm.

Applause test

The test is only suitable for adults, as children usually applaud with both palms. Left-handed adults have a more active left hand when applauding.

What if the child is left-handed, and has been writing with his right hand for two years now?

Repeated retraining "back to left-handedness" is very traumatic for the child and therefore undesirable. And it is best to take care of a baby at 4-5 years old, carefully observing him and identifying his leading hand.

Now even special pens, scissors, computer mice and keyboards, sewing machines and many other devices are produced for left-handers.

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IMPACT OF PROMOTIONAL ACTIVITIES ON SALES OF AGROCHEMICALS IN NALGONDA DISTRICT OF MIRYALAGUDA REGION

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ABSTRACT

Promotion of products plays a very important role in business. It increases not only the sales but also increase awareness about the product. In case of agriculture, it is a prime importance because farmers always believe what they see. Promotion is influenced by many factors and it affects many other things also. Due to Ad campaigns farmers are aware of the various brands and the companies. The most desired media by the farmers is found to be the pamphlets, brochures, newspaper, magazines and hoardings. Sales promotion in agrochemicals is a key ingredient in marketing. Sales promotion such as demonstration, field trails, get together are growing up fast. Majority of the respondent comments that there is an influence on them purchasing the agrochemicals through advertising and sales promotion. It is because they believe that due to advertisement they become aware of the products and its usage.

KEYWORDS: *Respondents, Brochures, Demonstration.*

INTRODUCTION

The purpose of sales promotion is to motivate the customers to immediately purchase a particular product thus enhancing its sales. Promotion is defined by Merriam Webster as “the furtherance of the acceptance and sale of merchandise through advertising, publicity, or discounting” (Merriam-Webster Online, internet, 2010). Today, promotion has evolved to encompass the “coordination of all promotional activities (media advertising, direct mail, personal selling, sales promotion, public relations, packaging, store displays, website design, personnel) to produce a unified, customer-focused message” (Ferrell & Hartline, 2008, p. 282). Because promotions are one of the most noticed of marketing activities, promotions can greatly impact any company's

market share and sustainability. It is therefore imperative to understand which promotions consumers prefer and the effect of promotions on customers and customer behavior.

The intent of this research project will be to gain a deeper understanding and analyze of promotion methods. It is also the intent of this research project to discover if there are any promotion methods which are particularly influential in the purchasing behavior of customers in agrochemicals. Since promotions are one of the key methods which businesses employ to differentiate themselves from their competitors, a study of the various promotions employed and the results of those promotions (successful and unsuccessful alike) is important to any business and may even be critical to businesses.

The study was undertaken in the Nalgonda district of Miryalaguda region. Randomly 10 farmers from each village and 10 villages are selected thereby making the sample size of 100. The data was collected with the help of questionnaire and it is tabulated and analysed.

This study shows that majority of the respondents have strongly agreed, the effect of promotional activities can change the company's sales volumes and awareness.

TABLE 1 THE IMPACT OF PROMOTIONAL ACTIVITIES ON MARKET SHARE AND ANNUAL SALES OF SELECTED PESTICIDES COMPANIES IN MIRYALAGUDA REGION OF NALGONDA DISTRICT FOR THE FY OF 2012-13 AND 2013-14

S.No	Companies	Amount invested on promotional activities on FY (in crores)		Annual sales (in crores)		Market share in percentage	
		2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
1	Gharda	0.15	0.21	6	8	2.5	3
2	Bayer	0.27	0.37	11	15	8	10
3	Syngenta	0.20	0.30	8	12	5.5	7
4	Dupont	0.15	0.22	6	9	3	5
5	BASF	0.17	0.27	7	11	4.5	6

TABLE 2 PERCENTAGES OF CHANGES IN AMOUNT INVESTED ON PROMOTIONAL ACTIVITIES, ANNUAL SALES AND MARKET SHARE

S.No	Companies	Percentages of changes in		
		Promotional activities	Annual sales	Market share
1	Gharda	40	33.33	20

2	Bayer	37.03	36.36	25
3	Syngenta	50	50	27.27
4	Dupont	46	50	66.66
5	BASF	58	57.14	33.33

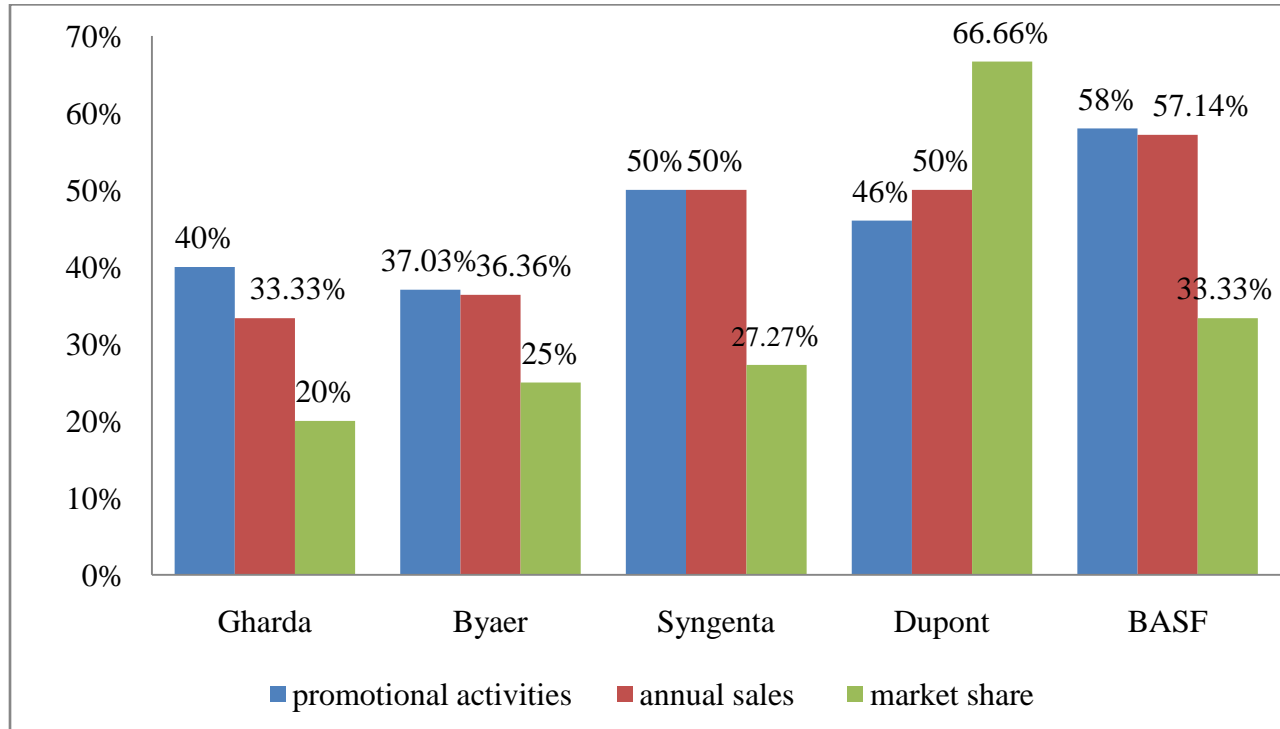


FIG1 CHANGES IN PROMOTIONAL ACTIVITIES PERCENT, ANNUAL SALES AND MARKET SHARE OF DIFFERENT COMPANIES

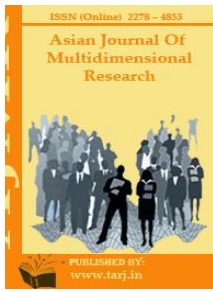
On observing from the Fig1 it is evident that annual sales of the companies are directly proportional to the investment on promotional activities. In 2013-14, the Gharda Chemicals increased their investment by 40 per cent from the year 2012-13 and enhanced their annual sales by 33.33 per cent. However the achievement was not 100 per cent, as in case of Syngenta and DuPont where the companies witnessed higher sales than they invested in the promotional activities. This highlights the need for effective allocation and management of funds on promotional activities. Thus we can conclude that the promotional activities show a great impact on sales of the companies.

Promotion of products plays a very important role in business. It increases not only the sales but also increase awareness about the product. In case of agriculture, it is a prime importance because farmers always believe what they see. Promotion is influenced by many factors and it affects many other things also. Due to Ad campaigns farmers are aware of the various brands and the companies. The most desired media by the farmers is found to be the pamphlets, brochures,

newspaper, magazines and hoardings. Sales promotion in agrochemicals is a key ingredient in marketing. Sales promotion such as demonstration, field trails, get together are growing up fast. Majority of the respondent comments that there is an influence on them purchasing the agrochemicals through advertising and sales promotion. It is because they believe that due to advertisement they become aware of the products and its usage. Advertisement through T.V. and radio became the most common method for sales promotion along with print media. Demonstration is the best method for the promotion of agrochemicals. It should be properly followed with other mode of promotion.

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METHODS OF TEACHING 1ST GRADE STUDENTS TO USE WRITING TOOLS EFFEKTIVELY

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ABSTRACT

In recent decades, both educational theorists and practitioners have been paying more and more attention to the problems of developmental learning. Serious scientific works are devoted to this issue. Special programs, textbooks, and manuals are published to help teachers. Modern primary school, based on the principle of developmental learning, is in search of a model for the overall development of the child.

KEYWORDS: *Ball Pen, Copybook, Ink, Graphic Skills, School Learning To Write, Calligraphic Writing*

INTRODUCTION

One of the sides of the General development of primary school children is the development of speech. Speech in General, as well as written speech, is a multi - faceted phenomenon. An important component of it is considered to be writing as the ability to use graphic signs to express the content of speech and thoughts of a person. Writing skills, and therefore graphic skills, are one of the most important aspects of a child's overall development.

As teachers and researchers point out, "writing is a higher quality of personality than even the most perfect calligraphy."

The development of writing can not be successful without mastering the writing technique itself, without mastering the graphic skill. We find confirmation of this in the works of many scientists.

K. D. Ushinsky, who made a significant contribution to the primary education system, was one of the first to speak about the conscious attitude to writing of primary school students. Ushinsky's didactic provisions, which defined the educational process in the primary classes of the people's school, established certain norms in teaching writing. His system combines the teaching of reading and writing was a turning point in the development of school learning to write. This led to the fact that learning the graphical representation letters becomes meaningful. He also emphasized the need to learn non-stop writing.

For the purpose of sequencing the learning of the letters 'outlines," writes V. A. Saglin, " each letter is decomposed into its constituent elements. First of all, children are trained in writing these elements, and then in writing the letter itself."

In the first two years of children's education at school, it is necessary to pay great attention to the element-by-element drawing of letters. It is only in the third grade that learning to write is faced with the task of developing cursive writing (speed and coherence of writing).

Methods: In the case of element-by-element drawing of letter signs, from the very beginning of learning to write, there was a gap between the visual and motor links in the formation of graphic writing skills. The visual component, on the one hand, acted as a passive factor. On the other hand, the method of detached writing during literacy training delayed the development of coherence and smooth hand movements of the writer at the subsequent stages of the formation of graphic writing skills.

Of course, the principle of piecemeal study of letters had a progressive meaning, since to a certain extent it contributed to the meaningful assimilation of letter signs by pupils. However, the transfer of visual elements of letters to the motor part of the writing process, performed mechanically, as well as repeated, unconscious reproduction of their children on paper, delayed the development of the technical, motor side of the writing skill.

Subject of research: formation of graphic skills and calligraphic writing and their impact on the overall development of students.

The hypothesis of the study: It can be assumed that the formation of graphic skills and calligraphic writing will be more successful and will contribute to the overall development of pupils if, taking into account the psycho physiological characteristics of primary school age and creating a favorable psychological climate in the learning process, the methods of teaching this type of activity will be based on the following pedagogical foundations:

- Using a new technology for developing graphic skills and calligraphic writing, which includes a writing algorithm developed in the course of the research –“writing with open rules”;
- The use of the writing algorithm creates conditions for the overall development of the child (development of intelligence, speech, reading speed, etc.);
- the process of children's emotional experience of success in learning will lead to the conscious acquisition of skills necessary to create positive motivation in learning to read and write.

We also assumed that a complete system of forming graphic skills and calligraphic writing will have a significant impact on the formation of correct graphic skills and improving writing literacy when correcting handwriting.

The purpose, object, subject, and hypothesis of the study determined the following tasks:

1. To reveal the features of formation of graphic skills and calligraphic writing in psychological and pedagogical research and school practice.
2. Develop the technology and substantiate the content aspect of the pedagogical foundations that promote effective teaching of graphic skills and calligraphy in unity with the overall development of students.
3. Determine the content aspect of the writing algorithm that contributes to correcting the handwriting of students in grades 1-7.
4. Develop guidelines for the formation of graphic skills, calligraphy and handwriting correction.

Results: The article reveals the pedagogical bases that take into account psycho physiological features and are aimed at creating a favorable psychological climate, and the system of effective formation of graphic skills, calligraphic writing and handwriting correction based on them:

- A new technology for forming graphic skills has been created, which includes a writing algorithm developed during the research- «writing with open rules»;
- The main detailed elements of letters and ways of their connection, forming the basis of writing most letters of the Uzbek alphabet, are defined; specific private algorithms for writing each sign are disclosed;
- identified complex of methodical techniques of training based on developed through the study of didactic games; the inclusion of children in a situation in which the withdrawal often result from the psychological barrier of fear of time-consuming activity of writing (game, fabulous situation, journey); on the creation of a teacher "the situation of success" and psychological comfort;
- developed a system of handwriting correction for students of grades 1, as well as students of pedagogical Universities in Uzbekistan, colleges based on" ready-made "knowledge of the main algorithm, search situations, experience of creative activity, emotional value relationships, a number of developed exercises that contribute to the extinction of the old skill and the predominance of the new, based on «writing with open rules».

This research reveals some new approaches to the problem of writing formation in students. Timely and correctly formed graphic skill is the basis for further successful teaching of schoolchildren. Mastering the correct graphic skill significantly affects the development of students' native language and their overall development. Graphic skills and calligraphic writing are not an independent part of writing. Mastering writing, writing letters, signs, merging them into words serves to convey the semantic side of speech, the transfer of thought.

Many scientists-psychologists, didactics, and Methodists-have studied the psychological features and pedagogical foundations of graphic skills and calligraphy writing. The publications we analyzed reveal the psycho physiological features of the primary acquisition of a child's graphic skill, the reasons for difficulties in mastering the skill-which are hidden in the child itself, in its age-related features - in the weak development of small hand muscles, in difficulties in coordinating visual and motor images required for the graphic representation of letters, as well as in the imperfection of the writing system, in the imperfection of the methods of teaching recommended to the teacher and used by the teacher.

CONCLUSION: The analysis of the history of the development of writing training shows that to date, scientists have recommended many methods and methods of teaching writing to school practice that are adequate to the task of forming the correct spelling of letters, speed of writing, and calligraphic handwriting. The tools of writing that correspond to the conditions of modern life, the nature of notebook layout, simplification of capital letters that contribute to smoothness, continuity, and, consequently, speed of writing are established. It is determined in what ratio the study of letters should be for mastering reading and writing; the main elements that make up the writing of the letters of the Uzbek alphabet are identified, and appropriate methodological techniques for teaching writing letters, their elements, and others are found.

However, quite close attention to the problem of teaching writing by psychologists, teachers, and methodologists is not yet combined with sufficiently high results in mastering the technique of writing, its calligraphy, and mass school students. We can assume that this is to some extent due to the fact that the existing pedagogical and methodological literature has not yet developed a complete system of teaching writing.

The research has shown that the method we developed for step-by-step formation of graphic skills and calligraphic writing is effective. In addition, the effectiveness of this work is largely determined by the high level of training of primary school teachers to teach children to write. In this regard, the teachers were offered a Copy book, a calligraphy Notebook, and a teacher's manual developed for first-grade pupils.

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TO DEVELOP STUDENTS' SKILLS OF NATURE CONSERVATION AND RESPECT FOR HUMAN LABOR BY TEACHING THEM TO SOLVE ENVIRONMENTAL PROBLEMS

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ABSTRACT

The article discusses some typical problems that can be solved in primary schools and gives recommendations on how to solve them using questions. Students of grades 1-4 work with the system to keep the environment clean, solving problems of different content in mathematics lessons contribute to the formation of elements of environmental education.

KEYWORDS: *Ecology, Problem, Issue, Question, Problem, Task, Class*

INTRODUCTION

At a time when science and technology are evolving at a rapid pace, environmental degradation is a concern for many. Keeping the environment clean and preserving the natural resources necessary for human life is one of the most pressing issues today.

While using the blessings of nature, man should be prudent and prudent. For this reason, it is important for every primary school teacher to keep the students clean from the threshold of the primary school, to use the resources of nature sparingly, to form a sense of contribution to improving the environment. is one of the functions. Much work can be done to form this feeling in the process of solving textual problems in mathematics lessons.

Indeed, given that many vital issues of ecological content are solved in mathematics lessons, it serves to form ecological knowledge in students. In this way, students are taught to love nature, to look at it with love, to obey the laws of nature, to think about it.

Carrying out systematic work with students of grades 1–4 on keeping the environment clean, solving problems of different content in mathematics lessons contributes to the formation of elements of environmental education.

Consider the following issue.

Issue 1. If each of the 28 students in the class collects 2 glass jars and puts them in a bag, how many glass jars will be in the bag?

This is a problem that can be solved in Grade 3, where the student finds a solution to the problem $28 \times 2 = 56$ (glass jar) and collects the “glass jar” that they have thrown away as waste and recycles it. will have contributed to the delivery of raw materials for production. Think about it, in the example of one class, if we look at it at the school, district, regional, national level, it will be a raw material for a glass jar to be a recycled product. The other side of the issue is how many microbial viruses and infections the glass jar spreads on the ground . Just like waste glass jars, waste products, “salafan packages” are among them. The teacher should conduct regular advocacy work to teach the primary school student to keep the environment clean from an early age. If you want to move, they become waste, pieces of iron, stone, which place to go and put a slice of the surrounding environment clean at the same time, on the one hand, or There will be at least a small contribution to the safety of the passenger on the road.

Problem 2: If each student rains an average of 1 kg of waste paper per month, 1 class of students (assuming an average of 30 students) will receive one o. How much waste paper do they collect and hand over to the state during the academic year? If an average school has 18 classes, how much paper waste will the school collect during this period? How much paper waste is collected when there are 30 schools in a district?

Of course, this issue is a vital socio–economic issue. Solving such issues in grades 3–4 of the primary school gives good results. Especially in the 4th grade, the performance of arithmetic operations on multi–digit numbers strengthens the knowledge and skills of students on arithmetic operations on multi–digit numbers, on the one hand, and on the other hand, surrounds students. keeping the environment clean teaches thrift. Before solving such problems, the usefulness of paper waste (paperwork) is the development of paper, paper materials, the idea that this paper will become a book for us in grades 1–2. should be formed in the birds. When discussing this issue with 4th graders, students can suggest solutions as follows.

Here is the version of the problem solved by asking a question:

1) If there are 30 students in 1 class, how many kilograms of waste paper do they collect per month?

$$1 \times 30 = 30 \text{ (kg)}$$

2) If a school year is considered to be 9 months, how many kilograms of paper waste do students in 1st grade collect and submit?

$$30 \times 9 = 270 \text{ (kg)}$$

3) How much paper waste do students in one school collect during a school year?

$$270 \times 18 = 4860 \text{ (kg)}$$

4) How much waste paper is collected in one district during one academic year?

$$4860 \times 30 = 145800 \text{ (kg)} = 145 \text{t } 800 \text{ kg}$$

If we draw students' attention to the data in the answers to the questions, 145 tons of 800 kilograms and about 146 tons of waste paper (waste paper) are collected in 1 district during 1 academic year. This is instilled in the reader's mind that many students 'favorite learning tools will be books and notebooks. If we look at these products at the regional level, at the level of the native Republic, students will not be indifferent to the fact that thousands of tens of thousands of tons of paper are collected and prepared for raw paper. It should also be noted here that while the collected waste paper is recycled into pure paper, another raw material for the paper reduces the cutting of trees. Tree is the most basic thing we need for our ecology. It is important to discuss and solve the following problem with 4th graders.

Problem 3 To get 500 kilograms of clean paper, 20 trees need to be cut and processed. How many trees need to be cut to get 120 tons of clean paper? If 800 kilograms of clean paper is obtained from 1 ton of paper, how many trees will be saved from cutting 250 tons of paper? The solution of such problems in the primary school, along with introducing students to new data, has strengthened the sense of preserving our environment. Here is the solution:

1) How many kilograms of clean paper can be obtained from 1 tree?

$$500:20=25 \text{ (kg)}$$

2) How many kilograms is 120 tons?

$$120\text{t}=120000 \text{ (kg)}$$

3) How many trees need to be processed to get 120,000kg of clean paper?

$$120000:25=4800 \text{ (pieces)}$$

We will now discuss the second part of the issue.

4) How many times is 1 ton out of 250 tons?

$$250:1=250 \text{ (March)}$$

5) How much clean paper was obtained from 250 tons of waste paper?

$$800 \times 250 = 200000 \text{ (kg)} = 200 \text{ (t)}$$

6) As long as you need 250 tons of paper to get 200 tons of clean paper, this will save you from cutting down a few trees.

$$200000:25= 8000 \text{ (ta)}$$

It can be seen from this issue that about 8,000 trees are preserved from the waste collected in one academic year in about 2 districts. This helps a lot to provide fresh air to our surroundings.

Students know that a tree produces oxygen from itself. And man breathes this oxygen. At the same time the tree blocks the wind, garmsels, cleans the air. In this regard, solving the following problem for students plays an important role.

Problem 4: If each student plants and cares for 2 tree seedlings, how many tree seedlings will the 30 students in the class plant? How many seedlings will be planted on a school scale (approximately 18 classes)? How many trees will be planted in one district (about 30 schools)?

Such issues increase the desire of students to beautify the environment, to plant beautiful ornamental tree seedlings around the area where they live, within the boundaries of their schools. Each student leads their own learning to plant a tree. It is also labor education.

The issue is resolved by discussing with students.

1) How many tree seedlings will 30 students plant?

$$2 \times 30 = 60 \text{ (pieces)}$$

2) How many tree seedlings will be planted by students in one school?

$$60 \times 18 = 1080 \text{ (pieces)}$$

3) How many tree seedlings will be planted in the district?

$$1080 \times 30 = 32400 \text{ (pieces)}$$

Answer: 60, 1080, 32400

He told the students that this information can be determined at the regional and national levels, asked students how many districts there are in the region, how many regions there are in the country, and how many trees were planted independently with the help of students. 'can be assigned to determine the structure.

The following question related to this issue also encourages the reader to think about the important aspects of keeping the ecology clean, trees.

Issue 5 A person inhales an average of 600 g of oxygen per day and excretes 650 g of carbon dioxide. 1 hectare of forest (forest) absorbs 240 kg of carbon dioxide per day and releases 200 kg of oxygen. If the village population is 150,000 people, how much area around the village area will be planted with trees for people to live in?

The issue is discussed and resolved by the students.

1) Do villagers breathe a cup of oxygen in 1 day?

$$600 \times 150000 = 90000000 \text{ (gr)} = 90000 \text{ (kg)} = 90 \text{ (t)}$$

2) How much area should be covered with trees for people to breathe.

$$90000 : 200 = 450 \text{ (kg)}$$

3) How much carbon dioxide do villagers emit per day?

$$650 \times 150000 = 97500000 \text{ (gr)} = 97500 \text{ (kg)}$$

4) How much area should be planted to clear the carbon dioxide emitted by the villagers?

$$97500 : 240 = 406 \text{ (kg)}$$

So there should be about 450 hectares of forest (woodland). It does not take into account the emissions of cars, the emissions of enterprises into the atmosphere. In this regard, based on accurate information, it is possible not to waste the environment, to compile a series of textual questions on its careful preservation and refer students to it.

In order to prevent the fruits from drowning in the countryside and how many fruits perish under the tree, the teacher can solve the following problems in mathematics lessons.

Issue 6. The apricot tree produces an average of 150 kg of fruit, one-fifth of which falls to the ground. The rest is packed in boxes and taken to stores. If you need 500 g of apricots for one jar of compote, how many cans of compote can be made from apricots spilled under a tree?

By solving this vital problem, students will develop economic knowledge and thrift skills will have contributed. Now let's look at the solution:

- 1) $150:5 \times 1 = 30$ (kg) of fruit spilled under a tree
- 2) $30 \text{ kg} = 30000 \text{ gr}$
- 3) $30000:500 = 60$ (one jar) compote is prepared

Answer: 60 jars

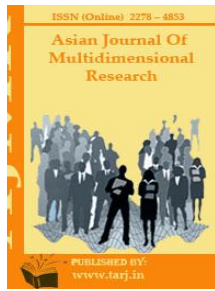
Thus, the solution of many environmental and economic issues in mathematics lessons serves to increase students' knowledge of economics, thrift, and responsibility for environmental cleanliness.

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IMPROVING THE PRESCHOOL EDUCATION SYSTEM FROM THE PERSPECTIVE OF THE AGE VALUES OF CHILDREN

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ABSTRACT

The article reveals promising directions for improving the preschool education system from the perspective of the age values of children. The possibility of organizing preschool education with a focus on the natural emotionality of children is being considered.

KEYWORDS: *Preschool Education, Age Values Of Preschoolers, Natural Emotionality Of Children.*

INTRODUCTION

Modern conditions of life have caused the need for a thorough rethinking of the values of education, the ideology of its functioning, the significance of the final results.

Orientation towards education, and not just the education and upbringing of children, has approved the priority areas of work of preschool organizations that carry out educational activities. These include the enrichment of the individual worldview of children, support of their subject position in various types of activity, personal selective focus, value attitude to the world around them, etc.

All that is associated with qualitative increments in the personality of the child and with the formation of him as a subject of activity and his own life. The significance and value of any preschool educational organization, in this regard, is determined by how attentively preschool workers are to the very nature of childhood, take into account its unique originality, the intrinsic value of this period of the child's life as a whole.

Focusing on the age values of preschoolers allows, firstly, to bridge the gap between the inner plan of the psyche of children and what is given as the content of methods, forms of education for children;

secondly, to define new forms of co-activity, co-creativity, serving as a source of joint experiences, preserving the individuality of each subject of culture;

thirdly, to build the educational process taking into account two types of children's activity: the child's own activity, completely determined by himself, his needs, desires and the child's pedagogically determined activity, stimulated by adults.

The nature of the manifestation of age values, as noted by V.S.Mukhina, Ya. Z. Neverovich, and others, is largely associated with the lifestyle of children. The child does not just adapt to the current situation, but takes a certain internal position in relation to it. If we understand the process of education by the social situation of development, then age values are its basic foundations on which the pedagogical interaction of an adult and a child (children) unfolds.

The meaningful basis of the concept of "values of preschool age" is formed by the psychophysiological characteristics of children, which find practical reflection and their life meaning in the organization and implementation of the educational process, projective practical activities to create models of developing preschool education, as well as various manifestations of children's subculture.

Each age value of preschool childhood (naivety and immediacy of preschoolers, fabulous and mythical worldview, increased physical activity, emotionality, etc.) has its own significance in the development of the child's personality spheres, its own specific manifestation. Hence, their aggregate understanding in educational work with children cannot bring an optimal developmental effect, and is insignificant in terms of education as the end result of pedagogical work.

One of the ways to increase the efficiency of preschool education is the implementation of the research-necessary reflection of its organization in the aspect of scientific understanding of the role of each age value in the educational process of preschool organizations. It is in this that the prospects for further theoretical developments in the field of preschool pedagogy are seen.

An important age value of preschoolers is the natural emotionality and emotions of preschoolers. Emotions color communication, the process of cognition, the child's attitude to the world around him. Vivid, rapidly growing emotional manifestations give a special expressiveness to children's life.

Preschoolers are characterized by an immediacy of submission to emotions and feelings. Zenkovsky V. V. wrote: "The power of moods, random, impatient, fast, puts the stamp of immediacy on all children's activity - in this sense, childhood can be called the golden time of emotional activity" [2]. And although psychological science provides answers to a number of fundamental questions for pedagogy (about the essence of emotions, age patterns of their development, about the individual and typical in the emotional sphere), the lack of concepts that reveal the mechanisms of pedagogical management of the emotional sphere, the implementation of the educational process through the influence on the emotional sphere of the personality is the reason that in preschool educational organizations, they often do not find practical implementation of the thought of L.S. ... This is a new perspective on the perception of the social significance of preschool organizations and the logic of their practical functioning.

An analysis of the historical aspects of preschool education up to the present time shows that the emotional life of children in many manifestations remains outside the framework of the pedagogical process. This is largely due to the fact that for many years in the education of

preschoolers, important attention was paid to the formation of consciousness, the development of the cognitive sphere of children, methods of action (play, practical, etc.), and behavioral habits.

To a large extent, it is due to the weak scientific development of the very theory of pedagogical management of emotions.

An experimental study of the problem shows that children's emotions are perceived by teachers of preschool educational organizations as a secondary, background side of education.

Practitioners do not have complete and holistic ideas about the directions, technologies for managing the emotional sphere of the child's personality, and the value attitude towards this side of educational work is not traced. For the sake of persuasiveness, we present the answers to some questions of the questionnaire, illustrating the validity of the conclusions drawn. A survey of 230 practitioners of preschool educational organizations showed that 59% have difficulties in planning work in the field of emotional development of children, management of the emotional sphere of preschool children.

Examples of answers: "We do not plan such work specifically", "We fix the tasks in the field of emotional development in the plans when we describe the surprise moments, work on expressiveness of speech, staging of theatrical games, etc."

36% - identify emotional development with entertaining, leisure activities, as well as pedagogical simulation, including the use of surprise and competitive moments.

Examples of answers: "It is necessary to develop the emotions of children through colorful and exciting activities: holidays, theatrical performances, etc.", "To develop emotions, you need to use surprise moments, games", "The emotional development of children is successfully carried out during team competitions"; 56% - associate emotional development with the emotional well-being of children in the aspect of the prevalence of a calm, balanced, or joyful state. Here are some examples "The emotional development of children is influenced by the atmosphere in the group, it is necessary to ensure positive relationships between children", "The emotional development of children is associated with his position in the peer group, his emotional state depends on this", "The emotional development of children is the creation of conditions in the group peers for the stay of children in a calm, balanced state, as well as the manifestation of joy, pleasure during games"; 84% - emphasize the need to develop empathy as an important means of socialization of the individual, the formation of humane relationships. Examples of answers: "In the emotional development of children, an important place is occupied by the manifestation of empathy and compassion in relation to children, adults, toys, etc.", "It is very important that the child is sensitive, shows compassion", "Emotional development should be aimed at showing responsiveness"; 62% - found it difficult to identify areas included in the process of emotional development of preschoolers. Typical answers were "I don't know", "I am not sure, so I will not answer this question"; 82% - found it difficult to allocate funds, methods, forms of pedagogical work aimed at the emotional development of children. Examples of answers "The means of pedagogical work include works of art, didactic games. I find it difficult to single out the methods and forms of pedagogical work", "I cannot single out special means, methods, forms of pedagogical work aimed at the emotional development of children." 12% - noted the impossibility of influencing the emotional sphere by pedagogical means, with the exception of calming, comforting actions. Examples of answers: "I believe that it is impossible to achieve an increase in the level of children's emotional development by pedagogical means", "Emotional

development is hardly carried out by pedagogical means, an educator can only help children overcome sad mood, insecurity, aggressive behavior, etc."

The noted facts give reason to say that the implementation of an emotionally developing approach to the education of children presupposes timely and high-quality training of preschool workers.

Such training should include the following areas: development of the ability to apply knowledge about the content, structure, methods of emotional development of preschoolers in the educational process of preschool organizations; development of the ability to professionally approach the choice and arrangement of methodological tools, methodological material, ensuring the success of the emotional development of children 3-7 years old in 4 directions: development of emotional response, emotional expression, ideas about emotions and the dictionary of emotional vocabulary; enrichment with technologies of interaction with families in the direction of the emotional development of children 3-7 years old in order to ensure the unity of requirements for that side of the child's development in the preschool organization and the family; development of the ability to identify the levels of emotional development through the selection of diagnostic techniques and diagnostic examination of children.

Coordination of education with one of the basic values of preschool age - the natural emotionality of children, makes it possible to achieve significant positive changes in the personal development of preschoolers, the nature of their self-realization in activities, and their attitude to the world around them as a whole.

Orientation to the natural emotionality of children contributes to the rethinking of the professional functions of teachers, approaches to the organization of the educational process and, in turn, allows to achieve qualitative changes in the functioning of preschool educational organizations, their target orientation and performance.

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THE IMPACT OF SECULAR AND RELIGIOUS KNOWLEDGE COMBINATION ON STUDENTS' EDUCATION

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ABSTRACT

The following article deals with the important aspects of the inculcation of religious and academic knowledge in students, the effective impact of the combination of secular and religious knowledge on the education of students, the work done in this direction and their positive results are given as well. There is hardly a nation in the world that has dedicated its life to science like our ancestors. Broadly elucidating the humane nature of our religion, that virtues such as goodness, peace, and humanity are the expression of our eternal values; formation of the consciousness of the youth on the basis of a thorough study of the rich cultural heritage of our ancestors.

KEYWORDS: *Religious And Academic Knowledge, Harmony, Students' Upbringing, Thinking, Critical Thinking.*

INTRODUCTION

In the socio-political life of society, the division of sciences into secular and religious, the interpretation of these two sciences in isolation and the attempt to establish a seemingly logical balance between them are having their negative consequences in the minds of the young generation. Evaporation has affected every human being in our time. Today, the need to restore the harmony of religious and secular education is one of the factors determining the spiritual destiny of the country. It is obvious to the majority of the society that the integration of religious and secular knowledge is one of the most urgent issues in the practical implementation of the educational process. Despite the fact that there are enough negative consequences in this regard, it is still the dream of parents and educators to pass on religious and secular knowledge in education to the young generation in a harmonious way. There is hardly a nation in the world that has dedicated its life to science like our ancestors. We do not have time to preach the contributions of our great scholars to religious and secular science for years. Our great ancestor

Imam al-Bukhari dedicated his life to science, saying, "There is no salvation without knowledge and never will be" and means that a man should seek knowledge in order to make a contribution in this world. Also, how true were our ancestors when they said, "Knowledge learned in youth is as strong as a trace on a stone!" We all know that the first commandment to mankind in Islam is to acquire knowledge. We thank the God for seeing the opportunities created for young people in our country due to independence, the pleasing conditions for them to acquire religious and secular knowledge. Therefore, in the religious educational institutions under the auspices of the Muslims Board of Uzbekistan, students are taught a combination of religious and secular sciences, and qualified specialists are trained to meet the needs of the population in religious personnel. Knowledge, whether religious or secular, ultimately leads to the knowledge of Allah. Here is an exemplary story: a famous writer Abdulla Kadiri before writing the novel "Mehrobdan chayon" (Scorpion from the Altar) came to Namangan to consult with the Sheikh Ismail Mahdum, who worked for many years in the Muslim Board of Uzbekistan. During their talk, Abdulla Kadiri asked Sheikh Ismail Mahdum for advice on how to attract young people to secular sciences. He quoted verses from Surat al-Ghashiyah in the Koran and said, "How they were created by looking at the camels?" "Do they not look at how the earth is spread out?" they testify to the study of the science of mineralogy, and make recommendations that young people should be interested in these verses.

No matter what country produces many scientists in any field, know that it is because of the great love of that people for that science. There are many examples of in the history of mankind: the ancient Babylonians achieved unparalleled success in this regard because of their love for agriculture. They invented incredible irrigation systems. Moreover; Greeks loved philosophy, the leaders of philosophical science - Plato, Aristotle were brought up in this land.

It should be noted that we need religion to teach students what is halal, what is halal, what is halal, what is okura. After all, to try to bring up a child without religion is to deprive him of upbringing. Victor Hugo, a famous 19th-century French writer and philosopher, once said, "Education must be based on religion, so that good people can grow". Broadly elucidating the humane nature of our religion, that virtues such as goodness, peace, and humanity are the expression of our eternal values; formation of the consciousness of the youth on the basis of a thorough study of the rich cultural heritage of our ancestors, who made an invaluable contribution to Islam and world civilization; to further increase the sense of involvement and participation of representatives of the religious and enlightenment sphere in ensuring tolerance, mutual respect, kindness, peace and harmony in society, the stability of the socio-spiritual environment; strengthening the material and technical support of religious and educational organizations, appropriate incentives for the work of representatives of the industry and strengthening social protection; strengthening information and analytical activities aimed at early detection and prevention of factors that may threaten the stability of the socio-spiritual environment and freedom of religion in our society in the context of globalization; Improving the quality of education based on the development of a combination of religious and secular knowledge is one of the important requirements. The issue of educating the younger generation to become spiritually and physically mature is a national task for today's Uzbekistan, and the main criterion in this area is the consistent and determined continuation of the work carried out in pursuit of this noble goal. We know that upbringing is a continuous process that forms and improves a physically healthy, spiritually mature person under the influence of family, educational institutions, religion, social, political and other organizations, the media, etc., which serves to transmit socio-historical and life experience between generations.

Spiritual education is a concept that is a means of educating high spirituality, representing the practical educational process aimed at the formation of such qualities as physical perfection, mental, moral, spiritual maturity in a particular person, community, group, society, and nation. In accordance with the Presidential Decree "On measures to radically improve the activities of the religious and enlightenment sphere", the preservation of centuries-old national and religious values, the study of the invaluable heritage of our ancestors who made a great contribution to world science and culture. In order to bring up: On the basis of the glorious idea of "enlightenment against ignorance" to elaborate on the true human nature of religion, the virtues of which are such qualities as goodness, peace and humanity; The formation of the consciousness of young people on the basis of in-depth study of the rich cultural heritage of our ancestors, who made an invaluable contribution to Islam and world civilization; Creation of an atmosphere of intolerance in society towards ideas that are alien to our national and religious values; Improving the quality of education based on the development of a combination of religious and secular knowledge has been identified as a priority of industry¹. In addition, in accordance with the Presidential Decree "On additional measures to improve the activities of the religious and enlightenment sphere" of September 4, 2019, the priority was about to educate the young generation in the spirit of love for the motherland, knowledge, intellectual development, development of religious and secular views². We know that religion is an important factor in integration in terms of its function as providing spiritual closeness and spiritual harmony. The ideological function of religion, which can organize and unite large social groups, also plays a special role in ensuring the harmony of interests in the system of relations between religion, society and the state. Although religion is separated from the state in Uzbekistan, it is considered an integral part of the country's cultural and spiritual traditions and one of the foundations of the spiritual development of the population. Religion is dialectically related to people's mentality, morals, and culture. For this reason, religion has a special place in maintaining the unity, harmony, cohesion, peace and stability of society in any secular state. According to pure religious teaching, any kind of science that serves the interests of human beings is considered a good deed. Islam, which is practiced by more than 94 percent of Uzbekistan's population, also has no secular or religious boundaries. According to Islamic teachings, any deed that benefits the religion, soul, lineage, mind, and property of human beings is a religiously acceptable, rewarding deed. For example, in order to lighten people's burdens, to invent technical means, medical or chemical substances, to apply new methods in agriculture, a person also achieves the happiness of both worlds and receives rewards and rewards. In turn, it is a sin to make discoveries for selfish purposes that serve the harm of human beings. Based on these principles, in the Middle Ages, the Islamic world produced mature, encyclopedic scholars in all fields of science. The clerics, in turn, did not accuse them of "blasphemy" or corruption. In Islam, secularism is not seen as an alien concept of religion, but the sacred sources of the religion, the Qur'an and the Hadith, state that man must strive for this world as well. For example, in Surat al-Baqara 201: There are those who say, "The God grants us goodness in this world and goodness after being alive as well, and saves us from the torment of Hell". Abu Layth al-Samarkandi also interpreted the verse, "Seek the Hereafter with what Allah has given you, and do not forget your share in this world" (Surat al-Qasas, 77)³. In this verse, it is said that while remembering the Hereafter, do not forget the blessings of this world. Because you have the rights of your body, your family, your neighbors, your society, your subordinates, you have to fulfill the rights of everyone. It is no coincidence that Hazrath Umar one of the caliphs, said: "Your good deeds are for this world and this world". It is well-known in the narrations that he did not

leave the mosque, but drove the young men who were engaged in morning and evening prayers with sticks and called them to engage in worldly affairs as well. Secular values are an integral part of the human psyche and collectively reflect a person's attitude to life, society and members of society. While secular values are a socio-spiritual phenomenon that encompasses the nation's culture, history, language, religion, customs, traditions, material and spiritual wealth of society, all aspects of economic, socio-political life, religious values focus on the issue of man and humanity takes place. In particular, humanity is a major issue in mystical teaching. He emphasizes the education of the human heart, the perfection of the perfect man. Therefore, it is expedient to use the Islamic factor in the upbringing of a harmoniously developed generation, the inculcation of secular and religious values in the person by promoting the essence of Islamic teaching, its humane, peace-loving, moderate and enlightening qualities. We see this in the example of our great ancestors, who, in full compliance with the harmony of secular and religious values, created the period of the first Eastern revival in the IX-XII centuries, and the last in the XV-XVI centuries.

CONCLUSION

The conclusion is that secularism is believing in Allah, keeping him in the heart, using the intelligence, knowledge and experience bestowed by the Creator, contributing to the prosperity of the people, and gaining the respect of the people. After all, "If the people are satisfied, the Creator will satisfy as well" said our great thinker Alisher Navoi. A person brought up in harmony with religious and secular values is a great light if he discovers new innovative ideas and technologies that serve the interests of society and the state, achieves the latest scientific achievements and, most importantly, sings the intellect of his nation to the world as an "explosive effect", because he deeply understands his civic duty, lives with love and devotion to the Motherland, a sense of belonging, and feels that his destiny is in common with the destiny of the Motherland. In the words of President Shavkat Mirziyoyev: "If we please our people, lighten their burdens, live with their worries, the God will be pleased with us as well⁴".

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THE ROLE OF DIDACTIC GAMES IN THE INTELLECTUAL DEVELOPMENT OF STUDENTS BASED ON AN INDIVIDUAL APPROACH IN THE EDUCATIONAL PROCESS

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ABSTRACT

In the 21st century, modernization of the content of education in the developed countries of the world has become one of the main directions of the introduction of a competency-based approach to education. Competency-based education is aimed at developing students' ability to apply the knowledge, skills and abilities acquired in their personal, professional and social activities, in which the intellectual development of students on the basis of an individual approach is of paramount importance. In recent years, we have seen an increase in the interest of schoolgirls in modeling, design, art, and in boys in the need for regular design, construction, construction, discovery, and technical creativity. This, in turn, requires teachers to be agile, highly skilled, up-to-date, constantly working on themselves, and critical analysis.

KEYWORDS: Opportunity, ability, intellectual, engage, enrichment, accelerate

INTRODUCTION

The aspirations of students for such intellectual activity can be explained by linking them to a number of specific aspects. It is expedient to explain that with the rapid arrival of scientific and technical innovations in the country, the spread of different cultures, the expansion of interethnic dialogue, the rapid expansion of Internet services, students have the opportunity to quickly get acquainted with scientific and cultural news. Effective use of learning tasks requires the intellectual development of students and the identification of their specific abilities, as well as the active implementation of a competency-based approach. As a result of completing the learning task, the intellectual level of the student changes. This is manifested in his application of

methods of mental activity. The main purpose of the systematic use of learning tasks in the classroom is to accelerate the acquisition of knowledge, exercises and problem-solving techniques by students. In order to ensure the intellectual development of students, it is advisable to choose the following educational tasks for application:

Assignments in which students are asked questions in a confidential manner;

Incompletely expressed tasks, with the help of such tasks students develop the ability to abstract, to distinguish the main problem from the structure of the task;

Assignments that create favorable conditions for students to think quickly;

Assignments that contain a lot of educational information;

Tasks that allow you to choose;

Tasks solved in different ways and methods;

Tasks that encourage students to think independently;

Integrated tasks that allow you to apply certain methods in a new way;

Tasks for independent construction of algorithms;

Tasks that can be solved using algorithms based on strict indicators.

Such learning assignments allow students to master a wide range of intellectual tasks. They provide students with information, develop them, and develop organizational and managerial skills. The ability of learning tasks to provide students with information ensures that they acquire information of a true and informational-heuristic nature. Educational tasks that develop students intellectually, on the other hand, shape their ability to demonstrate their personal cognitive activity as a learning tool. This activity is manifested in the following forms: cognition, quick thinking and creative activity. During the performance of learning tasks, students' personal experiences are constantly enriched, their knowledge reserves are rapidly developing. It also provides a basis for the teacher to draw clear conclusions about the level of development of students' thinking, knowledge, skills and competencies. Students' ability to understand material existence and their place in it expands. The organizational and managerial aspect of learning tasks is manifested as an opportunity to organize the process of enriching, applying and consolidating students' knowledge. They have a special didactic value as the main tool for achieving the goals of the learning process. All this shows that learning tasks are a key tool for the intellectual development of students. Along with learning tasks, didactic games also play an important role in the intellectual development of students. In the process of didactic games, students develop a number of intellectual skills. These include analyzing situations, comparing events, explaining, commenting on, and imagining.

Imitation, work, role, organizational and activity games are of special importance in the intellectual development of students, and teachers should effectively use these didactic games in the classroom.

During the game, students with intellectual disabilities also have the opportunity to perform tasks that can not be performed in a normal learning situation. During the tasks, the student's active behavior, behavior, activities, communication with others allow him to determine the nature of events and things. All this develops the emotional capacity of the student, increases vocabulary and expands the opportunities to engage him in collaborative learning activities. In addition, it is

important to clearly define what knowledge, skills and abilities students should acquire during the game, which should be expressed in the following order. Suitable for:

Effective competition and cooperation;

Negotiation;

Successful implementation and completion of works;

Conflict management;

Control and regulate their emotions in situations of pressure;

Consistently acquire skills such as creating an effective collaborative environment within the team.

We have considered it expedient to pay attention to the expression of the following parameters in the content of the games:

Didactic potential of the game;

Students' professional communication skills;

Communicative orientation of games;

Representation of games as a form of social partnership;

Rules of Games and their Didactic Equipment

Such learning tasks that direct students to play activities should be organized on the basis of existing didactic materials in textbooks and, in addition, scientific information provided by the teacher. This should take into account the theoretical knowledge, age characteristics and levels of intellectual development of students in the curriculum.

Thus, it is clear from the above that only when the learning process is properly organized can games inspire students to learn and collaborate, to surprise students, to motivate them to master learning materials and to encourage them to consciously be creative. The tasks performed by students during the games serve as an important area of activity in the development of skills of creative thinking, logical expression of the essence of the event, event, process or activity, enrichment of the imaginary world.

CONCLUSION

In order to be able to achieve the expected effectiveness in game-based learning, some problems can be solved in the process of implementing them, and they should be pedagogically correct. It should be noted that the ability of each student to communicate effectively with others and find common ground in the process of play is a key factor in his or her successful adaptation to social life. We recommend starting such games from the earliest grades. Educators and psychologists point out that if a student is not interested in himself, the knowledge he acquires will not have a positive effect on his emotions and will not serve intellectual development. Also, students are not able to establish mutually beneficial cooperation with their classmates in the process of acquiring this knowledge.

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PEDAGOGICAL BASES OF THE NEGATIVE IMPACT OF FAMILY DIVORCES ON CHILD UPBRINGING

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ABSTRACT

The family arises from the need to regulate marital relations, and genitive relations. The family is the backbone of society, its first and foremost nucleus, its particle. Living as a conscious family belongs only to the human race among all creatures and creatures in the world. It is narrated that the history of the family began with Adam and Eve. This ancient parable, quoted in all the holy books, is also confirmed by modern science. Consequently, the history of love is also related to this ancient legend. Writing "Love is also in the blood of man left by Adam," the poet E. Vahidov was right. According to the laws of genetics and the biological sciences, each person is a universe in itself, they never repeat each other. This is a new world, called the family, from the voluntary union of people who are different from one another, that is, husband and wife, in which new "new people" - children are born.

KEYWORDS: *Economic, Spiritual, Delinquency, Problematic, Complications.*

INTRODUCTION

In this way, society is built, develops, and social development takes place. The child should live in a family environment since birth. Family traditions, values, and customs are formed the child's home. Moreover, children understand and feel the needs of society through the school of family life. Therefore, the problems of the family, the issues of education in it have always attracted the attention of scientists and people. Still there are some actual questions as: How the family should be formed? What constitutes its natural, economic, legal, spiritual basis? Which laws are based on family upbringing? In the Avesto there were given details on preservation of the family, marital arrangements, the couple's obligations, and the rules of marriage and annulment. In special chapters of the work there were invitations and appeals of Ahura Mazda or Zoroaster to the bride and groom. It also contained valuable insights on how to get married, how not to rush into choosing an honest partner, and how to listen to the advice of parents and elders. According to the

traditions of the Turkish peoples, the marriages were organized on the basis of strict rules, and the advice and guidance of the family, relatives, elders, and the elderly were followed during the ceremony. According to Zoroastrian rituals, it was forbidden to spend one's life unmarried or single. For example, if a teenage girl did not follow the opinion of her parents or the community, did not want to leave offspring, did not marry intentionally, she was put in a sack and was beaten for 25 times. Men, on the other hand, had the right to marry at the age of seventeen. If a man had the ability to leave offspring, but did not marry, he was forced to wear a chain around his waist in order to stigmatize him. In the Avesto, one of the golden rules of Zoroastrianism was that the family was considered sacred, and for some other reasons, such as slander, disagreements between spouses, and inability to reconcile with parents, marriages were not allowed to be annulled. In the Avesto, one of the golden rules of Zoroastrianism is that the family is considered sacred, and for some other reasons, such as slander, slander, disagreements between spouses, and inability to reconcile with parents, marriages are not allowed to be annulled. The problem of divorce is one of the most important social problems of modern human society. Therefore, both abroad and in Uzbekistan, the study of divorce is receiving a lot of attention from the scientific community. This problem is being studied by experts in various fields: lawyers, demographers, economists, sociologists, psychologists and other scientists. Their attention is focused on the study of the causes, factors, motives of this phenomenon, their elimination, reduction of the negative complications of divorce, because not only this divorced couple and their children, but also the society suffers a lot due to the breakdown of families. Divorces can lead to many unfortunate events: an increase in the number of illegitimate families, an increase in delinquency among children and adolescents, an increase in the number of children left without pedagogical supervision, loneliness, deterioration of relationships between ex-spouses and relatives. At this point, rightly, if divorces have such negative consequences, shouldn't it be formally banned? The question may arise. Of course, it is possible, for example, that in some countries of the world, including Italy and the Netherlands, until recently, divorce was a very complicated legal process. However, this method also does not give the expected results in ensuring family stability. Perhaps the prohibition of divorce, denial of freedom of divorce, in turn, leads to an increase in the age of marriage, celibacy, premarital and extramarital sex, an increase in the number of psychologically unhealthy families, an increase in crimes, murder, infidelity. Of course, all this is no less harmful to the individual, the human psyche, the upbringing of children in the family, as well as to society. That is why freedom of divorce is now enshrined in the marriage and family law of almost all states. The important thing here is not to prohibit divorce and formally prevent it, but to prevent divorce, to eliminate the causes and factors that lead to it. So is divorce a tragedy or an escape from tragedy? Some say that if there are no children in the family, it is better to get rid of the tragedy.

Divorces have their own socio-psychological and ethnopsychological features. These characteristics are expressed in terms of the causes that lead to the breakdown of families, the process of their implementation, the consequences, the situation of the couple before and after the divorce. One such feature is the identity of the initiator of the divorce, who appeals to the official organizations expressing the intention of divorce. In Eastern families, especially Uzbek and rural families, more men are the initiators of divorce, and, conversely, in European families, young families and urban families with a high degree of urbanization are more likely to initiate divorce. Before expressing our views on the causes and consequences of divorce, we would like to dwell on the specific nature of divorce in Uzbek families, that is, what distinguishes it from other (especially foreign) nations. This may be due to the following objective factors: First, a

divorced woman in rural areas is discussed more critically by the public than a man. Second, the situation of women worsens compared to men after divorce in rural areas, as Uzbek traditions leave the Uzbek woman's home to her husband and her parents (her brothers live with their family, wife, children, and the situation for a divorced woman). to a more serious place). Third, rural women are extremely unlikely to remarry after divorce. Given these objective reasons, Uzbek women in rural areas are accustomed to problematic marriages (relationships between couples are extremely conflicted, conflicted, and the affection between them is not sufficiently expressed in the family). Some women, even if they have not actually lived with their husbands (even for years), are reluctant to file for divorce legally, in order to prevent him from marrying someone else, in order to "get revenge" on their husbands. Divorced men in rural areas are in a more privileged position than women: they are more supported by their loved ones after divorce. In the case of a childless man, however, marrying an unmarried woman is not a significant problem for a divorced man. In addition, after the divorce, she stays in her previous (parent's) home - and has the opportunity to start a new family. Therefore, in rural areas, the initiators of divorces will be more men. If divorce is considered "freedom," then according to modern marriage and family law, this "freedom" is "to whom and for how much?" In young families belonging to European peoples living in urban areas, this may be in the form of the following formula.

For women:

Divorce = freedom + children+ alimony±house + benefits for single mothers + problems of getting marry again.

For men:

Divorce = freedom - children-alimony±house + an opportunity to marry again.

If we count the main effects of divorce on women and men, they are as follows:

For society-The number of illegitimate families increases, family or kinship animosity occurs, hatred of one sex over another, prostitution increases, skin and genital diseases increase, and a person's social activity decreases.

For men - Increased feelings of loneliness, addiction to alcohol and alcoholism, and various diseases.

For women -Increased feelings of loneliness, limited ability to remarry, neuroses, stress, various illnesses, and suicide

In addition to the above, there are special features of the divorce of Uzbek families. According to a special study conducted by psychologist FakhridinRuzikulov on the complications of divorce, the majority of victims of divorce are women. That is, divorce has a stronger negative impact on women's future marital happiness, children's upbringing, family budget, women's health, parents-childrenrelationships, and the psyche of the divorced woman than men. At the same time, it causes big life problems for a woman - remarriage and loneliness. This is almost the same in rural and urban women. However, urban women are less likely to suffer from loneliness than rural women because they are more sexually independent in their urban lifestyles and are more active in their professional activities.

Raising Children in Single- Parent Families

When it comes to a defective family, it is important to note that problems in families also occur differently. Families can become unhappy because one of the spouses has died or because of their divorce. Of course, the death of a parent in a family is a great tragedy, first of all, this tragedy should not happen to anyone, but in such families the respect of the soul of the deceased, a positive attitude towards him, is preserved. However, "living orphan" children remain in the broken families caused by the couple's divorce. First, "living orphans" are relatively strongly condemned in the community, especially in children's communities (kindergarten, school, peer circle). Second, in such families, relationships are formed by the father or mother, by their relatives, which give a negative color to the honor of the ex-spouse, his personality. Opinions condemning each other are more often expressed by ex-couples. These, of course, lead to a number of discrepancies in the formation of relationships in this category of non-family.

Divorce affects not only divorced couples, but also children living without a father as a result of divorce. Especially a girl growing up without a father as a result of divorce has a strong negative impact on the feelings of the girl, her love for her father, the image of the father formed in the girl and the psyche of the girl growing up without a father. This can be a complication not only in a girl's childhood but also in the future when she builds an independent family on her own. According to the results of many studies and legends, as well as scientifically confirmed in the research of F. Ruzikulov, a girl who does not have enough love and respect for her father cannot adequately express respect for his wife when he gets married in the future.

According to the results of this study, a child growing up in a divorced family and without a father will have a strong negative impact on his education and upbringing.

At the same time, divorce negatively affects the morale, health, relationship between in-laws, reputation between relatives and the community, and the family budget of the bride and groom's parents. One of its peculiarities is that by many criteria the bride's relatives such as bride's parents suffer more mentally than the groom's relatives.

It is known that the number of divorces in Uzbek families is twice less than in other ethnic groups, such as Russian families. However, the number of "living orphans" in each divorced family is 2-2.5 times higher in Uzbek families. At the same time, the low level of "divorce culture" and its unique national characteristics have more negative consequences for Uzbek families. Accordingly, the negative consequences of divorce are more pronounced in Uzbek families than in families of other nationalities.

CONCLUSION

Therefore, at present, special attention is paid to the study of the problem of divorce on a scientific basis. Here it is important to identify the factors and causes of divorce. This is because in most cases, simple mistakes are made in divorce proceedings to determine the root cause of the breakup of a family seeking a divorce.

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AN EMPERICAL STUDY ON EFFECTIVENESS OF ONLINE TRAINING AND DEVELOPMENT WITH REFERENCE TO PUBLIC SECTOR EMPLOYEES

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ABSTRACT

In recent times there is good development the Banking industry and that has become possible only as the technology is getting developed. This is all due to efforts made by the Government of India towards the development of Economy by making Digital India Program. Digital India is a campaign launched by the Government of India to ensure that Government services are made available to citizens electronically by improving online infrastructure and by increasing Internet connectivity or by making the country digitally empowered in the field of technology. The Indian banking industry is continuously going through a process of transformation since nineties, due to the introduction of Liberalization, Privatization and Globalization (LPG), Information and Communication Technology (ICT). There is a high impact of training which the employees get during the course of job when they perform in the banks. Each and every bank they provides more and more training to their employees so that their employees efficiency will be the more than the normal and even to motivate the employees with respect to their job. The researcher have the objective to study the existing status of training and development programmes for the public sector employees and to examine the effectiveness of training and development through digital way for the public sector employees. The researcher is going to collect the data by Primary Research through questionnaires and Random sampling method will be used for the purpose of collecting the data. The sample size of the research work is 200 employees who works or retired employees of Public sector banks. The expected result may be as the training is provided through online will be more effective and the best way for the employees to enhance

their knowledge. During the course of training if the employee wants to save the lectures that will be possible on the online training method.

KEYWORDS: *Training and Development, Banks, Human Resource Management, Employees, etc.*

INTRODUCTION

In recent times there is good development the Banking industry and that has become possible only as the technology is getting developed. This is all due to efforts made by the Government of India towards the development of Economy by making Digital India Program. Digital India is a campaign launched by the Government of India to ensure that Government services are made available to citizens electronically by improving online infrastructure and by increasing Internet connectivity or by making the country digitally empowered in the field of technology. The Indian banking industry is continuously going through a process of transformation since nineties, due to the introduction of Liberalization, Privatization and Globalization (LPG), Information and Communication Technology (ICT).

Training: The aim of any training programme is to provide instruction and experience to new employees to help them reach the required level of performance in their jobs quickly and economically. For the existing staff, training will help develop capabilities to improve their performance in their present jobs, to learn new technologies or procedures, and to prepare them to take on increased and higher responsibilities in the future.

Online Training: online training means that the actual learning and activity takes place while the user is connected to the delivery website, as opposed to downloading files or exercises and running them on the user's computer while offline.

Development: Employee Development Programs are designed to meet specific objectives, which contribute to both employee and organizational effectiveness. There are several steps in the process of management development. These includes reviewing organizational objectives, evaluating the organization's current management resources, determining individual needs, designing and implementing development programs and evaluating the effectiveness of these programs and measuring the impact of training on participants quality of work life.

Definitions of Training and Development

According to the Michel Armstrong, "Training is systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job".

According to the Edwin B Flippo, "Training is the act of increasing knowledge and skills of an employee for doing a particular job."

Dale S Beach defined "Training is usually considered as the organized procedure by which people gain knowledge and increase skill for a definite purpose"

Differences between Training and Development-

Employee training is different from management development or executive development. While the former refers to training given to employees in the operational, technical and allied areas, the latter refers to developing an employee in the areas of principles, and techniques of management, administration, organization and allied ones.

TABLE No. 1

Area	Training	Development
Content	Technical skills and knowledge	Managerial Behavioural skills and knowledge
Purpose	Specific and Job related	Conceptual and General knowledge
Duration	Short term	Long term
For Whom	Technical and non-managerial personnel	Managerial personnel

Training and Development in banks

In Banks, there is a need for the continuous training and development of the staff in the areas of customer care services on operational aspects and behavioral aspects of the business. How are the needs identified? The training needs are assessed through task analysis and performance analysis, which can be conducted through surveys, or from the information furnished by the heads of the departments, customer complaints, even from the reports on 360 degree feedback systems. In case of a large banks, there are two ways of conducting training programmes – through an established department having a full time HRD functionary who oversees all the training and development functions of the Banks or through an external trainers coordinated by the HRD department. These days Banks have recognized the need for training and re-training their staff, in order to develop a competitive edge over their competitors in delivering high quality services to the customers.

Traditionally, banks have recruited young school leavers, and their initial training was either long apprenticeship or on-the-job or formal training in basic routine operations. Aspirants to management position were encouraged to qualify professionally by reading for associate-ship of the Institute of Bankers or an equivalent qualification. It was argued that banking requires exercise of sound training and development programmes for their employees.

LITERATURE REVIEW

In every study a good literature review does not only provide knowledge about what has been done in the research area but also strengths and weaknesses upon which one can also build an insightful and purposeful study.

Jadhav (2015) studied the training and development programmes undertaken by banks for their employees. The main objectives of the present study were to analyze effectiveness of training and development programmes for employees to discharge their duties and to study how training and development programmes helps to achieve customer satisfaction. For this study primary data was collected through questionnaire filled by the bank employees. A sample of 40 employees is selected by the use of random sampling from different banks like HDFC, ICICI, Vijaya bank, Bank of Baroda, and Dena Bank located in suburban area of Mumbai. It is concluded that private and public Indian banks undertake training and development programmes for their employees to increase their efficiency. Banks provide training programmes to enhance their knowledge and skills to satisfy the customers. Growth of banking sector in India is the result of skilled manpower which is the outcome of training and development.

Ramakrishna et al. (2015) have studied that Human Resource Development department has to play a more proactive role in shaping the employees to fight out the challenges. The banks not only have to make plans and policies and devise strategies, the actual functionaries have to show competence and effectiveness in executing the said policies and strategies. A sample of 85

employees covering all Canara bank branches in Kurnool District has been considered for the study at random. The study revealed that the employees have attended more training and development programmes, employees strongly agreed about the necessity of training and development programmes, majority of the employees rated trainer's preparation as good, employees rated trainers creating learning atmosphere and employees given overall rating for training and development programmes.

Sthapit (2014) pointed out that the strategic human resource development factors affecting the evaluation of induction training effectiveness in Nepali banks. The study was based on the survey which was conducted during Feb-March 2012 on 104 low and middle level managers of Nepali development banks established from June 2001 to June 2010. The study revealed that induction training as most effective in terms of learning and least effective on the behavior change criterion.

Purohit (2014) studied the existing policies practiced in co-operative banks to appraise the level of HRD practices, to assess the satisfaction level of employees about HRD practices particularly Training and development & Reward and recognition of employees. In the present study structured questionnaire via in-depth personal interviews is used to collect primary data. From large number of banks in Pune region 16 are selected for the study. Information was collected from 30 employees of different level. The study adopted random sampling with regard to the selection of cooperative banks. The study revealed that training helps employees to gain better understanding in the area of Job and this will enhance their stock of knowledge. Extensive training providing the continuous development, such as on-the-job training, training programmes and workshops can be a driving factor for the activities in the firm. The present paper also suggests the ways & means by which the selected co-operative banks can improve their high performances of work practices.

Srimannarayana M. (2013) in his study found that Training and Development is very important component in the modern Human Resource Management and the scope of training and development vary from one organization to another. The present study is based on primary data. Data is collected from 105 HR/Training professionals working in manufacturing, IT/ITES and service sector with a minimum experience of three year in their respective organization in the functional area of training and development. The study revealed that more than 75% of respondents have believed that performance improvements made because of training is an extremely valuable measure and 70.48% have believed that transfer of learning is extremely important. Almost (95.24%) respondents have mentioned that they collect feedback of the participants after completion of the training programme routinely. There is a gap between the measures that that are used actually in assessing training and development and HR/Training professionals do not have control over data that is required for measuring training and development.

Mohanty (2012) explained how Liberalization, Privatization and Globalization have changed the scenario of corporate world and holds for us many challenges. In this connection, the development of human resources is putting newer challenges in business world. New skills and abilities are needed to face these challenges and it is possible by providing "Training". Training is the strong foundation of highly skilled and motivated human resource. So, training is one of the most important tools in Human Resource Development effort to improve overall performance of an organization. Effective and suitable training interventions can bring improvements and impact in the working of organization significantly which help employees to adopt new work

practices for the success of business. Through training an organization go green by making employees more effective and productive.

Nagar (2011) study the effectiveness of training programmes being conducted by the commercial banks in public as well as in the private sector. The area of study is limited to the staff training centers of State Bank of Bikaner & Jaipur and The Bank of Rajasthan Ltd. The data is collected through a structured questionnaire containing several questions relating to various aspects of training programme. The focus of the study is mainly the opinions of the trainees regarding various aspects of training like course duration, library facilities, trainer, teaching & computer aided programme and other infrastructural facilities and the calculated t values are less than table value of t, hence null hypothesis is accepted or hence there is no significant difference in the opinion of respondent at the two staff training centers.

Onattu (2009) explored that the need for qualified and trainable employee is recognized as an important factor to compete in the global market. This study was conducted to generate information that can be used by industry, policy maker and the consultants to develop appropriate training initiatives. The present study was based on primary data which collected with help of questionnaire filled by 50 respondents.

Raju (2008) conducted an opinion survey on the various aspects of training like management's attitude, selection process, quality of training, impact of training on productivity & individual and post-training assessment in different categories of banks in Coimbatore. A questionnaire was formulated comprising various aspects of training and opinion on the statements was sought from 154 employees of 24 banks in Coimbatore.

OBJECTIVES

1. To study existing status of online training and development programmes banks for their employees.
2. To examine the effectiveness of online training and development programmes for employees in fulfillment of their duties.

RESEARCH METHODOLOGY

The researcher is going to collect the data by Primary Research through questionnaires and Random sampling method will be used for the purpose of collecting the data. The sample size of the research work is random sampling of 200 respondents from employees who works or retired employees of Public sector banks in rural and urban area of Karnataka. Present research paper is descriptive type and based on primary data collected through questionnaire filled by the bank employees.

ANALYSIS AND FINDINGS

TABLE No. 2

Statements	%Response of employees
Online Induction training is given adequate importance.	86% Very Good
Online Training programmes are well planned.	89% Very Good
Norms and values of the organization are clearly explained to new employees during induction training through online.	71% Very Good

Online Training programmes are periodically reviewed and improved.	90% Very Good
Employees acquired technical knowledge and skill through online training.	80% Good
Online Training and development is based on genuine needs.	79% Good
Employees participate in determining the online training needs.	65% Good
Online Training and development increase the skill of employees.	89% Very Good
Online Training and development enhance the quality of services being performed by employees.	76% Very Good
Online Training and development satisfy the ego of employees.	79% Very Good
Online Training and development enhance the efficiency and effectiveness of the work being performed by employees.	78% Very Good
Online Training and development minimize the faults in operations.	81% Very Good
Online Training and development improve the leadership and managerial skills.	79% Very Good
Online Training and development reduce the stress level of employees.	73% Very Good
Online Training and development stabilize the organization.	78% Very Good
Online Training and development help employees in promotion and other monetary benefits.	72% Very Good

(Source: Primary Data)

CONCLUSIONS

There is enough evidence to show that employees who were trained on a regular basis on the online training are the ones who provide a higher quality services to the customers. To develop an integrated and proactive online training and development strategy there is requirement of coherent corporate culture rather than ad-hoc programs. In a service oriented industry such as banking, people are among the most important assets and a bank must efficiently manage its employees during every phase of employment in this competitive arena. It is concluded that public sector banks undertake online training and development programmes for their employees to increase their efficiency. Banks provide online training programmes to enhance their knowledge and skills to satisfy the customers. Growth of banking sector in India is the result of skilled manpower which is the outcome of online training and development.

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PIRLS INTERNATIONAL ASSESSMENT SYSTEM IS AN EFFECTIVE TOOL FOR DEVELOPING CRITICAL THINKING SKILLS IN PRIMARY SCHOOL STUDENTS

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ABSTRACT

The following article deals with the practical application of critical reading principles in the PIRLS system, and effective assessment of reading ability of 4th grade students as well. Great attention is paid in the country to further improving the system of continuing education, increasing the capacity of quality educational services, the development and implementation of effective mechanisms for the development of student literacy. PIRLS (Progress in International Reading and Literacy Study) is an international research program to assess the level of reading and comprehension of text in primary school students.

KEYWORDS: *PIRLS, Critical Reading, Commentary, Analysis, Commentary, Prediction, Thesis, IEA.*

INTRODUCTION

In the world we can observe large-scale reforms in the field of education. In this regard, it is important to use the International PIRLS (Progress in International Reading and Literacy Study) program to assess reading and comprehension literacy in order to identify and develop students' abilities and talents in general secondary education from primary school. It is also important to organize systematic and goal-oriented activities to improve the reading and comprehension of primary school students. In this regard, it is important to further expand the pedagogical and methodological capabilities of the educational process, which develops the skills of reading and comprehension of the text in primary school students. Great attention is paid in the country to further improving the system of continuing education, increasing the capacity of quality educational services, the development and implementation of effective mechanisms for the development of student literacy. The Strategy of Actions for the Further Development of the Republic of Uzbekistan identifies important tasks such as "support and realization of the creative and intellectual potential of the younger generation, the formation of a healthy lifestyle among children and youth, their widespread involvement in physical culture and sports". This requires the widespread introduction of advanced foreign experience in primary education, the improvement of the national system of assessment of students' reading literacy, the development

of a system of interactive assignments for the development of independent reading skills, the development of methodological mechanisms for reading and text comprehension.

PIRLS (Progress in International Reading and Literacy Study) is an international research program to assess the level of reading and comprehension of text in primary school students. It is a major international assessment program that provides information on the level of development of reading and comprehension skills of primary school students on an international scale, and includes information on public policy in the field of education to improve reading and learning. Structured logical questions on reading and comprehension of the text activate thought processes and can be the basis for improving the learning process at different levels in education. PIRLS represents two broad goals, which make up the bulk of in-school and out-of-school learning by students, namely the acquisition of artistic experience, the assessment of information acquisition and use skills. The share of learning assignments in the PIRLS assessment program is summarized by summarizing the experience of primary school teachers in developing primary school students' reading and text comprehension skills. Improving reading and text comprehension skills in primary school students. In the PIRLS study, finding comprehension information in the process of reading comprehension assessment tasks provides 20%, direct conclusions 30%, generalization, interpretation and harmonization of ideas and information 30%, content and an important factor is that the evaluation of the elements of the text and the critical approach make up 20%. Determining the proportion of learning tasks is based on answering questions about the text, tasks that help to develop reading and comprehension skills in the reading lessons of primary school students, and analyzing the level of students' mastery of information in the text. More than 50 countries around the world participate in PIRLS international assessment programs. It identifies and evaluates the readiness of primary school students in different countries to read and receive the text, as well as the factors that contribute to the success of students. Today, Russia is the leader in the PIRLS evaluation program. It is necessary to develop reading and comprehension skills in primary school students, a new approach to teaching, the implementation of the PIRLS international assessment program in the educational process based on the positive results achieved. The following components of the development of reading and comprehension skills in primary school students were identified: ensuring the compatibility of theory with practice, identifying and communicating current problems of learning in primary school, relying on international experience in developing reading and comprehension, writing logical questions and teaching to find answers, develop critical thinking, analyze data, generalize and draw conclusions based on them, understand the content and significance of the work, and acquire reading and comprehension skills. The practice of reading and writing is one of the most important skills in learning a mother tongue. We believe that the principles of critical reading of reading skills are of great importance in the development of reading skills in school students. Improving your reading skills will save you time and allow you to read the selected study material effectively. In addition, they will have the opportunity to increase their level of understanding and concentration. In the process of learning to read, young people will open up a world of all possibilities for themselves and expand their worldview. In addition, participation in the PIRLS assessment system in assessing the reading skills of all 4th grade students of the Republic of Uzbekistan in 2021 is particularly noteworthy, as 4th of the 5 initiatives adopted by President Sh. Mirziyoyev is dedicated to raise the morale of young people, to organize systematic work to promote reading among them.

PIRLS (The Progress in International Reading Literacy Study - an increase in the study of international reading literacy) - is an international assessment system that assesses the quality of

reading and comprehension levels of young people studying in the primary school in different countries. This type of test is designed to be performed once every five years.

The International Association for the Evaluation of Educational Achievement (IEA) is an international partner of national research institutes, research agencies, scholars, and analysts working to evaluate, understand, and improve education worldwide.

The practical application of the principles of critical reading in assessing the quality of reading and comprehension levels of the text of young people studying in the primary school can lead to a positive result.

Critical reading is a method of language analysis that involves a deeper study of the meanings and ideas reflected in this text. Commenting on the necessary ideas reflected for in-depth reading is an integral part of critical reading. Critical reading requires linking ideas, such as writing practice, to relevant evidence.

Critical reading means a careful study of the concepts used, as well as the accuracy and importance of the evidence.

Being able to read the deep meaning is the ability to pick up hidden thoughts and ideas.

It is important to consider the interrelated nature of reading and writing. As we read, we come across different information and perspectives, which forces you to reconsider your opinion.

Reading is an active process, and the best way to learn critical reading is to teach writing practice.

Bazerman (1994) expresses the following view of the active role of the reader: "The cure for true boredom is to find and read a book on the subject. The goal of critical reading requires students to understand the author's purpose. Each of them requires a conclusion from the evidence in the text". Critical reading is not just careful reading. Critical reading involves actively finding and analyzing evidence in a text. So, critical reading is reading in order to gain a deeper understanding of the material. This requires analysis and evaluation in the process of reading the text. When reading a work of art critically, it is important to determine what the writer is actually referring to. Critical reading does not mean criticizing what you read. Neither reading nor critical thinking means being critical of any idea, argument, or writing, claiming that it is any mistake or misrepresentation.

Critical reading means asking one "What does the author mean?" or "what is the main argument?" involves working with the material by asking questions.

Stages of Critical Reading:

Pre-Reading: It would be important to have a conversation with the author through the comments, writing down the thoughts, ideas, and quirks that arise in relation to the text. Paragraphs and points that are considered important in the text should be underlined, highlighted, and commented on. As an example we can include reading keywords or headings.

Post-Reading: Review your comments to get an overview of the text. You can also choose to write a summary to confirm your understanding.

Reply to the Text: Once you have determined the author's arguments and the exact meaning of the line of reasoning, you can analyze the author's arguments and methods. Then you can develop your own ideas, maybe your own essays.

Critical Reading: Does not just understand the text, it also includes:

Carefully review and evaluate the reading;

Identifying the strengths and impacts;

Having a “big impression” and determine how the reading fits into the larger academic context (concepts presented in other books and articles on the subject).

In short, critical reading is useful and important at all stages of academic learning. Critical reading often involves asking questions about reading. In particular, you are exploring the strengths and weaknesses of the reading material.

To do this, consider the following:

Basics of reading;

The purpose of the study and the general conclusion;

Reading ratio;

Limitations;

Relations to Other Sources

Each of these affects can have a question as: How strong the meaning is? How convincing it is? Questions can also be used to develop writing skills during the reading process, especially when it is necessary to discuss. For example: Who is the author? What source is this?

Different organization of reading can have different goals depending on the intended audience. It's important to get a “big impression” of the reading so you can see how all the paragraphs fit together. Critical reading is an important part of the writing process. In fact, the process of reading and writing is similar. In both, you make sense by actively engaging the text. As a reader, you are not a passive participant, but an active writer. Being curious and “critical” about the material you read makes the material you read richer and more useful.

What strategies are needed for more critical reading? What can be done when reading a text to improve critical reading skills?

Successful critical readers used the following strategies:

Prediction;

Note;

To conclude;

Analysis;

Re-reading;

Write a reply to the author.

Reviewing: The text means gathering as much information as possible before reading it. You can ask yourself the following questions:

What is the purpose of reading?

What can the title tell me about the text?

Before reading, let's look at the title of the text. Who is the author?

If the reader has heard the author's name before, what comes to mind first?

What is the author's opinion on the topic? How is the text structured?

Let the reader read all the headlines carefully. Also, reading the first sentences of the paragraphs will give you a good idea of the main ideas of this section.

Comment

The following comments can be made while reading:

1. Identify the thesis and the main ideas of the work
2. Highlight keywords and unfamiliar words
3. Underline important ideas and memorable pictures
4. Write down your questions and / or comments.

Summary

Summarizing: The text you read is a valuable way to check that you understand the text. In conclusion, you will need to find and write the main points of the text.

Analysis: Analyzing a text means breaking it down into parts to see how its parts relate to each other.

Re-Reading: Re-reading is an important part of the critical reading process. Good readers re-read the work several times, knowing it from the inside and the outside until they are satisfied. It is recommended to read the text three times to get as much meaning as possible.

First Reading: When you read a text for the first time, quickly drop it for its main ideas. If available, you will need to pay attention to the introductory words, the first sentences of the text, and the section titles. Reviewing the text in this way leads to the development of critical reading.

Second Reading: The second reading should be a slow, meditative reading, and you should have a pen in your hand to interpret the text. Taking the time to interpret your text in the second reading can be the most important strategy to master if you want to be a critical reader.

Third Reading: In the third reading, you need to consider the questions that interest you. You should use this reading to search for any unfamiliar words and make sure you understand the confusing or complex parts of the text.

Writing an Answer: Expressing an attitude to the material you read is an important step in understanding the text you are reading. You can express your attitude in writing or by telling others what you have read. Here are some ways to be critical of a text:

Write in a notebook the attitude to the text read;

Discuss the text with others.

CONCLUSION

In conclusion we want to say that the all above are critical reading principles in practice in the PILRS assessment system, and in our opinion, they can lead to a broader, deeper and more objective assessment of students' reading skills.

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THE GRADUAL DEVELOPMENT OF NATIVE LANGUAGE TEXTBOOKS FOR GRADES 3-4 IN PRIMARY SCHOOL

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ABSTRACT

The following article deals with the development stages and history of Uzbek language as a native language education in primary school. attention to education, so that students did not get bored during the lessons. . The rise of culture and enlightenment has made a worthy contribution to the history of written culture. The concept of primary education, the new edition of the State Education Standard for Primary Education and the unified State Education Standard, as well as the corresponding curricula were adopted. Consistent work will be needed to achieve the goal. Because sound is a complex concept, it is not defined in elementary grades, but practical work is done.

KEY WORDS: *Historical Development, Root, Suffix, Syllables, Sound, Structure, Speech.*

INTRODUCTION

Teaching students to read and write in primary school dates back to ancient times. Although the mother tongue did not emerge as a science, the teaching of the alphabet, reading texts, understanding the content, and analysis were carried out on a regular basis. If we look at its historical development, the content of education was changed in the I-VIII centuries BC, in the previous period the study of the works of Greek thinkers formed the basis of literacy, by this time the study of the Arabic alphabet and numbers reached, and they focused on developing reading, writing, arithmetic, observation, and work skills. In this period primary education focused on meeting the needs of knowledge acquisition, and on the basis of them were inculcated in the minds of learners spiritual and moral qualities, work skills, conscious attitude to the environment, and based on universal values. There were also positive changes in the content of Native language education in the “First Renaissance”, IX-XII primary education. Our great thinker Abu Rayhan Beruni, while talking about imparting knowledge to the reader and making

him literate, paid special attention to the appearance of paper, writing and its origin, various writing symbols, teaching aids. The scientist showed different ways, forms and methods of education to attract students' attention to education, so that students did not get bored during the lessons. In particular, he said, "Our goal is not to bore the reader. It will be boring to read one thing. If a student moves from one subject to another, it will be like walking in different gardens, and soon another garden will begin. It is not in vain that it is said that everything new brings pleasure to a person, it is possible to understand the requirements for the content of education and lesson planning" [99p.]. Abu Ali ibn Sina, better known as Shaykh ur-Rais, said, "First of all, a teacher should teach his students good qualities, and then they should study their Native language and Literature."

In general, the emergence of writing has been one of the important didactic foundations in the intellectual development of human society, in the transmission of information and data to the right places. The results of Mahmud Saadi's research on the history of writing are significant in this regard. In particular, the article "Cradle of Writing Culture" has a valuable resource. He said: "Writing is one of the great inventions of man. It plays an important role in the socio-political and cultural life of society. Central Asia, especially Uzbekistan, is one of the oldest centers of writing culture. The rise of culture and enlightenment has made a worthy contribution to the history of written culture. It has always been at the forefront of the peoples of the East. This is a great event in the history of our people, our statehood and our spirituality"[52p.].

Evidence of this idea can be found in the research work of Professor MirsodiqIshakov. He noted that the peoples of Central Asia began to create alphabets 2,800 years ago. He said: "This high cultural phenomenon testifies to the fact that our ancient ancestors knew the nature of human speech. By creating writing, the spiritual resources of society are reflected in the text, political, administrative, economic relations are regulated, in short, statehood, information space and "The writing culture" of the peoples of Central Asia, including the Uzbek people, was formed from the earliest stages on the basis of the compatibility of sounds and letters" [99p.].

The XIV-XVI centuries were a particularly important period of the Eastern Renaissance, when there were positive changes and development in all spheres of education. Madrasahs were established. The focus on science and enlightenment was growing stronger than ever. One of the great figures of this period, Muhammad TaragayUlughbek (1394-1449) paid special attention to educational technology, the content and teaching methods of textbooks taught in madrasah, and set serious requirements for the authors. He indicated that textbooks written for madrasahs should be enriched with new content. No matter what science, event, or incident had reflected in the textbooks, they should not be far from the reality of life. First of all, textbooks should be written in a simple and clear way, free from the complexities of the Arabic language.

Babur paid great attention to the basics of student literacy. He invented the alphabet and called it the "Letter of Baburi". During this period; the foundations of understanding the practical significance of the sciences were created with the help of the basics of early literacy and elements of computational thinking.

In the seventeenth and eighteenth centuries, primary education developed Native language education, and Uvaysiy could teach the learners to write and read, and Arabian graphics, but also she taught girls the art of music and poetry, quick thinking, beautiful speech, radif and chistonriddles. These teaching methods were a testament to the unique teaching style of the

Uvaysiy in helping students to develop their thinking skills, focus on their surroundings, and develop as intelligent refined artists.

Later, textbooks on primary education also began to appear. The pedagogical works of the enlightened pedagogues and thinkers of our country and the alphabet, textbooks were used in schools and madrasahs.

In the late 19th and early 20th centuries, new methodological schools were opened in Turkestan, and enlightened teachers began to create various textbooks and manuals for these schools. Behbudi, Munavvarqori, Fitrat, Abdullah Avloni, Ibrat, Hamza and others were active in this field and took an active part in this work.

In 1919, Fitrat and K.Ramazan compiled a manual "Ways of Agreement" on the theoretical issues of the Uzbek language. This work had a positive effect on the emergence of subsequent language lessons. Elbek's first textbook "Ways of Writing" was also created on the basis of "Ways of Agreement". While "Ways of Agreement" was created as a guide for teachers, Elbek's "Ways of Writing" was created in the form of a textbook, since the "Writing Ways" was issued lessons were designed for elementary school students. Elbek's textbook, "The Ways of Writing" was written in simple language in 1921, based on the resolutions of the Language and Spelling Congress. The linguist tried to use as pure Uzbek terms as possible in compiling the textbook "Ways of Writing" [109]. Abdulla Avloni's "The Last Textbook of the Alphabet" – "Ikkinchimuallim" (The Second Teacher) (1912) was reprinted for 3 times.

Fitrat published "Grammar of the Uzbek language" ("Sarf, Nahv", was published for six times in 1924-1930), "Rules of literature", "About Aruz" and others. His only article, "Tilimiz" (Our Language) was crucial in assessing the content of education. It proved that it was possible to make 98 words from a single "bil" root, and that the vocabulary of the Uzbek language is richer than that of the Persian and Arabic languages.

Based on the study of the activities of the Jadids, the following conclusions can be drawn that they have worked hard to organize more schools and prepared textbooks for them (Alphabet, Reading Book, "Muallimisoniy" First teacher), "Muallimiavval" (Prior teacher).

In 1938, Oqilhon Sharafiddinov, who had studied the works of the Jadids, compiled and recommended the use of the textbook "Alphabet". This textbook was published in Latin and Cyrillic scripts and was written in the national spirit, covering many years of experience, from easy to difficult, from simple to complex methods.

In 1967-1968, this textbook was reprinted and published. By 1974, secondary education was reformed and changes were made to the content of education, including primary education.

During this period, the content of the primary education plan was updated at the level of development of society and the requirements of the time. In general, when focusing on the historical-developmental stages of primary education, the requirements for primary education have become a key issue in the formation of the content of this stage of education, ie the formation of literacy and computational thinking in students and attitudes to the world around us. If we look at the development of Native language education in primary education during the period of independence, it is important to point out the following aspects.

The concept of primary education, the new edition of the State Education Standard for Primary Education and the unified State Education Standard, as well as the corresponding curricula were

adopted. This work led to the improvement of the content of the subject of mother Native language in primary education.

That is, the formation of the content of the Native language of primary education in accordance with the requirements of modern development has become urgent.

For example, special work was required to develop the following skills: to express an idea in a logical sequence; create complex texts that are gradually expanded within a specific topic; a detailed description of a particular topic; be able to effectively use the expressive possibilities and vocabulary of the native language in describing the topic; adherence to spelling and methodological requirements in text creation.

In the primary grades, teachers are required to form and develop students' independent, critical and logical thinking skills, to be able to express themselves independently, to apply their knowledge in social activities and to provide the necessary level of preparation to continue reading in the second stage of education.

The main purpose of teaching mother tongue in primary school is to develop children's oral and written thinking according to their age, to shape them as individuals, to develop their interest in learning, to achieve activity, independence, diligence, ability to overcome difficulties. Developing children's mental and intellectual abilities will allow them to master the sciences in the future. The mother tongue program in the primary grades includes the following knowledge:

1. Literacy teaching Extracurricular reading and speech development.
2. Extracurricular reading and speech development.
3. Develop phonetics, grammar, spelling and speech in the classroom.

In the process of teacher training, it is planned to organize the lessons theoretically, practically and methodologically, to inform teachers about innovations in this field, to introduce advanced pedagogical innovative methods. The importance of knowledge of phonetics in the acquisition of oral and written speech by young students is great: a) they are taught to read and write based on phonetic knowledge. b) phonetic knowledge is the basis for correct pronunciation of a word. c) phonetic knowledge, along with knowledge of morphology and word formation, is the basis for the formation of a number of spelling skills in students. g) Phonetic knowledge is necessary for correct pronunciation, stress, speech according to the tone of the sentence. d) It is important to know the sound side of a word, to understand its meaning, and to use it consciously in speech. According to the program, primary school students acquire phonetic-graphic skills: sounds and letters, vowels and consonants, pairs of voiced and unvoiced consonants, word division into syllables, accented syllable separation. Even before they come to school, children practice mastering the division of words into syllables, the sound structure of speech, but they do not know how to pronounce the sounds in a word correctly and consistently until they read it specifically. Consistent work will be needed to achieve the goal. Because sound is a complex concept, it is not defined in elementary grades, but practical work is done. The leading method is to observe the pronunciation of sounds in a word, the lexical meaning of a word, and its dependence on the content of sounds in a word. For example: “aka-uka, kul-gul”. Work on the phonetic structure of the word begins in the period of literacy training. They learn to analyze a word from the sound: for example, in the Uzbek word “kel” k,e,lletters and “yomg’ir”y,o,m,g’, i, rletters have sounds.This will help you to type and pronounce the letters in the word without dropping them. Work on the phonetic structure of the word will continue in grades 2-3-4. Sounds

are divided into 2 groups: vowel and consonant sounds. The following signs are taken into account when explaining it to students: 1. The method of pronunciation. 2. Involvement of sound and noise 3. Feature of joint formation. Students are not allowed to memorize these characters. He is taught by the method of character observation. The Uzbek syllable is a vowel syllable, the sound is represented by a letter in the syllable. Grade 1 students should know the following:

1. We pronounce and hear sounds.
2. We see and write the letters.
3. The letter “j” represents 2 sounds.

In Grade 1, the observation method is used to study voiced and unvoiced consonant sounds. Students should be actively involved in the observation. To do this, words such as paqir-paqir, dil-til, which differ in only one consonant sound, are compared, and the difference between the consonants b-p, d-g is explained in practice. In the same method, with and without pairs of voiced and unvoiced sounds, the prepared exhibition is brought to the attention of students.

Plosive consonants (in Uzbek alphabet): b, v, g, d, z, j, g', y, l, m, n, r,ng. Fricatives: p, f, k, t, s, ch, sh, x,q, h.It is enough for children to know that even when unpaired consonantal consonants come at the end of a word, their pronunciation corresponds to the oppression. There is no such harmony when there are pairs of resonant consonants at the end of a word. Hence, students should develop the following skills and competencies in the spelling of consonant sounds:

1. Distinguish paired and unvoiced consonant sounds.
2. It is necessary to check that such a word is audible, so that there is a consonant pair of consonant sounds at the end of the word.
3. That the consonant sound is not replaced by another sound when it comes before the vowel sound.
4. Comparison of the consonant letter in the word to be checked and checked (book).
5. The definition of a joint is not given in elementary classes.
6. Students will learn that the more vowels there are in a word during literacy teaching, the more syllables there will be.
7. A student who can distinguish words into syllables can spell them correctly.

This requires regular work, and during the doing activities:

One letter cannot be left on the previous line and cannot be moved to the next line.

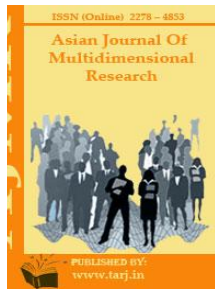
CONCLUSION

It is necessary to pay more attention to places such as moving words with the letters “ng, ch, sh” to the syllable. In this case, the emphasis falls on the last syllable, the emphasis shifts with the addition, in some words, the emphasis may not be on the last syllable, and is strengthened by various exercises. The accent will be introduced in 2nd grade. Students will be interviewed about the emphasis. One of the tasks of educating students is to form their worldview. The leading condition for purposeful work in solving this task is the successful development of the student as an individual. In carrying out such a task, speech competencies will be developed in the next generation by perfectly explaining native language lessons to primary school students.

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THEORETICAL AND PRACTICAL BASIS OF EDUCATION OF A DEVELOPED GENERATION ON THE BASIS OF INTEGRATED APPROACH

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ABSTRACT

The following article deals with the need and possibilities of an integrated approach in educating a harmoniously developed generation. The article also shows ways to ensure the integration of physical and spiritual education in the formation of the student's personality. The issue of raising a physically and spiritually and morally harmoniously developed generation in our country is a national task for us, and the consistent and resolute continuation of our work for this noble goal is at the center of our current policy. In addition, the year 2010 was declared the "Year of harmoniously developed generation" in order to bring up a healthy and spiritually rich, intellectually mature, morally strong, physically strong generation, a person who has matured in all respects.

KEYWORDS: *Education, Upbringing, Harmoniously Developed Generation, Integration, Personality, Physical Education, Spiritual and Moral Education, and Action Games, Spiritual And Moral Criteria, Didactic Principle.*

INTRODUCTION

The main purpose of the reforms that are aimed at developing the system of continuing education in the country is the integration of education, science and industry as well. The need for the development of education in close cooperation with modern scientific and technological progress, market economy and industry is listed as one of the important tasks in the "National Training Program", that is why the effective use of integration in the development of education is becoming an urgent issue. Integration is the merging of individual parts or elements into one whole. The concept of "integration" was explained by Spencer in the XVIII century. We also looked at integration as a factor in the development of thinking and tried to interpret it as a synthesis of interdisciplinary communication and forms of education. "Integration" means "whole". So let's look at what different parts of this thought growth process and integration are

as a phenomenon in terms of terminology and methodology. The word "integration" comes from the Latin word "integratio" - to restore, to supplement, and "integar" - from the whole word. [3,23 p.] One of the disciplines in the general secondary education system is the development of scientific and pedagogical bases for the integration of physical education subjects which increases the efficiency of education and prevents the use of excessive force and stress.

In addition to the scientific research of our professors and scientists on integration, as well as foreign scientists have conducted their own research. "Integration is seen in the convergence and interdependence of disciplines in the process of differentiation. The process of integration is manifested in a high form of interdisciplinary interdependence". [4, p. 48] The concept of "integration" has two meanings when used for the educational process. Firstly, it helps students to perceive the world around us as a whole (integration emerges as an educational goal), secondly, it brings together the general aspects of science and knowledge (integrated as a learning tool).

In view of the above, the integration opens the way for the structural connections between the disciplines, the interdependence, complementarity, perfection of the disciplines. Integration can be seen as a source of finding new evidence that confirms or deepens students' observations and conclusions in a variety of disciplines. In this regard, in our research we focus on ensuring the integration of physical and spiritual-moral education in the formation of the student's personality.

In every social system we can meet concepts as physical training, education, spirituality and enlightenment, which ensure the physical growth of man, and they require to study changes in the field of Pedagogy with the development of society.

The upbringing of a spiritually, morally and physically harmoniously developed generation is not only a national need, but also a matter of national importance.

Sport is an important factor not only in physical but also in spiritual and moral development. It heals the will, teaches to strive for a clear goal, to overcome difficulties with endurance and perseverance. It instills in the human heart a sense of confidence, pride and pride in victory. As the First President of Uzbekistan I.A. Karimov noted, a nation with healthy, educated generation actually will build a great future. Indeed, "Nothing can make a country famous as a sport". "Sport educates a person to be brave, strong and resilient". [1.63p.]

The issue of raising a physically and spiritually and morally harmoniously developed generation in our country is a national task for us, and the consistent and resolute continuation of our work for this noble goal is at the center of our current policy. In addition, the year 2010 was declared the "Year of harmoniously developed generation" in order to bring up a healthy and spiritually rich, intellectually mature, morally strong, physically strong generation, a person who has matured in all respects.

Physical education plays a key role in the comprehensive, mental, spiritual, moral and physical development of the younger generation. In accordance with the "National Training Program" implemented in our country, the development of mass sports is a very important condition for the formation of physical and mental health of the younger generation, the pursuit of a healthy lifestyle and love for sports. Gradually, three-stage competitions of sports games for schoolchildren and students, such as "Umid Nihollari", "Barkamol Avlod" and "Universiada", and they are gaining popularity. The importance of its application in education is successfully solve the problem of educating spiritually and morally pure and mature people, to study the

historical traditions, spiritual riches of our people, the scientific heritage and historical and educational experience of our ancestors, to bring their achievements to life, and education.

It is known that the thinking, lifestyle, physical culture, spiritual and moral views of any people or nation do not form spontaneously; clear historical, natural, and social factors underlie their existence, origin, and development.

In History, the activities of great people have been highly valued not only for their skillful organization and deep knowledge, but also for their morals and ethics. Politeness means respecting not only others but also oneself. In particular, according to our national traditions, the perfection of man is first of all reflected in his spiritual and moral maturity, in his deep study of the meaning of ancestors, in his efforts to enrich it, to show great and small respect, not everyone can determine the level of perfection on their own. Perfection is better for each person than for others. A perfect man is one who is completely free from slavery, muteness, and dependency.

A perfect man does not blindly follow those who spread harmful ideas, which are alien to the interests of his country and people, and he is alert and active. On the other hand a great culture is formed, developed and improved in the process of education. One of the most important stages of pedagogical education is physical education, which includes a variety of exercises, sports, travel, health-improving factors of nature (sun, water, air, hygienic requirements), and movement games. As mentioned earlier, the natural movements of human beings are nurtured through special exercises and games that serve to develop and improve the connection. Physical conditions, in particular, are an important factor in the formation and expansion of human qualities. Almost all games are inextricably linked with mental, aesthetic, labor and spiritual education. On this basis, it is important for children to develop speech, expand language skills, develop mental and emotional states (smart, cheerful, happy, joyful, etc.).

There are many games to use in terms of content and purpose in the development of sensory senses such as consciousness, sight, hearing, feeling. For example, in the moonlight at night, the game "White Bone" was played by a mixture of young and old. It requires you to hear and feel the bone falling to the ground with your eyes closed. It takes speed, agility, and strength to find and deliver a bone. Because the bone can be pulled by rivals. Also, in situations such as "Hunters", "Geese", "Potato Planting", and even various relay races, such as running, falling, dropping the ball, and catching it can increase the enjoyment of opponents. excites pleasure. Increases the joy in the audience. Singing and reciting poems in games such as "White polar or blue polar" and "Geese" have their own educational aspects in the development of speech in the development of the throat. Almost all games are inextricably linked with mental, aesthetic, labor and spiritual education. On this basis, it is important for children to develop speech, expand language skills, develop mental and emotional states (smart, cheerful, happy, joyful, etc.).

The most important and priority of the games is that the playing fields are defined by a certain boundary and the rules of the game must be strictly followed. Those who knowingly break the rules of the game will be fined or given a suspended conditions.

The role of the teacher and the active students is very important in making the games orderly, meaningful and fun. The referees do a fair job of supervising the games.

Demonstrative didactic principles and methods are widely used in the study and conduct of action games. It is important to draw the field or playing field, to express the rules by hand, to draw the technical movements of the players. The tables fully reflect the performance of

animated games using drawings, slides, videos and other technical means. Students master these situations consistently and perfectly.

The semantic study and analysis of the socio-pedagogical features of games sets these goals in their organization among students.

The importance of national movement games will be to further improve students' physical fitness, increase their physical fitness, and promote these issues in other areas.

Along with physical education classes, the role of the subject "Etiquette" in the primary grades of general education schools is also important in ensuring the integration of physical and spiritual education in the formation of the student's personality. Each subject covered in this subject is the criteria of spiritual and moral education of the younger generation, such as humility, decency, kindness, compassion, piety, hope, patience, kindness, generosity, humanity, devotion to duty, love of work. In particular, the essence of the process of spiritual and moral education of students in the process of transition to the subject "Culture of behavior in Eastern education" in this discipline, its theoretical and national foundations, content, form and methods, information on Uzbek ethnopedagogy in this regard. , the spiritual and moral education of our great ancestors with the interpretation of works on national education, and this spiritual and moral education is the oral tradition of the people, our customs, values, traditions, historical monuments, fine and artistic arts. His works are also reflected in the writings of our scholars. Continuing the content in physical education classes with these qualities is highly effective. In particular, in ancient times the preparation of young people for life began early. Oriental peoples, especially in Uzbek families in Central Asia have a tradition of training boys as future heads of households. Therefore, from an early age, special attention is paid to the upbringing of boys as brave, fearless, courageous, physically fit, moral, patriotic, hardworking, and professional. At the same time, it is necessary to speak about the diligence and craftsmanship of the people. Also people in the past did not instill the skills of work only, but also focused on cultivating a positive attitude to work, diligence, perseverance in work, study, and vocational training from a young age. it is expedient to tell the students, to show them on the basis of concrete real-life examples and examples.

CONCLUSION

In conclusion, it should be noted that in order to ensure the integration of physical and spiritual and moral education in the formation of the student's personality, we consider it appropriate to perform the following urgent tasks:

1. To study and analyze the process of ensuring the integration of physical and spiritual and moral education in the formation of a harmoniously developed generation as a pedagogical problem;
2. To study the content and pedagogical-psychological features of physical and spiritual-moral education of students;
3. To identify the optimal forms, methods and means of ensuring the integration of physical and spiritual and moral education in the formation of the student's personality;
4. To develop principles and laws to ensure the integration of physical and spiritual education in the formation of the student's personality;

5. To create moral and ethical criteria for the selection of physical exercises that form the personality of a harmoniously developed generation;
6. To develop a program to ensure the integration of physical and spiritual education in the formation of the student's personality;
7. To develop scientific and methodological recommendations for determining the forms, methods and means of formation of spiritual and moral qualities in students through physical education.

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COACHING APPROACH AT A MATHEMATICS LESSON IN GRADE 3 IN THE EDUCATIONAL STRUCTURE "EQUAL PARTNER"

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ABSTRACT

This article discusses a coaching approach in a mathematics lesson in grade 3 in the training structure "Equal partner". Why can the implementation of a coaching approach in teaching schoolchildren be considered educational technology? This is a well-thought-out model of joint educational and pedagogical activities for the design, organization and conduct of the educational process with unconditional provision of comfortable conditions for students and teachers, which implies the implementation of the idea of complete controllability of the educational process. Educational coaching is an informal technology and the art of asking questions, the art of motivation.

KEYWORDS: *Coaching Approach, Mathematics Lesson, Teaching, Structure, Student, Educational And Pedagogical Activity.*

INTRODUCTION

Educational coaching is an informal technology and the art of asking questions, the art of motivation. Why can the implementation of a coaching approach in teaching schoolchildren be considered educational technology? This is a well-thought-out model of joint educational and pedagogical activities for the design, organization and conduct of the educational process with unconditional provision of comfortable conditions for students and teachers, which implies the implementation of the idea of complete controllability of the educational process. From a teacher's point of view, we can consider coaching as helping a student learn, change and achieve goals, and the student's goal is to solve specific problems and achieve a predictable result. The teacher does not order, does not direct, does not instruct, does not give advice, in a word, does not exert pressure, influence. He listens to understand; ponders, paraphrases, summarizes, asks questions that awaken awareness; makes suggestions, provides feedback. The main thing is to ensure that the student solves the problem himself. When we talk about coaching in school, we

mean a “coaching approach” and a lesson in a “coaching format”.Coaching can be used: when conducting elective courses, in working with laggards and leaders, in preparing students for the implementation of various long-term goals, in the preparation of creative projects (essay-essay, portfolio of achievements, research assignment-abstract).A step-by-step description of the coaching technology is as follows: - choice of topic; - definition of the goal (what should students learn from the lesson?); - the discovery of reality (what is actually happening, who dealt with the problem, what has been accumulated in the literature ...); - consideration of options for choice (capabilities and resources); - summing up (clarity and awareness on the part of the student, group, class, making commitments by him, realizing whether he has a plan of action, whether he needs support, help, whether he will act with determination). The position of the teacher is also changing, who not only transfers knowledge and accumulated experience, but also contributes to the achievement of the student's goals. The teacher moves from the task of "giving new knowledge" to the task of "creating conditions for obtaining new knowledge."

It follows from the foregoing that all of the above is fully consistent with the achievement of the planned results declared in the SES of basic general education. Requirements for the results of mastering the basic educational program, included in the SES as one of three systems of requirements, consist of the results:

Subject (foundations of the system of scientific knowledge),

Personal (self-determination - the inner position of the student, self-identification, self-respect and self-esteem; Sense formation - motivation, boundaries of one's own knowledge and ignorance; value and moral-ethical orientation),

Metasubject (regulatory skills - managing one's own activities, control and correction, initiative and independence; communicative and cognitive universal educational actions)

Consequently, in addition to "knowledge", a personality-activity educational paradigm is also being formed. The experience of modeling the educational process in mathematics lessons using coaching technology was formed from teaching students in grade 3.

Tools and techniques used: Strong Questions technique, Singaporean tick-tek-toe teaching structure, Scale model.

Purpose: to introduce the concept of "equilateral", "isosceles" and "versatile" triangles.Tasks:

Educational:

To acquaint students with different types of triangles, depending on their sides.

Learn to find triangles and their types in drawings.

To consolidate the basic geometric concepts and their properties.

Developing:

Promote the development of independence, the ability to overcome difficulties in problem situations.

Develop computational skills.

Develop imagination, mathematical speech.

Equipment:

Card 1

Card 2 (different colors)

Triangles (three per desk) equilateral, isosceles, versatile

Triangles for drawing a tangram

Card 3 (for homework)

During the classes:

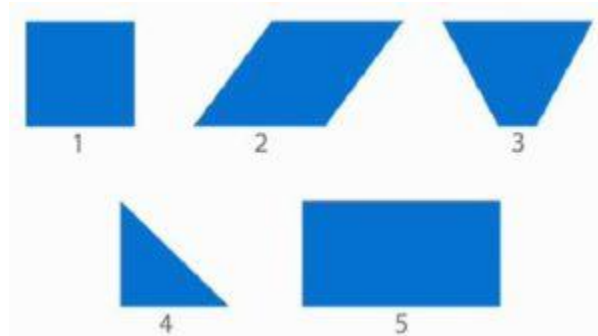
Motivational stage. (3 minutes)

What result do you want to get in the lesson?

How do you understand that you got the result?

Why is this result so important to you?

How can you achieve the result in 40 minutes?



Setting goals and Objectives (7 min)

Write down only the answers in the notebook.

800: 100, x20, -50, x40, -600,: 1000 = 3

Consider the figures, find the extra one. Justify your answer.

How are the obtained results related?

Now you have to work in pairs: 1.3. Row - "partners on the shoulder", 2nd row - "partners in the

Card 1

The main signs of a triangle are _____.

In terms of angle, triangles are _____.

face". Add words to flashcards.

What do you want to know about triangles?

Discovery of new knowledge (10min) Collaboration in groups

Find the meaning of expressions. Arrange the answers in descending order.
(Each group fills out their own card)

Card 2

$290 + 10 = 300$ -o $710 + 90 = 800$ -c
 $50 + 450 = 500$ -s $600 + 400 = 940 = 60$ th
 $130 + 240 = 300 = 70$ and $860 + 40 = 900$
 $170 + 30 = 200$ -p $340 + 60 = 400$ -t
 $80 + 520 = 600$ -o $70 + 630 = 700$ -n
 $43 + 57 = 100$ -about $980 + 20 = 1000$ -r
 $64 + 26 = 90$ -n $1000 - 800 = 120 = 80$ -n

Card 2

$290 + 10 = 300$ -o $710 + 90 = 800$ -s
 $50 + 450 = 500$ -s $600 + 400 = 940 = 60$ th
 $130 + 240 = 300 = 70$ and $860 + 40 = 900$
 $170 + 30 = 200$ -p $340 + 60 = 400$ -t
 $80 + 520 = 600$ -o $70 + 630 = 700$ -n
 $43 + 57 = 100$ -about $980 + 20 = 1000$ -r
 $64 + 26 = 90$ -n $1000 - 800 = 120 = 80$ -n

Card 2

$290 + 10 = 300$ -d $710 + 90 = 800$ -v
 $50 + 450 = 500$ -b $600 + 400 = 940 = 60$ th
 $130 + 240 = 300 = 70$ and $860 + 40 = 900$
 $170 + 30 = 200$ -p $340 + 60 = 400$ -th
 $80 + 520 = 600$ -o $70 + 630 = 700$ -n
 $43 + 57 = 100$ th $980 + 20 = 1000$ th
 $64 + 26 = 90$ -n $1000 - 800 = 120 = 80$ -n

What are the words?

(Versatile, equilateral, isosceles)

Before you are triangles, try to determine which one is isosceles, equilateral or versatile?

Formulate your conclusions.

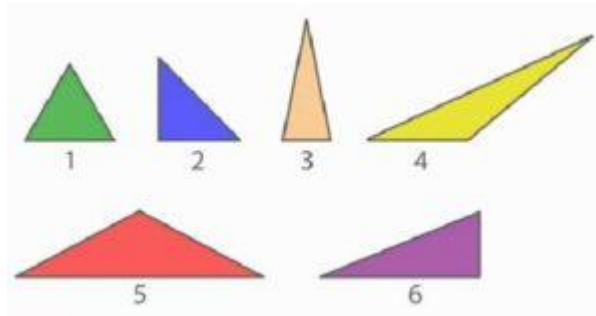
On what basis will we learn to classify triangles?

- 1) If the two sides of a triangle are equal, then it is called an isosceles triangle.
- 2) If the three sides of a triangle are equal, then it is called an equilateral triangle.
- 3) A triangle with three sides of different lengths is called versatile.

Initial consolidation (15 minutes) Collaboration in pairs

Exercise 1

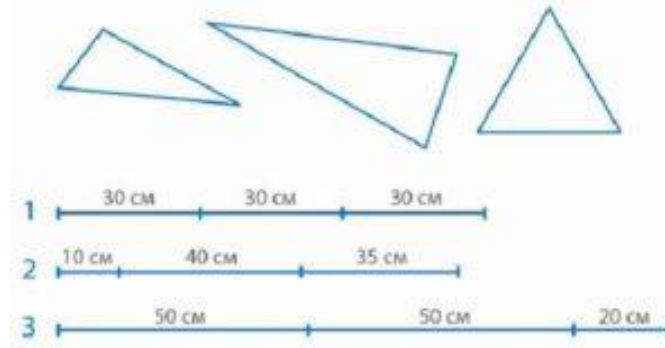
Divide the triangles into three groups



On what grounds can you divide into groups? (by the size of the corners, by the length of the sides)

Assignment 2

What triangles can be drawn using these line segments?



Assignment 3

Which of the quadrangles can be cut into isosceles triangles?



Task 4 "Tic-tac-toe" (tick-tac-toe)

On a sticker, write down the word on this topic, attach to the board.

Make a sentence with three words in any row (vertically, horizontally, diagonally).

Homework

Card 3

1. Fill in the blanks.

a) A triangle is a figure that consists of..., not lying on one straight line, and..., connecting these points in pairs.

b) Points are called ..., segments - his

c) In terms of the angle, triangles are.....,.....,.....

d) According to the number of equal sides, triangles are.....,.....,.....

2. Find the answer in additional literature, what is the "front triangle", "Bermuda triangle"

Reflection (5 minutes)

What discovery did you make in the lesson today?

What new have you learned?

Mark on the scale (from 1 to 10)

* How interesting did the task seem to you?

* How difficult were the proposed tasks for you?

* What is your contribution to solving the problem?

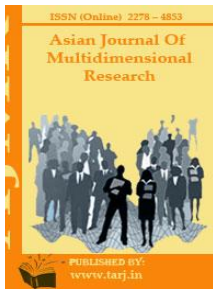
* How well did the couple, the group work?

* Would you like to work in this group again? Well no

Output Coaching can only be considered accomplished if the student comes to a sincere awareness of the need for learning activities to achieve their personal goals. The model of the coaching process in the lesson consists of several clearly defined stages: Setting a goal and realizing its reality. Analysis of the necessary ingredients for success .Analysis of the available opportunities. Determining ways to achieve the goal, choosing a strategy .Monitoring goal achievement and analysis of results .For each of these stages in the arsenal of the teacher-coach there is a corresponding set of tools and techniques, from which he selects the most optimal combination for each specific student and each specific case. So, firstly, the need to use a coaching approach in modern school is quite obvious, since children should be able to set goals for themselves, be able to assess their significance for themselves and their future life. But, unfortunately, they do not always know how to work with these goals and are not familiar with effective tools to achieve them. Secondly, the coaching approach maximally corresponds to the concept of personality-oriented education, and coaching skills are organically built into the profile of the requirements of the professional standard of a modern teacher.

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WAYS TO TRANSMIT THE MOST RECENT TERMS IN MODERN ARABIC LANGUAGE (BASED ON THE EXAMPLES OF MODERN GADGET NAMES IN THE FIELD OF COMMUNICATION)

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ABSTRACT

This article touches on the most relevant problems in the field of modern Arabic terminology, namely, the ways of transmitting the latest terms used to denote modern technological achievements in the field of communication in the Arabic language. The Arab countries, like many other developing countries, are only consumers of the latest advances in science and technology that are emerging in the more developed regions of the globe. It is precisely such “fruits” of technological progress that contribute to the formation of new, previously non-existent objects, phenomena and “transformations”. The latter not only enrich the “world of electronics”, but also contribute to the expansion of the linguistic vocabulary of the “native” language, and then the languages of “consumers”. Thus, the article analyzes and describes the most commonly used ways of transmitting the Arabic “speech” of the above-described newest and previously non-existent names of gadgets among the Arabs. It is well known that any language strives to preserve its identity and avoid direct foreign borrowing. Arabic is no exception in this context. In this regard, the author highlights the numerous attempts of the Arabic language to avoid direct borrowing by adapting its own lexical units. Sometimes, due to the lack of suitable semantic lexemes, the Arabic language is forced to use more “gentle ways” of transmitting new foreign names, i.e. by using such methods as “calque” and “half-calque”. On the other hand, despite attempts to avoid direct foreign borrowing under the influence of “fashion” in English, the facts of the “entry” of Western terms into the language of

the Arab people are comprehensively observed, being subjected only to the transliteration necessary for this language.

KEYWORDS: *Modern Arabic Terminology, "Fruits" Of Technological Progress, Ways Of Transmitting Terms, Calque, Half-Calque, Direct Foreign Borrowing, Transliteration.*

INTRODUCTION

Terminology, as an independent complex scientific and applied discipline, was developed and formed in several stages, until it began to correspond to the generally accepted designation of "a set of words and phrases expressing special professional concepts" [1: 7]. Thus, the latest terms in the form of "fruits" of scientific and technological progress, after their origin in the "language of the inventor" (Smartphone, tablets, 3D printers), begin to urgently penetrate into other languages of the peoples of the globe along with technology. At the same time, due to the large number of Arab states, where each Arab country tries to form its own term, so-called terms-regionalisms are formed. At the same time, the conservative approach and open desire of various Academies of the Arabic language in different Arab countries to preserve the identity of the native language is well known. Therefore, the direct borrowing of new foreign vocabulary from the names of scientific and technological progress is a very painful procedure for the modern Arabic language, which has always tried to avoid foreign words.

The Main Results and Findings

The most striking example of a new terminological unit that has entered our lives since the beginning of the XXI century and is widely used everywhere is the term – "mobile (cellular) phone". The latter is transmitted by Arabic linguists in numerous Arab countries with different from each other terminology, forming terms-regionalisms. This fact contributes to the "regionalization of modern Arabic terminology" [2:84]. At the same time, the following several options are widely used: "Nqal" [naqka: lun], "Mħmwł" [maħmu: lun], [għaḡḡa: lun] or "ħlawi" [ħalaḡiḡiḡun] ("portable", "mobile" or "cellular"). For instance, "هاتف نقال ينهي حياة أم" [ħalaḡiḡiḡun] ("mobile phone that ended the life of a mother of four ... mobile phone caused the death of a mother of four children") [3]. "الهاتف" [ħalaḡiḡiḡun] ("mobile phone or cell phone is one of the means of communication") [4]. "النقال أو الهاتف الخليوي هو أحد أشكال أدوات الإتصال" (A mobile phone or cell phone is one of the means of communication). At the same time, according to the analysis of advertisements, in most cases, preference in the Arabic speech is given to the direct borrowing of "mobile", which contributed to the appearance of a transliterated unit – "موبايل" [mu: ba: ġil]. This occurs under the influence of the growing "fashion" for the English language. For example, "الموبايل على موقع" [mu: ba: ġil] ("mobile phone on the website of "Egypt Telecom"). It should be emphasized that the Arab scholar Mahmud al-Saran argues that in the circulation of the Arabic language "وقد يحتفظ أحيانا بالمصطلح الأجنبي حتي يحين الوقت ... لظهور مصطلح عربي أصيل" [6: 35] "Sometimes there is a foreign term to a certain period of time... before the advent of acceptable and original Arabic term". In this particular case, one can only guess which of the above-mentioned terms will take root in the Arabic language most of all, i.e., native Arabic ("نقال" [naqka: lun], "محمول" [maħmu: lun], "جوال" [għaḡḡa: lun] or "ħlawi" [ħalaḡiḡiḡun]) or directly borrowed ("موبايل" [mu: ba: ġil] - "mobile"). The development of technological innovations in the field of the communication industry contributed to the fact that other vocabulary units accompanying the above-mentioned "gadgets" were borrowed in a similar way, which previously did not take place in Arabic usage. For instance, "اكسسوارات" [aksissuḡa: ra: t] -

“accessories” and “بلوتوث” [blu:tu:t]-«bluetooth», which can be observed in the following ad: “التابلت – جرابات – واقي للشاشة... سماعات تجد في موبايل شوب اكسسوارات – اكسسوارات” (In the “Mobile Shop” you will find accessories, tablet accessories, cases, screen protection, Bluetooth headset, portable charger, memory card reader (card readers), memory cards, cables and adapters). In the given example, the fact that the newest names, i.e. terms that previously had no analogues, cause difficulties in their transmission in Arabic, is of direct interest. In such situations, Arabic linguists are forced to introduce direct borrowings, only subjecting them to the necessary linguistic adaptation, commonly known as transliteration: “اكسسوارات” [aksissuʔa:ra:t] – “accessories”, “بلوتوث” [blu:tu:t] – “Bluetooth”). Thus, the Egyptian Doctor (Ph.D) Mahmoud Mukhtar, a former member of the Arabic language Academy in Cairo, writes that “استخدام اللغات الأجنبية” [8: 16] – “The use of foreign languages” in the field of science and technology is a natural process. At the same time, a significant observation is the fact that the borrowed element “اكسسوارات” [aksissuʔa:ra:t] – “accessories” has undergone not only the transliteration necessary for Arabic speech, but is also used in the form of the feminine plural, modified according to the morphological rules of the Arabic language. In this way, the correct feminine plural is formed by adding the ending “ات” [a:t]: (singular “اكسسوار” [aksissuʔa:r] and plural “اكسسوارات” [aksissuʔa:ra:t]). Such a transformation of the singular into the plural form indicates that due to the absence of the original Arabic and a suitable equivalent in meaning, the transliterated foreign borrowing begins to be perceived by the Arabic language as its own term. This then allows the “quasi-native” lexeme to be transformed, in accordance with the internal rules of the Arabic language. On the other hand, other “accessories” accompanying high-tech gadgets, i.e. which previously had similar technological analogues, or were used in a related technology, let's call them “understandable”, have been replaced with their Arabic equivalents. For instance, “شاحن محمول” [ʃa:ħinun maħmu:lun] – “portable charger”, from “شاحن” [ʃa:ħinun] – “filling” and “محمول” [maħmu:lun] – “portable”. The same category includes “محولات” [muħaʔa:la:tun] - (plural) “adapters” (from Arabic “transmitting”, “translating”) and “جrabات” [ġarra:ba:tun] - (plural) “cases” (from Arabic “sack” or “bag”).

Also such terms as “memory cards” and “bluetooth headphones” in the above example are of particular interest. The latter are formed by applying such a terminological method, more commonly known as half-calque. Thus, half-calques should “consist of at least two bases, one of which, when fully word-forming calque, serves for translation, while the other is usually inherited from the corresponding foreign word” [9: 121]. In this case, the foreign part is subject to the above transliteration, which is mandatory for the Arabic language. For example, the term “كروت” [kuru:t] in “كروت ذاكرة” [kuru:t ɖa:kira] – “memory cards” is derived from the English “card” in its transliterated version and put in the plural form “كروت” [kuru:t] (cards). It should be noted here that this term “كروت” [kuru:t] has also undergone a morphological transformation according to the “internal” rules of the Arabic language (singular “كرت” [kart] (card) from the English “card” and by the broken plural form “كروت” [kuru:t] – “cards”). Then this term “كروت” [kuru:t] begins to be used in the plural freely, perceived as a native Arabic word. The second element of the terminological construction “memory” in the compound term “كروت ذاكرة” [kuru:t ɖa:kira] (memory cards) is replaced by the common Arabic word “ذاكرة” [ɖa:kira] – “memory”.

The term “سماعات بلوتوث” [samma:ʔa:t blu:tu:t] (bluetooth headset) is formed in a similar way, i.e. due to the partial translation of the English “Bluetooth earphones” or “Bluetooth headset”. As a result, the direct foreign transliterated borrowing that was mentioned above – “بلوتوث” [blu:tu:t] (bluetooth) - has been added to the Arabic “سماعات” [samma:ʔa:t]

(headphones) (plural). Here it can be emphasized, that such terms “do not arise in everyday life, but in the relevant areas of scientific (and practical) activity” [10: 14]. So, subsequently, with the use of the technology “بلوتوث” [blu:tu:t]– “bluetooth”), the latest wireless “Bluetooth speakers” were invented, which led to the appearance of a new term in the Arabic language – “مكبرات صوت بلوتوز” [mukabbira:t šaʔt blu:tu:t]–“Bluetooth speakers”. The newly formed “Arabic-English” term can be found everywhere on the Arabic advertising sites: “مكبرات صوت بلوتوث من فيليبس MMS6060F، اسود” [11] - (Bluetooth speakers from Philips MMS6060F, black). In fairness, it should be noted that the term of the new data transmission system – “bluetooth” cannot be replaced with another “native” name for any language, which refers this term to the category “beyond expression..., international, logical and systematic” [12: 110]. The absence of the possibility of replacing the term “Bluetooth” with other language lexemes is scientifically justified here. Thus, linguists at the beginning of the XX century wrote that “terms differ from other words with greater accuracy, a clearer processing of the concepts expressed by them and a certain tendency to unambiguity” [13: 8]. Modern scientists, on the other hand, allow “the coexistence of two languages within the same language collective” [14: 37]. However, on closer examination of the above-mentioned first advertisement, the way of transferring other terms, that also belong to the category – “previously did not exist” is no less interesting. At the same time, these terminological combinations do not contain direct foreign lexemes - borrowings, for example: “قارئ بطاقات ذاكرة” [ka:riu biṭa:ka:t ḍa:kira] - from English “Memory Card Reader”, where each foreign unit is transmitted by the corresponding Arabic lexeme: “قارئ” [ka:riu] - “reading”, “بطاقات” [biṭa:ka:t] - “cards” and “ذاكرة” [ḍa:kira] - “memory”. The term “واقى للشاشة” [wa: ki: li-š-ša:ša] from English “Screen protector” is formed in the same way, where “واقى” [wa: ki:] is “protecting” and “الشاشة” [aš-ša:ša] is the “screen”. Here we can observe that each composite unit of the marked terminological phrases completely copies the structure of the “donor” language and is formed exclusively by calque. The term-calque is formed “by means of a literal translation” [15: 179] of its foreign equivalent. The author of the article emphasizes here that “the language of Dad” is trying to fight “for the preservation of the purity of the Arabic language” [16: 24]. Since it is a well-known fact that Arab academies strive to “achieve the unity of Arab culture through a strong desire for the unification of terms” [16: 24], including through the non-use of foreign direct borrowings. On the other hand, the use of translation to create new terms “according to existing models based on existing words in the language is a very productive way to update the dictionary” [17: 473].

The term “tablet” or “tablet computer” was formed in the Arabic language by a direct translation of each of the units of the above original: “الحاسوب اللوحي” [al-ḥa:su:b al-laḥi] or “الحاسب اللوحي” [al-ḥa:sib al-laḥi]. For example, the Wikipedia in Arabic describes this term the following way: “الحاسوب اللوحي أو الحاسب اللوحي هو حاسوب محمول صغير أكبر من الهاتف” [18] - (Tablet computer (option No.1 “الحاسوب” [al-ḥa:su:b]) or tablet computer (option No.2 “الحاسب” [al-ḥa:sib]) is a small portable computer larger than a smartphone running one of several technologies that allow you to touch the screen). The term “الهاتف الذكي” [al-ha:tif aḍ-ḍaki] written in this sentence is originated by a similar calque method i.e. by translating each of the English lexemes “smart phone”. When analyzing the sentence from the above Wikipedia site, it is necessary to pay attention to the presence of two variants of the same term – “computer” – “الحاسوب” and “الحاسب”. So, the second “sample” is formed according to the Arabic model of word formation – “فاعل” [fa:'ilun], which “forms concrete nouns” [19: 8]. The noted model forms lexical units, the meanings of which correspond as much as possible to the actions transmitted by verbs, from

which they originate: “حاسب” [ha:sibun][20: 214-215]–“counting” from the Arabic verb “حسب” [hasaba] [20: 214-215]– “count”, “calculate”. The presence of different terms for the same concept is explained in the Arabic language by the functioning of each Arab country's own Academies of the Arabic language. They approve a list of new terms without coordination with other Arab States, which leads to the emergence of terminological synonymy. The situation with the presence of different terms for the same “device” is aggravated by the circulation in the “turnover” of direct foreign borrowing “كمبيوتر” [kumbi:tu:r] from the English “computer”. For instance, as you can find on the websites of many Arab countries: “الكمبيوتر المحمول (A portable computer or tablet computer fully meet these requirements). On the other hand, in Egypt, the preference is given to the use of the shorter and more direct borrowing “تابليت” [ta:blit] from the English “tablet”, which is often seen in advertisements: “تابليت تي سي إل أبوللو 9032 8 بوصة إتش دي، 32 جيجابايت، 2” [22]- (TCL Apollo 9032 Tablet, 8-inch, 32GB HDD, 2GB RAM, 4G). In this case, the term “gigabytes” and “ram” (random-access memory) are transmitted in the form of direct foreign transliterated borrowings: “جيجابايت” [gīga:ba:it] and “رام” [ra:m]. A detailed analysis of the terms in the above ad leads us to a kind of paradox, i.e., when some “untranslatable” terms, such as “gigabytes” and “ram” (random-access memory), are borrowed directly. On the other hand, the term “4G”, hypothetically, could also be borrowed without any modifications, except for the transliteration necessary for the Arabic language. However, as we can see in the sentence, the term “4G” (fourth generation network) is proposed as a complex terminological phrase, formed not by direct borrowing or literal translation – “4G”, for example, in the form of “اربعة جي” [arba’at gi:] but by transmitting the semantic meaning of this term: “شبكة الجيل الرابع” [ṣabakat al-ğajil al-ra:bi’] – “fourth generation network”. In exactly the same way, the term of the latest technology “5G” is transmitted. For example: “ما هي شبكات الجيل الخامس؟ ستدخل تغييرات كبرى على الحياة والأعمال” [23] (What is a 5G network? Will it make major changes in life and business?), where “5G” comes from the translation of the English “fifth generation network”. However, it should be noted that not all Arabic sources prefer to focus on translation, and are limited to using the abbreviations “4G” and “5G”. Their direct application could be found in a sentence: “يمكن تفعيل خدمة شهرية 5G على” [23] - (Monthly service 5G can be activated in one of the following pay packages). However, it should be highlighted that such use of the short forms “4G” and “5G” is less common in the Arab media and ads. Preference is still given to the above-mentioned compound terminological phrases: “شبكة الجيل الرابع” [ṣabakat al-ğajil al-ra:bi’]– “fourth generation network” and “شبكة الجيل الخامس” [ṣabakat al-ğajil al-ħa:mis]– “fifth generation network”.

CONCLUSION

In conclusion, summing up the results of this article, it is safe to say that the vocabulary of the Arabic language, like many other languages of the world, is enriched by various sources. In the twenty-first century, the rapid development of scientific and technological progress, especially in the field of communication, contributed to the “birth” of new technologies in the language of the “inventor”. Then the previously non-existent “gadgets” and their corresponding names begin to penetrate into all the languages. Thus, new concepts and terms appear in the Arabic language. The methods of transferring foreign names of such equipment by Arabic lexemes are limited for a number of reasons. The main one is the lack of appropriate lexical units in the Arabic language, for example, “Bluetooth” – “بلوتوز” [blu: tu: t], “accessories” – “اكسسوارات” [aksissuʔa: ra: t], which leads to the forced use of foreign direct borrowings. So, foreign borrowings that have

entered the Arabic language, after their "processing" - transliteration, are perceived as native words, which allow them to be morphologically structured in accordance with the "internal" rules of the Arabic language. Sometimes, the use of the Western version, for example, "mobile" in its transliterated version – "موبايل" [mu:ba:ʒil] is justified not only by the growing popularity of the English language in the world, but also by an attempt to avoid terminological synonymy and regionalisms, such as "نقال" [naqqa:lun], "محمول" [maḥmu:lun], "جوال" [ǧaʊʔa:lun] or "خلوى" [ḫalaʔiʃiʃun]. The desire of the Arabic language to minimize the entry of direct foreign borrowings into the lexical circulation forms the terms of the half-calque: "كروت ذاكرة" [kuru:t ḍa:kira] (memory card), "سماعات بلوتوث" [samma:ʔa:t blu:tu:ʃ] (bluetooth headset), etc. Such "Arabic-English" terminological pairs are a forced measure due to the lack of a suitable lexeme in the Arabic vocabulary. In addition, the desire to preserve the frequency of the native language encourages Arab linguists to widely use the calque method: "الحاسوب اللوحي" [al-ḥa:sib al-laḥi] from "tablet computer", where each element of the terminological combination is translated from the original language into Arabic and the entire construction is replaced with native equivalents. Unfortunately, the technological dominance of developed countries does not allow the Arab states to independently create new technological "fruits". In this regard, such terminological techniques as narrowing and extension of meaning have become less common in the Arabic language. The morphological- "الإشتقاق" ['al-'ištīqā:ku] (i.e. the use of prefixes, suffixes and infixes) and morphological-syntactic methods "النحت" [ʔan-naḥtu] (i.e. creating a new word by merging two or more independent bases, transfer and morphological transformation) became unreasonably forgotten. In former times, "creating new words according to existing models on the basis of existing words in the language is a very productive way to update the dictionary" [17: 473].

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THE KHWAREZMIANS IN MEDIEVAL ARABIC AND PERSIAN MANUSCRIPTS

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ABSTRACT

The article examines the historical role of the Khwarezm people in the socio-political life of the Middle East countries of the 1330s and 1360s based on the Medieval Arabic and Persian manuscripts. It is known, the brave Jalal al-Din Mingburnu, the last Shah of the Khwarezmian dynasty, had already gathered a ten-thousand-strong army of the Khwarezmians outside of Khwarezm, and he was repeatedly engaged in the battle with the Mongols and won their invasion further to West into the Arab world. But he died in 1231, and his army roamed all over the Middle East, serving either the Seljuq empire sultans, or the Ayyubid princes in Syria (Sham) who entered into an internecine struggle for the central power in Syria and Egypt. The Khwarezmians helped the Ayyubids defeat the crusaders, liberate the Holy Muslim city of al-Quds and several fortress cities from them, and later they inflict a crushing overthrow the Mongols who entered the Arab lands. These important events are reflected in detail in the historical chronicles by al-Maqrizi, Ibn Iyas, al-Khanbali, as-Suyuti, Ibn Taghriberdi, al-Khamadani and many other historians of the Mamluk period of the 13-15th centuries, associated with the arrival of the Mamluk Turks in Egypt and Syria. These works repeatedly emphasize the crucial role of the Khwarezmians in the historical arena of the Middle East in the 1330-60th, when they were considered to be a formidable military force in the fateful battles for the peoples of this region. The authors of the Chronicles also pay great attention to certain historical figures, which they concede to be of Khwarezm origin, such as the Egyptian Sultana Shajarat ad-Dur and the Mamluk Sultan Sayf ad-din Qutuz. Qutuz, along with his emirs, including the Khwarezmians, won a crushing victory over the Mongols in the town of Ayn Jalut in 1260, and stopped their victorious march through the Arab world. The chronicles unanimously state that Qutuz's real name is Mahmood Ibn Mamdood and he comes from the Khwarezmshah dynasty, as he is the son of Jalal

al-Din Mingburnu's sister. In the works of the above-mentioned authors, the memory of the Khwarezmians remains as brave, courageous soldiers who were abandoned by fate to a foreign land, forced to wander far from their homeland until they settled in different parts of the Middle East region. Their further fate is unknown, but the historical memory of the deeds of the glorious sons of Khwarizmi in the vastness of the Middle East in the 13th century is forever preserved in handwritten works.

KEYWORDS: *The Khwarezmians, Historical Chronicles, Khwarezmshah, Middle East, The Mamluks, The Ayyubids, Jalal Al-Din Mingburnu, Sayf Ad-Din Qutuz, Ayn Jalut.*

INTRODUCTION

The history of the Khwarezmian dynasty, its formation, rise, flourishing and death received sufficient coverage in the works of the medieval scholars such as Ibn al-Asir, an-Nasawi, Juveini, Rashid ad-Din, Ibn Khaldun and many others. Sources also allow us to trace the flourishing of culture in Khwarezm before the Mongol invasion, as well as the role of scientists who came out of this fertile land, not only in the Islamic, but also in the entire world civilization. *Mujam al-udaba* ("Dictionary of writers"), the famous Arabic-language monument of the 13th century is considered to be the most important source for studying the literary and scientific life of Khwarezm. Its author Yakut al-Hamawi visited Khwarezm on the eve of the Mongol invasion and collected valuable information on the socio-political and cultural life, trade relations, life and customs of the Khwarezm peoples. The 7-volume edition of *Mujam al-udaba* is kept in the Department of rare books in the National library of Uzbekistan after Alisher Navoi in Tashkent [11]. But in addition to these monuments, there are a number of important Arabic and Persian sources of the 13th-15th centuries that also cover the life of the Khwarezmians, especially after they appeared on the historical scene of the Middle East under the leadership of Jalal al-Din Mingburnu, the last Khwarezmshah. After his death in 1231, they continued to be an active force participating in many political processes in this region for 30 years. The most important events of the 1330s-1360s were reflected in the historical chronicles *Kitab ar-Rawdatain fi akhbar ad-dawlatain* [10] by Abd ar-Rahman ibn Ismail Abu Sham (1203-1267), *Al-Muhtasar fi tarikh al-bashar* [4] by Ismail Ibn Ali Abu-l-fid (1273-1331), *Kitab al-suluk lima'rifat dual al-muluk* [2] by Taki-d-Din Ahmad ibn Ali al-Makrizi (1364-1442), *Kitab an-nujum az-zahira fi muluk Misr wa-l-Kohira* [5] by Abd al-Mahasina Yusuf Ibn Taghri berdi (1409-1470), *Husni-l-muhadara fi Akhbar Misr wa-l-Kohira* [6] by Jalaliddin al-Suyuti Abd ar-Rahman (1445-1505), *Kitab tarikh Misr al-mashhur bi bidai-z-zuhur fi waqai-d-duhur* [1] by Muhammad Ibn Ahmad Ibn Iyas (16th century) and others. The author of the article got acquainted with these sources in the libraries of Egypt during research trips to this country which allowed her to write the book *Arabic literature of the Mamluk period ("Mamluklar davri arab adabieti"*, T., 2013).

THE MAIN RESULTS AND FINDINGS

Through these sources, one can trace how Khwarezmshah Jalal ad-Din Mingburnu already outside of Khwarezm gathered a ten-thousand-strong army from the Khwarezm and other Turkic tribes and single-handedly continued to fight the Mongols of Genghis Khan pursuing him. In an attempt to create a unified opposition to the Mongols, he repeatedly sought the help of many rulers, including the Abbasid Caliph Mustasim, but without success. Everyone turned a deaf ear

to his appeals, although to some extent he restrained the onslaught of the Mongols in their further advance into Muslim lands engaging them in skirmishes and serious battles, and even triumphed over them. However, he could not face the immense power of the Mongols alone. It is from sources that Jalal ad-Din looked like during these years. Shihab al-Din al-Nasawi, his personal secretary, describes him, 'He was dark-skinned, small in stature, and he spoke Turkic also Persian. As for his bravery, he was a lion among lions, and the bravest of the daredevil riders. He was meek and did not get angry or scold. He was serious, never laughed, but only smiled and was taciturn. He loved justice, but the times of turmoil that he encountered triumphed over him and changed his character. He liked to make life easier for his subjects, but he ruled during a period of decline and therefore resorted to violence. Jalal al-Din was steadfast in difficult circumstances and indifferent to severe trials' [CIT. on 12: 114]. The death of Jalal al-Din shocked even his enemies. According to Nasawi, when the Ayyubid Prince al-Malik al-Ashraf, Jalal al-Din's enemy, was informed of his death and congratulated, he reacted unexpectedly and said, 'You congratulate me on his death. But you will devour the consequences of this, by Allah; his death means the Mongol invasion of the land of Islam. Now there is no such Khwarezmshah that would be a wall between us and Gog and Magog' [12: 113]. Jalal ad-Din Mingburnu with his army was really a deterrent force on the way of the Mongols to the Arab lands, and this force had disappeared. But, left without a leader his army of more than ten thousand horsemen roamed throughout the Middle East after his death for about twenty years and it served the Seljuk sultans, and then Ayyubid princes who led a fierce internecine struggle for Central power in Egypt and Syria at that time. The Khwarezmians rendered especially many services to Ayyubid al-Malik Salih. Salih became the most powerful political figure claiming the throne of Egypt with the support of the Khwarezmians, and, in 1240, he was proclaimed its Sultan, but he successfully continued the struggle in Syria, successfully continues to fight in Syria, then called Sham (the territory that unites present-day Syria, Lebanon, Palestine, and Jordan), against the Ayyubid princes and crusaders who were entrenched in many fortress cities as a result of the Crusades. As Ibn Taghri Berdi notes in his work *An-nujum Az-Zahira Fi Muluk Misra WA-l-Kohira* ("Bright stars among the kings of Egypt and Cairo"), 'As-Salih, known for his intelligence, courage and insight, entered into an Alliance with the Khwarezmians, thanks to them he was able not only to resist the Ayyubids and Crusaders who united against him, but also to break this alliance by capturing several cities that belonged to them. And then, with this first-class army, he stormed the walls of al-Quds and took possession of its several fortresses one after another' [5, Vol.2:323]. The same is noted by al-Hanbali in his book '*Shazarat al-zahab fi akhbar an zahaba*' ("Placers of gold in the news of the departed") [3, Vol. 5: 236]. But the relations among Sultan as-Salih Najm ad-Din Ayyubi and the Khwarezmians led by the emirs Husan ad-Din Barakathan, Sarukhan and Kushluhan were very complicated. According to sources, the Sultan still feared the Khwarezmians, and he was afraid of disobedience and turmoil on their part. Despite their services to him, he kept the Khwarezmians at a distance, and finally betrayed and opposed them by joining forces with the Ayyubids kinsmen [10:175; 5:325; 2, Vol. 1, 22: 322]. The Khwarezmians spread throughout the Middle East and settled in various corners of the region. As noted by Z.Buniyatov, the academician, the historian of the Khwarezmians dynasty, "the soldiers of the last Khwarezmshah and their sons, cut off from their homeland, had no means of subsistence, served various feudal lords and became a tool in their internecine struggle. Many of them found their doom in this struggle' [12: 118]. Rukn ad-Din Baybars, a prominent military commander of Sultan as - Salih, and Ayyubid al-Malik an-Nasir, the ruler of Karak, both married to Khwarezmians, became victims of sympathy for the Khwarezmians [4:174; 5:324]. However,

by this time as-Salih surrounded himself with young Mamluk emirs from Kipchaks, Khwarezmians, Turkmens and other Turkic peoples. Almost all of them were Mamluks-white slaves, either stolen in the Kipchak steppes by traffickers as children, or captured by the Mongols and sold as slaves in the slave market. The Sultan's people bought up strong Turkic boys and sent them to special schools where they were taught military arts and Muslim Sciences. Brave Mamluk warriors grew up from these boys, and the most talented of them, thanks to their loyalty and courage, rose to the rank of Emir, such as such Mamluks as Oybek, Oktay, Beybars, Kalaun, Qutuz, etc. Shajarat ad-Durr, the beloved wife of Sultan as-Salih came from the Mamluks.

Shajarat ad-Durr is a unique historical figure in the historical arena of Islamic civilization. She was from the Turks, but her exact origin is not known, though there is a version that she was brought up in the palace of Turkan Khatun, the mother of Muhammad Khwarezmshah [1:293]. Sold as a child to a rich Syrian home, then she was presented to the harem of Sultan Malik al-Salih, and very soon she turned from a harem girl into his beloved wife due to her outstanding intelligence, beauty and sharpness. She endured all the hardships of the struggle for power with him, until he reigned on the throne of Egypt. And in 1250, she had to lead the struggle of the Egyptian people with the Sultan's Turkic emirs against the Crusaders who invaded Egypt on ships from the Nile Delta and reached the city of Mansura in the middle course of the river. This was the Seventh Crusade led by the French King Louis IX. Sultan as-Salih died in these difficult days for the country, and the entire burden of defense fell on the shoulders of his widow. The death of the Sultan was hidden in order not to break the spirit of the people and soldiers, [6, Vol. 2: 56]. The funeral of the Sultan took place only after a crushing victory over the crusaders. Louis IX was captured and returned to France for a huge ransom at the initiative of Shajarat ad-Durr [3, Vol. 5-237]. Thus, the Seventh Crusade ended unsuccessfully which marked the beginning of the collapse of all Christian crusades in the Arab East [5, Vol. 6:331]. Then there was an event that made Shajarat al-Durr a unique figure in the history of Islam: she was officially nominated as the Sultana to the throne of Egypt that was recorded by Al-Qadi Taj al-Din Ibn bint al-Agarr, the chief judge of Egypt [1: 285]. But the reign of Shajarat ad-Durr to the Egyptian throne lasted only 3 months, as, obviously, the country's authority were dissatisfied with being the woman on the throne. The most indignant with that Al – Mustasim, the Abbasid Caliph in Baghdad, was to preserve the power of Shajarat ad-Durr with the sacrificial fatwa as the spiritual head of all Muslim communities, but instead of a fatwa he sent the Egyptians threatening and however mocking letter of rejection. Shajarat ad-Durr was forced to cede the throne to her vizier Oybek at-Turani and become his wife [6, Vol.2:57]. Although there were cases when because of the circumstances the Muslim woman unofficially took the reins in her hands, it was a unique phenomenon in Islamic history that a woman was officially recognized as the ruler of a Muslim country, the khutba was read in her honor, her name was proclaimed from minarets and gold coins were minted with the inscription 'Reverend, high-fermented the Queen of the Muslims, the mother of Khalil, the Emir of the believers' [5, V. 6:374; 1, vol. 1:286]. As for Khalil, he was the son of Shajarat ad-Durr who passed away in early childhood. One of the gold coins minted during the reign of Shajarat ad-Durr is kept in the British Museum in London [13: 119]. During a trip to England in 2016, the author of the article had a chance to see this coin as a museum exhibit. If there are several versions regarding the origin of Shajarat ad-Durr, then concerning to Sayf ad-Din Qutuz, another Mamluk Sultan following Oybek, all the above-mentioned medieval historians agree that he is the nephew of Jalal ad-Din Mingburnu Khwarezmshah, the son of his sister, i.e. belongs to the dynasty of Khwarezmians, and his real name is Mahmood Ibn Mamdood. The Academician Buniyatov Z.

M., also citing the medieval sources, refers Qutuz to the Khwarezmshah dynasty, and calls Khan Sultan, also a representative of the Khwarezmshahs, his father. He gives the genealogy of the Khwarezmshahs in his book *The Khwarezmian dynasty - Anushteginids in 1047-1231* which also includes the name of Sayf ad-Din Qutuz and notes that he was the Sultan of Egypt in 1259-1260 [12: 142]. Medieval Arab and Persian sources give fairly detailed information about the life of Qutuz, report that he was captured and sold to Damascus to a man named Ibn al-Adim, then he was resold several times until he fell into the Mamluks to Iziddin Oybek, then he became his confidant and rose to the rank of the Emir. Recalling to the medieval historian Shams ad-Din al-Jazari, the Egyptian historian Nur ad-Din Khalil in his book *Sayf ad-Din Qutuz - Qahir al-mughul* (Sayf ad-Din Qutuz - the winner of the Mongols) gives the following episode from the childhood of Qutuz, 'When he was a slave to Ibn al-Adim in Damascus, his master hit him for something and cursed his father and grandfather. [The boy] started crying and didn't eat all day. The master ordered the servant to calm him down and feed him. Then the servant told [the master] that when he came up with the food, he asked if all that crying was over one slap? Qutuz replied, 'I cry because he cursed my father and grandfather, and they are more worthy and higher than him'. I asked him, 'Who is your father? Probably one of the infidels? 'By Allah, I am only a Muslim and the son of a Muslim. I am Mahmood ibn Mamood, the son of the Khwarezmshah's sister, from the kind of kings'. Then he got silent, and I calmed him' [16: 104]. Qutuz was a brave and courageous warrior, and there were the surviving Khwarezmian emirs among his emirs whom he invited to Egypt and favored. However, Hulagu Khan who captured the entire Arab Mashriq (Syria, Iraq) and came close to the borders of Egypt at Giza, he seems to have known about the origin of Qutuz. This is evidenced by his letter to the Egyptian Sultan given by al-Makrizi in his book *Kitab as-Suluk Li-ma'rifati dual al-Muluk* ("Book of the way of learning the Royal dynasties") [2, Vol. 1. CH. 2:247-429]. He called Qutuz "a Mamluk slave who escaped from the sabres" of the Mongols in an insulting tone, and demanded obedience to him and the surrender of Egypt without a fight. Two more baits were added to the letter, hinting at the death of the homeland of Qutuz:

Why don't you tell Egypt: here it is-Hulagu!

He came swinging his saber high

Humiliate and chase important people through it.

And their children will not pass the fate of their fathers [2, Vol. 1. CH. 2: 421].

Qutuz assembled a military council where different opinions were expressed. But as Al-Hamadani notes in his book *Jam at-tawarih fi-t-tarihi-l-mughul* ("Collection of historical works on the history of the Mongols"), 'then he said his weighty word, 'My opinion is that we will join the battle. If we win, this is the most desirable thing, if not, and the people will not reproach us' [7, T: - 2-343]. In September 1260, in the town of Ain Jalut (Palestine) there was a famous battle between the Egyptian forces of Qutuz and the Mongols which ended in a complete defeat of the Mongols and their disorderly setback. The historical chronicles note that this battle was of great importance for all the peoples languishing under the yoke of the Mongols. Stephen Ramsayman, the famous English historian, calls the battle of Ain Jalut "one of the most fateful decisive battles in history. The victory of the Mamluks was the salvation of Islam" [17: 313]. David William Chans, another historian, believes that this battle saved Europe from the Mongol invasion, because if the Mongols had captured Egypt, it would have cost them nothing to conquer the weak Arab countries of North Africa, and they would have reached Gibraltar, and a Mongol ring

was formed around Europe which then could not be resisted by any European army [16: 157]. At the same time, this battle was of great importance for Sultan Sayf ad-Din Qutuz himself. The medieval historian Qutb ad-Din al-Yuniniy writes in his book *Zayl al-miraati-z-Zaman* ("Appendix to the mirror of time") that Qutuz after the victory over the Mongols said, 'I defeated the Mongols and avenged my uncle Khwarezmshah' [8, Vol.1:368-369].

CONCLUSION

This is the heroic and sometimes tragic fate of the Khwarezmians who found themselves in a foreign land in 1220s and 1260s, and performed on the historical stage of the Middle East. The Egyptian people consider Shajarat al-Durr and Sayf ad-Din Qutuz their national heroes and they named streets, erected monuments, made films and TV series, wrote books and did researches dedicated to them. Thanks to the sources, their image is fixed in the historical memory of the peoples.

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TEACHING ENGLISH WITH THE USE OF MULTIMEDIA TECHNOLOGIES

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ABSTRACT

The article discusses the advantages of using multimedia in teaching and learning English and the use of information and communication technologies (ICT) which increase the effectiveness of training in professional communication based on examples of ICT application in interactive teaching of a foreign language in Uzbekistan. Methods and techniques of using ICT in the classroom can be varied, but their main goal is to turn the lesson into an interesting and effective process from the point of view of the formation of foreign language communicative competencies in students studying business English.

KEYWORDS: *English as a Foreign Language, Information and Communication Technology (ICT), Communicative Competence, Multimedia Technology.*

INTRODUCTION

Today, the use of ICT is becoming one of the priority directions of the organization of the educational process in higher educational institutions in our country. It is the new ICT that can become a means by which students develop the ability to simulate a situation, to solve it in an extraordinary and creative way when studying English as foreign language.

In the process of integration with traditional methods of teaching a foreign language, ICTs make it possible to implement such a model of the educational process, which makes it possible to create an open information and educational space, to reveal and develop the creative potential of a teacher and student, to activate cognitive processes, which are based on the principle of joint creative activity. The use of ICT contributes to the formation of students' skills for independent learning activities, the formation of creative and critical thinking, and the ability to make their own independent decisions in various difficult situations.

In this regard, it becomes necessary to study the ways of introducing ICT into the educational process in teaching English. Therefore, the purpose of this article is to analyze the advantages and disadvantages of using multimedia technologies as a component of ICT in the process of teaching English in higher educational institutions.

Materials and Methods

ICTs are innovative today in this field of education for several reasons: firstly, it is accessibility, secondly, flexibility and mobility in use, thirdly, multifunctionality, and most importantly - a motivational tool. Consequently, in modern education, the issues of methods of organizing educational activities aimed at wide and widespread use of ICT in the study of English are very important and relevant.

Methods and techniques of using ICT in the classroom can be varied, but their main goal is to turn the lesson into an interesting and effective process from the point of view of the formation of foreign language communicative competencies in students studying business English. The advantage of such classes is to improve the quality of education due to the novelty of the activity. ICTs serve not only for the transfer of knowledge, but also for their control, consolidation, repetition, generalization, systematization, therefore, for the performance of didactic functions.

The most important technically reliable modern devices of information and communication technologies are "a computer and telecommunications with information placed on them" [2: 78]. Information media of multimedia are text, sound, video, and software products that use all these forms of information presentation are called multimedia.

The concept of multimedia is multifaceted. First of all, a technology that describes the procedure for the development, operation and use of information processing tools of various types; information resource created on the basis of technologies for processing and presenting information of various types. In addition, it is computer software, the functioning of which is associated with the processing and presentation of information of various types; computer hardware, with the help of which it becomes possible to work with information of different types. It is also a generalizing type of information that successfully combines both traditional static visual information (text, graphics) and dynamic information of various types (speech, music, video fragments).

Multimedia is also a set of software and hardware that implements the processing of information in sound and visual form; means for presenting textual, graphic, photographic data and playing sound and video. These different types of data can be displayed simultaneously or sequentially depending on the user's needs. In a broad sense, the term "multimedia" means a range of information technologies that use various software and hardware tools in order to most effectively influence the student.

Proceeding from multifunctionality, multimedia technologies at the present stage of education have a wide range of applications in the field of learning foreign languages, especially business foreign language in higher educational institutions. The use of multimedia teaching aids is a natural level of development of educational technologies. Their specificity as teaching aids is associated with characteristics such as complexity and versatility. Learning based on multimedia programs allows you to more fully implement a whole range of methodological, didactic, pedagogical and psychological principles, to make the learning process more interesting and creative.

The use of multimedia technologies makes it possible to take into account the levels of language training of students, which is the basis for the implementation of the principles of a differentiated approach to teaching. And the principle of accessibility is also observed, taking into account the individual pace of the student's work. Using a computer network, the teacher has the opportunity to organize various forms of work in the classroom.

Results and Discussions

An interactive approach to the study of EFL motivates students to study it independently and test their knowledge, skills and abilities. The software application allows teachers to constantly improve their professional level in the process of creating and implementing new assignments. They actively used resources using Power Point. For example, students are offered assignments that relate to material from authentic You Tube recordings and discuss in small groups in the classroom.

Another positive example of students' independent work to improve their English skills is the MOODLE system. In this system, courses have been developed for self-replenishment of knowledge and development of skills by students to study English. MOODLE allows the student to practice their knowledge of grammar and vocabulary at any time and repeatedly.

The technological capabilities of multimedia tools bring real didactic benefits, since they allow us to organize a variety of educational activities for students, significantly increase the efficiency and motivation of teaching English in higher educational institutions.

The use of live broadcasts to watch news, the Internet, various videos, feature films, multimedia programs specially prepared for the educational process, electronic textbooks, multimedia reference books, encyclopedias and dictionaries allows us to create an interactive communicative environment for learning. This develops an interest in language learning, creates conditions as close as possible to real speech communication in English in the absence of a natural language environment.

In the traditional information and communication process, the teacher is a source of knowledge; he/she transfers knowledge to students, who, in turn, are passive recipients of information. When using multimedia, information transfer can be carried out more productively, acquiring the status of an effective educational environment for providing educational information of various types. Despite the use of ICT and in particular, Internet technologies cannot replace a teacher. Using information resources of the network, the teacher, as the researchers rightly point out, should "clearly formulate the goals and objectives of using this information by students when solving a problem or discussing a topic, ways of their independent learning activities with this information" [3:78].

Multimedia programs that can be distributed to students in different learning situations, in which the center of learning is the teacher, students or both (blended learning). In a teaching situation where the teacher is the central figure, it is the teacher who controls the information received by the students and is responsible for the amount of information that is provided. The techniques used in such learning situations include presentations and demonstrations for information processing.

The material is submitted by the teacher, who is in the lead in this mode of teaching, involving students in learning. The multimedia material of the course can be contained on CD / DVD - ROM discs, and can also be posted on the classroom network.

The participation of a teacher and a computer in the learning process at the same time significantly improves the quality of education. The use of the proposed methodology activates the teaching process, increases students' interest in the English language and the effectiveness of the educational process, allow us to achieve a greater depth of understanding of the educational material. In a learning situation where the student is the central figure, it is the student who constructs his knowledge, bringing authentic experience to the learning process, and the teacher acts as an assistant, consultant and manager.

CONCLUSION

In conclusion, we can say that in connection with the integration of multimedia technologies into the learning process, there is an active change in the quality of education. This leads to the emergence of innovative teaching materials as well as new methods of conveying information to students. This new educational environment will undoubtedly have a positive impact on the teaching and learning process. Means of new information technologies act as a tool for the education of students, the development of their communicative, cognitive, creative abilities and information culture. The use of multimedia teaching aids allows, in the absence of a natural language environment, to create conditions as close as possible to real speech communication in English. Multimedia open up access to new sources of information, increase the efficiency of independent work, provide new opportunities for creativity and consolidate professional skills, and allow the implementation of fundamentally new forms and methods of teaching.

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CULTURAL LIFE OF UZBEKISTAN IN 1985-1991 YEARS

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ABSTRACT

The article analyzes the cultural life of Uzbekistan in the late 1980s and the negative impact of the Soviet regime on it on the basis of foreign literature, periodicals, archival materials, oral history, foreign scientific articles and other sources.

KEYWORDS: *Soviet State, Politics, National Culture, National Language, Command-And-Control, Transparency, Reconstruction, Communist Party Of The Soviet Union (CPSU).*

INTRODUCTION

The search for a way out of the crisis in the socio-economic, political and cultural spheres in the Soviet state was reflected in the policy of reconstruction, which began in the spring of 1985. Thus, the country's leadership has set itself the task of implementing social and economic reforms [1, pp. 12-18]. Despite the unpreparedness of the society for such approaches, M. Gorbachev, the General Secretary of the Central Committee of the CPSU, who had been in power since March 1985, called for reforms in the Soviet political and economic system. These reforms were carried out under the slogans of "transparency", "acceleration" and "reconstruction". In the context of deepening the process of transparency and democratization of society, the Uzbek intelligentsia also became increasingly dissatisfied with the injustices committed to the Uzbek culture and language during the Soviet era.

The socio-political and ideological processes that took place in the USSR also covered the cultural sphere in Uzbekistan. The reconstruction of the cultural sphere by the political leadership of the country was, in fact, a sign that the administrative-command system, the extensive path of development, had become obsolete. It can be said that the ruling ideology is trying to maintain political stability.

The goal of the reforms in public education, which began in the mid-1980s, was to raise the education system to the international level, improve the quality of education of teachers and students, and democratize education. However, the goal was not achieved due to the lack of a strong material and technical base, dry rhetoric and the domination of communist ideology.

THE MAIN FINDINGS AND RESULTS

In the economy of the republic, the interests of the center, the priority of the agricultural sector, the cotton monopoly, all ignored the cultural development, which led to many unfavorable conditions in the industry. There are many irregularities, especially in the use of child labor. In Uzbekistan, schoolchildren spend three months in the field during the school year, which means that 600-700 hours of classes are missed. The Curriculum and syllabus were shortened, the practice was left behind, and as a result the child's general level of knowledge was reduced. For example, in 1986, when the knowledge of 300 high school graduates in Samarkand region was tested, only 75 of them justified their knowledge [2].

About 40% of schools in the country are located in standard buildings, 75% of classes are held in two shifts, and about 150,000 children study even in the third shift, 700 schools are in a state of emergency. Almost 50% of schools did not have kitchens, gyms, and central heating and sewerage systems [3, p. 17]. This had a direct impact on the level of education.

For many years, the Soviet regime almost denied the culture of the national republics, and its unscientific cultural policy to form a single "socialist culture" in the country created a mechanism of depression and stagnation in culture. That is why it was necessary to "restructure" in the fields of education, science, culture and arts, that is, in the words of the country's leadership, to "accelerate its development" [4, p. 648].

As a result of the division of culture as a non-profit sector during these years, by 1988 there were no houses of culture in about 500 large villages in Uzbekistan, and no ordinary cultural centers in settlements with a population of more than 1,000. Uzbekistan was the last country in the USSR to publish books in the native language [5, p. 89].

During the period of reconstruction, due to transparency, the interest in the study of national spiritual and cultural heritage in Uzbekistan has increased to some extent. The work done in Uzbekistan on the national cultural heritage, its significance and restoration was distinguished by two aspects. The first aspect is that the Uzbek people, especially the intelligentsia, have acted against the growing threats and prohibitions against the restoration of the national cultural heritage. On the other hand, the policy of restructuring has created a certain amount of opportunities for such processes.

According to the well-known American researcher U. Fierman, in the mid-1980s, an attack on national values was launched in the republic under the anti-Islamic campaign. In particular, the leadership of the republic banned the celebration of "Navruz", which is not related to Islam, and warned all nations in Uzbekistan to celebrate "Navbahor" instead [6, p. 228].

In the second half of the 1980s, along with the problem of the Uzbek language and its status in the socio-political life of the republic, the issue of informal groups and organizations formed by supporters of the revision of the history of Uzbekistan and the restoration of Uzbek national culture was raised [7, pp. 366-367].

National spiritual and cultural values in the republic have been gradually restored, albeit slowly. The issues of toponymy are also of special importance, and some positive work has been done on the regulation of place names [8]. Special attention was also paid to the role of religious values in the system of national values and cultural heritage. Since 1990, some work has been done in this direction, and this year the number of mosques registered with the central authorities in the

country has reached 250. The program “Odobnoma” has been aired on Uzbek television, and the posts of chief imam-khatib have been introduced in the regions [9].

At the beginning of the reconstruction, the status of the Uzbek language and its use were limited. It should also be noted that on the eve of independence, the Uzbek language rose to the level of the state language and took a special place among the languages of the world.

As noted in most studies, Russian was the main language during the Soviet era, the language of the local political elite, and Russian was widely used in communication between residents of large cities. At the same time, this language was the language of science and technology for the Soviet republics [10, p. 45].

The democratic processes of the reconstruction period were the impetus for the awakening of society, especially the national intelligentsia, and the opportunity arose for them to be at the forefront of the changes taking place in them. It was at the request and pressure of the national intelligentsia that the law "On the state language of the Uzbek SSR" was adopted at the XI session of the Supreme Soviet of Uzbekistan on October 21, 1989 and published in the republican newspapers on October 24 [11, p. 69-70]. This law has played a great positive role in the development of the national consciousness of the Uzbek nation, in the realization of its identity.

At the same time, the granting of Uzbek the status of the state language, in turn, has created some difficulties. There were problems with the study and teaching of the Uzbek language, such as the level of Uzbek language teachers (especially in rural areas), the lack of dictionaries and modern methods of teaching Uzbek and Russian [12, pp. 268-369].

It should be noted that after the status of Uzbek as the state language in Uzbekistan, the development of languages of other nationalities has not diminished. According to 1991 data; English is taught in 3,457 schools in Uzbekistan, German in 2,886 schools, French in 1,515 schools, Spanish in 68 schools, Urdu in 3 schools, Hindi in 13 schools, Arabic in 10 schools, Persian in 13 schools and Chinese in 3 schools [13]. In a number of educational institutions, staff training has been introduced for schools where classes are taught in the languages of national groups. In particular, Tashkent and Syrdarya pedagogical institutes have started training specialists for Kazakh-language secondary schools, Samarkand, Bukhara, Termez pedagogical institutes and Kosonsoy and Chust pedagogical schools to teach in Tajik [14].

In general, the policy and practical actions of the new leadership of Uzbekistan in the field of language have begun to serve not only the Uzbek people, but also the culture of different peoples in the republic.

During this period, we can see that the condition of historical monuments and unique architectural monuments is in poor condition, the quality of repair work is poor, as well as there are serious problems with the preservation of these monuments.

The organizations carrying out the repair work are the Main Scientific Production Department of the Ministry of Culture of the USSR, which develops the design work and implements the project documentation; Directly connected with the Uzbek Research Institute of Design and Repair, Scientific and Production Association “Me’mor-*Architect*” and special research and repair workshops (SRRW) operating in several cities (Samarkand, Bukhara, Khiva, Termez, etc.) was. That is, all repairs were performed by individuals and organizations belonging to these enterprises. Moreover, despite the fact that all of these organizations have the status of “ilmiy-

tekshirish – science research], as academician G.Pugachenkova noted, neither they nor their activities had anything to do with science [15].

During the Soviet era, major repairs were carried out on some monumental monuments. At the same time, as no other historical monuments have been repaired, their condition has deteriorated from year to year. Usually, large buildings of Islamic culture were chosen for the renovation, while other types of historical objects were somehow overlooked at that time. Unplanned, arbitrary had also affected the condition of historical monuments.

Monumental cultural monuments of Islamic culture in the cities of Uzbekistan, such as Samarkand, Bukhara, Khiva and Tashkent, which are of international tourism importance, were in some ways under the attention of the Soviet government and despite the allocation of funds for their repair, little attention was paid to other monuments. For example, the Raboti Malik caravanserai, a unique cultural monument of the 11th century in the Bukhara region, was in a state of disrepair, with only the front part (facade) preserved. Unfortunately, the fact that the Uzbek Highway crossed the monument made it even worse. In the 1970s, with the support of the Republican Society for the Protection of Monuments, an expedition of the Institute of Art History conducted archeological excavations at the Raboti Malik Caravanserai. As a result of these studies, the remains of the caravanserai walls and its primary (original) history were found. It should be noted that during the years of reconstruction, the issue of paving the highway to preserve this unique monument was raised several times. But these proposals went unanswered, and hundreds of cars continued to cross the monument in one day [16, pp. 11-12].

Thus, even during the years of reconstruction, there were cases of disregard for historical monuments and national identity, damage to historical and cultural monuments for various reasons. However, since the second half of 1989, with the efforts of the new political leadership of Uzbekistan, the attitude to national values and cultural heritage has changed dramatically for the better. In public policy, attention was paid to the role of national values, cultural and religious heritage in the spiritual life of the Uzbek people.

In general, the rich history of culture and the development and promotion of national values is a requirement of the times. At the same time, President of Uzbekistan Sh. Mirziyoev stressed the need to create the necessary environment and conditions for the promotion of the rich history of our country, its unique culture and national values, the achievements of world science and literature among the youth and population [17].

In the second half of the 1980s, Uzbek literature played an important role in cultural life and in the film, in which the desire to expose the flaws of the Soviet era was predominant in the poetic works, short stories and short stories of Uzbek writers and poets [18, p. 654]. In the late 1980s, as a result of the renewal of national consciousness and popular thinking, it became clear that Uzbek literature had only its own socio-aesthetic features. In addition, a strong social spirit prevailed in the poetry of these years [19, pp. 397-398]. In addition, due to the liberal mood in the country, the tendency to nudity, lack of art, admonition, dry calls, writing has increased in the poem.

In the national literature, a certain amount of attention has also begun to be paid to the issues of the modern hero, which aims to reveal the historical truth relevant to the period of reconstruction. A new form of positive heroism has emerged, the tradition of creating a “flawed positive hero”. The same situation can be seen in novel “Time is in my destiny”, “Birth” by OmonMukhtor, “Holy”, “Gold ring”, “The story of a feuilleton” by OdilYakubov, as well as in

the works of several other writers [20]. At the same time, during this period, the works of our writers began to be published, vividly imagining the changing times. It can be said that the contradictions and contradictions in the Uzbek national literature, on the one hand, had a negative impact on its development, and on the other hand, such controversial circumstances allowed our literature to find the right path [21, p. 196].

In general, we can observe the movement of literature towards innovation in the second half of the 1980s. Previously pursued topics have been restored. The novel "Night and Day" by Cholpon was released. In 1988, the publication of "Passage of Generations" by P. Kadyrov, "Dark Eyes" by H. Tukhtabayev, "Lolazor – *Tulip field*" by Murod Muhammad Dust, "Forgotten Beaches" by N. Kobilov and "Bent Head" by OmonMukhtor were the result of the winds of freedom in Uzbek national literature. In 1988-89, more than 100 stories written in the national spirit were published [22]. The issue of Cholpon's historical place in the Uzbek national literature has also received some attention. In this regard, especially E. Karimov's contribution to revealing the essence of the Uzbek literary and artistic environment of the reconstruction period was great [23, p. 12].

At a new stage of development of society, the socio-political, spiritual-enlightenment, ideological-ideological conditions of the cultural life of the society began to be reflected in the art of theater. Also, despite the pressures of communist ideology, during the years of reconstruction, the theater began to appeal to real life.

The continuing central pressure on the national theatrical arts during this period was in turn one of the factors that led to the continuation of the crisis. Because such topics as historical processes, national harmony, interethnic relations were not paid attention to. For example, out of 600 plays included in the repertoire of Uzbek theaters in the mid-1980s, only 55 were works by local playwrights [24, p. 324].

Instead of the plays staged at the Uzbek State Musical Drama Theater named after Muqimi, such as "Tahir and Zuhra", "Farhod and Shirin", "Layli and Majnun", "Nurkhan", "Toshbolta oshiq" In this sense, it is possible to understand the emergence of a number of translated works, such as "The Maid", "Blue Danube", "My wife's husband", "Liar must".

There was also a lack of directing, effective use of youth creativity, the actor's strong civic position, and knowledge of the field of theater leaders [25].

From 1989-1990, the focus on theatrical art began to grow. In 1989, more than 1,500 young artists from different nationalities worked in theater and concert organizations of the republic. In 1989, 10 theater-studios of creative youth were established in the republic. For example, in Tashkent under the auspices of the Republican Association of Theater Figures "Dard", in Andijan "Talent", with the active participation of young people began to work Tatar-Kazakh, Kazakh, and Tajik theater studios [26]. The Second Festival of Republican Theaters, held in January 1990, played a significant role in the development of theatrical art in Uzbekistan.

CONCLUSION

In the last period of the reconstruction, Soviet-style ceremonies, celebrations, and events gradually began to disappear, and the revived national culture and customs and traditions took on a new look. Due to the efforts of leading scholars and experts and the determination of the Government of Uzbekistan, the status of the Uzbek language on October 21, 1989 was an important step towards the development of Uzbek national culture and national independence.

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THE KNOWLEDGE GAINED BY STUDENTS IN ENGINEERING GRAPHICS AND ITS TRANSFORMATION TO EXPERIENCE AND SKILL

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ABSTRACT

This article describes the methodological recommendations for the transformation of students' knowledge in the field of engineering graphics into skills and abilities. One of the main tasks of the science of drawing is to teach students to read drawings, in particular, to impart new knowledge about the science. Therefore, one of the urgent tasks is to turn the knowledge given to them into skills and competencies. Some students may notice that they try to visualize the shape of the object or detail depicted in the drawing at a glance and determine its dimensions.

KEYWORDS: *Knowledge, Skills, Qualifications, Spatial Imagination, Ability, Literacy, Research*

INTRODUCTION

It is known that today, when radical reforms are being carried out in the education system, the main focus of our government is on the quality of training of qualified personnel. Development of structures of bachelor's and master's degree students on the basis of the order No. 12 of January 15, 2015 "About execution of the resolution of the Cabinet of Ministers of the Republic of Uzbekistan from January 10, 2015 of No. 3", on the basis of which the improvement of bachelor's and master's specialties SES, curricula and science programs in accordance with world standards and practices, as well as From the 2020-2021 academic year, the main task was to transfer the direction of education 5110800-Fine Arts and Engineering Graphics to three years and a modular-credit system, using it in the educational process and improving quality and efficiency.

THE MAIN FINDINGS AND RESULTS

In the current era of development of science, technology, there is a growing demand for highly qualified, mature personnel, which, in turn, imposes a responsibility not only on schools, but also on professors and teachers of higher education institutions. After all, we must not forget that graduates of higher education institutions, in addition to being intelligent, knowledgeable and well-rounded people, are also professionals who act responsibly in different situations. This requires improving the quality of knowledge imparted to students. In the Action Strategy for the further development of the Republic of Uzbekistan, “further development of the system of continuing education, increasing the capacity of educational services” [1, p. 39] is identified as a priority. Therefore, it is important for students studying fine arts and engineering graphics to turn their knowledge into skills and competencies.

According to K.D. Ushinsky, “Revitalization of educational activity is the development of independent, free, creative activity inherent in the student. It is always important to remember that without teaching a student this or that knowledge, it is necessary to develop the ability to acquire knowledge independently, without the help of a teacher. Even after the teacher leaves him, this skill should be a priority in the student, allowing him to learn not only from the books, but also from the reality that surrounds him, from life events, from his own inner world. It should allow for such a useful lesson to be learned from everywhere. Anyone who learns to teach such a useful lesson will learn it all his life” [2, pp. 46-47]. In shaping the sustained need for knowledge in students, we relied on the psychological justification of this work, “Every aspiration that has stability in character,” said S.A. Rubinstein, “is one of the facets of future character, and character is manifested one after another in human behavior. it is a set of aspirations that are absorbed into it and become a personal quality. ” Interest in learning is seen by scientists as something positive, emotionally enriched, desire-driven in the process of acquiring knowledge, skills, and abilities. An interest in learning is a specific type of interest in learning. G.I. Shchukina describes the interest in knowledge as a complex attitude of a person to things and events in the environment, in which he seeks a comprehensive, in-depth knowledge, research of their basic qualities. The pursuit of knowledge depends on the will and is primarily determined by the needs of the person. Interest in learning is related to the essence of knowledge, the eternal, infinite approach of thinking to the object.

Due to the fact that spatial imagination is not sufficiently developed in students studying the basic geometry or projection drawing of engineering graphics, in the early stages of study they find it difficult to reconstruct it in space, that is, to imagine its spatial state, lack of skills. One of the main tasks of the science of drawing is to teach students to read drawings, in particular, to impart new knowledge about the science. Therefore, one of the urgent tasks is to turn the knowledge given to them into skills and competencies. We can see this in the example of reading only detailed drawings. There are different, sometimes completely contradictory, views on what is meant by “reading a drawing”. Many people focus on a variety of constructions when reading a detailed drawing, so they understand how to do it by reading the drawings. Others limit the concept to the areas of creation of spatial images of an object or detail. Studies show that the definition of the concept of drawing reading can be linked to two rules, first, to determine the process of formation of spatial perception of its shape and dimensions, depending on the images of the object or part, and to determine all information necessary for preparation and control of the object or part. Second, teaching to read a drawing means developing in students the ability to give a clear verbal description of the object or detail depicted in the drawing. Naturally, it is not

yet possible to begin with the identification of the information necessary for the preparation and control of the object or detail described by the students, as well as a clear verbal description. To do this, it is necessary to form in students the readiness to read the drawing, that is, to develop knowledge. At this point, let's go over the skills and competencies.

Ability - the result of the process of performing conscious activity (movement) quickly, economically, correctly, with minimal physical and mental effort. It is based on the knowledge of the individual. In the initial stages of formation, such movements are performed with serious attention, in the next stage; careful control is reduced and, as a result, becomes an automated movement. Skills are maintained at the required level through regular exercise (repetition). That is why its importance in education is incomparable. Failure to repeat for a certain period of time will result in a decrease in skill level. He recovers by doing a large amount of exercise and training. A skill is the ability to perform a specific activity or action based on a person's previous experiences. A skill is a set of mental and physical actions, methods, and guidelines that are used to achieve a planned goal or perform a specific activity. Sometimes skills build a person's skills and help him or her to perform competently, while others, on the contrary, negatively affect the quality of a person's skills and change it. This is called the interaction of skills and abilities. Any skill can be a skill, but not every skill can be a skill. Qualifications become qualifications only if they acquire an automated nature. For example, the various movements of a student have become a habitual movement because the process of writing forms is automated. Therefore, the student can write the letters beautifully and neatly. This movement is the student's skilled skills. Due to too many repetitions, students' actions related to writing letter shapes are automated.

Qualification - is an automated, learned, action that is performed flawlessly in a certain way. Qualification is an automated form of implementation and management of a person's actions. A person's skills are characterized by the fact that his actions are easy, fast, as if performed spontaneously. Due to this, it performs the same amount of work with and without qualifications at different times and with different quality. A person's skills are inherent in all areas of his or her activities. Skills created for one area of activity not only facilitate an individual's work in that area, but also have a positive impact on the speed and effectiveness of action in other areas of activity. Skills in various fields do not appear in a person all at once, in a short period of time. A person is required to systematically repeat a particular area in order to gain skills. In addition, the qualification is formed on the basis of the availability of a set of theoretical and practical general and professional knowledge and skills necessary for the performance of certain labor activities. Skill conscious line is also an automated component of movement. A skill line is formed as a result of repeating the action itself many times under the same conditions. The more thorough the skill, the faster and more accurately the person will do the job. Skills and competencies have common and different aspects. The common denominator is that skills and competencies form activities based on the knowledge acquired by learners. The difference is that the activities of the learners are of a different nature. From a professional point of view, qualification is the level of professional training of an employee, the availability of the knowledge, skills and competencies required to perform a particular job.

It is an indicator that determines an employee's qualifications and is determined by the availability of a category or diploma.

In order to turn the student's knowledge of engineering graphics into skills and competencies, the following can be included in the exercises that can be used only in the process of "Drawing":

- identify a clear image of the object or part on the basis of the given drawing;
- compare the given drawing with its vivid image;
- make a model based on the given drawing;
- draw its drawings on the basis of the given model;
- comparing a one-view drawing of an item or part with the symbols of the other two or more views;
- to form a whole detail on the basis of the given scattered detail elements;
- make a drawing of the parts of the product or part to be removed;
- different views of reading working drawings using details and other tools needed to work with them (e.g., choosing one of the details that has the same shape and different sizes, matching the drawing), and so on.

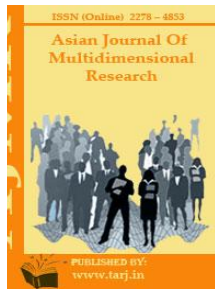
CONCLUSION

It is natural that further repetition of the above exercises will improve the quality of education. But the forms of its use vary, ranging from short-term assignments throughout the lesson to longer-term assignments throughout the lesson. Some students may notice that they try to visualize the shape of the object or detail depicted in the drawing at a glance and determine its dimensions. It can be seen from this that the knowledge acquired by such students has already become skills and competencies. Other students, on the other hand, often begin to check their dimensions from some secondary issue without imagining a clear picture of the item or detail yet. In such students, the skill or competency is not yet well developed. Some students, on the other hand, begin to examine one image without comparing it to another. After such “reading of the drawing,” students usually do not have a complete and clear idea of the object or detail depicted. Such students not only lack or lack skills or competencies. The task of the teacher is to form a certain order of thinking activity in students when reading a drawing, that is, a system of reading a drawing. It is only natural that skill and competence underlie this formation.

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THE IDEOLOGICAL BASIS OF THE JADIDIST MOVEMENT

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ABSTRACT

Man always lives with a desire to know existence. We witness that not only knowledge but also the desire to change it based on gained knowledge and experience has laid the groundwork for revolutions in the life of society (social, political, economic, scientific, technical, spiritual). So, the crucial factor of human development is the desire to know the being, to analyze and understand it in depth, to draw viable conclusions because of the gained knowledge and to apply the discovered ideas to life. Therefore, enlightenment has been and remains the crucial factor of life on earth.

KEYWORDS: *Jadid Movement, Goethe Institute, Jadid Literary And Social Heritage, Leader Of Salvation, History Of Jadidism.*

INTRODUCTION

In the history of the Uzbek people, Jadidism is a unique and multifaceted phenomenon. The Jadid movement, which emerged in the late 19th and early 20th centuries and was in its infancy, was born because of the political, social, economic and spiritual situation that prevailed in Turkestan. The invasion of Tsarist Russia on the one hand, and the oppression of local officials on the other, had caused economic crisis, enlightenment poverty, and national discord in the country. In these conflicting and dangerous times, the leading representatives of their time - enlightened intellectuals Mahmudkhoja Behbudi, Cholpon, Fitrat, Munavvar kori Abdurashidkhonov, Abdulla Avloni, Sofizoda, Tavallo and their esteemed comrades - sought ways to lead the country out of the swamp of ignorance and ignorance. The main reason for this

was that they were educated, understood the ups and downs of life, were well versed in religious and secular sciences, were able to see the world, recognize the people, and draw conclusions by comparing the situation. The fate of the hand, the future of the people, was not a dry word for them, but a commandment of conscience. They felt in their hearts that only enlightenment could lead the country out of the mire of helplessness and ignorance by making an objective assessment of the historical situation.

Only Enlightenment believed that people would recognize their rights and begin the path of building a truly national democratic state based on the rule of law. Not only did they believe, but they tried to show their contemporaries, especially ordinary people, the way to do it. To do this, they made effective use of the literature platform; those who have undertaken reforms in the field of education; those who sent the future youth of the country to study abroad; those who went abroad themselves and recognized the hand; through his works acquainted with the achievements of world civilization, the results of scientific and technological development; who took an active part in the political and ideological struggle that prevailed at that time, and who thought much about building a new democratic society in the country; actively participated in the development of programs and documents of new political parties; and those who are able to lead a new society

...

RESULTS AND DISCUSSION

As we have seen, the activities of the representatives of the Jadid movement are very diverse. For this reason, today their lives and activities, their tragic fate is being tried to be deeply understood by historians, literary critics, political scientists, philosophers and other professionals. During the former Soviet era, there were serious obstacles to the study of the Jadid movement, and there were one-sided opinions about the representatives of this movement, whose names were branded as nationalists and enemies of the people.

It was not until the 1990s that attitudes toward Jadidism changed. It was only after our country gained its independence that our true national history began to be restored, and such "white spots" became the object of serious research in science. As a result, O.Sharafiddinov, N.Karimov, B. Qosimov, B. Nazarov, U.Normative, H. Boltaboev, S.Mirvaliev, A.Aliev, E.Karimov, S.Qosimov, P.Mirzaahmedova, N.Rahimjonov, Sh.Yusupov, S.Ahmedov, U.Dolimov, B.Do'stqoraev, A.Jalolov, B.Karimov, Sh.Rizaev, I.Tulakov, I.Faniev, D.Quronov, D.Alimova, R.Shamsiddinov, C. The works of Azamkhodjaev and a number of other scholars dedicated to the study of the life and work of modern writers, their artistic skills, ideological orientation, and their role in the political struggle were published.

Indeed, the Jadid movement is an extremely complex and complex process. It covers the historical, artistic-aesthetic, philosophical and political-social layers of our thinking. In our opinion, the observation of the creative and political-social activity of Jadid writers is inextricably linked, their political, philosophical and even legal views reflected in their worldview appear in the layers of their hearts, formed the level of artistic generalization, reflected in their series of images. We think it is time to show, to observe the artistic and aesthetic processes underlying their subsequent political activities, theoretical and practical efforts to build a new state and society, to study reality in a truly complex way, in short, to integrate between disciplines.

On the one hand, the social system that ruled Turkestan in the XVI-XIX centuries - the crisis of the feudal state, the stagnation of social development, on the other hand, the occupation and

colonization of Turkestan by the Tsarist armies created such a terrible situation in the country. the Jadid movement is an extremely multifaceted and complex process. It covers the historical, artistic-aesthetic, philosophical and political-social layers of our thinking. In our opinion, the observation of the creative and political-social activity of Jadid writers is inextricably linked, their political, philosophical and even legal views reflected in their worldview appear in the layers of their hearts, formed to the level of artistic generalization, reflected in their series of images. We believe that it is time to show, to observe the artistic and aesthetic processes underlying their subsequent political activities, theoretical and practical efforts to build a new state and society, to study reality in a truly complex way, to integrate between disciplines.

On the one hand, the social system that ruled Turkestan in the XVI-XIX centuries - the crisis of the feudal state, the stagnation of social development, on the other hand, the occupation and colonization of Turkestan by the Tsarist armies created such a terrible situation in the country. , without economic, cultural and enlightenment ground, it was impossible for any movement to awaken the people, to shake and shake society. That is why it is very important that the Jadid movement emerged in Turkestan in the late 19th and early 20th centuries and acted as a force capable of leading the people in the path of their ideas.

If Turkestan itself did not have the necessary social and cultural background (internal conditions) for the emergence of the Jadid movement, the process of emergence and formation of the Uzbek Jadid movement would not have been so intense. The ground was laid by the efforts of such enlightened people as Sattorkhon Abdugafforov, Fulom Hasan Orifjonov, and the works of poets and writers such as Muqimi, Furkat, Dilshod Barno, Ahmad Donish.

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Indeed, the sphere of interest and activity of the Jadid enlighteners was very wide, and their main goal was to lead the people to independence through enlightenment. Because, without enlightenment, without knowing anything about their history and human rights, living in a colonial environment had bent the will of the people. That is why they opened schools in a new way and took measures to quickly educate the masses; first founded the press and published newspapers and magazines; they created works aimed at opening the eyes of the people, promoting the ideas of the new era. As a result, Jadid literature emerged and theatrical troupes emerged. The national theatrical art began its history with the staging of such works as "Padarkush", "Wedding", "Old school, new school", "Juvonboz", "Poppy".

The Jadids began to convey their progressive ideas to the masses through school-enlightenment, literature, and theater. Cholpon's collections "Awakening", "Springs", "Secrets of Dawn", drama "Bright", translations from Eugene Pote and Robindranath Tagore, works of Fitrat "Discussion", "Statement of an Indian traveler", poems full of pain, "Abulfayzkhan drama, a number of journalistic works, Behbudi's "Memories of Travel", "Risolai tooli savod", "Risolai jugrofiyai

umroniy", "Kitobat ul-atfol", "Amaliyoti islam", a number of publicist works, Munavvar qori Abdurashidkhonov's "Adibus pamphlets, poems, stories, journalistic articles, political speeches, as well as brilliant works of many modern artists. However, in their view, these areas of ideology and spirituality were only a tool for the country's independence.

It is not difficult to feel that the tyranny of the local tyrant and officer Russia that prevailed at that time, despite some contradictions, supported each other, complemented each other, comforted the people, led to the saving of time. The Jadids are hard workers who have put on their belts to block the path of this danger. They believed that it was the demand of the time that educated people should rule the country on the basis of just laws worthy of their time, that young and old alike should live with equal respect for these laws, and that all were equal before the law. This, in turn, in the language of the social sciences in recent years, means lifting the Turkestan region out of the mire of feudalism and raising it to a new level of development without bloodshed. If we compare it with the radical ideology of the Decembrists, Narodniks or Bolsheviks in Russia, Jadidism, as a product of its time, is a very cultural and progressive movement. At the same time, if we want to present the environment in which the Jadids lived and created with justice, the conditions typical of Turkestan in the late 19th and early 20th centuries, including the coup d'etat and the bloodshed in this process, , as well as the so-called school and education front, are generally neglected by the state, with everyone barely breathing in their backyards, and students' perceptions of the world at the level of "A Thousand and One Nights" fairy tales.

International relations also played an important role in the formation of the Turkestan Jadid movement. Behbudi's travels to the Middle East, his visits to central Russian cities such as Kazan, Nizhny Novgorod, Moscow, and St. Petersburg, and Fitrat's several years in Turkey, had a profound effect on the socio-political, educational, and literary views of not only these writers but also Uzbek Jadids. In particular, Fitrat's works "Debate" and "Statement of an Indian Traveler" written in Turkey reflect the ideas and beliefs of Uzbek Jadids and have served as an ideological program for many for many years.

The work of the Jadids on sending Turkestan youth to study abroad is also of special importance. The idea of sending Uzbek youth abroad for education was born, in part, from the Turkestan region's need for highly educated, world-renowned philosophers, diplomats and politicians. The Jadids were aware of this and took practical measures to solve this problem. Since the science of philosophy was built religiously in the eastern countries, the path of the new mullahs had to pass through the Turkic-Persian-Arab states.

The need to send students to distant and nearby European countries was triggered by a new turn in the lives of local people due to the arrival of the railway to Central Asia. The same period coincided with the period when the area under cotton in Uzbekistan was expanding, its fiber was covering the Russian market, and economic terms such as "Muscovite rich" were born. Cholpon expressed the idea of the Jadids in the words of Dr. Muhammadiyar: how high and how beautiful it would be if they walked with, for the benefit of our people. "

When our modern leaders set the direction of the journey of young people going abroad for education, they meant, of course, the transformation of their country into a more mechanized country, a goal that would be put into practice by the aforementioned youth. In short, their activities were not limited to the creation of works of art and journalistic articles, political, social and legal programs: they were able to organize and manage the national economy in a modern

way, to govern a state rebuilt on the basis of law and knowledge. By the way, the fact that most of the Jadids are penmen should not cast doubt on their organizational skills. We know from history that such figures as Hussein Boykaro, Nodirabegim, and later Muhammad Rahimkhan Feruz shook the pen with one hand, and shook the country with the other.

If in the first stage of its history Uzbek Jadidism appeared mainly as an enlightenment movement, and during this period something fully formed the views of Jadids on educational reform, in the following period they enriched their enlightenment ideas with other important and topical issues of national development.

The Jadids felt that only enlightenment itself was lacking for the country to embark on the path of national development. "Turkestan is the America of the Old World. There is cotton, ore, grain, in short, everything. Turkestan is gold." There was a great meaning behind these words of M. Behbudi. The use of Turkestan's national wealth - the extraction, processing, and sale of mineral resources with the help of science, on the one hand, allows the development of trade, the growth of national investors creates conditions for the country to follow the path of national development. Would have created. In this way, enlightenment, especially artistic creation, covered the core issues of national development.

On the eve of the First World War, land prices rose as they built new railways in Turkestan. The average farmer sold his land cheaply. The newspaper "Sadoi Turkiston" with the help of articles by Ubaydulla Khodjaev and Cholpon published articles explaining the value of the land to the people. He proved that money is transitory, and the land is an eternal value. Their speeches taught the people to be vigilant about the Motherland, the duty to the Motherland, and generations.

While the masterpieces that have earned a worthy place in the treasury of world culture have been analyzed and valued for centuries as the pinnacle of skill in hundreds and thousands of scientific studies, his services as a force have also always been one of the main subjects of science.

Alisher Navoi and Zahiriddin Muhammad Babur, who was rightly glorified as the bright stars of Uzbek poetry and rocked the cradle of the Uzbek literary language. Also found its brilliant expression as a practitioner who began his days.

CONCLUSION

By the end of the nineteenth century, in the years when the new was just emerging, the intensity of the currents of social thought had increased to a certain extent. Mahmudavja Behbudi and Abdurauf Fitrat, Zokirjon Furkat and Muhammad Aminkhoja Muqimi, Dilshod Barno and Sadridin Aini, Hamza Hakimzoda Niyazi, and Abdulhamid Cholpon brought up many new singers one after another. It was much brighter with the light of knowledge lit by thinkers like Avloni, who were thirsty for light and justice. The voices of active intellectuals of his time, such as Ismailbey Gasprali and Abay Kononbaev, Mirza Fatali Akhundov and Chokon Valikhanov, Mustafa Chokay oglu and Zaki Validiy Togon, came from the east and west, north and south. These voices, in the old sense, can be called a call to rescue the country from the mire of feudalism and to put it on a new footing, in the words we are now accustomed to, to build a state governed by the rule of law in the region where our peoples live.

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PROPERTIES OF METHANOLE VAPOR ADSORPTION IN CARBONATE-POLYGOSKITLE NAVBAHOR BENTONIT

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ABSTRACT

Methanol was used as the adsorbate, and the methanol was purified and dried under vacuum before use. The entropy value of methanol varies in wavelength from the initial area of adsorption to the final saturation levels. That is, the differential heat of adsorption of methanol vapors and the differential entropy curve were found to be of an external nature. In the scientific literature [6] the methanol adsorption on the alkaline (PBV) type of Navbahor bentonite modified adsorbents with various cationic surfactants has been studied and the factors on which the adsorbent-adsorbate interaction energies depend.

KEYWORDS: Bentonite, Methanol, Adsorption, Adsorption Isotherm, Adsorption Hysteresis, Heat of Adsorption, Entropy Of Adsorption.

INTRODUCTION

Currently, bentonite clays are widely used in various sectors of the economy, including as adsorbents in the treatment of wastewater from copper [1], iron, lead, arsenic [2] ions, hydrogen sulfide and phenol [3] molecules. Bentonites are also widely used in medicine, in the treatment of streptococcal dermatitis and skin [4], in the adsorption of wound secretions, in the protection of wounds from various microbes [5], and in other similar fields. In the adsorption of toxic organic substances from benonites as adsorbents, their interaction with adsorbates, porosity structure, chemical composition, colloid-chemical properties play an important role.

In the scientific literature [6] the methanol adsorption on the alkaline (PBV) type of Navbahor bentonite modified adsorbents with various cationic surfactants has been studied and the factors on which the adsorbent-adsorbate interaction energies depend. However, in the carbonate-

polygorskite (PPD) type of Navbahor bentonite, no such experiments have been conducted. For this purpose, the adsorption properties of methanol vapors in this type of bentonite were studied.

The chemical composition of Navbahor bentonite (Uzbekistan) with carbonate-polygorskite (PPD) is as follows (% by mass): SiO_2 – 46,79; Al_2O_3 – 8,63; MgO – 2,74; CaO – 10,08; K_2O – 1,60; P_2O_5 – 1,99; FeO – 3,41. The mass lost when heated is 24.33. The density of the adsorbent is 1.17 g / cm^3 , the sand content is 4.5%, the moisture content is 6-10%, the pH is 8. Carbonate-polygorskite bentonite differs from the other 2 types (PBV and PBG) by its high CaO, the absence of Fe_2O_3 and Na_2O oxides, cation exchange capacity and colloidal chemical properties [7].

Research methods and techniques. Methanol was used as the adsorbate in the study, and the methanol was purified and dried under vacuum before use. Dissolved gases were removed until its vapor pressure was the same as the vapor pressure data given in the guides for pure methanol [8].

Adsorption isotherms of carbonate-polygorskite Navbahor bentonite methanol vapors were measured in a McQueen sensitive quartz coil device. Before measuring the adsorption of methanol vapors on Navbahor bentonite with carbonate-polygorskite, the system was heated and vacuumed at 433K for 4-6 hours until the residual pressure in the system was $1.33 \cdot 10^{-3} \text{ Pa}$. Adsorption isotherms were measured at 293 K. Adsorption of differential isosteric heat was carried out using devices for measuring adsorption isosters [9].

RESEARCH RESULTS AND DISCUSSION

Methanol adsorption isotherm in Navbahor bentonite with carbonate-polygorskite S. According to Brunauer's classification [10], II-type adsorption corresponds to isotherms, ie a group of S-shaped adsorption isotherms. It can be seen from the methanol adsorption isotherm that the low relative pressures are vertical rise in the adsorption isotherm up to $P/P_s = 0.18 \text{ mol / kg}$, the adsorption is low in the range $P/P_s = 0.18-0.86 \text{ mol / kg}$, and $P/P_s = 0.87$ In the range of -0.99 mol / kg , the adsorption isotherm was again characterized by elevations. Adsorption hysteresis rings correspond to type H3 according to the De Boer (IUPAK) [11] classification. Such adsorption hysteresis rings indicate increasing adsorption processes in the porous (shchelevidnye) pores.

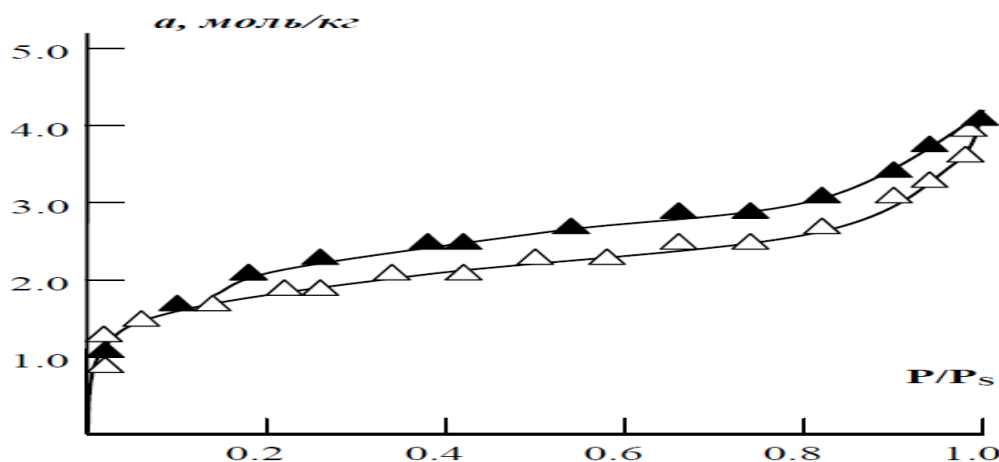


Figure 1 Adsorption and desorption isotherms of methanol vapors on Navbahor bentonite with carbonate-polygorskite

Based on the adsorption isotherm of methanol vapors, the monolayer capacity a_m , saturation volume V_s (or adsorption a_s), and finally their specific surfaces S were calculated from the important parameters of the adsorbent.

TABLE 1 STRUCTURAL-SORPTION PERFORMANCE OF NAVBAHOR BENTONITE WITH CARBONATE-POLYGORSKITE ON ADSORPTION OF METHANOL VAPORS

Adsorbent	Vacuum temperature, K	Single-layer capacity, a_m , МОЛЬ/КГ	Slab contraction surface, $S = 10^{-3}$, m^2 / kg	Saturation adsorption a_s , mol / kg	Saturation adsorption capacity, $V_s \cdot 10^3$, m^3 / kg
ППД	293	1,296	171	4,12	0,165

It can be seen from the table that the monolayer capacity of the adsorbent is $a_m = 1,296$ mol / kg. When the adsorbent specific surface area (S_{BET}) was calculated using the BET equation, it was found that the specific adsorbent surface area was $171 \cdot 10^{-3} m^2 / kg$. This figure was $36 \cdot 10^{-3} m^2 / kg$ [12] in Angren kaolin. The specific surface area (S_{BET}) of Navbahor bentonite with carbonate-polygorskite was 4.75 times higher in methanol adsorption than Angren kaolin and 1.84 times higher in saturation adsorption volume (V_s). Thus, methanol vapors in Navbahor bentonite with carbonate-polygorskite as adsorbents for methanol vapor adsorption showed higher adsorption than Angren kaolin.

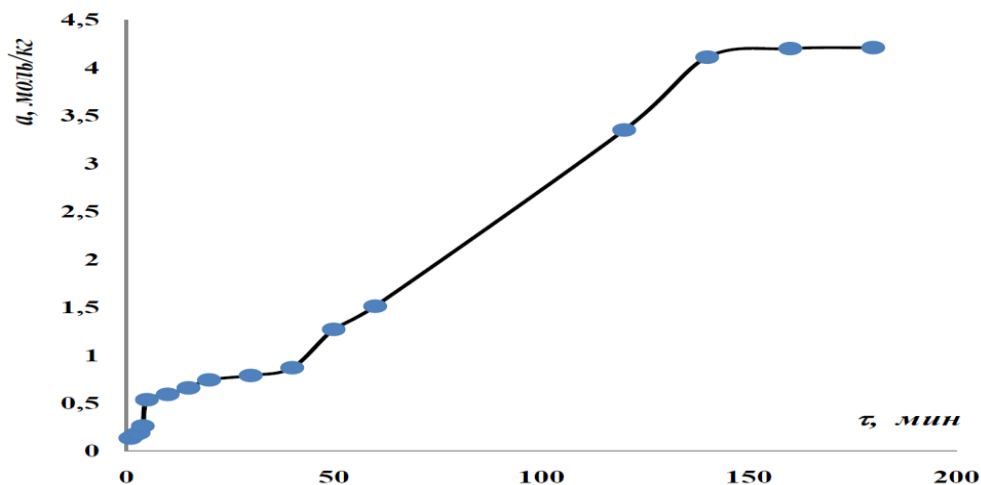


Figure 2 Kinetics of methanol adsorption on Navbahor bentonite with carbonate-polygorskite at 293 K

The figure above shows the time-dependent adsorption kinetics of the amount of methanol vapor absorbed into the Navbahor bentonite of carbonate-polygorskite. According to the results of methanol vapor adsorption kinetics on carbonate-polygorskite Navbahor bentonite, the equilibrium time of methanol adsorption kinetics was 2.5 hours. The adsorption equilibrium was then stabilized, and the adsorption of methanol vapors reached a full saturation level of 4.21 mol / kg. It can also be seen from the adsorption isotherm that the relative pressure at the adsorption isotherm at 4.20 mol / kg is $P/P_s = 1.0$.

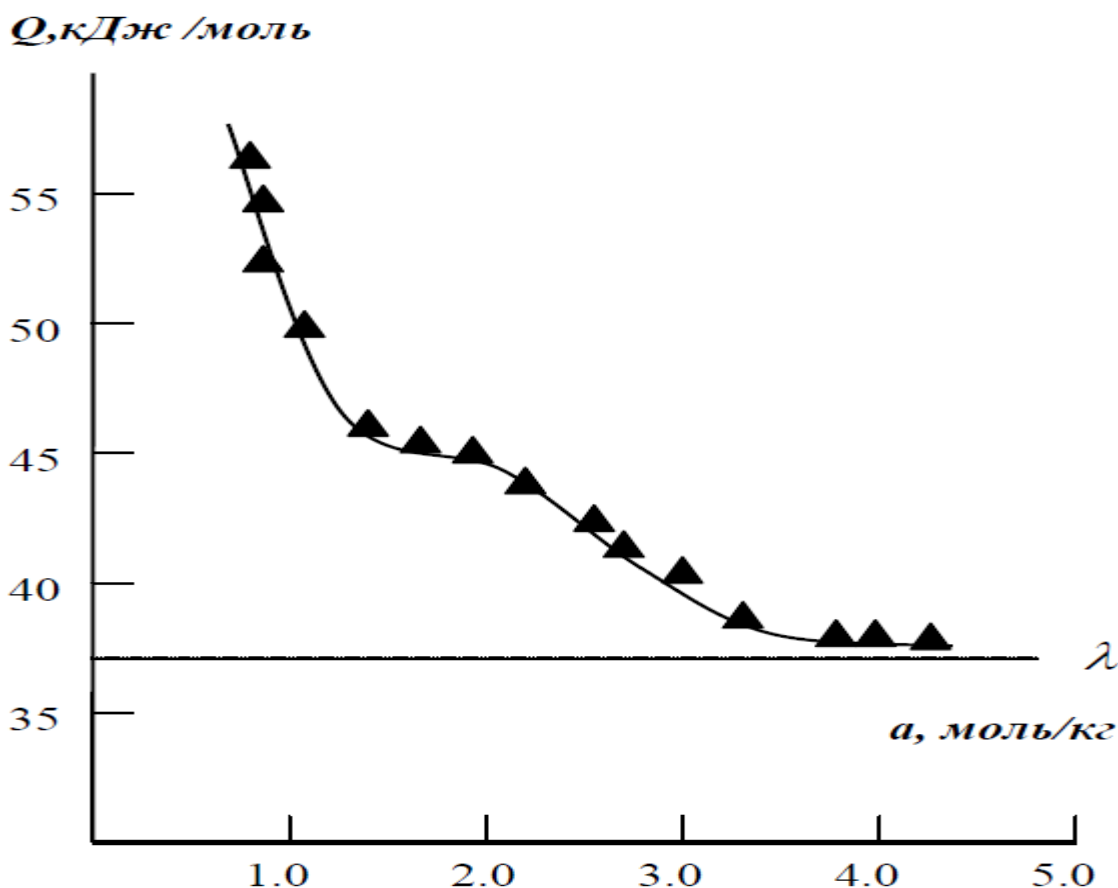


Figure 3. Differential heat of adsorption of methyl alcohol on Navbahor bentonite with carbonate-polygorskite at 293 K. Barcode Condensation value of methyl alcohol at 293 K.

A study of the differential heat of methanol adsorption on Navbahor bentonite with carbonate-polygorskite shows that the curve of the differential heat of adsorption forms a high energy phase at 56.3 kJ / mol, as shown in Figure 3. Subsequently, as the adsorption increases, the methanol adsorption heat gradually decreases from 55.8 kDj / mol to 45.9 kDj / mol. Adsorption forms a stepwise adsorption heat at $Q = 45.3 - 44.9$ kDj / mol without changing the curve of differential adsorption temperatures in the range $a = 1.23-1.85$ mol / kg. In this case, the formation of ion-molecular complexes with adsorbent-adsorbate interaction, ie high-energy adsorption with exchangeable Na^+ cations in bentonite. Then, as the adsorption increases, the curve of the differential heat of adsorption gradually decreases. During these adsorption processes, hydrogen bonds are observed with the hydroxyl groups in the crystal lattice of methanol bentonite. The adsorption heat curve decreases for the second time from 43.8 kJ / mol to 37.8 kJ / mol. It was then observed that the differential heat of adsorption and the heat of condensation of methanol approached 37.5 kJ / mol. The differential adsorption heat curve of methanol was characterized by a wavy shape.

In the literature [13] also studied the values of differential heat of adsorption of methyl alcohol on zeolites of different cations: K^+ , N^+ , NH_4^+ , Li^+ , Na^+ ZSM-5 at 303 K. According to the results, it was found that the heat of adsorption is in the form of waves due to the formation of ion-molecular complexes with methyl alcohol of exchangeable cations in zeolites.

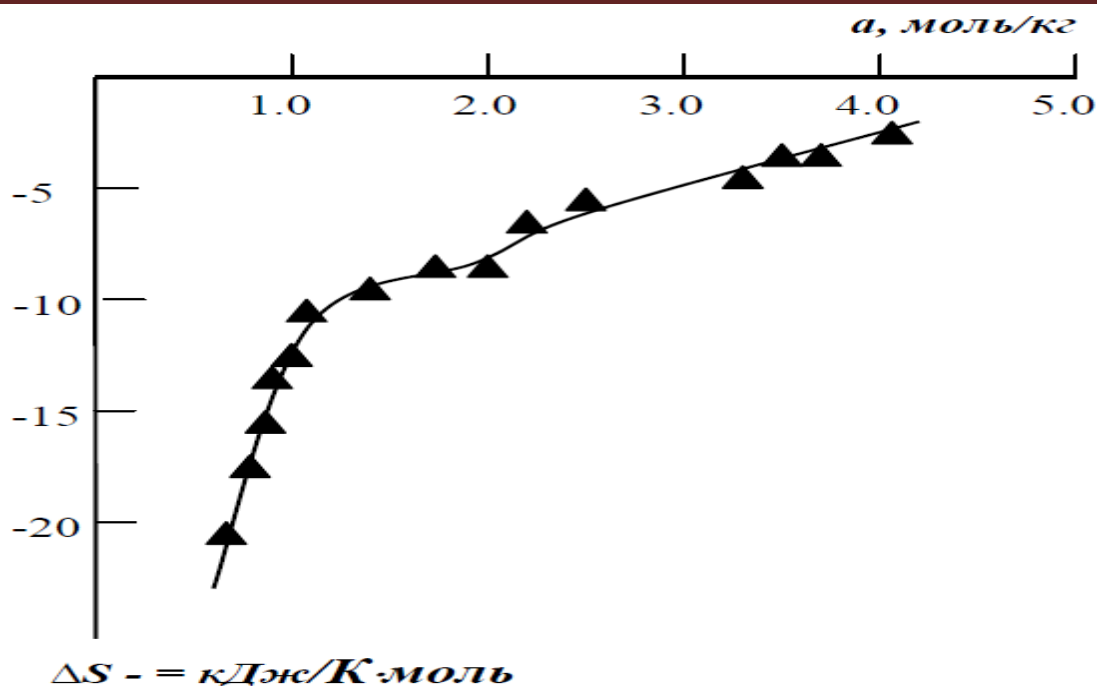


Figure 5 Differential entropy of methanol adsorption on Navbahor bentonite with carbonate-polygorskite at 293 K.

The adsorption entropy of methanol is calculated from the differential heat of adsorption based on the Gibbs-Helmholtz equation:

$$\Delta S_a = \frac{\Delta H - \Delta G}{T} = \frac{-(Q_a - \lambda) + RT \ln P_s / P}{T}$$

In this case, λ - is the heat of condensation, ΔH and ΔG is the change in enthalpy and free energy during adsorption from the standard state to the adsorbed state.

The entropy of methanol adsorption (ΔS_a) on carbonate-polygorskite Navbahor bentonite increases linearly from the maximum value $-23.3 \text{ kJ} / (\text{K} \cdot \text{mol})$ to the zero line. At the zero line, the adsorption corresponds to the value of the liquid methanol entropy at $4.06 \text{ mol} / \text{kg}$ adsorption. The entropy value of methanol varies in wavelength from the initial area of adsorption to the final saturation levels. That is, the differential heat of adsorption of methanol vapors and the differential entropy curve were found to be of an external nature. As the adsorbent mesocytos were filled with methanol molecules, the adsorption increased to $\Delta S = -3.83 \text{ kJ} / (\text{K} \cdot \text{mol})$ at $a = 4.03 \text{ mol} / \text{kg}$. Hence, the mobility of methanol molecules at the saturation levels of the adsorbent was characterized by a very close proximity to the mobility of liquid methanol

IN CONCLUSION, it was found that the differential heat and entropy values of methanol adsorption on Navbahor bentonite of carbonate-polygorskite have a wave-like, i.e., extralimbal character. Adsorption was observed in the range of $Q = 45.3 - 44.9 \text{ kJ} / \text{mol}$ without changing the curve of differential adsorption heat in the range $a = 1.23-1.85 \text{ mol} / \text{kg}$. In this case, the adsorbent-adsorbate interaction, ie the formation of ion-molecular complexes of methanol molecules with exchangeable Na^+ cations in bentonite. Also, changes in the adsorption heat curve were observed with the formation of hydrogen bonds between the hydroxyl groups in the

aluminum-silicon tetrahedrons in the adsorbent and the hydroxyl groups in the methanol molecule.

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