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WAYS TO IMPROVE INSIDE CITY ROADS

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Abstract: This article discusses the main factors in the formation and development of the transport infrastructure of the region, presents the main problems of its development in general in Uzbekistan. The paper notes that the transport infrastructure plays an important role in the development of the economy of the country and its regions, the infrastructure of the transport system of a small town is studied, and its indicators are analyzed in dynamics in recent years. In conclusion, the author's views on solving the problems of the transport infrastructure of the urban district are presented, which may be of interest to specialists in the field of economics.

Key words: analysis, transport infrastructure.

The growth of the car park and the increase in traffic leads to an increase in traffic intensity, which in the conditions of cities with historical development leads to a transport problem. It is especially acute in those points of the street-road network (UAS), where there is an intersection of major highways and quarries. Here, transport delays increase, queues and congestion are formed, which causes a decrease in the speed of communication, unjustified excessive fuel consumption and increased wear of vehicle components and assemblies, as well as the environmental situation of this section of the road is deteriorating. Thanks to the process of motorization, the boundaries of cities are being lost. The urban population is increasingly moving to the suburbs, turning this part of the territory into a continuation of the city. Therefore, the transport accessibility of recreational areas forces us to consider the street and road networks of the city and the suburbs as a single transport infrastructure that ensures the life of the "big city". Such agglomerations with a population of more than 10 million people are called "megacities" [1,3,6].

Transport infrastructure is a type of capital that has a specific regional-forming character, which is expressed in its ability to ensure the territorial integrity of the region, generating a cumulative (synergistic) effect of socio-economic development through the implementation of the functions assigned to this infrastructure for the implementation of transport and economic relations.

At present, the following level of motorization of the population has been established in the largest cities of the world (the number of cars per 1,000 inhabitants): Luxembourg - 785, USA - 777 (in some states more than 1000), Australia - 640, Austria - 630. Belgium - 580, Germany - 620; Poland - 515; Finland - 500; France - 590; Switzerland - 600;

In our country, the state and development of transport infrastructure are of exceptional importance: transport, along with other infrastructure

industries, provides the basic conditions for the life of society and is an important tool for achieving the social, economic, foreign policy and other goals of the country and its regions in the aggregate, given the growing mobility of millions of people. At the same time, changes in the geopolitical situation and the positioning of Uzbekistan in the world community put forward new requirements for infrastructure as an element of the system of the national economy and security at

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intersections are the causes of increased pollution of the air basin of the city by products of incomplete combustion of fuel [5].

The growth of motorization leads to the emergence of dense traffic flows (TP) on urban highways, complicating the organization of road traffic.

traffic and increase negative consequences - accident rate, transportation costs, increased environmental pollution, noise, etc. [4,8].

Improving the efficiency of the transport infrastructure in the cities of Uzbekistan is proposed to be achieved through:

- ensuring measures for the proper maintenance and repair of public roads and sidewalks, courtyard areas of apartment buildings;

- formation of a network of local roads for general use, sidewalks that meet the modern needs of a developing economy;

- improving the efficiency of the road safety management system; improving the organization of traffic and pedestrians; reduction of road traffic injuries.

- optimizing the route network of the district, taking into account the interests of residents of areas of intensive development and the need to reduce duplicate and unclaimed routes,

- conducting competitive selections for the right to work on all routes in cities and achieving the optimal ratio between the volume of passenger traffic performed by private and municipal carriers,

- introduction of an automated fare control system (ASCOP) in passenger transport and other promising and convenient for citizens forms of fare payment in public transport.

Thus, research in the field of traffic management in cities can be considered relevant and of high practical importance.

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**Analysis of the main economic and marketing indicators of FE "DAKA-TEX" LLC**  
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**Abstract:**In this article, the business activity and competitiveness of the enterprise, marketing analysis, analysis of the range of products sold and all the modern requirements of the new type considered.

**Keywords:**Enterprise, market, product, analysis, production, competition, Dynamics.

The marketing analysis of any enterprise begins in the production activity. Production and sales activities reflect the company's position in the market, product competitiveness and attractiveness.

Analyzing the activities of DAKA-TEX FE LLC, we need to study the dynamics of production volumes in recent years.

**Table 1. DAKA-TEX FE LLC analysis of the production activity of the enterprise**

№	Product name	Measurement one.	2016	2015	2016	2017	2018	2019	2020
1	Kala kalava	tn.	2484	1706	3128	3234	3138	2653	2960
2	Knitted matosi	tn.			140	283	320	224	285
	<b>Total:</b>		<b>2484</b>	<b>1706</b>	<b>3268</b>	<b>3517</b>	<b>3458</b>	<b>2877</b>	<b>3245</b>

The table shows that in recent years, production at the enterprise has been stable. Fabrics are also included in the production structure.

The main part of the income comes from the currency of the card yarn and its export within our country and to countries such as Turkey, Russia, Bulgaria and China. The share of exports is 80% of sales. We can see the change in sales volumes from the table below.

**Table 2. IP DAKA-TEX LLC analysis of the sales activities of the enterprise**

№	Naming	Die a.	2016	2017	2018	2019	2020

1	Total sales	mln. sum	21 127	19 896	20 756	18 651	20 274
	<i>Including:</i>						
2	total currency:	tys. doll	8 131	7 395	6 722	6 318	5 414
2.1	export	tys.doll	4 081	2 583	3 123	3,936	2 164
2.2	Domestic market	tys.doll	4 050	4 813	3 599	2 383	3 251

As can be seen from this analytical table. Volumes of sales in free currency are gradually declining. This is due to falling market prices and exchange rate fluctuations. The distribution of sales by markets also plays an important role in the analysis.



-Picture.Sales geography of IP DAKA-TEX LLC.

FEE "DAKA-TEX" LLC, which has been operating for a long time, has been operating for a long time. The internal divisions of the company include: Production, manager and sales services and advertising department in the local market, service center, accounting department, personnel department and others.

It should be noted that the technology currently used in FE "DAKA-TEX" LLC is a modern technology that can meet all requirements. Most importantly, the operating speed of the sewing



machines used in the sewing shop is very high, with extensive use of German technology. All products manufactured by FE "DAKA-TEX" LLC are made in workshops.

Currently, there are several shops in FE "DAKA-TEX" LLC. These include: sewing shop, raw material preparation shop, decoration shop, warehouse and others.

In the current financial and economic crisis and the sharp economic globalization, the role of marketing is enormous and it is manifested as an intermediary of the enterprise in a market environment. The degree of penetration into this environment is determined by the business activity and competitiveness of the enterprise.

XK "DAKA-TEX" LLC Marketing analysis shows that FE "DAKA-TEX" LLC trying to support multiple marketing strategies to boost its production.

The content of marketing activities can be learned from the analysis of the range of products produced and sold. The company is mainly striving to create a new type of competitive product that meets all modern requirements. Customers are using marketing strategies that take into account their wishes and opinions. In addition, the company is sincerely trying to remove from the market goods that have slowed sales, and instead choose a new product.

Another type of intermediary is using the services of distributors to fill the domestic market of the country with modern knitwear. Currently, the company successfully operates in Samarkand, Tashkent, Karshi, Navoi, Jizzakh, Andijan, Namangan, Fergana and other regions of the country.

To date, a number of measures are being taken to further expand and distribute the distribution network. When distributing a product, the technical performance of the enterprise's products is very important for dealers and distributors. Therefore, we consider it important to reflect the technical characteristics in the implementation of marketing activities and in the development of marketing strategies. In particular, the products currently in production are competitive in all respects.

In analyzing the marketing activities of a company, it is necessary to pay attention not only to its product policy, product distribution system and product characteristics, but also to the marketing strategy of the enterprise. In this regard, we need to analyze the marketing strategy implemented by the society.

The company has 108 competitors in Uzbekistan, the list of which is given in the appendices. The main competitors of IP DAKA-TEX LLC in Samarkand region are four:

- Amin Invest International LLC QQ
- JV Artek International LLC
- Samuniversal Teks LLC
- VOSTOK-PRODUKT LLC.

The product description and its strategy of competitiveness in the market consists in the organization of production of high-quality products of a functional nature and aesthetics that meet the needs of consumers.

Meeting local growing needs in the organization of production will also allow to meet the external market.

The shortcomings of the enterprise in the development of the strategy of the enterprise in the recent past should also be considered. The company uses a number of communication and marketing research in its operations. For example, working directly with consumers, the exchange of information does not use in-place media such as advertising.

In terms of assortment, the number of goods that fully meet the needs of all sexes is slightly lower. Given that the company has only recently started operations, these shortcomings are invisible and can be remedied.

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## IMPROVING THE ACCOUNTING OF FINANCIAL RESULTS IN BUDGET ORGANIZATIONS

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**Annotation:** This article describes the fundamentals, features and current examples of the formation and accounting of off-budget funds of state-financed organizations. Recommendations are provided for the formation and improvement of off-budget funds of budget organizations.

**Keywords:** accounting, budget organization, off-budget fund, revenue, cash, expenses, current account.

### INTRODUCTION

In the current economic globalization, reforms in the fiscal policy in the country should focus on the positive resolution of social and economic issues. It is also time-consuming to gradually reduce the tax burden or reduce budget funding on a cost-effective basis. In the Strategy of Action on the five priority areas of development of the Republic of Uzbekistan for 2017-2021, special emphasis is placed on the following: "... marked as direction<sup>1</sup>.

Existing implementation of these tasks will promote economic stability in the country and thereby improve social welfare. For this purpose, it is important not only to reduce the tax burden and budgetary expenses, but also to establish extra-budgetary funds in the budgetary organizations funded from the state budget based on market requirements. Formation of extra-budgetary funds in budget organizations will help to reduce budgetary financing of budget organizations.

In Uzbekistan, research is being conducted on the need to form extra-budgetary funds for budgetary organizations. In particular, the high likelihood of budget cuts in the activities of public health facilities will require reform in this area related to the formation of extra-budgetary funds. It is also noted that the preparation of reports on sources of extra-budgetary funding will facilitate the implementation of appropriate reforms in the area of formation of extra-budgetary funds in this area<sup>2</sup>.

In the formation and purposeful use of these resources, the organization of their accounts, accounting and financial reporting is of particular importance. In this regard, research on this topic is one of the most pressing issues of our time.

### MATERIALS AND METHODS

Formation of extra-budgetary funds of budget organizations in the market economy is an additional source of budget expenditure reduction, strengthening the material and technical base of

<sup>1</sup> Decree of the President of the Republic of Uzbekistan "On the Strategy of Action for the Further Development of the Republic of Uzbekistan" of February 7, 2017 N UP-4947. <http://lex.uz/docs/3107036>

<sup>2</sup> Pereira de Campos C.M., Rodrigues L.L., Jorge S.M. The role of management accounting systems in public hospitals and the construction of budgets: A literature review. Public Health and Welfare: Concepts, Methodologies, Tools, and Applications 12 September 2016, Pages 289-312.

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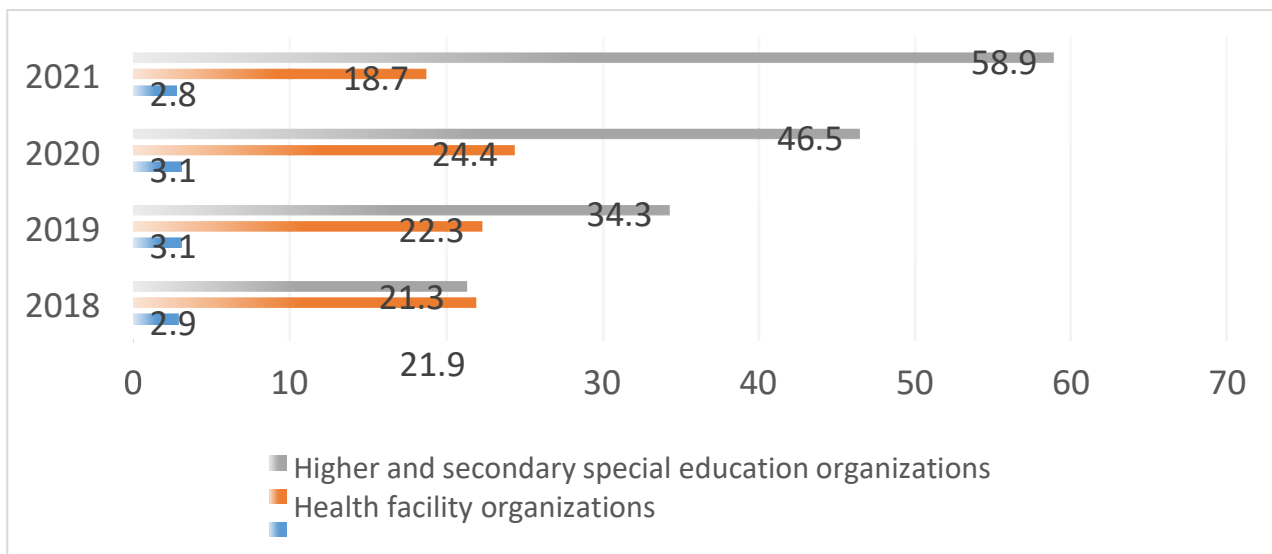
budget organizations and financial incentives for employees. It therefore establishes the need for scientific research and research on the subject. Foreign scientists V. Bashkatov and Y. Pokusaev have studied the features of accounting and control over execution of estimates on the sources of their funding in budget organizations<sup>3</sup>.

Scientists of the country M. Ostonokulov, S. Mekhmonov and Sh. Ganiyev have scientific research and educational-methodical work on accounting in budget organizations.

## RESULTS AND DISCUSSION

In our country, 56.4% of the State budget expenditures are directed to the social sphere. Currently, there are 30,532 budget organizations nationwide, of which 17,840 are active in the social sector, or 58.4% of the total<sup>4</sup>.

Budget organizations operating in the social sphere have greater opportunities to form off-budget funds compared to other sectors. In particular, there are opportunities to compete with the service, work and product markets. Formation of extra-budgetary funds in these budgetary organizations will at the same time provide additional funding to the social sector and a significant reduction of the state budget funds allocated for these purposes. The share of extra-budgetary funds in higher education and health care financing is relatively high, while these figures are relatively low in general secondary education institutions (Figure 1).



<sup>3</sup> Bashkatov V.V., Pokusaev V. Yu. Features of accounting in budgetary institutions. The journal "Modern Science: Actual Problems and Solutions". Issue No. 13/2014. 320 p.

<sup>4</sup> The certificate of the State Committee of the Republic of Uzbekistan on Statistics from February 1, 2018 № 01 / 2-01-19-151.

Figure 1. Share of off-budget funds in financing social sector institutions

Budget organizations generate the Development Fund revenues, the Fund for Incentives and Development of medical organizations, and the payments from the extra-budgetary funds of budgetary organizations.

1) Income of the Development Fund of the Budget Organization:

at the end of the last working day of the reporting quarter, except for the cost estimates, except for the funds provided for financing of capital investments;

incomes from realization of goods (works, services) by activity;

part of the proceeds from the rent of the property being on the balance of the budgetary organization;

funds left to the budgetary organizations in the established order; and - Sponsorship.

2) Income from the Fund for Material Incentives and Development of Medical Organizations:

- Up to 5% of total budget appropriations for medical organization; incomes from realization of goods (works, services) by activity;

at the end of the last working day of the reporting quarter, except for the cost estimates, except for the funds provided for financing of capital investments;

part of the proceeds from the rent of the property being on the balance of the medical organization;

funds left to the budgetary organizations in the established order; and - Sponsorship.

3) Extra-budgetary payments of budget organizations:

for students and pupils being kept in state preschools, extended groups of general education schools, boarding schools, specialized Olympic reserves in boarding schools and other educational institutions;

students enrolled in children's music and art schools and out-of-school educational institutions;

education in higher and secondary special and vocational education institutions; nutrition of the patients in the inpatient treatment facilities;

other types of payments in accordance with the legislation<sup>5</sup>.

**CONCLUSION**

In conclusion, it is possible to state that budget organizations have the resources and resources to generate extra-budgetary funds and sufficient material and technical support for their activities. Rational use of these opportunities will help to increase the extra-budgetary funds of budgetary organizations and reduce the state budget expenditures and, in turn, reduce the tax burden. It is necessary to keep records and improve the budgetary sources of budgetary organizations and their improvement in accordance with the legislation to ensure the targeted use of these funds.

It is necessary to carry out the following activities aimed at the formation of systematic information on the analysis and implementation of extra-budgetary funds of budget organizations:

1. Development and implementation of the standard of budget accounting "Extra-budgetary

<sup>5</sup> Ganiev Sh.V. Improvement of accounting and financial control in budgetary organizations (for example, education system). Abstract of thesis for the degree of Candidate of Economic Sciences. T.: His R B., 2008. 18 b. Page 14



funds of budget organizations”, which includes clear criteria for recognition and reflection of revenues on extra budgetary funds of budget organizations. This Standard should specify the minimum requirements for recognition of each extra-budgetary income of budgetary organizations and the procedure for their reflection in the budget, similar to the National Accounting Standard 2, "Income from Basic Economic Activities".

2. It is necessary to develop a procedure for allocating the cost of depreciation of fixed assets, utilities, security services and storage costs to the product cost and their distribution in the sector by the type of activity of budgetary organizations.

3. In accordance with the Regulation "On the structure of expenses for production and sale of products (works, services) and the procedure for forming financial results", it is necessary to organize and prepare financial statements and tax reports related to these activities. As a result, the systematic financial information on the results of production activities, which is one of the sources of funding for budget organizations, is formed.

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## REAGENTS AND THEIR IMPORTANCE

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**Annotation.** *The article “Lenticules and their meaning” describes the growth and development, chemical composition of duckweeds and as well as their use in the national economy.*

**Keywords:** *distribution of eclipses, ecology, biology, favorable conditions, trace elements, nechuz construction, Knopp, Landold, Nakamura, Gelrigel, Baslovsky, V. I. Gaponenko's mineral nutrient media, gossypol alkaloid*

In Uzbekistan, lakes, reservoirs, ponds in fish farms, all kinds of pools, ponds, canals for cleaning contaminated water constitute a very large area. In water sources, academic scientists have found that more than 157 species of plants grow, forming a multi-layer of green carpet on the surface of the water, on the middle and bottom of the mint. These plants are water - bearing bacteria, fish and a variety of invertebrate animals that feed on them, as well as affect the sanitary state of the water, in general play an important role in the direction of life in the water. They are the main source of water reservoir productivity.[1]

Water plants are very fertile. In the growing period from one hectare of water surface to 220-230 tons of Reed; 140-150 tons of Hara algae; 60-70 tons of lamb, 20-30 tons of Beaver; 2-3 tons per day, 60-70 tons of spirodela per month, 1,5—2,1 tons per day, 40-45 tons per month small reaction green biomass can be obtained.[1]

Water plants are one of the largest reserves. If they are used, then, first, livestock will be of great benefit, and secondly, the evaporation and secondary pollution of water will be picked up.

Reactors from aquatic plants are among those plants that grow on the hips in water. The advantage and convenience of this plant over high plants growing on the soil is that its growth is not seasonal and is much more adaptable to changes in the factors of the aquatic environment (temperature, lighting and nutrients).[4] the most favorable conditions for the growth of the reaction are +21. + Z5°C and is an environment consisting of organic matter and mineral salts. It is the temperature of the water + 6. + 8°C and +37... It grows comfortably even at + 40°C and higher. This indicates that in Uzbekistan it is possible to grow the reaction all year round and get a green mass.

All types of reaction are quality nutrients in terms of chemical composition. The composition of the reaction biomass determined the presence of 20-35% total protein, 15-35% carbohydrates, including 10-15% starch, 3-10% ketchatka, 5-10% fat, 10-28% mineral substances.[3]

In addition to these, it was determined that the reaction biomass contains essential amino acids such as cystine, Cysteine, glycine, arginine, histidine, asparagine, glutamine acids, alanine, tyrosine, Proline, oxyproline and lysine, methionine, treonine, valine, phenylalanine, lysine, isoleucine, tryptophon, which are not formed in the human and animal body and, of course, are obtained by plant products.

The reaction is also very rich in various vitamins. It was found that it contains 1 kg of dry biomass and 220-612 mg of carotene, 21-36,mg E, 1,5—3,0 mg V1, 6-7 mg V2, 3-4 mg V6, 50-60 mg RR and other vitamins. Large-horned cattle should receive 40 mg per day, fruit-horned cattle 6-10 carotene. 2 kg of cattle, sheep, goats and pigs can meet their demand for carotene, with 0,5 kg green hyl reaction. In one hundred grams of dry reaction: 1.5—6 G C Max, 0,5—3 g phosphorus, 0,4—2,2 g magnesium, 0,45—1,97 g Sodium, 0,8—4,85 g potassium, 0,45-2,40.g contains chlorine. And the amount of sulfur is found in 5-6 times more than in other plants. This is very important, because sulfur is part of the essential amino acids - methionine, cystine, cysteine, which are important for the body of animals and humans, and is involved in the formation of the tertiary structure of proteins.

The reaction is also rich in one Gruppe of biologically active substances— microelements. Microelements perform an important function in the process of metabolism. In one kg of dry reaction: 126-1590 mg iron, 60-180 mg manganese, 1,6—3,17 mg cobalt, 50-60 mg tsk 3,4 mg copper, 1,2 mg iodine, 0.713 mg caesarean, 0,88 mg bromine, 0,0535 mg European, 0,013—0,245 mg scandium, 0,7 mg nickel 4,8 mg titanium and the presence of a small amount of vanadium, [3]

Their cleavage should undergo several changes in the animal's organism, from which new substances characteristic of each animal are formed and from which cells and tissues are formed. Proteins serve as building materials in the cell. Young animals with a lack of proteins cease to grow, large animals lose weight and quickly become ill. There is also a role of amino acids that make up proteins.

A number of important scientific works have been carried out in Uzbekistan on the study of the spread of reaction species, ecology, biology and development of the method of their gross reproduction, the use of reaction as a green grass rich in vitamins and proteins in the feeding of pigs, sheep, poultry and fish.[2]

#### Research methods.

When growing reagents seedlings in laboratory conditions, it is possible to use a variety of dishes – excipients, sharps and rectangular aquarums, plastic tubs, etc.

For the cultivation of open-air reagents, using Knop (mineral) and organo-mineral nutrient mixture (1,5 g/l juice from black mole and poultry manure, 15 mg/l MgSO<sub>4</sub>, 5 mg/l FeCl<sub>3</sub>), from

large reagents up to 500 grams per 1m<sup>2</sup>, from the wolfia to 600-700 mg / l Fecl<sub>3</sub>, from large reagents up to 500 mg / l it is recommended to plant the seed material from the seed.

Experiments have shown that the fight against alokhida machines, wild grasses and hasharites for their work such as land plowing, leveling, planting and row spacing for their cultivation does not require a lot of cocktails to collect dressing. Water is also poorly spent on other higher plants. If the reaction is thrown into non-flowing water, it will grow comfortably by itself. He gives a good growing dressing of ham in the water of the waterways. But water should be rich in nutrients. Only it is necessary to determine the Muhit of the feed, in which the reaction will grow well. Knop, Landol'd, Nakamura, Gelrigel, Baslovsky, V., to reproduce the reaction in the laboratory and in small hives in the open air. I. Gaponenko and others are used in the production chikgan mineral feed seals. These solutions were developed to water the high-flowered plants that grow on the soil. They provide normal growth in the water environment of these plants. For example, for the preparation of a Knop nutrient medium, the following salts are introduced into a ton of water (gr.): Sa (N<sub>03</sub>)<sub>2</sub>— 250, Mds<sub>04</sub> • 7N<sub>20</sub>-60, KN<sub>2</sub>R<sub>04</sub> -60, KS<sub>1</sub> — 80, FeS<sub>13</sub> — 0,4 gr. To prepare a solution of Nakamura, dissolve Nn<sub>4</sub>noz — 600, Mds<sub>04</sub> • 7N<sub>20</sub> — 2S<sub>0</sub>, KN<sub>2</sub>R<sub>04</sub> — 50, KS<sub>1</sub>— 50, FeS<sub>04</sub>-N<sub>20</sub>— 3 grams in a ton of water. For the growth of the reaction, The Best landol'd feed medium is prepared as follows: K<sub>2</sub>N<sub>04</sub>—400, sa(N<sub>03</sub>)<sub>2</sub>-2N<sub>20</sub>—200, Mds<sub>04</sub>-7N<sub>20</sub>— 500, NH<sub>4</sub>N<sub>03</sub> — 200, FeS<sub>04</sub> • 7N<sub>20</sub>— 25, 7n<sub>20</sub>—15, Mpso<sub>4</sub>-N<sub>20</sub>—15, N<sub>3</sub>V<sub>03</sub>— 15, Na<sub>2</sub>mo<sub>04</sub>-2N<sub>20</sub>—25, Sis<sub>04</sub>-5N<sub>20</sub>—5, Sas<sub>04</sub> • 7N<sub>20</sub>— 1 gr on account of dissolved in a ton of water. In this solution, the reaction grows well. When comparing the effects of Knop, Landol'd, Nakamura on the growth of the small reaction of nutrient media, it was found that the reaction in the first medium increased by 86,5 gr per day on the surface of one square meter of water, in the second — 74,9 gr, and in the third — 71,0 gr [1]. In general, the productivity of the reaction can be much higher than the one mentioned above, since the experiment was conducted in the last ten days of July. In June, July and August, the amount of harature and light is significantly higher than the reaction demand. During this period, if special measures are not taken to grow the reaction, its growth slows down and productivity decreases.

For the construction of a reaction-growing pile, it is possible to use raw land that is unsuitable for sowing. For this, the Earth is 100-120 CM. chu-dug in the dry, lay a stone-gravel on the bottom. On the sides, a number of baked clay or cement, which collects the sunlight from the remaining loose part above the concrete, is thoroughly watered with a mixture of sand. It is better that the rooster is deeper. Because, if water is poured into the jar 15-20 cm thick at times of low quality, the remaining part of the above will go to collect the sunlight, cemented walls will help to significantly increase the temperature in the case of the reaction of the heater. And when the days are extremely hot, the water temperature can decrease, if the water thickness is increased to 70-80 CM. What kind of water Har to plant reaction (effluent. terminals. akova) can be used, but water with a lot of petroleum products is unsuitable. If petroleum products interfere with the growth and biomass of the reaction, it can adversely affect the poultry or animal eaten by the reaction. Such water must first be filtered through sand filters and cleaned of oil, maxu-lots. If the water on the growing reaction is sprinkled like rain 2-5 times a day, the reaction dressing will increase even more and the quality will improve. On top of this, the multi-number tiny labia, located above the reaction leafpoya, is cleaned of dust, the exchange of air in the plant is improved, and the process of photosynthesis is accelerated. If the pool

is built in a higher place and a groove is laid out from under it, when the seal is too worn out or there is a risk of flooding from the pool with heavy rain, this crane can be opened and pull out a hammock or part of the water.

Depending on the conditions, it is necessary to harvest 25-30% of the growing reaction dressing on the day of harvest or 2-3 days. To collect the reaction, it is possible to use a strainer made of wire mesh with a small hole (the reaction does not pass), equal to the width of the pile. This flipper is transferred to the cork so that it does not sink into the water on the net, and at the bottom it is necessary to tie metal rings and put them. From it can be used electromotor or manual circulationtirib. You can also make a flipper with the same wire mesh diameter 50-60 cm, the length of the handle 1,5 - 2 m.

The reaction to fish can be caused by the fact that in the alokhida there are fish, growing in the alokhida, it can be whitened with a stream of water to the hives. If a cemented pile with a width of 20 meters is built on 10 in length and 50 cm thick water is poured into it, then its total weight is 100 tons, if 70 cm thick water will be 140 tons of solnnsa water weight nutrients should be calculated the same weight. If 1 m<sup>2</sup> of 500 g of seeds are planted on the surface, then 100 kg of seeds will have to be re-planted, this will allow to provide 800-1000 head of chicken or 10 thousand head of chicken with green grass in the basin, the reaction will be taken every day.

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## DEVELOPMENT OF STUDENTS ' CREATIVITY

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**Annotation.** *In this article, the methods of developing creativity of students are covered in a methodology that helps them to search for creative freelancers.*

**Keywords.** *Dialogue , development of creativity , psychological security, individualization, creative potential, pedagogy, humanistic psychology, positive reinforcement, research.*

At the beginning of the 20th century, the role of theoretical knowledge in the teaching process of general secondary education was great. As theoretical knowledge begins to study facts, theories. Often, students could not apply the knowledge they received in practice, they could not independently look for new solutions. In its place, it was necessary to increase the indicators of creative initiative.

The condition for the development of creativity is the implementation of the principles of humanistic psychology in the interaction between teachers and students. It follows from these principles:

1. To appreciate the idea of each reader, which includes a positive reinforcement of all ideas and answers, using the error as an opportunity to look at something familiar New.
2. Develop an environment of mutual trust, psychological security.
3. Independence in choice and decision making.

In order to develop creativity, it is also necessary to implement the principles of developing education: dialogue, individualization, problem solving.

Dialogue-refers to the exchange of views and questions between all participants in the pedagogical process.

Individualization is the acceptance of different sides of creativity: verbal and written answers, different forms of behavior and attitude to other people.

The problem is the use of intellectual functions that are not solved by the usual methods in teaching.

The main features of mastering the creative potential of students:

- adapts to creative thinking;
- has good research skills;
- analyzes the possibilities of using science achievements and advanced experience;
- activity in creating new ideas;
- independent study of advanced experience and achievements;

An important aspect is the process of realizing creativity. This requires the creation of conditions for the pupil to manifest himself as a creative person.

The practical implementation of creativity takes into account certain requirements that are imposed on the educational process. This is primarily to create a healthy psychological environment in the team.



Creativity is a complex of intellectual and personal characteristics of a person, which can independently advance problems, create a lot of original ideas and help to solve them non-standard.

In the activities of teachers, the factor of creativity in the study of students should be taken into account as a manifestation of one of the guiding needs that are carried out in their research and transformation activities.

Creativity of students should develop in an individual approach, taking into account their motivational direction.

One of the main tasks of the present day is the problem of the development of creative activity of students. In an unstable situation of Social Development, a person is required to show maximum flexibility, criticality, tolerance and the ability to find non-standard solutions to emerging problems. The above qualities belong to more creative individuals, allowing them not only to adapt quickly, but also to act effectively in any life situations, to succeed in various social communities and economic systems. The development of creative abilities begins in childhood, and the degree of their formation serves as a guarantee of the success of the individual in the activity carried out, his social mobility. This quality can develop in activities of all social and personal significance. The creative task is a task in which you need to find a new solution algorithm.

Creative assignments in biology lessons allow students to develop creative abilities, cognitive interests, mavhum and logical thinking; formation of skills for working in a team; establishment of sciencelararo relationships.

Issues related to the problem of teaching creative activity are considered. It was found that creative activity is characterized by purposefulness and that it is aimed at creating a new product, is associated with the attraction of imagination and the development of people's thinking and the formation of problem-solving skills in them. The conditions for the success of teaching creative activity have been established, they teach students critical thinking; take into account the individual qualities of the students; ensure adequate assessment of the activities of the students; time and load level economic taqsimlash; positive motivation of students; active involvement of positive emotions of students; adequate provision of freedom of movement to students; taking into account the balance between traditional and innovative teaching methods; teamwork of students; students have skills to solve problematic problems.

Today, more and more attention is paid to the problems of the development of creative qualities of teachers in pedagogy and psychology. One of the main qualities of human success in modern society is creativity, since the ability to think creatively beyond stereotypes and to find non-standard solutions to problematic tasks allows a person to apply a high level of available theoretical knowledge and practical experience, and thus. to contribute more broadly to the development of society, science and culture.

L. B. Ermolaeva-Tomina believes that, based on the experience of foreign creativity researchers, creativity is defined as a combination of different abilities expressed in one or another degree in this or that individuality.

At present, it has been added to the generally accepted types of creativity (scientific, technical, literary, musical, artistic): game, educational, communicative, situational, military, management, etc.

In the 1970s, Soviet researchers G.S.Altshuller and I.M.What qualities should a person have in order to become a creative person "vertcins"?"they raised the question. To solve this problem,

scientists analyzed the biographies of more than a thousand creative personalities. As a result, regardless of the type of activity, it turned out that the creative person has the following qualities:

The ability to set a creative goal for oneself and subordinate its activities to achieve it

Ability to plan and control their activities

High efficiency and order

Ability to find and solve problems that form the basis of the goal

The ability to protect your rights.

As you can see, all these qualities are priorities, they educate themselves throughout life. But the role of genetics in solving these problems can not be denied.

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**METHODOLOGY OF USING WEB-QUEST TECHNOLOGY TO IMPROVE THE CREATIVE ACTIVITY OF FUTURE BIOLOGY TEACHERS**

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**Annotation.** *This article covers the methodology of using Web-quest technology in improving the creative activity of biology teachers in secondary schools.*

**Keywords.** *Information competence, interactive, protein engineering, biological material, interactive, biological research, experimental, biotechnology, ecosystems.*

The spread of globalism and active use of modern communications effectively implement the processes of informatization in education, study of ways of modern introduction information and communication technologies, the activity of justification of new forms, methods and means of education, in particular in the field of biological education. Improvement of the composition and content of training of priority personnel in the conditions of the state sovereignty of the Republic of Uzbekistan, the program of training of personnel in accordance with the provisions of the national legislation of the Republic of Uzbekistan.

One of the most important tasks in the preparation of a future biology teacher is its readiness to use interactive programs as one of the main powers of information competence, which makes it necessary to correct the existing methods of teaching biology, both the subject and the professional cycle.

Proceeding from the above, the training of pedagogical personnel in the system of higher pedagogical education is largely due to the use of new information technologies, the expansion of their capabilities, the informatization of the entire educational system due to intensive opportunities, and therefore the need to create a system of future education teachers, this is primarily concerned with the formation of their act. compensation. Consequently, the issue of improving the system of higher education with interactive software means, including the development of educational electronic publications and resources, educational programs, automated means of managing students' knowledge, computer textbooks and simulators, in particular urgency. The transition from theory to practice in the conditions of modernization of Education requires that future teachers not only have theoretical basis, in particular their competence in the field of biology opens wide opportunities for the development of health care and agriculture, but also new industries industry, new perspectives of technology, determines the need to improve biological education. At the same time, the cognitive activity of students in the process of using interactive software tools that enable them to activate education, and working with an electronic learning resource, provides the opportunity to receive interactive educational communication, various feedback (program to user actions in the form of response comments, tips, elements of systematization of objects, etc.); monitor vastudent'sactions program settings; ensure that recommendations; provide permanent access to information and explanatory information, etc.), engage in various educational activities (modeling, research, etc.), independently determine the time, speed, volume of work, complexity and sequence using the training



data on the screen, etc. In teaching on the basis of Interactive Software, biology plays an important role for teacher "assistant" role, organization, orientation and correction of students ' cognitive activities are based on the pedagogical use of interactive software tools. The system of training the future teacher of Biology in a higher educational institution. The foregoing became an object and factor for carrying out this study it was made to solve the above problems of modern pedagogy.

It is known that research in the field of development of teaching and improvement technologies of teachers prepare future biology teachers for the use of interactive teaching programs recognized research centers and universities: Oxford University (England), Harvard University (USA),

Norgenta north German Life Sciences Agency (Germany), University of Tokyo (Japan), Scientific Center Biological Studies (Russia).

In particular, the results of research on the development and implementation of multidisciplinary (an approach that allows to train not only scientists but also employees in the field of bioinformatics (Harvard) University), allow to study the skills of Biotechnology, DNA, protein engineering and bioinformatics

(University of Tokyo), the implementation of experimental biotechnology based on molecular cloning (nordenta north Germany life sciences agency), specializing in such important areas as biotechnological cell regulation in a computer microscope that allows retrospectiv monitoring of ecosystems and ecological Parasitology, genetic monitoring of natural populations of plants and animals, molecular mexanizms of stability and to contribute to the successful study of genome variability (Oxford University), research in the field of scientific nanotechnology, biological diversity of plants in the conditions of anti-dependence environmental loads and animals in droughts and water ecosystems (Scientific Center for Biological Research).

The study and analysis of scientific research in the Republic showed that the preparation for the future teacher for the effective use of educational biological materials using Interactive Software in many ways, carried out scientific research that reveals the issues of activation and introduction of developed personnel training pedagogical and information technologies in higher educational institutions, creation and introduction management models for the educational institutions of the Republic in the field of theory and methodology informatization of education; pedagogy of mutual relations, in which the conceptual foundations of pedagogy interact in the modern educational process (A.Abduqodirov [4], N.Azizxo'jaeva [5], U.Sh. Begimkulov [6], U. Tolipov [7], Sh.E. Qurbonov, E. A. Seytkhalilov, U. I. Inoyatov, Sh.S. Sharipov ,E.R.Yuzlikaeva [8]).Familiarization with the information of literature and the practical situation of the issue allows us to note the following scientific research, which reveals the issues of the activation and introduction of the preparation of an assessment of the professional training of a biologist pedagogical and Information Technology in higher educational institutions, All this made it possible to formulate the purpose of the study: to develop the need and scientific justification for the improvement of the teaching methods of the future biology teacher and the implementation of interactive programming.

For this purpose, the following research objectives were solved:

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- the content of Interactive Software for teaching has been identified as a tool for the specialist activities of the future biology teacher to increase the educational-cognitive activity of students;
- revealed didactic potential of web search technology to prepare future biology teacher for use interactive programming tools of teaching;
- the pedagogical conditions for achieving the readiness of the future biology teacher for interactive use were determined by the software through web search technology;
- higher education institutions, where design principles are developed for the use of interactive biology teaching aids;
- developed and tested the methodology for determining the readiness of the future biology teacher to use interactive programming tools of teaching through web search technology.

At the same time, the object of the study was the professional and pedagogical preparation of the future biology As a result of the research conducted, we found that the content of interactive software tools to provide lessons to future biology teachers with the opportunity to increase their professional competence, to ensure the improvement of the quality of Education; systematic use of interactive software tools determined to increase the effectiveness of the teaching methods of the future biology teacher with didactic possibilities of web-quest technology.

At the same time, the content, forms, methods, tools and ways of carrying out the preparation of students-potential biology teachers through web search technology for the implementation of Interactive Software has been identified; the possibility of applying design principles in the implementation of interactivity the means of teaching biology in universities have been scientifically substantiated.

The information obtained made it possible to design a teaching methodological provision for teaching.

The science of "biology" (the approach of educational programs of courses with modernized content within the framework of disciplines).

Along with this, the Electronic Program and methodological complex" biology", the system of courses, seminars and workshops that shape and develop skills and skills for new use in future biology teachers in the process of teaching biology, information technologies have been developed, the educational process of the higher educational pedagogical institution;

- an electronic textbook" information and Communication Technology in biology " has been created, which can be used in biology lessons through web search technology, and the results of the research can be carried out as follows biology teaching methodology course.

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## Trends in market value change in Stekloplastik LLC

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**Abstract:** *This article considers the difference between the market value of assets and the book value, as well as the formation of the market price of the enterprise, the costs associated with the production of goods in assessing the value of the business in accordance with the concept.*

**Keywords:** *Market, business, price, brand, value, quality, price, competition.*

An valuation of an enterprise means determining in monetary terms the value that could most likely be the expected selling price, and it should reflect both the characteristics of the enterprise as a commodity, i.e. its usefulness and the costs required for that utility. Since the perception of utility depends on the specific interests of the buyer, it is necessary to identify different types of value (restoration, termination, investment, etc.). It is important to note that the quality market price is not limited to the costs associated with the production of a single product, it certainly does not ignore the economic prestige - the company's market position, time factor, risks, level of competition.

In determining the value of an enterprise, its economic concept must also be taken into account. This concept, in contrast to the accounting model, allows to determine the market value of the enterprise. It takes into account factors such as time, risk, invisible assets, external competitive environment and internal characteristics of the business being valued. At book value or book value, the assets of the enterprise are equal to liabilities and net equity:

$$A = P + O'S$$

where: A - assets

P-liabilities

OS -own capital (own sources of funding).

If we find the assets of Stekloplastik LLC in the book value, as of January 1, 2018, the balance sheet of the above enterprise shows that the liabilities (liabilities) amounted to 844.678 million. soums, while the company's own capital, ie its own sources of funding amounted to 9611.342 mln. sum. Using the data, using the formula, the assets of the enterprise at book value are equal to:

$$A = 844, 678 + 9611, 342$$

Thus, the assets of Stekloplastik LLC amounted to 10,456.020 million soums. sum.

Another plus here in the market price is the invisible assets (KA), which include elements such as value, warranty, insurance, license, good customer relations and other unregistered assets,

including the value of the company's good name (goodwill) appears. The real equity valuation equation in this case looks like this:

$$A^* + KA^* = P^* + O'S^{*I}$$

or after modification:

$$O'S = (A^* + KA^*) - P^* = (A^* - P^*) + KA^*$$

Using this equation, one can explain why enterprises with a negative balance of capital (insolvent deposit institutions, credit institutions on the verge of bankruptcy) are still perceived by the market as something of value. This is because the negative balance is offset by the value of its capital intangible assets.

If the book value of its capital does not match its real (market) value, then there is a hidden or off-balance sheet capital that has two sources:

- the difference between the market and balance sheet values of the assets ( $A - A^*$ );
- non-accounting off-balance sheet items ( $KA^*$ ) are not included in the balance sheet in accordance with generally accepted accounting principles and rules.

The accounting model stems from the rule that "one risk applies to all". But every business faces different types of risk in making a profit and has its own level of profitability. Thus, the accounting model does not allow for a realistic assessment of the business. An assessment based on an economic concept allows you to have a realistic idea of how the company is doing now and how it can work in the future.

Following this concept, the valuation of a business should take into account the difference between the market value of the assets and the book value, as well as off-balance sheet additions that affect the market value of the enterprise.

The general principles and rules of asset accounting and the main factors influencing the valuation of certain types of assets imply the need to determine the purpose of the enterprise and the status of the use of assets.

In general, there are 3 main approaches used in estimating the market value of an enterprise (business). These are:

- in terms of comparing balance sheet data and market prices;
- in terms of costs;
- in terms of revenue.

A number of ambiguities can arise when evaluating an enterprise in terms of costs in determining its market value. In particular, we may encounter the following problems when evaluating in terms of costs:

- imperfection of cost items. That is, for example, it is not known in which specific item of expenditure the cost of a business trip is reflected in a specific period of time;
- the costs are incurred at different times and the results are determined at different times;
- the combination of production costs and transaction costs;

<sup>1\*</sup> indicates the market price

– It is not expedient for the Cabinet of Ministers to apply the coefficients of indexation of enterprise values to all enterprises in the same way, as there may be large differences between enterprises in the same field.

Determining the market value of an enterprise in terms of comparing its balance sheet data and market value. The uncertainty of the accuracy of the primary data and the ability to estimate the net value of the enterprise's assets at a given time allow the enterprise's market value to be determined over time.

Therefore, we assess the market value of Stekloplastik LLC in terms of comparing the balance sheet data and market prices. In doing so, we use the method of making adjustments to the balance sheet. Adjustments to the balance sheet are made by comparing the value of the items in the balance sheet with the calculated market value.

In this we Using the accounting data of "Stekloplastik" LLC for January 1, 2019 and 2020, their market for each year. If we calculate the value of the property and compare the results, we can identify trends in changes in the market value of the property of "Stekloplastik" LLC.

To do this, we make separate calculations for each section using balance data.

**Fixed assets as of January 1, 2021 value**

**Table 1**

№	Name of indicators	Balance sheet value	Make corrections		Market value
			in%	summa	
1	Earth	186245	16%	29799,2	216044,2
2	Home	425482	-8%	-34038,6	391443,4
3	Inshoot	248761	15%	37314.2	286075.2
4	Machinery and equipment	1689385	28%	473027.8	2162412,8
5	Furniture and office equipment	94652	-11%	-10411.7	84240.3
6	Computer equipment and computing	102347	22%	22516.3	124863,3
7	Vehicles	135884	10%	13588.4	149472,4
8	Fixed assets leased	189725	18%	34150.5	223875,5
Total assets		3072481		565946,1	3638427,1

The reason for the 16% increase in the value of the land owned by Stekloplastik LLC is its market value of 216,044.2 thousand soums due to the proximity of the district to the city center, ie the implementation of urbanization. The decrease in the value of buildings by 8% was estimated at 391,443.4 thousand soums due to the fact that the reconstruction work was not completed by 2019 and their cost of operation remained almost unchanged compared to the previous year. The 15% increase in construction is due to the fact that new construction work has been carried out 286,075.2 thousand soums. We estimated the depreciation value of machinery and equipment at 2,162,412.8 thousand soums due to the fact that it is only the cost of obsolescence and the equipment operates at 2-3% capacity. Furniture and office equipment were estimated at 84240.3 thousand soums due to a decrease of 11% due to moral and technical obsolescence. As of January 1, 2018, we estimated the value of computer equipment and computers at 124863.3 thousand soums. The residual value of

depreciation of vehicles is estimated at 149,472.4 thousand soums, taking into account the fact that it is lower than the current market value. The current market value of fixed assets on long-term lease is estimated at 223875.5 thousand soums, and the total market value of fixed assets as of January 1, 2019 is estimated at 3638427.1 thousand soums.

**Long-term investments as of January 1, 2021value**

**Table 2**

№	Name of indicators	Balance sheet value	Make corrections		Market value
			in%	summa	
1	Securities	98	12%	11.8	109.8
2	Other long-term investments	55246	-6%	-3314.8	51931.2
<b>Total assets</b>		<b>55344</b>		<b>-3303.0</b>	<b>52041.0</b>

The market value of the securities owned by the company is 109.8 thousand soums. Taking into account the increase in inflation, long-term investments decreased in value and the market value of these investments was estimated at 51931.2 thousand soums, and as of January 1, 2021 the total market value of long-term investments was estimated at 52041.0 thousand soums.

**Inventories as of January 1, 2021value**

**Table 3**

№	Name of indicators	Balance sheet value	Make corrections		Market value
			in%	summa	
1	Production stocks	2937708	8%	235016,6	3172724,6
2	Incomplete production	29877	-25%	-7469.3	22407.8
3	Finished product	1721925	-30%	-516577,5	1205347,5
4	Goods	272716	12%	32725.9	305441.9
<b>Total assets</b>		<b>4962226</b>		<b>-256304,2</b>	<b>4705921.8</b>

Production stocks are due to the increase in the market price of last year's residual stocks at that time 3172724.6 thousand soums. The market value of work in progress decreased by 7469.3 thousand soums and amounted to 22407.8 thousand soums. The market value of finished products for the reporting period was estimated at 1205347.5 thousand soums. Due to the made innovative changes, we estimated the market value of goods at 305441.9 thousand soums, and as of January 1, 2021 we estimated the market value of total inventories at 4705921.8 thousand soums.

**Accounts receivable as of January 1, 2020value**

**Table 4**

№	Name of indicators	Balance sheet value	Make corrections		Market value
			in%	summa	
1	Debts of buyers and customers	1222684	-21%	-256763,6	965920,4
2	Paints issued to suppliers	382189	20%	76437.8	458626.8

	and contractors				
3	Payments to the budget on taxes and fees	3334	0%	0.0	3334.0
4	State target payments and insurance premiums	1622	0%	0.0	1622.0
5	Fees on other debtors	68176	6%	4090.6	72266.6
<b>Total assets</b>		<b>1678005</b>		<b>-176235,3</b>	<b>1501769,7</b>

Because it is unknown when the debts of buyers and customers will be repaid and the change in the inflation rate it was estimated at 965,920.4 thousand soums. Payments to suppliers and contractors increased by 20% and their market value amounted to 458,626.8 thousand soums. Their market value has not changed as the budget has a clear and variable value of tax and levy payments and state target payments and insurance premiums. Fees on other receivables increased by 6% and amounted to 72,266.6 thousand soums, and the market value of total receivables as of January 1, 2021 was estimated at 1,501,769.7 thousand soums.

**Total assets as of January 1, 2021 value**

**Table 5**

No	Name of indicators	Balance sheet value	Market value
1	Basic tools	3 072 481	3 638 427
2	Long-term investments	55 344	52 041
3	Inventories	4 962 226	4 705 922
4	Accounts receivable	1 678 005	1 501 770
5	Cash	687 964	687 964
<b>Total assets</b>		<b>10 456 020</b>	<b>10 586 124</b>

If we compile the adjusted balance sheet using the data obtained, we know that the total assets in the balance sheet should reflect the total liabilities. Hence, if we place the value of liabilities in the sections on liabilities, the liabilities known to us do not change, because these values are our real liabilities. Therefore, if we subtract the liabilities from the balance sheet (844678 thousand soums) from the calculated assets, we get the value of the liabilities own sources.

Sources of own funds = Total assets - Liabilities

Sources of own funds = 10 586 124 - 844 678 = 9 741 446 thousand soums

**Adjusted balance sheet value as of January 1, 2021**

**Table 6**

Assets	Corrected value	Liabilities	Corrected value
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Long-term assets	3127825	Own sources of funding	9741446
Current assets	7328195	Liabilities	844678
Total assets	10456020	Total liabilities	10586124

So, Analyzing the results obtained by Stekloplastik LLC, as of January 1, 2021, the book value of assets amounted to 10,456.020 million soums and own sources of funds 9611.342 mln. was equal to UZS. As of January 1, 2021, the market value of assets amounted to 10,586.124 million soums, and the sources of own funds amounted to 9741.446 mln. soums. As of January 1, 2021, the market value of Stekloplastik LLC exceeds the book value by 130.104 million soums. soums and increased by 1.24% in percentage terms.

**Fixed assets as of January 1, 2021 value**

**Table 7**

№	Name of indicators	Balance sheet value	Make corrections		Market value
			in%	summa	
1	Earth	245687	11%	27025,6	272712,6
2	Home	607894	-16%	-97263.0	510631.0
3	Inshoot	502648	9%	45238.3	547886,3
4	Machinery and equipment	2264891	12%	271786,9	2,536,677.9
5	Furniture and office equipment	172456	-18%	-31042.1	141413.9
6	Computer equipment and computing	189346	8%	15147.7	204493,7
7	Vehicles	195153	10%	19515,3	214668,3
8	Fixed assets leased	183258	13%	23823.5	207081.5
<b>Total assets</b>		<b>4361333</b>		<b>274232,2</b>	<b>4635565,2</b>

The reason for the increase in the value of land owned by "Stekloplastik" LLC by 11% is the proximity of the district to the city center, ie its market value due to

urbanization.272712,6thousand soums. The value of buildings16%due to the fact that the reconstruction work was not completed by 2019 and their cost of operation has not changed much compared to the previous year.510631thousand soums. Structures9%its market value due to new construction works547886.3 thousand soums. We estimated the depreciation value of machinery and equipment at 2536677.9 thousand soums due to the fact that it is only the cost of obsolescence and the equipment operated at 2-3% capacity.Furniture and office equipment were estimated at 141413.9 thousand soums due to a decrease of 18% due to moral and technical obsolescence. As of January 1, 2021, we estimated computer equipment and computer technology at 204,493.7 thousand soums. Taking into account the fact that the residual value of depreciation of vehicles is lower than the current market value, it is estimated at 214668.3 thousand soums. The current market value of fixed assets on long-term lease is estimated at 207081.5 thousand soums, and the total value of fixed assets as of January 1, 2021 is estimated at 4635565.2 thousand soums.

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## Analysis of the English translation of phraseological units in the novel "The Scorpion from the Altar"

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**Annotation:** Stable connections, aphorisms, polysemy of the word, the use of figurative meanings of the word and speech of characters in the article, the appropriate placement of figurative images in them serve to increase the effectiveness of the work, artistry - to enhance the image. All of the above ideas are embodied in Abdullah Qadiri's *The Scorpion from the Altar*, and their connotative meanings have been discussed in the English translation.

**Key words:** Metaphor, image, metaphor, metonymy, aphorism.

One of the topical issues of philology is the language of this literary work. The language of a literary work is equally relevant in both linguistics and literature and shows how people use and use their vocabulary. The use of phrases, idioms, proverbs, parables, metaphors, metonyms and other figurative devices used colloquially in a literary work was skillfully used by the writer from the work of the scorpion from the altar. The work consists of fifty-seven chapters, we are faced with the figurative meaning of the word. Since these nominative units are clear to us, we will read them. However, it is natural that these units used in Uzbek speech are incomprehensible to other people. Therefore, it is important for translators to know the Assamese language being translated and be able to understand its application. Stable conjunctions, aphorisms, polysemy of the word, the use of figurative meanings of the word and speech of characters in the work, the corresponding representation in figurative images serve to increase the effectiveness of the work, the art of figurativeness. All of the above ideas are embodied in the work of Abdulla Kadiri "Scorpion from the Altar".

In phraseological expressions, two or more lexemes lose their semantic independence and are subject to one common semantic center. The meaning understood in a phraseologic

al expression is not a simple sum of the meanings understood from the words included in it, but is formed as a superlative meaning, that is, a figurative meaning. Various explanatory dictionaries covering the phraseology of the Uzbek language have been created. These include a number of lexographic works, for example, there are works by Sh. We first see the study of semantics, national-cultural, geographical aspects of phraseology in the work of M. Khalikova. In the Uzbek translation of the work of Sh. Abdullaev T. Kayypbergenov "Karakalpaknom" the peculiarities of phraseology are studied. The ways of translating translated phraseological units by variants, the volume of the wording of the phrase in translation or, conversely, the influence of the word on the expression of the phrase are shown. The paper states that "when the translator skips illegible connections, misunderstandings in the content of the work, the author's goal remains unclear" [Sh. Semantics of Phraseology in Abdullaev's Translation Works. Non-disclosure agreement TASHKENT 2006. 21,] H. Shamsiddinov dwells on the functional semantics of phraseological units in simple words. For

example, in his research paper, he showed that he learned a number of synonyms for words and phrases, such as "baby egg", "soft skin" and "tail waving". Functional-semantic synonyms include such "descriptive expressions of certain things-events, their attribute, quantity, state, action, relationships, expressions often renamed according to the purpose or characteristic of a thing-event, and synonymous with a certain word. Functionally-semantic synonyms of words are words and units of a higher level" [Kh. Shamsiddinov "Functional and semantic synonyms of words in the Uzbek language". 1999.»] B. Yuldashev described in detail the connotative meanings of phraseological units, their possibilities through the use of artistic imagery.

What is phraseological synonymy?

Phraseological synonymy is a combination of several phrases around a single phraseological meaning. Phraseological synonyms are full of stylistic nuances. Naming reality, it is chosen by writers in works of art to express connotative meanings, that is, a positive or negative attitude, with the aim of its sharp assessment. On the part of the author, a great responsibility is required to recreate the phraseological units used in the translation. For example, we are faced with such a situation from the very beginning of the work of Abdullah Kadiri. Makhdum's daughter, who saw Rana playing a clay game with her brothers:

... *shu ukalaring bilan qilib o'tirgan ishingni kishi ko'rsa nima deydi. Insholloh, uy egasi bo'lishga yaqinlashib qolding. Endi tosh-tarozini ham shunga qarab qo'yishing kerak, qizim*

*in english translation:*

What will people say if they notice what you did with your brothers today? Inshaala, you're **getting married** soon. Now you think what you are doing, my dear!

"uy egasi bo'lmoq" translated as "get married".

Nigor's other mother:

*Ra'noni egasiga topshirmagunimizcha, quyilmaydirg'ang'a o'xshaydi.*

I think Early will not become serious until she **gets married**, - Nigoroyim said.

In this two examples in uzbek used "ega", into english translated "married".

Marry - a married person has a husband or wife; [Macmillan English Dictionary: United Kingdom. 2011]

Phraseological synonymy refers to the combination of several phrases under one meaning, forming a single synonymous series. In the example above, the phrases have two functions: get marry, marry creating a family creates a synonymous line. [Sh. Rakhmatullaev. Annotated phraseological dictionary of the Uzbek language Tashkent. 1978. Teacher.]

In both cases there is a positive connotative meaning in the sense of marrying Rano. In the first example, it is a tradition that Rano grew up, and that in Uzbek families there is a tradition to quickly make adult girls from one room. Associating the fact that she is a housewife, mother of children, and responsible for raising children with the word "owner" made her more effective by mentioning the phrase "weighing". Another meaning of the phrase "scale" is that it is funny for an adult Rana to play with kids, and now that he is doing things appropriate for his age, this also sounds like advice. The word "egasi" means "groom" or "husband".

In English translation;

Marry - a married person has a husband or wife; Macmillan English Dictionary. United Kingdom. (2011)

Marry;

marry - marry someone, sleep with - if two people sleep, they start doing something together;

marry with-;

Thus, imagery in our understanding is a connotational component that represents native speakers through an internal form that understands them as a whole, a visual sign of a real object, appearance, sign attached to a linguistic unit. According to V. N. Telia, the perception of longitudinal images in the mind is somewhat reduced. The author chose to use images from alternatives to each word to make his work powerful and efficient. He used proverbs and idioms to enhance the eloquence and impact of his characters' speeches.

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IMPROVING THE METHODOLOGICAL PROVISION OF INTERNAL AUDIT IN BUDGETARY ORGANIZATIONS

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**Abstract:** The article gives recommendations on improving the methodological support for the organization of the internal audit service in budget organizations.

**Keywords:** Audit service, financial statements, accounting policy, budgetary organization.

Internal audit activities in budgetary organizations require the formation of methodological bases in the appropriate order. When international practice experiments are studied, it is observed that many mammals adopt internal standards based on international standards of internal audit and are used in the public sector. At the heart of the ongoing reforms in the accounting system is the need to develop national accounting standards. International standards have been used as a basis for the development of national accounting standards. National accounting standards are developed by taking into account the needs of the national economy and its specific features.

In the context of integration into the world community, the organization of the accounting system of Uzbekistan in accordance with the requirements of international financial reporting standards has become one of the most pressing issues in recent years. This is especially important during the global financial and economic crisis. It is important to organize and maintain accounting in the country in accordance with the requirements of international accounting standards, as well as the introduction of the basic principles necessary for the accounting system of the economy in developed countries in economic entities of the republic.

It is known that in the current situation, the basis of the activities of enterprises is to ensure their own costs, so the enterprises should pay more attention to the control over the efficient use of material resources, reducing material costs in the cost of production. In addition, the importance of reducing the share of raw materials and consumables in the cost of finished products from the final stage of the business process is that the price set for them based on supply and demand determines the level of purchasing power because the factor regulating these prices is cost. Therefore, it should require the efficient use of natural and material resources when organizing production. Because one of the material conditions of production is labor goods. The composition of labor items mainly includes raw materials and supplies, fuel, energy, spare parts, auxiliary materials and similar assets. The difference between these assets from fixed assets is that they organize the working capital of the enterprise and fully transfer its value in the production process to the cost of production. In the current crisis, it is important to improve the quality of use of existing production resources of the enterprise, their



economical use. To do this, it is necessary to regulate accounting and bookkeeping, that is, to ensure the integrity of inventories, control over their receipt, storage and sale.

In the first direction of the development strategy of the new Uzbekistan for 2022 — 2026, it is envisaged to raise human value and to restore the nation-state through the further development of free civil society, and in the second direction it is aimed to turn the principles of justice and rule of law into the most basic and necessary condition of development.

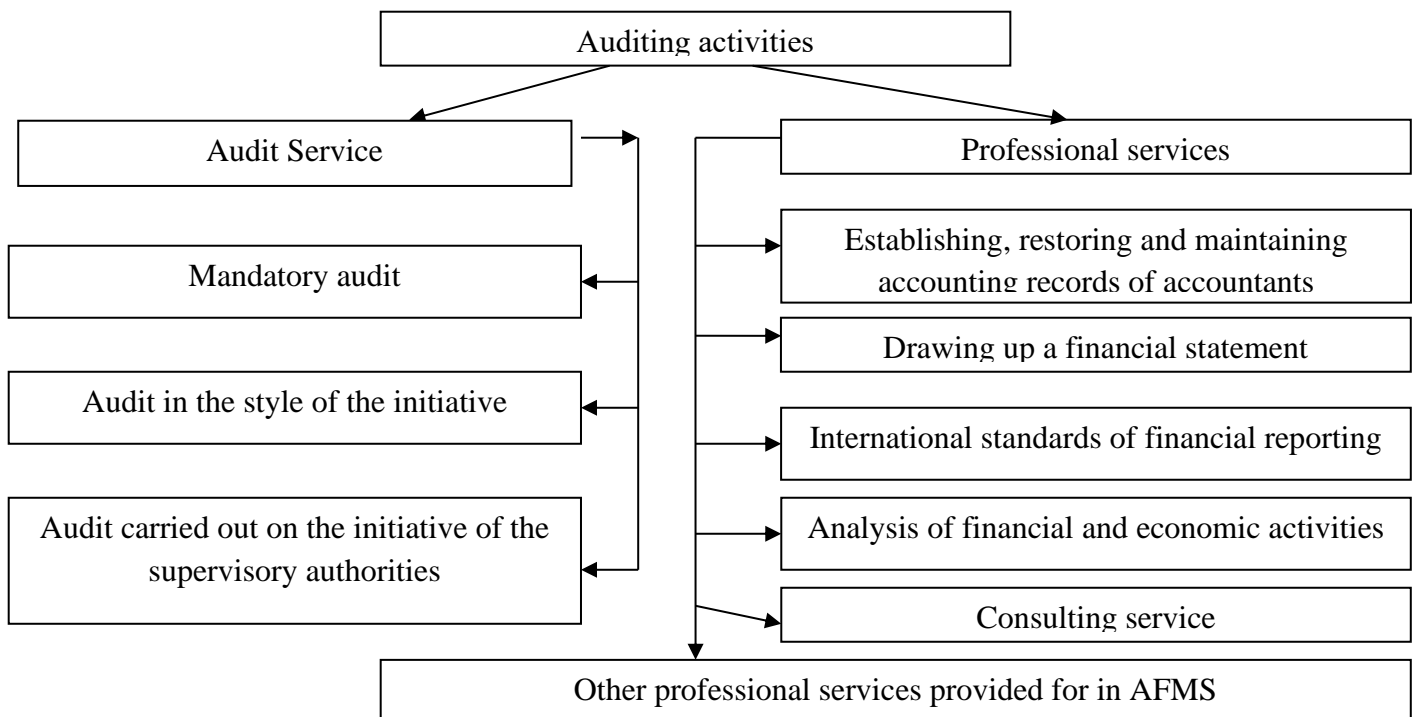
At the same time, a number of goals and objectives aimed at ensuring the economic development of the country are reflected in the direction of the development of the third — the national economy, ensuring its growth rates at the level of modern requirements. According to him, with the aim of Section 21 of the 3rd chapter" rapid development of the national economy and ensuring high growth rates": "by ensuring stable high growth rates in the sectors of the economy, gross domestic product per capita in the next five years - To increase the per capita income by 1.6 times and to 2030 from 4 thousand US dollars and to create the ground for entry into the range of "countries whose income is higher than the average", to ensure macroeconomic stability and gradually reduce the level of annual inflation to 5 percent by 2023 year, to reduce the deficit of the state budget and, in order to ensure the stability of the national economy and to continue the industrial policy aimed at increasing the share of the industry in the gross domestic product, to increase the volume of production of industrial products by 1.4 times", in order to ensure the sustainability of the national economy and increase the share of the industry in the gross domestic product.

It is known that part of the production resources are material resources, that is, raw materials, semi - finished products, components, fuels, spare parts and other materials, which constitute the main group of commodity-material resources of enterprises spent for the production of products.

One of the main directions that ensure the effective use of all the resources of enterprises is to establish control over the use of these material resources, to reduce the share of material costs in the cost of products in the fight against economic development. To achieve this, of course, special attention should be paid to the organization weight of accounting in economic entities. Because the forms of ownership in the conditions of liberalization of the economy of the organization of various subjects provide accounting mainly with the necessary information that will be the basis for their management, control and analysis of their activities and the adoption of prompt decisions by the administration.

In the audit process, the methods of normalization, evaluation, grouping are also used. Audit methods should help to determine the reasons for the occurrence of each event, their consequences, compliance with the laws (criteria) of the processes of mining. Due to the development of auditing activities, its style, the methods used in it will also continue to improve. Later in the special literature, great attention is paid to the following methods of auditing: conducting oral surveys with employees (or third parties; such methods as creating an alternative (alternative) balance sheet on the subject of economic activity under investigation; conducting questionnaires on the objects of audit; extensive use of Computer Information Technologies. It should also be noted that auditors (auditing organizations), in addition to the use of common (traditional) methods adopted in the audit process,

they may also use unconventional (local) methods that are acceptable to them or considered “commercial secret” for others. The Audit is based on national and international auditing standards. Thus, the methods used in the audit will directly depend on its type, purpose and functions.



**1-figure. Auditing activities.**

There are specific methods and methodologies of auditing. These methods come from the characteristics of the audit. Conducting an audit in an economic entity requires a certain knowledge and work experience from a specialist auditor. The activities of economic entities based on different property differ from each other. Their latest financial results are also formed due to various operations and factors. Examination, assessment, coming to reasonable conclusions and recommendations of the adopted legislation of the activity of economic entities requires a lot of knowledge and experience from the auditor. To come to a reliable conclusion as a result of the Audit is a direct link to the methods used in this process. There are also many types of these methods.

On the basis of the Audit method lies logical reasoning, achievements of science, variability of the economic process. Due to operations in the activities of economic entities, funds change from one form to another. As a result of this process, the economic entity must receive. This, in turn, will be achieved by full compliance with the laws adopted. Illegal operations will only harm customers.

Today, the role and importance of internal audit activities in the financial control of the execution of budgets of the budgetary system in our country is increasing. It follows that in our opinion, it is desirable to adopt separate internal audit standards for the service of internal audit activities in budgetary organizations. The organization of internal audit activities on the basis of audit standards provides a unified approach to the planning of audit studies, the type of control and verification, the collection of necessary information for control, systematization. At the same time, an opportunity is created to assess the effectiveness of internal audit activities.

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**The Process of teaching and learning pronouns by The English Tales.**

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**Annotation.** *We present the lingvopragmatic features of personality analyses in English magical artefacts; functional analysis of personality dexterity, typological analysis of grammatical-cognitive-semantic features of personality dexterity on the example of English fairy tales representing reality and fiction.*

**Key words:** *English Tales, pronouns, cognitive, personality, direct participant, personal discourse.*

Nowadays in addition to the study of foreign languages, the study of culture and literature of foreign countries is also a study of literary forms formed over the centuries, as well as the linguistic forms used in them, with the help of fairy tales. Including the use of easier ways to learn English is also of particular importance. Analyzing linguistic tools, language patterns, and models that represent truth and fiction in English fairy tales through examples can help you to understand how attractive English literature is between bilingualism.

In fiction, in particular, in fairy tales, myths, poems, novels, trilogies, stories, and poetry, the author is often required to be creative and selectively utilize and use the word in a meaningful way. The text of fairy tales is structurally close to fiction. One of its features is that fairy-tale text is popular, meaning that anyone of any age and industry can read it without understanding and understand the cognitive purpose of the fairy tale. After all, fairy tales begin to be learned from the first grade. It is simpler than the literary text or, in a word, enclosed in words. The perceived meaning does not make the reader think for long. In general, the meaning of meaning in the text is important, and linguist Sh.Safarov noted that cognitive linguistics, which is an important area of cognitive, depends on the solution of the problem of "birth" and linguistic expression. .

The term cognitive linguistics comes from English, meaning "cognitive - cognitive", "cognize - know, understand", "cognition - know." The cognitive study of the text is related to the perception, perception and thinking of the reality reflected in it. After all, the reader does not simply link any information that is directly related to his understanding, understanding, understanding, but also the personality of the intellectual activity and all those associated with it. It is also necessary to take into account the nominal types: social, cultural, and linguistic phenomena. The folklore is also not an integral part of our social life, but is an integral part of our dear ancestors or spiritual wealth.

In fairy tales, personal discourse is important as it relates reality to the context, making it more understandable and meaningful to the reader. It is known that the identity of a person consists of three persons. Therefore, the function of the text is different. To date, significant research has been carried out on functional analysis in linguistics. In this area, especially scientists like A. Trubetsky, V. Matezius, A.Martine have played a great role. While Linguistic theories of V. Matezius and A.Martine on linguistic theories of language have done a great job, N.Turebetsky has achieved significant results in the phonological system of the language. Of particular importance is the discussion of the relevant parts of the discourse that form the center of V. Matezius' linguistic theory. The linguist explained the theory of dividing words into relevant parts in his books "Отказываем



омактуальном членении предложения” and “Основная функция порядка словвчешском языке”. According to theoretical feature, We analysed to expression of personality in some famous English fiction fairy tales:

**Table 2.** The expression of personality in English fairy tale.

The name of the fairy tales	I	You	He	She	It	We	They	Total
The golden bird	14	43	73	5	36	2	16	189
The fisherman and his wife	31	19	42	34	20	16	4	166
The valiant little tailor	28	32	87	3	55	4	28	237
Hansel and Gretel	21	22	19	23	33	29	48	195
Tom thumb	33	35	62	15	22	14	30	211
Jorinda and Jorindel			47	13	11	2	14	87
The traveling musicians	15	9	14		4	5	25	72
Old Sultan	6	11	17	4	11	2	11	62
The frog prince	16	19	20	30	18		4	107
The dog and the sparrow	20	2	32	14	16		9	93
<b>Total &amp; percent</b>	184-13%	192-14%	413-29%	141-10%	226-16%	74-5%	189-13%	1419

The table above shows that the use of deacon units in English fairy tales is much higher than in Uzbek fairy tales.

In total there are 1419 in English-language fairy tales, almost twice as many. English fairy tales are rich in dexterous means. Obviously, of course, we should not forget that grammar laws in language are one of the main ways in which we can say that the English language. Studying the level of usage of personality globes in the text helps to emphasize each of them.

As shown in the table, the third-person diamond in English folk tales is ranked first according to the degree of use of "he". It is also worth noting that the role of male gender is more important in English fairy tales. This figure also shows the differences in the artistic style used in the fairy tales.

That is, a fairy tale is told by a third person or, more simply, a fairy tale, and delivered to the reader. In addition to the fairy tales in which the individuals are involved, we also see the use of animals in the fairy tales through their "he". In Uzbek, this diamond is in second place. Given the existing numbers, the third-person diamond is the most widely used in both languages. In the Uzbek fairy tales, the word "I", which is one of the deceptive tools, is the first in its use. The fact that the story is told in person, explains that the "I" is greater than all the other diamonds. However, this diamond is fourth in terms of usage in English fairy tales.

Based on this table, the use of the word “he” in English in the first person pronoun and in English fairy tales is more widely used than the other indexes. It should be noted that between the

two units that exist within both languages, it is noted that the "we" or "we" first-person substitutes are the least user-friendly. English folk fairy tales "The Frog Prince"( by Brothers Grimm) "The dog and the sparrow" (by Brothers Grimm) have never been used.

The use of the pronouns "you" and "you" in the text, based on the table above, shows that in English folklore texts the "you" is 14% of the indicators, But we analysed Uzbek fiction fairy tales in the "u" language, the "u" is 15% and the "you" is 11%, indicating 26% in the Uzbek language. With this indicator, the "you" and the "you" sign come to the second level, indicating the direct communication between the addressee and the addressee in the Uzbek fairy tales. Here we see two stylistic differences. In English we also see a direct conversation between a speaker and a listener. The use of a third person's diamond in English folk tales, such as a diamond, which is not a direct participant in the dialogue, suggests that the role of the "fairy tale" in the fairy tales is more important.

The fairy tale texts in English is cognitively intimate, and the understood meaning has the same purpose in both languages. In this language, the fairy tale encourages the reader to believe in the future, to reward the animals, to treat the animals with respect, to honor the little ones, to honor the little ones, to protect the environment, and to do good in return. The differences between them are mainly reflected in the structural aspect of the delivery of images to the reader.

We know that the first and second persons are the participants in the dialogue, and the pronouns in the "I": "you" groups represent "communicative persons." Third-party diamonds are not such that their referent is "non-communicative", who is not a direct participant in the dialogue. Speaking of the means of expression of the person's speech, it is important to remember that in the language system, a third person's alphabet also belongs to a separate group. . According to inactive participant and observer linguist G.G. Pochepsov, "he" is the opposite of "I" and "you". In addition, this person is "here" in the dialogue between "me" and "you", thus directly influencing the communication activities of the communicator.

In English fairy tale texts, we may encounter a third person more than the first and second person. This is due to the fact that the sequence of events is related to the third person, and thus the pragmatic nature of the text attracts the reader's attention and is the most effective tool for the third person's fairy tales:

<sup>1</sup> "Many years ago, there was an Emperor, who was so excessively fond of new clothes, that he spent all his money in dress. He did not trouble himself in the least about his soldiers; nor did he care to go either to the theatre or the chase, except for opportunities then afforded him for displaying his new clothes."

In this example from the English fairy tale text, it is clear that the expression "he" is anaphorical and serves as a reference to the word "Emperor" that precedes it. "Feel soldiers" and "his new clothes" combinations refer to the soldiers and uniforms which belonged to the emperor.

The ideas, content and images in fairy tales are very similar across different peoples. Linguistic scholars attribute this to the fact that, since ancient times, folk tales are a product of oral creativity, people have replicated the stories they heard from foreign countries in their own countries. Indeed, the cognitive and semantic meanings and meanings of the text in different languages are very close together. For example, Cinderella in English and Cinderella( Золушка) in Russian are related to each

<sup>1</sup> " Emperor's new clothes" by Hans Christian Andersen. Edited by Simon Peter, Disney Press.

other because of the image of a wise girl and a mother. Nevertheless, we cannot deny the true nature of fairy tales.

The fact that the fairy tales are similar in meaning suggests that the text, which is the meaning of the text, is also closely related to different languages. Comparatively typological, the belonging of different families to the languages allows us to observe the different and similar aspects of the lexical, grammatical, and syntactic tools used in the text.

<sup>2</sup>“Once upon a time, and a very good time it was, when pigs were swine and dogs ate lime and monkeys chewed tobacco, when houses were thatched with pancakes, streets paved with plum pudding, and roasted pigs ran up and down the streets with knives and forks in their backs crying 'come and eat me!'”

In the example from the English text above, the word "dog" used in the use of deixis to convey meaning to the reader, referring to the sentence that followed The beginning of fairy tales does not always satisfy the author. He wants to make news and stand out from other writers. In this way, the beginning of the text of the fairy tale is presented differently. Changing the text will not affect the lexical units used in it, however, the purpose and meaning of the text will remain in its essence:

Now we are about to begin and you must attend! And when we get to the end of the story, you will know more than you do now.

As you know, first-person dexterity is divided into inclusive first-person and exclusive first-person . The exclusive first-person expression refers to a group that does not contain the address. Inclusive first-person dexterity is a type of dexterity that can be manifested, including address. This fairy-tale text by Hans Christian Andersen allows you to observe the separation of the first-person. In the example above, we use the first person diamond, which belongs to the exclusive group.

Although we seem to represent the plural of the first-person speaker, it does not indicate the plurality of the speaker, but rather that the plural consists of more than one person. We (we) are used for different purposes in different ways. For example, it is used in the fairy-tale text to mean more humility, and in oral speech to express pride and departure.

In general, the use of deixis in English fairy tales and the interdependence of cognitive and semantic features is not only a pre-fairy tale, but also a close proximity to the end of the fairy tale. Usually the fairy-tale ending always ends well. This unique style of art differs from other areas such as story, novel, and poem, and encourages the reader to do good deeds and, of course, achieve their goals.

And then there was a happy wedding. Everyone who had gone to the ball was invited, even the ugly sisters. There was wonderful food, lots of music and dancing. And the Prince of course danced every dance with Cinderella. He would not dance with anyone else.

This text from the Cinderella fairy tale finally shows the dexterity of the lexical units used in it, with its content reflecting the good end of the event. The word "The Prince" has a dexterous connection with the "he" third person. The current situation is consistent with the anaphorical phenomenon in linguistics and is used to represent the meaning of the horse in the antecedent front row.

<sup>2</sup> “The little pigs:” , Disney Press 2007.

<sup>3</sup>Example 3. “A long while after, he went to walk one day in the wood, and the old fox met him, and besought him with tears in his eyes to kill him, and cut off his head and feet. And at last he did so, and in a moment the fox was changed into a man, and turned out to be the brother of the princess, who had been lost a great many years.”

As we have mentioned earlier, the third person pronoun is used more often in fairy tales than the first and second person. This fairy tale text for the Grims Brothers is a proof of ours. The main pragmatic and cognitive states in the text are conveyed to the reader through third-party dexterity.

In many fairy tales, real-life imagery is combined with fantastic elements. The interesting story of the fairy tale, the extraordinary phenomenon in the story captivates the reader: the brave, strong, resourceful, brave, agile heroes, the ideological orientation of the fairy tale draws the children. The form of storytelling, the repetition of the same words and phrases, the tone, the intensity of the language, the vividness of expressive expressions are of great interest to the reader. The division of fairy tales into compassionate, generous, just, and vice versa villains such as the evil, the greedy, the greedy, will have an impact on the moral education of the students.

The fairy tale reader will develop the skills of discussing and evaluating the characters' behavior. In fairy tales, people tell their own stories, so readers can read the fairy tales of their lives, thoughts and wishes in a particular time.

In summary, dexterity plays an important role in English fairy tales. The cognitive purpose in the fairy tale is to encourage the reader to fully understand and help him or her to understand the word. The semantic meaning between them is unchanged and is very close to both languages. Also, the use of dexterous expressions in the fairy tale text and the presentation to the reader are the same in both languages, as we have seen with regard to the use of the first, second, and third person pronouns above. The use of dexterous units in English fairy tales and their stylistic, grammatical, syntactic functions differ in the context. For example, when the first and second person pronouns are used more frequently in English is more focused on the third person in the fairy tales. Therefore, we can see these units in different parts of the text in different sizes.

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DIFFERENT WAYS OF PRESENTING NEW LEXIS

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**Annotation:** This article presents vocabulary techniques to teach new lexis in EFL classes and examine them so as to shed the light effectiveness of their use.

**Key words:** vocabulary, lexis, language acquisition, techniques, vocabulary instruction.

**INTRODUCTION:** Vocabulary is recognized as fundamental basis of language learning. When a learner is acquiring a new language he/she depends on words to understand the oral as well as written speech and express his/her opinion. The more words a learner knows, the better he/she will be able to comprehend and produce speech both in verbal and written forms. If the expansion of student’s vocabulary is large, it will be easier to connect a new word with words they are familiar previously. Moreover, large vocabulary can raise confidence and aid the learner to become an independent language learner. However, many students feel that vocabulary learning is tedious since they have to memorize unfamiliar words and spelling without changing their learning habits, such as writing words on paper, learning by heart or learning passively through the teacher’s explanations. Learning new words out of context is of limited use. The communicative approach, then, encourages students to learn the new lexis in context with varied vocabulary techniques.

**METHODS:** Vocabulary is the knowledge of words and word meanings. It is crucial for learners to build up the block of lexical items to express one’s opinion and feelings in both oral and written forms. This can be done with the help of various techniques not only by making one to take a list of unfamiliar words and learn by heart them unconsciously, in other words without knowing the real concept or meaning of the words.

In digital era, varied supplementary materials and resources may come handy like Google images, photos, audio books and so many others. Teachers are equipped with ample of choices and opportunities, and they are able to organize the lessons in an interactive as well as entertaining way. Avoiding translation and making pupils learn by heart the stock of words with definitions when introducing new lexical items. To aid with it this section underlines the most practical and effective techniques used by teachers of EFL as well as ESL. We will base our research on the philosophy of Hank Stram “simplicity plus variety”. This approach is truly efficient in introduction of new lexical items.

There are numerous techniques can be implied in the English language classrooms. Most of them are united into three categories by Redman and Gairns. They divide them as follows:

- Visual techniques;
- Verbal techniques;
- Translation.

**Visual techniques** highlights the use of visual images such as pictures, posters, flashcards, board drawings, pictures cut from newspaper or magazines. Additionally, realia as well as mime and gesture are included in this type of techniques. Celce-Murcia concurs the concept of utilizing mime and

gestures to explain the new vocabulary by saying mime and gesture “can easily convey an action or a concept”. In fact, as majority pupils are visual type of learners using colorful materials can facilitate the language acquisition.

**Verbal techniques** involve the usage of illustrative situation which may be either print or oral version and create an example of a concept. Among these techniques substitution, enumeration, defining the words or introducing new words in couples or grouping them according to the similar relationship may be found. Teacher may either use short stories, anecdotes or dialogues to introduce new words. Nevertheless, educators ought to pay attention to the context which they are going to present whether it is clear for students’ comprehension or not. To fully make them involved into the concept of new words, teacher may also use exemplary sentences to make the new lexical items clear enough.

The third technique is **translation**. Sometimes, translation of words would be out of option. Teacher needs to use L1 especially, when teaching young learners or students who are in beginner level. Several abstract notions and ideas are difficult to explain in a target language. In this case, translating the unfamiliar words into their native language is common help because it prevents students from miscomprehension.

From above-mentioned techniques, there are techniques called drilling as well as spelling the word.

**RESULTS:** Apart from techniques to present new lexis, it is suggestible for educators to motivate students to use vocabulary strategies so as to store the words firmly in their memories. Strategies are explained in Oxford dictionary (1990) in this way:

...operations employed by the learner to aid the acquisition, storage, retrieval and use of information, specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations.

The demand of learners’ vocabulary learning process has encouraged some educators to find ways to facilitate the expansion of the vocabulary knowledge of students.

Teaching new words which are familiar for students or they constantly encounter raises the interest of learners.

Vocabulary acquisition may involve several steps:

- ❖ Encountering new words:
- ❖ Getting the word form
- ❖ Getting the word meaning
- ❖ Consolidating word form and meaning in memory:
- ❖ Using the word:

The application of the words in written or oral production is of the great essence.

Above-mentioned steps are important for learners so that they can easily produce the communication and get the full knowledge of the words.

Experts put several questions before them on the topic how students store vocabulary into memory. And they come to conclusion that learners are able to remember new lexical items when they link words with the words they already are aware, visualize the picture of them, act them out or create their own definitions.

From above investigation one can infer that students remember the words longer when they acquire vocabulary on the basis of the words they have already experienced or have encountered earlier. Besides, learners retain more information in their memory when vocabulary is set out neatly. To be clearer, when they note down the new words, they should organize them appropriately so that they can notice them easily, remember quickly. Moreover, if the words have been acknowledged through visual, auditory, physical, or emotional sensors the vocabulary items will be remembered longer. On top of this, if students are provided with the opportunities of exploring the words into variety of contexts, they can recall them easily.

Scholars put forward several strategies to help students learn new vocabulary easily and conveniently. Here are some examples of strategies:

- ◆ Pictionary
- ◆ Peg method
- ◆ Other helpful strategies includes helping students remember new words by the ways of (1) using memorizing games & activities, (2) learning with friends, (3) using review games.
- ◆ Then teacher should make sure that students immerse new vocabularies and be able to use them freely in their communication. To achieve this vocabulary record system as well as personalization of new words can be used.

**DISCUSSION:** In the era of fast changes in almost every sphere of life we cannot imagine the education system without ICT tools or innovative methods of teaching. Vocabulary, especially, is inseparable aspect of language acquisition. Thus, organizing lessons to present new lexis is quite significant concern of any teacher. To provide vocabulary lessons colorfully and lively teacher needs to blend several techniques to achieve a successful lesson. And this research paper intends to aid at least a bit for this effective lesson organization. There are numerous techniques to introduce lexical items and in accordance with there are ample of activities to accompany by the techniques to reach the main objectives of the lesson as well as to feed the eagerness of students towards new vocabulary not only making them to memorize a list of words.

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**PHRASAL VERBS IN MODERN ENGLISH: TERMINOLOGY, FEATURES, CLASSIFICATION**

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**Annotation:** *This article presents the usage of phrasal verbs in modern English and to know their features and classification. Phrasal verbs are a very significant phenomenon in modern English. They are extremely common in colloquial speech, where they often serve as less formal synonyms for verbs with Latin roots, they are also widely used in jurisprudence, economics and journalism.*

**Key words:** *vocabulary, phrasal verbs, classification, terminology, vocabulary instruction.*

**INTRODUCTION:** Phrasal verbs are a very significant phenomenon in modern English. They are extremely common in colloquial speech, where they often serve as less formal synonyms for verbs with Latin roots, they are also widely used in jurisprudence, economics and journalism. When learning English, phrasal verbs are given special attention, since without mastering this layer of vocabulary, it is impossible to achieve fluency. In addition, the model for the formation of these verbs is still productive: every year, several new combinations are steadily appearing, which are freely included in the usage.

Phrasal verbs have always been the object of close attention of researchers. Many scientific articles, dissertations and books are devoted to them. Nevertheless, phrasal verbs remain a controversial subject; their linguistic status is still undetermined. The question often arises as to which form formations phrasal verbs can be attributed: analytical or syntactic. Even the term “phrasal verbs” itself testifies to the duality of perception of this phenomenon: is it a phrase (“phrase”) or is it a word (“verb”)?

**METHODS:** Thus, the relevance of this article directly follows from the relevance and ambiguity of the phenomenon itself in the language. The scientific novelty lies in the fact that we present the classification of phrasal verbs according to the second element, which is much more characteristic of German linguistics than English.

The purpose of this article is to reveal the most pressing problems related to the linguistic status and functioning of phrasal verbs in modern English. The tasks are reduced to the following points: to understand the terminology and internal structure of phrasal verbs, to determine their main features and to give their own classification of this form formation. In the course of working on the article, we used several research methods, namely: comparative analysis of a number of sources, synthesis, and induction. The practical value of this work lies in the fact that the following classification of verbs can be successfully used in teaching English.

The first part is a simple verb, usually with great semantic potential, capable of forming many combinations of different meanings. This component does not cause controversy among linguists. What the second part is a much more complicated question. E. I. Anichkov calls this element “adverbial postposition”. O. S. Akhmanova considers it as “prepositions that turn into adverbs”, A. I. Smirnitsky - “prepositional adverbs”, S. B. Berlison - just adverbs. The most frequent term in the English tradition is “particle”. So, M. Swan is of the opinion that the second element is “small adverbs

or adverb particles" ("short adverbs or adverb particles"). R. Carter and M. McCarthy call it simply a particle, "particle". In addition, often in everyday life it is called a pretext.

Many of the above terms have often been criticized. The concept of "postposition" is already used in linguistics in relation to the suffix "s" of the possessive case; therefore, "unnecessary terminological homonymy" is created. Adverbs have their own lexical meaning and are members of a sentence, which cannot be said about the second component of phrasal verbs. Prepositions that are used to show connections between words in a sentence cannot be rearranged: "up the stairs" (up the stairs), but not "the stairs up", while the second element of phrasal verbs can be: "he fixed up the car" = "he fixed the car up" (he fixed the car).

There are researchers who believe that a phrasal verb is a unit of language, that is, a word. So, V. M. Okunev considers these formations as a "verb with a postpositive prefix" - a derivative analytical word. This approach, however, contradicts one of the fundamental linguistic laws expressed by V. M. Zhirmunsky in the article "On the boundaries of the word", in which the author speaks of such an important characteristic of the word as integrity. Phrasal verbs not only consist of two or three parts, but also syntactically allow "wedging" of other words: "he turned it down" (he refused).

**RESULTS:** It should not be forgotten that the particle in phrasal verbs is homonymous with adverbs or prepositions, which leads to the following problem that all researchers of this phenomenon face: how to distinguish them from ordinary combinations of verbs with a preposition? The article by J. Lamont provides syntactic tests for determining phrasal verbs, and J. Povey lists their characteristic features in his manual. Researchers in some ways coincide, but in some ways they complement each other. For understanding, here is a general list with a little comparative analysis:

1. Synonymy with a simple verb: "put up with" = "tolerate" (endure), "get away" = "escape" (run away). This property of phrasal verbs demonstrates their semantic unity. Nevertheless, this test is not always indicative, since, firstly, many phrasal verbs can only be replaced by the phrase: "put up" - "stay somewhere for the night" (stop somewhere for the night). Secondly, some combinations of verbs with prepositions or adverbs can be replaced with one simple verb: "he went away" - "he left" (he left).
2. "Passivization" or the ability of phrasal verbs to form a passive voice. J. Lamont notes that this applies only to transitive verbs due to the fact that they can take a direct object and change logical subjects and objects without compromising the syntactic structure. "I handed in the document". / "I gave the document" = "The document was handed in by me". A verb with a preposition, on the contrary, cannot traditionally be translated into a passive: "I walked up the stairs". / "I went up the stairs" but not "The stairs were walked up by me". Passivization can be used to identify phrasal verbs, but only in conjunction with other methods.
3. J. Povey highlights another criterion that J. Lamont bypasses: idiomaticity. A phrase can be called an idiom when the meaning of the whole cannot be deduced from the meanings of its individual components. Indeed, many phrasal verbs are idiomatic: "give in", "come across", "take in". At the same time, there are a number of verbs whose elements clearly indicate their meaning: "take out", "hand in", "leave out". Finally, the same combination of verb + particle can have several meanings: one direct, easily deduced from the components, others figurative. In particular, "take out" in the first meaning is "pull out" ("Henry took out his wallet". / "Henry took out his wallet"), and figuratively - "to take to a restaurant" ("She's taking her parents out for dinner". / "She takes her parents to a



restaurant"). In the meanings of the verb "knock up" the contrast is even more impressive: originally it was "to wake someone up at night by knocking on the door", but in modern language the second meaning is much more frequent, and usually in the passive voice: "to be knocked up" (to get pregnant, fly in (colloquial)).

4. J. Lamont believes that the position of the adverb is important to distinguish phrasal verbs from ordinary combinations. The structure of a phrasal verb (including its complement) cannot be broken by an adverb; it can only be placed before or after: "I help her out often". / "I often help her out" or "I often help her out", but not "I help often her out" or "I help her often out". In combinations of verb + preposition, the adverb can absolutely rightfully be placed between these two components: "I went quickly into the room". / "I quickly entered the room."

5. J. Povey adds one more item to his list: questions that can be asked to phrasal verbs in a sentence can begin with interrogative pronouns "who / whom" or "what", but not with interrogative adverbs "where", "when". "John called up the man" - "Who did John call up?". / "John called this person" - "Who did John call?", but "John called from his office" - "Where did John call from?". / "John called from the office" - "Where did John call from?". Thus, it is possible to calculate verbs that are combined not with a particle, but with a preposition + noun or adverb, which in the sentence are circumstances of time or place.

**DISCUSSION:** In the era of fast changes in almost every sphere of life we cannot imagine the education system without teaching phrasal verbs or innovative methods of teaching them. Phraseology and terminology, especially, is inseparable aspect of language acquisition. Phrasal verbs are a multifaceted phenomenon that certainly deserves the attention of both researchers and those who learn English. The purpose of our article was to highlight the most controversial issues related to phrasal verbs: terminology, structure and language status, main features - and present our view on their classification. Thus, we came to the conclusion that phrasal verbs are a transitional phenomenon between a word and a phrase, and their second element is most appropriately called a particle. Knowing their features helps not only to distinguish them in speech, but also to distinguish them from verb plus preposition combinations.

The classification of phrasal verbs given in the article according to the second element gravitates toward semantic analysis and is primarily addressed to those who study English or are interested in semantics. Phrasal verbs are not only a common phenomenon, but also a productive model: more and more new examples appear in the modern language. Understanding the formations of this level is not only desirable, but absolutely necessary for everyone who is connected with the English language.

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USING APPS IN TEACHING ENGLISH AS A BUSY TEACHER

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ABSTRACT

*In these varying days, humans are more tend to use gadgets (tablets, phones, laptops) for every purpose which are named smartphones. The knowledge of the world is at the fingertips also a people can get access to any information from anywhere. It allows us to avoid visiting a library and looking for the resources moreover it saves our valuable time. In economy there is a proverb "If you are not the first, you are the last"[1], so we can learn English quickly by using Apps in our mobile phones. Gadgets hence can be used for various purposes. What makes the resources simply obtainable is mobile Apps (programs in smartphones). With the help of apps (innovative programs) in teaching English, we can not only decorate our classes but also teach and explain themes in an easy way. It accesses to shorten long grammar rules and make them much more productive.*

**INTRODUCTION:** Learning is a lifelong activity so eLearning(electronic books which are available online) has already earned our attention. Due to the gadgets and the different student-oriented applications, students can learn new grammatical structures at their pace and save their time at recognizing things, as anything else is just a click away. For example, Duolingo is the most popular App for learning English in a daily life, English club TV – is really helpful for improving listening and speaking skills, for improving reading skills a mass data is available in eLibrary [2]. Jim Collison declares about 10 benefits of gadgets in learning English also he says that according to his research, using tablets in classes improve student's performance. This research was also examined and declared by Behnke, Gilliland, Schneider and Singer in 2005. The usage of electronic gadgets has made activities organized in classrooms also has made more flexible. The different characteristics and functions of gadgets in a class also have a great role to update teaching and learning methods efficiently, as a consequence of this, various feelings of students are activated through the use of Apps in their gadgets.

**AIM:** to find different ways to teach English by using innovative technologies (gadgets) in educational establishments which can really improve students' skills in short period of their study.

**METHODS:** technologies make teaching and listening process more delightful and enjoyable. Nowadays we can't use teaching methods which were experienced in the 80's or 90's. From that period much has changed therefore we must update teaching format too regardless of the audience you are teaching. Time requires sacrifices from time to time and it should be accepted properly. That is one of the way to come closer to the new so the new trend is that new is always perfect [3]. Whenever technology adoption in the classroom is flawless and reflective, students become not only more bound, they start obtaining more control over their own learning process too. The first thing we should do is to find resources. There are so many resources available online



that you can use to teach your listeners or visitors, usually those resources have been created for English language readers but sometimes they haven't. Finding resources and methods depends on your creativity and intelligence as a teacher.

Keep in mind that technology is not a magic wand which can make all of your challenges disappear. Still you have to be ready to teach a lesson on high quality. You must keep in your mind teaching methodologies. The more you know, better for you. Being acquainted how to teach English with the help of technology is more than referring to a projector to display some grammar slides so there are some really helpful innovative Apps (tools) which can surely be acceptable in classrooms to teach English for students or pupils.

1. Quizlet - is an online learning tool which allows users create flashcards, short tests and spelling Quizzes, users can take vocabulary lists everywhere or consumers can create their own language teaching methods according to their programs. The most vital thing about it is that Quizlet reads out the word and definition to the student loudly and that's how student can learn the pronunciation of the words [4].

2. Cell phone recorder - your phone audio recorder, use those tools which majority of human beings don't utilize, students should be acquainted to record their communication or to respond questions orally after send them to you via telegram or whatsapp. At the same time describing pictures can be examined - another teaching method. A teacher can ask students to take pictures of their community if they are asked to talk about their communities or good and services present at that moment. Moreover students can be also asked to make a collage using family photos if students are made to talk about their families, childhood memories or family celebrations and their speak should be recorded. Support pupils or students to write new words in their gadgets and these can be their study partner [5].

3. Duolingo for Schools - the world's most famous language-learning platform. It is absolutely free of charge and it can be held to support various classes. In this App you can learn new topic based vocabulary and grammar for any level in English from starter to advanced. Students can focus on Grammar: Make sure pupils or students work in pairs and a teacher should send them a picture of some human beings in a particular situation then require them to build sentences using a target language structure [6].

4. Padlet - You can make beautiful boards, documents, and web pages that are easy to read and fun to contribute to. It has also video chat in face-to-face and for online classes, it is easy to monitor students as they are writing stuff. Wordles: You can create wordle and ask your students to make sentences based on the words found in the picture or you can easily create a wordle that contain verbs in its infinitive form and ask students to write the past and participle form in their notebooks. Give students a powerpoint presentation or a powerpoint presentation in a PDF format, the presentation must have only pictures then tell students to find two or three words that describe the picture. Take into account that Google translate has an offline version so you can use it when there is no WiFi connection [7].

**RESULTS:** Using Apps or tools (applications) on smartphones in the classroom are becoming a much more popular activity in nowadays classrooms. It can even be declared that they are acting in a much more distinguished role in educating modern learners moreover it will eventually

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become more vital as modern generations of pupils and students move towards technological methods in classrooms. Relationship between and the synchronization of classroom with smart gadgets, including things like interactive flat panels, tablets, and visualizers, also can benefit teachers' ability to work better. Further, being able to synchronize learning assignments and grades directly to students through apps provides the opportunity to better make sure that projects are completed and that feedback is provided in a timelier manner. This can create a more fluid project-based learning environment where students can use assignment tracking to build early project management skills and improve their scheduling abilities.

**DISCUSSION:** Mobile apps for educational institutions have done a great thing for the students, making the learning process fun and easy. Also, the various app features boost engagement through knowledge-oriented activities. The education research scholars are coming up with new techniques to impart knowledge every day. This includes exposing students to the kind of activities that engage them in learning through innovative ways. The need of the hour is to make students focus on their subject-oriented studies.

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**"Development of a model of agricultural placement and specialization in the Samarkand region in the conditions of a market economy  
(On the example of the Samarkand region)"**

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**Annotation:** *in the years of independence, radical reforms were carried out in the Republic with the introduction of market principles and full change of forms of ownership to the agricultural sector, as a result of which new forms of economic activity appeared, which were reflected in the development of the agricultural economy. As a result of the implementation of the measures taken within the framework of the strategic development of Agriculture in terms of diversification of production and ensuring food independence, high rates have been achieved in the field in recent years.*

**Keywords:** *market economy, positioning fundamentals, agrarian industry, sustainable development.*

Great importance is attached to the changes in the agrarian sector in the entire chain of economic reforms in our republic. This is due to the fact that most of the population lives in the village, the economy is in the agrarian-industrial style, as well as the role of Agriculture in solving vital problems. Now the same agrarian sector of the economy has great opportunities. Taking advantage of these opportunities, it is possible not only to improve the provision of the population with raw materials of food and industry but also to make the living of the rural population of the Republic comfortable. Changes in agriculture are carried out by democratic methods, first of all, on account of a radical change in the existing socio-economic relations in the field of Agriculture. It is necessary to restore the forms in which the organization of Labor is understandable and useful to the peasant. Our systematic work on diversification of agriculture, more rational use of land and water resources, and increasing the income of farmers through the cultivation of export-oriented products is also gradually yielding fruit. For example, at the end of the 2021 year, instead of cotton and grain in the low-yield areas of 145 thousand hectares, cabbage, various vegetables, and greens were planted on 62 thousand hectares of land and exported thousands of tons of products derived from these areas. Also, 21 thousand hectares of intensive gardens and new vineyards, 1 thousand 500 hectares of greenhouses have been restored.

We can talk more about our achievements and results in the field of Agriculture. But it does not suit us to sit on admiring achievements, to be given peace of mind. Because we all know very well that there are still untapped opportunities in the field of agriculture, problems, and shortcomings waiting for their solution. In the strategy of actions for further development of Uzbekistan in 2017-2021, the most important tasks for the modernization of agriculture among all spheres are clearly defined and consistently carried out, which serve as the basis for great success in the sphere. Agricultural placement is a form of the social division of Labor, a geographical (territorial) division,



which arises from the peculiarities of agricultural production. In general terms, it shows itself as the distribution of agricultural production according to natural, social, demographic, and political conditions, formed on the basis of certain principles on the territory and under the influence of a number of factors. The effective functioning and development of agricultural enterprises in the Republic are largely dependent on the conditions created for them. The issues of modernization and upgrading agrarian production to a new level are becoming one of the urgent tasks of this day. In this regard, it is worthwhile to study and practice the experience of advanced countries in such areas as livestock, grain, and potato growing, to study modern irrigation systems, energy-saving technologies, and agrotechnologies, which are of paramount importance in our climatic conditions, to develop a set of specific measures to further improve the work of seed-selection and increase the productivity of agricultural production. 132 thousand tons of agricultural products were processed and 100 million dollars of finished products were exported. 724 thousand tons of wild fruits were sold abroad and brought to our country with 856 million dollars of currency. Agricultural deployment is the production of these particular products across the province, district, and other regions of the country, the process is variable according to the development of long-running production forces. The most complete placement of Agriculture in this region is explained by such indicators as the volume of production of a certain type of product, as well as the contribution of individual regions to the total volume of gross and commodity products of this or that type.

In the process of economic reform, property relations are radically changed, without bringing all the re-structures into one condition of a private character, respectively, if the social Labor distribution is not carried out, the economic efficiency of production will not rise, and the enormous tasks set before agriculture will not be fully fulfilled.

*Placement of production is the placement of one or more of these types of agricultural crops or livestock, as well as services rendered to them, taking into account the natural and economic, and environmental factors of the districts of the country for the purpose of production and service of agricultural products. The placement of agricultural production indicates the distribution of social labor from the quantitative side and determines what kind of agricultural crops each farm, district, province, located on the territory of the country, Plant, Store the type of livestock and provide them with the appropriate service.*

*The correct way of specialization is an important condition for increasing production efficiency. It follows the general economic laws of the market economy such as the law of the division of labor, the growth of labor productivity, and the exchange of places of types of Labor. Specialization contributes to a sharp increase in labor productivity, profitability, and income of the farm.*

*Specialization of agricultural production full implementation of the main tasks facing enterprises IE, advanced production, environmental clean agrotechnical, zoo veterinary, technical service, organic and mineral fertilizers, as well as means of protection of plants and livestock, science achievements, introducing the work experience of the plantations, using them productively, each hectare of land suitable for agriculture with low expenditure of Labor and funds and on account of conditional head goods will ensure the possible rapid and stable reproduction of agricultural and livestock products.*

The following factors influence the specialization and placement of production in agricultural enterprises:

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- taking into account market demand;
- productive and full use of production resources;
- bringing production closer to consumers;
- meet their demand, on account of the products produced in each economic district itself;
- Take into account the division of labor in the Republic, regions, and districts and organize the labor market.

When placing agricultural production, it is necessary to pay attention to the following factors::

- take into account the demand of large industrial centers and cities;
- to the character of agricultural products, rapid deterioration, transportation difficulty, transportation movement, etc.;
- to bring food closer to livestock for the cultivation of milk, yogurt, oil, and other products of the nature of the raw materials consumed for the cultivation of the product;
- to the condition of vehicles and roads;
- to the location and level of development of products processing, storage, and reseller enterprises;
- residents of the region, part of its manpower, labor qualifications, etc., and the availability of vacancies.

The interdependence of agricultural production with soil and climatic conditions composes the need for the distribution of labor in it geographically, and this feature is reflected in its location. The placement of Agriculture is inextricably linked with its specialization. Before the implementation of the specialization, the natural and economic conditions of the territory and farm are meticulously accounted for, and then the rational location of agricultural production is ensured.

*Specialization is the product of the distribution of social Labor, which arises under the influence of economic laws, each socio-economic formation is unique.*

*The division of Labor takes place at all stages of social production, reflecting the level of productive forces. Therefore, specialization is a process Rich in changes, which develops and improves tirelessly.*

**When it** comes to specialization in agriculture-is understood as the adaptation of some economic regions of the Country, Districts, and some farms to the cultivation of many of these or that type of product. The specialization of Agriculture opens up wide opportunities for the expansion of education, the conduct of networks on the basis of intensive technology, the introduction of progressive forms and methods of Labor Organization, the improvement of workers ' skills and the growth of labor productivity, the creation of conditions for rational use of Labor tools and products. In the process of deepening the level of specialization, agricultural production will be improved, and these changes will lead to an increase in the economic efficiency of 6 whole agriculture along with the sectors in it.

Economic-based placement and specialization of Agriculture is carried out on the basis of a certain level of legislation:

- Taking into account market requirements,
- Full use of production resources,
- Zoom in places that require product production,
- Providing the territories with self-food,
- Ensuring economic independence of the country,

- Taking into account the international division of Labor

Specialization in agriculture is carried out on the scale of some regions of the country, Region, District, economy, and departments. Therefore, there are the following forms of specialization in agriculture:

- 1) specialization in zones,
- 2) Farmlararo specialization,
- 3) specialization within the farm.
- 4)specialization within the network

Specialization in zones is the specialization of the region and agricultural regions of the country and other similar known territorial units.

When it comes to the specialization of the farm, it is understood that the adaptation of farms and other agricultural enterprises to the cultivation of a certain agricultural product.

Specialization within the farm-this is understood as the specialization of the farm in internal departments, small community groups, and enterprises in the cultivation of certain agricultural products.

When it comes to specialization within sectors, it is said that farms and their departments ultimately adjust the production of products according to technological stages. Bunda differs between the processes of production, the farms that are separate in their own way, and their divisions. This type of specialization is now widely used in dairy and meat cattle breeding, especially in poultry farming.

Various factors influence the specialization of agricultural enterprises. One of them is the natural-climatic conditions and geographical location of the enterprise. In the steppe zones, in very low areas of natural precipitation, areas that require little water are developed. Therefore, enterprises located in the steppe zones are specialized in sheep farming, as well as in the direction of horticulture, enterprises located on the slopes of mountains, horticulture.

Another important factor affecting the specialization of agricultural enterprises is the level of development of infrastructures that provide services to production in the area where the farm is located.

The increase in the level of specialization can also be influenced by the agrarian economic policy of the state. In particular, in the years of independence, the state-recognized cotton and grain cultivation as one of the strategic directions, as a result of the introduction of state orders on cotton and grain, the main part of agricultural enterprises in the direction of farming specializes in the cultivation of cotton and grain.

**According to the level of specialization, farms are divided into the following groups:**

- 1) Narrowly specialized farm,
- 2) Specialized farming,
- 3) Multi-specialty (sectoral) economy,

The first group, as a rule, consists of one branch, the share of which in the structure of commodity products is 90-100% (poultry factory, wheat complexes, greenhouses and hothouses, fruit growing, farms).

The second group includes farms that are now relatively common, with main, ancillary, and service sectors. The farms in this group are divided into three groups depending on the number of main sectors and their size:

a) one main sector is farming with a share of commodity production of more than 50% (cotton, livestock, poultry).

b) consists of two main sectors, each of which has a share of not less than 20% in the commodity production, and together includes farms that make up more than half of the commodity production (grain-cotton, grain-livestock, vegetable-dairy, horticulture)

c) It consists of three main branches, which account for three-quarters of the agricultural commodity production and include farms with several auxiliary branches (grain-cotton-livestock, grain-potatoes-livestock, etc.)

With the transfer of a number of technological functions of agriculture to industry and services, agricultural labor activity is shrinking: agriculture, which creates finished products - often participates as a supplier of raw materials. The economic efficiency of agricultural production often depends not only on its own activities but also on the processing, storage, delivery, and other services of agricultural products, communication, and work between them. depends on being well established. This will create conditions for the integration of industries with agricultural enterprises. At the heart of the merger lies the same goal of creating a particular product, that is, a single technological process.

Unlike horizontal agricultural cooperatives, such mergers are called vertical agro-industrial integration. Associations specific to agro-industrial integration have emerged primarily in perishable agricultural sectors (grapes, fruits, vegetables, milk, essential oils, etc.).

At present, the country has the following forms of vertical agro-industrial structures:

\* Agro-industrial enterprises,

\* Holding companies (agro-industrial associations),

\* Agrofirma (firms),

\* Scientific production associations.

\* An agro-industrial enterprise is an organizational structure of production in which the production and processing of agricultural raw materials are organized in an integral way. These include farms and factories that have agricultural processing units.

\* In such enterprises, product loss is prevented and high economic efficiency is achieved.

\* Holding companies (agro-industrial associations) are a number of agricultural, and industrial enterprises, as well as refrigeration, storage and transport, and even commercial farms, which are especially involved in the production of canned fruits, grapes, wine, and other products. common.

The agro-industry of the region's economy specializes mainly in the cultivation of cotton, grain, and livestock products. The total sown area in 2000 was 461,000 hectares, which is 12.2% of the country's arable land.

Of the total sown area, 202,000 hectares are allocated for the cultivation of grain (the region ranks first in the country), 150,000 hectares for cotton, 4,100 hectares for potatoes, 10,600 hectares for vegetables, and 55,000 hectares for fodder. Annually, depending on weather conditions, the region produces 300-500 thousand tons of grain (3.9-4.0 million tons in the region), 265-380 thousand tons of cotton, and 140-160 thousand tons of various vegetables. It also grows 38-40 tons of fruit and

about 45,000 tons of grapes. In addition, the region has agricultural crops such as sunflower, tobacco, and flax.

The total sown area is 3775 thousand hectares, including 1612 hectares of grain, 1444 hectares of cotton, 52 hectares of potatoes, 94 hectares of vegetables, 36 hectares of melons, and 128 thousand hectares of fodder. Harvest in 2000; 3116 thousand tons of grain (including 3352 tons of wheat), 729 thousand tons of potatoes, 2637 tons of vegetables, and 3002 thousand tons of cotton.

The number of cattle in Samarkand is 580 thousand heads (2nd place in Uzbekistan), sheep and goats - 1.9 million heads (1st place). About 110,000 astrakhan skins and 1.8-1.9 thousand tons of cocoons are grown annually. Silkworm breeding is developed in irrigated farming areas, and pastures, wool, and meat cattle breeding are mainly developed in the desert region.

Agriculture plays an important role in the national economy of the Samarkand region. This network creates the bulk of the gross product. Samarkand region accounts for 10% of the gross agricultural output of Uzbekistan, including 10.6% of cotton, 7% of cocoons, 19% of astrakhan, 16% of wool, and 11.1% of the grain.

Natural conditions are favorable for the cultivation of agricultural products. The climate is sharply continental, the cold period is 210-242 days, and the sum of positive temperatures is 4760-5200 degrees. The region has considerable land resources. The area suitable for agriculture is 2194 thousand hectares, of which 698.3 thousand hectares are arable land, and 449 thousand hectares are irrigated and cultivated. The remaining 1430.8 thousand ha. The area is used as pastures.

Most farms in the region (state and collective) are mainly engaged in cotton growing, as well as grain, fruit, and grape growing, dairy farming, and dairy, and meat production.

Agriculture is the main branch of agriculture in the region. 70% of the gross agricultural output comes from agriculture. Soil fertility is a major factor influencing productivity. Therefore, improving the reclamation of soil and increasing its fertility is an important agronomic measure in agricultural production. It is of greater importance than agricultural crops.

Improving the efficiency of social production in a market economy requires further improvement of the location of productive forces, specialization, and comprehensive development of all sectors of the national economy of the republic and administrative-territorial units, rational use of labor resources, and natural resources, regional planning, and population. The management of the network requires a rational combination of network principles. The positive solution to these problems will allow to improve the rational organization and location of production, make fuller use of social, labor, and natural resources, and improve the structure of the agricultural production sector, to ensure a high level of reproduction.

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**PROSPECTS FOR STUDYING 3D MODELLING PROGRAMS IN MECHANICAL ENGINEERING**

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**Annotation:** *This article describes the process of active implementation of 3D technologies, notes the importance of studying and mastering the latest technologies and programs, and lists the qualities required of workers in technical fields at the present time*

**Keywords:** *latest technologies, 3D modelling, CAD, Cad systems, programming, design, design, drafting*

Living in an era of active integration of modern technologies and programming, each person is puzzled by the study of the latest technologies for growth in the workplace and their bright future. Of course, today this applies to all spheres of life.

The technical spheres, in particular, incorporate the latest technologies and more and more convenient working and living conditions are being created for representatives of the technical spheres of production.

Moreover, the latest technologies are aimed not only at creating conditions for workers but also at protecting nature and natural resources, because this cycle is closely connected and cannot be separated from man and nature.

Technologies have been created to reduce waste in the air and nature, which contribute to improving the quality of life we live.

Speaking about innovations in the field of technology, it should be noted the importance of introducing 3D modelling which, in addition to increasing the quality of products and reducing the time spent on production, also reduces human physical labour, while increasing the requirement for mental performance. If earlier, for hiring millers, turners, and others, the ability to work with the machine and experience was necessary, but at this time the requirement reaches mental performance in programming and logical thinking, physical qualities play a smaller role.

Currently, there are many CAD systems on the international CAD market that are being successfully introduced into production in various countries of the world. In today's market, the following systems are better known:

- "KOMPAS-3D" - manufacturer "Ascon" (Russia);
- "AutoCAD" - manufacturer "Autodesk" (USA);
- "AutodeskInventor" - manufacturer "Autodesk" (USA);
- PTC Creo 2.0 – manufacturer PTC (USA);
- "T-FLEX CAD 3D" - manufacturer of "TopSystems" (Russia);
- "Solid Edge" - manufacturer "Siemens" (Germany);
- "NX" - manufacturer "Siemens" (Germany).

I would like to pay special attention to the T-FLEX CAD 3D system of the domestic manufacturer TopSystems. A few years ago, developers, led by the programmers department of this company, created their own processor core, on the basis of which the CAD system software environment works. Also, T-FLEX CAD 3D is the only parametric system on the Russian market and one of the strongest parametric systems not only in Europe but also in the international arena. "TopSystems" provided great functionality for 3D modelling of products, making their product convenient for designing. But despite these advantages, the 3D modelling process of any CAD system still has its own difficulties when doing work, for example, if a part (assembly) of a mechanical engineering product has a complex geometry, many structurally important elements or a large number of parts (if an assembly unit). In order to successfully create a 3D model of a mechanical engineering product, you must have:

- knowledge in the field of engineering;
- Skill in using CAD systems;
- knowledge in the field of engineering graphics and descriptive geometry for drawing in a CAD system;
- knowledge of design documentation for reading and analyzing drawings;
- programming experience for parameterization of model variables;
- access to the content of state standards (GOST).

But for maximum success and effective results, the above abilities are not enough; for this, it is necessary to draw up an algorithm of actions before starting the task. A rational plan will allow you to use the minimum funds and reduce the time of work, and therefore the algorithm should be divided into stages:

Technical task;

Design and technological documentation;

Modelling details:

- simple and small parts;
- technologically complex (middle level) parts;
- complex body and large-sized parts;

Standard products and factory fittings;

Assembly Modeling:

- connection of parts into units (subassemblies);
- complete assembly of all components of the product;

Animation of movement by variables and optimization of the model.

Each item must be described in detail. In the first stage, it is necessary to set a task or draw up a technical task. In the task, you need to determine what is the end result, if this is a 3D model of the product, then you need to collect all the information on this project, it includes the name, service purpose, principle of operation, drawings, specifications, assembly diagram and technical requirements of the product. A theoretical analysis of the object should be carried out for a complete representation of the final form of the product. After completing this task and collecting all the information, you can proceed to the next step.

The second stage implies a comprehensive study of the entire design and technological documentation of the project, which includes assembly drawings of the product, its components, individual drawings of all parts, specifications for each assembly unit, assembly diagrams and additional technological documents. In the process of studying, the details should be divided into categories according to the principles of design content and geometry complexity, for example 1 - simple in terms of design and geometry with small dimensions; 2 - average in terms of design and geometry, containing technological elements that are important in the principle of operation of the product, of various overall dimensions; 3 - complex in terms of design and geometry, containing many technological elements and high-level contour geometry, with large overall dimensions. The first category of parts includes flanges, stops, fittings, rings, shafts, bushings and other simple parts. The second category includes gear shafts, gears, axles, pistons, housing covers and other parts. And the third category includes complex body overall parts, mainly castings, as well as parts with a complex spherical geometry of a higher order profile.

About thirty years have passed since the appearance of the first commercial machines for the industrial application of additive technologies. Today, the possibilities of these technologies are so





revolutionary that it is even difficult to assess the scale of the prospects that open up for developers and manufacturers. Certainly, advances in this area are already changing, and in the coming decades will significantly change part of our ideas about how to design and manufacture products.

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**Communicative methods in teaching English language as a second language**

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**Abstract:** The main purpose of the article is to provide students with the opportunity to independently acquire knowledge in the process of solving practical problems or problems that require the integration of knowledge from various subject areas. This article discusses the most effective methods of teaching a foreign language and their use in the educational process.

**Keywords:** *communicative competencies, communicative culture, project method, multimedia programs, information technologies.*

There are different approaches to teaching English; the main thing is to choose methods that would suit you and your students. Each teacher chooses his own method of teaching English. The emergence of new information technologies associated with the development of computer tools and telecommunications networks has made it possible to create a qualitatively new information and educational environment as a basis for the development and improvement of the education system. The use of information technology opens up new opportunities in teaching a foreign language, because modern training programs, the use of the Internet have advantages over traditional teaching methods; activate the potential of knowledge, skills, and communicative competencies of the student. Students have the opportunity to take part in contests, Olympiads, quizzes, tests conducted on the Internet, take part in video conferences, receive information on a problem of interest, news, articles from newspapers and magazines, etc.

One of the most effective ways to use a computer is to use multimedia presentations. The teacher uses an interactive whiteboard in the lesson, attracting the attention of the entire group of students. Multimedia programs have unlimited possibilities, which makes it possible to present any kind of activity in the form of animation or images. In foreign language lessons, educational presentations, all kinds of information objects are most often used: lexical, grammatical material, texts, and dictionaries. The most accessible way to use information technology in foreign language lessons is the use of cognitive and educational programs. Programs are most often compiled in a playful way, which allows students too easily and quickly assimilate new material, consolidate previously studied. Among the exercises, special attention is paid to practically necessary forms: perception of foreign speech by ear, speaking and memory development. The effectiveness of the use of information and communication technologies in the field of teaching a foreign language depends on the chosen methodology, methods and forms of their application. It is very important how well the teacher knows the methodology of working with computer technologies, what resources he uses in teaching activities.

Communicative method: To create a communicative environment in the classroom, it is important to maintain high activity of each student. Even if the children are silent, they can be busy with mental work: pondering their answer, comprehending the statements of the interlocutors. It is not easy to create such an environment. It is important for the teacher to gather the attention of all those present with a task to extract and use information from a dialogue or monologue of students, to comment on



the response of comrades. It is very important to encourage each student's answers for perseverance, ingenuity, and extraordinary thinking. Project method: One of the ways to activate students in the process of learning foreign languages is the project method. An educational project is a complex of search, research, graphic and other types of work performed by students independently for the purpose of practical or theoretical solution of any problem. Types of projects that students can use: – role-playing games, dramatizations (holidays, musical programs, performances, etc.); - research (regional studies, projects;

Creative tasks motivate students; create a foundation for generalization of scientific knowledge, historical, etc.); - multimedia presentations, educational cooperation, communication of all participants in the educational process. In order to maintain the interest of students in a foreign language during its study, methodological techniques are used that activate the speech-thinking activity of schoolchildren. Each lesson is communication in a foreign language, knowledge of the life of the country and the people of the languages being studied. The necessary didactic material, additional literature contributes to the formation of skills and abilities of all types of speech activity (all kinds of supports, test tasks in grammar, vocabulary, reading; listening texts, educational games). Integrated lessons in Tatar and English are interesting. By demonstrating interesting aspects of life and culture of the native land, characteristic only for this people, attention is also drawn to the formation of a stable interest and love for their village, city, and Homeland. Students listen to information about the Republic of Uzbekistan, about its capital, about the architectural heritage and sights of the city of Tashkent, about Uzbek cuisine. Schoolchildren especially like the work of composing and solving crosswords on regional topics, the design of exhibitions, stands, drawings, abstracts. Non-traditional forms of lessons have a positive impact on the relationship between teacher and student, create an atmosphere of cooperation and creativity, contribute to the achievement of common goals.

If we talk about the project method as a pedagogical technology, then this technology assumes a set of research, search, problem methods, creative in nature. Within the framework of the project, the teacher is assigned the role of a developer, coordinator, expert, and consultant. The teacher can suggest sources of information, or he can simply direct the students' thoughts in the right direction for independent search. But as a result, students must solve the problem independently and in joint efforts, applying the necessary knowledge, sometimes from different fields, to get a real and tangible result. All work on the problem thus acquires the contours of project activity. Of course, over time, the idea of the project method has undergone some evolution. Born from the idea of free education, it is now becoming an integrated component of a fully developed and structured education system. But its essence remains the same - to stimulate students' interest in certain problems involving the possession of the necessary amount of knowledge and through project activities, providing for the solution of these problems, the ability to practically apply the knowledge gained, the development of reflex and critical thinking. The project method becomes an "integrated" component of a fully developed and structured education system. The popularity of the project method is provided by the possibility of combining theoretical knowledge and their practical application to solve specific problems. In addition, the project method supports the formation of new approaches to the organization of pedagogical management, is one of the effective means of building a personality-oriented pedagogical system. The implementation of the project method seems to us to be most effective with the help of multimedia tools and on the basis of interactive learning aimed at activating



the mental processes of students, ensuring understanding of information, bringing the student to the position of the subject of learning, achieving two-way communication in the exchange of information between students.

An integral part of interactive technology is the use of multimedia as a source for independent search and exchange of information. At English lessons, using the Internet, you can solve a number of didactic tasks: to work out reading skills and abilities using materials from the global network; to improve students' writing skills; to replenish students' vocabulary; to form a stable motivation to learn English. In addition, the teacher should monitor and study the possibilities of Internet technologies and use them to broaden the horizons of students, establish and maintain business ties and contacts with their peers in English-speaking countries. Students can take part in tests, quizzes, contests, Olympiads held on the Internet, correspond with peers from other countries, participate in chats, video conferences, etc. Students can receive information on the problem they are currently working on as part of the project. The main goal of learning a foreign language is the formation of communicative competence; all other goals (educational, educational, and developmental) are realized in the process of implementing this main goal.

The communicative approach implies learning to communicate and the formation of the ability for intercultural interaction, which is the basis of the functioning of the Internet. Outside of communication, the Internet makes no sense — it is an international multinational, cross-cultural society whose life activity is based on electronic communication of millions of people around the world speaking simultaneously — the most gigantic conversation that has ever taken place in terms of size and number of participants. By engaging in it in a foreign language lesson, we create a model of real communication. Communicating in a true language environment provided by the Internet, students find themselves in real life situations. Involved in solving a wide range of significant, realistic, interesting and achievable tasks, schoolchildren learn to respond spontaneously and adequately to them, which stimulates the creation of original statements, rather than template manipulation of language formulas. The Internet is an excellent tool for getting information about the latest events in the world.

Thus, with the help of the network, it is possible to turn a lesson into a news program, and students into first-class reporters. As one of the variants of the project assignment, students can be invited to work in twos or threes, to research articles covering all aspects of life: editorials, sports, weather, and culture. The advantage of such work lies in the full involvement of the entire group, combined with the differentiation of tasks: some students with a higher level of knowledge can study more difficult articles from the field of politics and economics, while weaker ones can be assigned a report on weather conditions or news from the field of culture and sports. The result of such work may be the creation of a page dedicated to one specific event, where it is necessary to try to give a neutral vision of the problem based on the analysis of information from various news agencies. It is also necessary to specify hyperlinks to sources here. For the development of intercultural competence, the study of articles on a certain topic by only one of the news agencies for a long period of time also has its advantages: having thoroughly studied the problem, students will be able not only to determine the position of this country to the problem being studied, but also to identify the grounds for such a point of view, and, accordingly, will be able to predict the development of events. After the work done, a discussion or teleconference is needed, where the work of each student or group will be a separate sector of the common problem. Thus, by sharing the results of their work and putting them



together, students will receive a multifaceted picture of the event, which will allow them to understand the reasons for what is happening and quite likely will aim them to find the optimal solution. They will be able to pack their luggage themselves and recommend the necessary things to their customers, call the contact phone number of airlines and hotels to get information about the availability of tickets and free seats, fill out visa and passport forms. The necessary instructions are offered in English. Students can be tasked to develop in groups and present a route for a tourist group, which includes the most interesting places and sights of a particular English city. Students need to provide a report that includes the route of the trip, a description of the sights they met in the city at a particular station, and the time spent. The report can take the form of a travel diary and a photo album, a guidebook for guests of the city, which will mark interesting places of the city and the metro stations closest to them. The development of education nowadays is organically linked with an increase in the level of its information potential.

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Language teachers' preferences of pronunciation teaching techniques in ESL classes

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**Abstract:** The purpose of this paper is to discover which pronunciation teaching techniques are preferred by language teachers, whether traditional or modern. It summarizes the trends in pronunciation teaching, lists traditional and modern pronunciation teaching techniques, and attempts to determine which techniques language teachers prefer using to teach pronunciation to their students. To help people learn languages, instructional software (tutorial drills and practice) is commonly used. In the teaching of pronunciation, learning, adaptation of authentic materials, and the use of instructional technology are all important.

**Keywords:** pronunciation teaching; techniques of pronunciation teaching; foreign language teaching; segmental and suprasegmental aspects of English pronunciation; Received Pronunciation

**Introduction**

Pronunciation is a critical component of oral language acquisition in a second language. However, the role it plays in adult English language programs varies, and the amount of time and effort spent on it appears to be mostly dependent on the language teacher. This means it could be included or excluded from regular classroom activities or student self-study. Teachers in adult ESL programs have reported that they have difficulty satisfying their students' pronunciation learning goals, and that many language teachers prefer to avoid dealing with pronunciation because they lack confidence, skills, and understanding. Furthermore, these researches demonstrated that shortcomings in teaching and learning in this subject were caused by curricula, methodology, and a lack of relevant materials.

We focused on teaching pronunciation techniques because language teachers in foreign language classes do not use modern teaching pronunciation techniques. Language teachers, particularly in speaking lessons, do not provide their students with the necessary phonetic or phonological knowledge regarding segmental and suprasegmental aspects of English pronunciation, which, unfortunately, leads to students being unable to remove the fossilized pronunciation mistakes, achieve a high level of pronunciation in relation to both segmental and suprasegmental features of English pronunciation, and improve oral skills in terms of both accuracy and fluency, improve listening comprehension, and develop self-confidence and autonomy.

The fact that few second language learners can speak a second language without transferring pronunciation features from their native language reflects not only the difficulty of acquiring native like pronunciation, but also the goals learners set for them. Many learners are quite comfortable displaying evidence of their native language on their second language phonology, as it is sometimes regarded as an important part of their cultural identity.

Approaches to teaching pronunciation have evolved significantly in recent years, moving away from an emphasis on the accurate production of individual speech sounds and toward a focus on the broader, communicative aspects of connected speech.

However, many teachers are unsure of the status of pronunciation and whether or not it should be given systematic attention in a language course.

- Is pronunciation something that is worth teaching?
- How effective are any of the various approaches to teaching pronunciation found in course books and teaching materials?
- Is a direct or an indirect approach more effective?
- Is there any value in using drills on specific sounds and sound patterns?
- What should one do about persistent and intrusive pronunciation errors from learners?

Many pronunciation textbooks may reflect more recent ideas about the nature of pronunciation, but the teaching techniques and task types remain based on behaviorist notions of second language learning, relying heavily on imitation and discrimination drills, reading aloud, and contrastive analysis of L1 and L2 sound systems.

Within the field of language teaching, opinions on the importance of teaching pronunciation vary greatly: Ideas about the importance of teaching pronunciation vary widely within the field of language teaching: Some believe that teachers have little influence over the natural course of L2 phonological development, which often produces less-than-satisfactory results; others believe that teaching can play an important role not only in helping learners develop ways to improve their pronunciation, but also in shaping their attitudes toward the nature and importance of pronunciation.

### **Methodology**

There are two key problems with pronunciation teaching. Firstly, it is frequently overlooked. Second, when it is not neglected, it tends to be reactive to a specific problem that has arisen in the classroom rather than being strategically planned.

The fact that teachers tend to ignore pronunciation may not be due to a lack of interest in the subject, but rather to a lack of confidence in how to teach it. Many experienced teachers will admit to a lack of knowledge of pronunciation theory, and as a result, they may feel the need to improve their practical skills in pronunciation teaching. Despite the fact that trainees and less experienced teachers may be very interested in pronunciation, their primary concerns are grammar and vocabulary.

Language learners, on the other hand, frequently show a strong interest in pronunciation. They believe it will help them communicate more effectively. As a result, despite the fact that both teachers and students are enthusiastic about the subject, it is frequently overlooked.



Teachers of pronunciation need:

- a solid theoretical foundation;
- practical classroom skills;
- access to good ideas for classroom activities.

A lot of pronunciation instruction is given in response to mistakes made by students in class. Of course, such reactive teaching is and will always be necessary. Grammatical and lexical problems arise in the classroom as well, and teachers deal with them reactively. However, when it comes to planning a lesson or creating a timetable of work to be completed, teachers tend to prioritize grammar. Lexis follows closely behind, with items of vocabulary and longer phrases ‘slotted in’ as needed. A simple look at the contents pages of most course books reveals that we tend to think of language organization in terms of grammatical structures, despite the fact that some more recent publications claim to have a lexically organized syllabus. As a result, making grammar the primary reference point when planning lessons is quite natural.

Pronunciation work, on the other hand, can and should be planned for. Teachers should consider pronunciation characteristics to be essential to language analysis and lesson planning. Any language analysis that ignores or minimizes pronunciation factors is incomplete. Similarly, a lesson that focuses on specific language structures or lexis must include features of pronunciation in order to provide students with a complete picture and, as a result, a better chance of communicating successfully. Teachers should decide what pronunciation issues are relevant to the specific structures and lexis being addressed in the lesson while planning. They can also anticipate pronunciation issues that their students are likely to encounter and plan their lessons accordingly. Of course, there will still be reactive work to be done in the classroom, just as there is with grammar and lexis, but by anticipating and planning, the teacher can present a more complete analysis to students and provide them with more opportunities for language practice. Integrating pronunciation instruction with the study of grammatical and lexical features has the additional incremental benefit of increasing learners' appreciation for the importance of pronunciation in determining successful communication.

English has long outgrown the borders of the country that gave it its name. When we compare the languages of countries or regions where it is used as a first language, we can see how much it has changed. Consider the various dialects of English spoken in the United Kingdom, Ireland, the United States, Australia, and Canada. As English becomes more widely used in countries where it is not the first language, such development will continue, with new varieties of English emerging. As English becomes more widely used in countries where it is not the first language, new varieties of English emerge.

Teachers may face theoretical and practical challenges as a result of this. This can raise theoretical as well as practical issues for teachers. There may be disagreements about the English model that should be provided to one's students. The term “model” refers to the pronunciation characteristics of the language that a teacher presents to students in the classroom.

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**Received Pronunciation** was previously the preferred pronunciation model for teaching in the United Kingdom or among British teachers abroad (or RP). There are many different accents within the variety known as British English, and most of them give some indication of the speaker's regional origins. RP is unique in that it expresses social standing rather than geography. It is still perceived as a sign of status and education. A. J. Ellis, a dialectologist, coined the term "Received Pronunciation" in 1869. However, the number of people in the UK who speak with an RP accent is currently estimated to be around 3% of the population and is declining. It is also losing favor as a teaching model because few British teachers speak with this accent naturally. However, because RP has served as the foundation for much modern research into pronunciation, its influence endures.

As a teacher, the model you use in the classroom should be similar to the language you use outside of the classroom. Many teachers alter their accent slightly for the benefit of their students, but few could teach with an accent significantly different from their own on a consistent basis, even if they wanted to. Language teachers, on the other hand, must be aware of variations and differences, and the more knowledge one has about different accents and varieties of English, the more informed one's teaching will be.

As always, it is critical to consider the needs of the learners. Because of its historical significance, RP is still the preferred pronunciation for many people, though this is gradually changing. Learners usually have a target model in mind, whether it is British, American, Irish, Australian, or any other variation of English. Targets are often highly personal and, on occasion, ambiguous. They may also differ within a class where students aiming for British English sit alongside those aiming for American English (perhaps because of the people they meet or work with outside the classroom). And, if the teacher is Australian, what kind of role model can and should she provide? This may be a theoretical situation, but in multilingual classes, students have already been taught by teachers with various accents and varieties of English. There is a variety of personal pronunciation targets in monolingual classes as well.

There are no easy answers here, though teachers can, in catering for their students' needs, work on issues of **production** and **reception** independently, enabling students to understand a wide range of varieties, while allowing them to choose their own target model so long as it is widely comprehensible. In work on reception, teachers can, for example, focus on vowel differences between British and American English, or the rising intonation of Australian utterances in contrast to the way such utterances are completed by speakers of other English varieties. The best advice for teachers is to teach what they know and use, and be as informed as they can be about other varieties.

New directions in teaching and learning English pronunciation have come from other fields, such as drama, psychology, and speech pathology (Celce-Murcia, 1996). The techniques Celce-Murcia (1996) stressed are the use of fluency-building activities as well as accuracy-oriented exercises, appeals to multi-sensory modes of learning, adaptation of authentic materials, and the use of instructional technology in the teaching of pronunciation.

Today, there is a variety of current technology equipment and applications used in education. They include computers, digital cameras, scanners, LCD panels and/or projectors, distance

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education/video conferencing systems, word processing, databases, spreadsheets, drawing/graphics programs, website development, electronic references, discussion groups/list servers, instructional software (tutorials, drills and practice), presentation software, hypermedia, e-mail, internet, assistive technologies and instructional methods for integrating technology (Muir- Herzig, 2004). Among these technology equipment applications, instructional software (tutorial drills and practice) is used commonly to assist people learning languages. All of these techniques are based on teachers teaching their students each sound and then having them apply it in real speech. Some students benefit from these techniques, while others struggle to learn how to pronounce the other language. As a result, new techniques are being developed to supplement English pronunciation learning.

Other fields, such as drama, psychology, and speech pathology, have inspired new approaches to teaching and learning English pronunciation (Celce-Murcia, 1996). Celce-Murcia (1996) emphasized the use of fluency-building activities as well as accuracy-oriented exercises, appeals to multisensory modes of learning, adaptation of authentic materials, and the use of instructional technology in the teaching of pronunciation as techniques.

There is a wide range of current technology equipment and applications used in education today. Computers, digital cameras, scanners, LCD panels and/or projectors, distance education/video conferencing systems, word processing, databases, spreadsheets, drawing/graphics programs, website development, electronic references, discussion groups/list servers, instructional software (tutorials, drills, and practice), presentation software, hypermedia, e-mail, internet, assistive technologies, and instructional methods for integrating technology are among those included (Muir- Herzig, 2004). Among these technology equipment applications, instructional software (tutorial drills and practice) is commonly used to help people learn languages. Learning, adaptation of authentic materials, and the use of instructional technology in the teaching of pronunciation

### **Conclusion**

Teachers prefer employing traditional classroom techniques, such as dictation, reading aloud, and dialogues to a great extent to teach pronunciation to their students. However, they are reluctant to use modern techniques, such as computers, instructional software, and the internet. At this point, it should be stressed that the teachers should be motivated to make use of some computer-based pronunciation teaching programs that are available on the market. Moreover, language teachers are to be stimulated to use the Internet so as to improve their pronunciation teaching skills and bring a variety to the language classroom. At this juncture, language teachers may be informed of available pronunciation teaching sites on the Internet through teacher training programs, which can also raise their awareness for the selection of the appropriate pronunciation teaching sites.

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PRODUCTIVE TYPES OF SPEECH ACTIVITY AND IMPORTANCE OF READING IN TEACHING SPEAKING

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Annotation: This article deals with productive types of speech activities namely: speaking, writing, reading and listening. And also the role of reading in improving speaking skill is also investigated in this article.

Key words: speech activity, listening, reading, writing, speaking, verbal communication, communicative competence.

INTRODUCTION: When learning English at school, the main goal of teaching students is the consistent and systematic development of speech activity, namely: speaking, writing, reading and listening. Speech activity is an active, purposeful process of transmitting and receiving messages, expressed through the language system and dependent on the situation of communication.

METHODS: The form of speech is divided into oral and written. Types of speech activity also differ in nature - productive / receptive.

Accordingly, there are 4 main types of speech activity:

- speaking
-listening
-reading
-writing

The main goal of teaching the subject "English" is the formation of communicative competence, which includes several components:

- communication skills in speaking, listening, reading and writing;
-language knowledge and skills in this language building material for generating and recognizing information;
-linguistic and regional knowledge to provide a socio-cultural background, without which the formation of communicative competence is impossible.

RESULTS: Students learn a foreign language as a means of communication and must be able to use it in oral and written forms. Students must master four types of speech activity: receptive - listening and reading, productive - speaking and writing, and in addition, three aspects of the language associated with them - vocabulary, phonetics and grammar. It is very important to master all forms of communication and all speech functions in order for a foreign language to become a means of interpersonal and international communication.

Listening

Listening is a receptive type of speech activity associated with the perception and understanding of an oral message. When selecting the material that the teacher himself will use in his oral speech in the lesson, the goals that he pursues should be taken into account:

- firstly, the development of students' ability to listen and understand foreign speech;

-secondly, the well-known expansion of the passive vocabulary of students and the development of their guesses from the context in the process of listening.

When using this or that form or expression, the teacher must take all measures to ensure that it is correctly understood by the students. To achieve this, keep the following in mind: having used one or another English expression, the teacher must adhere to the same form in subsequent classes, not replacing it with either an equivalent in mother tongue, or another similar expression in English.

The teacher must ensure that students understand not only the general meaning of the expression he used, but also the individual parts.

The accuracy of students' understanding of the teacher's speech should be systematically checked.

Each new expression must be repeated many times by the teacher, not only in the lesson in which it was used for the first time, but also in subsequent classes.

The objectives of listening training can be defined as the following:

- develop certain speech skills;
- to teach the ability to communicate;
- develop the necessary abilities;
- memorize speech material;
- to teach students to understand the meaning of the statement;
- teach students to highlight the main thing in the flow of information;
- develop auditory memory and auditory reaction.

When working with audio materials, the ability of students to simultaneously work on several speech skills develops.

Consider the interaction of the ability to listen to foreign speech with the ability to speak, read and write in a foreign language.

#### **Listening and speaking.**

Listening comprehension is closely related to speaking - the expression of thoughts by means of the language being studied. Speaking can be a reaction to someone else's speech.

Listening to foreign speech and speaking are interrelated in the educational process: listening can serve as the basis for speaking, in turn, the quality of understanding of the listened material is usually controlled by answering questions about the content of the listened to or by retelling it.

Thus, listening prepares speaking, speaking helps the formation of listening comprehension.

#### **Listening and reading.**

There is an interaction between listening and reading. Listening tasks are usually given in printed form, so some of the information necessary for listening, that is, for understanding the text, can be extracted from the printed task.

#### **Listening and writing.**

Very often, the answers to the listening task must be given in writing. Therefore, these activities are also interconnected.

Being closely related to other types of speech activity, listening plays an important role in learning a foreign language, and especially in communicative-oriented learning.

It makes it possible to master the sound side of the language being studied, its phonemic composition and intonation: rhythm, stress, melody. Through listening is the assimilation of the lexical composition of the language and its grammatical structure.

### Speaking as a type of speech activity

Speaking is a productive type of speech activity through which oral verbal communication is performed. The content of speaking is the expression of thoughts in oral form. Speaking is based on pronunciation, lexical and grammar.

The main difficulties in teaching speaking should include motivational problems, such as: students are embarrassed to speak foreign languages, they are afraid to make mistakes, to be criticized; students do not have enough language and speech means to solve the task; students are not involved in the collective discussion of the subject of the lesson for one reason or another. Based on the listed problems in teaching speaking, a goal arises - to eliminate these problems if possible. It is impossible to learn how to speak without immersing yourself in real situations, and not just making standard dialogues on a certain topic. An interactive approach to teaching implies the direct involvement of students in discussions, debates, discussion of problems, and therefore in dialogue.

**DISCUSSION:** It is also important to develop in students the general language, intellectual, cognitive abilities, mental processes that underlie the mastery of foreign language communication, as well as the emotions, feelings of students, their readiness to communicate, the culture of communication in various types of collective interaction.

### Reading as a type of speech activity

Reading is a receptive type of speech activity associated with the perception and understanding of a written text.

To understand a foreign text, it is assumed to have a set of phonetic, lexical and grammatical informative features that make the recognition process instantaneous.

Although in the real process of reading the processes of perception and comprehension proceed simultaneously and are closely interconnected, the skills that ensure its process are conventionally divided into two groups:

- a) related to the “technical” side of reading (perception of graphic signs and their correlation with certain meanings and
- b) providing semantic processing of the perceived - the establishment of semantic links between linguistic units of different levels and thus the content of the text, the author's intention, etc.

With the accumulation of lexical units, many children need visual support. it is extremely difficult to perceive speech only by ear. This is especially true for those children whose visual memory is better developed than auditory memory. That is why reading is so important.

When teaching reading at the initial stage, it is important to teach the student to read correctly, that is, to teach him to voice graphemes, to extract thoughts, that is, to understand, evaluate, use the information of the text. These skills depend on how fast the child reads. By reading technique, we mean not only the quick and accurate correlation of sound and letter, but also the correlation of the sound-letter link with the semantic meaning of what the child is reading. It is the high level of mastering the technique of reading that makes it possible to achieve the result of the reading process itself - fast and high-quality extraction of information.

It is possible to formulate pedagogical requirements for the organization of the process of teaching reading in a foreign language.

1. Practical orientation of the learning process:

formulation of specific communicative-motivated tasks and questions aimed at solving practical problems and problems, allowing not only to master new knowledge and skills, but also to understand the content and meaning of what is being read;

the obligatory allocation of the loud-speech stage of reading in the system of teaching the technique of reading in a foreign language, contributing to the consolidation of the skills of articulation and intonation, phonetically correct speech and “inner hearing”.

2. A differentiated approach to teaching:

taking into account the age-related psychological characteristics of students, the individual styles of their cognitive activity in the communication of new knowledge and the formation of skills and abilities;

the use of analytical and synthetic exercises, tasks differentiated by the degree of complexity, depending on the individual abilities of students; selection of adequate methods of work on teaching reading aloud and to oneself.

3. Integrated and functional approach to learning:

construction of learning to read on the basis of oral anticipation, i.e. children read texts containing language material that they have already learned in oral speech; at the alphabetical stage, mastering new letters, letter combinations, reading rules is carried out in accordance with the sequence of introducing new lexical units and speech samples in oral speech.

4. Taking into account the peculiarities of the native language:

the use of positive transfer of reading skills formed or already formed in the native language of students;

5. Accessibility, feasibility and awareness of learning.

6. An integrated approach to the formation of motivation:

More attention in the lesson is paid to the performance of game tasks, action in problem situations of a communicative nature;

the use of various types of visualization that stimulate the comprehension of new material, the creation of associative links, supports that contribute to a better assimilation of reading rules, graphic images of words of intonation patterns of phrases.

According to the degree of penetration into the content of the text and depending on the communicative needs, there are viewing reading, searching (browsing-search), introductory and studying.

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DYSLEXIA AND WAYS TO OVERCOME IT IN TEACHING ENGLISH.

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Annotation: This article explains the causes and types of dyslexia. Information was provided on the impact of dyslexia in English teaching and the use of methods and techniques to overcome it. Children with dyslexia are told how to focus on learning.

Key words: dyslexia, discalis, dysgraphia, reading, neurological, mental development, visual-motor.

INTRODUCTION

Dyslexia is a learning disorder that manifests itself with serious difficulties in acquiring and using listening, speaking, reading, writing, reasoning, and mathematical skills. Children with dyslexia who have started primary education have difficulty understanding reading, writing, and mathematical operations because the mental development they can learn is not yet complete. However, this does not indicate problems with their level of intelligence. It is also found in children with very high levels of intelligence. But sometimes the disease is ignored. Children with dyslexia may have not only mental abilities but also special abilities. Important evidence for this are scientists and artists known for dyslexia: Albert Einstein, Leonardo da Vinci and Tom Cruise. Attention deficit disorder can also be observed in children with dyslexia. Therefore, these children should be taught in the center of attention on a regular basis by a specialist.

Dyslexia is a loss of ability to read, mental retardation, brain disease, normal and insufficient information, normal level of intelligence, appropriate socio-cultural environment. This difficulty may include perceptual integration disorders in the central nervous system (difficulty in distinguishing words, difficulty in placing words in the correct order in a sentence, language difficulties in the form of phonetic-audiovisual integration) or visual-motor dysfunction.

Dyslexia is divided into two types as dyslexia associated with congenital development and trauma. Congenital dyslexia is divided into three types depending on the complications before, during and after delivery. Prenatal dyslexia can occur through inadequate and unbalanced diet, infections during pregnancy, and conscious drug use. Dyslexia can occur due to hereditary factors.

The biggest problem in children with dyslexia is diagnosing dyslexia rather than treating it. Because, like other learning disorders, dyslexia is a latent disease that cannot be understood at first glance. Therefore, it can be difficult to notice this before a child enters school. Dyslexia is usually felt in childhood, at the beginning of reading. Difficulties in developmental learning are most often manifested in the early years of school, but bright-minded children can compensate for these difficulties and hide them until the age of 9-10. Therefore, dyslexia in bright children occurs later than in normal children. However, the symptoms begin to manifest themselves earlier. Delays and difficulty in distinguishing right and left and learning the clock according to its peers, recognizing money, or reversing numbers in places.

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METHODOLOGY.

According to the DSM-IV [1:4], the American Psychiatric Association’s Guide to the Diagnosis and Statistics of Mental Illness, people with developmental disabilities are grouped into three subgroups. The first subgroup includes students not reading, math disorder, and writing disorder. The second subgroup includes stuttering under the headings of expressive language disorder, receptive and expressive mixed language disorder, phonological disorder (articulation disorder), and communication disorder. The third subgroup; a violation of motor coordination under the guise of a violation of motor skills.

The first group of reading and writing disorders (this is called dyslexia) is related to the processing of language function by visual (visual) modality; The second group of communication disorders (these are called developmental dysphasia) is associated with hearing modal processing. In general, these two groups of diseases, i.e., developmental dyslexia and developmental dysphasia, are considered to be two images of the same problem.

Dyslexia is also described as a reading disorder. According to this definition, the characteristics of children can be listed as follows: Children with dyslexia can confuse concepts from right to left, from top to bottom, before and after. They may have difficulty distinguishing right and left. In most cases, hand-foot-eye predominance is mixed or left-handed. They have difficulty distinguishing similar letters (e.g. b / d or p / b) and can use them with each other. They cannot distinguish similar sounds (such as f / v b / m) and use them with each other. As you read, phrases may appear in the sentence or you may continue reading from different lines.

They can read or write synonyms or words from the semantic category. They may miss some letters in the word (e.g., “praise” instead of “money”). They can change the order of priority after the letters. Similarly, they can also omit syllables in words. They can change the order of the joints. They may omit the lines while reading. When writing, they cannot distinguish words between words. They can write in a form called a “mirror image,” meaning that letters and the whole word can be written from right to left by rotating it 180 degrees, similar to the text we know when this article is held in a mirror. They may have difficulty using punctuation. They may have difficulty understanding the general line of the text. They may have difficulty explaining what they read. Their attention span is short-lived and they cry easily. There are difficulties with concentration. Their social development is sluggish, they don’t get along well with friends. They have difficulty separating the space in the form. Visual and auditory and motor skills may develop. Their short-term memory (sight or hearing) is weak. Sometimes they can do math only from the mind, but they can’t write. They cannot remember or imagine what they saw. They can confuse yesterday, today and tomorrow. They cannot distinguish year, day, and season. They forget the place of their books, they lose their belongings. They forget to do their homework. Parents are often warned about these problems and sometimes children are accused of lying. Relationships with friends are often problematic. Children with dyslexia have specific characteristics and do not show all of these features, they may show some of these symptoms depending on the type of dyslexia. The dyslexia problem may be accompanied by impaired ability to learn mathematics (discalis) and other learning abilities (e.g., writing problems — dysgraphia). In addition, attention deficit hyperactivity disorder, behavioral disorders, and depression may be associated with this condition.

Children diagnosed with dyslexia should be assisted as much as possible during education. The problem is that the child is supported by special education services in their field and succeeds in a

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normal classroom setting. At this stage, the family's task is to ensure the self-confidence of the child who is shaken by the difficulty. The child needs to make sure that the problem is not his fault and that he has strengths.

**RESULT AND ANALYSE.**

How dyslexia manifests in children: signs and forms of dyslexia

Dyslexia is neurological in nature and is evident in young students who are completely immersed in the study. It is almost impossible to diagnose dyslexia in preschool children because children are just beginning to learn new skills and may make mistakes in reading and writing.

The main symptoms of dyslexia in children:

- Systematic reading errors, i.e.: mispronunciation of letters, change of syllables, change of sounds, misunderstanding of what is read.
- Incorrect translation of letters into sounds (decoding information).
- Inability to recognize words correctly and quickly.
- Basic spelling skills are difficult to understand.

Dyslexia also has the following problems: How dyslexia manifests in children: signs and forms of dyslexia

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Dyslexia also has the following problems:

- Complete mess.
- Impaired coordination and fine motor skills.
- Difficulty perceiving information.
- Bad memory.
- High level of intelligence, with poor reading ability.

**Causes of dyslexia**

The exact causes of this disorder are unknown to science. Nevertheless, doctors attribute this problem to hereditary predisposition, damage to certain areas of the brain, as well as intrauterine development of the child. The triggers for the development of dyslexia include:

- viral and infectious diseases of women during pregnancy;
- toxic lesions of the central nervous system during intrauterine development;
- umbilical cord confusion or premature placental abruption;
- fetal asphyxia;
- premature birth;
- brain damage during difficult childbirth;
- Lack of social and everyday factor and related speech development.

It is difficult to show the top and bottom of the child, confusing the definition of right and left.

DISCUSSION.

Effective methods of correcting dyslexia in schoolchildren

**Ronald Davis method**

Dr. R. Davis, who developed his own system to treat dyslexia, effectively overcame the disease. According to the doctor, dyslexics are talented people with a rich imagination. The disease has also been observed in A. Einstein, Walt Disney, W. Churchill, and many other celebrities, who have achieved such success not because of dyslexia but because of it. This is how Ron Davis describes the disease in his book *The Gift of Dyslexia*. What is its methodology? The essence of the technique: help the child to activate his brain by disabling disorientation and learn to perceive the world around him without disruption. This method helps children fill in the gaps in memory and teaches them to understand letter shapes. In 99% of cases, the R. Davis method helps children get rid of dyslexia.

The technique consists of complex procedures that help the child overcome dyslexia. R. Davis's methodology consists of classes, which are called:

- Cognitive ability ... Teaches a child to create mental images and know the world using the “mental eye”.
- Jump ... Exercises to "turn on and off" orientation.
- Unloading and inspection. The child learns to relax the imagination using special exercises.
- Fine tuning. The child learns to find a point of orientation.

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- Unloading and inspection. The child learns to relax the imagination using special exercises.
- Fine tuning. The child learns to find a point of orientation.
- Coordination ... The child learns to recognize right and left.
- Assimilation of characters.
- Easy to read.
- Assimilate characters into words.

Exercises to correct dyslexia in children

**“Proof test” exercise**

Give your child any text for 5 minutes each day and ask him or her to cut out the letters you named. First, the consonants "a, o, etc." Then consonant sounds. When the child has clearly cut out the letters you need, complicate the task and suggest putting vowel sounds in a circle (any name) and underlining the consonants. Pay attention to the consonants and vowels that are most difficult for the child. This exercise will allow your child to memorize the letters and prevent them from making reading and writing mistakes in the future. This should be done every day for 2 months. "Ring" exercise



This educational game will help you with memory, attention, speech, and eliminate the symptoms of dyslexia. Show your little one the following movement: Swap between fingers, closing each finger in a ring with your thumb. Start with the index finger, end with the little finger. Then start counting. First, the exercise is done with one hand, and then with two. For two months, you should work with your child for 10-15 minutes in the morning and afternoon.

Window painting exercise

This exercise actively affects the brain, generally improving its functioning. Put a blank sheet in front of your child. Give him your favorite markers or pencils. Start by drawing mirror-symmetrical patterns or letters with both hands. First, start drawing with your child so that he understands the principle of the exercise and then let him try to describe something to himself. Exercise should be done every day, without missing a day. Dyslexia in children is the opinion of experts and doctors Dyslexia is a product of thought and a special way of responding to feelings of confusion (R.D. Davis) A child who has difficulty learning to read does not have to be dyslexic: many children who first learn to read slowly, then successfully chase their classmates (themselves or with the help of their parents). Despite their lack of normal intelligence, vision and hearing, and regular school attendance, there is a special group of children who face great and constant difficulties in mastering reading. In such children, the ability to master reading is a worse and lower order than in other subjects. This group of children is called dyslexia by experts.[2]

Thus, there is no diagnosis of dyslexia or dysgraphia, they are included in a group of common diseases called "mental retardation". Moreover, such a "sentence" cannot be called a disease, it is only the result of a circulatory disorder in the brain. From my work experience, I can say that almost all children with dyslexia have problems with cerebral circulation, but their diagnosis is made too late. This is due to the ignorance of our parents and the "old" ways of treating such diseases, as the standard scenario of the behavior of parents who experience anxiety symptoms in their child is to refer them to a pediatrician or speech therapist. The best course of action: from the very beginning do not forget to conduct a thorough examination of the child (consult a psychologist, neurologist, speech therapist, psychiatrist), brain tomography and ultrasound diagnosis. Only then can a final diagnosis be made and an individual course of treatment can be determined, depending on the form of the disorder and the degree of neglect. Most children only go through corrective therapy. Taking medication is possible only in severe forms of dyslexia, which is observed in the child in combination with other mental illnesses (cerebral palsy, autism, etc.). A mild form of "verbal blindness" detected in a timely manner can be eliminated within 3-4 months. [3]

Dyslexia - problems with reading ability - is not as common as it seems. True dyslexia is neurological in nature, and what we encounter is, as a rule, caused by the fact that it is not uncommon to read something at home. As I said, 99 percent of children today suffer from not lighting a fire. And if they've never seen their parents light a fire, where do they get that ability? And if they don't see their parents with a book in their hands, where does their ability to read come from?

Most celebrities (not just Hollywood stars) spend half of their childhood leaning in front of a mirror instead of holding a book in their hands, and then giving interviews complaining about the hardships of life. Conclusion: There are many cases of dyslexia, but in most cases it is a pedagogical problem, not a medical one. (pediatrician E.O. Komarovskiy)

Prevention of dyslexia is how to teach your child to read properly

To reduce the risk of dyslexia in a child and to engage him in special exercises aimed at mastering the norms of literate speech and writing from an early age. Prevention of dyslexia should be based on learning games, not 45-minute special lessons.

Games contribute to children's mental development, as well as help them think, analyze, and act. In the early stages of learning, it is important for children to show as many images as possible: letters, animals, words. It is easier for them to receive information visually. All of these images are stored in memory and will not have problems like dyslexia in the future. Even in kindergarten, children are constantly provided with information in the form of pictures and color cards.

Games to prevent dyslexia

1. Invite your child to play this game: Write a light sentence so that each word you have is written on different cards. Ask the child to make a sentence out of the words.
2. You can also use voice recording techniques. Tell your child a small excerpt from his favorite fairy tale and watch how he writes it. The main thing is that the text you tell him should please the child.
3. Play the "Find the Word" game with your child to develop phonetic skills. You need to prepare different pictures and mark them on the back. When naming a word, the child must find the appropriate picture. For example, a tree or the sun. You can also assemble the joints. Write the names of the animals on the syllables and ask the child to combine the words. For example, "kan-ga-roo" or "kit-ten".

With such games, you teach the child not only to read correctly, but also to write, because children's visual memory is very developed, so it will be easier for them to memorize everything "by eye".

Dyslexia is a specific reading disorder characterized by inability to recognize words correctly and quickly. The disease is neurological in nature and is characterized by difficulties in reproducing, comprehending, and comprehending the information read. However, despite the external similarities, dyslexia is not the result of mental retardation. The disease is not associated with hearing and vision impairment. Reading errors and omissions in children with dyslexia can be addressed through the methods and techniques outlined above. Not all of these methods work well for all children, but it is important to first determine the method that works best for them. In conclusion, it should be noted that dyslexia should not be considered a disease, and all children have the opportunity to get rid of it over time.

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## DEVELOPMENT OF SMALL BUSINESS AND PRIVATE ENTREPRENEURSHIP IN THE SERVICE SECTOR

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**Annotation:** *This article analyzes the organizational and economic indicators of the development of small business and private entrepreneurship in the service sector. In addition, the subsequent adopted legal and regulatory documents on the development of the industry, their content and essence, and scientific recommendations are presented.*

**Keywords:** *service delivery, small business and private entrepreneurship, organizational and economic impact, government regulation, economic impact theory.*

**Introduction.** It is known that small business and private entrepreneurship have become a very important sphere in the socio-economic development of our country for a short period of almost 30 years after independence. In fact, if the share of small business in GDP was 1,8 percent in 1991 and 31,0 percent in 2000, the share of small business in gross domestic product in our country by the end of 2021 was 54,9 percent as a result of the attention paid to the sector over the years and the systematic and comprehensive As a result of the structural and targeted reforms carried out in the country, by the end of 2021, the share of the employed in the total economy was 77,1 per cent in the sector, and a favorable business climate was formed in the Republic with the macroeconomic aspect giving the opportunity to ensure the stable development of the country's economy, In the report "Doing business - 2019" presented by the World Bank, Uzbekistan in the rating rose from 87 to 69. Over the last year, Uzbekistan has been ranked among the 10 most advanced reforming countries, having conducted reforms in at least three areas and rising to the top of the rating.

Within the framework of this article, we will look at the organizational and economic implications of ICT development in the service and service sector and the issues of their improvement. Also, according to the results of 2021, it is precisely the uneven and disproportionate development of the small business and entrepreneurship sector in the regions of the Republic, the availability of opportunity to develop this sector in places especially with the effective use of family entrepreneurial potential and reserves, the share of small business and entrepreneurship in the economy of the Republic, In the Navoi region (23.0 per cent of Navoi region) it is necessary to investigate the issues of improving organizational and economic policies for the further development of services and small business in the regions.

The main task of supporting small business in countries moving from the administrative-command system to the market economy is to increase the number of subjects of the sphere, the size of the sphere in the economy, its share in the number of items in the economy, the tax revenues coming from the sphere.

However, it is worth noting that the professor of entrepreneurship and Small Business Economics, doctor of Economic Sciences According to S.Salaev's comments, in any country or

region, in the network of the economy, the share of the SBPE in macroeconomic indicators can not be steadily increased, or in other words, the share of the SBPE can grow to 100 percent in a certain sphere or network, theoretically, in the region, due to this or that situation, specific characteristics. In practice, however, this situation is very rare because in the economy, of course, to a certain extent, the role of large businesses is also preserved. And this, of course, arises from the peculiarities of a particular country, region or territory, a network of economies.

It is worth noting that if we consider the structural structure of legal entities registered in the Republic of Uzbekistan in the state of January 1, 2021, in terms of network types of enterprises, 38.9 per cent of industry accounted for 19.5 per cent of Agriculture, Forestry and Fisheries accounted for 6.4 per cent in the field of 11.8 per cent The fact that small businesses and entrepreneurs in Uzbekistan are growing steadily, taking an important place in the economy as a whole – it is being support in every way by the state.

We can see from the table below that in 2010-2021 in the national economy sectors, too, the share of ICT has increased steadily. In particular, the share of industry in the Republic of Uzbekistan from 18.8 percent in 2015 to 21.6 percent in 2021, 96.7 percent in agriculture, 72.4 percent in construction, 51.1 percent in the service sector (see Table 1) the share of industry in the Republic of Uzbekistan from 18.8 percent in 2021 reached 96.7 percent in

**The share of small business and private entrepreneurship in economic sectors in the Republic of Uzbekistan in 2015-2021, %**

Indicators	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Industry	18.8	21.9	23.1	28.1	31.7	40.6	45.3	41.2	34.7	34.9	27.5	27.0
Agriculture	97.8	97.7	97.8	98.0	98.0	98.4	98.3	98.1	98.1	98.3	97	96.7
Construction	53.1	68.6	71.1	71.5	69.5	66.7	66.1	66.2	66.6	75.4	72.4	72.4
Trade	85.1	86.7	87.3	86.6	86.3	87.1		88.3	86.3	84.3	82.2	82.1
Service	47.0	43.6	44.9	46.2	48.6	50.5	61.4	58.4	55.2	52.1	51.5	51.1
Export	13.7	18.8	14.0	26.2	27.0	27.8	26.0	22.0	2.6	28.7	20.5	22.3
Import	35.8	34.3	38.6	42.4	45.4	44.5	45.8	53.6	55.8	54.2	51.8	48.7

**Regulatory mechanism for the regulation of small business and private entrepreneurship.** Since we have achieved this Independence, the CEC mainly receives various laws regulating the direct and indirect regulation of small business and private entrepreneurship activities of the Republic of Uzbekistan, decrees, decisions of the president of the Republic of Uzbekistan, resolutions of the Cabinet of Ministers, legislative acts adopted by ministries and departments, agencies. In particular, the main normative-legal acts 15fevral № 207-XII-th of 1991 are the laws "on entrepreneurship in the Republic of Uzbekistan", and 19 November 1991, 425-XII-th of "on deregulation and privatization of the Republic of Uzbekistan", and to this day more than 500 different normative-legal acts related to the sphere have been adopted. On the basis of this legislation, the Resolution of the President of the Republic of Uzbekistan dated 18.04.2017 No PD-2897 "On the establishment of the State Committee of the Republic of Uzbekistan for Privatization and Development of Competition", the President of the Republic of Uzbekistan dated 18.04.2017 No PD-2895 Resolution of the President of the Republic of Uzbekistan dated March 17, 2017 No. PD-2844 "On measures to further simplify the system of microcredits for business entities and the general public" and PF-5037 dated 05.05.2017 The Decree "On the establishment of the Institute of the

Representative for the Protection of the Rights and Legal Interests of Entrepreneurs under the Government of the Republic of Uzbekistan" was an important page in the further development of small business and private entrepreneurship. Also, according to the decree of the president of the Republic of Uzbekistan № PD-2895, in the period of nearly 26 years of development of our country in the years of independence, more than 30 thousand public objects, including 6.5 thousand large and medium-sized enterprises, were sold as private property within the framework of systematic work on privatization and deregulation of property. According to the Resolution of the President of the Republic of Uzbekistan No. PD-5087 "Additional measures to further improve the business environment to improve the business support system", to further improve the business environment, to continue reforms to develop entrepreneurship, to expand support mechanisms for entrepreneurs, it is planned to provide them with the necessary financial and infrastructural resources.

### **Conclusions and suggestions**

In conclusion, it is possible to achieve the following by gradually, systematically and continuously improving the organizational and economic dimensions of the development of small business and private entrepreneurship:

- to provide a unified approach to solving the problems of development and support of small business and private entrepreneurship in the regions of our country;
- providing a unified approach to the solution of the problems of development and support of NGOs in the regions of the Republic;
- to improve the quality and durability of management solutions based on the creation and use of a single scientific and methodological supply;

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MECHANISMS OF INVESTMENT ACTIVITY IN UZBEKISTAN: CURRENT STATUS AND ANALYSIS

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**Annotation:** *The article describes the state of macroeconomic policy in attracting investment to the country, and the measures to be taken for the implementation of the procedure legal, and economic organization mechanisms. The financing of investment in fixed assets by the size of the volume was also analyzed.*

**Keywords:** *investment, investor, investment project, investment environment, investment activity and mechanism.*

**1. To enter.**

As a result of the economic reforms carried out in the country in all sectors of the economy with the same investment policy and investment activity in the regional economy by increasing investment to increase capacity along all the attention.

The formation mechanism of the new investment in the country out step-by-step was carried out. This also contraindications nuktai all sectors of the economy and market relations in the formation of active investment according to the changes that have occurred to the stage is important from the theoretical aspects of the analysis of a few issues we are.

Investment activity is also stimulating to attract investment on improving internal and external legal, organizational and economic principles the form of all network activity, providing an increase in investment in the structure of the system has resulted in the birth of source transformations also occur. Ultimately, the enterprise's own funds, commercial bank loans and directly involved in the process of increasing the share of foreign investment that have been being in this respect has been formed.

**2. Review of the literature.**

92	ISSN 2319-2836 (online), Published by ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW., under Volume: 11 Issue: 06 in June-2022 <a href="https://www.gejournal.net/index.php/APJMMR">https://www.gejournal.net/index.php/APJMMR</a>
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"Business investment", the concept of "investment process" is intertwined with the concept of. In the economic literature there are several definitions of this term. For example, e. m. and p. t. Denisov, is that in the investment process Ilinskaya done in the form of finished or intermediate products was described as the creation of investment goods<sup>1</sup>. N. s. Kosov, according to the investment process as an economic category are also in production, also in the social sphere, the main and without the support of working capital, and expansion to be associated with all stages of investment in bettering relations between the participants of the industry at that will show jamuljam arising<sup>2</sup>.

Sharp U. while to consider the essence of the investment process, it's stage to allocating the following: choose the investment policy; analysis of the securities market; the formation of a portfolio of securities; securities portfolio re-review; evaluate the effectiveness of portfolio securities<sup>3</sup>.

The analysis of the formation and implementation of the investment potential of the country, dedicated to s. f. Tumusov by the proposed approach are also noteworthy. It is the "investment potential" capital once again to work out of material, financial and intellectual abilities to meet the needs of the market in offering real investment demand investment demand for investment in the network has the opportunity to become who appeared in the form of, consisting of a portion of the investment of resources that have been invested tuplab jamlanna<sup>4</sup> interpreted.

The country's openness to potential investment investment in our opinion, the availability of network resources and economic resources also be entered, is determined by the size of them.

### 3. Research methodology.

In the article the comparative analysis and valuation using the method of induction and management was deduktiv. Use the comparative method, and scientific data analysis has been done on tax benefits related to the conclusions were given.

### 4. Analysis and discuss the results.

The first phase of products and services in the years 1991-1994 low, high inflation, the state budget is a shortage of capital and lack of the lack of quyilmalar. In this period, the gross domestic product, the share of capital expenditure tda 18,7% from 15, and 5% respectively ko'yilmalar capital 50% depleted. Spending on agricultural sector investment, the size of the network 24,4% constitute.

The second stage 1995-2005 years kamrab gets. In this period of time gradually begin to slow economic growth in the republic. Invest in the capacity of a secondary share in gdp iya 28,5 percent, and capital to attract funds to remain 8,6% and capacity kapitla gdp growth was 6.6%.

The third phase 200 to 5 years starting from, includes the period from the current period. Ko'zatiladi high levels of investment in the growth rates in this period also. Kuyilmalar capital growth

<sup>1</sup> Ильинская Т.П., Денисова Е.М., Инвестиционная деятельность: реальные и финансовые вложения / - СПб : [б. и.], 1997. - 151 с

<sup>2</sup> Косов Н.С. Основы микроэкономического анализа Учебное пособие. Тамбов: Изд-во Тамб. гос. техн. ун-та, 2006

<sup>3</sup> Шарп, У.Ф. Инвестиции / У.Ф. Шарп, Г. Дж. Александер, Дж. Бейли; пер. с англ. - М.: ИНФРА-М, 1997. - 1024 с.

<sup>4</sup> Ф.С.Тумусов. Инвестиционный потенциал региона: теория, проблемы, практика. -М., «Экономика», 1999. С.272.

gdp annual average rates of 4.7% and 21 share of 1% on the organization of gdp, the growth of capital intensity 5,4% 2,8% respectively. Achieve macroeconomic stability in the economy as a result of production in the republic involved in the field of the volume of foreign capital built in the us, 86,2%, 24 from agriculture, 2% made up.

Liberalization of the economy in this period increased activity has resulted in the implementation of private sector investment. I knew centralized capital investments increased to three times the size than 2000 the total volume of investment in their share, while 45.8% from the year in 2015, 76,6 increases. Private investment capital investments that have been in the structure of the share in 2015, 48, reached 5%.

The changes that have occurred mainly in the republic in the investment process, which is important in ensuring the sustainable growth of gdp, industry, agriculture and service sectors are also attracting investment is associated with let be given priority. The investment have been the main socio-economic status indicators 1-table we can see is the flow of information.

1-table

Indicators	2015 year	2016 year	2017 year	2018 year	2019 year	2020 year	2021 year of the January-June
utilized to the main capital investment network - total, billion. sum	44810,4	51232,0	72155,2	124231,3	195927,3	210195,1	103055,7
network utilized to the main capital investment, %	21,3	21,1	23,9	30,6	38,3	36,2	32,4

**That have been invested in the main socio-economic indicators<sup>5</sup>**

1-see from the data table, asauce that have been utilized to the capital

investment share in gdp in 2015 was 21,3 percent if the year 2020 and come to 14,9 percent 36,2 percent. The year 2021 January-Junesauce to the capital investment share in gdp that have been utilized 32.4 percent.

A country in the territory of the republic of uzbekistan and the sauce uzlashtirilgan network investment to the capital of the data on the volume 2-in the table if it is listed, according to this data,

<sup>5</sup> www.stat.uz - Ўзбекистон Республикаси Давлат статистика қўмитаси веб-сайти маълумотлари асосида муаллиф томонидан ишлаб чиқилган.

in 2010 this figure was 4.2 percent compared to last year, the year in 2015 9,4%, we can see that while 38,1% increase in the year 2019. In the year 2020, and this figure decreased to 4,4 percent compared to last year. The year 2021 January-June uzlashtirilgan network investment to 5,9 percent compared to the corresponding period of the previous year, the volume has increased.

2-table

Fixed capital of deferred investments, (growth rate, in%)<sup>1</sup>

	2010 year	2011 year	2012 year	2013 year	2014 year	2015 year	2016 year	2017 year	2018 year	2019 year	2020 year	2021 year of January-on June
of the republic of uzbekistan	104,2	102,6	110,6	111,3	109,8	109,4	104,1	119,4	129,9	138,1	95,6	105,9
of the republic of karakalpakstan	63,9	163,4	113,5	170,7	145,8	133,5	56,2	60,4	169,9	100,3	69,9	100,8
regions:												
Andizhan	94,6	120,9	118,9	94,6	100,7	105,1	102,4	114,3	113,7	129,0	110,6	98,6
Bukhara	73,6	84,8	100,3	105,7	101,0	98,7	120,8	154,7	60,6	95,9	104,7	150,1
Dzhizak	118,0	111,5	120,6	127,4	94,8	96,9	102,7	108,2	158,1	194,9	147,4	114,0
Kashkadarya	67,4	108,4	117,2	103,8	114,9	112,4	108,9	129,7	112,4	131,2	76,5	61,7
Navoi	248,6	71,0	103,9	93,9	94,1	90,7	144,1	107,4	188,0	144,3	77,1	91,9
Namangan	90,3	96,2	105,2	116,7	130,9	108,5	108,2	110,2	178,1	131,1	88,0	91,6
Samarkand	127,4	104,6	102,5	119,9	101,6	115,8	103,4	105,7	131,4	134,5	128,8	109,3
Surkhandarya	95,8	104,8	107,9	123,2	96,5	110,3	107,6	148,4	164,2	144,0	77,4	126,2
Syrdarya	153,9	121,2	93,3	107,5	104,2	97,9	107,9	115,4	131,0	186,0	111,2	156,1
Tashkent region	104,0	118,7	79,0	144,0	114,8	99,3	87,0	118,4	139,9	158,5	92,2	116,2
Fergana	107,3	122,7	110,1	124,2	94,0	98,7	97,1	98,6	145,9	132,0	113,5	112,7
Khorezm	133,8	134,5	114,9	137,3	110,8	87,2	97,8	128,5	111,7	150,7	92,7	141,0
Tashkent city.	147,6	94,5	137,1	82,3	108,0	102,3	119,5	121,4	138,2	145,8	108,6	117,1

<sup>1</sup> www.stat.uz - Ўзбекистон Республикаси Давлат статистика қўمғаси веб-сайти маълумотлари.



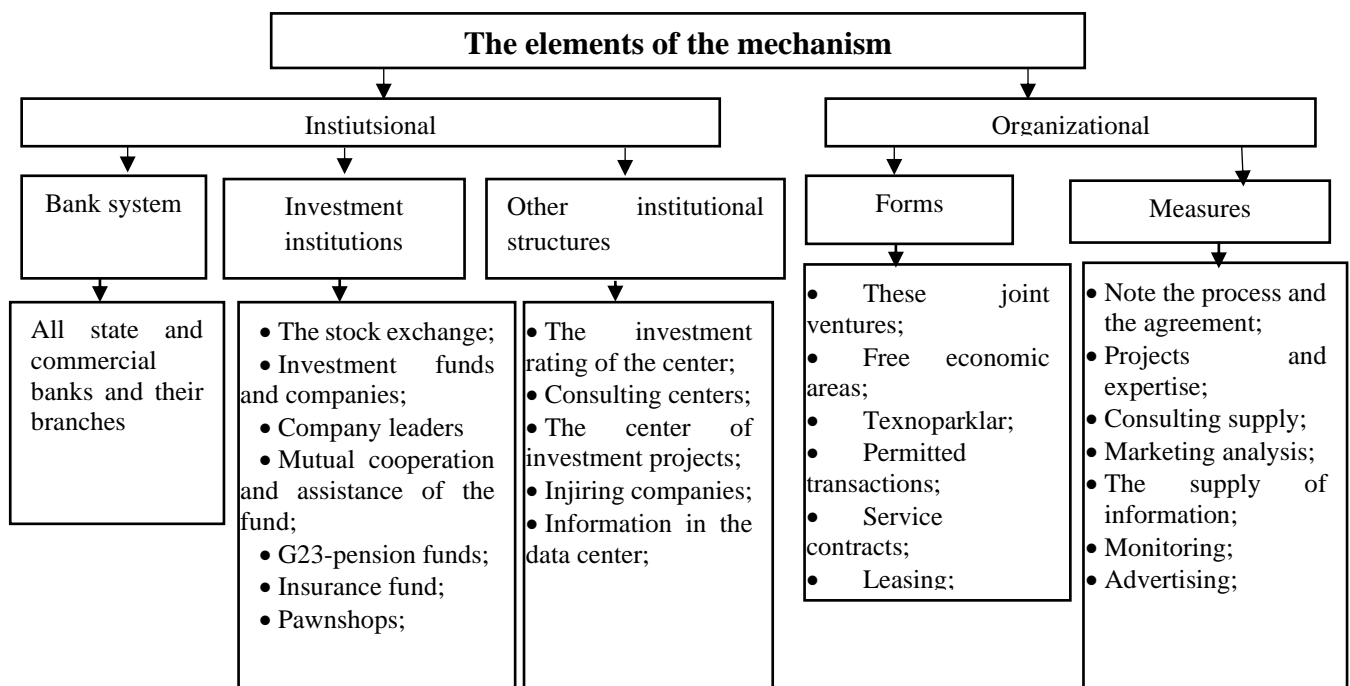
The country not only increase investment activity of economic regulation, services, kulay benefits and to create conditions for local and foreign investors, but also to the improvement of the service provider infrastructure facilities complex business entities and the activities of the organization of the investment process with the level is determined.

Stimulate and support will give a temporary effect of economic and financial measures to investors. The world experience shows, the risks of entrepreneurship, including the specific features of high, the introduction of the term of any preferences when it expires, the investor that are interested in understanding the next activity continued to get involved in other sectors of the economy has been reducing. The economy of the country in the next 20 years in china for tax, assessment, fee and other benefits, despite the introduction of a system-wide, has given his results in the initial stages, although the costs of the benefits from being high in the next period began to be taken on the results. Therefore, these preferences will cancel in china, the main attention of the market and the organization of comprehensive support of their activities to the economic institute of the policy was to improve the implementation.

The economy of the country in a "temporary effect" on the use of the method, in the context of liberalization of the financial condition of the network economy, new economy forming capabilities were limited, and the internal established in the form of investment activity and the conditions for the expansion of capacity at this stage the investment potential and may serve as an important factor in case ta'kidangan the main focus of the "long-term" effect by enhancing the focus of a stable institutional and organizational measures that gives character to increase attractiveness of entrepreneurship that investisya to strengthen its capacity to provide scientific and practical results in the increase achieves its activity.

Below are listed the picture in the country investment active mechanisms are reflected in<sup>6</sup>.

<sup>6</sup> Муаллиф ишланмаси.



**1-picture. The mechanisms of investment activity of the country<sup>7</sup>.**

Improving the country's investment activity, investment activity and favorable for the formation of the following tasks requires on the positive.

- in areas with higher levels of capital funds capital funds of the economy with capital ta'milanganlik etishmaydigan creation of effective market mechanisms directed to the area of motivation;
- investisiyalash to providing capital financing for the economy's instutsional development of market infrastructure entities;
- the population in the territory, dexqon subjects of private entrepreneurship and small business and farms and to attract investment capital and investment funds engaged in the production of yo'naltirsh the formation of the market;
- the development of the banking system in the country and their activities increase the level of capitalization of the service provider;
- also the improvement of the organizational form of investment attraction;
- implementation of projects in the areas of the state and the investor received the complexity involved and the basis of the ideas of improvement;

<sup>7</sup> Хусанов Д.Н. Қишлоқ хўжалигида инвестицион фаолиқни таъминлашнинг назарий асослари “Иқтисодиёт ва таълим” журнали 2016 йил 5-сон

- investisiyalashni providing marketing advice and information to the organization and others.

To attract investments to the republic also collect, use and other sectors in the development of the mechanisms of institutional sufficiently underdeveloped element of motivation. Institutional conditions for such investment dealers, the market economy is the process also suitable for passing to all skills in developed countries institutional tizilma more than 30% redistributes financial funds and their contribution is growing every year, the state coexist from the beginning of the transition period, for example, in the Russian federation, their share of 5-10%. is The other funds are distributed through banks and special credit institutions at all levels.<sup>8</sup>

Foreign trade turnover of the republic of the countries that have a large share in the trade turnover role in the analysis of data to see from of the country, the foreign trade turnover in countries that have a large share is mainly to china, russia, kazakhstan, the republic of korea, turkey and germany countries. Foreign trade turnover of the republic of china in the year 16,9 percent in 2016 in the country if there was a 2.1 percent increase of these indicators in the year 2020, at 19 percent. (3-table)

### 3-the table

**The state, which has a large share in foreign trade turnover of the republic's turnover at the place, at %<sup>9</sup>**

Country	year 2016	year 2017	year 2018	year 2019	year 2020
China	16,9	19,9	17,2	18,5	19
Russia	21,8	17,5	17,2	17,9	16,9
Kazakhstan	12,6	12	8,6	7,7	8,9
the republic of korea	7.2	6.8	4.2	5,1	6,3
Turkey	5,4	4,7	4.8	5.7	6,4
Germany	2,4	2.1	2.1	2.3	2.3
Afghanistan	2.1	1.8	2.2	2.3	1,8
Iran	1.3	1.5	1.7	1.2	0,9
Ukraine	2,2	1.3	1	1.1	1.3
Turkmenistan	1.5	1.3	0,9	0.7	0,9
India	1.1	1.3	1.5	1.2	0.8
French	1	1.2	1.1	0,9	0,9

<sup>8</sup> Инвестиционно финансовый портфель (Книга инвестиционного менеджера) /отв. Ред. Ю.Б.Рубан, В.И.Солдаткин. -М., СОМИНТЭК -1993.С. 156.

<sup>9</sup> www.stat.uz - Ўзбекистон Республикаси Давлат статистика қўмитаси веб-сайти маълумотлари асосида муаллиф томонидан ишлаб чиқилган.

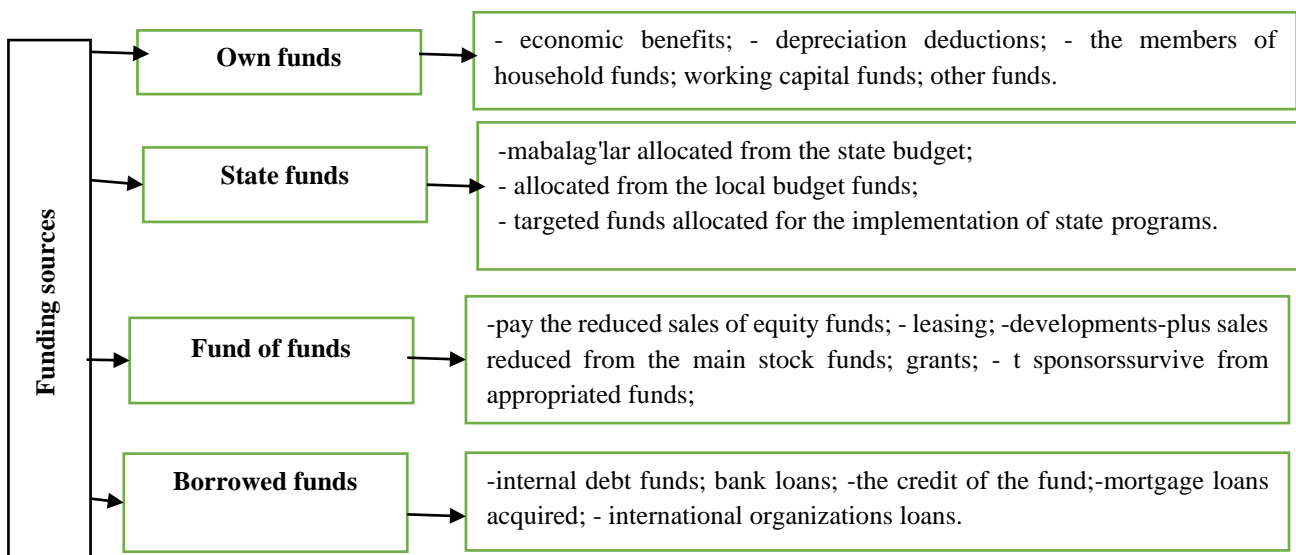


Usa	1	1	1.8	0.8	1.2
other countries	23,5	27,6	35,7	34,6	32,4

Our country's foreign trade turnover in 2016 was the year of russia in 21,8 percent of the country if you come the year 2020, this figure decreased to 4,9 percent, 16,9 percent. Kazakhstan was the country 12,6 percent respectively in 2016, the year that decreased to 3.7 percent in 2020, 8,9 percent.

To give priority to the development of the economy of the country in the conditions of using sustainable business, first and foremost, the development of the formation of their investment potential, as well as by the state will support in the initial stages rivojlanishining requires. Potential sources of investment in this area in order to do this, the investment environment, investment process, the investment of sexy charm, and the amount of investment activity investment network composition and organization of their character development in the form of market principles and development of provisions of the investment was realized at the risks to the improvement of the investment policy measures should be payib.

Research shows, the form of the activity of entrepreneurship in the context of liberalization of the economy, increasing the active high status of direct investment affairs of interaction with them, their interests and activities proceeding from provisions will identify the sources they provide financial requires. Makro and this process were carried out at the micro level, their mutual relations and to ensure the country is an important factor in increasing the investment activity of shows.



2-picture investment activity of the source of financing.<sup>10</sup>

<sup>10</sup> Д.Н. Хусанов. Аграр соҳада инвестиция фаоллигини оширишнинг долзарб масалалари. Biznes эксперт журнали. 2017 йил. 9-сон.

Our country is also attracting investment in the condition of macroeconomic policy, measures and performed a legal-how to improve the organizational and economic mechanism may have been at the level of the area, the level of specialization of production, does not full the condition considering the possibility of direct economic investment to achieve effective at mikrodaraja will not be active. Therefore, the specific territory, natural-economic, location, specialization and social investment funds since the conditions are different for both of them with the analysis of funding sources is necessary. (4-table)

4-the tab The main source of funding to capital uzlashtirilgan network investment, in percent<sup>2</sup>

	The population of enterprises and their means of funds received	from them:				their means of enterprises and the population of the funds received	from them:			their means of enterprises and the population of the funds received	from:				
		State budget,	bank credit and other debt funds	of foreign investment and credit of the	state		bank of credit and other debt funds in the world	foreign investments and loans from the	state budget,		bank credits and other debt funds,	foreign investments and loans,			
		2018-year -	2019year				20year 20								
of the republic of uzbekistan	42,0	58,0	4,5	17,8	24,3	29,3	70,7	9,0	13,8	43,6	40,8	59,2	By-6.8	7,6	42,7
of the republic of karakalpakstan	37,9	62,1	3,0	14,1	23,7	34,3	65,7	15,3	7,1	36,9	39,1	60,9	12,1	7,7	38,9
regions:															
Andizhan	47,8	52,2	4,1	25,7	14,8	38,2	61,8	8,6	12,3	39,6	47,6	52,4	6,3	8,7	36,3
Bukhara	35,5	64,5	2,4	13,9	44,0	28,9	71,1	7,1	9,1	53,9	38,3	61,7	5,8	7,4	48,2
Dzhizak	44,3	55,7	9,4	26,8	8,7	22,5	77,5	10,8	15,6	48,8	20,9	79,1	5,5	9,3	61,9
Kashkadarya	33,6	66,4	1,9	6,3	51,1	22,2	77,8	3,7	3,0	70,3	21,6	78,4	3,6	3,8	69,3
Navoi	37,1	62,9	0,7	6,0	34,0	15,7	84,3	2,8	22,1	39,9	25,8	74,2	1,9	2,3	67,8
Namangan	29,7	70,3	2,8	15,7	33,5	29,4	70,6	4,9	15,9	45,8	41,9	58,1	5,9	14,3	37,2
Samarkand	57,5	42,5	2,7	27,1	4,7	38,5	61,5	12,1	20,0	27,8	53,0	47,0	8,0	10,7	27,0
Surkhandarya	34,9	65,1	3,2	28,9	21,4	15,7	84,3	5,8	11,1	66,3	23,7	76,3	7,5	7,6	60,1
Syrdarya	34,9	65,1	9,6	36,1	9,6	20,4	79,6	10,5	22,4	44,8	29,9	70,1	7,8	11,2	48,7
Tashkent	51,0	49,0	3,4	20,7	9,6	38,6	61,4	11,5	16,2	26,0	51,6	48,4	9,6	8,8	26,7
Fergana	46,1	53,9	3,6	22,9	19,4	34,7	65,3	8,1	13,7	42,7	43,3	56,7	7,6	7,0	41,3
Khorezm	49,1	50,9	5,0	25,0	8,5	32,8	67,2	To 9.5	13,6	42,5	41,2	58,8	8,5	14,5	32,0
Tashkent city.	49,7	50,3	6,0	20,3	15,1	36,6	63,4	7,6	16,1	36,7	54,0	46,0	6,8	6,1	29,9

<sup>2</sup> www.stat.uz - Ўзбекистон Республикаси Давлат статистика қўмитаси веб-сайти маълумотлари асосида муаллиф томонидан ишлаб чиқилган.



Investment activity of the enterprise in the process of development up to provide state funds and borrowed funds, mainly from four sources the quotes above, if the economy being involved in the importation of their own funds and the funds directly to the payment because the capabilities of the low economic activity remains at low level were limited. Business entities in the capacity of investment, the profit which is the source of their own funds, internal funds to reduce debt and increase the term of depreciation and other deductions known that is necessary and ensures continuity of the production process, it creates the period.

5. Conclusion and suggestions.

Analysis of the data obtained as a result of this research, the analysis in the republic of the investment process and to take comprehensive measures to solve the problems there are gaps in the system of development and introduction to the practice of should be. Available today and charm of the country's investment activity taking the implementation of these measures that target the following areas xisoblaymiz.

- Proceeding from conditions of economic sectors also determine the real attraction of investment priorities;
• the investment process of providing scientific and practical based assessment system;
• preferential credit, tax and depreciation of the policy implementation;
• given the specific features of the territory at the level of full of real economy, to develop and implement investment projects;
• investment in business development and improvement in the organization and funding of the business plan are as determine the source of an activity basis.

The above-mentioned measures to increase its effectiveness and investment activity, first and foremost economic, social and environmental asolanmog'i should be to forecast the economy to attract investment in achieving excellent results not only economic, but also social and environmental aspects, an important role was also uynab. Therefore, investment programs and projects within the country as well as producing economic, social and environmental goals should be directed to.

Samardorligini involved in the production network to increase network investment not only in our country, ultimately, to achieve sustainable development but it is clean and environmentally-quality products to increase the capacity of production and export, domestic and foreign supplement with quality and competitive products in the market and will lead to the improvement of the environment.

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DEVELOPMENT TRENDS OF INTERNET JOURNALISM

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**Annotation:** It is argued that there are two perspectives on the penetration, recognition and use of the Internet as a media outlet. These are: the emergence of the Internet as a network that facilitates the work of the media in some way; Recognize the Internet as a modern profession using its speed after its development and see internet journalism separately from journalism.

**Keywords:** network, network journalism, online journalism, media.

The network, which allows the exchange of information in a short period of time, has become an integral part of our daily lives today.

If we look at the history of the emergence of the Internet, given that it is natural that there should be a cause and need for every invention, we know that it was based on politics. That is, after the events of World War II, the idea arose in the United States to create a network of documents, and in this regard, they turned to the corporation RAND. But scientists are doing different research and trying to put that idea into practice. Eventually they come to the conclusion that this is nothing more than a raw fantasy. Even after that, the effort for it will not stop.

On the way to networking, hopes are not dashed, on the contrary, research is intensified, and as a result, a prospective project research agency will be introduced, and this agency will be tasked with networking. As a result of research and tireless work, in 1969 a network of four universities in the United States was launched. His name was Arpanet, as it is now. Although the incident took place in December, it was 640 km in October this year. remote communication is established and the LOG signal is transmitted for the first time on this day. This was the first syllable of the word login. In this regard, October 29, 1969 is celebrated as the birthday of the Internet.

So many years have passed since then. The Internet, which has systematized and connected only 4 universities, connects any part of the world today.

Access to the Internet is now primarily used by people as libraries, information platforms, and the press. The UN General Assembly (La Rue, 2011) stated that "the use of the Internet is a necessary tool for the expression of one's views and for the exercise of one's rights." Through the Internet, people of different nationalities can come together, discuss, form a group. With this, public control, civic position, exchange of views will grow. And it allows us to express our cultural identity on a global scale as well.<sup>1</sup>

By definition, the Internet is a network of global computer systems for storing and transmitting information. The Internet is based on the World Wide Web (WWW) and other data transmission systems. During its development, as mentioned earlier, computers provide interconnection, gradually expanding in scope, and over time, mobile communications, satellites, cables, television, and journalism.

UIS. 2012. P. 25 - 27 Internet communication is considered to be the most optimal option today. Its possibilities are also vast. Given that a world is evolving with opportunities right now, we sometimes can't even imagine the next 5-10 years. With such a wide range of possibilities, speed, choice of place and time, the Internet has entered journalism. Incorporating all other areas of the industry, it has become a major source of information for the population. The past stage of development of the world media on the Internet allows to define Internet journalism as a separate type of information activity and to distinguish its specific features. The following should be recognized as specific features of the Internet as a media:

- that the network has a global scale;
- speed of data transmission;
- the decentralization of the work process ;
- it is open to all;
- it can be controlled by the user;
- it is economically convenient.

It is these aspects that characterize the audience. Among the concepts related to the Internet, we constantly refer to globalization, interactivity, decentralization, digitization, and speed. In the sense of web content, it is these concepts that reflect its characteristics. The information provided on the Internet does not fully meet the requirements of the Internet in the absence of these indicators. While globalism is explained by the fact that information and recipients of information have a global scale, interactivity, in turn, implies the existence of a two-way communication between the audience and the media. Hypertext, on the other hand, is a feature that does not exist in any other media, and represents the ability to access an unprecedented number of sources behind a single page. The quality of the archived resource of the web page is understood as the ability to get acquainted with the earlier data of the publication in digital form. It is these features that have led to an increase in the number of Internet users from year to year.

listing the stages of its principles, which are based on traditional journalism. Internet journalism has a priority as a platform that combines the uniqueness of these parts. That is, the text and image in the newspaper, the sound on the radio, the image on television, and the sound are all platforms. This, on the one hand, allows the theory to be put into practice quickly, and on the other hand, enhances the movement of the rest of the media to make a living.

It is argued that there are two perspectives on the penetration, recognition and use of the Internet as a media outlet. These are:

1. The emergence of the Internet as a network that facilitates the work of the media in some way;
2. Recognize the Internet as a modern profession using its speed after its development and see internet journalism separately from journalism.

Judging by the above two points, the internet is seen as a partner in journalism. Because it serves the purpose of delivering, transmitting, disseminating information for internet journalism. But we cannot say that internet journalism is separate from journalism. Because, as we said, the foundation still belongs to journalism.

It should be noted that many experts describe this type of media as "unconventional", as opposed to the usual (traditional) types (press, radio, TV). Others argue that interactivity is more pronounced in online journalism. The concepts of "on-line journalism", "new media", "on-line

media" are used in the work of Western researchers. As it is known, the lexical meaning of the concept is considered by experts as "Internet-media", "online media", "on-line media", "e-media", "electronic media", "network media", "web". The terms "media", "fourth media", "ye-media", "on-line-media" and so on are used. Accordingly, there are different definitions of online journalism: "interactive journalism", "Internet journalism", "e-journalism", "web journalism", "new journalism", "high-tech journalism", "cyber journalism", etc. concepts are contrasted with the term "traditional journalism". Interpreting the work of a journalist on the Internet with the concept of "network journalism" is a relatively technical definition, while compounds such as "cyberjournalism" have a unique approach and apply to specific publications on computers or technical topics.

Its potential can be a clear reason for the recognition of Internet activity as a journalistic activity. Although it operates on the basis of journalism, with its capabilities it serves as a major part of today. According to the researchers, "... the qualities that give it the status of the media are globalism, interactivity, multimedia and hypertext, which in turn affect not only the content of information resources, but also the processes of preparation, processing, storage and dissemination of information. It shows, "they say. Naturally, the multimedia, interactive and hypertext content of the network requires a unique, professional approach to the organization of information content. This is because logic, continuity, and technology are very different from traditional printed, television, and radio products. All this implies a certain specialization, taking into account the above-mentioned opportunities, as well as the structural and organizational specifics that give it the status of the media.

These features are also recognized by foreign scholars, and the media system of the Internet and its peculiarities as a separate part, such as hypertext, multimedia, interactivity, allow it to be called the fourth type of media, along with the press, radio and television.

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