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ANWESHA BORTHAKUR

Language and intercultural communication in Uzbekistan

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Abstract: *The study of languages in comparison is one of the most popular areas of modern linguistics. This is the area that pushes the narrow scientific interests of linguistics, gives scope for the study of broad humanitarian problems: the relationship of language and culture, language and national consciousness. This is the knowledge of various unique linguistic cultures, national peculiarities of people's perception of the world and the definition of their place in it. Thanks to this, linguistics (and comparative linguistics in particular) attracts the attention of ethnologists, cultural scientists, psychologists, historians and representatives of many other sciences.*

Keywords: *linguistics, ethnoculturology, culture, dialogue of cultures, communication, interethnic harmony, mentality.*

Since the first days of independence, one of the priorities of state policy in Uzbekistan has been the creation of the most favorable conditions for the revival and preservation of traditional cultural heritage for all nations and nationalities living in the republic. And this is understandable, because hospitality, kindness, generosity of soul and genuine tolerance have always been inherent in our people and have become the basis of their mentality.

The Strategy of Action on the five priority areas of development of the Republic of Uzbekistan in 2017-2021 emphasized: peace and tranquility, friendship and unity, mutual respect and interethnic harmony reigning in our country are priceless wealth and the main achievement of independence. An important step in this direction was the Decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev "On measures to further improve interethnic relations and friendly relations with foreign countries" dated May 19, 2017 [1].

In Uzbekistan, it is customary to respect the languages, customs and traditions of all peoples and nationalities, and conditions have been created for their development. Thanks to a wise national policy, representatives of all nationalities living in Uzbekistan unite on a single ethno-cultural basis.

Already in 1989, national cultural centers of various peoples and nationalities living in the republic began to be created in Uzbekistan, the number of which reached 12 that year. In 1989, the Republican Center for Interethnic Culture was established under the Ministry of Culture. Thanks to the opportunities that appeared during the years of independence, this process has developed rapidly. In 2002, there were 120 national cultural centers in the Republic.

The Republican International Cultural Center, established in 1992, promotes the development of national cultural centers by providing them with comprehensive practical and methodological assistance in preserving and developing the distinctive customs and traditions inherent in each nation, language.

The influence of one culture on another is realized only if the necessary conditions for such influence exist. A dialogue between two cultures is possible only with a certain convergence of their

cultural codes, the presence or emergence of a common mentality. The dialogue of cultures is penetration into the system of values of a particular culture, respect for them, overcoming stereotypes, synthesis of the original and the foreign, leading to mutual enrichment and entry into the world cultural context. In the dialogue of cultures, it is important to see the universal values of interacting cultures. One of the main objective contradictions inherent in the cultures of all peoples of the world is the contradiction between the development of national cultures and their rapprochement. Therefore, the need for a dialogue of cultures is a condition for the self-preservation of humanity. And the formation of spiritual unity is the result of the dialogue of modern cultures.

"Different languages are by no means different designations of the same thing, but different visions of it. Languages and differences between them should. to be regarded as a force permeating the entire history of mankind" [2]. Humboldt's thoughts sound especially relevant today, when there is a revival and renewal of the national spiritual wealth of peoples, an integral part of which is their languages. Nature, the surrounding world, the environment in which a person lives, initially and quite naturally form his associative representations, reflected in the language by metaphorical transfers of meanings, specific comparisons, connotations, etc. This can be clearly and vividly demonstrated by referring to the sketch of the Uzbek writer T.Pulatov: "The sun in Russian is not at all what kuesh in Uzbek, and certainly not what oftob in Tajik. After all, an Uzbek who lives most of the year under its scorching rays will never say the affectionate diminutive "sun", just as a Russian does not have the feeling that the sun can be not only fertile and earth-renewing, but also hostile. But the Uzbek has a completely different attitude to the moon, this night luminary that brings coolness and peace. He calls everything beautiful and desirable "moon-faced", "moon-like", and with such intonation that it may seem at least pretentious to the Russian ear" [3]. What is said in the above fragment is the domain of the conceptual sphere, i.e. a psychomental representation, the "spirit of the people", according to Humboldt, which accompanies the language of each nation with an invisible halo, reflecting its culture.

Friendly and good-neighborly relations between the peoples living in Uzbekistan ensure interethnic peace and serve as a solid foundation for the further stable development of Uzbekistan.

Uzbek people celebrate Navruz, Russian Maslenitsa, Tatar Sabantuy, Korean Sollal and Chusok, Greek Ohi, Armenian Vardavar together. Believers of the republic, in accordance with national traditions and values, celebrate Muslim Ramadan-Hayit and Kurban-Hayit, Christian Christmas and Easter, Jewish Purim, Hanukkah, Buddhist Donchod-Hural. On such days, people visit each other, give gifts, cook the most excellent dishes and share with each other.

In addition to the above, the cuisine is another unifying factor: Uzbek pilaf, Russian okroshka, Tatar belyashi, Kazakh beshbarmak, Korean kuksi, Crimean Tatar chebureks, Georgian kebabs, Turkish baklava and lavash, Uighur manti, Persian halva – in our large multinational family, everyone loves these dishes and viands.

Culture together with all its components: science, education, art, customs, traditions, etc., as practice and experience show, plays a huge role in improving interethnic relations and in deepening and enriching the versatile communication of representatives of all peoples of the country, the exchange of historical experience and spiritual values.

Thus, the interaction of cultures is a distinctive feature of modern society, which provides conditions for strengthening civil and spiritual and moral community on the basis of respect for human rights and freedoms and recognition of its highest value.

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2. V.Humboldt. Language and Philosophy of Culture. M., 1985, pp. 370-382.

3. T.Pulatov. Language, author, life. "Lit. review", 1976, No. 8, p.109

COMPARATIVE ANALYSIS OF THE PHRASEMAES OF ABDURAHMAN JAMI'S "TUHFAT UL-AHROR" AND ALISHER NAVOI'S "HAYRAT UL-ABROR" EPICS

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Abstract: *In Uzbek linguistics, A. Nurmanov for the first time raised the issue of modeling on the example of syntactic units of the Uzbek language. He argued that the starting point for a systematic study of syntax should be the syntactic model. A generalized structural scheme realized through real sentences is a syntactic model. There are two principles for defining syntactic models: the first is to determine the minimum structure sufficient to be a predicative unit; the second principle is to identify the structural elements that serve to ensure not only grammatical integrity but also semantic completeness. Phraseological units can also be syntactically modeled.*

Keywords: *Human society, dictionaries, poetry, beneficial relations, syntactic relationship, explanatory dictionaries, phrases.*

Introduction

Each language contains information about the social, political, everyday, cultural, economic, historical, and many other aspects of society. Through all the authoritative sources created throughout the history of mankind, we get an idea of the stages of development of human society to date. By studying the creative heritage of Abdurahman Jami and Alisher Navoi, we are laying the groundwork for the further development of cultural relations between the Persian and Turkic-speaking peoples who have lived side by side for centuries.

Over time, certain changes in different levels of language have made it difficult to read classical literature. The creative heritage of Abdurahman Jami and Alisher Navoi has been studied by many linguists, and explanatory dictionaries of words used in the works of the writer are complex and difficult for today's reader to understand. To date, new approaches based on innovative technologies have emerged in the study of the work of these writers.

In particular, concordances, frequency dictionaries, monographs, and published articles based on Abdurahman Jami's poetry collections and Alisher Navoi's Hamsa epics published in our country in recent years can serve as evidence of our opinion.

All these studies are aimed at raising the awareness of young people, strengthening ties with the world community, in this regard, President Shavkat Mirziyoyev said in an address to the Oliy Majlis on December 28, 2018: "As a reliable partner in international relations The international prestige of our country is growing. "Uzbekistan considers it important to develop practical and mutually beneficial relations with neighboring countries in the region, as well as with Turkey, India, Pakistan, and Iran."

Language and culture play an important role in the development of interstate relations. The study of the creative heritage of classical writers plays an important role in the development of

mutually beneficial relations and the development of cultural ties with Persian-speaking countries, including Iran, Afghanistan and Tajikistan.

Given that the language of classical works is becoming increasingly difficult to read and understand for the present generation, it is important to study the language units in classical works.

Phrases, for example, are a lexical unit, and most of the figurative words and phrases used in a work are the inventions of the authors. The study of the associative field in the poet's works helps to correctly and deeply interpret the lexical, emotional, connotative and sacred (Irfan) meanings of the words and phrases used in the text of the work.

Research has shown that in Persian phrasal verbs, the semantic center is divided into noun and verb phrases according to which grammatical category they belong to[1]. The syntactic structure of noun phraseological units is equivalent to a free compound, consisting of words belonging to two or more noun phrases, and differs from free combinations by its phraseological properties. Noun phraseological units can be divided into substantive, adjective and adverbial categories according to their paradigmatic features.

In order to identify the specific features of noun phrases, we first performed a structural analysis based on models of syntactic relations. In Uzbek, there are two types of relations that connect parts of speech. They are equal connection and dependent connection.

When an equal link is connected by counting tones or by conjunctions, the subordinate clause enters into a syntactic relationship by means of agreements or by means of concatenation. In Persian, there are several forms of relational forms, including auxiliaries (pure auxiliaries, noun auxiliaries), connectives, and conjunctive forms. In order to better understand the laws of phraseology, it is useful to model them based on the forms of syntactic relations.

Most of the research on phraseology in modern Uzbek is based on the research of Shavkat Rakhmatullayev. Shavkat Rakhmatullayev considers phrases as a linguistic unit in terms of expression and content. "The expressive aspect of phrases is understood as the linguistic units from which they are originally composed.

A phrase is formed by the semantic-syntactic connection of two or more lexemes and the discovery of a generalized metaphor."

The scholar analyzed the expressive aspect of phrases in modern Uzbek and grammatically classified them and came to the following conclusion: the placeholder also belongs to the internal grammatical structure of the phrase.

The morphemes that are added in connection with the use of a phrase in speech are not part of its expression." Rakhmatullayev defines the boundaries of phrases in a broad sense and studies units that are syntactically equivalent to a compound and a preposition.

Phrasal verbs include verb phrases and, in part, proverbs and aphorisms[2]. The structural and spiritual analysis of noun phrases in the epic "Hayrat ul-abror" involves the following sequence of work:

1) To compose a concord of noun phrases in the form of a compound in the work.

2) Component analysis of the composition of the collected noun phrases. Turkic languages are typologically agglutinative languages. From this, it can be said that the basic grammatical categories are made up of appendices.

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[1] Нурмонов А.Н. Проблемы системного исследования синтаксиса узбекского языка.– Т. 1982. – С.8-11.

[2] Rahmatullayev Sh. Hozirgi o'zbek adabiy tili. – Toshkent: Universitet, 2006. – B 420-451

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The syntactic devices that connect words together are called formative affixes. To study the form-forming tools in the language of the work and analyze the structural models of phrases based on them.

3) Nominative and analysis of phrases in the work based on the content of bytes.

During its centuries-long historical development, the Uzbek language has enriched and improved the content of the dictionary at the expense of its own internal resources.

According to this law, new words were created on the basis of their own layers, the existing word meanings were expanded, some words were given additional tasks, the literary language was changed from folk dialects to different periods, as needed words were accepted. Internal resources are an important basis for enriching the vocabulary of the Uzbek language. However, no language in the world is internal

Just as the Uzbek language does not rely only on its own resources, its own words, its own richness and capabilities are not enough. An external source plays an important role in enriching and improving the content of the Uzbek language dictionary. In general, no language can live without purity.

It is natural for different languages to interact in different historical contexts. This attitude is especially evident in the development of related languages in its vocabulary may leave traces.

For this reason, there are two laws that are common to changes in the vocabulary of all languages in the world, including Uzbek:

1) replacement of the old with a new one;
2) take words from other languages.

This means that the vocabulary of the Uzbek language has two sources in its development relies on:

a) internal source;
b) external source.

This means that the words in the lexical structure of the Uzbek language are not genetically related only to the lexicon of the ancient Turkic tribes (all-Turkic words).

In addition to its own layer of words, it also contains words borrowed from other languages at different times.

The influence of other languages on the Uzbek language is reflected in two important events:

1. When accepting words from Uzbek into a foreign language.
2. In adapting foreign words to Uzbek.

The entry and assimilation of words from one language to another is not just a simple process, but a regularity associated with complex linguistic and socio-historical conditions. To learn a language, you need real conditions. Such conditions are the interaction of languages, that is, the relationship between languages.

Modern Uzbek language has gone through historically complex stages of development and formation. Uzbek is a number of sister languages, as well as foreign languages in the era of tribal and tribal languages, vernacular, national language and the language of the social nation.

In contact with The language of the Turkic tribes and clans has been in contact with the Iranian languages that have existed in Central Asia since ancient times. It is a local language belonging to the group of Iranian languages spoken in Central Asia, including the territory of present-day Uzbekistan spoken in dialects.

It was the language of the Iranian tribes - tribes, peoples - Sogdians, Saks, Massagets, Bactrians, Parthians, Parikans, Khorezmians and others. Greek was also used in the ancient kingdom of Bactria, as well as a mixture of Greek and Iranian languages.

There was an ancient Khorezmian language in Central Asia, including modern Uzbekistan, which had the character of an Iranian language.

There was a certain connection between this language and the local Turkic languages of that time. There is evidence in historical sources that the Khorezmian script was widespread in the VII-VIII centuries and earlier.

It is known that in the XIII-XIV centuries the people of Khorezm spoke two languages - Turkic and ancient Khorezm. The ancient Khorezm language was absorbed into the Uzbek language in the 14th century.

In modern Uzbek, phrases are connected in two different ways: equal and subordinate. In equal conjunctions, one word is not subordinate to another and is connected by equal conjunctions or counting tones. There are different types of control, adaptation and adhesion. In this case, one word in the compound is subordinate to another, that is, one word interprets the other.

The words in a phrase cannot be divided into subordinate and dominant parts. Because a phrase represents a whole meaning and has a place in dictionaries as a separate language unit, and phrases are not given in dictionaries.

In the composition of the phrasal verb, we can also meet the function of connecting the form-forming means. However, these tools are used repeatedly as a constant component of the phrase without any changes in speech.

For example: stone road (phrase - definite article) - white road (phrase), main street (phrase - definite article) - main street (phrase).

On the basis of the epic, a concord of 288 noun phrases was formed and their composition was analyzed as a component. It was found that the words in the phrases were combined in the conjunctions, conjunctions, auxiliaries, adverbs, and conjunctions. Phrases were grouped on the basis of conjunctions and analyzed structurally and semantically.

Based on the classification proposed in the monograph "Phraseology of the Persian language" by Y.Rubinchik, the phrases in the work "Hayrat ul-abror" were divided into models according to the means of interconnection of words.

Materials and methods

The subject of this article is the noun phrases in the epics Tuhfat ul-ahror and Hayrat ul-abror, and the subject of research is a comparative analysis of the structural and spiritual system of these phrases.

Literature Review

In this article, we have reviewed the creative heritage of Abdurahman Jami and Alisher Navoi and linguistic research in Uzbek, Russian, Persian and Tajik on the study of Persian and Uzbek phrases and come to the necessary theoretical conclusions. . Among them, the research of A.Nurov, S.Majitova, A.Quronbekov, Y.Rubinchik and Sh. Rakhmatullayev served as the theoretical basis of our dissertation.

The main sources for the collection of phrases were the scientific-critical text of the epic "Tuhfat ul-ahror" edited by H.Tarbiyat and the scientific-critical text prepared in the framework of the study "Concordance of the epic" Hayrat ul-abror "by Alisher Navoi"

Results

L.S.Peysikov believes that the meaning of phraseological expressions goes beyond syntax and should be studied in the context of lexicology and phraseology. According to him, "Phraseological idioms differ in content and form. Like all phraseological units, they are ready to be used in speech. Their content is not understood from the quantitative point of view but is idiomatic.

Therefore, they do not have a lively syntactic relationship that is typical of free expressions. They have an old suffix, which is not an expression of the form of the relation that connects the phrase. For such phrases, the concept of form loses its relevance because "the method of conjugation between words loses its significance due to 'rigidity' and the ideological reorganization of meaning."

This means that the suffix in the phrase is indistinguishable, and the phraseological suffix represents a whole lexical meaning. They can name different concepts and phenomena, persons and objects, signs and features, and other concepts as a whole[3].

An analysis of the phrases in the epic Tuhfat ul-ahrār revealed that the phrases in the isophytic model formed the main part of the collected material. For example, consider the following examples:

جنبش حیوان شده بعد از نبات   3/50
گشته روان در گلش **آب حیات**

After the plants, the animal came to life
The water of life came out of his throat

In this verse we can see that the phrase "حیات" [ābe hayāt] is used to mean "water of life". It can be said that the two words belonging to the noun family were connected by the addition of izofa to create a new meaning.

ل موج کرم برگرفت   58/1
دامن ساحل همه گوهر گرفت

Cabbage waves have risen in the ancient sea
The whole beach was filled with pearls

This verse is taken from the 15th article of the work, in which the poet wrote about those who spent their youth in vain. The verse can be understood as follows: "The color of your black hair began to turn as white as the color of the morning", and the next verse intensifies the irony by saying: " So the phrase « تباشیر » [tabāšīr-e sobh] in this verse, the word « صبح » [tabāšīr] in the phrase " is defined in the Dexhudo dictionary as follows:

«تباشیر. [تَ َ] [اِ] چیزی باشد سفید که از میان نی هندی که بابانس و بنبو گویند برآید. (فرهنگ جهانگیری) (فرهنگ رشیدی). چیزی باشد سفیدرنگ مانند استخوان سوخته و آنرا از درون نی هندی برمی آورند که بنبو باشد. (برهان). نام داروی سردمزاج که آنرا بهندی بنسلوخیا گویند. (شرفنامهٔ منیری)....»

This byte is part of an article on poets and their rhyming skills, which can be described as follows: "their smoking and mining" refers to the effort to choose the words that are the material of the poem. The life of a poet is like searching for a unique word in the world of meaning for a poem.

In his poem "Their Journey to the Starry Sky", the poet points out that the source of inspiration is in the sky. While writing poetry may seem like a journey into a fantasy world, choosing the right words and rhyme can be like digging a hole.

بیهده گفتار تو در مدح کس   58/41
نقش بر آب است و گره بر نفس

« نقش بر آب » [naɣš bar āb] "Pattern in water", "useless work"
« گره بر نفس » [gereh bar naɣš] "Pattern embellishment", "extra embellishment"

We can see that both phrases are represented by the preposition "بر" [bar]. Analyzing these phrases, the "آب" is unimaginable, unless the water is frozen. However, given that the terms "ice" and "good" are not expressed by the Persian word "âb" [āb], the poet uses the art of irony to point out that it is inappropriate to praise in vain, saying that it is a pattern on the water. Water has neither shape nor color. It is impossible to draw a line on the water, let alone draw a line.

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[3] Пейсиков Л.С. Вопросы синтаксиса персидского языка–М.,1959. – С.42.

Even if we say that the drops falling on the water when it is raining are a pattern, it is an instantaneous event, and after a few seconds, we can see that the water has returned to its original state. So the phrase "pattern on the water" is figuratively meaning "unnecessary action." The next phrase is also a phrase in the propositional model. « گره بر نفس [gereh] in the phrase [gereh bar nagš] is a plural word meaning "wrap", "bond", "silence", "hard work", Represents the meaning of "playing with hair". Based on the content of the byte, we have chosen the word to mean "beautiful", "quiet". You can also see the movie in this phrase. When we think of a pattern, we think of a beautiful and quiet picture. It's a bad idea to paint it over and over again.

In the ancient Turkic language, the verb is defined as follows: Under the agreement, the noun will be questioned. For example, who ? to whom? from whom? The answers to these questions will be added to the agreement. " The noun does not participate in phrasal verbs as a grammatical category but as an integral part of the phrasal verb[4].

The category of agreement is one of the main laws of Turkic languages. During the historical development of the language, the internal laws of our language have changed, and its number has sometimes changed. No matter how many of them are mentioned in modern linguistics, the category of consonant exists in the Turkic languages from the nose and will continue to do so. The suffix in the Uzbek language can be added to a group of nouns. The number of agreements in the ancient Turkic language was seven. In phrases

The phrase "Love Noun" is one of the most common phrases in the epic Hayrat ul Abror. It should be noted that the word "love" is connected to the word "noun" by an indefinite article, and the components of the phrase are in the model. The word "love" is derived from Arabic and means "love" in Turkish. We analyze this phrase semantically based on the content of the byte.

In the Persian language, we can see that the words that make up the phrases in the conjunctive model are connected by equal conjunctions. They are sometimes confused with copulative conjunctions.

Copulative compound words are often derived from words that are not lexically-semantically or syntactically independent شلوپ- شلوپ or one that does not have an independent meaning and the other does not have independent meaning components) (present and past tense bases of the verb گفت و گو "conversation", "dialogue" are constructed, in some species only independent components are found حمل و نقل . The units in the phrases of the model combined by means of copulative or equal conjunctions are characterized by the fact that they retain a separate lexical meaning. Frazems in such a model is very rare during our study.

<div dir="rtl">

بانگ حدی بشنو و صورت درای   34/15

شو چو شتر **گرم رو و تیز پای**

</div>

Bell rang and a ghost appeared
A camel with a crescent moon shining like that

In our analysis, we looked at phrasal models that are structurally integrated into adverbs, prepositions, and conjunctions. We have seen that they represent a whole concept in terms of meaning. Although the structure of the phrases is connected by forms of syntactic relations, they have already come into a single form with the phrasal verb.

The purpose of studying and modeling phrases is to define the boundaries of the phrase. Among the examples we have collected, we have seen that most of the phrases consisting of at least three units are connected by means of mixed syntactic relations, and we call this model phrases connected by means of different forms.

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[4] Sodiqov Q. turkiy til tarixi. Toshkent: TDSHI. 2009. – B 155-159

We encountered phrases consisting of three or more units only in the analysis of the chain model. It should be noted that the phrases in the model combined with the various formative devices under analysis now consist of at least three lexical units, but the phrases in this model are also rare in the epic Tuhfat ul-ahrār.

IZOFA + BINDER model

« مبدع نوی و کهن » [*mobde-ye novīy-o kohan*] "Eternal creator"

The study of the creative heritage of Abdurahman Jami and Alisher Navoi can be divided into 3 periods, which include:

1. The period before the Arabic script was changed. This period covers the period from the creation of the works of both writers to about 1930-1940. Its uniqueness lies in the fact that during this period the works were studied in the text, and special principles of copying were developed. It was also during this period that dictionaries of difficult-to-understand words were compiled for the works of both writers.

2. The period of the former Soviet linguistics. The period beginning with the establishment of Bolshevik rule in Central Asia covers the period before independence. While the negative effects of this period can be seen in the fact that the exchange of the alphabet has dealt a severe blow to the study of national languages and their literary monuments, as well as ideological restrictions, it is appropriate to list the positive aspects. During this period, a school of theoretical linguistics based on strict principles emerged, and it can be acknowledged that the entire intelligentsia of the Union worked together.

3. The period of independence or the period of innovative approaches in linguistics and the study of classical sources. Although this period developed in our country much later than in world linguistics, it began to show its first achievements. In particular, the concord of Alisher Navoi's "Khamsa" epics is proof of our opinion. Despite the many shortcomings in this area, we believe that such research is very relevant today.

A linguistic study of the epics Tuhfat ul-ahror and Hayrat ul-abror, two of the brightest examples of our classical literature, has shown that the lyrical text consists mainly of two-component phrases. As part of our research, we chose to define the object of phraseology in a narrow sense.

Firstly, the fact that only noun phrases were studied narrowed the scope of our study, and secondly, it was useful for us to study phrasal verbs that are equivalent to the verb in question within a series of verbs. However, our future research will also include the analysis of verb phrases.

Table 1.

Analysis of verb phrases

	"Tuhfat ul-ahror"	"Hayrat ul abror"
Total number of noun phrases	146	289
Phrases in isophytic compound and isophy chain model	128 (87%)	185 (64%)
Phrases in the auxiliary and accusative conjugation model	2 (1.5%)	42 (15%)
Phrasal verbs in the bricou pattern	2 (1.5%)	2 (1%)
Phrases in a complex model	14 (10%)	33 (10.38%)

One of the achievements of this article is the development of syntactic models of phrases. A comparative analysis of the phrases in the epics Tuhfat ul-ahror and Hayrat ul-abror revealed that more than 85% of the phrases in the lyrical text were two-component phrases. At the same time,

although in modern Uzbek izofy compounds are interpreted as a single word, in the language of Navoi's works izofay served as a tool for creating a living form of syntactic relations.

Before classifying the phrases in the epics "Tuhfat ul-ahror" and "Hayrat ul-abror" into thematic groups, it is expedient to analyze the structural and semantic analysis of each phrase selected in the study, as well as to determine their semantic content. . We have identified this work as a task for our future research.

The study of the associative field of phrases in the epics "Tuhfat ul-ahror" and "Hayrat ul-abror" corrects the lexical, emotional, connotative and sacred (Irfan) meanings of words and phrases used in the text of the work. helps to interpret in-depth.

Conclusion

➕ The syntactic modeling of the phrases in the epics "Tuhfat ul-ahror" and "Hayrat ul-abror" was carried out on the basis of the forms of relations that connect the components of the phrase. The syntactic forms of modern Persian and Uzbek languages were studied and their place in the phrase was analyzed. The structural-syntactic modeling based on Rubinchik was preferred to the approach proposed by Sh. Rakhmatullayev. First, because our study was based on comparing a Persian source with a Turkic language, preference was given to structural-syntactic modeling based on Persian. Second, Yu. Rubinchik's classification was convenient in defining the object of our research and was consistent with comparing the syntactic structure of Persian noun phrases with the syntactic structure of noun phrases in Turkish.

➕ A comparative analysis of the suffixes in the epics Tuhfat ul-ahror and Hayrat ul-abror and the phrases in the suffix chain model shows that in the language of Navoi's works, the suffix existed as a means of forming a syntactic relation. Of the 146 phraseological units selected for analysis from the epic Tuhfat ul-ahror, 120 were found to be isophilic compounds and 8 were isophilic chains. A total of 289 phrases were selected from the epic Hayrat ul-abror, 185 of which corresponded to the model of isophilic compound. Apparently, the language in which Hayrat ul-Abrar was written had an additional compound.

➕ In the epic "Tuhfat ul-ahror" 2 phrases of the auxiliary compound model were identified and analyzed. In the epic "Hayrat ul-abror" 42 phrases of harmonious combination model were identified. Although auxiliaries in Persian perform a similar function to those in Turkish, it is rare to find them in phrasal verbs. In contrast, phrases in the Turkish language in the compound conjugation model are common.

➕ Phrases in the epics of Tuhfat ul-ahror and Hayrat ul-abror in the bricole pattern are much rarer, with two in each.

➕ Phrases consisting mainly of three or more components can be included in the list of phrases of a complex model. He took 14th place in the epic Tuhfat ul-ahror and 33rd place in the epic Hayrat ul-abror.

➕ In the epos "Tuhfat ul ahror" we found the conjugation in the noun phrases, mainly in the phrases of a complex model. Hayrat ul-Abror contains a number of phrases of this model. Since the phrases of this model did not occur separately in the first epic, it was considered inappropriate to analyze the comparative structure.

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PROSPECTS FOR OPTIMIZING THE STRUCTURE OF IMPORTS OF GOODS IN THE REPUBLIC OF UZBEKISTAN

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Abstract: *The article reveals the formation and peculiarities of international trade and economic relations in the process of integration of the economy of the Republic of Uzbekistan into the world capital market. Conceptual approaches to expanding foreign economic cooperation of the Republic of Uzbekistan with the leading CIS and regional countries and the EEU, SCO organizations, as well as international financial institutions, leading foreign companies and banks are presented. The effectiveness of the implementation of the Action Strategy on the five priority areas of development of the Republic of Uzbekistan for 2017-2021 is highlighted.*

Keywords: *Foreign trade, international integration, foreign economic relations, developing state economy, CIS, international rankings.*

Introduction

The economy of the Republic of Uzbekistan, despite the crisis phenomena in a number of post-Soviet countries, is developing at a high pace relative to the starting positions, the average annual growth rate is about 5-7%, macroeconomic stability, energy and food, including grain self-sufficiency is ensured a sufficient margin of safety in the budgetary sphere, a balance of the internal and external sectors of the economy, low public and external debt, an even distribution of income, a moderately tight monetary policy is being pursued, inflation does not exceed the threshold values of 8%, the international reserves of the Republic of Uzbekistan are constantly increasing, including including gold and currency, there are progressive structural changes in the sectoral structure of the national economy, the modernized transport and transit system serves as a factor in the development of foreign economic relations and integration with other countries.

"On further increasing the responsibility of state and economic administration and local executive authorities for the introduction of a new system of localization of production and acceleration of cooperation in industry" In order to ensure the implementation of Resolution No. PD-4426, the association analyzed the types of construction materials imported into the country and paid special attention to the localization of the production of 12 types of construction materials imported in large quantities.

In this regard, a plan of practical measures has been developed to deepen localization in the organization of production of construction materials in 2019-2021, reduce imports and develop industrial cooperation.

According to this plan of practical measures, 20 million soums will be allocated in the country in 2019-2020 through the modernization of existing enterprises and the launch of new energy-saving projects. sq.m. ceramic tile (3 projects), 17.1 mln. tons of cement (11 projects), 46.2 mln. sq.m. construction window (4 projects), 6261 thousand sq.m. meters of linoleum (2 projects), 815.8 thousand units of santex ceramics (4 projects) will be created, and the domestic market demand is expected to be fully met.

At the same time, in 2021, 6660 thousand rolls of wallpaper (3 projects), 35 thousand tons of fire bricks (4), 1720 thousand cubic meters of aerated concrete (15 projects) and other construction materials. It is planned to create additional production facilities.

According to the analysis, this year the volume will reach 4.3 million. sq. meters of ceramic tiles were imported, and 16.5 mln. sq. meters of demand coverage and 4 mln. sq. meters of ceramic tiles are expected to be exported. In addition, the implementation of 3 projects on construction glass in 2020 will create an additional capacity of 50.2 million square meters, with an annual production capacity of 46.2 million. sq. meters.

Today, the Republic of Uzbekistan is going through a critical stage in its historical development. For the first time in the last 30 years, the political system is seriously changing, foreign policy priorities are clearly defined, foreign economic relations, new in their essence, are being built, based on pragmatism and the most flexible use of modern realities in the national interests of the Republic. The country has developed a certain strategy for ensuring economic security, taking into account its own national priorities, actively diversifying its foreign economic relations.

Over the past three to four years, Uzbekistan has undergone a large-scale transformation in all spheres of life. The resident population of the Republic of Uzbekistan is growing ahead of many countries of the world, which at the beginning of 2020 already amounted to more than 34 million people. from a model with a high level of administrative barriers and restrictions to a model of a modern economy based on an optimal combination of state and market methods of regulation.

This carefully worked out and balanced approach is a response to internal and external threats and challenges, a guarantee of the progressive and dynamic development of the country and firm confidence in the positive results of the planned and ongoing course of transformations.

The Strategy of Action on five priority directions of development of the Republic of Uzbekistan in 2017-2021 has been developed and is being successfully implemented, which defines a long-term strategy for ensuring economic security, taking into account its own national priorities.

Research results

There is a great need in Uzbekistan for free and mutually beneficial interaction with the international community to overcome the accumulated economic and geopolitical problems for years. In the context of the new economic policy, Uzbekistan needs to expand cooperation with foreign states, international and regional organizations, and integration associations. At the same time, it is important to deeply study and gradually remove the existing obstacles standing in the way of the Republic's integration into the world economic community and free trade.

An active dialogue has begun on the country's accession to the World Trade Organization. The process of the Republic's accession to the WTO started again in July 2019, when the Uzbek side submitted to the WTO an updated memorandum on the foreign trade regime to consider an application for the country's accession to the organization.

Interaction with the Eurasian Economic Union and the Shanghai Cooperation Organization has intensified, negotiations on an Enhanced Partnership and Cooperation Agreement with the European Union (EPC) are at the final stage in order to create more favorable conditions for mutual trade and soften the foreign trade regime. At the same time, the prospects for other existing formats of international cooperation in the field of trade are being carefully studied, including agreements on a free trade zone, etc.

One of the priority strategic tasks is to expand the unhindered access of Uzbek goods and services to the markets of the CIS countries, as well as non-CIS countries, primarily Europe, South Asia and the Middle East. Unprecedented measures are being taken to improve the business climate and create favorable conditions for foreign investment, develop an export-oriented economy in order to increase the export potential of Uzbekistan. If in 2015 the volume of exports amounted to $ 12.5 billion, then in 2019 this figure reached $ 19 billion.

Uzbekistan attaches great importance to strengthening friendly ties and mutually beneficial cooperation with the CIS countries. At the Ashgabat CIS summit on October 11, 2019, the President of the Republic Sh.M. Mirziyoyev voiced the main priorities of Uzbekistan's chairmanship in the Commonwealth in 2020.

For Uzbekistan, in accordance with the concept of foreign policy, the main priority is to strengthen friendly ties and mutually beneficial cooperation with the CIS countries and, above all, with the closest neighbors in Central Asia.

Analysis of international and foreign trade relations of Uzbekistan, investment flows into its economy allows us to consider the integration and investment ties of the Republic with the main foreign economic partners and major economic associations.

Fig 1.

Dynamics of Uzbekistan's exports to CA countries (in million dollars)

	2016	2017	2018	2019	2020	January-April	
						2020	2021
Total	1209.6	12553.7	14257.9	17458.7	15127.7	4305.6	3482.0
Kazakstan	945.0	1057.6	1352.2	1393.0	903.0	233.5	338.3
Kyrgyzstan	121.5	178.3	269.7	669.6	756.6	179.3	195.7
Tajikistan	164.8	186.1	237.5	327.6	404.6	119.7	121.9
Turkmenistan	79.5	69.9	59.5	144.3	128.1	38.9	36.5
Total	1310.8	1491.9	1918.9	2534.5	2192.3	571.4	692.4
Share of CA countries in total exports (%)	10.8	11.9	13.5	14.5	14.5	13.3	19.9

Source: State Statistics data

Uzbekistan carries out trade relations with more than 193 countries of the world. Foreign trade operations of residents of the Republic are mainly carried out with the countries of Asia (52.3% of the total volume of trade), Europe (38.5%) and America (1.5%), which account for 92.3% of the total volume of trade.

In 2019, the largest volume of its foreign trade turnover among them was recorded with China (19.2%), the Russian Federation (15.2%), Kazakhstan (8.4%), The Republic of Korea (6.6%), Turkey (5.9%), Germany (2.4%) and Kyrgyzstan (2.0%). Other countries include Afghanistan, Japan,

Latvia, USA, Iran, France and Italy3. The largest partner countries of the Republic of Uzbekistan in economic interaction are presented in Table 1.

Table 1.

Dynamics of large partner countries in the foreign trade turnover of the Republic of Uzbekistan (million dollars)

Countries	2016 y.	2017 y.	2018 y.	2019 y.	2020 y.
China	4520,4	4730,4	4253,6	4754,2	6426,9
Russia	5858,5	4455,8	4192,7	4728,7	5729,8
Kazakhstan	3496,4	2697,1	1898,9	2055,7	3022,2
Turkey	1505,7	1202,7	1171,7	1552,5	2166,4
South Korea	2035,7	1739,6	1070,4	1387,6	2138,6
Germany	692,8	526,7	529,1	620,0	771,7
Japan	190,4	255,7	264,1	166,2	700,4
Afghanistan	601,8	445,1	519,7	617,8	601,8
Kyrgyzstan	225,9	136,0	167,4	253,7	481,0
Ukraine	608,8	334,8	253,8	290,0	430,3
Latvia	250,1	179,9	299,6	295,0	429,5
Belarus	177,8	109,1	112,6	182,4	420,0
USA	292,7	270,6	463,1	215,0	408,5
Tajikistan	160,2	167,3	197,0	237,9	389,1
Iran	375,4	378,0	408,6	325,3	306,5
France	292,0	304,6	269,6	257,2	306,4
Italy	189,1	167,7	195,2	175,8	303,2
Turkmenistan	413,1	319,9	209,1	177,9	302,1
Lithuania	95,4	270,1	282,7	265,7	289,7
India	316,7	319,3	366,5	325,0	284,6

At the end of 2019, the volume of foreign trade of the Republic of Uzbekistan amounted to $ 42.2 billion, which became a record in the history of the country. Of this amount, 17.9 billion were exported, 24.3 billion were imports. At the same time, China remains the main trading partner - $ 7.6 billion. China's share in the total volume of foreign trade rose to 18.1%. Only in 2018-2019 China has invested in 1,376 Uzbek companies and intends to increase the volume of bilateral trade in 2020 to $ 10 billion.

Chinese companies are major suppliers of technology and equipment to Uzbekistan. Here the free economic zone "Jizzakh" is open for the Chinese with preferential conditions for the production of microelectronics, communications and a number of others. In turn, Uzbekistan exports to China gas, uranium, copper, cotton fiber, mineral fertilizers, plastic products, food products.

Russia is in second place - it accounts for 15.7%, or $ 6.6 billion - 2.4 billion in exports and 4.1 billion in imports. In the third place, Kazakhstan - $ 3.3 billion ($ 1.4 billion in exports, $ 1.9 billion in imports). Foreign economic relations with other EAEU countries - Kyrgyzstan, Tajikistan and Armenia - have also increased.

For 2016−2019 Due to the bilateral agreements reached, the total trade turnover of Uzbekistan with the EAEU countries increased by almost 60% - up to $ 10 billion, which amounted to about 30% of the country's foreign trade turnover. In 2019 alone, the foreign trade turnover of Uzbekistan and the EAEU member states increased by 18.7% compared to 2018 to $ 11.16 billion. Uzbekistan's exports to the EAEU countries grew by 22.9% to $ 4.65 billion, imports - by 15.8% to $ 6.51 billion. More than half of Uzbekistan's foreign trade with the EAEU states falls on Russia, whose share in 2019 amounted to 59.4% against 60.2% in 2018.

This circumstance largely explains attention, which is focused on the prospects for expanding the interaction of the Republic of Uzbekistan with the Eurasian Economic Union. Now the pros and cons of the country's accession to the EAEU are being deeply studied, both from the point of view of expanding opportunities and the emergence of new challenges and risks. By July 1, 2020, a strategy for the country's foreign trade and integration cooperation should be prepared, taking into account the partnership with the Eurasian Economic Union.

The list of other major partners of Uzbekistan includes the Republic of Korea (6.5%), Turkey (6%), Germany (2.3%). In recent years, Turkey has been expanding its trade and economic partnership with Uzbekistan. Since 2018, the Uzbek-Turkish Council for Strategic Cooperation at the highest level has been successfully functioning.

In 2017-2019 in Uzbekistan, 750 enterprises created with the participation of Turkish partners were registered, and their total number exceeded 1200. If in 2017 the volume of mutual trade amounted to $ 1.5 billion, in 2018 this figure increased to $ 2.2 billion, then in 2019 the trade turnover between the two countries reached 2.5 billion dollars. In 2020, following the visit of President Sh.M. Mirziyoyev, new agreements were reached on billion banking sector.

In 2019, more than 7.5 thousand enterprises created with the participation of foreign capital operated in Uzbekistan, including 4 thousand joint ventures and 3.5 foreign ones from 90 countries of the world. In the last three years alone, the growth of operating enterprises with foreign capital participation increased from 5,008 in 2016 to 7,560 as of 01.01.2019.

Most of them belong to the constituent entities of the Russian Federation (1427 enterprises), China (1121), Turkey (874), Korea and the Republic of Kazakhstan. Residents of Afghanistan, India, the Federal Republic of Germany, Ukraine, Azerbaijan, etc. have shown interest in joint activities.

The main part of enterprises with foreign capital is located in Tashkent city, Tashkent and Samarkand regions. The smallest share of them falls on the Khorezm, Kashkadarya regions and the Republic of Karakalpakstan. This, in turn, indicates the need to strengthen joint work with foreign partners, develop and attract foreign investment in these regions.

The structure of foreign trade turnover is also changing significantly. According to the State Statistics Committee of the Republic of Uzbekistan, in 2018, agriculture accounted for 32.4% of the GDP structure, industry - 26.3%, the service sector - 35.6%, construction - 5.7%.

At the same time, in the structure of the industry, the share of the mining and energy components accounts for about 50% of the production of gross value added. Analysis of the structure of export-import can show a primary picture of the needs of the Uzbek economy (Table 2)

Analysis of the information presented in the table shows that, in general, there are no problems with food (food security), which is generally not surprising, given the predominantly

agrarian bias of the economy. There is practically no need for energy resources. However, there is a structural imbalance in terms of imports of industrial products.

That is, it is quite obvious that in the long term, the country needs to develop its own industrial base. However, this raises a fundamental question in terms of economic security, what needs to be protected and what threats to the economy should be prevented. Supporting the domestic processing or high-tech industry through protective economic mechanisms is clearly inappropriate, since such an industry is still poorly represented, as can be seen from statistics.

At the same time, the logic of subsequent development requires the gradual development of domestic processing, which in turn necessitates the availability of significant financial resources (either internal or attracted).

In addition, the second important circumstance is the negative balance of payments (imports in value terms exceed exports), which requires the constant attraction of additional financial resources of a credit or investment nature.

Table 2.

Structure of foreign trade of the Republic of Uzbekistan in 2018 (%)

Foreign trade turnover			100
export			41,9
import			58,1
Export structure	100	**Import structure**	100
cotton fiber food	1,6	foodstuffs	8,1
goods	6,5	chemical products	13
chemical products	19,1	and products from it	4,5
and products from it	8,4	energy carriers	9,1
energy carriers	1,5	and petroleum products	43
and petroleum products	21,9	black and colored	10,9
black and colored	33,2	metals	11,2

If earlier Uzbekistan was in the last places in the CIS in almost all indicators per capita, then over the past three years, the Gross Domestic Product (GDP) in purchasing power parity (PPP) per capita has been growing rapidly. Now it has exceeded 7 thousand dollars, whereas until recently it was kept at the level of 4-5 thousand dollars.

The growth rates are ahead of almost all CIS countries. In 2019 alone, the volume of foreign direct investment increased 3.7 times and amounted to $ 4.2 billion, the share of investment in GDP reached 37%. Economic growth rates amounted to 5.6%, industrial production increased by 6.6%, exports - by 28%, gold and foreign exchange reserves - by $ 2.2 billion, amounting to $ 28.6 billion.

The ongoing reforms have received a worthy assessment of the international community. One of the most authoritative magazines in the world is the British "The Economist "recognized Uzbekistan as the" country of the year ", the state where reforms have been carried out at the fastest

pace since 2017 with the expansion of the participation of foreign actors to modernize the Uzbek economy.

For the first time in February 2019, Uzbekistan received a high international credit rating and successfully placed bonds for $ 1 billion in the global financial market. In recent years, Uzbekistan's position in the credit risk rating of the Organization for Economic Cooperation and Development has improved.

In the rating of the World Bank and Doing Business International Corporation, the Republic has risen by 7 positions, taking 8th place among 190 countries in terms of business registration and joining the list of the best reformer countries, which will stimulate foreign investors to invest in new development projects in Uzbekistan.

At the same time, it should be especially noted that in the conditions of the presence in the country of significant fiscal reserves and ensuring macroeconomic stability, obtaining a sovereign credit rating of the Republic of Uzbekistan and the successful placement of the first sovereign international bonds on world financial markets is not due to the need for additional funds or the need to cover the budget deficit, but achievement of strategic goals.

The establishment of annual interest rates on 5 and 10 year international bonds of the Republic of Uzbekistan at 4.75% and 5.375%, respectively, indicates that international investors assess the risks associated with the Republic of Uzbekistan as moderate. Before the issuance of sovereign international bonds, many foreign investors estimated the payment for the 10-year sovereign risk of Uzbekistan at more than 6-8%.

The successful placement of sovereign international bonds made it possible to form a market "benchmark", which creates the necessary preconditions in the world financial markets for the issuance of their own bonds by large state-owned companies and banks, and their independent financing of investment projects.

Note that more and more issuers (countries, corporations, banks) resort to issuing international bonds, including developed (Finland, Sweden, South Korea) and developing countries (Saudi Arabia, Turkey, Russia, Kazakhstan).

At the same time, interest rates in the markets of international bonds, due to competition between investors, they are more attractive and are formed directly under the influence of market mechanisms and clearly reflect the real cost of borrowing for a given country. At the same time, there is no risk of excessive dependence on a particular lender or investor. As far as borrowing in domestic financial markets is concerned, their depth is very limited, which necessitates borrowing in international capital markets.

Conclusion

As a result of assignment by international rating agencies "S&P Global Ratings" and "Fitch Ratings" of the sovereign credit rating of the Republic of Uzbekistan at the level of "BB-" (Outlook Stable), in turn, led to a revision towards improvement of the credit rating of Uzbekistan in the system OECD risk classification (from Group 6 to Group 5).

Moreover, before the issuance of sovereign international bonds, many foreign investors estimated the payment for the 10-year sovereign risk of Uzbekistan at more than 6-8% versus 5.375% for 10-year Eurobonds of the Republic of Uzbekistan, which is evident reflects the decline in the cost of borrowing for the republic.

The successful placement of international bonds is widely recognized not only within the CIS, but also by authoritative experts and world-class publications. In particular, on May 22, 2019 in London, the authoritative publication "Global Capital" with 32 years of successful experience in the

field of analysis of international financial markets awarded Uzbekistan an honorable second place among the CIS countries within the framework of the "Bond Awards 2019".

At the same time, the republic's sovereign international bonds also demonstrate positive dynamics in the secondary financial markets. May 10 and June 14, 2019 international rating agencies S & P Global Ratings and Fitch Ratings have affirmed the sovereign credit rating of the Republic of Uzbekistan at BB- (Outlook Stable). Such a quotation of sovereign international bonds on world financial markets serves as a barometer for pursuing a stable economic policy.

Strengthening the fundamental foundations of economic growth, increasing productivity of factors of production, diversifying economic sectors, relying on a forward-looking policy strategy (forward-looking approach) are, in modern conditions of international integration, the key to the continuation of successful systemic structural reforms and effective foreign trade policy in order to ensure sustainable economic development based on national interests of the Republic of Uzbekistan.

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THE IMPACT OF PROPERTY LAYER ON SOCIO-ECONOMIC DEVELOPMENT IN CIVIL DEVELOPMENT

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Abstract: *Our country's purpose when it earned independence was to establish a free, democratic legal state and civil society. Radical reforms are being pursued as part of the process of reaching this goal, with the purpose of steadily strengthening and increasing the role and number of property owners in society. The Republic of Uzbekistan's experience shows that the layer of owners, which consists of representatives from various social groups, mental and physical labor, forms the social basis of civil society's socioeconomic development, and is a reliable source of driving force and stability for the country's development. Opinions and views on the impact of the property layer on socioeconomic growth will be presented in this article.*

Keywords: *Society, civil society, a layer of property owners, socio-economic negation of society, property Diversity, Small and private entrepreneurship, the backbone of civil society, stability.*

It is well known that a modern idea of civil society has emerged as a result of a long historical evolution of society. According to him, it is critical that civil society's forms of ownership are diverse and equal, that labor freedom and entrepreneurship are allowed, that ideological diversity and information land are allowed, that human rights and freedoms are inviolable, that developed self-government, civilized legal authority, and that the rule of law is ensured in all spheres of society's life are all important. Although civil society formation in Uzbekistan has a historical tradition, it is growing as a synthesis of modern World statehood experiences and multi-thousand-year national traditions under completely new historical circumstances. That is, civil society is formed in harmony with the discipline of freedom and morality, freedom and upbringing, obedience to the law and political legal activity, freedom and strict order.

It is known that production relations, based on ownership in various forms, constitute the economic basis of the legal state. In a legal state, property directly belongs to the producers and consumers of material assets, and the individual producer goes out on the field as the owner of the product of his labor. The equality of production relations, the rule of law in all spheres, the absolute increase in the welfare of society demonstrate the right of the state. In recent years, consistent work has been carried out to support non-profit organizations and other institutions of civil society, to establish social partnership between state bodies and them, to carry out effective public control, as well as to improve the legal framework regulating this sphere.

In 2021 — 2025-ies, the concept of civil society development was adopted. The purpose of the concept is to further develop free civil society in our country, to protect human rights and legitimate interests, democratic values, to increase the political culture and legal consciousness of the population, to promote the cooperation between state bodies and non-profit organizations in the

resolution of social partnership relations and topical issues, to increase the initiative and activity of non-profit.

The human Earth is inextricably linked with its material well-being. It is difficult to call a person full-fledged free, suffering from hunger, poverty. The individual is fully manifested in the conditions of guarantee of land ownership and private entrepreneurship. This private property constitutes not only the economic basis of civil society, but also the basis for political, moral, cultural renewal.

In any society, too, there are owners who have the means of production, and the owners who have the means of production are considered free. However, it is also known that the land of the proprietors was seriously questioned in many periods. In civil society, the free activity of a person serves to realize his interests in all spheres. First of all, the dream aspirations of people who are attached to the economic sphere come true. In private ownership, Free Will is clearly manifested. In fact the land of the proprietors answers a number of important questions. In the same way, in the land conditions of the owners, the relations between the associations of free property owners, within the framework of the associations between the owners and their relations with political structures are regulated in legal terms. In addition to the complex relationship between the proprietor and the workers, at all stages of history, the owners of the means of production have struggled to eliminate or at least limit the influence of the political sphere on the economy.

The fact that the economy and politics are equally affected in this struggle is the most favorable path for the society as a whole and its sustainable Development. If we look at the reforms that are taking place in our country today, the following picture is visible. For example, as the state goes out on the field as the chief reformer, it seeks to create as much as possible a legal and organizational ground for the formation of a layer of middle proprietors.

- the formation of the middle layer of owners leads to the formation in society of an economic layer that believes in the potential of its creation;

- the role of civil institutions operating in the economic sphere with the formation of the middle layer;

- beneficial cooperation between civil society institutions and private property owners is established;

- many opportunities that exist in society, which can be applied to the development of the country, but which do not apply, are put into operation by the development of civil society.

In some countries, it has been observed that in the process of formation of free market economy, the importance of the state has decreased and the private sector has become popular, the majority of people without social stratification have completely moved to the private sector. The interpretation of the extreme development of the private sector as a civil society is unclear. In other words, no matter how much the private sphere develops, it is impossible to call such a society civil society as long as the ability to protect its interests before the state, united to the institutions of civil society. In addition, it is desirable for members of the society to form common skills that have a new Essence on the basis of the same market legislation. A citizen who is engaged in activities aimed at protecting his interests conducts policies in a specific way before state bodies. In this sense, a citizen stands out as an expression of the interests of private property, which constitutes a majority in society,

and not in the name of his selfish interests. Here, the policy of a citizen arises not from his professional activities, but from a civil duty aimed at expressing the interests of society.

World experience shows that the state and the market can be in a passive position or leading to entrepreneurial activity. Of course, in order to lead the entrepreneurial activity, there must be group and organizational conditions. In the world experience, it has been observed that the market successfully forms the economic basis of civil society in harmony with parliamentary governance. Otherwise, society can become a polarizing mass, which consists not of civil society, but of individuals who have entered into a mutual vicious competition to make and live wealth. In its own way, the market can harmonize with any type of authority. Because in the conditions of the market, not citizens, but those who are looking for a clear calculation of material funds and an increase in profits, act.

In conclusion, it is understood that the right of each person to own private property is the basis for the formation of civil society, in most cases, not only to own private property. But in fact, the population, which does not have private property, consisting of a labor force, is part of the majority of society. So, in this regard, not only private property, but also the existence of civil society institutions that express the interests of those who do not own it, constitute the economic foundations of civil society. The economic basis of civil society is closely connected with the free market economy. A democratic society, along with other freedoms, dictates a system of economy, which develops with its own legislation. Only on the basis of these laws it is possible to conduct business activities successfully.

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THE IMPACT OF SOCIAL NETWORKS ON THE CHANGE IN THE SPIRITUAL IMAGE OF YOUNG PEOPLE

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Abstract: *Since social networks have become a powerful weapon of information today, they have become an important factor in the promotion and propaganda of ideological and ideological threats around the world. With the help of social networks, special attention is paid to the influence on the soul, consciousness and psyche of young people. As a result of this, the spirituality of young people leads to disarray. Therefore, we should not ignore the escalation of various ideological, ideological and information attacks. Only then, in the future, we will achieve the upbringing of a spiritually harmonious person, a healthy generation. In this article, opinions and comments are made about the impact of social networks on the change in the spiritual image of young people.*

Keywords: *Information, global, ideology, internet, spiritual threat, social network, virtual communication, modernization, spirituality, innovation.*

Introduction: To date, the fact that in the social network of the internet system the number of pages that "promote" spiritual, moral nobility exceeds several hundred million is more alarming for mankind. A person can be deceived by all sorts of moral threats, if he does not have an independent opinion, Life-national values that have passed the test of times, a worldview formed on a healthy basis and a strong will. It is necessary to know that what is taken from the social network of the Internet system is correct, reliable and harmless. It is serious concern that young people who have not noticed the good and the bad perceive any information-messages distributed through social networks as reality. They are trying to break the peace of the citizens and bring out a dispute among the people, escalating crimes such as corruption in the youth, unjust bloodshed of innocent people with merciless goals. It should always be borne in mind that young people entering the world of the Internet without Borders are time, life expectancy.

Today, more than 90% of the world's population has access to social networks. The number of users is also increasing from year to year. According to the calculations of specialists, the minimum time that people spend on the social network is 3 hours. At first glance it seems that there is nothing to worry a person. Of course, one cannot deny the positive aspects of these communication processes. However, in social networks it is possible to base dozens of examples that only people with noble intentions do not sit. Especially in young people such a situation is manifested in the light of the desire to be lonely. Today it is difficult to find a person who does not have his own page in popular social networks. Especially high levels of this condition can be seen among young people. According to data, about 50% of the world's young people, including the growing younger generation in our country, spend about half of their basic time on virtual communication. The point is that many young people cannot imagine their lives without social networks. "Adaptation compensates for the shortcomings of habitual behavior in new conditions. Thanks to adaptation, opportunities are created for the optimal functioning of the body, the individual in an unusual environment. In

relation to higher education, the social environment for a novice teacher is the teaching teams of departments, faculties, and universities, which must ensure that each individual teacher is "introduced, interacted with, and coordinated" with it. Psychological adaptation gives the dynamics of adaptive activity an individual-emotional coloring in accordance with the characteristics of the individual's psyche. The nature of the course of psychological adaptation depends on the characteristics of professional adaptation, since the source of emotional tension and discomfort can be mistakes and failures of the professional plan."[1]

The escalation of Virtual communication is causing a decline in the need for live communication. It should be said that today in our society there are many people who communicate in social networks even with their loved ones, who are constantly seeing. And such communication takes place without a fork from real reality, and a person cannot describe his emotional experiences. In this regard, in the era of severe global changes, the consciousness of young people-it is increasingly important to protect the consciousness effectively and reliably from the harmful ideas and influences that penetrate through the social network of the internet system. This requires teachers, propagandists of spirituality, parents to be more attentive and aware, to further enhance the scope of work on strengthening the ideological immunity of the younger generation.

It is known that the most important task is to raise the spirituality of our youth today, which is fueled by ideological and informative attacks, various ideological threats in the world, to form the foundations of a healthy worldview in their thinking. Organization of spiritual and educational work in such a difficult and dangerous period on the basis of modern requirements, protection of our youth from various ideological attacks, formation of conscious attitude of our youth to life, increasing the sense of belonging to the events happening around us, religious extremism, international terrorism, violence caused by the introduction of conflict and dependence in the international arena – resistance my future strategy in a growing situation to be clearly defined, to comprehensively understand what the merciless attempts of the Gentiles are aimed at and to reach out to the general public, to fight consistently against the aggressions that may pose a threat to the independence, peaceful and peaceful life of our country, to promote the National idea implemented in our country, it is necessary to integrate the essence and essence of the views of our esteemed President Shavkat Mirziyoyev on the fact that *"spirituality and enlightenment work is a patriotic work, a work of conscience"* into every citizen, in particular, the consciousness, heart and inner world of young people.

In general, today, in order to prevent the negative impact of the social networks of the internet system, it is desirable to increase the spiritual potential of young people, to create more specialized internet programs through modern information technologies in order to freely demonstrate their creativity and expand the opportunities for information exchange among talented and talented children, to prepare targeted projects and At the same time, in the conditions of modernization of the life of society, it is worthwhile for us to perform the following tasks in the spiritual sphere in society::

- trans formation of our youth into an active participant in the process of spiritual renewal and reforms;

- the ideas that harmonize the specific aspirations of young people with different views and opinions-the prosperity of hometown, the peace of the country, the well-being of the people, a perfect

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[1] D. I. Mukumova, A. E. Shaymanova, I. B. Yarova, D. Abdurakhmanova, A. U. Kurbonova// "Adaptation of the teacher to professional andpedagogical activity at the university" // 2021.y http://psychologyandeducation.net/pae/index.php/pae/article/view/2135/1858

person, a unique sense of hometown, justice-in the rule of law, people's consent, Enlightenment against ignorance, ensuring innovative development-to achieve a sacred goal for all our compatriots, further strengthening;

- to continue the work on clarifying the humanistic essence of the religion of our ancestors to the general public.

To do this, first:

- to present to the public the shows, serials, films and feature films that reflect our national spirituality in the media;

- to increase the number of national sites using the internet system, to open youth branches and to ensure the integration of national ideas through them;

- it is necessary to introduce scientific projects on the topic of improving spirituality in society and ensure the rule of law.

In the 21st century, the prosperity of our state, its power and potential are closely connected in many respects with the high and purity of the spirituality of the people, the universal literacy of our youth, with the development of the National idea in their minds, in their inner world and in their hearts. And this is directly related to the formation of ideological immunity against various foreign ideas, which are distributed through the social network of the internet system.

In conclusion, I would like to say that now the life of our society is living in a period that is increasingly in harmony with the science and technology fiction. Therefore, each of us must adhere to the culture of using public networks, in turn, it will not be profitable to teach it to those around us. Consequently, the foundation for progress is created by protecting the spiritual and spiritual world of young people from harmful elements, various destructive, iodine and harmful ideas. After all, the upbringing of a higher generation of moral perfection and potential manifests itself not only in Uzbekistan, but also in the world as one of the most important tasks. Exactly the spiritual harmonious generation determines the next day of the country. Spiritual perfection is an important factor in the development of society.

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FROM THE HISTORY OF ANCIENT CERAMIC PRODUCTS DISCOVERED IN THE TERRITORY OF UZBEKISTAN

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Abstract: *History of the brickwares related to Zoroastrian religion is examined in this article. Features, forms and decorations of the artefacts found at archaeological excavations in the different regions of Uzbekistan, are studied in him. The focus is on the history of the Ostodons, which reflects the customs and rituals of historical periods, such as mourning events. The history of the ceramics found in the monuments is analyzed, the processes of restoration and repair are studied, scientific research works are classified and studied.*

Keywords: *ceramics, artefact, archaeology, monument, Zoroastrian religion, ritual, maintenance, study, Middle Asia, region.*

INTRODUCTION

The relevance of this topic is determined by the fact that the analysis of the history of ceramics found in the territory of Uzbekistan, the study of the processes of restoration and repair, classification is not reflected in scientific research. Scientific and practical study of restoration works is an important key factor in preserving historical values.

Drawing conclusions on the basis of historical approach, objectivity, scientific, historical-comparative and generalized analysis, systematization is the methodological basis of research.

The data presented in the study have a scientific basis, the main conclusions of which can be used in the study of material cultural heritage monuments. The results of the research can also be used to conduct lectures and seminars in the system of higher and secondary special education institutions. The study of ancient artifacts allows them to be preserved to the maximum extent and reveals their historical, cultural, scientific and artistic value.

MATERIALS AND METHODS

In the first half of the first millennium BC, Zoroastrianism became widespread in Central Asia. The foundations of this religion originated in primitive society, at a time when people were deifying the surrounding nature. Mankind has long paid special attention to death and the rituals associated with it. According to archeological data, since the Paleolithic period, that is, after the death of their loved ones, Neanderthals buried them after performing certain rituals.

The Zoroastrians at that time worshiped fire, sun, earth, water, moon, and stars, and considered them sacred. Zoroastrianism is one of the oldest religions in the world and has been the main religion of many Eastern peoples for more than a thousand years. The peoples of Central Asia, Iran and Azerbaijan practiced this religion before Islam. Even after the advent of Islam, this religion has maintained its status for a long time. During the time of Ibn Sina (X-XI centuries) it was also acknowledged that there were believers in this religion.

According to scientific sources, according to Zoroastrian teachings, burying his body in the ground after death was considered a sin. So after the man died, his body was taken to a special hill

and buried. On this hill, the dead were fed to various animals, and after the bones were left, they were collected and stored in ceramic vessels. These vessels were called ostadons or ossuaries. They came in different shapes and had a rectangular base. The human body on the cover is made in a hum-like or sitting position. The masters are surrounded by reliefs or paintings. These images reflect the customs of those times, such as mourning. Many such masters have been found in Central Asia, especially in Uzbekistan. An example of this is the pottery found in Kuva. It is known that the artifacts found during archeological excavations in the ancient city of Quva are similar to the materials found in India, East Turkestan, and show that the cultural and economic ties between them were further developed in the Middle Ages. However, there are specific aspects of the Quva findings that need to be addressed. The bronze shoki found during the construction of the Karkidon reservoir in Quva district has similar features, NG Gorbunova said: "This bronze shoki may have served as a tumor. Because it has an image of some god. However, it cannot be said that it belongs to a specific religion. It is probable that we have encountered a Buddhist image of the local deities here. "Interestingly, the crescent on the left shoulder of this deity and the Sun on the right shoulder are also reflected. However, in the iconography of the gods in Buddhism, the image of the Moon and the Sun is not encountered. On the contrary, the gods of the Moon and the Sun are symbols of the local gods of Central Asia, which are found in paintings on the monuments of East Turkestan, Khorezm, Panjikent. Therefore, archeological findings prove the pre-Islamic belief of the people of Kuva in Zoroastrianism. For example, the crescent moon was one of the symbolic symbols of the beautiful Anaxita, the goddess of prosperity in Zoroastrianism.

It is the first complex of a large number of "classical" ostadons found in the territory of Jizzakh region. Up to now, in the Ustrushana, that is, up to this complex of ostadons found, very few classical ostadons have been found. The previously mentioned ostadons were also distinguished by their originality. In particular, the Kurkat ostadan, made of ordinary clay, dried in the sun and mobilized for immediate use, and the "grassy" ostadan found in the Kyzylsay area of the Zaamin district were the few specimens found in this historical region. Zoroastrianism was widely practiced in Ustrushana in the pre-Islamic period.

In the ceremonies and rituals associated with death, the ostads were replaced by ceramic vessels, in particular, jars and jugs of various sizes. Around the city monument Qaliyatepa in Jizzakh, from the cultural strata of Kamil Bobo Tepa fortress, the monument Koshtepa in the Zaamin oasis, many hum ostadons are recorded from the village United. The hills of Tepa Mulkush are hand-made from local clay soil, baked in a kiln, and the inside and outside sides are painted with a dark, reddish-brown angob paint. Most of them are oval in shape, 45-52 cm long, 17-21 cm wide and 15-18 cm high, including two small "children's ostadoni". The front of the upper part of the masterpiece is made in the form of a kungirador wall, which depicts the defensive structures of the city, the castle fortress. According to comparative analysis, the complex of Western Ustrushana ostadons can be dated to the second half of the VII century AD to the beginning of the VIII century. In due course, it should be noted that the preservation of archeological monuments in this area is in a deplorable state.

Scientific research shows that the Sheep Castle, located in the territory of present-day Karakalpakstan of the Khorezm oasis, was built as an exrom for burial ceremonies. Its central building is adapted for cremation. An archeological expedition led by Academician SP Tolstov conducted excavations. Many ossuaries and pottery were found in this castle. Most of the Khorezm ossuaries, including the one found in the Sheep Castle, are made of pottery in the form of human statues. One of these statues is 70 cm tall and depicts a standing woman. The head and face of the statue were much damaged and restored after many hardships. Her hair was pulled back and her ears were open. At the bottom of the ossuary, which has a hole in the middle of the ear, the MIM letters of the Aramaic

alphabet are made in the form of a relief. The front of the ossuary is hand-made in relief style and has come down to us in a broken state. His jacket is sticking out of his shrouded palm. The jacket is decorated with triangular patterns. There is a possibility that the color image of the red angob, yellowish purple statue was painted, but it has not reached us.

The second statue is much more complex, a statue of a sitting man. The height of this statue is 85 cm. Placed on top of a round container. But the cabinet is designed to look like a chair. It feels like a man is sitting in a chair. Built in an 8-shaped chord, the leg completes the composition and resembles the leg of a chair. He was dressed in a short kaftan and his chest was left open. The hands look like they were made separately and then glued together. The head of the statue does not fit the proportions of the body, it is made much larger. The head also looks like some were made and then mounted on the body. Parts of the head, eyes, ears, nose, lips, temples were found separately, and by combining them it is possible to reconstruct the statue, that is, to bring it to its original state. The round bulging area of the eye is embossed. The nose is slightly wider and has small fine holes, a beard under the thin lips. The hat is reminiscent of the ear of an animal. Such a hat can be found in many Parthian statues. The side of the spine was not found during the excavation, so it was not possible to reconstruct it. Numerous burnt human bones were found around the ruined castle. It can be seen that there must have been a specially built piece that burned the corpses near the Sheep-destroyed castle. A mask was found 200 meters south of the Sheep Castle near the construction period of the Sheep Castle. It is made of pottery and was found on a small hill. The hill was formed by digging a canal that flows from here. The notion that there was a fire in this place is not very valid. Here is the basic evidence that the body was a special device for cremation. Gray mixed clay, ash-laden ossuaries have been found in large numbers.

Fragments of numerous coffin statues were found in the corridors of the ruins of the castle. When these pieces were assembled, it was not possible to fully restore the appearance of the statue due to the absence of some parts. This ossuary vessel belongs to prehistoric times. The more ancient the sculptural ossuaries are, the closer they are to the human form, the closer they are to us, the more round the sculpture appears. Many masks were also found in this castle. Suffice it to say that it is a mask with a very thin relief. There is a round hole in the middle of your mask. These masks are designed to cover the face of the body. The sculptural ossuaries, jugs, humps, ossuaries that have come down to us belong to ordinary and middle-class people. For the poor, ossuaries made from ordinary clay and dried in the sun were available.

CONCLUSION

In short, Zoroastrianism has developed in connection with burial ceremonies, mainly in the areas under study. Most of the images are related to the daily life and customs of the people living in that period. The reason for this was that the people of that time thought that the ostads would serve as the home of the deceased in the afterlife.

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EVALUATION OF IMPORTANCE FOR RESEARCH IN EDUCATION

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Abstract: *An evaluation of research in education, with the general aim of systematically, improving an academic body of knowledge may deficits in systems be highlighted by well designed research.The results of research can lead (ideally) to changes in methods or practices (in the case of education it might be a teaching methods, say online Vs in class on campus). This would ideally appropriate education is provided to the students resulting in a more effective/efficient population. This paper explores different senses of the concept of meaning in educational research, presenting 'meaning' as personal (the researcher's quest for meaning through research), contextual (meaning in relation to linguistics and culture) and shared (through communication), offering the various types, challenges, benefits and forms of research in practice-based research in educational technology*.

Keywords: *Education, research, technology, teacher and knowledge.*

INTRODUCTION

Technology is dramatically changing educational research processes, at a time of high demand for 'evidence-based' policy and practice. It will interpret and evaluate research in technology- rich environments. Everybody is engaged in the critical study of original empirical research to learn about cutting edge methods of data collection and analysis. Philosophical assumptions underlying educational enquiry are to be examined [2]. The Importance of research in higher education say that knowledge is enough to make productive career but nowadays competition is so tough that higher education is must to make a mark at higher level. It doesn't really matter that whether we are interested in history or science, computer or management, higher education will provide you that extra bit of ease to pick up much required speed at corporate level in beginning. But main question is how to make your higher education more productive [3]. It does not depend on university or college to be selected or it's a course selection that makes all the difference. The fact is all of those students who are cautious about their study are well enough to make good selection over course and college. Actually that makes difference is research in technical and higher education which holds the level holds its own importance [4]. To conduct research, one need to study and look for references, sources and market research and carefully analyze the topic you are researching, including evidence and theories. The need of performing educational Research will start from effective programs and teaching methods which will help students to learn what they really want to discover relationships between variables in educational settings to plan interventions. It will help them to understand cultural contexts of schools to create schools that embody justice and reduce prejudice and inequality. From the individual researcher's perspective we investigate topics about which we are curious or passionate; as well, we do research because it is an integral part of the academic role and a central factor in academic promotion. Individually and collectively, educational research is a part of a quest for meaning. Conceptions of knowledge, like linguistic and conceptual meaning, are both personal

and contextually based. In recent years some educational researchers have focused on epistemological meaning [5].

TYPES OF EDUCATIONAL RESEARCH

Historical research generates descriptions, and sometimes attempted explanations, of conditions, situations, and events that have occurred in the past. For example, a study that documents the evolution of teacher training programs since the turn of the century, with the aim of explaining the historical origins of the content and processes of current programs. Descriptive research provides information about conditions, situations, and events that occur in the present. For example, a survey of the physical condition of school buildings in order to establish a descriptive profile of the facilities that exist in a typical school. Co relational research involves the search for relationships between variables through the use of various measures of statistical association. For example, an investigation of the relationship between teachers' satisfaction with their job and various factors describing the provision and quality of teacher housing, salaries, leave entitlements, and the availability of classroom supplies. Causal research aims to suggest causal linkages between variables by observing existing phenomena and then searching back through available data in order to try to identify plausible causal relationships. For example, a study of factors related to student 'drop out' from secondary school using data obtained from school records over the past decade. Experimental research is used in settings where variables defining one or more 'causes' can be manipulated in a systematic fashion in order to discern 'effects' on other variables. For example, an investigation of the effectiveness of two new textbooks using random assignment of teachers and students to three groups – two groups for each of the new textbooks, and one group as a 'control' group to use the existing textbook.

Case study research generally refers to two distinct research approaches. The first consists of an in-depth study of a particular student, classroom, or school with the aim of producing a nuanced description of the pervading cultural setting that affects education, and an account of the interactions

BENEFITS OF RESEARCH IN EDUCATION

- Research will help to understand any subject and its principals in much better and easier way which will encounter new questions and search for answers of those questions will lead you to learn new theories of any subject.
- Research means trying something out of the box. When it is done such things it will separate one from other students which will surely attract attention of your tutors as well which in turn benefit extreme need of help from someone who is more knowledgeable than the other.
- Research is not always a concept that practitioners, managers and policy makers respect. Too often it is seen as an academic activity conducted by others – to the profession, not with the profession.
- Research education professionals are always learning, finding out things, analyzing information, adapting their behavior according to information received, looking to improve and adapting to modern demands.
- Practitioners have to comply with policy. Teachers can adapt it to fit the individual needs of their own pupils.

- As teachers are accountable, the public must have faith in the profession – and attitudes to education vary across many social groups – so the performance of teachers can be demonstrated through the publication of research findings.
- Teachers project their own personality upon learning experiences. Sometimes this is intuitive and these decisions can either be successful or fail. Research methodologies give teachers the tools to analyze and make informed decisions about their practice.
- Research helps teachers to share with colleagues. Too often research looks backwards and there are lessons to learn.

However, it would be better to prefer a research in education as invention and innovation so that it should be future oriented and designed to benefit learners rather than the researchers themselves.

CHALLENGES IN RESEARCH EDUCATION

The learning and teaching experience be based upon research and evidence, but it runs the risk of being any one of theory, ideology, convenience and prejudice. Education should serve to liberate, and promote democracy and equality of opportunity.

- Ideology can be dangerous. Teachers have a social responsibility – to develop active citizens. Following an ideological route restricts choice, which is the opposite to the real purpose of education.
- What is been taught in an age gone by – new theories and technological advances have taken, and are taking, place. Basing our practice solely on our own learning experiences, without reflection, mean education runs the risk of being outdated and not being forward- looking.
- Any single theory cannot operate in isolation. Learners and learning are complex and success is influenced by a multitude of factors, social backgrounds, family background, personality, age, gender, location etc. Theories needs to be combined, tested and challenged in order to allow us to adapt to suit local and personal environments.
- Convenience and manageability are important. Teachers can occupy and even control pupils, as well as entertain them. Learning new things and new ways of behaving can be uncomfortable. It is not enough to base teaching and learning around convenience.

Research can help teachers to understand what works and why, what the short and long- term implications are, provide a justification and rationale for decisions and actions, help to build a repertoire to help deal with the unexpected, identify problems, inform improvement and so forth Based on above challenges only one cannot adhered to the research, but the decisions upon evidence is morally sound [1].

IMPLEMENTATION

The research awareness in educational field can be implemented in the following forms which can lead into the improvement of in terms of progress can be observed.

The various forms of research should suit policy makers, planners and implementers of policy.

Large scale studies into pupil performance can help to identify trends and enable educational outcomes to be related to social and economic needs.

- Policy makers want to see the big picture. On the other hand, practitioners want to know why some techniques work and others don't.
- All professionals need to be able to trust the source of information – and strict research ethics provide that assurance.
- The profession as a whole needs access to a range of data/evidence types.
- Teaching does involve creative thinking and experimentation. Individuals and professional groups need to know what works and why.
- Whether a teacher's action lead to improved pupil performance, increased motivation, commitment, better behavior or not, but it will surely reflect that research is more formal.
- However, these all need to be connected, and too often research is conducted in isolation of others.

CONTEXT IN QUALITATIVE AND QUANTITATIVE RESEARCH

The notion of context is extremely important for educational researchers, who must pay attention both to contextual factors and to supra-contextual theoretical concepts and standardized variables. Quantitative and qualitative researchers face somewhat different challenges in this regard.

Quantitative researchers need to design measures of constructs like anxiety, intelligence or satisfaction in order to provide accurate and relevant statistical results. This could mean designing context-sensitive instruments for research in a particular setting, or it could mean designing instruments that can produce meaningful and comparable results over many different contexts. The meaning of these results and the comparisons between them stand on the quality of the measures used and the extent to which the test designers succeeded in creating questions which were relevant to students in different cultural contexts. This results in education system in order to interpret the statistical results and plan programs for improvement.

The verification of truth claims involves logic and methods which may not be strongly contextual, but the values underlying such claims, and the motivation for researching certain questions, do spring from context.

In terms of the conducting research, one in the field needs care, honesty, rigor, time and patience, with our methods of data collection and analysis, our interpretations and our language. These things apply equally, though with differing details, to radical post-modernist feminist researchers and to positivist statisticians. These are needed to fulfill our individual strivings for meaning through contributing to and connecting with diverse communities of researchers, teachers and learners, and with the disenfranchised. The quest for meaning is like a lamp, illuminating the passages and turning points as we make our way through complex and diverse settings, questions, methods and bodies of knowledge.

DISCUSSIONS AND CONCLUSION

It can be concluded that conducting the research beyond a senior design project allows students to really begin to think and put all the parts of their education together and the purpose of research in education is to reflect critically on the effectiveness of personal and professional practice. It is to contribute to the development of 'good' rather than 'correct' practice.

Missing from the instrumental and technical ways of evaluating teaching and researching are the kinds of educative relationships that permit the asking of moral and ethical questions about the 'rightness' of actions. When based upon educative (as distinct from managerial) relations, evaluative practices become concerned with breaking down structured silences and narrow prejudices.

Evaluation of research in technical education is not primarily about the counting and measuring of things. It entails valuing – and to do this we have to develop as connoisseurs and critics. We have also to ensure that this process of 'looking, thinking and acting' is participative.

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TRENDS AND PATTERNS OF FLOW OF FDI IN DEVELOPED COUNTRIES AND DEVELOPING COUNTRIES: A COMPARISON

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ABSTRACT

Foreign direct investment (FDI) in India has played an important role in the development of the Indian economy. It has in lot of ways facilitated India to achieve a certain degree of financial stability, growth and development. The objective of the paper is to analyse the trends of Inflows during 1991-2011(study period) in India and to know about the global scenario and to examine the relationship of liberalised regime pursued by the countries with the level of FDI stock. To empirically test this relationship, Regression analysis was carried out between FDI Restrictiveness Index (FDI Index) and level of FDI stock and the results reveal a significant relationship between this index and the level of FDI stock. This index measures statutory restriction, all discriminatory measures affecting foreign investors, including market, access restrictions and departures from national treatment and gives scores to the respective countries in this endeavour. This study will give more insights about the policy framework to be followed by the countries to increase the flow of FDI inflows especially in the developing countries as for them this is the engine for economic growth.

KEYWORDS: *discriminatory measures, Investment, Trade, Economic Growth, Restrictiveness index.*

SECTION 1: INTRODUCTION

Foreign direct investment (FDI) in India has played an important role in the development of the Indian economy. It has in lot of ways facilitated India to achieve a certain degree of financial stability, growth and development. This money has endorsed India to focus on the areas that needed a boost and economic attention, and address the various problems that continue to challenge the country. Foreign direct investment is considered to be one of the important measures of increasing economic globalization. Many policy makers and academicians contend

that foreign direct investment (FDI) can have important positive effects on a host country's development effort. FDIs are permitted through financial collaborations, through private equity or preferential allotments, by way of capital markets through euro issues, and in joint ventures. FDI is not permitted in the arms, nuclear, railway, coal or mining industries.

The objective behind allowing FDI is to harmonize and complement domestic investment, for achieving a higher level of economic development and providing more opportunities for upgradation of technologies as well as to have an access to global managerial skills and practices. Therefore Foreign Direct Investment (FDI) has become a battle ground in the emerging economies. In addition to the direct capital financing it supplies, FDI can be a source of valuable technical know-how while nurturing the linkages with local firms, which can help the economy on the path of the development. Based on these arguments, industrialized and developing countries have offered incentives to encourage foreign direct investments in their economies. Foreign direct investment (FDI) in India has played a very important role in the growth of the Indian economy even during the time of the recession. FDI in India has facilitated India to achieve a definite degree of growth, development and financial stability. FDI has allowed India to centre on the areas that may have required economic attention and many other challenging issues faced by the Indian economy. There are many factors that have attracted investment in India such as stable economic policies, availability of cheap and quality human resources.

The vast literature on foreign direct investment and multinational corporations has been surveyed many times. For recent surveys see Markusen (1995) and Caves (1996).There is a considerable decrease in the tariff rates on various importable goods. Further, the explosive growth of FDI gives opportunities to Indian industry for technological upgradation, gaining access to global managerial skills and practices, optimizing utilization of human and natural resources and competing internationally with higher efficiency. Most importantly FDI is central for India's integration into global production chains which involves production by MNCs spread across locations all over the world. (Economic Survey 2003-04). The shift of the power centre from the western countries to the Asia sub –continent is yet another reason to take up this study.

Last two decades there has been an impressive growth of FDI in the global landscape. This shows a noticeable change in the expansion strategy of both developed and developing countries which has stirred FDI in many ways. There are number of rewards which are linked with FDI as this is a win- win situation both for home and host countries as they derive payback from open vast global network especially to take advantage of research and development from advance countries, increase foreign exchange, Technology diffusion and knowledge transfer, Managerial skills, increase technical know-how, access to markets, skills and practices etc. It is considered as the main explanation for bridging all the scarcities in new economic liberalised global regime and the only way to integrate with the world economy in the track of growth. The objective of the present paper is to analyse the trends and patterns of FDI in developed and developing countries with special reference to India for the period 1991-2011and to find out whether there exists a significant relationship between OECD FDI Regulatory Index (which is a tool for benchmarking countries measuring reforms and assessing its impact on FDI) and FDI stock.

This period is very important for a many reasons mainly because we opened our doors to MNCs in a liberalised regime. During this period there was a inclusive change in policy frame work and the outlook of developed and developing countries towards FDI owing to its benefits it has in the host country and was also considered as an important source of external finance.

To achieve the objective of the study, this paper is divided into six sections. Section 1 i.e. is the present section gives the insights of nature and flows of FDI scenario in India relating to policy issues and its importance. Section 11 gives brief review of literature, followed by section 111 which gives research objectives, hypothesis, data and methodology. Section 1V entails results and interpretations. Summary is included in Section V, followed by references are covered in last section.

SECTION 11: REVIEW OF LITERATURE

The complete literature centered on economies pertaining to empirical findings and Growth and development of any economy in the post liberalization period. Morris Sebastian44 (1999) Morris Sebastian presented 14 case studies of firms in the textiles, paper, light machinery, consumer durables and oil industry in Kenya and South East Asia . This study concluded that the home-grown private corporate sector is the major source of investments. The current system of tariff and narrow export policy are other reasons that have motivated market seeking FDI. Wealth seeking FDI has started to create a substantial portion of FDI from India. Naga Raj R45 (2003) presented the trends in FDI in India in the 1990s and compared them with China. Based on the analytical conversation and comparative experience, the study concluded by suggesting a more realistic foreign investment policy framework is required to expect increased flow of FDI. Nayak D.N (2004) observed that India does not outline very much in the investment plans of Canadian firms due to indifferent attitude of Canadians towards India and lack of information of investment opportunities in India and there was a suggestion that regular publications in this regard will go a long way in increasing the flow of investment in India. Chandan Chakraborty, Peter Nunnenkamp8 (2004) assessed the growth implications of FDI in India by subjecting industry – specific FDI and output data to Granger causality tests within a panel co -integration framework and suggested that FDI is unlikely to work wonders in India if only remaining regulations were relaxed and still more industries opened up for FDI.

Kulwinder Singh38 (2005) critically analyzed fdi in India and concluded that the impact of the reforms in India on the policy environment for FDI presents a mixed picture. Also the industrial reforms have gone far; though they need to be supplemented by more infrastructure reforms o make India a better investment center. Nirupam Bajpai and Jeffrey D. Sachs47 (2006) concluded that a restricted FDI regime, high import tariffs, exit barriers for firms, stringent labor laws, poor quality infrastructure, centralized decision making processes, and a very limited scale of export processing zones make India an Unattractive investment spot. Balasubramanyam V.N Sapsford David (2007) compared the levels of FDI inflows in India and China, and found that FDI in India is one tenth of that of china. According to their findings the country may need much larger volumes of FDI than it currently attracts if it were to attain growth rates in excess of 10 per cent

per annum. Finally, they conclude that India is now in a position to implement the FDI Package efficiently and also rely on sources other than FDI for its requirements of capital owing to its potential. Basu P., Nayak N.C, Vani Archana5 (2007) studied the qualitative shift in the FDI inflows in India in – depth in the last fourteen odd years and came on the conclusion that the country is not only cost – effective but also hot target for R&D activities. It was also found that R&D as a significant determining factor for FDI inflows for most of the industries in India. The study also concluded strong negative influence of corporate tax on FDI inflows. A S Shiralashetti and S S Hugar (2009) analyzed the initiatives of The Government of India to attract FDI inflows, to boost the Indian economy since economic liberalization on the basis of different parameters such as year-wise, country-wise, sector-wise and region-wise FDI inflows. The study concluded though FDI inflows into India have raised, yet it is very less compared to some developing countries like China, Russia, Mexico, Brazil and Chile, etc.therefore, there is an urgent need to adopt inventive policies and good corporate Governance practices correlated with international standards, by the Government of India, to attract more and more foreign capital in various sectors of the economy to make India a developed country. Narayan Chandra Pradhan (2011) in his studies observed that although there is governance of manufacturing sector in the East Asian economies, the FDI to India has flown principally to the services sector. This reflects the service led growth of the Indian economy. Dr. P.S. Vohra; Ms. Preeti Sehgal(2011) analyzed the trends and patterns of foreign investment in India and concluded that Indian has proved itself as the Investment attractive country especially in the service sector which provides low employment opportunities. The study asserted that foreign investments assisted the Indian Economic Growth But it assisted only the internal growth not in the external India's Export level is still low as compare to Import. There are very few comprehensive studies available which analyses the relationship of liberalized regime and the level of FDI Stock, to bridge this gap a modest attempt is done in this direction to empirically test this relationship.

SECTION 111: OBJECTIVES OF THE STUDY

The objective of the present study is to evaluate the trends and flows of FDI in India and developed countries, to have a comparative view. To achieve the objective of the paper, the study has been taken up for the period 1991-2011(post liberalization period).

HYPOTHESIS OF THE STUDY

- FDI flows have shown a marked rise in the study period in both India and developed countries and liberalised regime has shown a positive impact of total inflows of the economy.

- There exist a significant relationship between OECD FDI Regulatory Restrictive Index and the stock of FDI.

RESEARCH METHODOLOGY

DATA COLLECTION

To achieve the objectives of the study secondary data is used which is collected from various sources i.e. World Investment Reports, publications from Ministry of Commerce, Asian Development Bank's Reports, Reserve Bank of India bulletins, Economic and Social Survey of Asia and the Pacific, United Nations, Asian Development Outlook, Country Reports on Economic Policy and Trade Practice-Bureau of Economic and Business Affairs, U.S. Department of State and from websites of World Bank, IMF,OECD, WTO, RBI, UNCTAD, EXIM Bank etc. Time series data and the relevant data have been collected for the period 1991 to 2011.

SECTION IV: ANALYSIS AND INTERPRETATIONS OF RESULTS

FDI is as an engine of capital, technology, managerial skills, technological progress & capacity, access to foreign markets and in maintaining economic growth and development for developing countries, where as for developed countries it is considered as a tool for accessing the market of emerging economies. It is also considered as tool of filling the savings, foreign exchange reserves, revenue, trade deficit, management and technological gaps. Its impact on economic growth depends on country's domestic policy and foreign policy.

TRENDS AND PATTERNS OF FOREIGN DIRECT INVESTMENT (FDI):

It refers to foreign direct investment. Economic growth has a profound effect on the domestic market as countries with expanding domestic markets should attract higher levels of FDI inflows. There is a clear indication from the data that foreign investors showed keen interest in Indian economy because of liberalised regime pursued and followed by Indian economy. There was a constant upsurge in FDI equity flows reaching the peak in 2008-09, showing a decline in 2010 and 2011 and showing slight signs of recovery in January 2012 taking the cumulative equity inflows of FDI to a record level of 243055 US Dollars. (Figure 1, Table 1).This trend proves that India is now considered a good investment centre which is evidenced from their infusion of investment in Indian economy. There are a number of factors contributing to this contemporary trend with special reference to being its demographics' with a young population there is a huge consumer base that is to be tapped, the growing middle class, increased urbanization and awareness, rising disposable incomes see figure 1 and table 1 . There is fall in the investment in the year 2010-11, for this many global factors are responsible but it will recover very quickly owing to the advantages FDI can give to the emerging economies like India. Now this is showing a clear sign of recovery showing positive global scenario. After a dismal performance in 2010-11, foreign direct investments into India are back on track. "During April and May 2011, FDI flows were up 77 percent from the previous year to $7.8 billion, breaking with the poor performance of last year. This is also corroborated by rising mergers and acquisitions of Indian companies by foreign companies at $23.3 billion in the first half of 2011-12. The government is finally taking steps to relax FDI norms for multi-brand retail. The Committee of Secretaries has recently recommended up to 51 percent foreign investment in the sector and a commitment of at least $100 million investments. If this relaxation in norms finally becomes policy, retailing giants

like Wal-Mart and CarreFour will enter this market. When large investments pour in, the general climate for inflows improves". (http://www.firstpost.com).

TABLE 1

YEARS	FDI IN RS(CRORES)
1990-91	174
1991-92	316
1992-93	965
1993-94	1838
1994-95	4126
1995-96	7172
1996-97	10015
1997-98	13220
1998-99	10358
1999-00	9338
2000-01	18406
2001-02	29235
2002-03	24367
2003-04	19860
2004-05	27188
2005-06	39674
2006-07	103367
2007-08	140180
2008-09	173741
2009-10	179059
2010-11	138462

Source:Dipp.nic.in
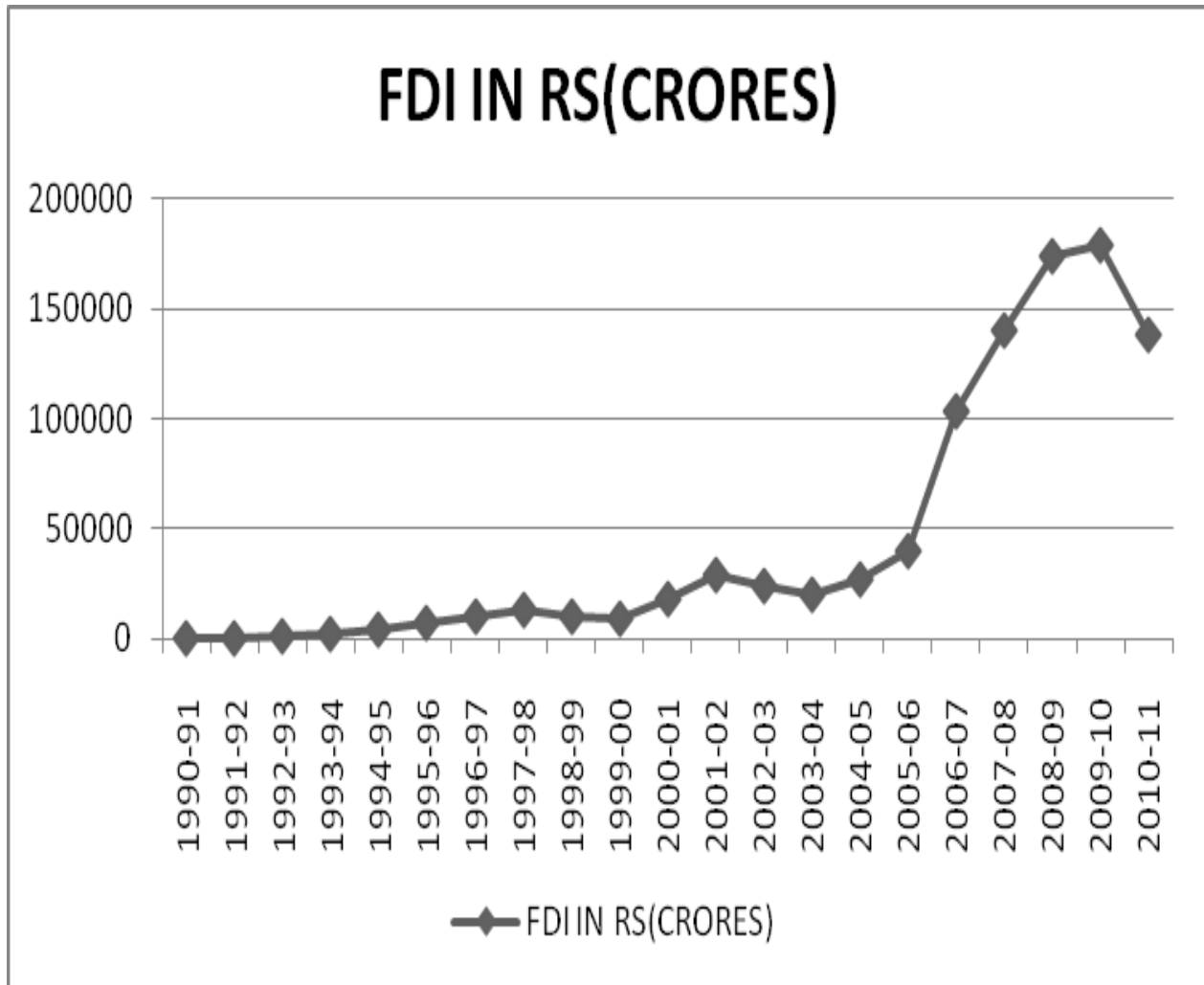
EVALUATION OF GLOBAL FDI

There is a moderate rise in FDI flows to $1.24 trillion in 2010 which is below 15 per cent below their pre-crisis average. There was an unprecedented rise in FDI of developing and transition economies together attracted more than half of global FDI flows. There was a record level of Outward FDI to these economies reaching at a record level mainly to South. On the contrary there was a continuous fall in FDI inflows to developed countries. Emerging economies emerged as a major recipient of both FDI and as outward investors in 2010. There has been a shift in international production and consumption trends to emerging economies. TNCs are increasingly investing in both efficiency- and market-seeking projects in these emerging economies because of this reason. More than half of global FDI inflows in 2010 were absorbed by these countries. There was also a strong rise in FDI outflows from developing and transition economies, by 21 per cent as is seen in the following figure

Figure I.3. FDI inflows, global and by group of economies, 1980–2010
(Billions of dollars)
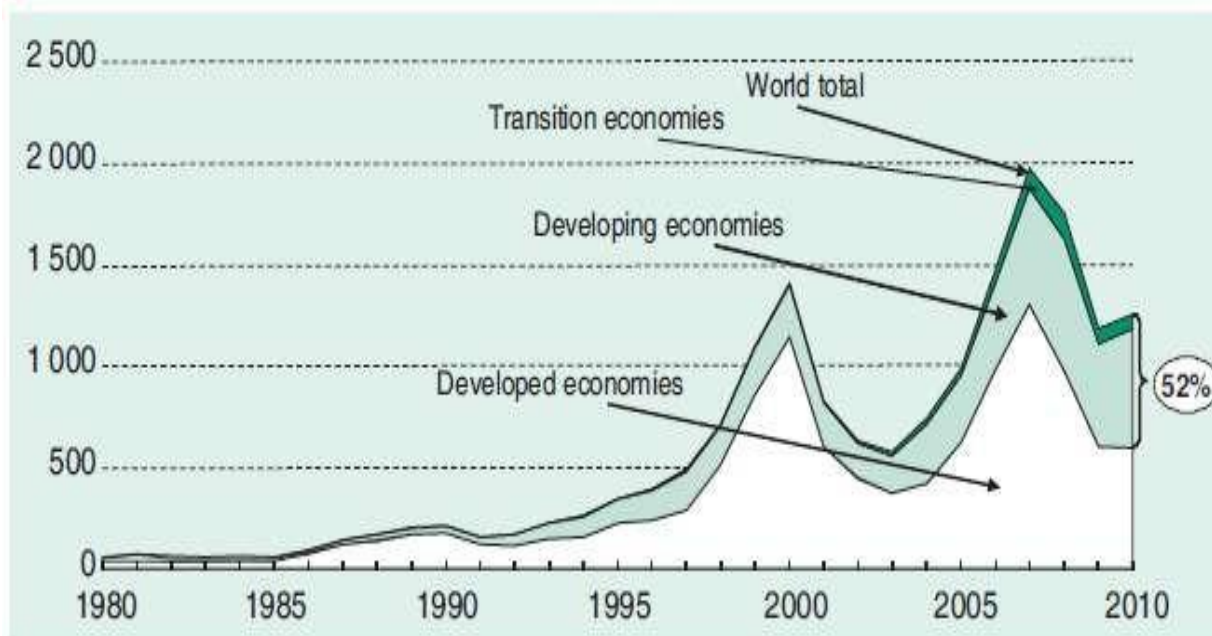
Source: UNCTAD, based on annex table I.1 and the FDI/TNC database (www.unctad.org/fdistatistics).

Services FDI subdued Sectoral patterns. FDI in services, which accounted for the bulk of the decline in FDI flows due to the crisis, continued on its downward path in 2010. There was a fall in the share of FDI inflows in this sector. All the main service industries (business services, finance, transport and communications and utilities) fell but at different speeds. The declining trend was sharpest in the financial industry. There is strong interaction of domestic industrial policies with the FDI policy nationally and internationally .The challenge is to manage this interaction so that the two policies work together for development of the economy i.e. between building stronger domestic productive capacity on the one hand and avoiding investment and trade protectionism on the other.

The moderate recovery of FDI flows in 2010 revealed an uneven pattern among components and modes of FDI. Cross-border mergers and acquisitions (M&As) rebounded gradually, yet green field projects – which still account for the majority of FDI – fell in number and value. Increased profits of foreign affiliates, especially in developing countries, boosted reinvested earnings – one of the three components of FDI flows – while uncertainties surrounding global currency markets and European sovereign debt resulted in negative intra-company loans and lower levels of equity investment – the other two components of FDI flows. While FDI by private equity firms regained momentum, that from sovereign wealth funds (SWFs) fell considerably in 2010.FDI inward stock rose by 7 per cent in 2010, reaching $19 trillion, on the back of improved performance of global capital markets, higher profitability, and healthy economic growth in

developing countries. Majority of FDI – fell in number and value. Increased profits of foreign affiliates, especially in developing countries, boosted reinvested earnings – one of the three components of FDI flows – while uncertainties surrounding global currency markets and European sovereign debt resulted in negative intra-company loans and lower levels of equity investment – the other two components of FDI flows. While FDI by private equity firms regained momentum, that from sovereign wealth funds (SWFs) fell considerably in 2010(http://www.unctad-docs.org).

FDI trends in various EME's (Emerging Market Economies) in US $ Millions
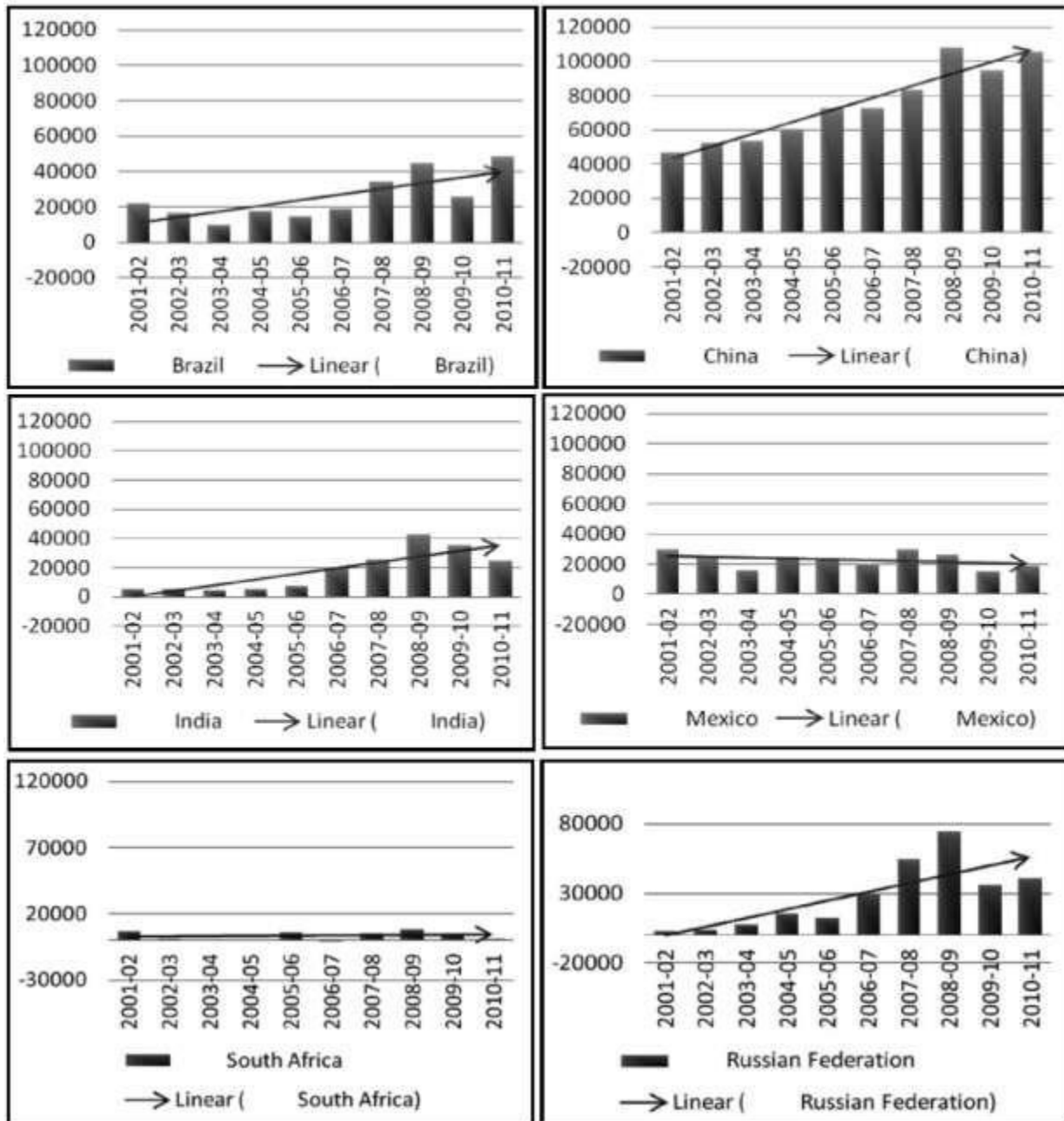
Source: UNCTAD

➕ To analyse and test the hypothesis of relationship between OECD Regulatory Restrictiveness Index and FDI stock let us first define OECD FDI Regulatory Restrictiveness Index

OECD FDI Regulatory Restrictiveness Index, A tool for benchmarking countries, measuring reform and assessing its impact. FDI Index measure, statutory restriction, all discriminatory measures affecting foreign investors, including market, access restrictions and departures from national treatment. It does not cover , degree of implementation, Institutional quality .It takes into accounts four types of restrictions namely Sectoral equity limits, Screening restrictions on key personnel: managers, directors and other restrictions: land, reciprocity, capital repatriation, branches, etc. These are weighted in the following ways each restriction is given a score based on an assessment of its importance. Aggregate score is weighted average of sectoral scores

FDI INDEX: DATA & COVERAGE

□ OECD countries: information based on reservations under the OECD Code of Liberalisation of Capital Movements and the National Treatment Instrument

□ Countries adhering to the OECD Declaration on International Investment and Multinational Enterprises • Argentina, Brazil, Egypt, Latvia, Lithuania, Morocco, Peru, Romania •

OTHER COUNTRIES CURRENTLY REQUESTING ADHERENCE

□ Other non-OECD countries (China, India, Indonesia, Russia, Saudi Arabia, South Africa, Ukraine), based on OECD Investment Policy Reviews, national sources, GATS and other international agreements, APEC

SECTORS

□ Agriculture,forestry, fishing

□ Mining & quarrying

□ Manufacturing (5 sub-sectors)

□ Electricity (generation, distribution)

□ Construction

□ Distribution (wholesale, retail)

□ Transport (surface, water, air)

□ Hotels & restaurants

□ Information & communication (fixed & mobile telecoms, broadcasting, other media)

☐ Financial services (banking, insurance, other finance)

☐ Professional services (accounting & auditing, legal, architecture, engineering)

☐ Real estate

THIS INDEX HELPS IN MEASURING

☐ Relative FDI restrictiveness of each country

☐ changes in restrictiveness over time

☐ A country's performance in attracting FDI for a given level of restrictiveness

☐ the effect of FDI liberalisation on FDI inflows.

FDI liberalisation in selected countries
1997-2010

1 = closed; 0 = open
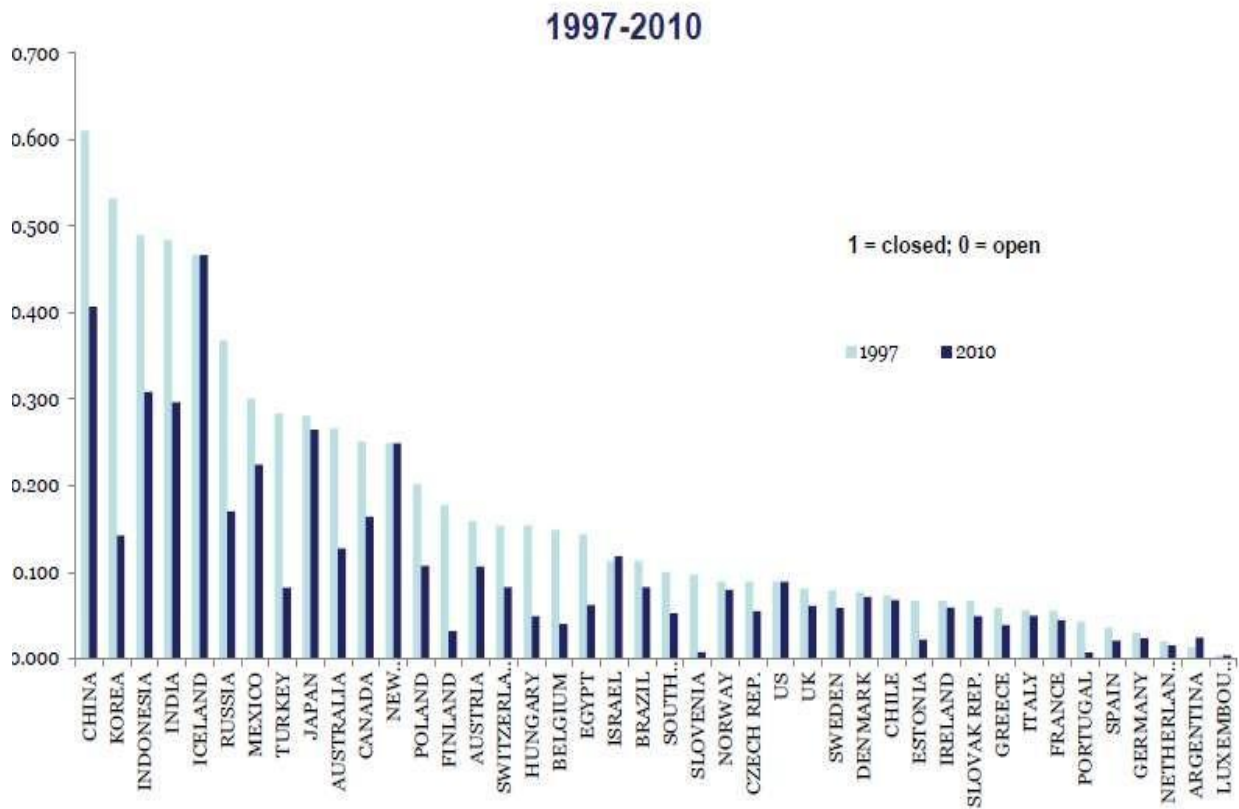
Source: OECD

A regression was carried out on 2009 FDI STOCK AND 2010 FDI INDEX ,the relationship was found significant i.e. the economies which are more open receive more FDI investments and vice versa,

	2010 FDI INDEX	FDI/STOCK 2009
Argentina	0.025	0.261
Australia	0.128	0.461
Austria	0.106	0.422
Brazil	0.083	0.251
Canada	0.164	0.393
Chile	0.068	0.743
China	0.407	0.200
Czech Republic	0.055	0.661
Denmark	0.072	0.485
Egypt	0.062	0.354
Estonia	0.022	0.823
Finland	0.032	0.355
France	0.045	0.396
Germany	0.023	0.300
Greece	0.039	0.128
Hungary	0.049	0.766
India	0.297	0.119
Indonesia	0.308	0.135
Ireland	0.059	1.074
Israel	0.118	0.354
Italy	0.050	0.186
Japan	0.265	0.039
Korea	0.143	0.141

Latvia	0.065	0.448
Lithuania	0.041	0.372
Mexico	0.225	0.320
Morocco	0.067	0.446
Netherlands	0.015	0.832
New Zealand	0.249	0.512
Norway	0.080	0.395
Peru	0.107	0.283
Poland	0.108	0.432
Portugal	0.007	0.493
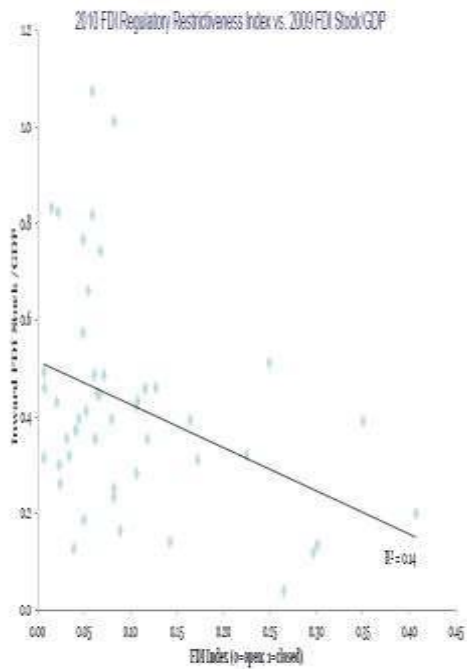
Romania	0.008	0.459
Russia	0.195	0.310
Saudi Arabia	0.350	0.392
Slovakia	0.049	0.574
Slovenia	0.007	0.314
South Africa	0.052	0.412
Spain	0.021	0.430
Sweden	0.059	0.817
Switzerland	0.083	1.012
Turkey	0.082	0.233
Ukraine	0.116	0.458
UK	0.061	0.487
US	0.089	0.164

Dependent Variable: FDIINDEX2010

Method: Least Squares

Date: 04/02/12   Time: 17:17

Sample (adjusted): 5 48

Included observations: 44 after adjustments

Variable	Coefficient	Std. Error	t-Statistic	Prob.
FDISTOCK2009	-0.163488	0.059614	-2.742422	0.0089
C	0.175245	0.029185	6.004631	0.0000
R-squared	0.151873	Mean dependent var		0.104682

Adjusted R-squared	0.131679	S.D. dependent var	0.098047
S.E. of regression	0.091364	Akaike info criterion	-1.903542
Sum squared resid	0.350590	Schwarz criterion	-1.822442
Log likelihood	43.87791	F-statistic	7.520880
Durbin-Watson stat	1.680366	Prob(F-statistic)	0.008925

Dependent Variable: FDISTOCK2009

Method: Least Squares

Date: 04/02/12 Time: 17:34

Sample (adjusted): 5 48

Included observations: 44 after adjustments

Variable	Coefficient	Std. Error	t-Statistic	Prob.
FDIINDEX2010	-0.928954	0.338735	-2.742422	0.0089
C	0.528858	0.048325	10.94371	0.0000

R-squared	0.151873	Mean dependent var	0.431614
Adjusted R-squared	0.131679	S.D. dependent var	0.233716
S.E. of regression	0.217786	Akaike info criterion	-0.166222
Sum squared resid	1.992085	Schwarz criterion	-0.085122
Log likelihood	5.656880	F-statistic	7.520880
Durbin-Watson stat	1.892709	Prob(F-statistic)	0.008925

The regression results are displayed below once taking FDI as dependent and another regression equation by taking fdi index as dependent, both show significant relationship of the two equations, clearly showing if economy is more open with less of restrictions the inflow of FDI will be more and vice-versa. This leads to the acceptance of the hypothesis that there is a significant relationship between Regulatory Restrictive Index and the level of FDI stock.

SECTION V: SUMMARY AND CONCLUSION

FDI is as an engine of capital, technology, managerial skills, technological progress & capacity, access to foreign markets and in maintaining economic growth and development for developing countries, where as for developed countries it is considered as a tool for accessing the market of emerging economies. There is a clear indication from the data that foreign investors showed keen interest in Indian economy because of liberalised regime pursued and followed by Indian economy. There was a constant upsurge in FDI equity flows reaching the peak in 2008-09, showing a decline in 2010 and 2011 and showing slight signs of recovery in January 2012 taking the cumulative equity inflows of FDI to a record level of 243055 US Dollars. There are a number of factors contributing to this contemporary trend with special reference to being its demographics' with a young population there is a huge consumer base that is to be tapped, the growing middle class, increased urbanization and awareness, rising disposable incomes There is fall in the investment in the year 2010-11, for this many global factors are responsible but it will recover very quickly owing to the advantages FDI can give to the emerging economies like India. India is now opening its policies even more to attract the foreign investment inflows .When large investments pour in, the general climate for inflows improves". There is a moderate rise in FDI flows (global view) to $1.24 trillion in 2010 which is below 15 per cent below their pre-crisis average. There was an unprecedented rise in FDI of developing and transition economies together attracted more than half of global FDI flows. There was a record level of Outward FDI to these economies reaching at a record level mainly to South. Emerging economies emerged as a major recipient of both FDI and as outward investors in 2010.There has been a shift in international production and consumption trends to emerging economies. TNCs are increasingly investing in both efficiency- and market-seeking projects in these emerging economies. There is strong interaction of domestic industrial policies with the FDI policy nationally and internationally .To empirically test the relationship of liberalised regime represented by OECD FDI Regulatory Restrictiveness Index and the level of FDI Stock regression (OLS) was carried out. Regression results show significant relationship of the equations, clearly showing if economy is more open with less of restrictions the inflow of FDI will be more and vice-versa.

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THE IMPORTANCE OF STATE SUPPORT FOR INNOVATIONS IN THE CONDITIONS OF DEVELOPMENT OF MARKET RELATIONS

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Abstract: *This article examines the structural relationships in the "science - production" system; forms and methods of including scientific and technical results in economic circulation; resource provision of the sphere of innovations (including the system of continuous education); organizational, legal and economic forms of innovation.*

Keywords: *Innovation, market, science, budget, competition, export, production, process, resource, sphere.*

The development of science in the first half of the XX century. characterized by the strengthening of the regulatory functions of the state through the creation of departmental scientific institutes and laboratories, an increase in the share of budgetary funding. The degree of statehood of science has sharply increased during the period of advances in technology implementation double destination provide high competitiveness, better opportunities for export expansion and obtaining higher profits.

Currently, industrially developed countries are directing efforts to ensure long-term and sustainable economic growth by transitioning to an innovative development path, which consists in ensuring the interaction of science, education, production and the financial and credit sphere. Particular attention is paid to information technology, microprocessor and energy-saving technology, new materials, nano- and biotechnology - all strategic areas that are associated with the use of high technologies.

The developed countries began to use science as a means of producing wealth. The area of innovation policy encompassed structural relationships in the science-production system; forms and methods of including scientific and technical results in economic circulation; resource provision of the sphere of innovations (including the system of continuous education); organizational, legal and economic forms of innovation. The rapidly developing all spheres of public and state life of the country require close support of ongoing reforms based on modern innovative ideas, developments and technologies that ensure a quick and high-quality leap of the country into the ranks of the leaders of world civilization. {1} The creation and implementation of innovations require the combined efforts of various economic and social spheres, an innovative way of development is impossible without state support. For this, three schemes are used:

Direct participation of the state in the implementation of special targeted programs and allocations of regional and local authorities;

creation of large national centers (laboratories), funded by budget and providing the acquired knowledge free of charge to a wide range of potential users;

Providing subsidies and grants for the implementation of specific projects in the field of science, culture, education.

Today, government support or encouragement of scientific research and development with finances, property or services is a grant. Especially often the grant is used in the event that the results of the work are uncertain or cannot bring a useful result in the near future.

For the acquisition of research and development results that can directly benefit the state, a government contract is concluded. It gives the right to the state representative to control and adjust the progress of the development.

Government subsidies are provided on other terms as well. In some countries, they are allocated with the condition of reimbursing the state's costs only in case of commercial success or up to 50% of the cost of specific projects. Gratuitous grants are given when the author refuses special rights to the knowledge gained - he regularly reports on the progress of research, and all the results obtained are publicly published.

Providing private enterprises and individuals with favorable conditions for scientific and technological development. A variety of tax incentives, government loans and guarantees, and financing through government participation in equity capital are provided to private businesses that invest in research and purchase the equipment required for this.

In some cases, a cooperative agreement is concluded, which, like a grant, does not require a predetermined and immediately useful result. This agreement differs from a grant in that it is a form of joint investment, and then the division of the result between the private and public sectors. The agreement clearly defines the contributions of the parties to the agreement and the rights, including the right of control by the state.

The state should focus its efforts and available free resources on the development of knowledge-intensive industries that are promising for the entire national economy, i.e. such industries that actively influence and contribute to the development of other sectors of the economy. In this regard, government support has become more selective and focuses on specific areas, primarily those that are important for increasing the country's competitiveness in the world market, developing small and medium-sized businesses, improving the infrastructure of research and development.

The development of the knowledge-based economy, the process of globalization of the commodity and financial markets also affect the scientific and technical sphere, which creates new problems for state regulation. According to the OECD, the largest firms in the OECD countries conduct about 20% of their research abroad. This is because firms are attracted by highly skilled foreign workers coupled with cheap labor. Currently, most of the countries in the world are developing their national economies through the development of tourism. Uzbekistan has all the necessary conditions for the formation of tourism that are not inferior to foreign countries, which is the main source of the development of this area.

In the context of globalization, the state is forced to abandon the practice of protectionism and create an environment that stimulates innovation and risk, the inflow of foreign capital into the innovation sphere, while observing the general conditions for the development of national entrepreneurship.

In Uzbekistan, the dominant role of the state remains as a source of funds for scientific and technical research and development. In 2020, most of the spending on R&D in public sector organizations goes to natural sciences (46.4 percent of total costs), in the business sector to technical sciences (64.4 percent), in the higher education sector and in the private non-profit sector to the social sciences (27.2 and 51.1 percent, respectively).

The government approved the gratuitous transfer of rights to the results of scientific and

technical activities obtained with the involvement of state funds, primarily to the performers of the work, either consumers, or "private investors participating jointly with the state in obtaining these results." The issues of preferential taxation of innovative enterprises at the initial stage of work and the simplification of the tax collection procedure and the differentiation of tax rates were resolved.

Tax preferences will be concentrated primarily in technology parks, technology clusters, innovation and technology centers and in special economic zones.

Innovative products are the result of innovative activities (goods, works, services) intended for sale.

The overall goal of the enterprise's innovation activity is the survival and development of the company by releasing new / improved types of products and improving the methods of its production, delivery and sale.

The policy of the Russian Federation in the development of the innovation system is based on an equal public-private partnership and is aimed at combining the efforts and resources of the state and the business sector of the economy for the development of innovative activities.

Innovative activities in the field of tourism are aimed at creating a new or changing an existing product, improving transport, hotel and other services, developing new markets, introducing advanced information and telecommunication technologies and modern forms of organizational and management activities.

There is still not a sufficient number of companies in Uzbekistan with growth potential and capable of becoming an attractive target for venture capital investment. Almost all operating in our country

funds prefer to invest not at the initial stage of the company's development, but at later stages.

The necessary legal conditions for public-private partnership, transparent and understandable for foreign investors "rules of the game" have appeared in Uzbekistan. By attracting funds from private investors, the state can also use advanced management technologies, human and organizational resources of the business.

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THE INFLUENCE OF SOCIAL NETWORKS ON THE SPIRITUAL IMAGE OF THE INDIVIDUAL

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Abstract: *The article analyzes the views formed on the importance of the impact of social networks on the spiritual image of the individual today and the main views and differences that are unique.*

Keywords: *the process of globalization, the Internet, social networking, the development of science, the information space, the virtual world, the spiritual image of youth.*

We live in a time when the process of globalization is intensifying. Its violent current is increasingly taking over all spheres of public life. Materialism and spirituality followed in his footsteps.

In particular, the turmoil of the information ocean is one of the main features of the period. The millions of different pieces of information that appear in the virtual space every day are really confusing to young and old alike.

In our country, which is an integral part of the global space, many people are aware of the Internet. Today, about 15 million people in our country use the Internet. As a result of expanding the range of services provided and raising them to a new level in terms of quality, the number of users of the Internet, especially social networks, is growing day by day. The favorite tool of today's youth is a computer, mobile phones and the Internet connected to them. The most popular social networks among young people are skype, odnoklassniki, vkontakte, twitter, instagram, telegram, tik-tok, facebook.

As noted by President Sh. Mirziyoyev: "It should be noted that the Internet is penetrating deeper into our lives. It is noteworthy that the number of Uz modem websites and information portals in the global network has exceeded 400, most of them work in foreign languages, and a new creative generation of Internet journalists is being formed in this direction".

In fact, the first social network was also set up with good intentions. In 1995, a man named Randy Conrad launched Classmates.com. The site was created for young people studying in different parts of the world to get to know each other, find friends and ask about each other. This site was met with great interest by students and young people at that time.

Since then, their number, type, coverage, and users have been steadily increasing. Currently, two-thirds of Internet users use these networks.

In addition, people have developed a variety of attitudes towards him. They can basically be divided into two groups; positive and negative. On the surface, there seem to be more negative opinions about social media, but that's less true. First of all, it should be noted that nothing can be achieved by turning away from the Internet, especially social networks, which have emerged as a product of scientific progress.

Therefore, it is advisable to use its opportunities wisely and effectively, without bothering to look for faults on social networks.

To do this, first of all, it is necessary to have a detailed knowledge of the capabilities and conveniences, pros and cons of social networks.

It should be noted that social networks have opened the door to opportunities for everyone, especially young people. First of all, you can travel as much as you want in the space of unlimited information. As the poet said from this place, "Whoever wants, can find anything." Communication is optional. You can find as many friends, like-minded people, colleagues. This is important. Because psychologists believe that the lack of communication in people leads to a depressive mood in their psyche.

Social networks have also become an important tool for expanding the knowledge and outlook of young people. Through these networks, they can get acquainted with materials, books, videos and audio materials on topics of interest to them, listen to the views of experts, become participants in lively relations, various debates. This is a priceless treasure, especially for someone who is earnestly seeking knowledge. In addition, social networks are a platform for scientific and creative youth to express themselves. Never in the past has any generation had such a comfortable, popular pulpit.

It is impossible to ignore the negative impact of social networks on the spiritual image of young people. Books, movies, and pictures that promote destructive ideas, such as immorality, violence, and individualism, are spreading in some social networks. Internet games are the most impressive and common way of dealing with risks, especially through the internet. According to the data, 49% of computer games distributed over the internet have a significant appearance of violence and malice, while 41% of militant (based on various shootings and explosions) games require the protagonist to commit such violence and evil in order to win the game.

"Indifference can only increase and gradually gain social significance," he said. A father who did not keep silent about his son's immorality yesterday may turn a blind eye to the crimes of members of society, and a head of a family who does not care about his son's morals may be indifferent to the fact that some of his countrymen are easily ensnared by missionaries.

According to UNICEF, one-third of Internet users are children and adolescents under the age of 18. In such a case, it was found that there are more than 4,000 sites with sexual content on the global network.

A UNICEF survey also found that 90 percent of teens who use the Internet are exposed to immoral photos and videos, and 60 percent are purposefully seeking this type of information. This, of course, seriously undermines their morals and spirituality. In addition, it should not be overlooked that the excessive attachment of young people to social networks is leading to a number of negative consequences.

First of all, as a result of excessive use of social networks, some young people are unable to distinguish between the real world and the virtual being. Some people, who are accustomed to keeping secret with their "friends" in these networks day and night, forget about communication with real-life people, the culture of good manners.

Also, although social networks are a source of a lot of information, different opinions, the constant use of social networks weakens the ability of young people to think, they are accustomed to a superficial attitude based on ready-made templates in the assessment of events.

Again, being connected to social networks is a waste of life, a waste of time, and overuse is completely its captive, and a category of people who can not live without the Internet, social networks is formed.

It is also unfortunate that rumors, lies and fabrications are becoming a "nest" on social networks, and sometimes you can come across articles of the same level that do not rely on reliable sources. It is unfortunate that in some social networks, emphasis is placed on bias, intolerance towards those who express dissent, disregarding the opinion of others, claiming only their own opinion is true. It is well known today that the idea that a person who can search, find,

create, analyze and disseminate information also owns the world has risen to the level of reality. However, in most cases they are used for negative purposes rather than positive ones. Information seekers, creators and distributors are pursuing ugly goals for their own interests.

This means "Information War" in the world. What is the "information war"? It is such a thing that social media has a negative impact on the spiritual world of humanity through various games. In the world of information, the concept of Flashmob is very common. The word literally means "crowd" at the moment. It is clear from this that putting everyone in danger through the whole crowd serves to accomplish various goals through the crowd.

In addition, various movies are being developed on the Internet, which has a great impact on the national spirituality by filling the minds and hearts of young people with a variety of memorized ideas. Unfortunately, it is no secret that most of the movies that are broadcast and promoted on the internet are influencing people's behavior, spirituality, culture and of course morals. As a result, young people are becoming more selfish.

Social media has a different impact on young people's worldviews. It can also be explained by the fact that the worldview of individuals in society is diverse and diverse. This, in turn, serves to cause various problems.

For example: everyone thinks he is smart; the disappearance of the notion of mutual respect; self-esteem; everyone thinks he is right; such as negative problems. It is clear that a negative process such as "arrogance" begins to occur, and the person begins to put his "I" above everything else. In such processes, the pride, honor, dignity of the nation, even the language of the nation, does not matter. The focus on language in society seems extremely insignificant. This, in turn, serves as a basis for the fragmentation of society, which in turn leads to instability in the spirituality of the individual.

We can see that the fact that so many appearances of social media are appearing nowadays has a huge impact on the worldview of young people. This can be explained by the fact that spiritual slavery and worldview have become extremely narrow, and that it is easy for a person to achieve the goals he has set for himself throughout his life, and that he has no sense of responsibility. In fact, man must feel and stand under the influence of the social and natural environment that surrounds him. In other words, in the process of its development, it is required to always feel that it is both a subject and an object, and to use social networks wisely in a rapidly evolving world. This marks the emergence of another important philosophical problem related to the realization of one's potential and the search for meaning in life.

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Teaching and learning German as a Foreign Language in education system

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Abstract: *This article discussed about Communicative Language teaching with a particular reference to the teaching and learning of German. The article deals with the educational management teaching process in Higher education. Research will explain to teachers the method of teaching German as a foreign language (GLF) in the classroom setting in such a way that students can communicate and practice knowledge in a spontaneous way, taking into account their real experiences. Communicative language teaching (CLT) is a language teaching method that emphasizes interaction as both the means and the goal of study. The article is illustrated clearly some examples of communicative activities which are given from the novels that can be used in a German class for non native learners of German. We can acknowledge about thoughts of great German linguistics and essential tips for learners.*

Key words: *Communicative Language Teaching, teaching method, foreign language, German language, communication, non native learners.*

I. INTRODUCTION

Today we can not imagine our life without learning foreign languages. The demand of our digital time everyone should know at least one language. Language as a means of communication constantly evolves the gateway to another culture. Communication is the exchange of information on social statue, cultural, literary and political issues. It includes interaction between authority and people on various spheres of life and activities. Thus, the teaching of foreign languages is gaining more grounds, in order to improve interpersonal and international communications among people and nations. There are many languages over the world. Nowadays, we can see some of them are not utilizing by the nation. But such language are recognized by the world. For instance, around 130 million people worldwide speak German as their mother tongue. Moreover, around 7,5 million people in more than 40 countries belong to a German speaking.

Foreign languages have distinguished themselves from other languages in the world, thus calling them living languages of the world in the sense that such languages have imposed their presence in other nations. Day by day interest in German as a foreign language remains at a very high level German appears to be an increasingly important language in people's careers, both at home and among those seeking to go to Germany to study, work and live. German is learnt predominantly at schools and learning takes place mainly in the university system or other language centres. There are many types interactive methods and activities for learning language that can practice in their life. We will also consider different methods of language communicative language teaching as a method that will enhance the communicative proficiency of learners at the education.

Nowadays, the teaching of foreign languages has witnessed a lot of dynamic changes in the methods used in the teaching foreign languages in education system. Even it's has challenges learners desire to surf among the foreign languages. Now we will aware of theory of linguistics. According to Awa's opinion, these methods can either be didactic based or taken into consideration other factors like the specific needs of the learners and the learning situation (30). The choice of a method depends on the creativity of the teacher to understand the learning needs of the students and the environment in which the learning takes place. Awa argues further that the change in method according to language planners will depend on the need to reappraise the curriculum content, in order to improve the standard of the language learners (compare Awa 2007, 39). The effect of redefining new goals for the curriculum content for language learning ensures flexibility and introduction of new methods to make improvement in language acquisition.This kind of methods in foreign language has become a part of the teaching system. The proliferation of methods is a prominent characteristic of contemporary second and foreign language teaching. The need for proficiency in communication created opportunities for efficiency in the teaching of languages. With the above background, we shall briefly discuss some other methods of language teaching.

The grammar translation method is the very first known traditional method of when learning foreign language teaching. It centers on the traditional concepts of teaching grammar and vocabulary which is main role of the learning foreign language. Besides these, includes grammatical rules, procedures for selecting vocabulary, and social conventions governing speech. In practice, reading and writing are the major focus and are also given precedence; little or no systematic attention is paid to speaking or listening.

Students are forced to memorize hundreds of verb tenses and word lists, but they never really use the language spontaneously and naturally in real communication. As a result, the overall communicative competence of the students is very poor. The weakness of this method led to the need to articulate and develop alternative methods of language teaching.

II. ANALYSIS

This is a practical example of a grammar-translation classroom activity. The teacher gives the students a brief passage in German language; the teacher will provide some new vocabulary from the passage and give the students time to translate the passage. There will be some new materials included in the passage, perhaps a new case, a new verb tense or a more complex grammatical construction. The teacher explains the material to the students as he or she works through the passage with them. The direct method also known as the natural method is a radical change from the Grammar-Translation Method by the use of the target language as a means of instruction. There is avoidance of the use of first language as a means of communication in the classroom and its use as a translation technique. The Direct method advocates the spontaneous and direct learning of a foreign language in the class rather than the procedural rule and analytical procedure of learning grammar. The learner can deduce the rule and pattern of grammar. It gives priority to speaking and pronunciation.

Familiar words are used to teach new vocabularies using pictures and demonstration. This method follows the principle and observation of the natural approach in which a child naturally acquires its mother tongue. The use of the language that is spoken in the study environment is not allowed. Students are supposed to figure out rules for themselves. Students are encouraged to speak at all times, making this the ultimate in student-centred classrooms. Direct method failed to consider the practical realities which may be found in learning a foreign language in a classroom. The audio-

lingual method derived its pattern from linguistics and psychology, which assumes that learning a language, entails the study of grammar from the view of syntax. It is characterized by the separation of four basic skills of language learning, which are: listening, speaking, reading, and writing. This method uses dialogues as the main means of presenting the language and emphasizes certain practice techniques, such as repetition, drills and memorization. Listening and speaking were now brought right into the centre of teaching in this method. Tape recordings, and laboratory drills were offered in practice. Although this method contributed immensely to language teaching, it failed to address the issue of real communication outside the classroom. Students were often found to be unable to transfer skills acquired through Audiolingualism to real communication outside the classroom. The audio visual method as the name implies is a mixture of audio and visual presentation of foreign language materials with a view of improving comprehension and retention. Language instruction is made possible by the use of audio visual aids like filmstrips, pictures microforms, slides, projected opaque materials, DVDs /CDs, PowerPoint, television educational series tape recording and flashcards. With the interconnectivity of computers making our world a global community, the use of audio visual aids has grown exponentially with the use of life videos on the internet, android mobile phones, face book, YouTube, and other online materials. The goal of audio-visual aids is to enhance teacher's ability to present the lesson in simple and effective pattern. The language teacher uses this method to enhance teaching and learning of foreign language especially in a non native environment. The visual materials make the students to make use of the sensory organs of seeing and hearing, thus making it easier for the learners to understand.

Communicative Language Teaching The changing educational realities to the teaching of foreign languages in Europe gave impetus for a search for better methods of teaching foreign languages. The communicative language teaching began in Britain as an alternative to Situation Language Teaching in which language is taught by practicing basic structures in meaningful situation based activities. The communicative language teaching the main aim is to make communication the goal of language teaching and creates techniques for teaching the four skills of language learning which are includes Writing, Speaking, Listening, Reading can increase learners four skills. It encourages activities that involve real communication, role-plays, quizzes that relating to interesting topics and discussion enhance their outlook.

III. CONCLUSION

To sum up, our discussion it would be better to develop a model of communicative competence that takes into account the specific contextual, social and linguistic factors of non-native learners. Therefore, non native teachers of German language need to be involved in the process of designing the language materials in German courses within the context of the learning environment. Communicative Language Teaching should be considered as a method that will enhance the communicative ability of the learners, especially in an environment where the learners cannot get direct contact with native speakers. It is a method that will help teachers, who want to provide opportunities in the classroom for their students to engage in real-life communication in the target language.

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Importance of learning a Foreign Language.

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Why is it Important to Learn a Foreign Language?

Abstract : *The article is discussed about Communicative Language teaching with a particular reference to the teaching and learning of English Language for ESP students . The article deals with the educational management teaching process in Higher education. It is 21 century, if you look through our environment there are no life without learning foreign language. Today we analysis about how to learn foreign language and it's learning methods to students. Nowadays everyone should learn even a foreign language. It can open the world for your future life. If you have enough knowledge for language your horizon increases widely. But there are humans that have such kind of skills and ability.*

Key words: *Communication, Language Teaching, bilingualism, monolingualism, teaching method, foreign language, German language, non native learners.*

I. INTRODUCTION

The advantages of learning foreign languages are flourishing as the world becomes increasingly globalized and bilingualism is now perhaps the most useful real world skill to ever exist, rather than just being a nifty party trick. If you're thinking about making the effort to learn a foreign language rather than expecting the world to accommodate your monolingualism, you are a rare breed indeed.

Foreign language study is all about learning how to truly communicate and connect with others are —an incredibly important life skill that can only be cultivated by interacting or communicating with people. When you master a foreign language, you can practice your new superhuman power of being able to understand what someone is saying, recall the proper vocabulary and grammar, put that vocabulary and grammar into the proper context, and reply back—all on the spot and in a timely manner. You've connected. And that is what it's all about. Easily, your knowledge can help to rice your economical statue or achieve your main goals for your future life.

Learning a foreign language opens up a world of job opportunities

It's no secret that learning a foreign language can improve your employment prospects. More companies than ever are doing business in several—often dozens of—countries around the world, but they can't do it without hiring people who have a grasp on at least one foreign language. Even in small, local companies, chances are that the ability to speak a second language will set you apart from other applicants. And in an increasingly competitive job market, why not give yourself every possible edge?

But, it's not just about padding your resume. With globalization in full swing, there's a good chance you'll be working with people whose first language isn't English. Maybe it's a development team in India, or a manufacturing plant in China, or an alternative energy supplier in Germany. Being able to communicate in other languages makes you much more valuable to an employer and having that competitive edge on your resume is without a doubt an eye-catcher. In every field of our life we need learning language. Now employers require qualification of knowing language or certification of chosen foreign language. These kind of challenges build a fundament for students study or their career for future.

II ANALYSIS

Foreign language study can cultivate your brain widely

Studies have demonstrated the cognitive benefits of learning another language, no matter how old you are. These studies have shown that bilinguals tend to have bigger brains, better memories, are more creative, better problem solvers, etc. Not only do these advantages make it easier to learn yet more languages, they also make it easier to learn, well, anything. The ability to quickly switch between tasks is especially important in today's busy multitasking world. Bilinguals can switch between tasks much faster than their monolingual counterparts and can handle many more tasks at once.

Form meaningful friendships when you study a foreign language

Meeting new and interesting people and developing lifelong friendships are certainly objectives well worth aspiring for, and learning another language is a sure way to expedite that process. Language helps express our feelings, desires, and connect with other humans around us and forms meaningful relationships. Speaking a foreign language not only opens up a massive pool of potential friends, but it also acts as an instant common denominator when you meet native speakers. Plus, speaking in a foreign tongue can be like speaking in secret code with your new besties. Thus, learning the other language students can aware of culture, traditions and customs of abroad. That they exchange their knowledge with each other peers from abroad. Studying a foreign language makes you more open-minded

Foreign language study is simply part of a very basic liberal education. To educate is to lead out—to lead out of confinement and narrowness and darkness. Learning a foreign language and getting soaked into an entirely new culture and worldview is the surest way to become an open-minded, understanding, tolerant individual, and that is absolutely priceless. Once you are aware of the fact that we are all cultural beings, products of our own environments, and that you recognize the cultural base for your own attitudes and behavior, you are ready to consider others in a more favorable light. Seeing the world from a different perspective, and understanding where you and others come from, is a fantastic, eye-opening experience.

III. CONCLUSION

To conclude , our discussion it would be better to develop a model of communicative competence that takes into account the specific contextual, social and linguistic factors of non-native learners.   Foreign language study helps you better understand your own language and culture. Learning a foreign language can actually pull a sort of reverse psychology on you and provide you with a better understanding of your own native tongue and culture. This is one

of the most unexpected advantages of learning a foreign language. You will become much more conscious of not only cultural customs, but of the grammar, vocabulary, and pronunciation patterns of your first language. This likely explains the improvements in listening, reading, and writing skills that foreign language impart to former monolinguals.

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The Role of Fiction in Parenting

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Abstract : *Children's literature has a rich tradition of early childhood education. It begins with a mother's lullaby. The purity of the soul of a newborn baby is unique. What parents do, what the teacher gives and what the writers write directly affect the purity of this child's soul. The article describes the role of children's literature in the formation of children's worldview. Children have always loved and will love to listen and read good and interesting fairy tales and stories. There is no doubt that this is the great merit of children's literature. At the same time, in the age of information technology, the role of children's literature as a builder and protector of child psychology can become the foundation for the development of good in the hearts of our children.*

Key words: *children's literature, folklore, poetry, prose, young children, adolescence, adulthood, stories, fairy tales, worldviews, psychology, consciousness, work, reading, books, songs, parents, teachers, educators, students.*

Differences in developmental psychology in children are sufficiently substantiated in the field of pedagogy and psychology. The peculiarity of the periods of development of a newborn baby, childhood, preschool stage, adolescence, adulthood, maturity and the process of old age is explained not only by the years of a person's life, but also by general physiological and psychological changes in the body of a given subject.

The artistic study of the "world of the heart" in children, the mirroring of the inner world of children in artistic images, the aesthetic image of the spiritual harmony of the inner and outer world poses a very important task for the writer of children's literature. This should take into account the spiritual, mental and physical characteristics of young children. How and to whom are these literary works addressed? - is of great importance for the upbringing of our children.

The period of children's education closely related to the reading process can be divided into the following stages:

a) the period of preschool education: from 1.5 - 2 years to 6 - 7 years;

b) the period of primary education: from 7 to 11 - 12 years;

c) period of secondary education: from 13 to 16 - 17 years.

The importance of the educational power of children's literature was also noted by L.N. Tolstoy. Summarizing the results of seventy years of his life, he wrote: "There is one step between

me and a five-year-old child, but there is a terrible distance with a newborn and a five-year-old child" [1.36]. He is right. A child under five will learn to speak, walk, his mind and psychological characteristics begin to form. From five to seven years, positive and negative personality traits are formed. In this sense, there is one instructive secret in the statements of great people about the initial period of a child's life: raising a child with the charming power of language has a very great social and aesthetic significance. This is shown by the centuries-old experience of educating the people. Various lullabies, lulling, touching eulogies and interesting fairy tales - stories played a very important educational role in a child's life. Gentle addressing the child with a sweet, soothing tone has a positive effect on the formation of the child's personality. This is unanimously noted by psychologists, teachers and literary folklorists. Preschool children do not yet know how to read and do not know the meaning of the book. But their interest in the world around them is very strong and varied. All these things they try to master by imitation. All the characters of fairy tales of the animal and plant world are like people for a child. In the worldview of a child, they speak, cry and take offense like people. From 2 to 3 years old, children have a strong need for speech and an understanding of the meaning of the word. The vocabulary continues to grow every year. If in a three-year-old child it is equal to 1200 - 1500 words, then at 4 - 5 years old it will already be about 2500 words [5.40]. At this time, each word has only one meaning or meanings. They do not yet understand the transitional meaning of words. They are interested in musicality, playfulness and melodiousness of the word. Children's writers should pay great attention to the joyful and playful tone of the text. A preschool child is not yet able to independently choose the book he needs. But they listen selectively. Experienced caregivers and parents quickly capture the child's mood by changing their gaze. It can be admiration, thoughtfulness, or joy. Experienced parents or educators know how to read stories, fairy tales and songs in an interesting and enjoyable way. The words and deeds of the child are extraordinary. For example "The story of the child who ate the plane" [6.36]. This is a 2 - 3 year old child of Khuran. What he finds he immediately takes into his mouth. Once in a store, he demanded from his parents that they buy him a plane. Although his father was against it, his mother still bought him this plane. For three days he played with an airplane. The fourth day he came from the street empty-handed. When his parents asked where the toy was, he replied that he ate this airplane. In the beginning, they couldn't believe their ears. Then they began interrogation with partiality. But the child kept repeating the same thing. They called an ambulance. The child was taken to the hospital. They put me to bed. Then the doctor, stroking the child's belly, asks: - "Doesn't it hurt - do you have a belly or wherever near the belly?" With fear, the child began to cry even louder. Then they made an x-ray. No foreign object was found in the child's body. The parents, not knowing what to do, took the child back home. In the house, the mother again loudly asked: "You sure ate the airplane?" Khuran, with tears in his eyes, answered in the affirmative. At this time, a neighbor came, who worked as a teacher for the elementary grades. Having learned what was at stake, she began to tenderly ask the child:

- Did you really eat the airplane?

- Yes.

- How did you eat? Parts or whole.

- I exchanged for Karim's ball.

- Where is Karim's ball?

- Changed Salim for a gun.

- Where is the gun.

- Changed for a cake.

- Where is that cake?

- I ate this cake. [6.39]

Here the child answered briefly in his own way. If you tell the children that you are going to talk about "The Child Who Ate the Airplane," they all turn into "ears." Because they truly believe it. When they finish listening to this story, the teacher or parents must explain the wrong words and actions of the protagonist of this story. There is also the story "Morning Words". When the child Ahmad woke up, he heard the different voices of his village. This is the voice: miiev - miiev, gu - gu - gu, chirik - chirik, woof - woof - woof, ha - ha - ha. These are Ahmad's friends: cat, wind, lynx, dog, goose. They welcomes the awakening of Ahmad. This story is dominated by the style of imitation in children's literature. Stories of this type not only educate, but also give joy to little listeners. It is this influence on the images of the children's worldview that leads to the formation of the creative principle in the minds of children. The famous writer Janusz Korczak wrote: "It is difficult for children to talk about what they are thinking. They will have to be explained in ordinary words. It is even more difficult to write about it. Because children are little writers and philosophers "[2.30]. Henrika Goldschmit, a famous Polish writer under such a pseudonym, accurately guessed this feature of child psychology. As a pediatrician, experienced psychologist and teacher, he caught the subtle closure of the traits and secrets of the child's worldview. According to Henryk, a child's heart is like a bird, butterflies and flowers. It is because of this that animals, birds and insects are mistaken for a friend by little listeners. Exactly. Children treat all the stories and tales of the world with admiration and rich children's imagination. Everything that surrounds us - color, shape, volume of objects is interesting for them. They have questions "what? where? it depends? why? ". For them, our world is an unsolved mystery. Because of this, they turn into "why". If a writer thinks like a child, then he can answer different questions of children. Children's psychology and worldviews are changing in parallel with the development of science, technology and culture. For example, K. Muhammadiyya's book "The Alphabet of Nature" in the 70s of the twentieth century was a kind of methodological encyclopedia for transferring the secrets of the world to children's consciousness. There are vivid examples of children's images of the animal and plant world. The book concisely and easily gives answers to the questions: why is the peel of a nut bitter and tough? why is the cherry red? why is the apricot yellow? Why does the willow bloom but does not bear fruit? why the vine is one, but the fruits are different? why is the cow chewing? why is the blackbird is the blackbird? etc. Accurate and interesting answers to various questions of children for a true children's writer and nature lover did not constitute any difficulties. And now interest in such works for young readers does not fade away. But only now the focus is on logical riddles, the secrets of the secret world and the relationship between man and nature. At the same time, the fairy tales of Charles Pierrot, Christian Andersen, the brothers Grimm, etc. are still read with great interest. The tale of E. Rapese "The Adventure of Baron Munchausen", A. Tolstoy "The Golden Key or the Adventures of Buratino", J. Rodari "The Adventure of Chippolino", "Tales on the Phone", A. Lindgren "The Kid and Carlson, who lives on the roof "from the side of children is received very warmly and joyfully. Because they are equally interesting and joyful for children of all ages. From this, children receive great spiritual pleasure. And this is the basis for the formation of a creative person. Good fairy tales for children are like air for their interests in the world around them. Children have always strived to be like personalities of a heroic warehouse. In the image of a strong person, they have always opposed themselves to the forces of darkness, evil and injustice. In their worldviews, they themselves, parents and good teachers were

symbols of truth and goodness. Based on the highest spoken words, we can state the following features inherent in children's literature:

- a newborn child has genetic features of the development of his parents and the specificity of the formation of their consciousness plays an important role in it;

- the influence of children's literature begins with the emergence of elements of reason in children's consciousness;

- creativity and rich imagination in child psychology is closely related to the influence of children's literature;

- children's literature has rich traditions of folklore, poetry, prose and the modern system of this branch of creativity takes an impulse for development precisely from these traditions of folk creation; - in the development of children's literature in the modern world, an important place is occupied by a sharp and varied increase in the information flow. More and more new films, cartoons, comics, computer games, telephone games and other new elements of influence on the education of younger students appear. They are mostly aggressive in nature. They distract the child from reading art books. Therefore, parents, teachers and pupils need to create an effective system for monitoring information received from their children and students. The information should keep the child's mind clear. If the information is negative, then we can witness the destruction of the consciousness and psychology of our children. This can be traced in the gradual alienation of the child from his parents, teachers and friends. The character gradually becomes withdrawn. Parents and teachers should not allow this dangerous phenomenon in the life of their child. The possibilities of a child are revealed and the main goal of children's literature and the education system of the younger generation is to light the fire of good in their hearts. And this is one of the main tasks of modern pedagogy and children's literature.

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MAHALLA – AN IMPORTANT INSTITUTE OF CIVIL SOCIETY

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Abstract : *The land of society is an important element of civil society. It denotes the independence and initiative of various spheres of public life and related associations: economy, that is, production in a broad sense, its organizational forms, trade unions, universities, the Press, science, public associations, mosques, religious organizations, etc. With regard to these public associations, the task of the state should be to establish the most common boundaries in the form of a law regulating the rules of the game, which must be observed in order to protect the rights and freedoms of all members of the society. Of course, in our country, the neighborhood is one of the pillars that make up the basis of this society. In this article, comments are made on the fact that the neighborhood is an important institution of civil society.*

Key words: *neighborhood, mahalla, civil institute, Society, Development, prosperous neighborhood, strategy, social life, population living life, Democratic state.*

"If the neighborhood is prosperous, the country will be prosperous. Therefore, from now on, effective work in each neighborhood will become the main criterion of our activities," said the president of the Republic of Uzbekistan Shavkat Mirziyoyev.

Uzbekistan is aimed at joining the ranks of modern developed and democratic countries, taking its place in the world community and ensuring decent living conditions for our people. According to experts, the experience of Uzbekistan based on the gradual consistent implementation of the principle of "from a strong state to a strong civil society" in the formation and development of civil society, the Institute of self – government, is of great interest and can be effectively used by other countries that are on the path of democracy. The neighborhood is considered to be an important basis for the restoration of a democratic society in Uzbekistan, through its activities the constitutional rights of citizens such as direct participation in the state administration, the solution of important tasks of socio-economic development of the country are ensured.

In Uzbekistan, 2022 was declared the year of *"Glorification of human dignity and active mahalla"*. He noted that the neighborhood, which is the basis of society in this regard, will take a decisive place, and if the neighborhood is peaceful, the country will be peaceful. Economic, social, political and cultural pluralism, which forms the basis of civil society, is established on the basis of the independence of social structures, the rights and freedoms of the individual and citizen. In the concept of further deepening of democratic reforms and development of civil society in our country, civil institutions, non-profit organizations are now becoming an important factor in the protection of democratic values, human rights and freedoms and legitimate interests, creating conditions for

realization of citizens ' potential, increasing social, socio-economic activity and legal culture, facilitating the balance of interests in society.

Uzbekistan is based on these principles, which have been tested by the experience of the peoples of the world in building a democratic society. In addition, Uzbekistan in the construction of a democratic civil society has taken the path of relying on several thousand years of experience of historical and spiritual development of our people, on the foundations of our national statehood, on the roots of our spiritual heritage, on our national characteristics and rich traditions. In a literal democratic society where the state, political power is not in a country dominated by society and its members, but has an undeniable advantage over the state, the individual becomes real free. Transition to such a society is a historically long process, which is associated with the formation of civil society. So what is civil society itself? What are the internal norms that allow democracy, respect for a person, development of economic, socio-cultural and political relations in a system in which his rights and freedoms are guaranteed? When the expression "society" is taken away in a philosophical-social sense, it is an interconnected unity of people who exist in space and time, whose lifestyle and interests are common. Society is an expression of the combination of people's common interests and needs in order to meet them, based on unity and social relations between people, communication, and cooperation. The important differences between the" society, and the social categories such as "Civil society" is manifested in the following:

- Both these complex systems are distinguished primarily by their essence and structural composition. In the traditional sense, society covers the state along with all the predominant phenomena in its composition. The state does not enter into the composition of civil society, among its institutional elements. With a political state, civil society is a mutually dependent, but co-operating, acting dialectical couple;
- Traditional society encompasses all the inhabitants of a particular country, that is, living in one space and time. And civil society includes institutions (associations, educational institutions, public associations, self-government agencies) and that serve to ensure the property, economic, social, legal, religious, moral and other interests of people in the sphere of private life;
- Civil society differs from traditional society in that it expresses a special level of enlightenment of the development of unity of people, an unequal qualitative state. In this place, civil society is a specific phenomenon that protects the community of people, its interests in the face of political power, in the face of the state, as a related entity;
- Civil society is a society with a high human image or a society of people who live in harmony at an enlightened level.

Taking into account the significant contribution of the self-government bodies of citizens to the development of society, the implementation of extremely important socio-economic programs, it is of urgent importance to further improve the legal framework of their activities, expand neighborhood functions, ensure close cooperation with state authorities and management bodies, develop social partnership relations between them. The fact that citizens participate in the management of public affairs through self-government bodies, assemblies is one of the most effective forms of public control. With its help, the right of citizens to conduct the work of the local community independently, based on the interests of the inhabitants of this territory, is implemented. In this regard, the study of Uzbekistan's experience in gradually increasing neighborhood control powers is of great interest to scientists and practitioners of other countries.

People who are older than the age in the Mahalla certainly always bring up young people. In our people there is a proverb: *"Seven neighborhood parent to a child".* Today, the cause of the internet and smart gadgets is also decreasing the interest of young people to read. It is beyond doubt that this will undermine not only their future, but also the fate of the land. *"Adaptation as a process and adaptability as a property of then individual are inextricably linked with the information processes taking place today in nature, society, and the techno sphere. Adaptation is possible only in complex self-organizing open systems that exchange information with the external environment. Our society has entered the post-industrial era of its development, which is characterized by an exponentially increasing flow of information, rapid quantitative and qualitative formation of the techno sphere. In these conditions, the process of adaptation of a person in society, in professional activity, in personal life is more important than ever."[1]*

In a legal democratic state, the full provision of human rights and freedoms, the rule of law and the equality of all before the law are guaranteed. From the first days of its independence, Uzbekistan has also set itself a high goal of building a democratic legal state for itself. In order to further deepen democratic changes, protection of human rights and Freedoms was defined as a priority task at the time of reforms carried out in the Republic. Because without the provision of human rights and freedoms, it is impossible to establish the foundations of a legal-democratic state and civil society in the country.

Civil society reflects a new qualitative state, based on the developed forms of self-government and self-regulation, the optimal harmonization of the interests of the public (state and society) and the individual, the priority importance of the interests of the individual in the bond, the recognition of human rights and freedoms as the supreme value of society. Civil society has a complex structure, which includes economic, family-kinship, ethnic, religious, legal relations, morality, as well as political relations between individuals, which the state does not define. Unlike state structures, in civil society there are not vertical relations (subordination), but horizontal relations — competition and interdependent relations between free and equal partners in legal terms. The structure of civil society is understood as a wide network of social relations, various voluntary organizations of citizens, their associations, lobbyists and other groups, municipal communities, charitable foundations, Creative, Sports, press societies, socio-political, religious and other organizations and associations. All of them express different social interests in all spheres of public life.

In conclusion, by improving the neighborhoods, the standard of living of the population also increases. In particular, it is expected that there will be major changes in this regard in 2022. That is, the development of neighborhoods in our country, as well as raising its role and position in society, is aimed at educating future generations loyal to the motherland. The neighborhood is truly an institution of civil society. Especially important is the role and position of the Mahallas in the leadership of the state power. In our country, we will be able to increase the role of mahallas in society by increasing their role. Areas, which are the smallest part of our country, play an important role in strengthening families, improving the living conditions of the population, the future of youth and the

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[1] D.I. Mukumova, A.E. Shaymanova, I.B. Yarova, D. Abdurakhmanova, A.U. Kurbonova// "Adaptation of the teacher to professional andpedagogical activity at the university" // 2021.y http://psychologyandeducation.net/pae/index.php/pae/article/view/2135/1858

development of our society. I think that as a result of the changes and reforms that have taken place in our country in recent years, our mahallas will become more prosperous. Truly the neighborhood is a community institution!

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3. D.I. Mukumova, A.E. Shaymanova, I.B. Yarova, D. Abdurakhmanova, A.U. Kurbonova// "Adaptation of the teacher to professional andpedagogical activity at the university" // 2021.y http://psychologyandeducation.net/pae/index.php/pae/article/view/2135/1858

4. The name was announced in Uzbekistan in 2022 year. https://oz.sputniknews-uz.com/20211231/prezident-2022-yil-nomini-elon-qilindi-22041343.html

5. Mahalla (Neighborhood)-the basis of civil society. https://sovminrk.gov.uz/uz/news/show/2875

6. Community land - as a neighborhood Civil Society Institute. http://hozir.org/mahalla-fuqarolik-jamiyati-instituti-sifatida-v2.html?page=13

Use interactive methods in teaching graphic arts

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Abstract : *This article is interactive in teaching graphic arts It is clear that the use of the technique is one of the best effective methods described.*

Key words: *graphics, methodology, architecture, crafts, interactive,ability.*

INTRODUCTION

It is known that the ongoing reforms in our country, the great creative work, the attention paid to education, the laws and decisions adopted in this area, the development of new ideas, the greatness outlined in our "National Program" .Today, it is important for teachers to be aware of the essence of modern educational technologies and be able to use them effectively in the teaching process, as well as a creative approach to the organization of the educational process. Methods of teaching graphic arts are also developing. In fact, the need for graphics began to emerge in primitive society. Evidence of this can be seen in the ornaments used on the tools and utensils of primitive people that have survived to the present day, as well as in the many rock carvings.

Graphics is a Greek word meaning to write and draw in Uzbek. Graphics is a printed work of art based on painting and drawing, but with its own means of imagery and expression. The term graphics was originally used to mean the art of writing and calligraphy. The term graphics was originally used to mean the art of writing and calligraphy. From the end of the 19th century to the beginning of the 20th century, with the development of the printing industry and the emergence of photomechanics, graphics became a form of fine art. The subject of fine arts, which is now taught in general secondary schools, is an integrative subject in its content. In addition to fine arts, its content includes the study of applied arts, arts and crafts, architecture and design. There are also certain differences in the teaching of the content of fine arts education, and the continuous system of fine arts is based on the principle of logical development.

Interactive methods are methods that activate learners and encourage independent thinking, with learners at the center of the learning process. When using these methods, the educator encourages the learner to actively participate. The learner participates throughout the process. Visual arts are taught in more depth in the classroom. In addition, according to the elementary school curricula, students will develop thematic and illustrated plans, develop types of lessons, prepare excellent materials for them, as well as engage in decorative arts and applied graphics, sculpture.

The methodology is mainly based on the results of research in pedagogy, psychology, aesthetics and art criticism. It describes the rules of teaching fine arts, defines modern methods of educating the next generation. Practical methods study the development of education and upbringing. Explores the development of practical methods, education and upbringing. The study of pedagogical skills requires

the presence of certain talents, abilities and passions to master it, because the science of methodology is a difficult and very responsible field of art pedagogy.

Thus, the science of teaching methods of graphic arts is effective in determining the content, tasks, methods of teaching students graphic arts, the study of rational methods of creative work, based on the goals and objectives of education and upbringing. The methodology of graphic arts, like other branches of methodology, is divided into general and specific types. The most effective of these is the interactive method.Of these, the interactive method is the most effective.

CONCLUSION:

In short, interactive learning allows you to solve several problems at once.Most importantly, it develops students' communication skills and abilities, helps to establish emotional connections between students, teaches them to work in a team, to listen to the opinions of their peers. At the same time, practice shows that the use of interactive methods in the classroom eliminates the nervous tension of students, allows them to change the form of activity, to focus on the main issues of the lesson. This will further strengthen the trust between the student and the teacher. Therefore, the use of interactive methods not only in the teaching of graphic arts, but also in the teaching of all areas will be an excellent light on light.

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The importance of efficient use of human resources

at the beginning of the third renaissance

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Abstract: *At a time when science is advanced, the digital economy is gaining ground, and information technology is embracing all areas, Uzbekistan is laying the foundation for a new era of revival. Today, Uzbekistan is on the threshold of the third Renaissance.*

After all, in our country, as in all areas, there are new trends in human resource management. In particular, during the transition to a market economy, human resource management will acquire new importance. If in the context of the command-and-control system these tasks are considered as secondary tasks, in the conditions of transition to market relations they are given priority and each manager of the enterprise is interested in solving them. Also, the introduction of such new trends is a clearly targeted activity in the field of human resource management, which aims to improve the skills of personnel in the competitive markets of goods, labor and educational (vocational) services and the effective functioning of socio-economic structures, organizations and their departments. and ensure its development.

Opinions and views on the importance of efficient use of human resources at the beginning of the Third Renaissance are presented in this article.

Key words: *human resources, labor force, labor market, human resources, services market, competition, market economy, enterprises and organizations, socio-economic structures, the third renaissance.*

In today's competitive market economy, the importance of efficient use of human resources is growing. Indeed, the study of the criteria for the practical application of human resource management today requires special attention to local and ethnic, demographic factors, the appropriate allocation of labor resources in the country, environmental management, radical improvement of the remuneration system, compensation and shows that the incentive is based on the best practices of Western countries.

In the developed countries of the world, in particular, the United States, Germany, Great Britain, Japan, South Korea, investment in strengthening the human factor is determined by the development of human potential, in particular, increasing the level of education and professional training of young people.[1]

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[1] Akmal Yoriyevich Ostanov." World experience in improving the structure and dynamics of human resources".
«ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ» Xalqaro ilmiy jurnal.Выпуск №21 (том-5) (декабрь, 2021) -1075.c

At the same time, it shows that the effective use of human resources is also related to the level of professional training of personnel. In it, we can also observe the changes that have taken place in the process of training and retraining of personnel. In particular, professional development is of particular importance as the main way to ensure that personnel meet the modern level of science, technology and economics. It is known that if a person does not engage in self-education and does not improve his skills, the acquired knowledge will become obsolete by half every five yearsFirstly, in-service training is very important as it is cheaper to train professionals, secondly, it takes less time, and thirdly, because the training modules for professionals and managers are targeted.

The reforms being carried out in our country pay special attention to the implementation of measures related to the radical reform of the system of training, retraining and personnel training that meet the requirements of the time.

President of the Republic of Uzbekistan Sh.M. Explaining the importance of this issue, Mirziyoyev said: "We all understand that in order to fulfill the large-scale tasks ahead of us, we must do a number of things to improve the entire system of work with personnel. At present, in many cases, the use of human resources in state and government agencies, the division of their duties and powers is not rational and effective."[2].

Indeed, rapid changes in the economy, the emerging demographic situation, the ongoing processes of globalization, in turn, lead to a change in the status of man in society. The demand for production, its intellectual and innovative manifestation, the objective needs of the modernization of society in the current conditions are contributing to the formation of a new type of employee and employer. This, in turn, requires the application of new approaches to the management of the labor process.

At the beginning of a new era, the third renaissance in our country, the importance of human resource management and their effective use is very important.

In this case, human resource management is a person - a skilled worker in the organization, a talented person. Resources will be scarce or limited. Management is understood as the optimal or effective use of these resources to achieve the goals of the organization. Human resource management refers to the full and effective use of the current skilled workforce.

At the same time, the rational use of human resources, strengthening people's professional skills and health, the use of modern methods and principles in human resource management, high knowledge and skills of employees are very important.

According to the report, the quality of education in schools and colleges has declined during the difficult transition period. The lack of creative schools, cultural centers, and lack of attention to the activities of clubs have caused a number of serious problems. Our young people have cases of ignorance, and some can be seen looking for work abroad.

As the future of our country depends on modern personnel, one of the priorities today is to radically improve the education system, to educate young people in the spirit of patriotism and high spirituality.

In his speech at the solemn ceremony dedicated to the 29th anniversary of independence of the Republic of Uzbekistan "In today's world, where the great power of our people is in full swing, it

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[2] Sh.Mirziyoev. "We will build a free and prosperous, democratic state of Uzbekistan together with our brave and noble people." Speech at the joint session of the Oliy Majlis chambers dedicated to the inauguration of the President of the Republic of Uzbekistan. "People's Word," December 15, 2016

is true to say that a new revival is being laid in Uzbekistan - the foundation of the Third Renaissance." [3] had pointed out. The term, which means "rebirth" in French and Italian, as well as in Latin, is widely used because the European Renaissance and Renaissance had a significant impact on world development, as well as renewal and vitality. It should be noted that we all know that countries such as Japan, the United States, Germany, France, South Korea have highly recognized models of scientific development and high results based on science and innovation. All this has been achieved 50 years ago through a strong public policy aimed at the development of science and innovationIn particular, it is no secret that the territory of Uzbekistan is known and famous in the world as one of the major centers of the Eastern Renaissance.

It is no coincidence that the main goal in Uzbekistan is to create a new Renaissance, that is, the foundations of the third Renaissance. Because, as stated in the hadith, "There is no salvation other than knowledge, and it is impossible." The time has come for this vital truth to move into our daily practice.[4] It is time to mobilize all opportunities for this.

In particular, we consider pre-school and school education, the system of higher and secondary special education, and scientific and cultural institutions as the four integral rings of the future Renaissance. We consider our kindergarten teacher, school teacher, professors and scientific and creative intellectuals to be the four pillars of the new Renaissance. I believe - dear parents will definitely support this initiative and will be the fifth ring, the fifth pillar of the new Renaissance [5],- says the head of our country.

In our country, the process of creating modern human resource management systems with a wide range of new quality and power, which is the foundation of a new era, continues. The third renaissance - all the achievements of our country in the development of science, economy and society, serving the people and pleasing the people - is a bright manifestation of the intelligence, talent and talent of our people and youth.

At present, the concept of "human resources" has been developed, which is the theoretical basis of a new form of human resources. This practice applies to enterprises and organizations, in general, in all areas. It is based on the selection of employees, continuous training and recognition of the economic feasibility of capital investments in the identification and continuous development of their qualities, potential capabilities and abilities. The specific features of this concept are:

- use of economic criteria in assessing the role of the human factor in modern conditions;
- their management within enterprises and organizations;
- restructuring the staffing system.

The role of the personnel service is invaluable in solving this process effectively. It is known that the personnel department is looking for qualified specialists needed by enterprises and organizations by announcing vacancies in the press. Candidates for the position of the head of the personnel department are subject to special training, capacity, knowledge and other requirements. In addition, the leader must be able to achieve the set goal, well-behaved, knowledgeable, creative, organized, able to think analytically.

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[3] " The third renaissance - the development of science ". Ibrahim Abdurahmanov, September 5, 2020. https://mininnovation.uz/uz/news/ ..

[4] T.Shodiev. "The cornerstone of the Third Renaissance." People's speech.November 13, 2020.№240.

[5] Speech by President of the Republic of Uzbekistan Shavkat Mirziyoyev at the solemn ceremony dedicated to the Day of Teachers and Coaches. 30.09.2020. https://uza.uz/uz/react.

Human resource management is a process involving the active workforce, attracting, developing and supporting talented staff. Human resource management process; attracting quality labor; development of a quality workforce; quality workforce support.

In short, the new era, at the beginning of the third renaissance period, is important for the management and effective use of human resources by enterprises and organizations, firstly in defining the states, secondly, in defining the tasks to be performed and clearly defining the requirements.

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METHODOLOGIC APPROACH TO ASSESSING THE QUALITY OF SERVICES PROVIDED IN THE OPTIMIZATION OF CUSTOMS SERVICES

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Abstract: *This article discusses the concept of customs services, the factors that significantly affect its quality, the main criteria for quality indicators of customs services, as well as the methodology for assessing the quality of customs services.*

Key words: *concept and quality of customs services, scientific approach, methodology for assessing the quality of customs services, "Pestle", "Quality loop".*

INTRODUCTION

One of the main directions of development of the world economy in the last thirty years has been the expansion of the service sector. In industrialized countries, the number of employees in the service sector has significantly exceeded the number of people employed in all other sectors. Services in international trade account for about a quarter of world exports.

The intensification of globalization and the intensification of international trade have also made the development of customs services an urgent task. With the onset of active integration of the country into the world economic space, the customs sector has moved away from its function as one of the most important sectors of the state budget economically and financially, and the task of increasing the investment attractiveness of the Republic of Uzbekistan has become a priority. The struggle for openness of information and transparency of various segments of local business has also had a positive impact on the customs sector.

The country is systematically implementing tasks to liberalize foreign economic activity, increase investment attractiveness and increase the country's export potential and develop services, and the successful implementation of these tasks depends largely on the efficiency of the customs authorities.

The fact that the current customs procedures do not fully meet the requirements of international norms and standards, is dependent on excessive financial and time costs and human

factors for participants in foreign economic activity, requires a radical improvement in the quality of customs services.

With regard to the concept of "**customs service**", it should be noted that currently there is no single theoretical and methodological approach to the definition of "customs service" and "quality of customs services".and the current normative-legal documents do not provide a legal combination of these terms, separate definitions of the concepts about them.

In order to define the essence and semantic content of the concept of "customs service", it will be necessary to study several existing approaches.

№	The name of the scientific approach	The content of the approach
1	Neoclassical approach	Socio-economic benefits as a result of customs activities
2	Institutional approach	Sequence of actions aimed at qualitative implementation of foreign economic activity for participants of state and foreign economic activity
3	Functional approach (administrative approach)	Administrative management activities in the performance of their duties by the customs authorities
4	Cognitive approach, (dynamic approach)	A vector that balances individual, collective, personal and societal interests in foreign economic activity

Figure.1. Scientific approaches to the concept of "customs service" [1]

Although the concepts of "service" have a certain similarity in content, "Customs service" differs by their specific features and results of the subjects.

Criteria for the quality of customs services are defined in detail by **O.G. Kukharskaya**. and they include: legality, adequacy, production, speed and efficiency. This system of criteria allows you to objectively assess the interests of participants in government and foreign economic activity, as well as the quality of customs control.[2]

According to **O.A. Starkova**, the customs service is "a set of actions taken by the customs authorities and persons engaged in customs activities to ensure the movement of goods and means of transport across the customs borders of states."[3].

G.V. Elova defines customs services in terms of the formation of mutually beneficial cooperation between the participants of customs and foreign economic activity: According to her, customs services are a set of actions and measures in the field of customs aimed at meeting the needs of participants in state and foreign economic activity.[4].

In addition, there are several views on the content of the concept of "customs service". Thus, **I.S. Ermilov** understands the customs service as "assisting foreign trade participants in export-import

[1] Толикова Е.Э. Когнитивный подход к анализу содержания понятия «таможенная услуга»//Вестник Российской таможенной академии №2, 2018.- С.7 https://www.dissercat.com/content/razvitie-mekhanizma-povysheniya-kachestva-tamozhennykh-uslug-v-usloviyakh-rynochnoi-ekonomik

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[3] https://www.dissercat.com/content/upravlenie-kachestvom-tamozhennykh-uslug

[4] https://vaael.ru/ru/article/view?id=955

operations" and sees the customs service not only as a public service provided by the customs authorities, but also as a separate type of activity..[5]

In our opinion, the concept of **"customs service"** is an activity aimed at effectively facilitating foreign trade, speeding up and simplifying customs procedures as a result of meeting the needs of both the state and participants in foreign economic activity by providing high quality customs services.

Customs service is a customs activity that carries out socio-economic control and regulation of customs. These are special services aimed at protecting the economic security of the state, ensuring the interests of the national economy and special services aimed at the development, regulation, control, information and analysis of the country's foreign economic relations.

Customs service is a set of services provided by customs authorities to foreign trade participants in the implementation of export-import operations.

Depending on the type of services provided, we can divide customs services into the following groups:

Organizational services:
- Carrying out customs control and clearance;
-Calculation of FEA CN code of goods and payments;
- Issuance of licenses for the operation of customs warehouses;
- Issuance of permits for transportation of goods under box seals and seals;
- Tracking of goods accompanied by customs.

Financial services:
Ensuring the correct collection of customs duties from foreign trade participants and their receipt in the state budget;
-Online payment;

Information services:
-Provide quality information to FEA participants**;**

Special services:
- Protection of economic interests of the Republic of Uzbekistan and ensuring its economic security;
-Development, regulation, control and information-analysis of foreign economic relations of the country;

Other services:
- Facilitation of FEA subjects in the process of customs clearance;
- Training of customs clearance specialists;
- Inclusion in the Register of Authorized Economic Operators and issuance of a certificate;
- Maintaining a register of intellectual property objects;
- Electronic queue for access to work and study in the customs service;
-Logistics services, etc.

It is obvious, in today's context of integration, the basis of customs services provided to a participant in foreign economic activity is to minimize the time of customs clearance and control of goods. Execution of certain customs procedures and operations for the provision of the relevant service requires that it be financially beneficial to the participant in foreign economic activity, both in terms of time and money. And in this process, we need to pay special attention to the quality of customs services.

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[5] Терешенкова А.Ю. Совершенствование организационноэкономического механизма управления таможенными услугами: дис. канд. экон. наук: 08.00.05 / Терешенкова А.Ю. – СПб., 2012. – 220 с.

Quality of customs services is the ability of customs entities to fully meet the needs of participants in foreign economic activity. (efficiency indicators of customs authorities and persons engaged in customs activities in the implementation of these processes, the convenience of procedures for the movement of goods and vehicles across the customs borders of countries in accordance with international requirements) and quality delivery.

Improvement of customs services is directly related to improving the quality of customs services provided, taking into account the interests of participants in foreign trade activities. In this regard, the introduction of quality standards of customs activities that meet modern international requirements and the mechanism of responsibility of the management team to ensure them will be of great help.

The quality management system of customs services is a hierarchical system that includes a management mechanism (goals, functions, principles, management methods), a management structure consisting of the subject of management (customs authorities), the object of management (process). The requirements for the provision of customs services, the assessment of their quality, the identification of areas for improvement of existing processes, the factors influencing the quality management of customs services in the formation and operation of this system.
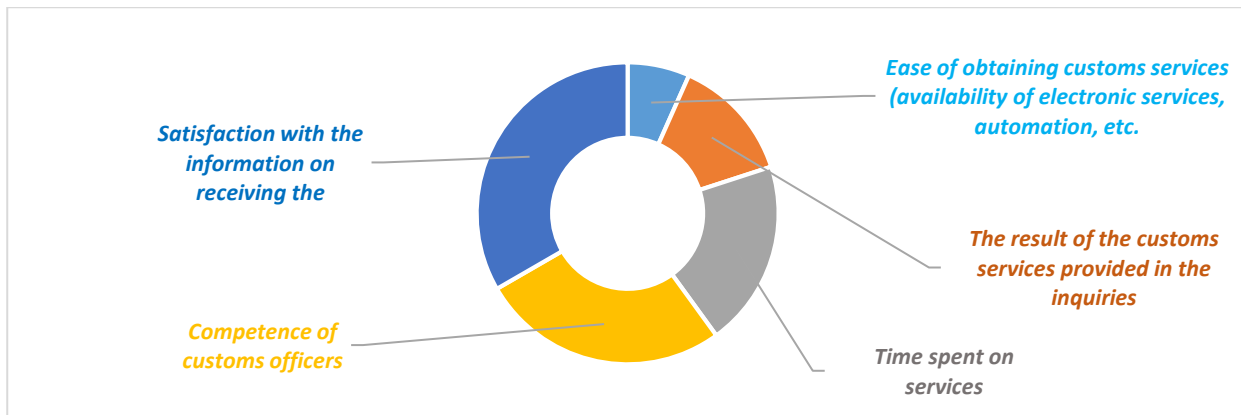
Figure 1. Evaluation criteria for FEA participants in the provision of customs services.

The quality of customs services is assessed on the one hand by the participant of foreign economic activity, which is its consumer, and on the other hand by the customs authority represented by its employees, which gives rise to the feature of double assessment of customs services.

Customs officials evaluate the services provided in terms of compliance with the requirements of customs legislation.

Improvement of customs services is directly related to improving the quality of customs services provided, taking into account the interests of participants in foreign trade activities.

The efficiency of customs services is determined not only by the quality of the customs structure, but also by the quality of work of organizations around the world customs sector, including customs authorities, organizations working with customs infrastructure, customs brokers, declarants, foreign economic entities and all enterprises involved in this process. .

Methodology for assessing the quality of customs services using PESTLE-analysis.[6]

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[6] https://www.dissercat.com/content/razvitie-mekhanizma-povysheniya-kachestva-tamozhennykh-uslug-v-usloviyakh-rynochnoi-ekonomik

PESTLE - an analysis tool to create a long-term strategy. The analysis allows to identify the strengths and weaknesses of the organization, the factors that hinder its development, as well as a qualitative assessment.[7]

PESTLE - it is an abbreviation that describes the key factors that affect or may affect the future of the organization. There are other similar names. For example, PEST, STEEPLE, SLEPT. There is no major difference between them, the only difference is that some factors can be excluded from the analysis or added to it (depending on the specifics of the company's activities or the ideological principles of the person performing this analysis).

This analysis allows us to understand and take into account what external factors are present that the organization cannot influence in order to develop the organization's development strategy. Some factors can and do help in development, but you need to know them to use them wisely to get the most out of them.

An important element of quality improvement and risk reduction is the methodology of assessment using the international quality standard **"Quality loop"** (**Петля качества**) - ISO-9000.

The existence of this standard facilitates mutual understanding between service provider and consumer organization representatives due to the existence of possible requirements for each element and service in general. For contractors, these specific requirements allow for the identification and analysis of opportunities to improve the quality of each service at all stages of formation and delivery, as well as risk assessment and systematization, making the service more systematic and manageable. It will be possible for the consumer to reduce the risk of getting unnecessary items and factors in the process of using the desired service.

"Quality loop" (**Петля качества**) of customs activity is a set of all stages of the process from the initial definition of the customs service to the full implementation of the customs activity. These stages include the following:[8]

- Marketing analysis of customs activities;

- Design (processing, development of customs services);

-Development of customs services;

- Implementation of customs services (production, sale);

- Logistical support of customs services;

- Quality control of customs services;

- Analysis of the effectiveness of customs services;

- Adjustment of the structure of customs services.

The developed table of quality assessment of customs services based on the calculation of the index on certain parameters, which we are proposing, is given in the table below.

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[7] https://simpleone.ru/glossary/pestle/

[8] https://cyberleninka.ru/article/n/tamozhennye-uslugi-i-puti-povysheniya-ih-kachestva

Indicators	Evaluate the answer			Parameter index	Weight coef	Group index	Weight coef	General index
	No	Partially	Yes					
General assessment of the quality of customs services by participants of foreign economic activity								
1. Satisfaction with the work of customs officers	0	0,5	1	$I_{p1.1}$	0,2	$I_{\kappa F}$	0,6	$I_{\kappa U}$
2.Satisfaction with the convenience of receiving the service	0	0,5	1	$I_{p1.2}$	0,2			
3. Satisfaction with the information on receiving the service	0	0,5	1	$I_{p1.3}$	0,1			
4. Satisfaction with the time of receiving the service	0	0,5	1	$I_{p1.4}$	0,3			
5. Satisfaction with the result of the requested service	0	0,5	1	$I_{p1.5}$	0,2			
General assessment of the quality of customs services by customs officials								
1Adherence to deadlines for customs services	0	0,5	1	$I_{p2.1}$	0,4	$I_{\kappa C}$	0,4	
2. Adherence to the procedure for providing customs services	0	0,5	1	$1_{p2.2}$	0,3			
3 Fulfillment of performance indicators.	0	0,5	1	$I_{p2.3}$	0,3			

Figure.2. Index-based model for assessing the quality of customs services

1.The proposed methodology provides the following calculation procedure:

The calculation index of FEAentities and customs officials for each parameter is calculated using the following formula:$\Sigma^{n}_{i=1} R_b / N$

$I_p = \Sigma^{n}_{i=1} R_b / N$, (1);

I_p- index of evaluation of quality parameters of rendered services;

$\Sigma^{n}_{i=1} R_b$ - the sum of the individual assessments of the respondents, the recommended ratings of the response: yes = 1, partially = 0,5, no = 0.;

N- number of respondents;

2. Final assessment of the quality of services provided based on the responses of participants in foreign economic activity:

$$I_{kF} = 0,2* I_{p1.1} + 0,2* I_{p1.2} + 0,1* I_{p1.3} + 0,3* I_{p1.4} + 0,2* I_{p1.5}, \text{ (2)}$$

I_{kF} - the index of quality assessment of customs services, determined on the basis of assessments of participants in foreign economic activity;

$I_{p1.1-1.5}$ - indices for evaluating the quality parameters of the received service;

Given the importance of these parameters in meeting the needs of recipients of customs services, 0.1; 0.2; 0.3 of weight coefficients were determined.

3. Final assessment of the quality of services provided based on the responses of customs officials:

$$I_{kC=} 0,4* I_{p\ 2.1} + 0,3* I_{p\ 2.2} + 0,3* I_{p\ 2.3}, \text{ (3)};$$

I_{kB}- the index of quality assessment of customs services, determined on the basis of assessments of customs officials;

$I_{p2.1-2.3}$ - indices of assessment of quality parameters of the received service;

The weights of 0.3 and 0.4 were determined based on the priority of the time parameter of customs services, which is the main factor determining the quality of service.

4. General index of quality assessment of customs services:

$$I_{kG}=0,6* I_{kF} + 0,4* I_{kC}, \text{ (4)}$$

I_{kG}- General index of quality of customs services;

I_{kF} - the index of quality assessment of customs services, determined on the basis of assessments of participants in foreign economic activity;

I_{kC}- the index of quality assessment of customs services, determined on the basis of assessments of customs officials;

Coefficients of 0.4 and 0.6 were determined based on the priority of meeting the needs of service providers - participants in foreign economic activity.

This method is universal and can be used to assess the quality of different types of services
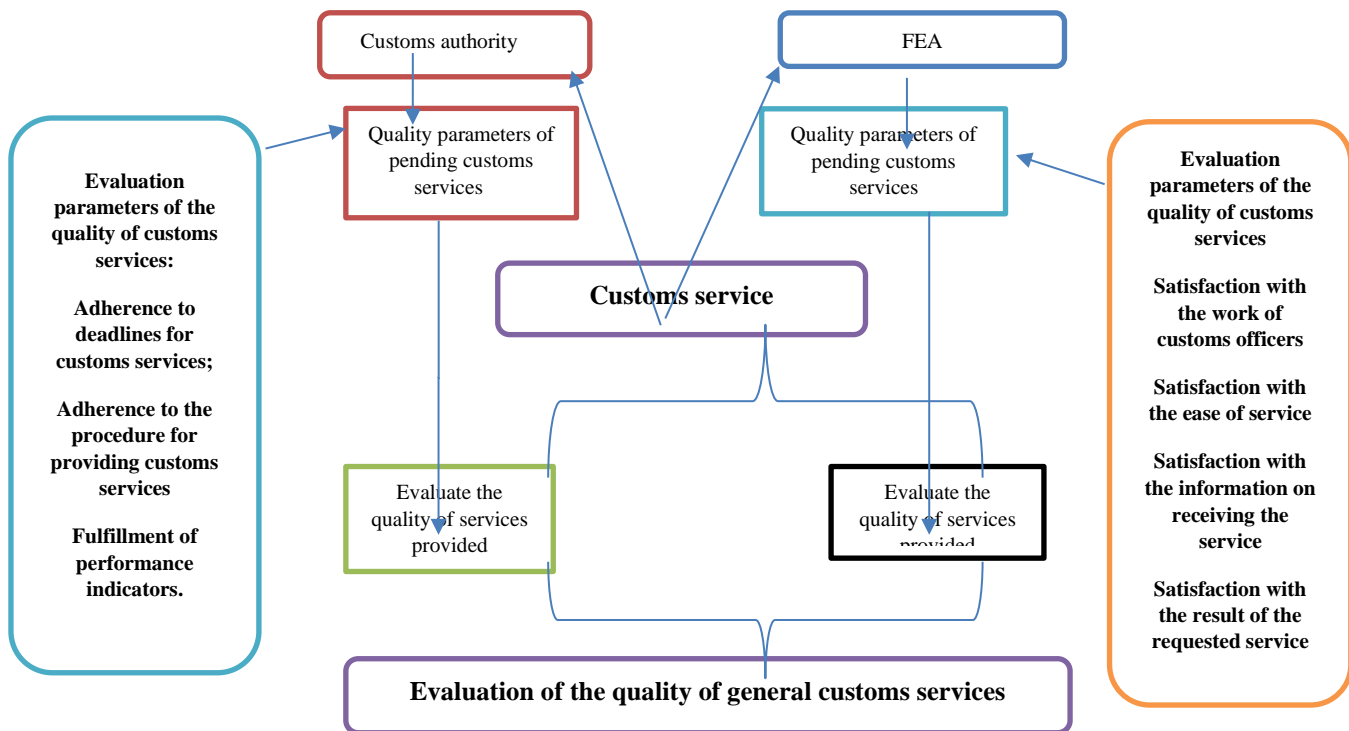
Figure.3. Customs service quality assessment

CONCLUSION

The results of the analysis of the customs authorities as a basis for quality management of customs services showed that the main concept of quality management is a systematic approach that involves the integration of the quality management system of customs services into the overall management system. The purpose of the customs authority and the needs of the participants in foreign economic activity are met on the basis of a balance of interests of the parties.

By systematizing different approaches to classifying the factors affecting the quality of services provided by the customs authorities, and studying the practice of providing customs services and the theoretical principles of quality management, we identified the factors influencing the quality management of customs services.

- *The quality of regulatory support of the customs authorities;*
- *Quality of information support of customs authorities;*
- *The level of logistics of the customs authorities;*
- *The level of organization of the customs authorities;*
- *Quality of work of customs officers;*
- *The level of quality control of customs services.*

In the course of the study, we developed our own methodology for assessing the quality of customs services, identifying the importance of factors such as the level of quality control of customs services provided. The developed methodology involves determining the quality assessment index on several parameters, the value of which can be determined by conducting mass expert surveys among

participants of foreign economic activity and customs officials on a pre-prepared survey. will be determined based on the results of the monitoring. On the one hand, the quality of the customs service is assessed by its consumer-participant in foreign economic activity, on the other hand - by the customs authority represented by its employees in accordance with the dual nature of customs services.

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THE INFLUENCE OF MEDIA ON THE FORMATION OF PERSONALITY: PROBLEMS AND SOLUTIONS

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Abstract: *This article explores the influence of media on the formation of personality. During the thousand-year history of mankind, grows the role of mass media on the formation of man. It is known that in parallel with the emergence of various methods of disseminating information in the media in society, appears and improves the process of propagating ideas in a more targeted and planned form. At present, the development of mass media and Internet technologies in the Republic of Uzbekistan has a great influence on the life style of people, changing thousand-year basics of the eastern educational process and training. In the educational system, especially at the stage of the secondary general education process in order to foster a diversified personality, to achieve a reduction in the negative impact of the media, it is necessary to identify tasks aimed at developing skills for choosing and evaluating, receiving and viewing information among children and adolescents. Otherwise, the young people, although they will have voluminous information through the media, but this information will be superficial, fragmented, non-systemic, even useless.As a result, the media becomes the cause of the destruction of the spiritual and intellectual world and socially important personal qualities.*

Key words: *mass media, personality, spirituality, youth, educational process.*

Introduction. Personality development in the most general sense is a process that results in certain (often substantial) changes in socially significant properties: needs are elevated, transform interests and orientations, and increase the possibilities for their realization. Throughout the history of humanity, the role of information in the development of personality gradually increased. At the same time, the process of forming propaganda was going on - the conscious, purposeful, and systematic dissemination of various kinds of ideas in society. The Austrian scientist A. Sturminger published a book that he called "3000 years of political propaganda" [1]. The ruling classes have always sought to influence by means of propaganda on the consciousness of the population not only of their own, but also of other countries. There are well-known examples of the propaganda of "pan-Hellenism" by Alexander the Great, religious propaganda in support of the crusades to the east, slogans of the French Revolution.

In the modern world, the potential of the media has significantly increased, which is due to the powerful development of modern means of production and transmission of information. But a paradoxical situation arises: the media unites and separates people, makes the processes of communication and separation more intense and polar.

Literature review. Philosophers and psychologists attribute the media to the so-called "indirect" communication, which, as compared with direct, is more generalized, abstract. Without direct personal contact, this communication is mostly one-sided, but this form is of considerable importance for expanding the space-time framework of the person is being, enriching the whole system of his relations with the world. For the harmonious development of the personality, both forms of communication (direct and indirect), their optimal ratio are important. If the media is a very significant part of the society that influences on the plan that interests personality, so the main question regards the types and models of the media. British scientist Raymond Williams advanced the theory of the "four theories of press," according to which the media system can be authoritarian, paternalistic, commercial, and democratic. An authoritarian system is considered to be such a system in which "the main task of communication is to transmit instructions, ideas and approaches of the ruling group" [2]. The paternalistic system is an authoritarian model in which the ruling group retains social responsibility, that is, values and goals that go beyond the retention of power. The commercial system differs from the first and second greater degree of internal freedom. However, as the author notes, "you can say anything you want, provided that you can afford to talk and talk at a profit" [3]. The British researcher did not manage to find a democratic model of the media in reality; therefore for him it became, rather, a system of principles that should guide his professional activity.

Research methods. Having considered the various positions of scientists on this issue, we, on the basis of the study, identified a number of generalized individual psychological characteristics of the influence of the media on personality development. Today, the education system must set itself the task of learning how to manage the impact of the media at least to some extent in order to develop a positive personality, develop a culture of perception among children and youth, teach them to watch and listen, choose and evaluate the information they received. And here a serious problem arises. Parents and educators should cultivate a bit of skepticism in children. Children should not accept the dirt that they often see on TV, with confidence and gratitude. The media can be an assistant to the individual on the difficult path of its formation and development, but at the same time it can be a "Trojan horse" that creeps into the soul of a person and betrays him. B. Khojaev gives the following facts: "The study of Internet fanatics in the United States showed that their psychology, mentality, and even external features quickly (within 1-2 years) change in the direction of the value benchmarks that the world of virtual information sets for them, and real life becomes annoying hindrance. Cartoon characters from cartoons and computer games are much closer and clearer for them than real people. The world turns into a kind of dream and dream where everything is possible " [4].

Analysis of the experiment. Features of the impact of the media lead to increase level of awareness of the individual, but often this is only passive knowledge. In addition, the information that young people possess, although significant enough, is fragmentary, unsystematic, and often simply useless. Information reflecting the views and attitudes of certain social groups and personalities is naturally easiest to absorb when watching TV shows, video films, listening to the radio or audio recordings, which does not contribute to developing an orientation towards self-education, self-improvement, and active self-activity. Thus, society through the media can threaten the value and intellectual world and, consequently, the development of socially significant personal qualities. As the psychologist of the University of Milan E. Barolo noted back in 1983, information entering the consciousness in the form of visible images, directly and without critical analysis, seeps

into the most secret corners of our psyche. The school inevitably faces here a double difficulty: it is unarmed in the face of new methods of influencing the intellect, and is not able to compensate for uncritical, compulsive presentation of information [5]. Now the flow of information has become much more powerful, technical means more sophisticated. Consumers of this kind of products can often develop an idea of a fairly high level of their own erudition, outlook. For example, information about sports obtained through the media does not necessarily contribute to the introduction of the individual to a particular sport. What to say about the present time, when there are round-the-clock sports channels through which you can watch anything, but you yourself may not have enough time and energy to train? Society in the face of the media, especially television, video production, means of computerization sometimes generate in the minds of the individual myths, stereotypes that do not contribute to its positive self-development. It should be noted that, obviously, one of the reasons for the negative impact of the media on the emotional and intellectual world of the individual is a narrow circle of interests, the underdevelopment of the value system of the individual, which is primarily determined by the age or educational level of the individual, the specifics of the family. Small children, illiterate or illiterate people do not feel the need for radio and television broadcasts with a certain content, not to mention reading. Television systems and the Internet have acquired a special influence in our era. The Internet is a means not only of information, but also of communication. Therefore, a person, from an early age, should be taught how to use the potential capabilities of these media and communications most wisely, with advantage and with the least damage. The educational system in solving this problem, which seems quite clear, has an increasing role. Naturally, one of the reasons for the negative impact of the media on the value world of an individual is their belonging to various individuals and groups who defend not humanistic ideals and principles, but pursue their own narrow interests, often running counter to the interests of the overwhelming majority of the population.

Conclusion. Thus, we can draw the following conclusions. On the one hand, the media (in which they are legitimate in the plan of interest to us to include mass communications, the Internet, information technologies, film and video production) create favorable opportunities for the collective creativity of people, contribute to strengthening their collective intellectual power, and are able to develop characteristics such as solidarity, collectivism. On the other hand, they create conditions for the suppression of individual creativity in a person, for the degradation of healthy interests, and often form an orientation toward passive recreation, inactive entertainment, that is, in some cases they contribute to the weakening of personality activity.

The participation of one or another media in public life is noticeable; sometimes it belongs to some powerful group. From the moment the principle of freedom of speech was enshrined in the constitutions of developed countries, the mass media became a weapon in the hands of various groups, elites in spreading beneficial information, ideas, assessments, attitudes, imposing stereotypes. The information field has become a field of ideological struggle.

At the same time, the media, in our opinion, may (and with time, even if it will not be soon, have to) become an institution that is capable of raising a person spiritually. This is their calling in the future. At the present time, the media has as their main task to impartially reflect and bring to the person the events occurring in the world on a global scale, to complement the influence of groups that include the person. The media is a conductor of spontaneous socialization, which must always be well organized and streamlined. Constructive experience of the educational system on the use of the media in order to develop a positive personality should not be forgotten.

Today, secondary school teachers, receiving only a symbolic reward for their hard noble work, for the most part do not have the capacity and means to seriously resist the spontaneous, often negative impact of the overall difficult situation in the country and the constantly increasing influence

of the media on the still not fully formed system of socially important qualities of the young person It is quite obvious that in a society that develops predominantly spontaneously, personal development inevitably bears a deep imprint of spontaneity.

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ANTHROPOCENTRIC PECULIARITIES OF DISCOURSE IN ADVERTISING

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Abstract: *This essay contends that advertisement text is an essential component of society's socioeconomic and spiritual moral existence. Advertising text that meets human needs is now evaluated as the most common form of text. The commercial focuses on the text and stresses its meaning. To determine the linguistic and stylistic features of advertisement texts, a scientific analysis of its spheres of influence is needed. The article defines and explains the linguistic and stylistic characteristics of advertising texts, investigates approaches to the notion of "advertising text," and differentiates between advertising texts targeted at various audiences according to its age, occupation, and social purposes. It is shown that advertising texts can be categorized into many styles based on the size and method of coverage, the key elements of the ad text, the title plays an important role in the ad text, primarily attracting the buyer's interest. The text of the advertisement is brief, so the words in it are vivid, descriptive, and memorable. For product ads, the use of stylistic colored words and figurative phrases, in which nolinguistic means and language units are seen as means of forming advertising texts, is significant. The advertisement text stresses the importance of using word classes such as verbs and adjectives to illustrate the high quality of a product or service. Examples of punctuation in advertisement text are used to illustrate its function as a punctuation mark.*

Key words: *linguopragmatics, symbiosis, exclamation, AIDA, pragmatic, national-specific, linguocultural, stereotype, philosophical, lingvoculturological, semantics, modulation, anaphora, hyperstriction, ultra-comfort, modulation, compensation, and dissonance*

Introduction. New definitions, terminology, and methods of linguistic analysis are emerging as a result of the formation and advancement of new anthropocentric directions in modern linguistics, such as linguopragmatics, discursive analysis, cognitive linguistics, linguoculturology, and sociolinguistics. Advertising texts that represent human needs are an example of an anthropocentric document. Since advertising has become one of the most popular forms of text, its stylistic and grammatical features, as well as the need to research the lexical and cultural features of the advertising text, have been prioritized. This is because the advertisement discourse, which collides at every turn, is becoming an integral part of society's socioeconomic and spiritual-moral existence. Modern advertising represents profound developments in information technology and media, social and economic ties, current cultural values, societal law and order, and man's position within them. Advertising is distinguished by its variety, which is one of the primary reasons that is commonly used in a wide range of human activities, from commercial to social. Advertising, like any other ordinary phenomenon, is examined in a variety of ways, including economic, social, cultural, legal, psychological, socio-philosophical, and linguistic. [5]. When we examine advertisement from a linguistic standpoint, we concentrate on the linguistic features of the advertising text. The question is, what exactly is ad text? Advertising text is a synthesis of advertising type and material, i.e. a

symbiotic relationship of "thought" and "speech." The idea emerges first, and an approximate text is created. The problem of choosing the right language resources, i.e. "tools," occurs during the editing stage of the original text. Advertising language is a linguistic medium that conveys a component. Many stylistic accents and styles can be used to convey the concept. [4]. Text content can be created in a number of ways. It can be divided into paragraphs, sentences, and words can be chosen and placed differently in the text. "Everything has to be great" in an ideal ad text: it has to be presented in fluent language, beautiful sentences, and looks so that it can be easily read and received by a human. Thus, the success of an advertisement campaign will be primarily determined by the language tools used in the production of advertising text, which may range from sound to text material. The title, subheading, main text, and advertising slogan are the four main elements of advertising text. [6].

"Advertising" is derived from the Latin word "reclamare," which means "to scream", "to protest", "to shout", "to protest". Advertising is called "advertising" in English, and it means "to announce." It is described as attracting the buyer's attention to the product (goods, service), as well as advice, calls, suggestions, and instructions on that product or service. Advertising can be described in a number of ways. Some of them are as follows: "Advertising is a major issue in our time." Advertising is the driving force behind modern trade and manufacturing. Other than advertising, there is another protective load on the product. As a result, advertising is a difficult art that must be approached with caution." [3]; "Advertising is a type of manufactured product activity." The aim of advertising is to market the organization's goods using information provided by industry, services, businesses, and organizations. In this case, the desired reaction is accomplished by manipulating consumers' minds on a mass and person level." [2]; "Advertising is an advertisement, suggestion, or demonstration provided to consumers by a bidder (manufacturer or service provider) regarding a specific product, individual, concept, or service, their convenience, and benefits for the purpose of direct or indirect profit (income)." [1]. In support of these ideas, we propose the following: Advertisement is a linguistic text that is intended to draw attention, hold interest, arouse desire, create trust, and compel behavior in the sense of a specific purchase.

The term advertising model AIDA (Attention, Interest, Desire, Action)was proposed in 1896 by the American advertiser Elmer Lewis "[4]. Advertising text provides important information about modern man's value system as an area of pragmatic intensive use of language, since advertising, on the one hand, adapts to the relevant cultural and linguistic environment, and on the other hand, forms this environment itself. The text of the advertisement reflects the national-specific identity. While the spiritual attitudes inherent in certain cultural and historical contexts are clearly reflected in the advertising process, they have a negative impact on the ideological attitudes of society. The basic method of speech technique determines the specific impact of ads on members of society, as well as the widespread use of advertising. As a consequence, an advertisement text is a set of lexical units encoded by a specific linguocultural stereotype. The most critical criterion for advertising success is that it is founded on the most important linguistic mental stereotypes. Since it is based on these variables that we can predict the receiver's next move. At the same time, advertising influences improvements in contemporary linguistics, brings new speech formulas into daily life, and forms stereotypes. Advertising, on the one hand, contributes to the creation of a person that suits the ideal of the consumer society; on the other hand, it reflects on the society's fundamental moral values. Based on the study of the advertisement voice, conclusions about the new traditions in the value system that are evolving in society can be drawn. It is critical to consider the national and cultural characteristics of the target audience, as well as the strategic strategy of the marketed product or producer, in the production of promotional images due to the difficulty and flexibility of transmitting advertising messages in another language. It is more fitting to transport the product image in the form of a collection of advertising principles to another cultural and linguistic space and incorporate it into

the new context, thus taking into account the national-linguistic image of the world of other linguistic environments. As a result of the above, advertising is a linguoculturological (cultural-linguistic) phenomenon that emerges under the influence of a specific culture and represents its distinct cultural and national characteristics, as well as the global national identityAdvertising as a distinct lingvoculturological phenomenon refers to language (lingvomental) stereotypes that serve as the foundation for the creation of a specific advertising text. It is possible to draw clear conclusions about the specifics, cultural beliefs, and ethnic characteristics of a given community based on ads. In the one hand, advertising texts, like any other document, represent the world's existing image. On the other hand, they generate and form new images and realities, without which modern culture would be unthinkable. It was discovered that while advertising adapts to the specific lingvoculturological (language) environment, it also produces this environment. "This model reflects the psychological effects of advertising step by step: to draw attention - to arouse curiosity - to provide strong facts regarding a product or service - to make a decision - to purchase," said B. Abdullayev, a scientist who researched the linguistic features of advertising.

Advertising texts have morphological characteristics as well. It is worth noting that the efficacy of advertising often depends on which form of the verb and which rhyme is used in a particular advertising text, as various types of words are targeted not just at advertising the product itself, but also at a specific audience type: Do not stop! ; Join now! ..; Share your youth and elegance on your face and skin...; all you want to know and ask: where did the neighbors get this furniture?

These examples demonstrate the presence of a "you" in ads (such advertising is interpreted as advice or an offer), as well as an image of young people as more involved, casual members of their community. This is achieved by using the secondary pronoun in singular form of the verb. When speaking to a young audience, the command form is often used. A call and an exhortation are examples of such types.

Advertising language commonly employs an indefinite verb form to convey incentive, wish, or bid (In general, a verb in advertising texts is used more often than other parts of speech: its expressiveness, persuasiveness has a stronger effect on a person than other word groups). Feel, visit, welcome, meet, pick, wait, engage, have, rush, enjoy, rejoice, and so on.

The inclusion of verb combinations is one of the most critical features of an ad text. The verb, according to H. Kaftandjiev, brings excitement, anticipation, strength, and power to thoughts. In English ads, the following verb combinations are common: "Buy this," "Discover that," "Don't forget," "Try some today," and "Treat yourself." It is worth noting that they appear in all aspects of the advertisement message: the title, the main text, and the slogan.

The command form of this verb is the most effective form of advertisement text. Through its assistance, the genuine customer is persuaded to purchase the branded items. After studying ad texts in real English, we can infer that the following verbs are among the most widely used verbs: Buy, feel, start, try, ask, discover, get, see, call, taste, watch, find, enjoy, listen, drive, smell , look, let drink, do. For example: "Buy the car. Own the road ". (advertisement Pontiac Grand Am) "Drive the new Paseo. Fall in love. Your future awaits down the road ". (Toyota Paseo car advertisement) "Give your lips a double infusion of color". (Estee Louder lipstick ad). Furthermore, the ad texts embody the diamond's "psychological semantics." When the pronoun "we" is used, for example, this text seems to put the receiver closer to itself. Because of this "we," the reader starts to think that he is a member of a strong social community and imitates the characters of the commercial in order to join it. Advertising texts also use second-person personal and possessive pronouns to increase the appeal of the ad. As an illustration: "Your own car. Your own phone. Your own place. Your dad's insurance?" (advertising by Nationwide Insurance) "Your friends will want to look at it. You won't even want to take if off to shower. Years later, babies will want to touch its light. Little girls will ask

to try it on. And long after everything has changed, you'll look down at it and realize noting has". (advertising by De Beers Diamond Engagement Ring).

A degree of acquisition of qualities is often seen in advertisement documents (the softest skin, the best solution to problems, etc.). For instance, fragrant, delicate, clear, pure, original, clean, true, normal, genuine, inexpensive, trendy, popular, cute, elegant, light, shiny, elegant, mediocre, and beautiful. These terms are needed to highlight a product's or service's high quality. Simultaneously, bad ad text is often baseless, and bush praise, praise, and benefit levels are normal. The terms "most," "much," and so on are not incorrect, but they can be used with care in advertisements. The inscription on a Kazakh sword reads, "Do not take the sword out of its sheath without need - do not put the sword in its place without honor." This can also be due to the ad's praise, which means that if you write "Much or the most," please back it up! The following are the most often used adjectives in English advertising: good, better, best, free, fresh, delicious, full sure, clean, wonderful, special, fine, big, great, real, easy, bright, extra, rich, gold. All of these words are an indication that the advertised trademark is being compared directly or indirectly with other trademarks of the same category. However, the following qualities are also common: natural, sensual, innocent, passionate, romantic, mysterious. Attributes and additions are used to describe the different qualities and characteristics of a product: shape, size, value, the emotions that the product evokes, and so on. In addition, in advertising, adjectives are often used as an indication of the uniqueness and authenticity of a product brand, including: genuine, authentic, original. However, the notion of "the new quality" is the leading one in English advertising, which is found in almost every second advertising message. For example: "An astonishing new way to streamline the curve: Estee Lauder invents Thighzone"; "New LAST OUT extra extending mascara with a new advanced protein formula"; "The new truth for sensitive skin: Estee Lauder invents Verite". Adjectives and affixes are widely and frequently used in advertisement texts because they quickly communicate information when capturing and arousing the audience's attention. Exact qualities and adjustments contribute to the creation of a distinct sound of the promotional note, allowing you to reliably tell the actual consumer about the advantages of the branded product.

Based on the scale and method of coverage, advertising texts can be classified into many genres:

- Announcements (short news: "The store is expensive", "We have a 50% discount";

- notes (which would be longer than the advertisements): "Do you want to carry your body for a long winter and not blame yourself for the extra weight you've gained in the spring?" , "For active weight loss, prefer Turboslim coffee over standard coffee."

- Instructions: "... The usage of a modern medication... in complicated therapy rapidly relieves pain and sore throat and leads to the normalization of body temperature owing to the detoxifying impact and the overall recovery of acute and chronic diseases," "... to all who call today - a gift from the business!"

- Reviews (evaluation of books, exhibitions, films, etc.);

- appeals - direct appeal to the addressee with a "request" to purchase a product that is typical for a billboard: "It's your choice !;

- popular scientific notes and articles (they tell about the history of the invention of the product, its positive features; usually such texts are published in "serious" newspapers and magazines and occupy the entire page).

The translator must overcome not only the linguistic issues that exist as a result of gaps in the semantic form and usage of the two languages in the correspondence process, but also the integration problems of sociolinguistic problems during the advertisement translation process. As a result, several considerations should be considered when selecting a translation form, such as the viewer (if text

localization is required) or the intent of ads. If you need to concentrate on imported goods, certain terms or even phrases will be left untranslated. If you want to elicit optimistic feelings, use more emotional words and phrases. They are classified into two types: substitution and alteration. Grammatical (morphological category) modifications include the replacement of pieces of expression and their use in the translation process. The use of grammatical changes does not mean that the original content has changed substantially. Direct objects are often used in analytical English, and it is frequently important to convert a direct object into an indirect object when translating into Russian. Lexical alteration is another form of translation. Their essence is to express the translation's original content using inadequate lexical means. Lexical transformations are a vital part of translation since they can result in genuinely profound shifts in the interpreted language. Transliteration and lexical-semantic substitutions are the two most common methods of lexical transition (clear definition, generalization, modulation, or semantic development). When translating a lipstick commercial, for example, an anaphora that is not in the original text is used. New lipstick Rouge Hyperfix Extreme hold ultra-comfort → Hyperreflexia. Ultra convenience. (Lipstick Rouge Hyperfix, Bourjois Paris). The term "hyperfix," which refers to the property of lipstick, repeats the phrase, while the terms "extreme hold" suffice. The causal relationship is always large in nature when interpreting headings using the modulation system, but the conceptual association between the two names is maintained. From cocktails to kisses, Lipfinity Reflections keeps your lips sparkling for up to 8 hours (Lipstick Lipfinity Reflections, Max Factor & Company). The sentence form is clearer in the converted version, and the verbs in the imperative mood suggest an intention to act. The following section of the commercial is interpreted as a separate sentence. Advertising text, like every other kind of soft text, has a structure. The text's structure may be defined as follows: title, division (advertising slogan is revealed), descriptions that serve as facts, and related conclusions. However, this is conditional, since individual portions of the content can or may not be replaced. When translating a title, various stylistic figures (modulation method) are often used, since the key function of the title is to attract attention to the advertisement text. Since the primary goal of advertisement translation is to assess the best characteristics of the item being sold, the reimbursement approach is the standard translation method for all components of the document. The products of the most popular translation methods are distinguished by techniques that vary from those used in the original language. When compensating, it is important to shift all missing pieces from the original. The creamy semi- permanent color resists 10 hours of non-stop activity (Lipstick, L'oreal Paris). The sentence structure is inconsistent in Uzbek and English. The original subject is "color", the verb is "resists". In the original language, "creamy" is characterized by a descriptive quality. In the translated text, this quality is expressed by the name - "cream-lipstick". When translating a slogan, features such as brevity and precision should be taken into account, so the constant consistency method is often used when translating the slogan as well as the main text. Your fragrance - your rules (Fragrance, Hugo Boss AG). To meet the requirements of the slogan on a grammatical level, one part of speech is replaced by another: Believe in beauty (Lancome es originels). The verb form is modified in this context. This move is used to improve the slogan since the translations of "believe in beauty" and "kindly, believe in beauty" have several consonants and dissonances. In general, the most common English-Russian translation substitutions are to substitute the noun with a verb and the adjective with a noun. Estee Lauder Inc. redefined elegance by changing the quality "defining" to "emblem." It can, though, be changed at times. As an example, The new fragrance for women. (Fragrance Echo Woman, Davidoff company).

In linguistics, advertisement text is a set of advertising types and material. The problem of choosing language tool phrases occurs during the editing stage of the entire script. Advertising language is a linguistic tool for communicating a component. It is possible to translate such mantles

in two ways, namely by the form of replacement and substitution. That is why ad texts are so relevant to the advertising company.

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ELECTRONIC DICTIONARY– LEXICOGRAPHY DEVELOPMENT AS A NEW STAGE PRODUCT

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Abstract: *The article discusses the importance of automating the order of data processing, creating new active lexicographic systems, resulting in the creation of automated (electronic) dictionaries from traditional dictionaries. In particular, information was provided on the advantages and convenience of electronic dictionaries available on the Internet over traditional dictionaries. There are also comments on the need for electronic dictionaries in the Uzbek language, such as the electronic dictionary abby lingvo or the electronic dictionary Urban Dictionary. It was noted that the issue of creating a terminological database (TBD) and the creation of Uzbek cyberlexicography is an urgent task today.*

Key words: *cyber lexicography, paper and electronic dictionary, multiplex, media objects, video and animated fragments, data terminology bank (DTB).*

Introduction.

The development of information technology requires members of the society to have a thorough mastering of technology and technology, the ability to create and use electronic dictionaries effectively, conduct research, process information, fully utilize them [3]. The penetration of computer technology into the field of lexicography showed that only electronic dictionaries have the opportunity to quickly convey to the reader the whole essence of Lexicon. The application of information technology to all spheres of society has led to the emergence of a modern – cyber security direction in lexicography. Automation of data processing procedures, the creation of new active lexicographic systems, as a result of which the transition from traditional dictionaries to automated (electronic) dictionaries was accelerated [4].

PURPOSE AND TASK. The purpose of solving the issue posed in this article is to reveal the importance of electronic dictionaries in the development of lexicography, their achievements in the field of cyber security as a new stage. As a new field of cyber security in Uzbek linguistics, its development, the creation of new electronic dictionaries as a practical view of the possibilities in it are considered an important task.

RESULTS AND ACHIEVEMENTS.

At present, computers are becoming increasingly important among linguists, translators and other field professionals who are not only programmers and engineers, but also need a quick translation of foreign information. In particular, it can not be denied that electronic dictionaries created through computer programs have become a very convenient tool for saving time and optimizing the process of understanding information in a foreign language. In addition, now there are

translation programs that perform a wider or shorter translation of texts in other languages and help with the work of specialists in various fields.

The use of comprehensive information about a particular language of society according to different needs both complicates and expands the systematic collections of dictionaries (repertoire, collection). It is almost impossible to provide information about a language in a single dictionary that fully satisfies the needs of the user, fully covering the whole society, as well as its individual layers and features. Therefore, in any national lexicography we can see dozens or even hundreds of dictionaries of different types [7].

During the years of independence, Uzbek lexicography has achieved a number of achievements. In a short period of time, great work was done, a number of dissertations were defended [13]. As a result, a five-volume "Explanatory Dictionary of the Uzbek language" (2012-2016) was created. New types of dictionaries have been published, in which the rich spiritual treasures of our people have found their place, lexemes expressing our national values have received their true value [4], as well as computer linguistics has entered lexicography [5,10]. However, much remains to be done to develop and improve Uzbek vocabulary. Uzbek lexicography still does not have a database of electronic dictionaries that work on the Internet. Therefore, the immediate application of the latest achievements of world linguistics in the Uzbek lexicon and its effective use in practice is one of the most urgent tasks.

What is a dictionary? In the"Uzbek Explanatory Dictionary "the word" dictionary "is defined as follows:" Arabic "is derived from the word" language, dialect, word, phrase "meaning,"a set of words in a language and all words in a book and language are combined in a certain order (usually alphabetically), interpreted or translated into another language; the word wealth" [11] is used in such meanings. In the Google system, in Internet sources it is described as:" Dictionary" – a collection of words that is placed in a certain order according to their importance, use, origin, translation: a collection of morphemes, Vocabulary, Idioms, etc. – a linguistic collection; science, a book that contains a new encyclopedic collection – information about famous people who work in various fields of Culture " [12].

As the French writer Anatole Franz put it, "A dictionary is an alphabetically arranged universe." Anatoly France is absolutely right. According to him, "dictionaries are important not only when we do not know something, but also to show the identity of the nation, because they reflect the important unity of national culture" [3].

Scholars point out that the division of dictionaries into types occurs for a variety of reasons: the purpose of the dictionary, its size, how words are placed in it, the object of description, and so on. Many of these distinguishing features are combined in the same dictionary, relying on each other, while others stand apart and serve as the basis for completely different types of dictionaries.

What is an electronic dictionary? In the wikipedia system of the Internet: the word "electronic dictionary" is defined as "a dictionary on a computer or other electronic technical means." A set of dictionaries entered into the information retrieval system are electronic dictionaries. An example of cyber lexicography is a set of variable-sized electronic dictionaries collected for different purposes. In such a set of electronic dictionaries, it is natural that the words are given in one language or in other variants of the same language, that they are similar in some respects. Vocabulary information helps to quickly find the required words in terms of morphology and the use of words, phrases and their translation into a foreign language. Technically, an electronic dictionary is a computer database

of specially coded articles that allows you to quickly search for the necessary words (phrases, phrases). At the same time, the first electronic dictionaries come from a simple "dic" program, integrated into a single program shell, in the form of multi-column dictionaries, such as "lingvo" [6,9].

Dictionaries will be paper and electronic. In addition, dictionaries have different functions and they are distinguished by this feature. For example, electronic dictionaries are divided into single-function (e.g., "Dal's online annotated dictionary") and multi-task (e.g., "abby lingvo") views. There are electronic versions of dictionaries, such as online translators and google dictionaries. In this case, after searching for an optional word, a translation (comment) version of the word and the answer to save it are offered. The encyclopedia wikipedia works in this scheme.

Since the 1990s, the use of electronic data storage devices such as CD-Rom and DVD Rom has led to the formation of electronic dictionaries. Such devices began with the transfer of information from paper to electronic means. Later, large volumes of lexicographic data on electronic media were posted on the Internet. This is how the creation of a single electronic lexicographic database was founded. With the help of electronic dictionaries the following is done: identification of several variants of words based on modern dictionaries; search for words in the text; identify words in chronological order of publication of a dictionary; search for words in dictionaries.

Today, cyber lexicography, which represents a new direction in lexicology, places a great task on researchers. As cyber lexicography is a new field in Uzbek linguistics, it requires the creation of electronic dictionaries in its development, practical use of its potential and increasing the efficiency of this field [8].

What are the advantages of electronic dictionaries over adjacent printed samples? Electronic dictionaries have clear and significant advantages over traditional dictionaries. Electronic dictionaries are several times larger than book dictionaries in terms of size alone. Users find the words and phrases they need very quickly. Any search form can be performed in such dictionaries. For example, the abby lingvo electronic dictionary adapted to English includes not only transcripts but also the pronunciation of words. There are two approaches. Multilex is equipped with a sound synthesizer and has the pronunciation of all words. But it is also impossible to fully trust it without controlling the transcription in it. This is because the synthesizer mispronounces the words and causes them to be distorted. In synthesizers abby-lingvo da lexicon is pronounced by the announcer in oxford dialect. Also, the main advantage of electronic dictionaries is that the word is searched not only in lexical form, but on the scale of the entire volume of the database. This is impossible in the paper version.

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THE SPECIFICS OF PUBLIC CONTROL IN CIVIL PROCEEDINGS

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Abstract: *The article examines the peculiarities of the participation of public organizations and citizens in the judicial process of their authorities to protect the rights and interests of citizens protected by law as one of the important manifestations of public control in civil proceedings.*

Key words: *Participation in public control, public organizations, civil society institutions, self-government bodies, chairman of the Citizens' Assembly, participation in civil proceedings, and foreign experience.*

Institutions of civil society and non-governmental, non-profit organizations are becoming an important factor in the protection of human rights and freedoms and the legitimate interests of a person in our country. These institutions play an important role in realizing their potential, creating conditions for increasing their social, socio-economic activity, and legal culture, as well as helping to ensure a balance of interests in society. Therefore, it should be noted that the issue of the formation and development of civil society institutions in our country is a period of rapid formation and development of civil society institutions, non-governmental non-profit organizations.

It should be noted that today the institutions of civil society are becoming one of the important tools for ensuring effective interaction of citizens with the state through public control, control over the observance of the rule of law in the activities of state bodies.

As in other areas, public oversight plays an important role in civil proceedings. One of the important manifestations of public control over the civil process is the participation of public organizations, citizens' self-government bodies in court to give opinions on the protection of the rights and interests of citizens protected by law.

According to article 52 of the Criminal Procedure Code of the Republic of Uzbekistan, to protect the rights and interests of citizens protected by law, these persons can be involved in the proceedings or enter into proceedings on their initiative.

In addition, the participation of citizens 'self-government bodies in civil proceedings from civil society institutions is regulated by the new Law of the Republic of Uzbekistan "On citizens' self-government bodies", approved. ZRU-350 dated 04.22.2013. In particular, Article 14 of this Law provides for the powers of the chairman (elder) of the assembly of citizens, according to which the chairman of the assembly of citizens represents the interests of the assembly of citizens in state bodies, including in courts, judicial legal entities, and individuals, abuse of alcohol, drugs and psychotropic drugs. substances, as a result of which fucaponi is declared incapacitated or fucaponi, is declared incapacitated due to a mental disorder (mental illness or dementia).

The Constitution of the Republic of Uzbekistan and the laws adopted on this basis will not enhance the participation of government bodies, organizations, and individual citizens in courts to

protect the rights of others. In addition, through participation in the courts, government bodies and other organizations serve to enforce laws in practice, i.e. the rule of law. Another important aspect of the participation of government bodies and other organizations that protect the rights of others in civil proceedings is that these bodies, through their participation, provide the courts with an impartial, fair, and fair decision on the case.

The participation of citizens' self-government bodies and public organizations in the civil process is one of the important conditions for the formation of civil society. In this regard, an important area of legislative activity should be the further development of the regulatory framework of civil society institutions, non-governmental non-profit organizations, priority attention should be paid to improving legislation aimed at expanding the rights and powers of civil society institutions, including citizens' self-government bodies. In addition, further improvement of the legal framework for the participation of government bodies, civil society institutions that protect the rights of others, in the conduct of civil proceedings to protect human rights and freedoms is one of the most pressing issues today.

In this regard, the legislation of the CIS member states, in particular, paragraph 3 of Article 33 of the Law of the Republic of Armenia "On Local Self-Government", stipulates that the head of local self-government represents the interests of the municipality. in court [1]. This issue is described in detail in the Law of the Russian Federation "On Local Self-Government". Article 49 of this Law "Powers of city and village councils" establishes that in cases stipulated by law, higher state bodies, enterprises, organizations, and institutions have the right to apply to a court or arbitration court with a statement to declare documents illegal. According to article 54 of the law, the administration of the village has the right to apply to the court with an application for invalidating the decisions of state authorities, organizations, enterprises, institutions aimed at violating the rights and legitimate interests of citizens living on its territory. Article 55 of the law establishes that the district council and article 66 of the city administration have the right to apply to a court or an arbitration court with a statement on the recognition of illegal documents of higher state bodies, enterprises, organizations, and institutions in cases stipulated by law [2].]. The Law "On Local Government and Self-Government in the Republic of Belarus" (Article 9) provides that the executive committee takes measures to ensure and protect the interests of the local economic territory in court [3].

Article 9 of the Law of the Republic of Uzbekistan "On Self-Government Bodies of Citizens" states that the assembly of citizens represents the interests of the population, Article 14 states that the chairman (elder) of the assembly of citizens represents the interests of assemblies of citizens. Even though the norm has been strengthened, the analysis shows that in practice very rarely, the chairman of a gathering of citizens goes to court to protect the rights and interests of a citizen living in a given territory. In our opinion, the absence of cases of citizens' self-government bodies appealing to the court requires further clarification in the Law on Citizens Self-Government Bodies the powers of these bodies to go to court, in which cases they are authorized to go to court. For this purpose, Article 14 of this Law introduces a special rule on the participation of citizens' self-government bodies in court and their participation in court, as well as on invalidating the decisions of these bodies aimed at violating the rights and legitimate interests of citizens living in their territory., In cases stipulated by law, the rule is applied that higher state bodies, enterprises, organizations, and institutions may apply to the court with a statement on the recognition of documents as illegal.

It should be noted that our laws, of course, require the participation of government bodies that protect the rights of others in the resolution of certain categories of civil cases, but do not provide for the participation of citizens' self-government bodies. Therefore, it is proposed to introduce into the legislation norms providing for the obligatory participation of citizens' self-government bodies protecting the rights of others in the resolution of certain categories of civil cases in court. For

example, in cases of divorce by a court decision, the provision on involving members of the public to support the family while allowing time for reconciliation of the parties should be enshrined in law. It is also advisable to introduce a rule on the transfer of the child to the custody of the guardianship and guardianship authorities by the court at the request of the citizens' self-government bodies, if the courts establish that, when resolving disputes related to the upbringing of children, the parents, persons in the custody of the child are not able to ensure his proper upbringing. ...

If we analyze the Code of Civil Procedure of the CIS member states, for example, according to part one of Article 46 of the Code of Civil Procedure of the Russian Federation, state authorities, local authorities, organizations, or citizens protect the rights and interests protected by law. other persons at the request of these persons, or to protect the rights and legally protected interests of a circle of unfamiliar persons.

to have the right to

It should be noted that such a legal framework developed in the twentieth century under the name "class action" common to European procedural law. In particular, the right to sue in France was confirmed by the Court of Cassation in 1907 and 1923 [4]. At the same time, the organizations participating in the case are recognized as having the right to bring a claim, as well as the right of these organizations to bring a claim as defenders of collective and individual rights. It is known from the legal literature that the right to a claim is pre-established and guaranteed by the state of a material nature, granted to them to protect the violated rights or legitimate interests of individuals (individuals and legal entities) in court [5]. Thus, an important aspect of the above statement is that with their help it is possible to simultaneously protect the public and private interests of a large group of persons [6]. In this case, one person or several persons can defend the rights of a whole group, and by its procedural nature, such a claim forms a complex combination of elements of accomplices and representation [7].

This article in the context of the ongoing large-scale reforms in the Republic of Uzbekistan and the need for an accelerated renewal of fixed assets, leasing is of particular importance as a form of financing the investment activities of economic entities.[8]

The idea of limiting the boundaries of "civil society" and "state" was proposed by the German philosopher G. Hegel. It should be noted that society and "civil society" is generally a state term.[9]

Therefore, in civil proceedings, public administration bodies, self-government bodies of citizens, organizations, or citizens in cases provided for by law, to protect the rights and legally protected interests of other persons at the request of these persons or to protect the rights and interests protected by law, interests of unknown persons It is proposed to strengthen the norms defining that they have the right to go to court. The inclusion of this provision in the country's civil procedural legislation, in turn, serves as an additional guarantee in judicial protection of the rights of persons who are unable to exercise the right to judicial protection. This type of lawsuit enriches the institution of protecting the rights and legitimate interests of others and gives it diversity. In our opinion, collective action is necessary for both the state and society at the same time and is an effective means of protecting private interests. The courts accepting such claims resolve the issue of protecting the rights of a group of persons at the same time, which in turn avoids procedural costs. In the process of considering and resolving such disputes in court, the courts will also be able to decide the issue of restoring violated rights and legitimate interests of individual subjects.

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IMPROVING AND INCREASING THE EFFICIENCY OF THE SYSTEM OF CONTINUOUS SPIRITUAL EDUCATION IN THE RENEWED UZBEKISTAN

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Abstract: *In work is analyzed existing system of the unceasing education Uzbekistan, as well as the policy on reform spheres of education, as the key of area, conducted course of the reforms and renovations society, as necessities and obligatory condition of the democratic transformations in-the country, firm development of the economy, integrations of the republic in the world community.*

Key words: *The System of education, quality of education, types of education, unbreakable education, principles of unbreakable education, a national model.*

After gaining independence, Uzbekistan chose its path of development - the path of large-scale reforms aimed at building a democratic rule of law, a socially-oriented market economy, and a strong civil society. One of the main directions of the state policy of Uzbekistan, education, did not stand aside either. It is undeniable that cardinal changes have taken place in this area over the past years. At the 9th session of the Oliy Majlis of the Republic of Uzbekistan on August 29, 1997, in his report "Harmoniously developed generation - the basis of progress in Uzbekistan", the First President of Uzbekistan I. Karimov raised the issues of reforming education and training. "Caring for the younger generation, striving to bring up a healthy, harmoniously developed person is our national character. Every person living on this sacred land throughout his life fights, works, spares no effort to raise his children educated and virtuous, to see their happiness and prosperity. " And this, as you know, can be achieved only in an educated and educated society. Education has been proclaimed a priority in state policy. A vivid proof of this was the adoption in 1997 of two main documents: the Law "On Education" of the Republic of Uzbekistan and the "National Program for Personnel Training" and, thus, the development of the "Uzbek Model of Education".[1] Reforms in the field of education and upbringing are aimed: - firstly, at a positive impact on the socio-political climate; - secondly, at finding a person his place in life; - thirdly, at the formation of a free, independently thinking personality; - in - fourth, to the full realization of human potential; - fifth, to educate harmoniously developed people with general and special knowledge, modern worldview, people with high consciousness, pure thoughts, loyal to national and universal values, ready to create a strong civil society. The national model and program is a strategically thought-out, scientifically grounded model (concept) that is very sensitive to the trends and nuances of the country's socio-economic development. By the National Program for Personnel Training, education in the country is implemented in the following forms: preschool, general secondary, specialized secondary, vocational

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[1] Law of the Republic of Uzbekistan "On Education" // Harmoniously developed generation is the basis of progress in Uzbekistan. The main editorial office of the Shark publishing and printing concern. - Tashkent. 1997.

education, higher, postgraduate education, advanced training and retraining of personnel, out-of-school education. As you can see, the main feature of this model is the continuity of education. That is, a person has the opportunity to acquire knowledge, professional skills, and specialties throughout his life. This program creates an effective mechanism of the educational system, in which respect for the individual, disclosure of abilities, and creative potential are present as the main components; the formation of a free-thinking person, his moral, physical, and spiritual development; progressive training, obtaining professional skills and full-fledged self-realization of the individual in life.

The principles of lifelong education are priority, democratization, humanization, humanization, national orientation, the indissolubility of education and upbringing, identification of gifted and talented youth.

At present, the problem of lifelong education is relevant because: firstly, it is associated with an objective need to constantly master new technologies. And if we are not ready to accept and recognize them, very soon we will find ourselves on the sidelines of not only professional but also social life. Secondly, this is the complication of the social sphere, namely, the need to make an informed choice all the time. And the more informed and educated a person is, the more consciously he will make his choice, basing it not on the brightness of advertising and the beauty of phrases, but his convictions and knowledge.[2] Thirdly, the need for lifelong education is that the attention of society to the problems of fostering patriotism, observance of laws, respect for the rights and fulfillment of duties of citizens, strengthening the family, developing a healthy lifestyle, preserving the environment, etc. is increasing. for personnel training is the introduction from the system of continuous education as independent and compulsory stages, nine-year general secondary and three-year secondary specialized, vocational education, which ensure the continuity of the transition from general education to professional programs. Young people have the opportunity to voluntarily choose the directions of two types of three-year special education based on their abilities and desires: an academic lyceum or a professional college. The Academic Lyceum provides specialized secondary education by the state educational standard, provides intensive intellectual development, in-depth, specialized, differentiated, professionally-oriented training, taking into account the capabilities and interests of students. In academic lyceums, students have the opportunity in their chosen direction of study (humanitarian, exact, natural sciences, philology, and art).[3] A vocational college provides secondary specialized, vocational education within the framework of the relevant state educational standard, provides an in-depth development of professional inclinations, skills, and abilities of students, the acquisition of one or several specialties in the chosen professions. Thus, conditions are created for improving the acquisition of knowledge by young people, their acquisition of a certain profession or specialty. The receipt by students of 12-year general and secondary specialized, vocational education is guaranteed by the state. This ensures their social protection in a market economy. In higher education, a complete transition to a two-tier system has been made: bachelor's and master's degrees. Bachelor's degree in one of the areas of obtaining basic higher education. Master's degree - higher specialized education in a specific specialty, which lasts for two years based on a bachelor's degree. Admission of students to higher educational institutions is carried out by determining the level of knowledge of applicants based on the results of tests and other additional creative exams, determined by the established procedure. Education in higher educational institutions is carried out at the expense of state grants and on a paid contract basis. At present, the main consumer of educational services is an individual. Personality is realized to a greater extent through the

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[2] Law of the Republic of Uzbekistan "On the National Program for Personnel Training".

[3] I. Karimov. Harmoniously developed generation - the basis of the progress of Uzbekistan, T., 1997

flexibility of the educational sphere, its variability, adaptation to the changing educational needs of a person, state, and society. This leads to its constant improvement, renewal, and increased efficiency.

Traditional basic education, received at the beginning of life, does not keep pace with the changes in the world, fundamentally cannot provide a person for life with the knowledge, skills, abilities, and qualities necessary for him to effectively fulfill various social roles. The concept of lifelong education, adopted by almost all advanced countries, promotes adult education to a defining position in the main areas of socio-economic development of the modern world, including in Uzbekistan. At the present stage, social relations based on a market economy are being formed in the republic. Our model of transition to market relations is based on taking into account the specific conditions and characteristics of the republic: traditions, customs, way of life. The new conditions of the labor market dictated the main directions of the development of the education system in the republic. Continuity of education is an important principle introduced into the National Program for Personnel Training. It means that education begins in preschool institutions, continues in nine-year school, and then in academic lyceums and vocational colleges. Further - higher education with two levels - for bachelors and masters, postgraduate - doctoral studies. At the same time, the continuity of education means that having started working, a person can continue to study. For this, all sorts of forms of retraining, advanced training of personnel are being created.[4]

At present, high requirements are imposed on the personality of a specialist, such as the ability to be creative, quick adaptation, the ability to continuous professional growth, self-development, and self-improvement. This article in the context of the ongoing large-scale reforms in the Republic of Uzbekistan and the need for an accelerated renewal of fixed assets, leasing is of particular importance as a form of financing the investment activities of economic entities.[5] Based on all of the above requirements, vocational education should be aimed at creating conditions for ensuring the personal and professional growth of future specialists, developing their ability to independently solve life and professional problems. Since the development of professionalism is influenced not only by the individual characteristics of the teacher but also by the characteristics of his environment. The idea of limiting the boundaries of "civil society" and "state" was proposed by the German philosopher G. Hegel. It should be noted that society and "civil society" is generally a state term.[6] In most cases, continuing education is seen as a condition for ensuring the quality of education. The idea of lifelong education acquires a special meaningful content in our time, and the continuity of education in modern conditions is considered as a fundamental requirement and a necessary condition for ensuring the quality of the processes and results of education. The task of providing real tests and grounds for self-determination as ensuring successful continuous education, including the choice of future professional activity, comes to the fore. The modern dynamics of life require from general education not "coaching" in mathematics, physics, languages, but the creation of conditions for the formation of key competencies that allow the graduate to quickly master new professions and subject areas in the process of obtaining higher education. These competencies include the ability to act

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[4] Begimkulov U.Sh. Some aspects of the system of continuous education in the Republic of Uzbekistan. Tashkent. 2010.

[5] Tolibjonovich, M. T., & Rahimjon o'g'li, G. O. (2021). PREREQUISITES FOR THE DEVELOPMENT OF A LEASING MECHANISM IN PUBLIC-PRIVATE PARTNERSHIP. *International Engineering Journal For Research & Development*, *6*(SP), 5-5.

[6] Nasriddinovich, A. A. (2021). STRUCTURE, MODELS AND CHARACTERISTICS OF CIVIL SOCIETY. *STRUCTURE*, *7*(4).

autonomously, communication, the ability to work with a problem, that is, "design competence" associated with isolating a problem, translating it into a task, creating and implementing a project.

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FROM THE HISTORY OF KARAKALPAK JIRAW AND BAKSI

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Abstract: *The importance and place of jiraw and baksi in music of karakalpak are viewed in the present article.*

Key words: *Jiraw, baksi (performer of folk songs and epic poems by musical instruments "kobiz and dutar"), quarter, fifth, epos, heroism, love.*

Since ancient times Karakalpak jiraw and baksi performing Karakalpak folk dastans and tolgaw in literary and artistic form in the form of an actor of the theatre jiraw masters are considered the main performers of heroic narrative preserved and enriched the spiritual values of our people. The creativity of jiraw performers occupies a special place in Karakalpak musical culture so as they show the heavy back-breaking work of the people brought up people in the spirit of love for their homeland, the edge called for heroic accomplishments and self-sacrificing actions [1, 236-p.].

The art of jiraw -performers of heroic legends and dastans originated from the origins of Korkyt ata, Soppasli sipira jiraw and stops at the modern karakalpak jiraw.

Living in the XVIII-XIX centuries b.c. jiraw and others with their performing skills, in particular the performance of historical songs by the reception of throat performance with their creativity, made a great contribution to the development and formation of Karakalpak folk poetry and, through their selfless service to the people, preserved and brought to our days the unsurpassed spiritual legacy of our ancestors famous modem jiraw. Performed jiraw different tunes accompanied by kobiz differ bright colorful shades. The dastan shifted to a melody can carry to such pieces of music ''Sholaskhan", "Kelte ziban" ,"UIIi ziban", "Ayga shap", "Tolqin" and- etc [3, 501-p.].

The special style of a melody to jiraw voice color and a timbre bewitches and creates a special sincere spirit of listeners. Here we have lo give broader interpretation of terms "terme" and "tolgaw". Before big on the maintenance of dastan usually do a performance, performing the pieces of music consisting of lectures of the councils having educational value. They are called terme (literally- «the collection,the favourites»). And execution of any known events including historical carry the name «tolgaw».

So under version Esemurat jiraw in the epos "Alpamis", where resettlement of people under leadership Baysari, by the basic idea of this work is displayed is epigram.Consecutive disclosing of the basic content of the epos consists in description of Alpamis Barshin of its heroism and courage of friendship with Karajan antagonisms with Tayshaxan and destructions of external and internal enemies. It in the first struggle of Alpamis against for Tayshakhan and the victory shows them struggle of people against conquerors and secondly friendship Alpamis with Ashim and therefore glorification the simple shepherd up to a level of khan. The executor the national idea in this epos widely reveals.

This epos with Jumabay Bazarov, Jaksilik Sirimbetov, Kiyas jiraw and Esemuratov jiraw is executed in genres terme and tolgaw. The basic sense terme - tolgaw as stated above the description in the world of heroes of the epos disclosing of their character promotion on the foreground of melodies showing their beauty external shape.

Heavy fraction of people hard times which it in the past has tested resettlement from native seats in other edges and other pictures executors with greater skill describe to the listeners.

Here such melodies waken at the person of feeling of patriotism of love to native edge to faith in the light future and a happy life.

In Karakalpak song art execution of pieces of music accompanied by dutar - it is considered art baksi. In comparison with jiraw,the Karakalpak art baksi has been generated later. In connection with that region of residing of Karakalpak people is the lowland Turan there are some similarities to others Turkic speaking people on art jiraw and baksi [4, 1253-p.].

The karakalpak art and culture were even more enriched with addition to jiraw to art which there were earlier than art baksi. Ways of progress of karakalpak art baksi went basically in 4 directions. These are directions of Akhimbet baksi Edenbay baksi , Suyew baksi and the Aral Uzbeks.

They too as well as jiraw have prepared their disciples. These schools had been prepared masters of music and song. Many known Karakalpak musicians had the schools. For example, known among Karakalpak people baksi Akhimbet has begun the art baksi one of the first after art jiraws.

Baksi Akhimbet lived in the north of the city of Chimbay. Among the historical information about Akhimbet baksi are such version that when its mother was the pregnant woman she wished to eat nightingale meat. Here therefore at Akhimbet there was a sonorous voice.

The period of its activity was the middle of 19 centuries the end of 20 centuries. Akliimbet has learned art baksi of the Khorezm Uzbeks and Turkmens. He was one of the firstbaksi left, of the karakalpak people. He had not only learnt this art but also has managed is masterful to possess it. He sang about sufferings and pleasures of karakalpak people enriched the repertoire with music and songs of neighbouring people. In his repertoire there were works of Maktumkuli as well as epos "Gorugli", "Sayatkhan Khamra", "Ashiq Garib" and others. Its most favourite songs were "Kizlar uyge kir", "Beyishi", "Ylgal", "Yagly бахар". He with a view of a wide circulation of the karakalpak art baksi had created the school. One of his first pupils were Musa, Edenbay, Bayniyaz Khojabala, Dosnazar, Berdakh. These pupils became singers and musicians and subsequently they trained the pupils too. Akhimbet baksi made a big contribution to art formation of karakalpaks. The Karakalpak poets and baksi of the 19 th century had left the mark in the history of the karakalpak people. Therefore we consider necessary to tell about the karakalpak poets as about national singers [2, 178-p.].

One of seniors in age of poets of the 19th century is Kunkhoja. He sang songs in the palace of the Khivan khan that demonstrates that he was a singer of the people who sang of pleasures and sufferings of the people.

Tn difference from jiraw at baksi of a song have been called by the names of the performer. For example, music Eshbay Musa Sep of Jara besides the karakalpak baksi was executed by such lyrical poets as Sayatkhan Hamre , Ashyk

Nazhep, Yusup Ahmet and others. Melodic structure of national songs were simple and short its range was narrow quarter fifth and sixth. Texts of this group of songs were short too their lines didn't exceed three coherent. In this regard some couplets have repeated in compliances with that melody.

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THE COMPARATIVE ANALYSIS OF ALLITERATION BETWEEN NATIVE AND NON-NATIVE LANGUAGES

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Abstract: *The linguistic element alliteration is very important in the poetic genre to match the sounds phonetically to make the poems sound literally composed, however, alliteration depends on specific and fixed place of a stress in any language. From this point of view, this article compares the system of sounds and stress in poetic discourse which includes alliteration in terms of native and non-native languages.*

Key words: *alliteration, repetition, euphony, alliterated elements, sound concentration, sound assimilation, complete or partial structural-syllable, rhythmic-prosodic analogy, alliterative parallel constructions, fixed stress.*

Introduction. The linguistic element alliteration is very important in the poetic genre to match the sounds phonetically to make the poems sound literally composed, however, alliteration depends on specific and fixed place of a stress in any language. As Bogin says sound repetition is one of the methods of poetic advancement among others, based on the principle of direct contact euphony (however, in some cases, a certain distance of alliterated elements is possible), creating the effect of sound concentration by sound assimilation of one or another part of the sound form of one word to the corresponding part of the sound form another[1]. In any poetic work, as in any scale, there are many sounds, but the repetition of not all of these sounds has the same meaning for alliteration[2]. First, consonant sounds are predominant for alliteration. Secondly, the consonant immediately before the supporting, stressed vowel is of paramount importance. Alliteration, like many other types of sound repetitions, is not always only quantitative, but primarily positional, compositional, which is also included in the dynamics of a poetic text, realizing the principle of repetition.

As Voronin noted in his monograph that a comprehensive study of the phenomenon of alliteration in a poetic text requires considering it not just as a particular case of sound repetition, which creates a certain inconvenience in the perception of the text, but as a characteristic structural and compositional device in the expressive fabric of a poetic text, correlating with other methods and parameters of a poetic text on the scale of a poetic line and stanzas (rhyme, rhythm)[3].

Fomushkina O. V. says that with a narrow formal consideration of alliteration as a repetition of a consonant sound in a position before a stressed vowel, it should be recognized that it is impossible to implement a consonant sound repetition in general and alliteration in particular outside the

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[1] Bogin, G.I. Phonosemantics as one of the means of awakening reflection / GI Bogin // Phonosemantic studies: Interuniversity. Sat. scientific. works. - Issue. 1. - Penza: PSPI im. V. G. Belinsky; Institute of Linguistics, Academy of Sciences of the USSR, 1990. P.25-36.

[2] Brick, O. M. Sound repetitions / O. M. Brick // Collections on the theory of poetic language. II. - Pg., 1917 .p. 24-62

[3] Voronin, C.B. Fundamentals of phonosemantics: monograph / S.V. Voronin. - D .: Publishing house of Leningrad, 1982 .244 p

mechanisms of syllable formation. Alliteration makes the supporting vowel, and the vocal position itself, the main and necessary element that forms the sound relief of the word and syntagma. Thus, taking into account the variability of the consonant and vocal content of the syllable while maintaining the position and quality of the alliterating consonant, alliteration is characterized by complete or partial structural-syllable and rhythmic-prosodic analogy[4].

Thus, it can be assumed that alliteration in general is usually associated with the structure of the syllable and the prosody of the word, influencing the function of the word on the scale of the poetic line. In this case, the alliterating sound does not necessarily turn out to be the first consonant of the word - it is much more important that it is in a position immediately preceding the position of the supporting vowel, that is, it reveals itself in correlation with this vowel. In general, one can distinguish the prosodic (closest) and general compositional influence of alliteration in a poetic line.

Analysis of poetic texts of various historical periods showed that the circle of alliterative syntactic unity undergoes a significant narrowing in the diachronic cut and is reduced at the present stage of development of both Uzbek and English versification mainly to the use of alliterative parallel constructions and constructions such as "epithet + defined word" (mortal message; a black boat alien to enchantment).

Alliteration is a compositional repetition, which in a number of formal and functional features resembles rhyme, but, unlike rhyme, is not canonized in the poetic language. And here alliteration reveals a certain symmetry with rhyme: alliteration is applied in the immediately pre-stressed part of the word, while rhyme tends to the post-stressed position. This, however, does not exclude the possible location of the stressed alliterating syllable in the position of the final stressed, that is, the syllable involved in the construction of both rhyme and alliteration. The mobility of stress in Uzbek determines the irregularity and unpredictability of the use of alliteration, which significantly enhances the effect of delaying attention in the perception of poetry, in contrast to English with its fixed stress on the first syllable in native English vocabulary.

What unites rhyme and alliteration is that both compositional techniques are a syllabic repetition that allows some variation and tends, in the case of rhyme, to the end of the word, and in the case of alliteration, to the beginning of the word. The last remark regarding the position of alliteration is the most true in relation to the English language with its fixed place of stress.

Fomushkina also notes in her monograph that the alliteration and rhyme that hold the poetic line together interact with the word stress factor in the language. For example, at the same time, the use of rhyme and alliteration in Russian can be more flexible due to the greater mobility of verbal stress in Russian (the last stressed syllable of the previous word can alliterate with the first or second syllable of the next word)[5]. In English, the initial stressed syllables of correlated words are predominantly alliterated on the basis of the alliteration technique. This difference between the two languages shows less flexibility in English alliteration, which shows less ability to interact with rhyme in a poetic stanza.

At the same time, an important difference between rhyme and alliteration is that for the formation of rhyme, the consonance of stressed vowels is of paramount importance, while for alliteration this criterion is not decisive, on the contrary, the consonant identity in the pre-stressed position is required.

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[4] Fomushkina, Olga Viktorovna, Alliteration as a compositional technique in a poetic text: on the material of English and Russian languages, monograph p. 12, 2013
[5] Fomushkina, Olga Viktorovna, Alliteration as a compositional technique in a poetic text: on the material of English and Russian languages, monograph p. 12, 2013

Thus, the influence of differences in the accent structure of languages forms two tendencies that implement a single mechanism of rhythm formation in various systems of versification: the tendency to use alliteration and the tendency to use rhyme. Alliteration and rhyme are built on the repetition of identical sound elements of speech, but rhyme is a repetition that tends to the end of a line, and alliteration - to the beginning of a word, a line, directly to the pre-stressed position. Alliterative repetition is based on the equipartition of repeated syllables, which ties it to the prosodic and structural-syllable structure of the word. For languages with a dominant initial stress, alliteration is based on the identity of the initial syllables, which was reflected in the Anglo-Saxon alliterative verse of the Old English period, still free from the influence of French rhymed poetry, as well as from French lexical borrowings, with their prosody. Since French, which influenced the further development of English versification, is a language with a constant final stress, in it the alliterative repetition, due to its position at the end of the line, is transformed into rhyme (merges with rhyme). In a language with a non-fixed stress like Uzbek and Russian, alliteration is less correlated with the beginning of a word, which makes it possible for its flexible interaction with rhyme. In poetry, rhyme dominates as the leading criterion for poetic euphony. At the same time, alliteration does not dissolve in rhyme, retaining the status of an additional euphonic criterion[6].

Conclusion. The non-canonization of the use of alliteration in Uzbek versification inevitably leads to a conditionally unintentional semantization of alliterative consonants, which is less characteristic of the English poetic corpus, which uses alliteration in this function in rare cases of onomatopoeia. In everyday speech, the choice of a particular sound is not motivated by the general meaning of the utterance in which it is included. For poetic speech, the connection of the alliterative sound with meaning is also not a general law, however, the subjective attention of the poet, directed to the alliterative consonants, seeks to give them an objective, but individual meaning for a given poet.

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HISTORY OF UZBEK FOLK SPELLS

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Abstract: *The history of Uzbek folk spells is very rich and needs more research. With this regard, this article deals with the issues of how Uzbek folk spells and the words of pray originated and how they are classified according to their descend. The linguistic researches done in this field by some well-known scholars are also discussed and compared in terms of function with different points of view.*

Key words: *Spell, folk spell, spiritual therapy, spiritual wealth, spiritual world, kinna, dam, religious spells.*

Introduction. Everyone struggles to live their lives well and properly to make themselves happy. To do this, it devises measures against the forces of nature, their relentless onslaught, and seeks a variety of means and methods to prevent the impact and blows inflicted directly by humans. In this way, every measure devised will be tested for many years in the experience of the people and will be used by all. Spells, which have been used among the people since ancient times, are nothing but measures taken by our distant ancestors against various diseases, animate and inanimate natural shocks, as well as direct negative human interactions about which they thought that there is magic power in the movement.

They have been living among the people, sometimes openly and sometimes secretly. Different attitudes towards folk magic have prevailed at different times. If we look at the treatment of witchcraft during the Soviet era, we can see how disrespectful and cruel the treatment of witchcraft was, the product of folk wisdom, which has served as a spiritual therapy among the people for thousands of years[1]. Many of our prayers, which appeal to the people with different attitudes, have been subjected to brutal repression. As a result, many of our spells were forgotten and disappeared. This is a sign that the spiritual wealth of the people is not valued, that it has been trampled on. However, by this time, many of our magicians had taken with them a large part of our spiritual wealth to the world of non-existence. Still, one thing to be thankful for is that the people are still a great force. He carefully preserves many things that existed and practiced in his life, especially in his own spiritual world. The same is true of witchcraft. As a result of many years of searching, the collection of about fifteen types of magic spells that we now claim to be extinct can be a proof of our opinion[2].

The relevance of the study of Uzbek folk magic is determined by two aspects:

First, to summarize the spells used in different aspects of the life of the people, to classify them in terms of function, and to acquaint the public with the unique, perfect examples of spells.

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[1] Misayeva Salima, Genre characteristics and the art of Uzbek people's magics. Monograph, p. 5, Tashkent, Istiqlol, 2005

[2] Misayeva Salima, Genre characteristics and the art of Uzbek people's magics. Monograph, p. 6, Tashkent, Istiqlol, 2005

Second, scientists in various fields, such as medicine, biology, biochemistry, biophysics, and psychology, are now seriously engaged in the issue of magic and their effects on humans. This thing will definitely give good results. However, it should be noted that spells are formed primarily through words. Therefore, philology and its field of folklore should be closely connected with magic.

The first researcher to address the Uzbek folk spells as a folklore genre was Prof. B.I. Sarimsakov. The second half of the 70's Despite the fierce opposition of the Soviet government in the first half of the 80's, despite the fierce opposition of their ideological patrons, brought into the field of scientific analysis many sayings such as "Choy momo" recited at the wind stop ceremony, "Yo, Haydar" recited at the wind call ceremony. Due to the fact that the above-mentioned statements were sufficiently analyzed by B. Sarimsakov. The most important thing is that B. Sarimsakov, for the first time, considers genres based on the magical power of the word, such as badik, kinna, and evaluates them as a means of "mental therapy". We will also try to fully confirm his opinion[3].

Rustam Obid is one of the second most popular scholars on folk prayers. He recited folk prayers in his pamphlet "The Power of Prayer". He tries to explain its biological, physical, mental properties based on the experience and observations of scientists such as G.M. Zadneprovsky, A.I. Veynik, V.I. Altukhov[4]. However, the author's personal comments on folk spells are not worth noting. In particular, it is challenging to say that Uzbek scholars have done nothing about folklore without knowing its views on folklore. In our opinion, if the correct solution of any problem begins with an in-depth study of its history, no misconceptions like the one above will arise.

The pamphlet "The Nature of Prayers" published by Mahmud Umar, Mahmud Hasani and Haydarbek Bobobekov plays an important role in the promotion of magic, especially popular prayers based on religious sources.

Among our people there are sayings with compound terms such as "afsun qilmoq", "duo o'qimoq", "dam solmoq", which are almost not studied in folklore. Before proceeding to the analysis of folk spells, it is necessary to dwell on the above terms. Because in some sources the above terms are misinterpreted. In particular, in the "Explanatory Dictionary of the Uzbek language" it is said that the term "afsun" is derived from the Persian-Tajik language, in fact, the term is derived from the Arabic language and means "magic". The term "duo" is also an Arabic word meaning to wish good or evil to others by worshiping God and other supernatural forces. "Dam solmoq" is a Persian-Tajik word that means breath[5].

It is clear from the above brief comments that most of the sayings widely used in the life of the people are referred to by Arabic, Persian-Tajik terms. The main reasons for this, in our opinion, are:

Mirsayeva mentioned in her monograph that first of all, there are sayings that are widely used among the people and are read in special ceremonies, which are referred to by terms belonging to the pure Turkic language. For example, badik, burey-burey, etc., which are analyzed in detail in the research of B. Sarimsakov[6].

Second, after the complete conquest of Central Asia by the Arabs, the dominant ideology of the indigenous people became Islam. For the same reason, the sayings between the people and the

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[3] Misayeva Salima, Genre characteristics and the art of Uzbek people's magics. Monograph, p. 7, Tashkent, Istiqlol, 2005

[4] Peshreva E. M. Holiday of the tulip lola in the village. Isfara Kakand district. // Collection of V.V. Barthold //. Tashkent, 1927, p. 374-384

[5] Farshchangi zeboni totsiki. T-1, M., 1969. Sashch.317

[6] Sarimsokov B.I. Uzbek folklore, ego genre composition, genesis and poetics. ADD, Tashkent, 1987.-p. 27-35

sayings of Islam became intertwined. Along with the sayings that came into force as a result of this assimilation, the Arabic and Tajik sayings were also directly accepted.

As Mirsayeva Salima noted in her monograph that the third point is the fact that the Turkic peoples coexisted with the Tajiks in ancient times and in some places, as well as the fact that the Persian-Tajik language served as a literary language in the peoples of Central Asia for a very long time, led to the naming of some sayings among the people in Tajik terms[7].

Conclusion. In general, the naming of folk sayings with words belonging to languages unknown to the local population is dedicated to these mysteries. That is why the people have not changed their names, no matter how many opportunities they have to pronounce these sayings in their own language. Of course, worshiping before the word and its magical power, looking at it with the eye of salvation, has been preserved to a certain extent from the distant past to the present. Directly because of this, various spells have been created. Based on this, it can be said that relying on the magic power of the word, the power of influence, is one of the features of spells as an independent genre of folklore which we think is another research field that needs a great deal of works to do.

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Analysis of the Word, Structure and Its Essence

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Abstract: *This article is interpreted on the basis of the issues of general linguistic description of the word. It expresses such features as the transfer of phrases, sentences, words in transformation of meaning on the logical basis of lexemes.*

Key words: *emotional-expressive function, semantics, expressive meaning, integral unit, semantic structure, syntactic usage, transformation, lexemes, nominative, semas, ideographic, emotional-stylistic nuance, expression, evaluation, function, converse, excessive, sememas, integral, differential semas, structure.*

1. INTRODUCTION

Word is the smallest basic unit of language (speech) used in various grammatical meanings and functions, which has its own sound shell, can express the concept of objective things or events, the relationship between them or the relationship to them.

Word on a plane of sound is related with phonetics ; lexicology as a lexical unit (lexeme); morphology with the expression of different grammatical meanings and possession of forms expressing these meanings; is an object of study of syntax, as it serves as a material base in the construction of words and sentences. Hence, word is the basis of the grammatical structure, which is the most basic unit, both in the lexicon and in the grammar of the language.

2. MATERIALS AND METHODS

Word is a sound expression of the concept of an object or event in an objective being. This concept is the reflection of object or event in the mind. Words reflect different aspects of being, human society and life experiences.

Additionally to expressive meaning, the word also expresses various emotions and feelings. The meaning of the word, in its use, in speech, it can be used in a figurative sense; it can have an emotional color. For instance, instead of the word child might be used young person, kid, youngster, teenager, teen, and adolescent, baby, and infant. The meaning of a word is a whole system, which includes both additional meanings and emotional-stylistic nuance. This phenomenon is called the semantic structure of the word. The semantic structure of the word is represented by the whole system of meanings of the word.

The fact that word expresses concepts and emotions by means of sound indicating the presence of a phonetic side in it. This is the material side of the word. Sound alone does not form a word. And the word is not meaningless. The meaning of the word is expressed through the sound complex.

Hence, a word is an integral unit of meaning and sound - internal (semantic) and external (formal) aspects. However, the word also has certain grammatical features. Sounds express a certain grammatical feature, but also indicate the grammatical formation of the word.

There are basically three ways to investigate the semantic structure of the word:

a) The semantic structure of a word is examined in relation to its morphemic construction;
b) The semantic structure of the word is examined in relation to its syntactic usage;
c) The semantic structure of the word is examined separately, within the lexical-semantic group of the language that contains that word.

The semiotic direction that emerges as a result of notion of language as a system of indications distinguishes between primary (words and phrases) and secondary (phrases and sentences) indications. Their primary ones are nominative, naming something, and their secondary ones are called predicative, the function of use in phrases and sentences.

While nominative indications are based on paradigmatic connections in language, predicative indications are based on syntagmatics, the use of phrases and sentences in speech.

3. RESULT AND DISCUSSION

Apparently, there are two directions in the study of lexicon and semantics of language, the first of which deals only with lexical-semantic features, and the second direction is based on the fact that language is a set of indications (semiotic system). But the object and functions of both views are interrelated. The semantic structure of the word is revealed more broadly in a spoken situation or context. The distinguishing features of the word are called sema. Semas are similar to the distinguishing features of phonemes in phonology. The difference is the relationship between the semaphores related to the meaning. In semantics, it is not clear which meanings belong to the semas and which do not belong to them. In this case, the fact that close meanings, semaphores are considered synonymous meanings, based on a certain accuracy.

The word is the most basic and central unit of language, traditionally pronounced and the unit of meaning is regarded by linguists as the opposite of true and formal meanings, formal and semantic meanings, grammatical and lexical meanings. When words are viewed in terms of their relationship to each other, the connection between their two sides — form (pronunciation) and content (meaning) — opens up more broadly.

The fact that a word is semantically a two-sided unit indicates the external (subject line) and internal (language structure) aspects. Therefore, the word appears in the language in two ways:

a) Nomination is an element of the dictionary with a certain lexical meaning as a unit of noun;
b) Grammatical meaning is a unit with a certain morphological formation and the basis of the structure of language construction.

4. Conclusion

Word is the smallest basic unit of language (speech) used in various grammatical meanings and functions, which has its own sound shell, can express the concept of objective things or events, the relationship between them or the relationship to them. Thus, in this study, issues such as the word

meanings expressed in lexemes, their occurrence in synonymous series, and their presentation in the translation process were analyzed and explored.

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DYNAMICS OF MORPHOLOGICAL INDICATORS IN THE PHYSICAL DEVELOPMENT OF LONG-DISTANCE RUNNING

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Abstract: *The dynamics of morphological indicators of physical development of long-distance runners, effective means of training young runners at different stages of the annual cycle, quantitative indicators of physical development have been studied.*

Key words: *running, physical development, morphology, growth acceleration, muscle mass, throwing, long jump, sports.*

One can see the health and effectiveness of the work carried out in our country on the regular inclusion of the population, especially the young generation, which is the future heir, in physical culture and mass sports. "At the same time, the implementation of specific programs in the field of physical culture and sports, which will help improve the health of the population, attract young people to sports and select talented athletes from them, will ensure high results in sports. This is the need for the formation of national teams with athletes and the creation of additional conditions for coaches.

It should be noted that at present the country is developing methodological recommendations for managing the training of athletes, and their implementation is widely used. Although the works of domestic and foreign scientists are devoted to the topical issues of the selection of athletes for sports, the search for new ways of effective management of the training process of athletes at various stages of long-term training is now relevant. Problems. Long-distance runners' athletic performance is more dependent on the fact that they have learned the most important laws inherent in their training at different stages of their long-term training, and are focused on scientific research. While acknowledging that there has been scientific work to develop multi-year training, it should be noted that distance runners also have problems that have not been scientifically solved in the multi-training phase. The need to improve the training system in this area (Yu.M. Yunusova, F.P.Slov, V.M.Dyachkov, M.S. Olimov and others). [14; 312.11; 448.8; 656.4; 231.2; 318]

Researchers have shown that the identification of effective means of training young runners at different stages of the annual cycle involves the use of training loads over a period of time, the determination of the possible volumes of special training in the annual cycle and its individual stages. This suggests the need to have sufficient information about the relative importance of the effectiveness of specific exercises on mesocycles in different directions.[15] Physical development is the process of changing the shape of the body and improving its functions, which is expressed in quantitative terms. The growth and development of the human body continues continuously and unevenly until the end of puberty. Growth is an increase in the linear dimensions of the body, the mass of substances between tissues and cells. These processes lead to morphological and functional changes in the body [5; 239-241, 6; 26-34].

The length and weight of a person's body is an important indicator of physical development and the level of maturity of the body. Their development is uneven, and the difference in some stages

is reflected not only in quantitative changes, but also in qualitative changes. It is believed that the characteristics of the growth processes are due to the hormonal characteristics of a person. Therefore, the author emphasizes that it is necessary to pay attention not to the age of the passport, but to the biological age. BA Nikityuk, MN Umarov conclude that the growth process is influenced by hereditary factors associated with a person's place of residence, nationality, diet.[17] The growth of the whole organism and its other parts indicates that this process occurs at different rates and durations. In our study, we focus on linear and circumferential body measurements and increases in body productivity, as these are the basis for predicting the choice and direction of sports. In general, speaking about the growth processes in humans, we can distinguish three phases of uneven growth of certain segments. At the age of 11 to 14, the legs increase significantly, at the age of 9, the volumes of the trunk and chest increase, and at the age of 19, the proportions of the trunk are achieved, which is typical for the elderly. D. J. Wilmore, D. L. Costils [12; 245-256] reported that the disharmonious growth of the legs and trunk (trunk) occurs in boys and girls at different intervals and lasts 2-3 years. In boys, the peak of disharmony occurs at the age from 10-11 to 14-15 years. The first is a sharp increase in the length of the legs, and the second is a sharp increase in body length. The peak of disharmony in girls is observed 1-2 years earlier than in boys. Suslov F.P. and others [11; 21-23] connects growth with the phenomenon of acceleration, which claims that uneven growth of different parts of the body leads to changes in the average body structure in both children and adults.

The rate of change in body weight during individual growth and development is reflected in the B-curve. The study of body weight in combination with anthrometric data is very promising. This allows you to think about the influence of environmental and social factors on the structure of the body. B.A. Nikityuk's research revealed the following patterns of muscle strength formation: -People who do not think that there is a very low correlation between muscle mass and muscle strength. - In people who are involved in sports that require strength, as their athletic skills increase, the correlation between muscle strength and muscle mass increases and reaches the functional level. -People with strong muscle mass show much greater gains in strength with the same physical activity. -Each person reacts in his own way to physical activity - a norm that moderately connects muscle mass and growth processes. The physical development of long distance runners is important to their morphology. Especially in long distance runners, the body structure should be well developed across chest width because it has a special place in the training process. Athletes 19-20 years old, running long distances, have an average body size of 172-178 cm. Athletes must be tall. Body weight should be 58-65 kg. Chest width should be 90-92 cm. Athletes with a leg length of 90-95 cm can achieve great results.

It has a physiological property, showing particular endurance as the main physical condition for long distance runners [7; 222-223, 6; 56-68, 3; 81-86]. Specific resistance develops when determining the ability to work due to its ability to control motor skills and improve the coordination mechanism in achieving high results. Improvement in physical qualities depends on functional and morofunctional changes. Develops when performing high-speed exercises. Physical qualities develop when running for short, medium and long distances, throwing, long jump, playing sports. In long-distance running, the athlete reaches 10 meters every second. can cover a distance of about He noted that the speed of movement of antagonist muscles in the nerve centers and the speed of displacement of inhibitory processes are necessary when performing cyclic dynamic work at high speeds. Yu.V. Verkshansky [3; 84-86, 13; 149-156, 10; 85-88), etc. Will depend on addition. The main training method is maximum tension, at which running resistance should not differ by more than 10% from running in running. Under these conditions, intermuscular harmony develops at the highest level, which corresponds to the development of harmonious movements at both maximum and minimum tension. Various ways of obtaining energy, increasing working hours are characterized by the importance of aerobic energy production.[16] According to many scientists, the analysis of the state

of the nervous system of long-distance runners involves the use of a mixed running regime in the first and second mesocycles of the autumn-winter period, aerobic, anaerobic running in the third mesocycle. In the first year of the annual training of distance runners 1600-2000km. 300 km in mixed mode when performing aerobic activity. made. In anaerobic mode, it is 100 km. indicates that long distance running loads can be performed. In the second year of training, the volume of aerobic exercise is 2200-2600 km, and combined - 500 km. while it is possible. In anaerobic mode, the load can be up to 120-125 km. In the third year, aerobic exercise is 2800-3400 km, and mixed - 600 km. in anaerobic mode, you can carry out loads up to 150 km. 3400-3800 km in the 3rd year of study and 3000 km in the 4th year of aerobic load 600-800 km in mixed mode. anaerobic exercise. The task of the in-depth specialization stage is to lay the foundation for full-fledged physical fitness. The increase in athletic performance in long-distance runners is due to their well-developed physical fitness, as well as to the fact that all organs of the body work in long-distance runners. This was primarily due to the activity of the cardiovascular respiratory system and the central nervous system.

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RESOURCE SAVING AT FERROUS METALLURGY ENTERPRISES

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Abstract: *This article describes the key areas for rational use of material resources and resource conservation. It is enlightened the example of the APO "Uzmetkombinat".*

Key words: *ferrous metallurgy, steel production, development priorities, resources.*

In conditions of a high level of industrialization of the economy, the production process is accompanied by the consumption of a significant amount of resources. Due to the fact that material costs account for more than half of production costs, the reduction of the latter is the most important qualitative indicator of economic development. Saving raw materials, fuel, and energy contributes to reducing the cost of production and capital investment needs, introducing scientific and technological achievements, establishing new balance sheet relationships and economic balance, increasing production, and improving the financial situation of enterprises. The struggle for the conservation of natural resources is one of the main prerequisites for the implementation of measures for the introduction of scientific and technological achievements. The relationship between the latter and resource savings is determined by an increase in the technical level of production-its decisive factors of saving raw materials. Saving resources means significant savings in capital investments: saving resources reduces the need for the development of extractive industries-the main producers and suppliers of resources. At the same time, it is necessary to take into account that the products of these industries are the most energy-intensive, so their savings in related industries ensure a reduction in the need for fuel and energy resources, which in turn has a positive effect on the ecology of the region.

Uzbekistan, as a country rich in natural resources, is also interested in the development and widespread introduction of energy-saving technologies, the application of innovative approaches to the rational use of material resources. The principle of resource saving can not only save the country's material resources for the future generation, but also reduce the cost of production, as well as increase the competitiveness of domestic enterprises in domestic and global markets, which in turn will contribute to economic growth. Today, favorable conditions are being created in Uzbekistan for the development of innovative activities aimed at resource conservation, radical renewal of the production and technological base.

One of the industries to which humanity makes serious claims in the field of resource conservation and ecology is metallurgy. For example, a full-cycle metallurgical plant producing 10 million tons of steel per year, before the introduction of strict control measures, annually emitted more than 200 thousand tons of dust, 50 thousand tons of sulfur compounds, 250 thousand tons of

carbon monoxide, nitrogen oxides and other substances into the atmosphere. The operation of factory units is accompanied by noise and vibration.

Metallurgical production is accompanied by the formation of a large amount of slag. This mass of slag, if it is sent to slag heaps, occupies significant areas, which is associated with the rejection of land, soil and water basin pollution, requires the organization of a network of railway tracks, etc. The costs of environmental protection, including water and air basins, noise and vibration control, extraction of valuable industrial waste, etc. are continuously increasing. They have exceeded 5% everywhere, and during the construction of some plants they reach 20% of total capital investments.

The metallurgical industry has not yet had time to completely switch from the traditional technology that has been established for decades to the modern one, based, for example, on the replacement of casting steel into mills by continuous casting, on the widespread use of rolled steel (followed by stamping, welding, etc. and a corresponding reduction in the use of metalworking machines with the formation of millions of tons of chips), on the widespread use of out-of-furnace processing methods in order to obtain metal of a high degree of purity and quality.

Ferrous metallurgy is one of the most energy- and material-intensive industries. It is characterized by a high level of concentration of production, the presence of stable diversified intersectoral and intra-sectoral relationships, the consumption of a significant amount of production-related products, the complexity of the process covering mining and processing industries, the multi-operability of technological conversions [1].

Most types of material and fuel and energy resources necessary for ferrous metallurgy are produced at the enterprises of the industry itself and serve either as raw materials and semi-finished products for subsequent conversion, or are used as auxiliary materials and energy necessary for conducting technological processes and the functioning of production.

With the current cost structure, the largest reserve is a reduction in the cost of material resources per unit of output or per 1 sum of national income produced.

The nature of the types of raw materials and fuels used, technological features of metallurgical production determine the high material consumption of ferrous metallurgy.

On average, 1.15-1.25 tons of ferrous metal scrap and 3.5-4.5 tons of raw materials, main and auxiliary materials of secondary scrap, fluxes, deoxidizers, fuel are consumed per 1 ton of steel, and 1.05-1.07 tons per 1 ton of finished rolled products. steel 1-2 tons of raw materials of basic and auxiliary materials. material costs account for the production of products in industry as a whole – 79.1%, ferrous metallurgy - 78.4%, non-ferrous metallurgy - 57.8%, and mechanical engineering - 84.6%. With such costs, the importance of saving material resources increases many times, the need for which will continuously increase. Meeting these needs only on an extensive basis becomes practically impossible and economically inefficient [2].

In connection with the above, the problem of reducing the consumption of energy and material resources is very important and is part of state policy. With such costs, the importance of saving material resources increases many times, the need for which will continuously increase. Meeting these needs only on an extensive basis becomes practically impossible and economically inefficient.

Reducing the cost of steel and finished rolled products in the association is to reduce the cost of raw materials by reducing their specific consumption per unit of production, as well as by using them most fully.

In accordance with the program for modernization, technical and technological re-equipment of production in JSC "Uzmetkombinat" completed work on the following projects: -modernization of the electric steelmaking furnace DSP-100 UMK No. 4 with the replacement of the furnace transformer; -modernization of the ball rolling mill; -reconstruction of the methodical heating furnace of the rolling mill; -reconstruction of the DSP-100 UMK pumping and storage station [3].

As a result of the modernization of production, the consumption rates of metal in rolling shops, as well as the cost of production, have significantly decreased. The reduction of material consumption contributes to an increase in the efficiency of the use of fixed assets, as it allows you to receive more finished products from the same amount of material resources per unit of time. This ensures an increase in the return on funds.

Economical and rational use of material resources entails a decrease in the demand of enterprises for these resources, which allows us to establish more correct economic proportions in the development of related branches of material production, for example, between metallurgy and mechanical engineering, between the smelting of cast iron or scrap metal and the extraction of fuel.

Reducing the needs of enterprises in material resources makes it possible to reduce the size of production stocks and working capital for their acquisition. This is especially important because, on average, in the structure of working capital of industrial enterprises, more than half of them account for production stocks. Saving material resources contributes to the release of significant funds, improving the financial condition of enterprises, industries and the national economy as a whole.

However, many enterprises still allow the formation of excess, excessive and unnecessary stocks. This leads to the deadening of material resources, the termination of financing of various activities, the delay in payments to suppliers for materials. All this negatively affects the financial condition of the enterprise, slows down the turnover of funds and increases the cost of production.

The nature of the types of raw materials and fuels used, technological features of metallurgical production determine the high material consumption of ferrous metallurgy. The problem of providing the country's economy with ferrous metallurgy products is quite acute.

Ferrous metal is necessary for many sectors of the national economy - be it rolled products, earthquake-resistant construction, laying of railways, mechanical engineering, agriculture, etc.

Scrap metal resources are of the greatest importance both at present and in the future for the development of ferrous metallurgy in the republic. The resources of iron should include stubs and scrap. Due to the high demand for sulfuric acid in the Republic, the development of sulfuric acid production on a significant scale is planned. In the production of sulfuric acid on pyrites, cinders will be obtained in the form of waste, which can be used as iron ore raw materials.

Ferrous scrap is an important component of the steelmaking charge. In terms of its technological value, it is equivalent to pig iron.

Due to metallomom, steel produced in the country is smelted. The study of the sources and extent of the formation of scrap metal is necessary, since the amount of scrap and its use affects the structure of ferrous metals production, the development and placement of advanced metallurgy.

The total amount of scrap metal produced includes circulating and depreciation scrap, as well as metal waste obtained at machine-building plants of the republic.

Currently, there is a significant amount of unaccounted resources and depreciation scrap metal at industrial and agricultural enterprises and social and cultural facilities in the republic. Their volumes exceed the amount of scrap metal harvested by 1.2 times.

These scrap metal emissions pollute not only the territory of enterprises, but also residential quarters and streets of settlements. Therefore, an important problem facing scrap processing organizations of the republic is to strengthen control over the accounting of existing scrap metal at enterprises and old equipment to be replaced, as well as the collection, delivery and procurement of scrap metal.

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There are still large reserves of saving material values hidden at Uzmetkombinat OJSC. They are laid down in the further improvement of the preparation of raw materials, materials and the maximum use of waste and returns (dust, slag, scale, etc.). The use of waste and returns reduces the need and size of working capital in "fresh" types of raw materials, fuels, materials.

The experience of using resource-saving mechanisms at metallurgical enterprises in leading countries (Japan, USA, Germany, Great Britain, France, Italy) has shown a long-term purposeful state policy using a wide range of organizational and economic mechanisms, creating conditions and incentives for the activation of resource-saving activities of industrial firms (both private and public).

The state policy of resource conservation in Western countries was based on the following priorities:

- combining resource-saving and environmental goals;
- phased implementation of the resource-saving program (at the first stage, efforts were concentrated on a rapid increase in the scale of known resource-saving technologies: replacement of open-hearth production in electric furnaces, the use of scrap steel, instead of cast iron).

Priority attention was paid to the modernization of existing production facilities, and then the commissioning of new enterprises and workshops.

The program covers all technological changes in the production of metal products and includes specific activities directly related to the solution of these tasks. The main ways to solve them are:

- complex use of raw materials and waste generated in the process of metallurgical production.
- deeper enrichment of ores in order to reduce energy costs during subsequent processing, improving the quality of ore raw materials and scrap metal prepared for further technological processing;

-       changing the structure of steelmaking: replacement of open-hearth furnaces with converters and electric furnaces;

-       non-aggregate processing of steel and cast iron in order to obtain the necessary quality of the final product and reduce production costs;

-       continuous casting of steel, especially with the use of technology for obtaining thin sections.

Taking into account the resource-saving mechanisms developed in the developed countries of the West, the following elements of state influence on solving resource-saving problems in the conditions of Uzbekistan would be the most acceptable and appropriate:

-       price regulation (regulation of energy prices);

-       tax and depreciation incentives for the use of progressive resource-saving technologies, machinery and equipment;

-       legal support of long-term resource-saving policy;

-       regulatory support that sets standards for the consumption of critical resources;

-       concessional lending and targeted financing of the most important resource-saving measures;

-       information support in order to disseminate best practices in resource conservation;

-       creation of a branch scientific and technical center that provides coordination of work on the program of energy-saving measures, collection, testing and analysis of technical and economic parameters characterizing heat consumption in the metallurgy of Uzbekistan.

These are the main ways of rational use of material resources and acceleration of turnover of working capital, and consequently, improvement of their use in ferrous metallurgy.

Ferrous metallurgy has achieved impressive results in its development, having solved the task of a truly historic scale - meeting the needs of the world economy in cast iron, steel and rolling. This achievement is epochal and confirms the effectiveness of the processes underlying metallurgy and based on the use of carbon as a basic energy source and reducing agent. The natural price for this is the "greenhouse effect", the main "supplier" of which is the same carbon.

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SPECIFIC FEATURES AND STRUCTURAL PATTERNS OF IDIOMS IN MODERN ENGLISH

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Abstract: *This article is devoted to the investigation of idiomatic expressions and different viewpoints on idioms. It studies specific features, classification and structural patterns of idioms.*

Key words: *idiom, composable idioms and decomposable idioms, opaque and transparent idioms.*

Many world linguists were and still are interested in the study of idioms. And it is not a surprise, idiomatic language changes through the time and the very nature of these expressions is very complex. Linda and Roger Flavell, for instance, say that idioms are "anomalies of language, mavericks of the linguistic world. The very word idiom comes from the Greek idios, 'one's own, peculiar, strange'. Idioms therefore break the normal rules." As is mentioned before, there is not a single theory about what idioms really are. Palmer, for example, thinks of idioms in the context of other languages: "What is and what is not an idiom is, then, often a matter of degree . We could, perhaps, define idioms in terms of non-equivalence in other languages. They cannot be directly translated. "¹

As has been pointed out in the definitions of some of the linguists cited above , idioms are multifaceted objects, and as such, they require various viewpoints and different methodological approaches. Cacciari concedes that idiomatization is a process, when a given structure is not idiomatic once and for all, but gradually acquires its idiomaticity. She further claims that "idioms are so internally heterogeneous that the generalization of one characteristic to the entire class of expressions can be highly problematic".

There is a variety of criteria according to which idioms can be classified. Kvetko points to many different aspects that need to be taken into consideration in an attempt to carry out an overall classification. He mentions the semantic and constructional point of view, fixedness and variability, function, stylistics and etymology. However, the understanding of idioms by particular linguists varies and therefore different categorizations arise.

With regard to the compositionality of idioms Glucksberg offers the following division:

- **Non-compositional idioms** – there are no relations between the idiom's constituents and the idiom's meaning cannot be discerned

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¹ Кунин, А.В. (1967) Англо-русский фразеологический словарь. Москва: Москва.

- **Partially compositional idioms** – there are some relationships between an idiom's constituents and its idiomatic meaning can be discerned and exploited
- **Fully compositional idioms** – the constituents correspond directly with their idiomatic referents

Cacciari, following the same criteria, distinguishes among:

- **Normaly decomposable idioms** that are analyzable and imply conventions whereby each of the idiom's constituents can be used to refer to the idiomatic referent, e.g. (break the ice, pop the question)
- **Abnormally decomposable idioms** where we are able to identify this relation only by virtue of conventional metaphors that govern the mapping from constituents to idiomatic meanings, e.g. (hit the ceiling, throw in the sponge)
- **Nondecomposable idioms** that represent the group of opaque idioms

Kavka, however, sees the concept of compositionality in a different light. He considers free combinations as compositional, collocations as semi-compositional and idioms proper as non-compositional.

Based on the level of transparency, idioms can be classified according to the extent to which the meaning of an idiom can be derived from the meaning of its particular constituents. Glucksberg refers to:

- **Opaque idioms** - where the relations between an idiom's constituents and its meaning may be opaque, but the meanings of individual words can nevertheless constrain both interpretation and use
- **Transparent idioms** - where there are one-to-one semantic relations between the idiom's constituents and components of the idiom's meaning.

Furthermore, Glucksberg introduces a quasi-metaphorical type of idiom, the meaning of which is conveyed through its allusional content. These idioms refer to an ideal exemplar of a concept providing at the same time a characterization of an event or situation as an instance of that concept.

The notion of the continuum from opacity to transparency leads Cacciari to come up with the following division of idioms:

- **Totally opaque idioms**
- **Retrospectively transparent idioms** – they become transparent once the speaker either knows the meaning or is reminded of the episode or setting that originated the idiom
- **Directly transparent idioms** – the senses of the words lead the speaker to the idiomatic meaning of the string (e.g. by means of the recreation of an analogical or metaphorical mapping)
- **Figuratively transparent idioms** – they are composed of other idioms, or parts that appear in other idioms or as metaphorical devices

Makkai (122) identifies two major types of idioms: encoding and decoding. Idioms of encoding compel the speaker to conform to a particular conventionalized way of speaking while retaining a relatively transparent interpretation, whereas the meaning of idioms of decoding is not so predictable. Idioms of decoding are classified as lexemic and sememic. He defines lexemic idioms as "any polylexonic lexeme which is made up of more than one minimal free form or (morphological) word, each lexon of which can occur in other environments as the realization of a monolexonic lexeme".

According to Makkai, the lexemic idoms include:

- **Phrasal verbs** – the constituent structure of this type of idiom is always verb + adverb

- **Tournure idioms** – consist at least of three lexemes, having a compulsory it in a fixed position between the verb and the adverb

- **Irreversible binominal idioms** – defined as a formula consisting of parts A and B the order of which cannot be reversed

- **Phrasal compound idioms**

- **Pseudo-idioms** – all lexemic idioms one of whose constituents is a fossilized term that does not make any sense on its own, such as spic and span .

On the other hand, sememic idioms are considered to be of a higher and more abstract linguistic level. They correlate with institutionalized culturally pragmatic meanings and their purpose is mainly to express culture-bound notions, such as politeness, understatement etc. Makkai goes as far as to distinguish idioms of institutionalized politeness, detachment or indirectness, idioms of greetings and proposals encoded as questions.[2]

Taking into account the notion of invariability, Fernando offers a classification of idiomatic expressions as follows:

- **Pure idioms** – conventionalized, non-literal multiword expressions, the non-literal meaning is imposed on the idiom as a whole, e.g. spill the beans
- **Semi-literal idioms** – include one or more literal constituents where at least one has a non-literal subsense, e.g. foot the bill
- **Literal idioms** – meet the essential criterion for idioms, which is invariabilty or restricted variation, they are less semantically complex than pure and semi-idioms, e.g. on foot, on the contrary

In accordance with classification based on idiomatic classes, idioms can be divided into sentential and non-sentential (sayings and proverbs). The division can go even further sorting the idioms into verbal and verbless idioms, the latter ones being mainly nominal, adjectival and adverbial idioms.

Cowie's classification focuses not only on the syntactical and semantic features of phrasemes, but also on their pragmatic aspect, which indicates that the choice of an appropriate meaning of a lexical unit is reduced to one possibility only. Thus the ready made expressions like greetings, conversational formulae, proverbs, clichés or sayings, despite being semantically and syntactically compositional, are considered to be non-compositional pragmatically, being restricted to particular social or cultural concepts. In this respect Cowie (29) introduces pragmatic phrasemes or pragmatemes as opposed to the semantic phrasemes whose components are selectionally constrained or restricted by linguistic convention. He sets up three categories within semantic phrasemes that constitute:

- Full phrasemes, or idioms – e.g. shoot the breeze, pull sb's leg
- Semi-phrasemes, or collocations – e.g. crack a joke, give an ultimatum, launch an attack
- Quasi-phrasemes, or quasi-idioms – e.g. give the breast to sb., start a family

The fact that idioms can undergo a certain amount of variability shows that idioms have internal structure of some kind. Ifill (17) suggests that the structure of idioms is related to the structure of their non-idiomatic counterparts. He finds the rationale for this idea in the concept of possible

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[2] Baker, Mona (1992) In other words. London: Routledge.

variability in passivization and modification. Thus he makes a distinction between transparent idioms whose syntactic structure is the same as their counterparts and opaque ones whose syntactic structure is different (Ifill 17). He further claims that since all idoms have internal structure, no idiom can be truly said to be fixed. However, the behaviour of idioms is affected by the way the structure relates to their non-idiomatic counterparts.

From the point of view of their construction, idioms can be divided into phrasal and sentence idioms. Phrasal idioms have the structure of a phrase of different types and are further subdivided into verbal (semi-clause idioms) and non-verbal idioms, while sentence idioms feature a complete sentence (clause) structure. The most frequent patterns of verbal idioms may be as follows:

Structures of verbal idioms	Examples of idioms
V + (Adj) + N (+N)	foot the bill
V + (sb's) N + Inf (+N)	have an axe to grind
V + Prep + N	play to the gallery
V + Adj	come clean
V + Adv (+Prep)	put up with
V + and + V	chop and change
V + like + (Adj/-ed) + N	sell like hot cakes
V + sb/sth/N + adjunct/compl	catch sb. napping, paint the town red
V + Adv (+Prep)	take off, put up with
V + Adv (+ Prep) + N	make up one's mind
V + N + Prep + N	have the ball at someone's feet

Table 1. Structures of verbal idioms

Non-verbal idioms have different syntagmatic structure and function as word classes representing nominal, adjectival or adverbial idioms (Kvetko, Frazeológia 39). As far as nominal idioms are concerned, these can take the following forms:

Structures of non-verbal idioms	Examples of idioms
Adj/-ed/-ing + N	blind alley, forbidden fruit
N + N	cupboard love
N's + N	bull's eye
(Adj+) N + Prep + N	storm in a tea cup
N + -ed/-ing + Compl	voice crying in the wilderness
N + and + N	part and parcel

Table 2. Structures of non-verbal idioms

Adjectival idioms, on the other hand, can be structured as:

Structures of adjectival idioms	Examples of idioms
(as) + Adj + as + N	as fit as a fiddle
Adj + and + Adj/-ed/-ing	high and mighty
Adj + Prep + N	wet to the skin
nice/good + and + Adj	nice and easy, good and angry

Table 3. Structures of adjectival idioms

The last group of adverbial idioms consists of the structures such as (Kvetko, Frazeológia 40):

Structures of adverbial idioms	Examples of idioms
N + N + and + N	hook, line and sinker
Adv + and + Adv	back and forth
Adv + Prep (+Adj) + N	once in a blue moon

| Prep + N + Prep + N | from rags to riches |
| Prep + Adj + N | in the long run |

Table 4. Structures of adverbial idioms

Moon makes even more detailed analysis of idiomatic expressions in her book Fixed Expressions and Idioms in English: A corpus based approach, where she deals with fixed expressions and idioms and refers to them as FEIs. She distinguishes between predicative FEIs, nominal groups, predicative adjectival groups, modifiers, adjuncts and sentence adverbials.

The most common structures of predicative FEIs Moon classifies as follows:

- Subject + predicator + object (X bends Y's ear, X pulls X's weight)
- Subject + predicator + object + adjunct (X brings Y to heal, X gets sth. off the ground)
- Subject + predicator + adjunct (X comes to grief, X sticks to X's guns)
- Subject + predicator + complement (X's days are numbered, sth. is not X's cup of tea)
- Subject + predicator + adjunct + adjunct (X lives from hand to mouth, X comes up against a brick wall)
- Subject + predicator + complement + adjunct (X is a credit to Y, sth. is music to X's ears)
- Subject + predicator + indirect object + direct object (X shows Y the door, X gives Y Y's head)
- Subject + predicator + adjunct + object (X lets off steam, X throws in the towel)
- Subject + predicator + object + catenated predicator (X makes ends meet, X starts the ball rolling)
- Subject + predicator + object + object complement (X calls a spade a spade, X keeps X's fingers crossed)
- Subject + predicator (sparks fly, the penny drops)
- Subject + predicator + object + adjunct + adjunct (X has sth. down to a fine art, X gives sth/Y up as a bad job)

Nominal groups are in Moon's view rather problematic, since the boundary is not always clear between nominal FEIs and noun compounds (Moon 87). However, Moon (88) claims that FEIs, unlike nominal compounds, "tend to be fossilized in particular clause positions or to have restrictions on colligating determiners or prepositions". According to her the syntagmatic, inflectional or collocational defectiveness provides a key to tell these two groups apart. Furthermore, she explains that nominal FEIs are metaphorical and evaluative rather than descriptive or denotative and provides the following distinction of nominal FEIs (88):

- Object or prepositional object (a clean sheet, the straight and narrow)
- Object or complement (a new lease of life, the salt of the earth)
- Complement or prepositional object (a wild goose chase, pie in the sky)

Due to the preference against the subject position it is assumed that nominal groups are connected with discoursal functions and convey new information and evaluations (Moon 89).

Predicative adjectival groups occur either postnominally or after a copula. Moon (89) points out that most FEIs that function as complements of copulas are nominal groups or prepositional phrases, but not adjectival groups, such as bone idle, dressed to kill, long in the tooth, wide awake.

Modifiers, i.e. FEIs that function in prenominal position, are rather limited. They include expressions such as quantifiers, deictics and adjectival modifiers, e.g. any old, dim and distant, all-singing all-dancing.

FEIs with a function of adjuncts include generally prepositional phrases, such as in cold blood, by heart, under the weather, with one's bare hands, etc.

The last group of predicate FEIs is formed by sentence adverbials, where disjuncts (as attitude markers) slightly outnumber conjuncts (as boundary markers and connectors). Common disjuncts include by definition, in effect, no doubt, sooner or later, while common conjuncts involve idiomatic expressions such as for example, in other words, on the other hand, to cut a long story short, etc.

In conclusion, we are going to say that the idioms have specal complex character which expresses different meaning in the context. We have just researched them according to the classification and structural patters. We will try to study other characteristic features of idiomatic expressions in our next works.

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LINGUOCULTURAL CHARACTERISTICS OF PHRASEOLOGICAL UNITS IN MODERN ENGLISH AND UZBEK

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Abstract: *The article discusses the national and cultural features of phraseology. It also studies the classification of phraseology and interlingual correspondence under the influence of culture in English and Uzbek.*

Key words: *collocation, phraseological units, national and cultural features, religion, idioms.*

The study of phraseology in linguocultural studies is a topical and controversial issue today. In order to identify the national and cultural features of phraseologies, to clearly and objectively highlight their differences and similarities which it is important to first study the history of their origin, sources, that's to say etymology. Most of the idioms in both English and Uzbek were written by the people, their authors are unknown and it is very difficult to pinpoint their origins of creation. Phraseologisms based on the interaction of cultures can be divided into three types:

1. Biblical phraseological units.
2. Phraseological units formed on the basis of ancient legends.
3. Phraseological units learned from European languages.

Dictionary analysis, linguistic analysis and statistical methods are used in the semantic, linguoculturological determination of biblical origins of phraseologisms. Religion is an example of this culture and an important part of the human imagination: Religion is one of the most important sources of phraseology. The Bible is the holy book of the British in Christianity. Therefore, along with some phrases, place names and food-related phraseologies are taken from the Bible, both orally and in writing. Biblical phraseology is part of the international phraseological fund, and biblical phrases derived from the Bible, common in most European languages, are called biblicalisms.

Biblical phraseology is common in the following dictionaries: Oxford Dictionary of English Idioms, Longman Dictionary of English Language and Culture, Words worth Dictionary of Phrase and Fable. The theory of "phraseological convergence" which analyzes "phraseological internationalism", which is reflected in a wide enough range in the phraseology of many languages in the works of E.M.Solodukho who was interested in biblical phraseology. Words and phrases from the Bible are extensively analyzed in Stoffeld's Studies in English, written and spoken. The study of biblicalism in Western linguistics is associated with the name of L.P.Smith. He studied English phraseology in his section on biblical phrases. The author notes that "there are so many biblical passages and phrases in English that it is not easy to collect and list them."

L.P. Smith also argues that English includes not only a number of biblical words, but also biblical idiomatic expressions that represent a literal translation of ancient Hebrew and Greek idioms. Thus, it is clear from the definition of L.P. Smith, I. Khorazinsky and V.A. Mendelyon who are one of the idioms that have emerged as a result of the interaction of cultures is the biblical idioms. We will analyze some of them.

1. Bull of Bashan is a man with a roaring voice. The reason for this phraseology is that Bashan is a province in the Palestinian state, which in ancient times was famous for its livestock. Bull is an English word meaning bull. Basbon is the name of the place, which means "Bull of Bashan".

2. Balm in (or of) Gilead "is a phraseology that can be used in the sense of soothing, comforting, hunting. diseases are treated with. This is how the phraseology "Balm in Yiled" came about. 3. "Sodom and Gomorrah" - depravity, sin, disorder, immorality, immorality, drunkenness.

3. The Bible tells us about it. Sodom and Gomar were Jewish cities and the people who lived there were disobedient to God, free from corruption and immorality. The Lord decides to punish them and sends them fiery rain and earthquakes. As a result, cities will be destroyed by this disaster. The massacre in the cities now creates the Dead Sea instead of the wars. And no living thing can live in the Dead Sea.

4. Plagues of Egypt are unbearable. History has it that Egypt was given this name by Allah because the modern Egyptian pharaoh was allowed to massacre the Jews in Egypt. As a result, the above phraseology of "plagues of Egypt" came into being.

5. Many of the phraseologies which have emerged as a result of the interaction of cultures are phraseologies that have entered other languages. Most of the idioms associated with place names came into English mainly from Latin and French. For example: (to build) castles in Spain - unattainable dreams. (etymologically French Chateaux en Espagne). The phrase came to English from the French heroic epic Chansons de Geste. Attica, Greece, is one of the oldest cities in the world and many of its inhabitants stood out from the rest of the city with their sharp wit. Based on this, the phrase "Altic salt" - a subtle escape, a sharp phraseology of the mind.

There are some examples of phraseological units:

At the eleventh hour – so'nggi daqiqada, eng so'ggi damda.

Beat swords into plough-shares – qilichlarni bolg'alab, omoch yasamoq, tinch mehnatga o'tmoq, tinch kunlarga yetib kelmoq.

The breath of the nostrils – hayotiy zarurat, suv va havodek zarur.

Can the leopard change his spots? – nahot leopard o'z terisisni boshqasiga o'zgartira olsa? – bukrini go'r tuzatadi.

Cast one`s bread upon the waters – suvga non uloqtirmoq; oqibatini o'ylamay biror ish qilmoq.

The olive branch – zaytun shoxi; tinchlik va osudalik timsoli.

The root of evil – yovuzlikning ildizi;mol dunyoga muhabbat.

Heap coals of fire on somebody`s head – uyaltirmoq, yomonlikka yaxshilik bilan javob qaytarmoq.

In the twinkling of an eye –ko'z ochib yumguncha.

The mammon of unrighteousness – pul, boylik.

New wine in old bottles – eski xumlardagi yangi vino.

In conclusion, it should be noted that most of the national and cultural idioms are related to the daily life, customs and traditions of the people. The analysis of phraseological units based on the interaction of cultures shows that the phrases are similar. The analysis of the above examples shows that most of the phraseology, which includes place names, occurs in the national-cultural context and enriches the phraseological layer.

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GENERAL PHYSICAL PROPERTIES OF IRRIGATED MEADOW-ALLUVIAL SOILS OF NUKUS DISTRICT

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Abstract: *This article describes the results of field and laboratory studies on the main physical properties of irrigated meadow-alluvial soils in Nukus district, i.e. the volume weight, specific weight and porosity of the soil. The obtained results showed that the general physical properties of irrigated meadow-alluvial soils in Nukus district changed under the influence of their degradation processes, which affected soil fertility and physical properties. The physical properties of the soil have a major impact on the nutrient, water, air, salt and biological regimes in the soil and on the productivity of agricultural crops.*

Key words: *irrigated meadow-alluvial soils, general physical properties, volume weight, specific weight, porosity, degradation, biological regime, stationary point.*

Introduction. Nukus district is located in the central part of the Republic of Karakalpakstan. The area is mainly irrigated meadow-alluvial soils, in some places grizzly brown desert soils and bald-meadow soils.

The physical properties of the soil are important in determining its fertility, allowing it to determine the most important processes that take place in it. Deterioration of the physical properties of the soil under the influence of salinity complicates the supply of plants, water, nutrients and air, as well as tillage processes in the soil. Professor Kuziev in his research works on the main morphogenetic, physical, water-physical, agrochemical, physicochemical properties of irrigated soils of Uzbekistan and the impact of these properties on the salinization process, changes in the morphological and micromorphological structure of soils as a result of human farming, changes in granulometric, mineralogical composition the current humus, physical and reclamation conditions of soils and the scientific basis of measures to improve them.

Professor Kuziev R.K., in his scientific work studied the main morphogenetic, physical, water-physical, agrochemical, physicochemical properties of irrigated soils of Uzbekistan and the impact of these properties on the salinization process, changes in the morphological and micromorphological structure of soils as a result of human farming, changes in granulometric, mineralogical composition the current humus, physical and reclamation conditions of soils and the scientific basis of measures to improve them. The role of the desertification process taking place around the Aral Sea in the formation of the modern soil layer, the issues of these strong ecological conditions of common irrigated arable lands are reflected. Particularly noteworthy are the works of Professor R.K.Kuziev on the genesis of saline soils [7].

Gafurova L.A., and her students conducted a comprehensive study of the soils of the Aral Sea, which created favorable conditions for the growth of microorganisms at optimal values of agrochemical and agro-physical properties. The study found that as salinity increases, their activity decreases to a minimum, and the nature of the seasonal dynamics of biological activity peaks in spring, gradually decreases in summer, and rises in autumn [3,1].

Many researchers have proven that the physical properties of soils are the leading factors in fertility. They revealed the peculiarities of the agrophysical, water physical and physico-mechanical properties of the soils of Uzbekistan, it should be noted that most of this work is devoted to the study of the physical properties of desert soils. We also examined some physical and water-physical properties of the soils of the investigated object were studied [4,2,5].

Materials and methods. The research was conducted on the soils of selected key areas in the conditions of irrigated meadow-alluvial soils of Nukus district. The volumetric weight of the soil was determined by the N.A.Kachinsky method (using a cylinder V-100 cm^3) [6], the specific weight of the soil was determined by the pycnometer method and by calculating the porosity of the soil.

The physical properties of soils are the most important criterion in assessing the degree of their fertility or degradation, while expressing the essence of the processes that take place in the soil. It is known that the study of the general physical properties of the soil is of great importance in the development of the scientific basis of highly efficient and rational farming. Because the physical properties of the soil have a great influence on the nutrient, water, air, salt and biological regimes of the soil and its fertility, the occurrence of degradation processes and the yield of agricultural crops.

Results. Our study was conducted in rice field soils, and at stationary point 1, the volume weight ranged from 1.26 g/cm^3 to 1.59 g/cm^3, the specific weight ranged from 2.65 g/cm^3 to 2.74 g/cm^3, and the porosity was from 41.9% to 52.4%, volume weight at stationary point 2 from 1.36 g/cm^3 to 1.49 g/cm^3, specific weight from 2.66 g/cm^3 to 2.70 g/cm^3, porosity from 44.9% to 49.2%, at the stationary point 3 the volume weight ranged from 1.28 g/cm^3 to 1.56 g/cm^3, the specific weight from 2.64 g/cm^3 to 2.70 g/cm^3, and the porosity from 42.4% to 51.6%. It was observed that the porosity, volume and specific weight varied accordingly (Table 1).

Table 1. General physical properties of irrigated meadow-alluvial soils of Nukus district

Soil cross-section number	Depth of layer, cm	Volume weight, g/cm^3	Specific weight, g/cm^3	Porosity, %
Stationary point 1	0-15	1,59	2,74	41,9
	15-26	1,54	2,70	42,9
	26-37	1,56	2,72	42,7
	37-42	1,42	2,69	47,2
	42-55	1,26	2,65	52,4
	55-70	1,49	2,68	44,3
Stationary point 2	0-23	1,36	2,67	48,9
	23-40	1,48	2,69	45,0
	40-50	1,35	2,66	49,2
	50-60	1,49	2,70	44,9
Stationary point 3	0-28	1,33	2,66	50,1
	28-42	1,33	2,65	49,8
	42-48	1,56	2,70	42,4
	48-58	1,28	2,64	51,6

58-65	1,28	2,64	51,6

In the conditions of irrigated meadow soils, the agrophysical properties of the soil changed depending on the farming system, ie the predecessors in the scheme of crop rotation.

Conclusion. It was found that the general physical properties of irrigated grassland soils in the Nukus district of the Republic of Karakalpakstan also vary depending on the nature of the soil degradation and soil formation processes.

In Nukus district, it was observed that the general physical properties of irrigated grassland soils have changed under the influence of degradation processes, which affects soil fertility and agronomic properties. Specific weight varies along the profile from 2.64 to 2.74 g/cm^3, volume weight from 1.26 to 1.59 g/cm^3. Porosity varied from 41.9% to 51.6%, respectively, according to specific weight and volume weight. At the same time, difficult reclamated irrigated grassland soils are characterized by high specific weight and low porosity due to the fact that they are composed of various large sand particles, low humus content.

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FUNDAMENTALS OF EDUCATION QUALITY IN HIGHER EDUCATION

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Abstract: *The widespread introduction of new pedagogical technologies in teaching students of higher educational institutions and the effective use of innovative technologies are the main support for improving the quality of education. This article focuses on what reflects the quality of education in the higher education system, the factors that characterize the quality of education and quality assurance.*
Key words: *quality of education, factors, rating, quality assurance.*

The President of the Republic of Uzbekistan dated June 5, 2018 "On additional measures to improve the quality of education in higher educational institutions and ensure their active participation in the ongoing comprehensive reforms in the country" Resolution No. 3775 sets the task: The country's universities are fundamentally reforming the education system.

What is the quality of education in higher education?

The quality of higher education is one of the most pressing problems not only in Uzbekistan, but also in developed countries, which has been very active for over thirty years. Quality is a key parameter that determines the social significance of education. The concept of quality, which includes the economic, social, cognitive and cultural aspects of education, can be viewed as an integral characteristic of the results of educational activities. It covers all key functions and areas of activity, including the quality of personnel, educational programs, student training, infrastructure of higher education institutions.

According to foreign scientists [1], the quality of higher education consists of the following factors:

1) a special process, the achievement of positive results by students upon graduation.

2) the process of improving the educational process

3) feasibility, i.e. Fulfillment of requests, requirements and expectations of consumers.

4) investment results;

5) transformations reflecting changes in the creation of opportunities for students and the development of new knowledge.

Thus, many countries are actively involved in improving the quality of higher education, and the number of such countries is constantly growing.

In countries that have set themselves the goal of improving the quality of education, higher demands are placed on the quality of higher education. Because it occupies a special place in the structure of professional education. Higher education is a mechanism for the reproduction of the entire system of education and science. Consequently, the tendency towards the formation of a new quality of higher education should prevail over the processes of changes in the entire system of continuous education.

Within the framework of the higher education system, various social groups directly or indirectly involved in this area are faced with the problem of assessing its quality: governing bodies

(ministries, departments, etc.), Interested in creating a rating of higher educational institutions and determining them; the administration of the university, on the one hand, is accountable to a higher authority, on the other hand, it is interested in increasing the prestige of its educational institution; provide accurate information about the quality of education that students, applicants and their parents want to receive at a particular university; and, finally, our entire society is interested in improving the quality of education - development in the mainstream of civilization is impossible outside the sphere of high-quality education.

The above-mentioned issue of creating a rating of higher educational institutions is not new for our country. At the initiative of the head of our state, a system for determining the ratings of higher educational institutions has been introduced for several years in order to include them in the list of the strongest universities in the world. When analyzing the criteria for determining the rating of higher educational institutions, approved by Appendix 2 to the Regulation "On the procedure for determining the rating of higher educational institutions", approved by the Cabinet of Ministers on June 7, 2019 No. 467, there is an imbalance in the distribution. In particular, in the first section of the Criterion, aimed at assessing the scientific activities of professors and teachers, both scientific articles in scientific journals of the republic and published monographs were assigned the same score of 2 points. Indeed, there is a big difference between the structural and scientific aspects of scientific articles and monographs. In addition, patents for inventions, utility models, industrial designs and breeding achievements (based on documents approved by the relevant organizations) receive only 1 point, and the process of obtaining this patent should take at least 3-5 years. disproportionate to the points received. The certificates for information and communication technology programs and electronic databases referred to in the following paragraph, the score assigned to various copyrighted materials is also 1. However, in terms of cost, it is surprising that this invention equates to the received utility model patents, industrial samples and breeding achievements.

For comparison, it should be noted that when determining the ranking of Russian universities, the main criteria were the quality of education, the demand for graduates from employers and scientific activity. So, the quality of education plays an important role in the ranking in the first place.

To assess the conditions for quality education in Russian universities, analysts chose 16 criteria, divided into four groups: the level of teaching, international integration, the availability of resources and the demand for the university among applicants. [4]

The level of teaching was assessed based on how many teachers per 100 students and what percentage of teachers were members of state academies of sciences. This indicator is also influenced by the number of victories of university students at international Olympiads and the level of teaching.

Universities with the largest proportion of full-time international students with the highest international integration scores, as well as students who completed at least one semester of internship abroad and received two diplomas after graduation.

The resources of the university include financial security, the amount of free financial support provided to the university by people and companies, and expert opinion.

The demand among applicants was calculated based on the average tuition fees, the share of Olympiads, the budget and the average grade at the conclusion of the contract.

There are many approaches to assessing the quality of higher education, and the indicators are improving. It should be noted that the quality has been and will be assessed even if the experts are aware of the imperfection of the assessment procedures. No wonder. According to the American R. Miller in his article "The Movement for the Quality of Higher Education in the United States," overall quality management is one of the many management strategies that have become popular over time, and strategies come and go. Usually the relevance of each lasts no more than seven years. Then new ideas come into vogue, because there are other ways to achieve the desired result. [2]

With the emergence of private universities and the growth of competition, the problem of the quality of education is becoming more and more urgent. The relevance of the development of criteria for assessing the quality of education lies in the fact that it can be assessed as a special social order offered to science in modern conditions.

A special stage in ensuring the quality of education has been reached in Bangladesh. It assesses the experience of a culture of quality implemented by academic and administrative leaders at the country's non-profit private universities. A national quality system has been introduced, determined by the state. An institutional quality assurance strategy was developed to ensure that every university in Bangladesh meets the requirements set out in the Strategic Plan for Higher Education 2006–2026 and implements its approach to higher education. Higher education institutions simultaneously review and monitor internal self-assessment as well as external quality assurance.

In conclusion, we note that the issue of ensuring and improving the quality of education in higher educational institutions differs from each other to the extent that it corresponds to the educational policy of each state. In particular, in Uzbekistan, achieving moderation in the quality of education in a certain sense is the goal of the first stage, while ensuring the quality of education in the later stages should be the main task. Only then will there be a high level of competition between public, non-profit and private higher education institutions.

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CONTENT AND CHARACTERISTICS OF THE CONCEPT OF NATIONAL AND RELIGIOUS VALUES

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Abstract: *The rapid development of socio-economic processes not only seeks optimal ways to solve global problems of mankind, but also develops issues such as preservation of material and spiritual values and their transmission to future generations, the study of national and religious values.*

Key words: *national value, religion, development, nation, society, spirituality, future*

Annotation:

Today, the rapid development of socio-economic processes requires not only the search for optimal ways to solve the global problems of mankind, but also the development of issues such as the preservation of material and spiritual values and their transmission to future generations.

We know from the history of mankind that every society, nation, people strives for its future, for future generations to be highly spiritual, scientific and, most importantly, happy. Therefore, the development of national and religious values is a topical issue today.

Our spiritual and religious values have historically developed and improved in harmony. In particular, traditional Islam has a special place in the development of spiritual values. The highest peak of human qualities is undoubtedly the gems of etiquette. In particular, the importance of spiritual values in the development of a perfect man today is incomparable.

In the field of values, the nation, its characteristics, aspects, features, the region and the feelings associated with it, the culture of the nation's work, the cultural riches it creates and the values associated with the spiritual heritage also play an important role. These values are common to people of any nationality. They are one of the rings that connect individual values with universal values. In the understanding of universal values, a particular person or person takes into account national values, adapts their activities to the criteria of these values, implies the aspects related to them.

"Nation" is an ethnic unit with a complex character. There is therefore no unanimity in its definition in the scientific and philosophical literature today. But the aspects that summarize them are noted separately. Concepts such as "nation", "national", "nationality" entered our language from the Arabic language in the VIII century, that is, from the time of the conquest of Movarounnahr by the Arab caliphate. At the heart of these concepts is the phrase "mile". The concept of "mil" in Arabic means "core", "essence", "basis". The concept of "nation" is widely used and has several meanings: 1) religion, religious community; 2) the ummah, a community of believers in a particular religion; 3) means people, nation.

In the scientific literature published during the years of independence, Uzbek scientists have given a number of definitions of the concept of "nation". Including, J. Bahronov writes about it: "A nation is a stable unity of people who share a common language, territory, mind, spirit and spirituality." In turn, N. Nazarov defines "the nation - a period of human development, which is qualitatively integrated, a qualitatively integrated, common national character of the ethnos."

In particular, it states that "a nation is an ethnic unit of people who create their own material and spiritual wealth as an independent entity connected with social relations living in a particular area on the basis of language, spirituality, national identity, spirituality, customs, traditions and values." Other foreign literatures also emphasize that a nation is a language that enters into political and ethnic relations, a people with self-awareness activities. In this source, it is noted that the conceptual views on the nation were put forward by K. Deutsch (Nationalism and Social Communication), E. Gellner (Nation and Nationalism), B. Anderson, E. Smith. Their main focus is on various specific socio-political, socio-economic, socio-legal aspects of the nation. However, we can also observe that in them the socio-spiritual processes in the formation of the nation are neglected. Another literature shows that the concept of "nation" is inextricably linked with the concept of "state", has its own territory, borders, and respects the interests of other nationalities.

The right to preserve one's own national values and the feeling associated with it is inherent in every nation. According to our data, when asked "Who do you think should preserve national values?", 81.4 percent of those surveyed answered "All people of a particular ethnicity". If 9.3 percent of those who answered the question "I didn't think about it," 8.2 percent said. and the answer is "the most advanced people, leaders, intellectuals and state organizations of the nation."

Understanding the nation as an object and subject of national values, scientific analysis of the system of national values associated with it, first of all, allows us to look at the nation itself as a social value. This allows us to analyze the manifestation of national values, the process of historical development, the transition from the past to the future, that is, the social movement.

National values:

- formed in an ethnic space that ensures the natural, historical and social unity of the nation, manifests itself in a variety of forms, affecting the minds and lifestyles of people as a specific reality;

- is reflected in the interaction of compatriots, in social activities, which is the spiritual basis for attitudes, activities, goals, needs and aspirations;

- arising as a certain result in the material, spiritual, economic and political and other life of the nation, having a special significance as a necessity for the people;

- a concept that changes, improves, discovers and constantly renews in the process of social development of the nation, as well as the values that are passed down from generation to generation through inheritance.

National values - in various forms, manifested in an integral relationship with each other, form a unique system of national values. In this system, the values that ensure the natural-historical unity - brotherhood, cultural and spiritual closeness, past and spiritual heritage, homeland, feeling, etc. - are relatively stable links. Such links are distinguished in the system of national values by the fact that they retain their place and significance longer than some values of everyday or practical significance, which change rapidly during historical processes.

In our opinion, in a relatively stable state of the national value system, its main links are manifested in connection with the following characteristics of the nation:

The natural uniqueness, uniqueness, historical variability and social diversity of a nation (i.e. gene pool (;

History, past, future and spiritual heritage of the nation;

National territory and living conditions, economic basis, national feelings, ideas, goals related to social superstructure;

Features related to nationality in customs, traditions, rituals, lifestyles, etc .;

National language, national culture and spirituality, national consciousness and national spirit.

National values differ from universal values in that they constitute a set of interests of a particular nation or people. The values of one nation may not be accepted by another nation

Nevertheless, it is spirituality for each nation to respect the values that have become valuable to another nation. For example, Fergani's "Fundamentals of Astronomy", Ibn Sina's "Laws of Medicine", Khorezmi's "Algorithm", Beruni's "Mineralogy", Farobi's "City of Noble People", Bukhari, Termezi, Naqshbandi, Kubravi, Yassavi.

In short, national values are the riches of material and spiritual culture created by members of a nation for thousands of years, the national language, national literature, its mental expression, character, socio-political views, oriental moral principles, customs and traditions.

"National values" - material and spiritual wealth created by a nation in the process of natural, historical and social development, territory, cultural and spiritual heritage, national culture, language, national consciousness, national spirit, history, way of life, national way of life and is a concept that represents the social significance of the features, aspects, and so on associated with them. It reflects the private link in the system of universal values, that is, the most general aspects of the values inherent in the nation.

In our opinion, in a relatively stable state of the national value system, its main links are manifested in connection with the following characteristics of the nation:

The natural uniqueness, uniqueness, historical variability and social diversity of a nation (i.e. gene pool (;

History, past, future and spiritual heritage of the nation;

National territory and living conditions, economic basis, national feelings, ideas, goals related to social superstructure;

Features related to nationality in customs, traditions, rituals, lifestyles, etc .;

National language, national culture and spirituality, national consciousness and national spirit.

In short, the national development of a nation, state or society is determined by the harmony of material and spiritual values created at its core. That is, it should reflect the development of society in relation to the national idea that embodies it:

- National spiritual values should be a factor in improving the positive moral qualities, overcoming the negative vices that hinder the development of the state and the nation;

- Spiritual values and the national idea - a very complex and multifaceted, interrelated sphere of society;

- In the life of the individual, in certain periods of social development in general, material and spiritual values are the most pressing issue and will be the decisive tool in the future;

- National material and spiritual values serve as a specific criterion in the daily life and lifestyle of the people;

- The material and spiritual values of our people, inherited from centuries, combine the priorities of such qualities as respect for the motherland, loyalty to the memory of generations, respect for elders, modesty, andisha, formed in a long historical process.

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WISE TO USE THE MUSICAL ART OF THE MEDIEVAL ORIENTAL SCIENTISTS

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Abstract: *In this article eastern mentionedabout the ideas that eastern scholars treated different illnesses with the help of music. Precisely the author investigated Ibn Sino's opinions about the role and importance of music in medicine. Besides there was mentioned the ideas of other nations related to musical treatment.*
Key words: *medicine, music, scholar, tradition, harmony, emotional, recovery, melody song.*

Annotation:

Undoubtedly, the historical memory, culture, education, scientific heritage of our great scientists play a decisive role in educating the younger generation as mature people, mature in all respects. Therefore, during the period of independence, a lot of work has been done to study the life and priceless heritage of our great ancestors, to improve and preserve their monuments, and our national spirituality is developing.

Great scientists pointed out that the calmness or cheerfulness of music also affects a person's mood. Healing the body with music has been tested in practice since the time of our ancestor Abu Ali Ibi Sino. The treatment of the spirit and the body was carried out in proportion to each other. The man who heard the sweet melody forgot his pain. The recovery process has accelerated.

In oriental medicine, doctors widely used methods of treating patients with medicinal herbs, animal organs, various minerals, healing waters and salts. Doctors paid great attention to the naturalness of the medicine, its harmlessness and the fact that it does not cause other diseases. However, in addition to physical ailments, a person also has mental and mental illnesses, and music has been widely used by Eastern medicine in the treatment of such ailments. Since ancient times, doctors have treated the sick with music, singing and dancing. This method exists not only in our country, but also in medicine of all peoples. For example, the ancient Egyptian physicians achieved good results in treating patients with the help of tone. Chinese doctors, depending on the condition of the patients, recommended them the only means of music therapy - the benefits of music. It should be noted that each nation forms its national music on the basis of worldview, mentality, religious and moral values, as well as economic lifestyle.

Abu Ali ibn Sina in his work (Kitab ush-shifa) devoted a chapter to the interpretation of music. This is how he writes in this play. (To be a perfect person, one must be a doctor. If a doctor does not know poetry, if he does not understand music and art, he cannot be a doctor. Music gives a person spiritual energy of nourishment. It relieves spiritual discomfort and fatigue. Listening, in the language of modern medicine, reduces the stress-causing hormone cortisol in the blood.Specialists treat with music even patients who have lost their tongue as a result of a stroke.Sometimes healthy parts of the brain are replaced by damaged parts, and the person left with the manure begins to sing.

Ibn Sina expounded his views on the use of music in medicine in books such as The Laws of Medicine and The Book of Healing. In particular: "The child needs to use two things to strengthen the client. It is one thing to shake a child in an ox, and another is music and deification, which has become a habit to pronounce to put him to sleep. According to these two, the child's talent for physical education with the body and music for the soul is formed. "[2]

The scientist compared the human heartbeat (pulse) with the setting of the oud. Explaining the harmony of the pulse with the timbre and rhythm of music, he said: The combination of sounds in musical art reflects the balance between the acute phase of the disease and severity and determines the time between these rhythms. In the part of the book "Kitab al-Shifo", dedicated to music, it is also mentioned: The human heart is pacified by every pleasant melody. This means that when we listen to music, all parts of our body and spirit change, and the harmony of music with the soul and body relieves diseases. From his works we can learn that Ibn Sina was not only a mature physician of his time, but also well versed in musical knowledge. Alloma used music in medicine not only as a method of treatment, but also widely used musical knowledge to explain certain medical processes to others.

Historical evidence confirms that Hippocrates used music to treat epilepsy and insomnia. The ancient Roman physician Galen, on the other hand, said that the snake used music as an antidote to treat patients bitten by other venomous animals. In ancient Egypt, childbirth was also carried out to the sound of music. In ancient India, it was customary to treat wounds on the battlefield with music.

Al-Kindi was one of the scientists who tried to reveal not only the aesthetic pleasure of music for a person, but also its influence on the state of the soul. According to him, music is a drug that affects the human psyche. Sources say that Al-Kindi treated the paralyzed son of a merchant with a melody played on the oud. The second source claims that Darvish Ali Changi treated the patient with the music of a dust instrument [4].

Another medieval scholar, Alisher Navoi (1441-1501), in his "Majolisun nafoys" revealed the invigorating, healing and calming effect of music and art. He himself was directly acquainted with the science of music and was well aware of the influence of music on the consciousness and psyche of a person. Abdurauf Fitrat in his book "Uzbek classical music and its history" writes that Navoi studied music with a famous musicologist named Khoja Yusuf Burkhan, was well versed in the theory and practice of music. Navoi pays great attention to such issues as the role of music in human life and its influence. A scientist in the field of music and medicine, we can see in his works that the role of melody and melody in the treatment of people is incomparable.

Navoi asked his teacher Abdurakhmon Jami (1414 - 1492) to write an essay to music. After that, Jami created "Risolai musiqiy". In the play, the scientist considers music as a determining factor in the unity of man and nature, and at the end of the play he touched on the influence of the Bunj heritage of our people "Shashmakom" on the human psyche. According to him, each position in Shashmaqom balances the physical (courage, strength, resettlement) and spiritual (passion, treasure) state of a person. This directly affects physical and mental health.

In their views, Eastern scientists promoted music as a healing factor in the spiritual world and the spiritual image of people. In Eastern medicine, diseases are divided into two large groups: mental and mental illnesses and physical illnesses. Eastern scholars said that the correction of the mental state of the patient is necessary as a primary action, even in the treatment of physical ailments.

Today, music is used in modern medicine not only for mental illness, but also for complex operations. In the developed countries of the world, "music therapy" courses are organized. This means that medieval oriental scholars in their research received valuable information about the healing properties of music and its unique source in the treatment of the human psyche. Today, these

views are not only the achievement of world music, but also occupy a place in world culture as a unique system of Eastern medical traditions.

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PRIORITY OF ROLE PLAYS IN TEACHING LANGUAGE FOR YOUNG LEARNERS

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Abstract. *The study focused on the analysis and teaching of young learners with the help of game strategies and determined its goal – to improve the learners vocabulary learning skills who have difficulties. Everyone knows that games are fun, but some people think that they are only fun. In fact, using games is an enjoyable way of achieving many educational objectives. They can be used to reinforce newly acquired information after it has been taught; they can be used to review the material even if it has been taught days, weeks, or even years ago.*

Key words: reinforce, phrasal verbs, inhibition, strategy, non-native speaker, activity, rectification.

Introduction. Games can be used as a reward to encourage students to co-operate during less enjoyable activities. After a grueling oral drill or other energy draining exercise, a quiet game is a fun way to relax.[1]

Games reduce inhibition; especially the competitive element is diminished or eliminated. The shy or linguistically weak students will feel more at ease and will participate the activities, if the object is to have fun, and not to score points and win. games provide teachers with a method of rapid rectification of students errors, correcting errors immediately prevents them from learning wrong things and thinking that students tend to remember best the things they enjoyed, rectification would be permanent.

Role-playing games develop students' fluency and accuracy. A wide range of language features such as apology, greeting, etc., are used more often than any other action. The student is focused on communicating with the many rather than using the language correctly [1]. Thus, through role-playing games, teachers can train students to speak in any social situation. This means that students are placed in an environment that requires the speech used for social communication to be larger than the language required for the curriculum [2]

The author is of the opinion that through role play, students have the opportunity to develop a language that is important in social relationships, but which is neglected in the curriculum. He also noticed that many students believe that language in foreign language lessons is only used to convey certain information from one person to another [5] .

The next reason for including role-based pay in ESL classes is that some students are learning for specific roles in life. They may want to work or travel around the world. These students find it very beneficial to try out the language in a pleasant and safe classroom environment in the language they are expected to use. For these students, role-playing is a useful rehearsal and, moreover, it allows them not only to learn phrases, but also to learn how to interact in different circumstances [4].

Role play mainly develops the student's oral skills. It emphasizes communication, develops more fluency than accuracy, and fosters classroom enthusiasm, which makes students talk about one of the biggest challenges for teachers today.

When teaching spoken language, the following features of the technique of role-playing games can be taken into account:

- Role-play as a teaching method has a positive effect on students' speaking, as students feel confident and speak without fear.

- Role play reduces anxiety and humiliation when speaking in front of classmates and helps students develop language micro and macro skills.

- Using role play as a teaching method in the teaching and learning process of English language learners encourages learners to learn, reach, explore and model their creative imaginations and personal preferences [3].

Another advantage of role play is that students are given the opportunity to pretend to be someone else. Such a technique can help timid students overcome their brilliance of speech. Discreet learners often find it difficult to talk about their experiences or themselves. The fact that it is someone else makes them feel like their own personality is not involved [2].

One of the staples of English as a Foreign Language (EFL) teaching is the role play. Role plays are used to allow students to practice speaking in a conversational situation, build confidence and fluency, assess progress, and put learning into action.

They are often set up to target particular grammar points – simple past tense, future with 'going to', infinitives, etc. – and to test social interaction skills such as negotiating, interrupting, asking for assistance and making small talk. Role plays may be as simple or as complicated as the teacher desires. Verbal instructions, secret messages, gestures and cue cards are all common ways of setting a scene.

In the classroom there are four main types of role plays, but bear in mind that there is often overlap and particular situations may combine two or more of these elements [7].

Role plays are an essential tool to have in the teaching box but it pays to be aware of where you want them to go. Here are some questions to ask yourself as you design a role play.

What kinds of language structures or grammar points do I want my students to use, and will this role play incorporate them naturally?

Do I know in my own mind I want to see occur in the role play?

Do the students have the language and social skills to be able to manage the situation?

Can I issue set up instructions clearly and make sure that all participants understand their own roles?

Is the situation appropriate for the age, level and status of the students in this group?

What do I want the students to take away from the exercise and how can I reinforce this through feedback?

1. The conflict role play puts participants on a collision course and asks them to deal with this as best they can. Situations might include attempting to change an airline booking at a peak time or asking a noisy neighbor to turn down the stereo. They test language skills under pressure and are best for students who have some maturity and confidence in their abilities.

2. The cooperative role play takes the opposite tack and requires participants to work together for the common good. Planning a sayonara party for the teacher, deciding the food list for a barbecue, brainstorming ways to attract tourists to local attractions are all cooperative role plays. Often involving 'safe' situations, cooperative role plays are good for gently easing shy students into conversations and for building relationships within a student group.

3. Information gap role plays are based around filling in holes in the participants' knowledge. Answering questions from customs officers, asking for timetabling details, making a library card or interrogating a murder suspect are all information gap type situations. If based on the students' real selves these role plays are simple to set up, but fictitious situations may require more elaborate preparations. They are an excellent way to practice question and answer patterns and prepare students for real-life encounters.

4. Task-based role plays require participants to complete a set activity such as checking into a hotel, giving directions to a taxi driver, ordering a meal or getting the phone number of a potential love interest. They are useful for helping students to practice realistic survival English skills and are an excellent way to build students' confidence in their ability to function in real situations.

To conclude, it always helps if students are enjoying themselves. Role plays don't have to be deadly serious affairs, but as teachers we get more out of them if we approach them seriously and tie them in to our broader lesson goals.

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HISTORY OF THEORETICAL DEVELOPMENT OF UZBEK MUSIC AND THE IMPORTANCE OF ITS TEACHING
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Abstract. *The study of the rich musical heritage, its unique tradition and the views of scholars who grew up on this land, the enrichment of new qualities and their introduction into consumption is one of the most pressing issues in the current development of our society, the process of spiritual growth, the restoration of traditions and values.*

The issues raised in Uzbek music treatises are close to modern elementary music theory. But they also have issues related to the practical aspects of the East peoples' music in the past, which is not the case in modern music theory. Medieval scholars have increasingly defended maqam music in solving problems of music theory. In doing so, they analyzed in the example of the sound section (tones, halftones, and quarter tones) in maqam.

Key words: music, maqam, folklore, tone, music theory, sound, status, musical instrument, bud, ilmi-talif, ilmu-iyqo, teaching music, ceremonial music, shashmaqam, music education.

During the Zoroastrian period, the practice of performing ceremonial music in the palace reached a high level. Archaeological finds in the art of music are also associated with a general culture of performance.

In N. Hakimov's research, the styles of musical arts under the main influence are classified as follows: 1. Palace ceremonial styles, which are harem and palace styles; 2. Palace military styles -a] warning mode [fireworks, meeting marches]; b] military orchestral styles; 3. Cultural styles - a] vocal culture. b] musical culture. 4. The culture of Kushan musicians -a] urban style, b] country style, v] vocal and instrumental style, g] military style [urban guard], d] ceremonial style [1] [p.21-27].

The similarity of the musical traditions of the peoples of Central Asia was the basis for their further development. This was especially the case with the influence of palace music at that time. "The Dabiristan" school, in particular, has a rich tradition of performing arts. Darbari music brought together talented and famous performers of that time in the palace and developed a certain professional high school of professional performance. Religious music, on the other hand, requires everyone to re-learn the 21 books of the Avesta, the Gatho, in a special tradition.[2] Military music was performed under the guidance of a master musician and studied in a teacher-student system. The Pahlavis did not have separate music schools, they were mainly educated in religious and darboric schools. The professional music of the master was well developed in Bukhara, so, musicians, singers from other regions and countries have been trained as teachers-students [2.30.89-90].

The oldest examples of folklore of the central asian peoples are preserved only in some historical monuments, memoirs and scientific works. They consisted of myths, war legends, epics of heroism and bravery, songs and proverbs. The people of Central Asia experienced many invasions

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throughout history. For example: the Achaemenids, the Sassanids, Alexander the Great of Macedonia (334), the Chinese Hakans (IV century), the Arab Caliphate (VII century 665), the Mongol consumers (XII century 1219), the totalitarian period of the late XVIII-XX centuries until the 90s of the century. During this period, many parts of Bukhara, Khorezm, Surkhandarya, Kashkadarya, Samarkand and the Fergana Valley were destroyed. Archaeological excavations in Khorezm, Afrosiyob, Kholchayon, Termez, Varakhsha, Bolaliktepa, Dalivarzintepa in Uzbekistan consisted of the remains of many literary, artistic and cultural instruments, copies of photographs depicting singers and musicians are found [2.8.67-69].

Only during the reign of Amir Temur was Turkestan liberated from the Mongol invaders. Transoxiana was captured and Samarkand was declared its capital. He also conquered the Golden Horde, the North Caucasus, Astrakhan, the Black Sea coast in 1399, Iran, northern India, Turkey in 1402, then Iraq, Syria and many other countries. [2.4.89-93] During this period, culture, literature and art developed in Transoxiana.

The smallest unit of the elements that make up a piece of music is called "Nagma" in the theoretical books in which some musical sounds (tones) have come down to us. A sound that lasts for a certain period of time at a certain point due to its pitch is called a "nag'ma".

In music theory, "nag'ma" is very different from other non-musical sounds. They have certain characteristics. For example, the rough voice of a person, the sound of unadjusted instruments can not be considered a tune (nag'ma).

There are two kinds of tune (nag'ma):
- Nag'mai qavliy – that is, the human voice:
- Nag'mai fe'liy – artificial sound coming from musical instruments

The "bud" is formed from two different types of tunes, which differ in height. Bud means an interval between two melodies and two sounds. Thus, there are various expressions that are not widely used in Eastern music theory [2.16.45-47].

The pamphlets written by scholars of the past on the theory of music were based on the monodia (advanced monophonic music) of the art of music. The first part of these pamphlets (ilmi talif) was the study of the relationship between sounds and sound strings, and the second section was the study of (ilmu iyqo), the doctrine of musical rhythm. The Tajik poet Abdurahmon Jami (1414-1492), who continued and developed the main scientific ideas on the theory of music of his contemporaries Al-Farabi, Ibn Sino, Abdulkadir Maroghi in the second half of the XV century, wrote "Musiqa haqida risola" (A Pamphlet on Music) [3.1.34-37].

Abdurahman Jami, like his predecessors, shows how the intervals and interrelationships of sounds form the main gender-sound series (tetrachord and pentachord) without the proportions of the parts of the chord, and how to form jams (curtains) from them.

The product of professional music in the oral tradition - the total number of basic sound lines is divided into seventeen parts, forming a seventeen-step gamma, which was later found to be based on a seven-step gamma in accordance with the mixolid mode of Uzbek music. found to form a seven-step gamma according to the mycolic scale. The inventor of these was Jami. Thus, the theoretical ideas in the above-mentioned pamphlets grew and developed on the basis of the professionalism of medieval composers, who were the creators and performers of rich, advanced musical art, popular in the palace and the city. The strict rules of composition were the result of additional creative reworking of folk music practices.

The civil wars of the second half of the 16th century led to the weakening of the Uzbek people's musical culture in the 16th and 19th centuries, the desolation of cities, and the impoverishment of the people of Central Asia.

In the seventeenth and eighteenth centuries, feudal disintegration intensified. The great state was divided into separate khanates: Bukhara, Khiva and Qoqan. This division is reflected in the musical culture of the Uzbek people. Musical life in the Uzbek khans' palace continues the traditions of the Temurids in the palaces of Herat and Samarkand, and many poets and musicians move to the Shaybanid palace in Bukhara and some to Khorezm. This explains the further development of the mixed Uzbek and Tajik musical poetic traditions of Bukhara and Khorezm.

16th Century Poets and Musicians: Najmiddin Kavkabi Bukhari's work is of great interest in the scientific circles of 16th century poets and musicians, musicologists. His treatise "Musiqa haqida risola" (A Pamphlet on Music) was a musical poetic guide for his student (Haji Muhammad, Mawlana Rizo Samarkandi), who continued the traditions of his teacher in Samarkand and other cities. The palace musician and theorist of the seventeenth century was Darveshali Changi.[3.5.10-12] His pamphlet is notable for its richness of ideas on music. Unlike others, the author not only describes the basics of music theory, but also devotes much of his work to the activities of a number of musicians who lived and worked in different periods, as well as to the musical instruments available in the palace.

Later, along with music-theoretical pamphlets, "Bayoz" also appeared. They were a collection of lyrics to specific melodies. Pazukhin, a Russian merchant who was a guest of the Bukhara khan in the 17th century, says, "At lunchtime, musicians would look at the book and sing along" [2.9.45-49].

The genres of oral professional music, which have ancient origins and are enriched with various elements of folk art, were also clarified on the basis of folk art and the Bukhara's Shashmaqam was formed in the XVIII century.

Despite a hard life in poverty, hardworking folk art continued, the genres of music and performance were rich, and musical instruments improved. Different types of folk music have been used in Uzbek folk theaters. Folk clownery, witticism, puppetry and darbazlik are widespread. Artists performed at folk festivals and public ceremonies. Sometimes the songs were humorous. Feudal oppression called the people to fight against them, and this event was reflected in the songs of social protest.

Booklets on music written in the XV-XVII centuries contain rich materials about the creation of melodies and songs and their creators. This indicates that the tradition of the composer, which played a decisive role in the development of the maqam, has been growing since the XIV century, and in the XV-XVII centuries this tradition not only continued, but also found new creative methods and tools. During the XIV-XVIII centuries the ground was laid for the formation and settlement of the shashmaqam.

The period from the 6th to the 20th century in Central Asia was a period of complex socio-economic development. This was the period when the Uzbek people lived in sedentary farming and nomadic way of life. If we look at the rich and colorful examples of oral art of the Uzbek people of this period, we see that they reflect the traces of socio-political processes, ancient ideas and views. This is because the works of folklore, which are inextricably linked with social development, have, by their very nature, been transformed by historical changes in the lives of the people.

Such variability and multi-layeredness inherent in folklore makes it difficult to relate many of their specimens to certain periods. Therefore, comments on the status and development of a particular genre in a particular period are often hypothetical. Based on existing research, it can be said that in the most ancient times, myths, legends, tribal legends, sayings, customs, seasons and ceremonies, labor songs were widespread among many peoples. During the formation of the first states, heroic epics were created, and later epic, lyrical and historical songs, as well as oral drama appeared.

The most recent examples of folklore recorded in recent times are those of the 6th-20th centuries. Some examples of folklore, the subsequent development and status of certain genres can

be studied in relation to certain periods. For example, there is almost no written information about the ancient forms of Uzbek epic poetry, the folk singers who passed it down from generation to generation, and the epics they performed.

For example, the book "Abo Muslim" was written in the 12th century, written in a form close to the folk epics of Amir Temur, who instructed the bakhshis to sing epics, and such poets as Kamolzoda and Jahan Mirzo in the Tokhtamish Palace.

Oral history takes us back to the 18th century. One of the descendants of Ergash Jumanbulbul's son, Yodgor Bakhshi, lived in the second half of the 17th century and the beginning of the 18th century. Considering that the seven ancestors of the following poet were poets, the data on, say, epic poets living in the late 16th century date back to the early 17th century [2.12.23-25]. The very complex ethnogenesis and ethnogenetic development of the Uzbek people, the migration that lasted from the VI-VIII centuries to the XV century, that is, the subsequent migration and settlement of Turkic tribes and clans in Central Asia, the process of mixing with non-Turkic settlers ushered in a period of renewal and development in this period of Uzbek epic poetry.

During the seventeenth and eighteenth centuries, there were significant developments in the development of epic poetry. The 19th century was its heyday and became widespread.

The idea of a centralized, independent, prosperous homeland and the struggle against foreign invaders plays an important role in folk epics. Epics such as "Chambil", "Rayhon arab", "Bektash arab" describe the struggle against the Arab invaders, and these epics were written during the Arab invasion of Central Asia. The idea of a centralized state, the struggle for peace and independence of the homeland, the people, was a very important positive event in the formation of different tribes and peoples into a single nation. We can say that it is absorbed into the blood.

The legend of "Guldursun", the epic of the same name, tells the story of that time. The attitude of the people towards the Mongol invaders was preserved in symbolic expressions, in general, in the expression of the people's hatred of foreign invaders, in the depiction of mythical and mythological negative symbols.

In Uzbek folklore of this period there are many historical events and epics, legends and anecdotes associated with the names of people. For example, there are a number of epics, such as "Tulumbiy" (XV century), "Shaibanikhan", "Oychinor" (XVI century), "Tulganoy" (XIX century), which were written much later than the period of their creation which reflects the events of its period to a certain extent, despite the fact that they have undergone changes. There are also many legends and myths associated with the names of famous historical figures Abu Ali ibn Sino, Amir Temur, Alisher Navoi, Ulugbek, Mashrab. At the beginning of the 19th century, samples of written literature began to spread among the people. [2.11.71-74] The process of reworking Uzbek folklore by some individuals in a spirit close to written literature or "folklorizing" written samples is intensifying. As a result, stories of different character and content ("folk books") emerged. even in the creative work of some bakhshis, for example, in the repertoire of the Kogan poets, samples of written literature began to appear.

During this period, the professionalism of folk artists in certain genres increased. Poets, storytellers, singers, punters, clowns began to emerge. This played an important role in the aesthetic independence of folklore, in its separation from mythology and primitive myths and rituals.

During this period, some genres of Uzbek folklore, which appeared in the earlier stages of the development of folk art, in particular, seasonal songs survived with some changes. In the case of riddles, however, some changes have taken place: their connection with totemistic views has become much weaker and more allegorical. A number of new genres (lyrical and historical songs, anecdotes and loaves, witticism and oral drama) emerged. Thus, during this period, many works were created in almost all genres of Uzbek folklore. These works are closely connected with the great upheavals,

important historical events in the cultural life of our people. The historical path of our people, the socio-political processes that they went through, became an important basis for the fruitfulness of folklore.

The ethnic life of the Uzbek people has a historical basis, such as weddings, ceremonies and the traditions associated with their emergence. In the process of transition from matriarchy to patriarchy, there was a developmental relationship between marriage, family forms, and the household. In their social significance, wedding ceremonies and the tradition of material interest in the introduction of the bride and groom order emerged.

A wedding is a formal and symbolic ceremony that has a long history. Several traditions and customs have emerged within them. They featured ceremonial songs, dances, games, rituals associated with the birth of a new family that turned into a public event. as a result, there is a lot of ethnographic evidence that two young people end up in a single family, serving to ensure the continuity of generations [2.14.56-59].

Weddings are a bright and beautiful tradition in the ethnocultural heritage, and the wedding ceremonies of each nation reflect its inner culture, spiritual and moral values. The origins of "Khatna" and "Sunnat" weddings have a long history in the ethnoculture of the Uzbek people. The essence of "Khatna" and "Sunnat" weddings is the same, they have their own procedures for ethnic groups of the Uzbek population. "Maslahat oshi" is given before the wedding "Khatna", then "Qazan kurar" and then as "Khatmi Qur'an". Then there will be the main wedding party. Then there will be hospitality at the wedding. In which various dishes are cooked. Children play traditional "Quloq cho'zma" and "Oq suyak" games. Adults play "Kupkari", "Uloq", "Kurash" [2.21.49-53]. Prizes for the winners of the game will be presented by the parents and uncles of the child being "hatm". At the end of the wedding ceremony, a circumcision ceremony is held. In addition to the child's closest relatives, close friends and guests of the family can participate in this ceremony.

Uzbek wedding ceremonies include the tradition of getting married, reuniting two young people, giving birth to a baby, celebrating achievements in one's personal life, and giving thanks for reaching a certain age.

Ceremonies on the occasion of the death of a person: "Xudoyi", "Ehson", "Ziyorat", "Mushkulkushot", "Mavlud", "Bibi Seshanbe", "Padar oshi", "Momo oshi". They have socio-spiritual aspects and special importance [2.28.77-79]. Modern ceremonies, community gatherings and councils of elders also play an important role in organizing them.

In modern media and cultural centers, the organization of cultural events, performances, feature films and shows related to folk ceremonies play great importance. Modern weddings, anniversaries, birthdays of great people also play an important role in our social life. In particular, the "Age of the Prophet" ceremony has enlightenment and spiritual significance. In general, weddings are a cultural and educational symbol of peace, prosperity and national policy of the country.

Many songs were created in connection with the way of life, customs, rituals. Rituals and customs are different, and so the songs which dedicated to them are different too. The songs were used to decorate family celebrations and ceremonies. During the festivities, people had fun, relaxed, and were inspired to new labor activities.

Professional folklore styles and other types of education that existed from the Avesta to the time of the Kushan Empire have survived to the present day. but they are present today in Tajikistan, India and China, Georgia and the mountainous regions, and even in some European countries. These countries changed them into their literary language. but there is much scientific evidence that the oldest of their ancestral art passed from us to other countries. It is remarkable that in the Muslim world during the I and II Renaissance, Uzbekistan became the center of world science and

enlightenment, and other countries studied the multifaceted methods of science, culture, education and art from us.

The most recent examples of folklore recorded in recent times are those of the 6th-20th centuries. Folklore requires the study of certain examples of works and the subsequent development and status of genres in relation to specific periods. The fact that almost no written information about folk singers and their epics has been preserved requires special research.

In the future, it will be necessary to create a separate school for the restoration and modernization of musical heritage and examples of folklore.

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USE OF THE SCIENTIFIC AND CREATIVE HERITAGE OF EASTERN THINKERS FOR EDUCATIONAL PURPOSES

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Abstract. *This article presents scientific facts on the implementation of radical reforms in all areas after the independence of the Republic, as well as restoration of our spiritual and cultural heritage, national values.*
Key words: *upbringing, the era of Oriental awakening, Eastern thinkers.*

No matter what field of knowledge we take, we will see that its development is in many ways strongly dependent on past experience. This is especially true for the development of pedagogical science. In this regard, we work on the basis of national and cultural heritage and its development. Because it is impossible to educate the younger generation to be highly moral without relying on the progressive experiences, methods and techniques of the past.

It is well known that the peoples of the East have a culture that goes back many centuries. These cultural monuments have become national and universal values, works of art and literature only as a result of the life experience of the human hand, mind, skills and abilities received from the past.

In the XI century, science developed in Khorezm. The king of Khorezm Mamun II invites talented scholars to his palace. The House of Wisdom, which he founded, has historically been called the Ma'mun Academy. In the development of this academy, scholars such as Abu Rayhan Beruni, Abu Ali ibn Sina, historian Miskawayh, mathematician Abu Nasr ibn Iraq, philosopher Abu Sahl al-Masihi, physician Abulkhair Hammar were engaged in scientific creation.

The spiritual upsurge in Movarounnahr and Khorasan in the ninth century led to the beginning of the Eastern Renaissance.

Muhammad Musa al-Khwarizmi, Abu Nasr al-Farabi, Ahmad al-Farghani, a philosopher and astrologer, world-renowned for his services in the field of science and enlightenment, made a name for himself in Movarounnahr with his scientific legacy in mathematics, physics, medicine, history, language and literature, and pedagogy. Encyclopedic scholars such as Abu Rayhan Beruni, Abu Ali ibn Sina. Encyclopaedists also pay great attention to the creation of educational and moral works in their scientific heritage, and the ideas put forward in these works have played an important role in the mental, moral, aesthetic and physical development of man, the development of pedagogical thought.

Pure pedagogical works were also created during the Eastern Renaissance, and educational scholars appeared in education with their immortal teachings on specific and general methods of human development.

The above-mentioned thinkers and their immortal spiritual and cultural heritage play an important role in educating the younger generation in the spirit of high morality, diligence, thirst for knowledge, pure conscience, love for parents and the Motherland.

The Arab Caliphate, the socio-political changes that took place, the formation of a single religion of Islam also affected cultural life. The upsurge in cultural life led to changes in spiritual life as well.

This uprising was also called the Eastern Renaissance because it covered the entire Arab Caliphate, the Middle East. This process of awakening lasted from the ninth century to the fifteenth century.

The Renaissance, which began in the ninth century in the Arab Caliphate, began in Baghdad, Damascus, and Aleppo, and spread to the cultural life of all other peoples, paving the way for the cultural development of those states as well. The cultural development in the independent states formed during the collapse of the Khilafah was a continuation of the cultural development during the Khilafah period.

During the reign of Caliph Harun al-Rashid (786-833) and during the reign of his son al-Ma'mun, the Bayt al-Hikma (House of Wisdom) (now the Academy) was established in Baghdad. This Academy will become a scientific center for all scientists. A world library has been established under him. The academy was further developed in 813-833. There was also an observatory under the academy, and later a new library was built. This center of science in Baghdad, in turn, influenced the development of science and the development of spiritual life in the East and the West. It is worth mentioning the patronage of the caliph al-Ma'mun in the development of science.

Indeed, the caliph al-Ma'mun highly valued science. Even when he was the viceroy of the caliphate in Khorasan from the beginning of the ninth century, he gathered scholars from Movarounnahr and Khorasan and created conditions for their scientific creativity. Among them were our compatriots such as al-Khwarizmi, al-Khuttali, al-Jawhari, al-Farghani, al-Marazvi. When Al-Ma'mun ascended the caliphate, he invited all the scholars to Baghdad, and science flourished in collaboration with Arab scholars at the House of Wisdom (Bayt-ul-Hikma) (Ma'mun Academy).

Also, the ancient created cultural monuments, whether Greek, Arab, Movarounnahr and Khorasan, the most ancient culture of the ancient times, served as the basis for the creation and development of Renaissance culture.

If the Arabs invaded Central Asia and lost the centers of science and culture that once existed here, soon the ancient scientific tradition will be gradually restored, and as a result, mature figures of science will begin to emerge. As a result of the combination of all these, a whole culture in the East is formed and begins to develop.

In the Near and Middle East, including Iran, the development of trade relations in the Caucasus and Movarounnahr, the development of science, handicrafts, material and cultural ties have all influenced the overall development. The main reason for the rise of culture in the countries of the Near and Middle East was a new stage of feudal relations. The strengthening of economic ties between the countries subordinated to the Arab Caliphate and the consequent close interaction and interaction of different cultures - Indian, Movarounnahr, Iranian, Arab, Egyptian, Greco-Greek-Roman - played an important role in the cultural development of this period. Indeed, during this period the economy developed, agriculture, handicrafts developed.

During this period, the area of agricultural land expanded, many irrigated lands were opened, irrigation facilities were restored, new ones were built, cotton, flax, hemp were planted and fabrics were woven from their fibers. In Movarounnahr, in particular, Khorezm, Urgench, Fergana, Samarkand and Bukhara textile products, especially Samarkand and Bukhara silk were world famous.

Agriculture and handicrafts, the production of industrial products led to the development of trade. As a result, the volume of trade between the countries of the Near and Middle East with foreign countries: Spain, India, China, Byzantium has increased.

The conquest of the Iberian Peninsula by the Arabs opened new pages in human history. The significance of this process, especially for Europe, has been immeasurable. The East not only influenced the development of European culture, but in general, the psychology, thinking, character, lifestyle of the European man radically changed the historical process. This, in turn, affected mathematics, philosophy, astronomy, nature, medicine, behavior, lifestyle, socio-economic life.

The collapse of the caliphate in the 10th century in Movarounnahr and Khorasan with the emergence of independent feudal states - Tahirids, Samanids, Qarakhanids, Ghaznavids, Seljuks, Khorezmshahs - also led to the further development of cultural life.

During this period, money circulation developed. Changes in the political, socio-economic life of society, of course, have an impact on cultural life.

In the Samanid state, Merv, Bukhara, Samarkand and Urgench were the cultural centers of that period.

During this period, Arabic was the language of science and communication. Classes in schools were conducted in Arabic. Official documents and Sharia rules were written in Arabic. Scientific works were also written in Arabic. By the middle of the 10th century, Persian-Tajik language was also used. However, the documents were written in Arabic, even if the works were in Persian-Tajik.

Sources say that even ordinary children from the surrounding villages attended the schools in these cities.

At that time, Bukhara had a large book market. In bookstores, scientists and scholars met, held scientific discussions and debates. Abu Ali ibn Sina narrates in his autobiography that in one of the bookstores he bought Farobi's commentaries on Aristotle's Metaphysics.

The palace of the Emir of Bukhara had a large library.

The Amir Library was recognized as the only library that could compete with the Sheroz Library at the time.

During the Samanid period, such thinkers as Rudaki, Firdausi, al-Khwarizmi, al-Farghani, Abu Rayhan Beruni and Abu Ali ibn Sina created. In the Karakhanid state, which consisted of the second half of the tenth century, some khans also established libraries in their palaces. These libraries contained works by Arab and even Western European scholars. During this period, the Turkish language was formed. Scholars such as Yusuf Khas Hajib and Mahmud Qashqari have created works of world importance. At the beginning of the XI century the state of Ghaznavids, then the state of Seljuks, Khorezmshahs was formed. Scientific, socio-philosophical ideas also developed during the Ghaznavid period. Mahmud Ghaznavi amassed a huge cultural treasure in his palace, inviting scientists to scientific work. In particular, Abu Rayhan Beruni's famous work "India" was created here.

During the Seljuk period, when Alp-Arslan Muhammad ruled, his minister, Nizam ul-Mulk, was a prominent political figure and one of the most enlightened men of his time.

The Seljuk government was militarized, and the internal and external policies of this government were governed by Nizam ul-Mulk. He made some changes to the way the treasury worked, developed a method of governing the government, and created his own "Policy" (1091-1092). This play describes the principles of governing the state. Nizam ul-Mulk plays an important

role in the development of education. In 1067, in Baghdad, he built for his own funds the most famous educational institution of the time - the Nizamiya Madrasa. He pays great attention and care to scholars, religious leaders, Sufis. Another of his great services was that he reformed the calendar. He compiled a calendar-calendar for the countries of the Middle East in 1074, which is one of the most advanced calendars to date.

In the XI century, science developed in Khorezm. The king of Khorezm Mamun II invites talented scholars to his palace. The House of Wisdom, which he founded, has historically been called the Ma'mun Academy. In the development of this academy, scholars such as Abu Rayhan Beruni, Abu Ali ibn Sina, historian Miskawayh, mathematician Abu Nasr ibn Iraq, philosopher Abu Sahl al-Masihi, physician Abulkhair Hammar were engaged in scientific creation. But as a result of the struggle for the throne, this institution of science ceased to exist and the scientists dispersed.

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LINGUAPRAGMATIC STRUCTURE OF COMMAND SPEECHES (on the example of English and Uzbek languages)

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Abstract: *This article discusses the meaning of command sentences and how speech acts serve as the basis of pragmatics and is divided into five main groups. The command is given in examples from Uzbek and English works on the meaning of sentences in suggestive, requisitive, perspective groups.*

Key words: *linguapragmatics, speech act, verdict, behavorial, commission, expositive, suggestive, requisitive, perspective, command.*

Command sentences are used in fiction, in the form of dialogue, in the style of official papers, in various calls, in scientific-style exercises and assignments. The participle of a command sentence is often expressed by command verbs. A. Boboyeva's pamphlet "On the language of the newspaper" gives the following opinion about some of the headlines: "Headlines that have a motivation in the form and structure of the command are highly communicative. Because in the construction of such a sentence is intended to directly affect the student. If we give an example in Uzbek, they will be: "Stop lawlessness!", "Herder, glorify your profession!", "Children of the world, we wish you happiness!" and so on. In this case, we have to study the linguopragmatic features of command sentences. What is linguopragmatics? We can answer the question as follows

Linguopragmatics is a branch of linguistics that studies the function of language units in speech. The purpose of linguopragmatics is to "learn a language in a text" - to learn a language as a means of social communication.

The act of speech is one of the basic concepts of pragmatics, it is a purposeful communicative action performed on the rules of language movement. In pragmatics, any act of speech can be considered, for example: advice, gratitude, threat, inquiry, apology, and so on. A speech act is a two-way process that involves speech, as well as the ability to hear and understand what is being heard. J. Austin divided the theory of speech acts into classification groups. J Austin identified five executive (illocutive) acts. Shahriyor Safarov, in his Pragmalinguistics (2008), illustrates these five principles with examples in Uzbek.

1) verdicts, with the help of which the speaker expresses his opinion and value to something or someone. "You'll pay the fine." "I warn" 2) excerpts, serving to execute the verdict of the speaker (orders, directives, requests, etc.); "I'm going to fire you." "It's best not to call." 3) Commissions - the expression of promises and obligations; "I guarantee to pay the fine," "I'll do the plan." 4) Manages obsessions, social behaviors, and communicative relationships (e.g., congratulations, apologies, thanks, etc.)." Bless you." "Do not be sad." 5) expositives determine the location of statements during a conversation (admit, promise, deny, etc.). "I want to remind you of your debt"

J. Austin, when expressing this or that point of view, focuses on the fact that a person can describe a certain situation, as well as perform certain actions, i.e., a speech act; inform, ask, encourage, beg, advise, suggest, and so on. J Austin also divides speech acts into three stages. 1) locutive act - self-talk. 2) illocutive - expresses the intention to another person, determines the purpose. 3) perlocutive - represents the influence of another person's actions on the line.

From the point of view of the theory of speech acts, command sentences can be divided into five types of behabitives and verdicts, which are separated by J. Austin, because in the general sense, an act of speech is an expression of the will and intention of the speaker, through which the speaker encourages to increase. Behavior in a community is used to describe verbal actions that have the meaning of reacting to someone's actions.

For example: Examples include Abdullah Qahhor's Tales from the Past.

"Shame on you, shame on the wife of a believer" (p. 18).

We include this example in the group of behabits. Because if we pay attention to the content of the command, the listener expresses that he did not behave well in such a situation.

EI Belyayeva suggests in the monograph "Grammar and pragmatics of motivation" that all motivational speech act be divided into three subtypes, each of which is characterized by the presence of their respective phrases in a given language.1) perspectives-commands, in a firm tone, represents orders and prohibitions. For example: "Oh, no! She had done the wrong thing." Now even her new friend was angry. "Go home!" her teammates shouted. "Go home!" (The Chinese Rookie by Bette Bao Lord pg 37). This example gives the meaning of a strict command. In the same case, let's give an example in Uzbek

"Now lift the blanket, the dog is here!"

"Oh devil's chariot! Ho came. Get out of the paint! I say get out of the paint!"

We will include this example in the prescriptive type because the statements in the example have a strict command content.

"Get up and get some snow!" (Excerpt from A. Qahhor's Tales from the Past, p. 52) "Muslims! You bastard, don't believe the liars!" (Excerpt from A. Qahhor's Tales from the Past, p. 119). Such an incentive gives the content of the prohibition in the sentence and is of the perspective type.

2) Requisites - wood, please, is used in the context of the offer, and the following are examples. "Leave it, children, don't touch it, if it's a foreigner, it's God's will," he said.

"Your mom has recovered. What are you doing inside the women? Can't you go outside?" (Excerpt from A. Qahhor's "Fairy Tales from the Past", page 23)

Here is an example in English: The pope smiled at me and said: "Calm down, my son" he took his hand from uncle Levi's shoulder" (A new home in Ohio" by Virgina Hamilton pg 283), because the commands in the examples are to ask for firewood, please.

3) Suggestives refer to the content of advice, counsel, and warning, and the following are examples. "Let's start with you Mr Dubois" Why did you want the stone?" (The case of Panjabi Rubi by Frank Willment pg 156)

"You have to serve at the wedding, you serve now. That's why Ovsi's hurry is over, poor thing, let him see his daughter's wedding. " (Excerpt from A. Qahhor's "Fairy Tales from the Past", page 32)

Just think, you are like Micheal Jackson or someone like that" Benny suggested. (Arkansas Traveller by Gary Soto pg 372)

"Let's see you sell," Mike said. Read all about the big fire in Brooklyn!" Since these examples represent the content of advice, suggestions, and warnings, we include them in the suggestive group of command statements. In the process of analyzing command sentences with perspective, requisitive, and suggestive content in these works, we concluded that these types are common in texts.

The command can be expressed in the infinitive form of the verb in the presence of special verbs and through the categories of inclinations. In Uzbek grammar, the infinitive form of the verb is formed by the suffix -moq, but it does not serve as a command. So, it is not typical to express the command sentence in Uzbek with the infinitive form. The firmness and binding of an order are often softened on the basis of values called kindness, respect, and courtesy, and is expressed through verb inclinations.

The expression of a command by nouns, pronouns, and pronouns, in contrast to verbal forms, is mainly characteristic of live speech and is characterized by its emotional expressiveness. It should be noted that the more excited a speaker is, the more chaotic his speech will be, and the shorter the size of the sentence in which his desires are concentrated. The shorter the sentence, the stricter the command. Motivation and command etiquette are an integral part of each person's culture, reflecting the culture and manners of the people and helping them to communicate effectively and successfully.

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THE ROLE OF TRANSPORT AND LOGISTICS CENTERS IN UZBEKISTAN

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Abstract: *The article substantiates the development of modern logistics in Uzbekistan and the possibilities of its introduction, as well as the need to establish transport and logistics centers.*

Key words: *Logistics centers, transport logistics, intermodal logistics center, transport and logistics services market free economic zone.*

Introduction. Developing on the basis of modern international economic relations, globalization and strong integration are leading to the formation of the economy more rapidly and sharply. Only by adapting to these processes can it maintain competitiveness in the current situation by developing its key areas, which are its constituent elements. At present, multimodal logistics, centers and the logistics sector play an important role in shaping specialized production and deepening cooperation around the world. Today, the experience of many developed and leading countries in the world economy proves that achieving competitiveness and access to world markets, first of all, consistent economic reform, deepening structural transformation and diversification, ensuring the rapid development of new high-tech enterprises and industries is becoming one of the most pressing tasks. In this regard, as noted in the reports of President Sh. Mirziyoyev: ".. we must ensure clear order and strict discipline in all areas. I want to emphasize once again that we will do the work together, and each of us will be personally responsible for the result." Also, the President of the Republic of Uzbekistan Sh.M.Mirziyoev stated that "one of the main tasks is to monitor and achieve the development and implementation of forecast parameters of programs for the development and modernization of road transport, engineering and communications and social infrastructure. The new requirements for further development of market infrastructure, creation of a favorable business environment and modernization of our economy in our country are directly related to the development of logistics. The role of logistics in the further development of our economy is great. Because this sector is becoming more important for the economic development of developed and developing countries. Nowadays, there is a need to organize and develop transport logistics services for drying, storage, sale, as well as export of agricultural products. It is known that in the experience of leading countries in the world economy, achieving global competitiveness and access to world markets, first

of all, consistent economic reform and structural changes are all related to the development of the transport logistics services market. The role of logistics services in the rapid development of every sector of the economy of Uzbekistan, including the transport system, is invaluable. Therefore, the attention of influential international organizations to the development of our economy, as well as the attraction of foreign investors, the establishment of many joint ventures and their branches requires the development of new territories and access to international markets. To do this, first of all, it is necessary to have transport corridors and modern transport and logistics centers. Today, in accordance with modern requirements, the effective use of the transport system of the republic requires the development of multimodal and intermodal transport, the construction of new infrastructure facilities, ie the formation of transport terminals. Internationally, as a result of the expansion of these multimodal transportation terminals, they have become logistics centers, which at the same time cover the international transportation and logistics processes. In particular, in accordance with the Decree of the President of the Republic of Uzbekistan dated December 31, 2008 No. PP-1027 "On measures to establish an international intermodal logistics center on the basis of Navoi city airport" in Navoi region On August 17, the Angren Logistics Center was established. Today, there are two logistics centers in the country - Navoi and Angren, where the volume of freight and passenger traffic is growing. It contributes to the development of the transportation process through the logistics center operating in the free economic zone opened in Navoi region. The establishment of the International Intermodal Logistics Center in Navoi will allow it to be used not only as an intercontinental transport and forwarding network through Southeast Asia and Europe, but also to create new, modern high-tech manufacturing enterprises in Navoi region and neighboring areas. Angren Logistics Center specializes in strengthening the export potential of Uzbekistan, as well as the timely and safe delivery of domestically produced products to many countries around the world.

In general, the geographical location of the country plays a strategic role in the development of a network of modern logistics centers, which allows to reduce the costs associated with the transportation and efficient organization of production and logistics of trade companies. Today, the Angren logistics center provides transport and logistics services to the country by rail and road, imported wagons and containers from 47 countries.

The degree to which the problem has been studied

A lot of scientific work has been done on logistics, its activities, books have been written, and descriptions have been given. According to James S. Johnson, one of the European economists, "Logistics is the study of the economic efficiency of the processing of products into finished products." Analyzing this definition, market relations are very complex and it is almost impossible for logistics activities to serve all market relations. For example, not all regions of the country are equally developed, in some areas mutual trade and participation in logistics activities in other market relations are not well developed. In the field of improving non-traditional methods of financing logistics activities, American economists J.U.Feni, and P.D. Johnson explained that venture capital is equity financing for small businesses and logistics enterprises. Russian economist B.S. According to Esenkin: "Financial logistics as a material and technical optimization of financial flows is carried out by optimizing the movement of material flows in logistics systems, mainly by improving the service of financial flows." The statement that the transport companies in this definition and their capabilities apply to warehouses, cargo handling, packaging, inventory management, loading and unloading terminals, and retail stores is neither philosophically nor economically correct. This is because logistics activities not only carry out activities between transport companies, but also act as intermediaries in the relationship between them in delivering the product to the other or other

participants with the consent and assignment of one party. Uzbek economists B.T. Salimov and M.S. According to Yusupov, "logistics provided information on areas of state support for the production and export of fruits and vegetables. Uzbek economists Khodjaev F.E. Pulatkhodjaeva DM Economic logistics is formed mainly in four stages. These are financial, commercial, information, service logistics. Commercial and service logistics play a key role in this system. It examines the legal organization of material flows, the financial, information, and service flows that track material flow. At present, new decisions, decrees and various legislative acts aimed at the development of this sector are the basis of the work. Logistics has been used in a number of countries around the world, especially in countries with market relations. The scientific works of J. Gelbright, V. Gerami, R. Heinz and other foreign experts on this subject have been published in Western scientific sources. Scientific and practical issues of digitization of the economy, optimization of production and logistics operations, the introduction of logistics processes in various sectors of the economy MDX, scientists I.D. Afanasenko, V.V. Borisova, L.B. Mirotin, V.A. Topalidi, A. M. Gadzhinsky, Ya.K. Karrieva, M.M. Tairova, N.X. Burieva, KA. It should be noted that it has been studied in the works of Dadaboev, MSDosimova, KMSidiknazarov, MA Ikramov and others.

Analysis and discussion. In recent years, small enterprises engaged in transport and logistics services have been limited to more small services, and they are engaged only in outsourcing transportation services with foreign enterprises and providing low-income services. However, the main lucrative activity of transport and logistics is the supply of export-import products to international markets, but due to the lack of modern transportation technologies, the flow of foreign exchange is failing. The development of a market economy and the formation of an extensive logistics infrastructure network will certainly lead to an increase in the share of transport services within the general economic sector.

Therefore, we consider it necessary to develop the establishment of logistics centers in the country. Transportation services to consumers through logistics centers can offer the following:

- Selection of appropriate means of packaging, taking into account the characteristics of the goods (cargo);

-include the relevant inscriptions and markings on the packaging, ie labeling;

- envisage the use of special containers, their designation and coding, the formation of cargo units, packaging and containerization of goods;

- Selection of effective type and means of transportation;

- Adherence to rational technologies in loading and unloading of vehicles;

- Rational placement of goods in warehouses and terminals, their accounting and formation of stocks;

- use of modern information technologies;

- Creation and application of innovations using research, etc.

Modern logistics centers should have a unimodal (single), multimodal and intermodal (multi-variety) transport system in terms of the number of modes of transport involved in the delivery of goods and passengers to the destination. The structure of transport and logistics services includes, first of all, intermodal, then multimodal, then unimodal interregional transportation, then regional and

city transportation, and finally cargo transportation by vehicles owned by enterprises that are not separate transport organizations. Intermodal transportation is a system of delivery of goods on the scale of international relations by several modes of transport and from one type of transport to another without the participation of the owner of the cargo. As a result of radical structural changes in the national economy, the formation of a new trading system and the development of business entities, the integration of economic relations with neighboring and distant countries is growing year by year.

We can not say that these transport and logistics services are sufficient, given the needs of our country. The strategy for the organization of transport and logistics services in the country, first of all, indicates the level of utilization of transport potential and the need for new logistics centers. Issues related to further development and market saturation of transport and logistics services, improvement of infrastructure and organization of efficient transportation are proposed in the strategy. Based on the above, the establishment of transport and logistics centers in the further development of international economic and trade relations is a great system that solves all the problems. In order to develop this system, a number of works are being carried out in our country. According to the Resolution of the President of the Republic of Uzbekistan dated December 29, 2015 No PQ2460 "On measures to further reform and develop agriculture in 2016-2020" Procurement, storage, primary processing of fruits and vegetables in the regions, Transport and logistics services:

1. Complex logistics services

2. Multimodal transportation

3. Customs clearance of goods

4. Freight transportation services

5. Terminal-warehouse services

6. Delivery action structure

7. Transportation of collected goods Navoi International Intermodal Logistics Center, Angren Logistics Center, International transport enterprise, JSC "Uzbekistan Railways", Uzbekistan Airways, New logistics centers to be established, Single window system for all regions for international transportation It is planned to establish 17 logistics centers specializing in the organization of new road transport enterprises , transportation and export. According to this decision, in 2016 alone, efforts have been made to establish 4 logistics centers, including in Andijan, Namangan, Surkhandarya and Kashkadarya regions.

In conclusion, it can be said that the organization of modern transport and logistics services in the Republic, as well as the further development of these services in our national economy, is related to the issues of transport and logistics infrastructure. Establishment of export-import freight transport complexes, warehouses and refrigerated terminals in modern transport and logistics centers, firstly, to further develop the activities of export-oriented enterprises, and secondly, to increase the number of small businesses and at the same time serves the rapid development of industries. The main content of the project is to provide an average of 600 tons of freight per day in order to provide exemplary logistics services to the population, based on the average level of service volume and productivity. The purpose of this service is to benefit from entrepreneurial activities, as well as to create new jobs by socially supporting the population. Strategically, the company aims to achieve all of the above, and to create a comfortable and socially favorable environment for the provision of logistics services

to the population during the project period and to create a system of high quality logistics services for the population of the region. By achieving these goals, the company plans to contribute to the provision of high-quality logistics services and become one of the leaders in the country, improve the quality of logistics services and become one of the leaders in the industry by increasing the number of customers and attracting additional investment.

Conclusions and suggestions. One of the main features of logistics is the joint activity of different enterprises before the goods reach the consumer. Reducing funding for such activities will help open up resources. At the same time, the lack of a common profit distribution mechanism among logistics partners significantly reduces the efficiency of this work. We can single out the following problems that lead to the slow development of logistics in Uzbekistan:

First, the concept of logistics is new for many businessmen and managers.

Second, their organizations lack the conditions to implement logistics principles. Many organizations are "knee-deep" in the face of the economic plan. Many companies have difficulties in forming a logistics service. Employees of private firms have a low idea of the functions to be performed and the activities of these divisions.

Third, national legislation is not yet sufficiently harmonized in international law, in the field of international trade, in matters of movement, international transportation, national transportation and domestic transportation, as well as mixed transportation. Factors that impede the movement of goods lead to long-term disruption of the logistics chain, and it can last for a certain period. Therefore, it can lead to insecurity in the implementation of logistics in the implementation of their goals by managers and employees of the enterprise.

Fourth, the lack of good relations with foreign logistics organizations, the establishment of interstate legal relations with international logistics associations, insufficient level of business activity of enterprises by tax, customs, some ministries, departments and others. Currently, the focus on logistics is obvious. The work being done is no secret to any of us.

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INTERACTIVE METHODS OF TEACHING LANGUAGE SKILLS

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Abstract: *This work is aimed at developing all the skills of students in teaching foreign languages through interactive methods. Thus, the research topic is called "Interactive Methods of Teaching Language Skills". The study discusses the importance of perfectly organizing all skills in foreign language teaching. Modern methods and interactive methods will be carefully studied and applied. It is also important to increase the effectiveness of foreign language learning using modern methods, away from traditional teaching methods, and to use it as an effective teaching tool in the formation of language learning skills. The aim of the research is to provide foreign language teachers with a brief overview of the interactive methods used at different stages of language skills development, especially the various tools aimed at developing students 'cognitive skills.*

Key words: *Interactive Methods, Language Skills, effectiveness, methodological approach, innovative methods, techniques, performance, cognitive skills.*

I.   Introduction

The teaching process is mainly based on two activities. They are imparting and receiving knowledge. In the first case, the teacher sends the information and the students receive it. Innovative methods are also involved in this process, and their goal is to evaluate the performance of teachers and students using new teaching methods and techniques, including the use of new teaching aids. It is known that the methodological approach to teaching foreign languages can be divided into three groups. They are passive methods, active methods as well as interactive methods. If we are talking here primarily about passive methods, it should be noted that in passive methods, the teacher is at the center of learning. He plays an active role, but the students are passive. Control can be done through questions, individual and control work, tests, etc., which can be useful if used by an experienced teacher.

Secondly, students are also active in Active Methods. Their role and activity in the process of interaction are equal. Students can ask questions; express their opinions with the teacher. Last but not least, it is the first interactive method or modernized form of approach active methods. Most teachers usually understand or envision cooperative action throughout the lesson. But here the focus should also be on internal actions.

II.   Theoretical basis

Learners need to have an internal motivation that motivates them to take an active part in active work or class. In an interactive way, the teacher's role is to focus students 'activities on the lesson goal, which includes interactive exercises and tasks. Below are some types of interactive methods: Mental Attack. This is a technique for creating new ideas on a topic.

These methods encourage students to be creative in problem solving and express their ideas freckly. Typically, different options for solving the problem are listed here. In a mental attack, the quantity of words is important, but the quality is not. The teacher should listen to all the words and not criticize them. Instead, it inspires students to give as many options as possible to solve the problem. The lack of criticism creates a favorable environment for students to express their opinions freely, and this certainly encourages them. At the end of the brainstorming, all the expressed words are written down and then analyzed. This type of interactive method requires you to study the study material on the topic before starting the discussion.

III. Analysis

Once students have learned the lexico-grammatical material on the topic, they can begin the discussion. This method helps students to express their ideas consistently and logically with the rationale for their ideas. Here, students work in small groups, which improve their performance, as each member of the group can express their ideas and participate in the discussion.

Forms of group work are as follows:

a) the topic is selected (selected);

b) students must have studied the chosen problem;

c) groups are formed;

d) the teacher gives instructions and announces the time;

e) monitors the activity of students and, if necessary, helps and encourages them;

f) At the end of the discussion, one representative from each group will make a presentation.

Cluster. The next innovative method is a cluster. Today, this is one of the most widely used methods in teaching foreign languages. It can be used at all stages of teaching English to young and older students. When presenting new words, the teacher writes a new word on the board. And then the students say the words that can be used in conjunction with that word. For example: The teacher then gives the task of making phrases with the word "book": my book, my good book, my interesting book, my favorite book, and so on. This method engages all students in active forms of work and motivation. It can be used to improve monologue speech habits and skills.

Role play. Role-playing is also one of the types of activities used in teaching innovative techniques. They were made to increase the effectiveness of teaching. Role-playing games engage students in active activities that have a positive impact on their internal activities. This creates a favorable environment for cooperative work. Such an atmosphere creates their motivation, personal potential for inner activity, and helps to shape practical skills and habits. Skills such as creativity, coping with difficult situations, ingenuity, self-management are formed and improved in role-playing. Role-playing has not only educational but also social purposes, as some life situations are created for teaching here. The teacher should follow these guidelines when using the role-playing method in foreign language teaching:

☐ Creating a friendly atmosphere among the students participating in the play;

☐ Students should feel free and this will help them to perform their roles perfectly;

☐ creation of favorable conditions and use of positive aspects in the learning process;

☐ Taking into account the personal characteristics of students.

IV. Discussion

Multimedia learning. This is another innovative method. It is a combination of different media as text, audio and video materials, through which the teacher provides information to the students. In the process of problem-based learning as a teacher of information technology and an innovative teaching strategy, the teacher encourages students to active knowledge through real-life problems. Advantages of using multimedia education: has a positive effect on the formation of speech habits and skills. An effective conclusion revises the important elements of the lesson and links them to the

goal. Reviewing and concluding ideas reinforces students 'knowledge and improves retention of what has been learned. New ideas should not be included in the conclusion, as they may confuse readers at this time.

Traditional lesson planning finds more topics that students find useful. This means that students need to learn the grammar and vocabulary that teachers need to know, a lesson around activities that all students feel comfortable with and can relate to. It is important to make plans, skills and competencies. Thus, planning and design is not about what it teaches, but why it is taught, this approach uses individual skills and competencies to teach students materials that should meet their goals and objectives, separates, room, or perhaps more advanced tasks such as analyzing the film or discussing their views on country politics. The language taught in this approach revolves around the task itself, not the other way around. For this method to work, teachers need to understand their students 'needs and expectations in order to design lessons that will help their students succeed. Grammar, vocabulary, and language skills are just tools that allow students to achieve end results.

Project-based approach

Like the task-based approach, the project-based approach is designed to meet the real needs of students by adapting the language to the skills and competencies they really need, both personally and professionally. This approach begins with setting an important goal for the individual or group of students. For example, if you are teaching a business English lesson, you need to consider why students in the classroom should start the lesson and plan accordingly. They had to prepare monthly accurate reports in English for several departments in their offices. Thus, we divided a single sample report into parts and analyzed each segment. Each student prepared the units as if they were real. In addition to filling in all the vocabulary and grammar needed to complete each section of the lesson, I discussed the challenges my students faced. Their final draft was a completed report that they could submit to the employer for approval, and the criteria for creating our report were based on their company manual. It was a lot of work, but we enjoyed it. This project can range from an oral presentation to a wide range of products such as classroom games. In any case, the project should consist of individual tasks that lead to goals in student assessment.

Lexical Syllabus

While the previous two approaches focused on the skills and competencies that students need to develop, this approach focuses on what language students should actually create. In particular, real words that students need to understand in order to complete specific tasks.

This approach is based on the language that students need to have for their needs. Professional students need very specific dictionaries for their fields. For example, "benefit" is an important term for business students, just as "scalpel" is the same for medical students. In addition, any other language taught outside of this target language should be effective and aimed at ensuring students 'communication in their field.

Topics such as movies and hobbies, workplaces can take second place in issues such as booking a hotel or describing a work experience. However, there are common skills in all areas, such as saying your name or providing your personal information. Because this approach focuses on content, assignments and homework should be student-centered. So, the assessment should be based on what the students actually achieved. Examples of these assessments include taking the time to write an application for a job or an interview.

This approach requires teachers to understand what students really need, focus on it, and then broaden students 'worldviews as their communication skills develop. The good news is that there is very little research on this topic. Activities can range from customizing images and descriptions to working with dialogues. Describing their favorite seasons or even guessing what they can do in summer or winter can be a progressive twist.

Using Smartphones in the Classroom

Since almost everyone has an Internet connection or a data plan, banning smartphones can become a missed opportunity to further improve the learning experience. Smartphones can provide important tools such as dictionary, translator, and grammar apps. Just like computers, students need to understand that phones are used as a learning tool, not for play or personal use.

A good example of how smartphones improve learning in the classroom is a hunter-gatherer exercise. Here, students have to go through websites to find the information they need to fill out a worksheet. Students can also use their devices to access free, online exercises that reinforce the language and / or skills seen in the lesson.

The main problem here is to be creative when using smartphones. Students can record themselves in practice, which helps them get feedback on specific tasks and activities. This allows you to create surveys that students can easily answer using their phones. It can be used as an evaluation tool or as part of an activity portfolio. For example, students could even develop questionnaire questions, complete them, analyze the results, and then create a presentation of those results. Personally, I think one of the other ways to fit smartphones and tablets is without paper.

Bringing it All Together While traditional approaches provide the basis for effective language teaching, it is important to understand that these methods do not always meet the needs of students. In fact, the communicative approach is still widely promoted as the latest and greatest approach, which already needs to change on its own. Next time you are preparing for a new group of students or want to change the way you teach current students, consider the following:

- A task-based approach focuses on the skills and competencies that students actually need.
- The project-based approach is based on a task-based approach using specialized interventions.
- The lexical program provides students with the content they need right outside the door.

Combine this with the effective use of technology in the classroom and you will have a winning formula that no teacher will ignore.

"Classroom," the word reminds us, in which a teacher reads a lecture in front of a class of 30-40 students with a specific level of gravity in their voice. This is a common teaching method when we were in school twenty years ago. However, things have changed over the years and while this is one of the most effective ways to teach English to young students, it is no longer considered the same. This is probably due to various reasons:

- The current generation gets acquainted with the world through social networks
- Their knowledge base is filled with information available on the Internet
- Today, students are more impatient and teaching methods need to be adapted to their dynamic thinking process in order to attract their attention.

Language teaching, like other topics, has undergone many changes. He switched from the usual methods to role-playing games, interactive games, short visuals, and so on, for example, tutor lectures with a board only to support repetition and grammar tables and spelling.

In general, everything you teach should be appropriate to the student environment, as students are the focal point of the teaching and learning process.

Planning and designing English teaching lessons

According to V.B Yeats, "Education is not about filling a bucket, but about lighting a fire," 21st century educators have created unique ways to make learning more fun and easier to understand. There are difficulties in language teaching. Often, this is a foreign language that the student cannot choose from around them, and you need to teach it patiently and systematically so that students can read, write, and speak the language with confidence and without difficulty.

English is a world language, and English teachers have changed their teaching methods over the years to suit the current scenario. In this article, I will discuss some of the most popular and effective ways

to teach English that meet the needs of modern students. This method of teaching English is a classical method that has been used since the 16th century.

This approach is often fabricated to teach Latin that people do not learn and do not speak. The method of teaching English is aimed at translating Latin texts into the mother tongue in accordance with the grammatical rules and phrases of the Latin language and then mastering it. Rote learning is the most widely used method in vocabulary learning.

Later, this method was used to study other languages that were considered second languages. So this also applies to English. This approach is devoid of the fact that it is not a very good way to teach proper communication in English. Although this modern method has been widely criticized in modern times, it is still used by many institutions, especially by those who want to study English scientifically.

Natural Method –

This method, also known as the direct method of teaching English, seems to be a response to the Grammatical Translation Technique. In this process, the teacher, who aims to teach English as a second language, asks the student to meditate in English so that they can communicate in English.

The technique aims to establish a connection between thought and expression. He asked the teacher to strictly forbid the student from using his mother tongue. The learner must express himself in correct English, using the right accent and grammatical skills.

This method of teaching English is used in modern times and is useful in teaching communication in English. As the student thinks and speaks in English in real-life situations, they learn the language clearly and there is no reading or translation here. This may take some time, but what is learned will have a long-lasting effect on our memory.

Audio Lingual –

This method of teaching English was originally called the "army method" because it emerged during World War II when soldiers needed to learn the language of their opponents. It's kind of a straightforward style in some ways. This approach is based on thinking in language and expressing ideas in the same way. And in the process, learning happens.

The teaching process is based on Skinner's theory of behaviorism and his experimental experience in operational conditioning. Accordingly, positive reinforcement helps in learning new things. In this approach, the student should learn the structure and everyday use of language rather than emphasizing word comprehension. Patterns of simple discussions are taught and students repeat it, followed by a test. This process is done until the student answers correctly.

In summary, the process of the audio-linguistic method is characterized by conventional drilling, which is used in everyday communication and ignores grammatical rules, the words taught are contextual, and audiovisual aids are used in the technique. It focuses on pronunciation, and finally, any correct answer is immediately positively amplified. The method of teaching English is still in use today and is suitable for learning to communicate properly in English or any other second language. Nevertheless, extensive re-learning and memorization led to a lack of regular learning of English, which created a barrier to different communication.

Humanistic Approach –

During the 1970s, the course of teaching and learning changed radically, in which the innate potential and skills acquired by the student became the focal point of the educational process. Based on this idea, several teaching methods have been developed and combined under the name of humanistic approach.

Here are some ways to teach English based on a humanistic approach:

Suggestopedia–

This method of teaching English is based on the fact that the mind has great potential and memorizes information on suggestions. This method uses certain principles of memory to teach English as a

second language. Students are introduced to new information in their original language (English in our case) and it is read aloud with classical music in the background. This session is known as concert reading.

The idea of propidopedia is to provide the mind with a conducive environment for learning and storing this information. This method is useful if the student is shy or scared. Proponents of this approach include Georgi Lozanov, who has become an accelerated learning movement.

Silent Way-

This method of teaching English, also known as the natural approach, is based on the idea that human beings learn how to speak their mother tongue. Caleb Gattegno invented this method of teaching the language. According to him, the teacher should be as silent as possible, but students should be encouraged to speak the language. The silent method uses elements such as colored tables and colored kitchen sticks and more. Some principles based on this method are:

Learning occurs when a student learns to discover new things about a foreign language and has a creative approach instead of repeating what has been taught.

Education is stimulated by the physical things around it.

It is based on solving problems

This method of teaching English is very suitable for beginners or English learners.

Total Physical Response-

This method involves playing the language rather than speaking. This can be by imitating or just responding to audiovisual signals. Games like "Simon says ..." or charades are classic examples of this teaching style. This method is an interesting way to learn a language and is therefore very useful.

Comprehensive Content and Language Learning (CLIL) -

This method applies to schools where most of the important subjects are taught in English. This is common in modern classrooms. The focus is on content and the lessons are structured according to the student's needs and desires.

CLIL is effective in teaching students to use English as a means of cultural expression in life.

Teaching communicative languages -

This broad term is an accepted standard of English language teaching in modern times. It ignores grammatical fluency. Instead, he emphasizes conveying the meaning of the message; in other words, it focuses on how well a person (not a native speaker) can speak English.

Different features of this method:

The interaction in English results is a correct understanding of the language.

Students will be taught English comprehension strategies.

Student experiences focus on organizing the content of lessons.

Real text in English is used for teaching

Principle eclecticism: This refers to the diversity of teaching depending on the ability of the learner. Different methods are combined according to the student's request.

Each unique method has its strengths and weaknesses. It may therefore not be appropriate for a particular learner, so the teacher uses a combination of techniques to make the language comprehensible in this approach.

Interactive technologies can be characterized by the exchange and exchange of views on and against a controversial issue. Any discussion-based lesson will be effective if the participants have a basic knowledge of the subject and the teacher has planned the main steps and key points in advance. In the planning phase, the teacher selects and shapes the problem, planning ways to stimulate and control the activities of the participants. He should prepare the necessary equipment to record the students 'ideas. When the discussion begins, the teacher acts as a facilitator. It is very important to be able to take different views on a particular problem, have your own opinion, draw conclusions and evaluate

achievements. You can use a variety of ways to introduce the topic to the audience: describe the problematic situation, ask problematic questions, show a video, play a role in the situation, provide a few ideas on the issue.

At the end of the discussion, it should include a variety of views that will change the decision. One of the most effective types of discussions is the "roundtable" style. 10-15 students sit around a table and discuss a specific problem. The host has a leadership role; it could be a student or a teacher. The purpose of the activity is not to find a final solution, but to discuss the problem, gather as much information as possible, understand the importance of solving the problem, find ways to achieve the goals. When students sit in a roundtable discussion, they make eye contact with all members of the discussion, everyone feels the same and important. It stimulates conversation, increases the number of words, and encourages the use of nonverbal communication tools (imitation, gestures). The "round table" technique can be combined with role-playing or business games. A project method is a set of research, data processing, and other activities conducted by students independently or in small groups to solve important problems in a practical or theoretical way. Project-based teaching involves a different philosophy on the principle of building the learning process through targeted activities in accordance with the personal interests and goals of students.

<div align="center">

V.   Conclusion

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As can be seen, the project approach opens up opportunities for students to express themselves, define their skills, and define future careers. In other words, the student has the opportunity to test himself in different areas, to reveal something sincere and interesting, and to focus on his own desires, strengths, and abilities. And, most importantly, all his activities are aimed at shaping his thinking based on his personal experience. He shares responsibility for his own development for the level of readiness for future self-employment. The project method always finds a solution to some problem. The solution to the problem, on the one hand, involves the integration of different methods and means of education, and the International Letter of the Social Sciences and Humanities. 71 55 on the other hand - the need to combine knowledge and skills in different fields of science, engineering, technology and creativity.

The main objectives of project-based learning are:

- to create conditions for students to independently and independently acquire the missing knowledge from various sources;

- to study the use of the acquired knowledge in solving practical and cognitive problems;

- acquire communication skills by working in different groups;

- develop their research skills (problem identification, data collection, observations, experiments, analysis, hypotheses, generalization);

- development of systematic thinking. Foreign methodological literature includes the following stages of the project: - identification of the project topic, problem, goals;

- discussion of the project structure, planning;

- presentation of language material;

- data collection;

- group analysis and discussion of data with the teacher;

- preparation of the presentation;

- demonstration of project results;

- project evaluation.

The final stage includes not only mastering linguistic materials and monitoring the development of speech and communicative competence, but also the content of the project, the topic, the final result, the overall assessment of the project with the participation of individual students, organization of project work, etc. Project-based teaching mainly involves the use of a wide range of research

techniques, taking into account a variety of factors and conditions that are important to the student on the one hand, and important for the complex development of the problem on the other, resolve and implement results.

Project-based teaching has been widely used in many countries around the world, as it allows students to seamlessly integrate their knowledge around a solution to a problem in different areas, while at the same time allowing that knowledge to be put into practice, creating new ideas. As mentioned earlier, there are some issues at the center of the project. To solve it, students need not only knowledge of the language, but also a sufficient amount of subject knowledge necessary to deal with the problem. In addition, students must have certain intellectual, creative, communicative skills. They are able to work with information, the ability to work with text (highlight the main idea, search for the necessary information from a text in a foreign language), analyze data, generalize, draw conclusions, etc., work with different things includes the ability. The formation of these skills involves teaching different types of speech activities.

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The method of forming an individual technique for solving problems

of primary school students

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Abstract: *This article provides information on the methodology for the formation of an individual technique for solving problems for a primary school student. Learning to solve text problems has always been an important part of the school mathematics course.*

Key words: *task, development, problem solving, action, math lesson, class, students*

Every child who first came to school is faced with a task. Learning to solve text problems has always been an important part of the school mathematics course. During the period of study at school, a mathematical problem will certainly help the student to better understand the various aspects of the interconnections of the life around him and develop correct mathematical concepts. When a child solves problems on his own, his horizons and thinking develop.

In the methodology of teaching problem solving in mathematics in primary grades, the central issue is how to teach children to find solutions to word problems. To find the answer to this question, you can turn to the literature and use those practical techniques that are proposed in it. This will make your task easier. But the ways of finding solutions to problems, that is, the theories given to us by scientists, can be counted with fingers. This tells us that they are few.

When solving a certain problem, thinking can find the basis of the problem. Therefore, children need to be taught the right way of thinking. When compiling a teaching methodology, it is necessary to use theoretical and methodological provisions. If the methodology is designed correctly, then there will be no problems when searching for a solution to this problem.

It is important to emphasize that the ability to correctly and competently solve mathematical problems is the main indicator that the material given for training is fully mastered by students. We must not forget about the huge place of problem solving in mathematical education.

If you pay attention, then children are interested in those subjects that they understand. And by properly teaching children, we can contribute to the development of their interest in learning and learning. In this number, develop an interest in mathematics, and the easy solution of mathematical problems. To solve one problem, a child can use many different ways.

For the first acquaintance of children with mathematical knowledge, a system is used in which individual provisions are logically related to one another, follow one from the other. If the student consciously solves problems, then he develops and formulates a special individual technique for

solving problems. He adjusts the formulas for himself, analyzes, compares, generalizes. And of course, the conscious solution of mathematical problems develops their thinking, and helps to better assimilate the knowledge that comes to him.

In parallel with this, the tasks are: educational, educational, developmental means. Children, solving problems, form full-fledged knowledge in themselves. With the help of tasks, it becomes possible to connect theory with practice. At the same time, children have their first ideas about life and the economy of life. In the future, this knowledge will be useful to him in financial affairs.

Subsequently, solving problems, children learn the world from the other side. It can be seen that in the tasks conditions are given in which children are taught to work, generosity, technology and culture.

One of the leading places in the mental of children is the solution of mathematical problems.

In order for children to be able to solve problems on their own, the teacher must also be literate in this part of the study, must have a deep understanding of problem solving, give several directions, that is, ways to solve problems, so that children can choose the appropriate and understandable type of solution for them.

Acting as a specific material for the formation of knowledge, tasks provide an opportunity to connect theory with practice, learning with life. Solving problems forms in children the practical skills necessary for every person in everyday life. For example, calculate the cost of a purchase, calculate what time you need to leave so as not to miss the train, etc. The use of tasks as a concrete basis for introducing new knowledge and for applying the knowledge that children already have plays an extremely important role in shaping the elements of a materialistic worldview in children.

Solving problems, the student is convinced that many mathematical concepts have roots in real life, in the practice of people. Through solving problems, children get acquainted with facts that are important in cognitive and educational terms. Thus, the content of many problems solved in the primary grades reflects the work of children and adults, the achievements of our country in the field of the national economy, technology, science, and culture.

The very process of solving problems with a certain methodology has a very positive effect on the mental development of schoolchildren, since it requires the performance of mental operations: analysis and synthesis, concretization and abstraction, comparison, generalization. So, when solving any problem, the student performs analysis: separates the question from the condition, highlights the data and the desired numbers; outlining a plan for the solution, he performs a synthesis, using concretization (mentally draws the condition of the problem), and then abstraction (distracting from the specific situation, chooses arithmetic operations); as a result of multiple solving problems of a certain type, the student generalizes knowledge of the relationships between data and what is sought in problems of this type, as a result of which a method for solving problems of this type is generalized. Tasks perform a very important function in the initial course of mathematics - they are a useful tool for developing logical thinking in children, the ability to analyze and synthesize, generalize, abstract and concretize, and reveal the connections that exist between the phenomena under consideration.

Moreover, problem solving contributes to the development of patience, perseverance, will, contributes to the awakening of interest in the very process of finding a solution, makes it possible to experience deep satisfaction associated with a successful solution.

Problem solving is an exercise that develops thinking.

Mastering the basics of mathematics is unthinkable without solving and analyzing the problem, which is one of the important links in the chain of learning mathematics, this type of activity not only activates the study of mathematics, but also paves the way for a deep understanding of it. Work on understanding the course of solving a particular mathematical problem gives impetus to the development of the child's thinking. Solving problems cannot be considered an end in itself, they should be seen as a means to an in-depth study of theoretical positions and, at the same time, a means of developing thinking, a way of understanding the surrounding reality, a path to understanding the world.

In addition, we must not forget that solving problems brings up many positive qualities of character in children and develops them aesthetically.

For instance.

Nargiza has 160 cassettes, Odina has 20 less than Nargiza, and Aziza has 2 times more than both girls. How many cassettes do children have?

When reading a problem, children should imagine the situation that is described in it.

To this end, to illustrate the task in video tutorials, drawings of the objects in question are used. With their help, the specific content of the task is clearly shown. Looking at the text, the child should find out how many actions are in this task. And make a brief condition to solve the problem (conditions should be short and clear).

Nargiza has 160 cassettes.

Odina has ?, 20 fewer cassettes than Katya.

Aziza has -?, 2 times more than both girls.

Total-? cassettes.

SOLUTION.

160-20=140(cassettes) - at Nina.

(160+140)*2=600(cassettes) - Misha.

160+140+600=900(cassettes)-total.

Answer. Only 900 cassettes.

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FORMS AND METHODS OF INCREASING THE ACTIVITY OF WOMEN IN PRODUCTION

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Abstract: *In our country, a wide range of work is being carried out on increasing the socio-political activity of women and girls, creating conditions for their realization of their abilities and opportunities in various spheres and sectors, ensuring unconditional observance of their rights and legitimate interests, comprehensive support of motherhood and childhood, as well as strengthening the Family Institute. Every time the term "woman" is heard in the century in which we found ourselves, we think about struggle, strength and labor. Over time, it has been mentioned about the virtues around women who have developed in their favor, but all the same it is necessary to overcome many obstacles. Taking into account the best results of the next and women's day, let's talk more about the role of women and mothers in society. In this article discusses about forms and methods of increasing the activity of women in production.*

Key words: *women, methods, discuss, production, opportunities, increasing, activity, gender equality, creativity.*

The basis of our life, the vision and the future of our nation has become a woman and will remain so. Today, with its own mind, knowledge and talent, diligence and enthusiasm, tossed the decisive spheres of life – whether it be the maintenance of the family, the development of Science in public and Public Administration, Medical Education, Culture, farming movement and home-based, Small Business Entrepreneurship-whether it is women who effectively perform such complex tasks. Today's woman's science, creativity, leave the world one more time. It is difficult to imagine such a global problem as self-awareness, the maturation of a harmonious person, the creation of a healthy lifestyle, the maintenance of historical values, the continuity of national traditions, even the democratization of society without a woman, without her participation.

To show the position of women in the development of society. In particular, to ensure the implementation of laws aimed at the protection of motherhood and childhood, as well as to take measures to increase the activity of women and girls who are self-sacrificing, high-potential, aspiring, knowledgeable, master of their profession in the social life of society, to protect the legal, social, cultural interests of women, to eliminate obstacles to their activities. Also, more attention should be paid to issues such as facilitating the solution of the issue of employment of women and girls, the organization of Labor and rest.

The preparation of girls for family life, as well as cultural events, conferences and forums aimed at the education of young people, is an expression of opposition to the issues of organizing seminars, meetings, contests, performances and more sporting events.

Having gained its independence, our country is going through the process of building a legal, democratic state, civil society, the protection of motherhood and childhood, their rights in social life, the problems of women are becoming the daily tasks of society. At present, many reforms are being carried out in the life of our society. In particular, the head of our state. We can know from the following words of Sh.M. Mirziyoyev - *"we are talking about a female gender, which is dear to us all, first of all, bow down before the urine of an adult mother, who brought us into the world, giving us white milk. The most suitable person for the word Holy on earth is this - first of all, the mother. Our people always glorify the mother's urine and live with dignity. This is evidenced by the fact that magnificent statues were built in honor of mothers in our country."*

The guarantee of women's personal rights and freedoms is today the main indicator of the well-being of the citizens of each developed country. Today, intensive reforms are also being carried out in the field of ensuring women's rights and freedoms in Uzbekistan. To date, in the promotion and protection of women's activity, the following are the main directions of this policy:

- protection of women's rights and legitimate interests, ensuring the implementation of legislation adopted in the field of protection of motherhood and childhood, and taking measures to further improve the legal framework in this regard;
- continuous and comprehensive monitoring of the state of affairs aimed at protecting women's rights, increasing the role of women in the management of family, community and Public Affairs;
- to take and implement effective measures to ensure the employment of women, to provide comprehensive assistance in their employment, to develop various forms of entrepreneurship among women, especially in rural areas;
- development and implementation of measures to increase the socio-political and socio-legal activity of women, assistance for the active participation of non-profit organizations of women in the social and political life of the country.

Women have an important place and position in the development of our homeland, in the life of the family and society. Women, which make up about 50 percent of the population of our country, work effectively in all spheres of socio-spiritual, political and economic life, in particular in public administration and representative bodies, production, entrepreneurship, farming, health care, education, enlightenment, culture and other social spheres. At present, it should be noted that among the women and girls of our country there are 514 doctors of science, 6 academicians, 15 Heroes of Uzbekistan, 17 senators, 15 deputies of the legislative chamber, as well as more than 23 percent of Deputies of local councils and 72 percent of those who work in the fields of science, education, health, culture. In our country, large-scale work is being carried out to increase the socio-political activity of women and girls, ensure unconditional observance of their rights and legitimate interests, provide comprehensive support to motherhood and childhood, create conditions for their realization of their abilities and opportunities in various spheres and sectors, as well as to strengthen the family institution. However, the state of affairs in this area indicates that there are a number of systemic problems and shortcomings that hinder the comprehensive support of women, the organization of purposeful work with them, the strengthening of the moral and moral environment in families and the creation of an effective framework for health promotion.

Also, to date, Uzbekistan has been cooperating with several international organizations that protect women's rights, including, in the implementation of the Millennium Development Goals, has consistently implemented measures aimed at reducing poverty in the first place, improving people's

lives, increasing the role of women in the sustainable development of society, ensuring the equality of men and women. Serious results have been achieved on education, gender equality, health and other issues in the country. It is actively cooperating with the UN-Women organization, which is structured within the framework of the UN and coordinates gender equality and women's empowerment.

The measures to be implemented in the Republic of Uzbekistan for the comprehensive support of women, their employment and strengthening of health are also widely covered in foreign media. Since 2021, the "women's book" has been created in order to identify, eliminate and control the problems of unemployed women who are in need and passionate of social, legal, psychological support, employment, knowledge and professional study of women.

In conclusion, the provision of women's rights in Uzbekistan depends on the further development of organizational and legal norms and procedures for their implementation in practice, the consolidation of efforts of state bodies and civil society institutions in this regard, the promotion of the legal culture of the population on the issues of protection of women's rights. Uzbekistan will continue to consistently fulfill all its obligations under the Convention and will continue to support all initiatives of the United Nations on the interests of women in the future, and consistent work is being carried out by our state to create all conditions for the comprehensive support of women and girls, for their talents and aspirations.

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COMPARATIVE ANALYSIS OF A COMPOUND SENTENCE WITH CONNECTIVE RELATIONS IN THE RUSSIAN AND KARAKALPAK LANGUAGES

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Abstract: *The article presents a comparative and typological analysis of compound sentences with connective relations of the Russian and Karakalpak languages, reveals the phenomena of similarity and differences of these constructions in the contacting languages, allowing determining possible manifestations of interference in the Russian speech of Karakalpak students.*

Key words: *connective relations, complex sentences of homogeneous composition, complex sentences of heterogeneous composition, connective unions.*

In modern linguistics, the problem of the functioning of incomplete words is relevantat the syntactic and hypersyntactic levels of the language. The peculiarities of the functioning of compositional unions in a sentence and text have been studied quite thoroughly and still continue to interest linguists.

According to researchers of Russian syntax, the problems of composition and subordination are interrelated. These are the two main elements that form such types of complex sentences as compound and compound sentences. In their opinion, compound sentences are two or more simple sentences in the composition of a complex, connected by means of compositional conjunctions. It should be emphasized that there are some differences in the classification of Russian compound sentences. Some (I.A. Popova, A.M. Peshkovsky, V.V. Vinogradov, V.V. Babaitseva, N.S. Valgina) believe that there are compound sentences in the Russian language with connective, adversative, disjunctive, comparative, connecting, gradational, explanatory unions. Others (V.A. Beloshapkova) believe that compound sentences can be open and closed structures. Still others ("Russian Grammar-80", "Short Russian Grammar" by N.Yu.Shvedova) argue that the classification of compound sentences is based on the division of coordinating conjunctions on the basis of their ambiguity or unambiguity, i.e. by their ability to semantic differentiation.

In Turkology there is no single view on the classification of complex sentences. In the Bashkir language, for example, complex sentences are divided into two large groups: complex sentences and compound sentences. According to the type of connection, compound sentences are divided in turn into non-union and allied. The means of communication of predicative parts in complex sentences are unions, and in non-union - intonation [2. S. 495].

The same division of complex sentences is observed in the Yakut language [8, p. 380].

In the Tatar literary language , complex sentences are classified somewhat differently:

1) complex soldered;

2) compound sentences (allied and non-allied);

3) compound sentences (allied and non-allied).

The means of communication in allied complex sentences are subordinate unions, and in non-allied ones - the intonation of a warning. In allied compound sentences, the predicative parts are connected by compositional unions, and in non-allied ones - by the intonation of enumeration and opposition [Zakiev, 1971]. Conjunctive compound sentences are such complex constructions, the means of communication of the predicative parts of which are compositional conjunctions. Non-union compound sentences include complex sentences, the predicative parts of which are connected by intonation.

In Chuvash linguistics , in early grammatical works , complex sentences were divided into four classes:

1) compound sentences;

2) complex sentences;

3) unionless complex sentences;

4) complex sentences with a sentence with similar terms or complex sentences of a transitional type [3, p. 272].

In modern Chuvash linguistics, the term "complex sentences of a transitional type" is not used, but three types of complex sentences are distinguished: 1) compound sentences (complex sentences whose predicative parts are connected by compositional conjunctions and form a semantic or semantic unity in their combination); 2) complex sentences (simple sentences in the composition of a complex, which are syntactically dependent on each other, are interconnected by subordinate unions, allied words, inflectional affixes, postpositions and the order of the parts); 3) complex sentences with intonation connection (complex sentences in which the parts forming them are interconnected in meaning, intonation).

In our work, we would like to perform a comparative analysis of a compound sentence with connecting relations in the Russian and Karakalpak languages.

An effective system for teaching a compound sentence to Karakalpak students requires taking into account the interaction of the native and Russian languages, since in this case the linguo-methodological problem of preventing and overcoming semantic-syntactic interference is actualized as the most important condition for the formation and development of Karakalpak-Russian bilingualism in the process of working on a complex sentence in the classroom Russian language.

As you know, in both Russian and Karakalpak languages, the main grammatical means of communication between the parts of a compound sentence are coordinating conjunctions.

So, "structural-semantic classification relies, first of all, on the nature of coordinative conjunctions that connect predicative parts and have an extremely generalized meaning" [1, p.430].

Coordinating conjunctions in terms of their meaning and the semantic relations expressed by them in the Russian language are divided into: 1) connecting: and, yes (in the meaning of "and"), as well as repeating connecting unions (and ... and, neither ... nor, like...and); 2) adversative: but, yes (in the meaning of "but"), however, but, but; 3) dividing: or, either, then ... then, not that ... not that, or ... or; 4) connecting: moreover, yes and, also, etc.; 5) explanatory: namely, that is; 6) gradational: not only... but also, not that... but / but, not so much... as [1, p. 350].

Unlike Russian, the following types of compositional unions are distinguished in the Karakalpak language:

A) connecting conjunctions: Yes/de, ta/te, "and";əam "and", "also and"; menen (benen) penen "and", "together with"; zhane "and"; tagida "and also";əam de "and also".

B) Adversative conjunctions: Bira, Bira the "but", "however"; Galis-AK "but"; Lou, Lou Andy, "and", "but"; blki "but", "however"; Bolsa "and", "but only".

C) Dividing the unions: I, yaki "or", "or"; g h...... "then... then...",not... not... "no... no...".[9, p. 419]

The group of connecting unions in the Karakalpak language includes: single simple unions (ha'm - and; ha'mde - and, too, also,); single pair unions (barely ha'm - not only - but, eledeha'm - not only - but also, barely ha'mde - how - after all); When using connecting unions in both languages, connecting relations can be established between parts of compound sentences.

According to various semantic and stylistic qualities of conjunctions, as well as according to different ratios of aspectual-temporal and modal forms of predicates, in Russian compound sentences with a common connecting meaning are divided, according to the classification of N. A. Nikolina, into connective-enumerative, connective-distributive , connective-resultative, conditional-investigative, connective-identifying, connective-gradational, connecting inconsistencies [7, p. 435-437], according to the classification of N. S. Valgina, into temporary (simultaneity and sequence of actions in predicative parts, the latter can be used with a hint of the meaning of the consequence), causal, adversative, negative enumeration and mutual exclusion, sentences with an additive connotation of meaning [5 , With. 420421].In this regard, in the Russian language there is a division of compound sentences with connective unions into two groups: 1) homogeneous composition; 2) heterogeneous composition.

In a homogeneous compound sentences, predicative parts are connected by conjunctions and, yes (in the meaning of "and"), neither...ni, and...andand express connective-enumerative relations, i.e. homogeneous events occurring simultaneously or following each other (simultaneity or sequence of actions) are enumerated. Relevant for these constructions are such additional means of communication as the correlation of species-time forms, a common secondary member of a sentence or a common predicative part, in some cases, parallelism of structure, uniformity of lexical content of parts of a complex sentence, including the use of words of the same thematic series, lexical and syntactic repetitions.

In compound sentences of heterogeneous composition, predicative parts are joined by connective conjunctions and, yes (in the meaning of "and") and express connective-distributive, connective-productive, conditionally-consequential, connective-identifying, connective-gradational, connective mismatch sentences (i.e., these sentences are only binomial). Additional means of communication in these sentences can be a fixed word order, the correlation of modal plans of parts of a complex sentence, syntactically specialized words, the so-called second allied elements [6, p. 213], which are adverbs, introductory words, particles.1

In the Karakalpak language, a similar division of parts of the compound sentences into sentences of homogeneous and heterogeneous composition is not observed, however, sentences with connective conjunctions can also express connective, sequential-connective, causal, temporal and comparative-contrastive relations.

The most common element of a compound in compound sentences with connective relations in both languages is the union and—ham. Both in Russian and in the Karakalpak language, this conjunction is used in the compound sentences with the meaning of uniformity, enumeration of equivalent and independent events of the same type. For example: Patma tez uyine kaitti, akesin ham, anasin ham katti saginganin tusindi. (DM) Patma quickly returned home, she missed both her father and mother.

In both Russian and Karakalpak, the order of the parts may depend on the semantic relations between the parts of the compound sentences. So, with simultaneous actions, the sequence of actions can be changed, with a sequence of actions it cannot be violated. For example, the rearrangement of parts in the sentence: Alty shopan bagana koylardi jayip ketti de, Erpolat darka ruajlerdi alip, keininen jetpekshi bolip kalip edi.(MD)- impossible due to the device and their location in accordance with the sequence of events that occurred.

To express connective-enumerative relations in Russian, repeated conjunctions and ...and; neither ...nor are used. In Karakalpak they correspond to the conjunctions ham...ham, yes...yes, birese.....birese and others. In the analyzed languages, the repeated amplifying conjunctions are neither...No-yes...yes, they serve to connect the predicative parts of the SSP, expressing a negative enumeration or mutual exclusion of phenomena. For example: Menin kishkentayimdy barkhulla anamda, akemde korgashalaydy - My younger brother is always cradled by both mother and father; Galina yes, men de hesh narseni eske ala almadyk. - Neither Galina remembered her young years, nor I could remember anything; Kun birese ashylyp, birese bultlasyp, birese shahmaksha gyp, birese guldurmama gurkildedi (Because) - The day was either clear or cloudy, then lightning flashed, then a thunderstorm thundered.

In the Karakalpak language, repeated connective conjunctions in the meaning of Russian ni...neither can enter into various combinations with each other. For example: Men tauga da ketpedim, aulda da shopanbolmadim — I did not go to the mountains, nor did I get a job as a shepherd in the village; Adamlarga otynda zhetpedi, ham ol zhaksylap zhanbady yes. - The firewood burned badly, and people didn't have enough.

So, as a result of the study of the theoretical material of the Russian and Karakalpak languages, a comparative typological analysis of the compound sentence of the contacting languages, phenomena have been identified that make it possible to determine the possible manifestations of interference in the Russian speech of Karakalpak students, which makes it possible to eliminate stable and typical causes leading to syntactic errors.

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PERSONALITY CIVIL CULTURE: THEORETICAL MODEL AND WAYS OF FORMATION

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Abstract: *tasks such as formation of democratic principles, increase of socio –political activity of citizens, implementation of freedom of a person in practice, liberalization of political processes, improvement of multiparty system on the basis of democratic norms, increase of activity of public and non-governmental organizations in the life of a society are connected with civil culture by expressing universal values. If we recognize civil society as an opportunity to reveal a high civil culture, we understand that the spiritual maturity of citizens is a factor of complete understanding of the Democratic principle in such a society. Because in civil society, understanding a person at a higher level of value is directly characterized by how much each citizen understands the level of his culture and is loyal to it. In this article, opinions and comments on the theoretical model and ways of formation of the civil culture of a person are made.*

Key words: *civil society, personality, development, civil culture, theoretical model, human values, self-awareness.*

The development of civil society has its own set of criteria, one of the main of which is the formation of the nature of living with a sense of responsibility in each person. Responsibility is the ability of a person to realize what he or she desires for himself or herself and others, having fully imagined the product of his or her actions. A person who feels responsibility will always be able to carefully plan his work, foresee its consequences and mobilize all his strength and potential to achieve the necessary result. Personal responsibility should be distinguished from civil responsibility. The first refers to the personal interest that comes from the daily activities of the individual, and the second refers to the interests of society. A person who feels civil responsibility, first of all, thinks about the prosperity of his neighborhood and institution, whether he is a cocktail party or an educational institution. If the only goal for the citizens of independent Uzbekistan is to serve the prosperity of hometown, the peace of the country and the well-being of the people, then everyone should know the meaning of civil responsibility to implement these ideas.

Civil responsibility is the use of the rights guaranteed by the Constitution of the Republic of Uzbekistan by every conscious citizen living in Uzbekistan, regardless of which nation he is a representative, in response to which he lives without civil responsibility. It should not be forgotten that the process of democratic development of social development is largely dependent on the individual's self-awareness, respect for his or her dignity, the opportunity to serve society and the standard of action. All this means the conscious implementation of high responsibility in their

activities, in the maintenance of the stability of the country, in the security of which the people themselves live, from the bosom, from the neighborhood to the whole.

In Persons with the same status, the demand will also be equal. This aspect itself is also one of the arguments that signifies civil responsibility. There is a peculiar commonality between civil responsibility and national responsibility. It is no secret that every nation's adult conscious member will have the responsibility before that self-belonging nation. In order for the nation to achieve quantitative, economic, cultural, moral, educational, spiritual progress, not lagging behind other nations on earth, it is necessary to feel the responsibility of those people who belong to this nation first. In every movement in the family and society, not forgetting the common interest of this nation at every step of the click is an important aspect of the sense of national responsibility.

In this regard, we consider it worthwhile to pay special attention to the experience of developed countries. Why did the US outrage others in the field of Science and technology? There is also an answer to this question: Free Thought and creative thinking in America are valued, and tolerance towards dissidents is decided. American citizens also understand justice in their own way: what status a person achieves, what kind of status he has, they achieve this only with his own mind and talent. So every American is taught from childhood to rely on his own strength, and not on someone and something to make a back

Now let's turn to the East as an example. One of the most advanced countries of the East - Japan-uses the most effective and effective way of educating a citizen. The school was chosen as the main place of such education. Because in school, the child is formed as a person in addition to learning. In the country of the Rising Sun, the upbringing of a citizen is carried out within the framework of the system of "moral education". In official documents, the system of " moral education "is called:" education aimed at the formation of character"," activity aimed at the upbringing of acceptable moral qualities for the foundations of civil morality". In fact, this system functions as a system of upbringing of the nation. It is also used as a means of powerful ideological influence. Many scientists believe that the "moral education" system is the ideological basis of the country's economic prosperity. Because this system is aimed at productive use of spiritual potential in production.

Such tasks as the formation of the democratic principle in the period established as the goal of the restoration of civil society in our country, the increase of socio–political activity of citizens, the practical introduction of freedom of a person, the liberalization of political processes, the improvement of the multiparty system on the basis of democratic norms, the increase in the activity If we recognize civil society as an opportunity to reveal a high civil culture, we understand that the spiritual maturity of citizens is a factor of complete understanding. The development of civil society has its own set of criteria, one of the main of which is the formation of the nature of living with a sense of responsibility in each person. Responsibility is the ability of a person to realize what he or she desires for himself or herself and others, having fully imagined the product of his or her actions. A person who feels responsibility will always be able to carefully plan his work, foresee its consequences and mobilize all his strength and potential to achieve the necessary result. Personal responsibility should be distinguished from civil responsibility. The first refers to the personal interest that comes from the daily activities of the individual, and the second refers to the interests of society. A person who feels civil responsibility, first of all, thinks about the prosperity of his neighborhood and institution, whether he is a cocktail party or an educational institution. If the only goal for the citizens of independent Uzbekistan is to serve the prosperity of hometown, the peace of the country

and the welfare of the people, then everyone should know the meaning of civil responsibility in the implementation of these ideas.

In conclusion, the civil responsibility is the equal of every conscious citizen living in Uzbekistan to the use of the guaranteed rights in the Constitution of the Republic, regardless of which nation he is a representative, in response to which he lives civil responsibility. In order for the nation to achieve quantitative, economic, cultural, moral, educational, spiritual progress, not lagging behind other nations on earth, it is necessary to feel the responsibility of those people who belong to this nation first. In every movement in the family and society, not forgetting the common interest of this nation at every step of the click is an important aspect of the sense of national responsibility. The level of political consciousness and spiritual maturity of people towards the prosperity of a particular nation is the second most important aspect that represents national responsibility. It should be noted that national responsibility is the responsibility of all nationalities and nationalities living in our country. Citizenship on the one hand expresses a set of views, which implies a high degree of independence of the individual in society, and on the other hand a high degree of humility, manifested in the participation of people in the life of society.

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THE EFFECTIVENESS OF METHODS FOR GREAT LESSONS

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Abstract: *Good lesson planning is essential to the process of teaching and learning. A teacher who is prepared is well on his/her way to a successful instructional experience. The article shows the development of interesting lessons takes a great deal of time and effort. As a new teacher you must be committed to spending the necessary time in this endeavor.*
Key words: *lesson plan, teaching and learning, development, feedback, ability, template, integrates, Types of assessments, oral presentations*

Introduction

Creating a successful lesson plan is a complicated task for all educators, especially without a good lesson plan template. While different teachers have different classroom management styles, creating a lesson plan should be on every teacher's checklist. A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. Particularly when working with children and teenagers, it can be hard to retain focus, manage behaviour, and encourage active participation. In addition, teaching adults can have its own challenges – it can be difficult for adult learners to absorb new things and change old thinking patterns.

One thing that may help you deal with some of these challenges is learning about the different teaching methods available. You don't need to pick one method and stick to it, but you may find that certain methods and styles are perfect for different learning environments.

For example, you might find that student-centred learning is perfect for KS2 children, and game-based learning works wonders for KS3. You may discover that using technology such as VR can elevate history and geography lessons, while experiential learning methods can be effective during science experiments and group projects. A successful lesson plan addresses and integrates these three key components:

- Objectives for student learning
- Teaching/learning activities
- Strategies to check student understanding

Theoretical basis

Using a template to create your lesson plan is one of many valuable teacher tools. It allows you to think through each step of your lessons, therefore preparing you to present your lessons to the best of your ability. Here are our 5 things you need to know to create a great lesson plan:

1. Clear Goal/Objective

There is always something new for you to teach your students. It is important to set clear goals and objectives for your lesson plan to ensure that you stay on topic and cover the relevant information. By setting up your goals and objectives first, you can work backwards in planning your lesson to ensure you accomplish your goals

2. Anticipate Challenges

While you're creating your lesson plan, imagine potential challenges you may face while presenting your lesson and brainstorm ways to avoid them. Having a good classroom management plan is important to using your class time efficiently. Things to consider include: adaptions for students needing extra help and additions for students needing an extra challenge. The truth is that not every student receives information the same way and not every student is at the same level of intelligence. We must accept this as a truth and work to find the best ways to be all inclusive with our lesson plans. That is why these adjustments are a necessary if you want to create a successful lesson plan.

3. Lesson Assessment

Did your students reach the lesson objective? There must be a clear relationship between the assessment and the lesson objective. Types of assessments include tests, quizzes, group projects, oral presentations.

4. Make it Relevant

Be sure to include some sort of real world application in your lesson. This will help your students grasp otherwise complicated topics with much more ease. Additionally, look for ways in which you can connect your lesson to previous lessons and can grow upon those. If you have extra time, consider ways in which you can build upon your lesson in future lessons as well.

5. Practice Presenting

Practice presenting your lesson by creating a script. You don't need to read word for word from your script when you present the lesson to your students, but a script is a valuable tool to help you stay on topic. Going through the practice of creating a script and practicing your presentation also shows you flaws in your plan allowing you to fix them before it's time to present it to your class

Analysis

It is also important to realize that the best planned lesson is worthless if interesting delivery procedures, along with good classroom management techniques, are not in evidence. There is a large body of research available pertaining to lesson development and delivery and the significance of classroom management. They are skills that must be researched, structured to your individual style, implemented in a teacher/learning situation, and constantly evaluated and revamped when necessary. Consistency is of the utmost importance in the implementation of a classroom management plan.

All teachers should understand that they are not an island unto themselves. The educational philosophy of the district and the uniqueness of their schools should be the guiding force behind what takes place in the classroom. The school's code of discipline, which should be fair, responsible and meaningful, must be reflected in every teacher's classroom management efforts.

- Maintain student attention
  - Use random selection in calling upon students
  - Vary who you call on and how you call on them
  - Ask questions before calling on a student; wait at least five seconds for a response
  - Be animated; show enthusiasm and interest
  - Reinforce student efforts with praise
  - Vary instructional methods
  - Provide work of appropriate difficulty

o Demonstrate and model the types of responses or tasks you want students to perform
o Provide guided practice for students; monitor responses and deliver immediate corrective feedback

Letting your students know what they will be learning and doing in class will help keep them more engaged and on track. You can share your lesson plan by writing a brief agenda on the board or telling students explicitly what they will be learning and doing in class. You can outline on the board or on a handout the learning objectives for the class. Providing a meaningful organization of the class time can help students not only remember better, but also follow your presentation and understand the rationale behind in-class activities. Having a clearly visible agenda (e.g., on the board) will also help you and students stay on track.

A lesson plan may not work as well as you had expected due to a number of extraneous circumstances. You should not get discouraged – it happens to even the most experienced teachers! Take a few minutes after each class to reflect on what worked well and why, and what you could have done differently. Identifying successful and less successful organization of class time and activities would make it easier to adjust to the contingencies of the classroom.

Conclusion

It is always evolving. Good teachers are never satisfied. They understand that everything can be improved. They approach each lesson as an experiment, soliciting feedback from their students both directly and indirectly. They look at nonverbal cues such as body language. They look at overall engagement and participation. They look at diagnostic feedback to determine if students are retaining the concepts introduced in the lesson. Teachers use this feedback as a guide to what aspects should be tweaked and each year they make adjustments and then conduct the experiment again.Planning doesn't guarantee you will execute the plan flawlessly, but it gives you a much better chance of doing so than without planning. Regardless of your classroom management philosophy, planning lessons should be a part of your style. There are many teachers' tools out there, but this has to be one of the most important tools for success. All teachers can benefit from slowing down and thinking through the planning process of creating your lessons. Use our free lesson plan template word document to help you create a robust lesson plan that is sure to help you succeed!

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EGGPLANT PRODUCTS GROW IN UZBEKISTAN IN UNHEATED GREENHOUSE APPROPRIATE SOWING TERMS AND SCHEME

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Abstract: *The article describes the effect of different planting times on the production of early, high-yielding and export-oriented crops of eggplant varieties in unheated greenhouses. Planting seedlings of eggplant varieties from January 20 to February 1 leads to an earlier formation of the elements of the crop, as well as fruit weight and 1 m sq. The possibility of obtaining high yields from the field is scientifically based.*

Key words. *Eggplant, prospect, soil, hybrid, variety, yield, flowering, fertile, planting, field.*

Introduction. Greenhouse vegetable growing is one of the main branches of agriculture and plays an important role in providing the population with fresh, vitamin-rich vegetable products in the off-season. Uzbekistan is not far behind the developed countries in terms of per capita production of vegetables and melons. However, in greenhouse conditions, their type is rare in the country, in particular, the existing greenhouse crop areas are occupied by tomatoes, cucumbers and greens.

In addition, a complete diet should include a variety of products rich in vitamins, the source of which is vegetables. and there is a popular saying that "this is very reasonable" [1; 3]. Also, in the off-season, the demand for eggplant in the domestic and foreign markets is growing from year to year. In particular, it is imported in foreign countries during the off-season.

Eggplant is one of the most valuable vegetable crops and is one of the most widely grown agricultural crops in the world. Today, the world's largest producers of eggplant are China (1.6 million tons), the United States (613.3 thousand tons), Iran (409.6 thousand tons). thousand tons), Turkey (215 thousand tons), Mexico (159.5 thousand tons) and Ukraine (127.2 thousand tons) from the CIS countries. However, in protected vegetable growing, eggplant is one of the least common vegetable crops, occupying only about 1% of the area [1, 4].

Eggplant is one of the most promising crops in Uzbekistan in expanding the range of greenhouse vegetable crops. This is due to the fact that it is not only a raw material for the canning industry, but also rich in vitamins in ensuring food security of the population in early spring.

This makes it possible to grow the earliest eggplants in the soil and climatic conditions of Uzbekistan, especially in greenhouses with unheated film. However, the technology of growing eggplant in unheated greenhouses in the country is not scientifically based.

Research method. The study compared the planting dates of eggplant varieties in the greenhouse on January 20, February 1 and February 10. Aurora, Chyornaya shark varieties and Aydin G'1 hybrids of eggplant were used in the research, and Aurora variety was obtained as a standard (st) variety. Each planting period is 2 rows of 4 rows, the length of the rows is 7.15 m and the total area is 10 sq.m. formed. The plants were formed into a stalk and the wire was tied.

The studies compared 60 × 30, 60 × 40 and 60 × 50 cm eggplant planting schemes in greenhouse conditions. Aurora, Chyornaya shark and Aydin G'1 hybrids of aubergine were used in the research.

In all experiments, phenological observations, biometric and productivity measurements were performed

Research results. In the cultivation of early, high-yielding and export-oriented crops of eggplant in unheated greenhouses, in particular, the growth of eggplant plants at different planting periods showed a shorter growth period of Chyornaya shark than other varieties. This allowed the elements to form earlier and the eggplant to enter the market earlier.

However, in comparison with other varieties of eggplant cultivar, which compares the morphological characteristics of the planting dates of plants, on January 20, when the plant height was 4.6 cm and a diameter of 0.8 mm and the number of leaves was 8, the number of side branches was the same. formed

(Table 1).

Morphological features of plants of eggplant cultivar specimens at different planting times in unheated greenhouses (2018-2020)

Variety samples	Sowing dates	Plants		Number of side branches, pcs	Number of leaves, pcs	Yield elements, pcs
		height, cm	diameter, mm			
Aurora (st)	20/I	34,2	6,8	2	50	3,3
	1/II	31,1	4,8	2	48	2,7
	10/II	30,0	4,0	2	32	2,5
Black shark	20/I	38,8	7,6	3	58	3,5
	1/II	34,2	6,3	2	47	3,2
	10/II	33,2	5,0	2	35	2,8
Aydin F'1	20/I	33,2	6,3	2	45	2,5
	1/II	31,0	5,0	2	50	2,5
	10/II	30,1	4,1	2	37	2,8

However, the morphobiological traits of the Aydin F'1 hybrid of eggplant were found to be closer to those of the standard Aurora (st) navigator.

The number of fruits in eggplant varieties at different planting times in unheated greenhouse conditions also varied. 3.5; 3.2 and 2.8 units, respectively. However, Aydin F'1 hybrid was characterized by a lower number of fruits than Aurora (St) navigator.

According to the results of a comparative study of eggplant varieties at different planting times in unheated greenhouse conditions, the heaviest fruit weight in the Aurora (st) variety was at the time of sowing on February 1. (216 g), while on January 20 and February 10, fruit weights were 181.4 and 163 g, respectively. Also, Aurora (st) cultivar can be grown in greenhouse conditions at different planting times for 1 m. The yield per square meter varies, January 20 - 6.2 .... 8.7 kg / m2, February 1 - 5.2 .... 5.6 kg / m2 and February 10 - 4.1 .... 4.7 kg / m2 (Table 2).

The eggplant cultivars studied in the study were compared to the Aurora (st) cultivar by 1 m 2 at different planting times. The average yield on January 20 - 2.8, on February 1 - 3.8 and on February 10 - 3.2 kg higher. Also, the studied Aydin F'1 hybrid yielded more than 0.6 kg / m2 on February 1 - 0.4 and February 10 - 0.6 kg / m2 compared to the Aurora (st) navigation. This is due to the fact that during these periods the Aydin F'1 hybrid was heavier in fruit weight (232 and 178.6 g).

(Table 2).

Influence of different planting times in unheated greenhouses on the yield of eggplant varieties (2018-2020)

Variety samples	Sowing time	Fruit weight, g	Yield, kg / m2			
			2018 year	2019 year	2020 year	average
Aurora (st)	20/I	181,4	6,2	8,7	8,5	7,8
	1/II	216,0	5,6	5,2	5,4	5,4
	10/II	163,0	4,1	4,4	4,7	4,4
Black shark	20/I	623,5	10,5	10,8	10,5	10,6
	1/II	224,4	9,0	9,5	9,1	9,2
	10/II	422,2	7,3	7,8	7,7	7,6
Aydin F'1	20/I	264,0	6,5	6,9	6,4	6,6
	1/II	232,0	5,6	5,8	6,0	5,8
	10/II	178,6	4,6	5,1	5,3	5,0
P%		105,2	1,2	1,1	1,3	1,0

Eggplant cultivar samples compared in unheated greenhouses The plant growth and development in different planting schemes, in particular, the difference between budding, flowering and fruiting periods was 2-3 days, plant height and diameter, as well as the number of leaves Chyornaya shark cultivar 60 × 40 cm when planted in the scheme was found to be the highest compared to other varieties and planting schemes (plant height - 34.2 cm and diameter - 6.8 mm, the number of leaves - 57.3 pieces). However, the lowest rate was 30.7 cm, 5 mm and 35.2 pieces, respectively, when planted in the standard Aurora variety 60 × 40 cm planting scheme (Table 3).

Table 4.13

Morphological features of eggplant varieties in different planting schemes in unheated greenhouses (2018-2020)

Examples	Planting schemes, see	The plant		Number of side branches, pcs	Number of leaves, pcs	Leaf surface, sm2
		height, cm	diameter, cm			
Aurora (st)	60×30	114,5	1,1	3	40,0	3554,2
	60×40	110,1	1,4	4	40,5	3225,4
	60×50	109,0	1,6	5	45,2	3219,1
Black shark	60×30	121,0	1,3	4	40,0	3715,5
	60×40	114.5	1,6	6	57,3	3620,9
	60×50	111,4	1,8	5	45,3	3229,3
Aydin F'1	60×30	141,0	1,6	3	37,0	3650,7
	60×40	133,0	2,0	4	44,0	3380,2
	60×50	129,1	2,2	4	50,2	3245,9

In the cultivation of early, high-yielding and export-oriented crops from unfavorable greenhouse conditions, in particular, the placement of eggplant varieties in different planting schemes also varies the number of fruits, Aurora (st) variety in the planting scheme 60 × 30 cm - 1.8 pieces, 60 × 40 cm - 4, 3 pcs., 60 × 50 cm - 2.5 pcs., 2.5 in the Aydin G'1 hybrid; 4.1

and 2.9 units, respectively. However, the Chyornaya shark species was characterized by a lower number of fruits than the Aurora (St) navigator.

According to the results of comparison of different planting schemes in the cultivation of eggplant varieties, the weight of the largest fruit in the variety Aurora (st) in the 60 × 50 and 60 × 40 cm schemes, it was 277.8 and 181.4 g, respectively, in the 60 × 50 smek scheme (264 g). Also, when the Aurora (st) variety is placed in different planting schemes, 1 m. The yield per square meter varies, in the planting scheme of 60 × 30 cm - 4.6 .... 5.3 kg / m2, 60 × 40 cm - 6.2 .... 8.5 kg / m2 and 60 × 50 cm - 6.4 .... 6.9 kg / m2.

Conclusion. In conditions of unheated greenhouses in the country, the optimal sowing period is the sowing of eggplant varieties such as Chyornaya shark and Aydin F'1 hybrid from January 20 to February 1.

Placement of varieties and hybrids of eggplant, such as Chyornaya shark and Aydin G'1, in the 60 × 40 cm planting scheme in unheated greenhouse conditions allows for early formation of yield elements and high yields.

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Socio-psychological factors in the formation of reproductive culture

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Abstract: *The article discusses the socio-psychological basis of the formation of reproductive culture in young people, their reproductive behavior, the attitude of young people to such ancient values as marriage and family.*

Key words: *Population, youth, reproductive behavior, reproductive culture, youth policy, birth, death, family, marriage, promelli, depopulation.*

In accordance with the Concept of Health Care Development of the Republic of Uzbekistan for 2019-2025, the President of the Republic of Uzbekistan Sh. Mirziyoyev signed Resolution No. PP-4513 of November 8, 2019. According to the resolution, priorities have been identified, such as improving the quality of medical care for women of childbearing age, pregnant women and children. In fact, in any country, if there is a strong focus on the youth, which is the basis for the regeneration of the population, in this country will always be development. Due to the fact that the majority of the population in Uzbekistan is young, the future demographic development, the dynamics of human resource regeneration is largely determined by the reproductive behavior of this socio-demographic group, the level of stability of young families. The study of their attitude to the family and family values is an important and topical issue. The family is the most basic unit of society and performs reproductive, economic and psychological functions. The reproductive function of the family and its fulfillment implies how many children each family must have in order for the population to recover. According to statistics, if every family had one child, such a nation could become extinct after the eighth generation.

Demographers say that in order for a family to fulfill its reproductive function, each family must have an average of 2.6 children. The family is the place where the younger generation grows up and acquires social status. The experience gained in every aspect of parental life is passed on to children in this space. The family plays a key role not only in the biological formation of the population, but also in the spiritual and moral development of every member of society. It is no exaggeration to say. The results of many social surveys conducted in the country show that the population of the country views the family as the most important value of every human life. That is why the family-marriage relations are strong here, and this feature distinguishes our republic from other countries. According to the Russian sociologist A. Antonov, the family as a socio-psychological whole has such a normative and informational effect on the individual that, as a result, the child, first of all, acquires legal norms and standards of behavior in society. Population is the main wealth of any country. Because man is the main productive force of society, he is also the creator of all social wealth. Therefore, the population, its composition and other demographic characteristics are one of the main factors influencing economic, psychological and social development. The fact that 1/3 of the population of Uzbekistan is young (14-30 years old) is one of the main features of its age structure. Young people are studied as representatives of various disciplines, including psychologists,

sociologists, demographers, economists, and medical professionals. As a specific social group, young people play an important role in the political, economic and social life of society.

Sociologists describe young people as a generation of people who are in the process of socialization, engaged in education, and then have a certain education, profession and skills, assimilated cultural and other social functions. Young people have their own interests and values and have a significant impact on the development of the country's social system. It is this group of people that will emerge in the future as a driving force in the country's development. Demography describes them as a group of people by age. According to the Law of the Republic of Uzbekistan "On State Youth Policy", which came into force on September 14, 2016, "youth (young citizens) - persons who have reached the age of fourteen and not older than thirty years »(Article 3).

It should be noted that in different countries there are different approaches to the separation of youth groups. For example, in the Western scientific literature there is an opinion that the age group includes people aged 15-20. Uzbekistan has developed a state youth policy, which includes socio-economic, organizational and legal measures taken by the state to create conditions for the development and socialization of intellectual and creative potential of young people. . By nature, the younger generation is actively involved in the process of population regeneration. It is known that the regeneration of the population means a constant change of generations. This process is related to the birth and death rates, as a result of which the previous generation replaces the previous generation. Birth is a major demographic process that determines the nature of population regeneration and its number has a significant impact on the dynamics of change. Birth and death are the basis of natural population growth. There are several indicators of birth: The total birth rate is the number of children born per 1,000 people and is determined in promel. Demographers B.S.Urlanis and V.A.Borisov determined the criteria for determining the birth rate using this coefficient. According to the criteria, the total fertility rate in the study area or population group is less than 16%, the birth rate is low, 16-24% is medium, 25-39% is high. and above 40%, the birth rate is very high. Birth is a biological process, which is associated with the reproductive tendency of people to have children. Reproductive tendency changes under the influence of the socio-economic environment in which a person lives. Mankind has gone through several socio-economic stages in its historical development, and the birth rate has not been the same at all stages of society's development. In Uzbekistan, the dynamics of the overall birth rate (number of children per 1,000 population, average) is high. The relatively high birth rate in Uzbekistan is due to the fact that the majority of the population lives in rural areas. This indicator is the result of reproductive behavior and represents the total number of births. It follows that reproductive behavior determines the number of children in a family and the birth rate. It should be noted that in recent decades, the country has undergone significant changes in the process of population regeneration. We can now see that the high birth rates in Uzbekistan have reached a record level. In Western countries, however, the observed decline in the need for children leads to significant changes in the reproductive behavior of the population. As a result, we can observe that the demographic situation in these countries exceeds the birth rate — depopulation. In Uzbekistan, where 1/3 of the population is young, the dynamics of population regeneration is determined by the reproductive behavior of this socio-demographic group.

Culture covers all areas of human life and is one of the most discussed phenomena in the scientific literature, but reproductive culture is studied in conjunction with philosophical teachings as part of human culture. However, the general vector of changes in the philosophy and culture of our century is characterized by anthropological awakening, manifested with great interest in the human problem, in various spheres of its existence, including the field of creators. Reproductive culture is the regulation of the historically changing reproductive needs of man and society, which develops due to the ambivalent direction of its survival and fertility. This culture is a qualitative description of

the lives of men and women, based on the universal importance of childbearing as one of the indicators of a person's full life. The essence of reproductive culture is manifested in its interaction with cultural types, sexual culture, health culture, parental culture, everyday culture.

The essence of reproductive culture (synonymously, the culture of reproductive behavior) is that it is a means of regulating the performance of the bodily function of reproduction and, as a result, a means of humanizing the restoration of new life. Therefore, the study of reproductive behavior of young people is one of the most pressing issues. In the field of psychology, the study of reproductive behavior of young people is a concept from the psychological point of view, with the help of which we can shed light on the essence of the concept of "man and woman." It is known that since the concept of "gender" is a biological category, the term is used in social psychology to justify the biological dependence of differences in the characteristics of men and women. A number of studies in recent years have shown that women, wherever they are in society or in the family, pay special attention to this social environment, ie interpersonal relationships, and their coordinating role. fulfills the line. This is especially true of the Eastern mentality. However, as the number of children in the family and the expansion of family ties, the woman continues to strengthen her position. This means that society needs to use the skills of women to manage interpersonal relationships, to find their place in this system. Mitigation of gender asymmetry - this trend reflects the integration of norms embedded in the mental subsystem of reproductive behavioral culture, increasing the access of men to its cognitive layer, changes in behavior associated with male participation in childbirth. based on the tender approach, we consider reproductive culture as a qualitative description of the vital activities of men and women, based on the universal value of childbearing, as one of the indicators of a full human life. Sociologists consider reproductive behavior to be a type of social behavior. In addition to individual needs, ethnic, religious views, and the specific behaviors of different social groups and segments of the population are also reflected in its implementation.

In demography, reproductive behavior is defined as "a system of behaviors and attitudes that manifests itself in or out of wedlock." This description was given by the Russian demographer VA Borisov. He later developed a theory of reproductive behavior with a number of demographers, identifying various aspects of the problem, including the role of contraceptives and abortions in determining the dynamics of birth, the social nature of the need for children, the reasons for declining demand for children in the family, reproductive predisposition. , the number of children in the family as an indicator of reproductive behavior (ideal, expected, desirable) and other problems. The need to have children is one of the most important components of reproductive behavior, which is mainly related to the conditions of socialization of the individual, life experience, the values of the parental family, the norms of reproductive behavior of previous generations. formed under the influence of In determining the number of children in a family, a person usually follows the norms adopted by the society in which he or she lives, or by large or small social groups to which he or she belongs.

In conclusion 1. The development of the concept of "reproductive culture" serves as the basis for the less developed component of cultural knowledge devoted to the study of the cultural state of human reproduction.

2. It was found necessary to include reproductive culture as a separate section in the textbooks of family psychology in order to explain to young people the whole socio-psychological reality.

3. The proposed structural and functional model of reproductive culture determines the typology, functional purpose and historical dynamics of this culture.

4. Basic psychological ideas enrich the theoretical basis for the study of the culture of everyday life and open up prospects for further cultural analysis of modern reproductive culture and its other historical forms. 5. The results and conclusions of the article can serve as a methodological basis for the development of the concept of sexual culture in the family relations of human and social life.

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Game is the main activity of children

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Abstract: *The article discusses the influence of play activity on the development of children, considers some pedagogical views of famous scientists and teachers on the play activity of children*

Key words: *Game, game activity, children, preschool age, development process, pedagogical, psychological.*

Introduction

For a long time, psychologists and educators have called the preschool age the age of play. And this is no accident. Almost everything that young children do, left to themselves, they call a game. Play is very important in the life of a preschooler. Currently, experts in preschool pedagogy unanimously recognize that play, the most important specific activity of the child should perform extensive educational social functions. Play - the most accessible kind of activity for children, a way of processing impressions and knowledge from the world around them. Play vividly manifests features of the child's thinking and imagination, his emotionality, activity, the developing need for communication.

Game - the main activity of children

Play is one of the important means of cognition of the world around. It is a difficult, internally motivated, but at the same time easy and joyful activity for the child. It helps to keep him in a good mood, to enrich his sensory experience, to develop visual and figurative thinking, imagination, speech. It lays the foundation for creativity. Children with a well-developed imagination have a higher intellect, are better oriented in non-standard situations, learn better. Play contributes to the development of children's voluntary behavior and independence.Playing is an important condition for the social development of children: in it they get acquainted with different kinds of adult activities, learn to understand feelings and feelings of other people, empathize with them, acquire skills of communication with peers and older children.

The game promotes physical development of children, stimulating their motor activity. It has an excellent psychotherapeutic effect, since through play activities the child can unconsciously and involuntarily release accumulated negative feelings. Play, if it does not turn into a formal activity, gives the child pleasure, gives him or her a special feeling of freedom.In play the child lives and acts not only in the visible, real space, but also in space

In the process of play activities are developed spiritual and physical forces of the child: his attention, memory, imagination, discipline, agility, etc. In addition, the game - it's a peculiar, inherent in the preschool age way of learning social experience.

A special place are games that are created by children themselves - they are called creative or role-playing. In these games, children reproduce all that they see around them in life and in the activities of adults. Children themselves choose the game, organize it. Moral qualities formed in the game, affect the child's behavior in life. Communication with peers is especially important for children growing up the only one in the family. Communicating with them, the child gets an opportunity to gain experience that corresponds to his or her aspirations and interests. Game and any other activity acquires a special content for him/her, provided he/she has a partner. The reason for communication becomes the child's desire to teach others what he or she knows himself or herself, to share his or her impressions.

Summary:

STORY-ROLE-PLAYING GAME

The child's role-playing game in its development passes through several stages: it is an introductory game, a representational game, a plot-drama game, a plot-role play, a drama game. Together with the game, the child develops: at first, his or her actions with the object-toy are manipulative in nature, then he or she learns different ways of acting with the objects, which reflect his or her ideas about their essential properties. The appearance of generalized actions in the game, the use of substitute objects, combining actions into a single story, the child's calling himself or herself by the name of the hero - all this indicates the transition to a role-playing game. These games begin to reflect human relationships, norms of behavior, social contacts.Researchers consider role-playing as a creative activity. In it, children reproduce everything they see around them. The development of play creativity associated with the gradual enrichment of the content of the game. The role of children's amateur play is important here, as it is a creative processing, transformation and assimilation of everything that the child takes from life.

THEATRICAL PLAY.

Important in the emergence of a special kind of children's play - a theatricalized game has a plot-role play. The peculiarity of a theatricalized game is that over time children are no longer satisfied in their games only with the portrayal of adult activities, they begin to be attracted to games inspired by literary works (heroic, labor, historical topics). Such games are transitional, they have elements of dramatization, but the text is used more freely than in a theatricalized game. Both games (story-role and theatricalized) develop in parallel. Researchers note the closeness of role-playing and dramatized play based on the commonality of their structural components (presence of an imaginary situation, imaginary action, plot, role, content). These games can exist as an independent activity of children and belong to the category of creative games. Currently in science there is no unified view on the essence of the concepts of "theatrical play" and "game-dramatization.Work on the formation of theatrical activity of preschool children is advisable to begin with the accumulation of their emotional and sensual experience; develop interest and emotional positive attitude towards theatrical activity. Familiarization of children to the dramatic art begins with the review of plays performed by adults: first the puppet plays which are close to the emotional mood of the child, then the dramatic plays.The theatrical play can be used in any kind of activity of children, in any kind of ECE. The greatest value of the game manifests itself in the reflection of children's impressions of the performances watched and read program literary works in their independent activities. Special work should be organized for children's plays, as a result of which children are united into creative groups (costumers, directors, artists, etc.)

IDACTIC GAME

Didactic games are widespread in the system of preschool education. They are known as learning games or games with rules, but the learning task in them is not acting directly, and hidden from the playing children, for whom in the foreground there is a game task. In an effort to implement it, they perform game activities, follow the rules of the game. Didactic game has a definite structure and includes a learning and game tasks, game action, game rules. Game rules make children remember them well and think about their implementation. Didactic game considered in scientific and methodical literature from different sides: it is used as a tool (moral, aesthetic education);as a form of organization of activities (game form of training);as a method and technique for leading children's play (a method of introducing new knowledge);as a type of activity (verbal, board, print, object).Scientists have noted the role of didactic games in mental, sensory education of children. In the process of specially organized activities, the child learns to analyze, compare, generalize objects. The main form of learning are lessons in which used didactic games. An important role is also played by independent didactic games - games that take place in free time. These games may occur either at the initiative of the teacher or at the request of children. Then the teacher here belongs to the role of observer and counselor, as well as participant in the game.

There are the following types of didactic games: games-assignments, games with hiding, games with guessing and guessing, story - role-playing didactic games, games - competition, game of chance.

MOVING GAMES

Moving games originated in the distant past in the depths of folk life. Competitions in strength, agility, speed, accuracy are widespread among children and adolescents.Such games create favorable conditions for the deployment of active motor activity.

Performing activities in the game is associated with the perception of the environment, with an orientation in it, as well as vivid emotional experiences in a group of peers.

Motion games are varied. First of all, these are actually moving games and sports games. Among the first, or, as they are also called, games with rules, there are plot and no plot, games - fun and attractions.

The content and nature of children's activities in the story of games reflect their ideas and knowledge of the surrounding world - the work of people of different professions, of natural phenomena, of the way of life and the habits of animals. A feature of such games is the opportunity to influence children through the images in which they are reincarnated, as well as through the rules. Actions of all actors are closely interconnected and interdependent. ("The Goose and the Swans", "The Bear in the Wood").

In non-storytelling games, children's actions are not connected to the play of a plot which allows different combinations and alternations of movements. They are constructed on the basis of performance of concrete motor tasks which conditions are defined by rules.

In work with three-year-old children, it is necessary to: - to animate a game character who will act as the child's partner in the performance of the task and in the subsequent game; - to use various plots to induce children to more complex ways of building the game, transition from conditional subject actions to role behavior; - to "transform" some subjects into other, to use substitute subjects.

F.Akramova noted the importance of organizing and conducting games which involve solving riddles invented by children. He noted the importance of children playing musical instruments and

games of developing character as a means of forming and developing independent thinking of children.

F.Akramova emphasized that during the game children tend to imitate adults, play various life situations, copying images of adults and their actions. She noted the important role of play in the development of independent, mental and creative abilities of children. In her opinion children's play promotes their harmonious development and their knowledge of the world around them.

Play activity, as the main activity, is closely connected with the development of the preschooler's personality, it causes changes in the mental processes of the child's personality, which develops, and is "a source of development and creates a zone of the nearest development" (L.S. Vigotsky)

Conclusion.

From this we conclude that play activity for children is the main form of learning. During play, they have an improved emotional state, interest appears, they easily adapt and enjoy playing.

Children actively engage in communication with their peers, sharing their experiences and interests. This contributes to the formation of personal qualities in children.

Through play, we can teach and educate children. And most importantly, they will not be bored during lessons. When choosing a game it is necessary to take into account the abilities and interests of each child and their age features.

As well as play activities develop spiritual and physical qualities of the child: his attention, memory, imagination, discipline, agility. In addition, play is a peculiar, inherent in the preschool age way of assimilating social experience and communication.

The child's desire to teach others what he or she knows himself or herself and to share his or her impressions becomes the reason for communication.

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The linguists' researches related to etymology and etymological dictionaries of English language

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Abstract: *In linguistics, the term etymon refers to a word or morpheme (e.g., stem or root) from which a later word derives. For example, the Latin word candidus, which means "white", is the etymon of English candid.*

Keywords: Etymologists, dialectological, comparative method, semantic change.

Introduction

Etymologists apply a number of methods to study the origins of words, some of which are:

- Philological research. Changes in the form and meaning of the word can be traced with the aid of older texts, if such are available.
- Making use of dialectological data. The form or meaning of the word might show variations between dialects, which may yield clues about its earlier history.
- The comparative method. By a systematic comparison of related languages, etymologists may often be able to detect which words derive from their common ancestor language and which were instead later borrowed from another language.
- The study of semantic change. Etymologists must often make hypotheses about changes in the meaning of particular words. Such hypotheses are tested against the general knowledge of semantic shifts. For example, the assumption of a particular change of meaning may be substantiated by showing that the same type of change has occurred in other languages as well.

An etymological dictionary discusses the etymology of the words listed. Often, large dictionaries, such as the *Oxford English Dictionary* and *Webster's*, will contain some etymological information, without aspiring to focus on etymology.

Main part

Etymological dictionaries are the product of research in historical linguistics. For a large number of words in any language, the etymology will be uncertain, disputed, or simply unknown. In such cases, depending on the space available, an etymological dictionary will present various suggestions and perhaps make a judgement on their likelihood, and provide references to a full discussion in specialist literature.

The tradition of compiling "derivations" of words is pre-modern, found for example in Indian (_nirukta_), Arabic (_al-ištiqāq_) and also in Western tradition (in works such as the _Etymologicum Magnum_). Etymological dictionaries in the modern sense, however, appear only in the late 18th century (with 17th-century predecessors such as Vossius' 1662 _Etymologicum linguae Latinae_ or Stephen Skinner's 1671 _Etymologicon Linguae Anglicanae_), with the understanding of sound laws and language change and their production was an important task of the "golden age of philology" in the 19th century.

"Etymology" is a slippery term . Its meaning shifts from century to century , falling somewhere between the classical , philosophical attempt to establish some innate (truth - giving)connection between the word and what the word stands for and the nineteenth - and twentieth – century lexicographical attempt to trace a word to its earliest form. The historical context Reproduced with permission of the copyright owner. Further reproduction prohibited without permission .

There are different linguists who have explored etymology and created etymological dictionaries. For example: Christopher Mark Simon in his dissertation explores the interplay between ancient etymological practices and the Roman historical tradition in stories of the early city. It aims to provide a better understanding of the intersection between language and history in Roman thinking about the past by examining the use of ancient etymology as a means to connect the origins of the Latin language with the origins of Rome and its culture. It assesses the influence exerted by ancient etymology not only from the perspective of etymologies as a category of historical evidence, but also from the perspective of etymological practices as an hermeneutic with the ability to (re)interpret and (re)construct the past.

"Etymology," Aarseff points out, is one of the trickiest words of all, both philosophically and philologically" In his earlier article on the background of the OED3 he stressed that the meaning now usually assigned to etymology, i . e . , its late nineteenth -century meaning of word provenance, " will not do at all before around 1820 at the earliest. " Etymology before 1820, as Bailey's Universal Etymological Dictionary (1721) makes clear, was a "Part of Grammar, shewing the Original of words, in order to distinguish their true Meaning and Signification ," and an " Etymologist" is "one skilled in searching out the true Interpretation of Words" not the form . Following Locke, Bailey explains in his introduction that since "Words are those Channels by which the Knowledge of Things is conveyed to our Understandings," an etymological lexicon must help us understand them in their "proper Meanings and . . . true Sense." The correctness of our thinking, Bailey asserts, depends on our exact understanding of the meanings of the words we use. Bailey's definition of etymology tends toward the Lockean notion of using words precisely to avoid imprecise thinking ; his declaring etymology a part of grammar, which is often overlooked by modern scholars, is pervasive before 1800.

To create an etymological dictionary of any language is one of the responsible tasks and everyone uses their own principles on making such dictionaries. It is important to point that there is a relation between the concepts that is being expressed by the word and the word itself. As R.M.W. Dixon states in the book _Word: A Cross – Linguistic Typology_, "the word is the smallest independent unit of language referring to a certain linguistic reality or to a relation of such realities and characterized by certain formal features (acoustic, morphemic) either actually (as an independent component of the context) or potentially (as a unit of the lexical plan)." (Pg: 5)

All the languages, which are existent nowadays, have their own etymological dictionaries. The approaches of creating such dictionaries are also different. For example, Eric Patridge states in his book _Origins,_ "Exigencies of space'—not always a myth, nor always a mere excuse for laziness— preclude a large vocabulary. The number of entries in _Origins_ is comparatively small, even for an etymological dictionary, but the system I have devised has enabled me, with the

aid of cross-references, not only to cover a very much wider field than might have seemed possible but also, and especially, to treat all important words much more comprehensively and thoroughly." He has concentrated upon civilization rather than upon science and technology; dialect and can't have teen ignored; slang is represented only by a very few outstanding examples" (e.g., *phoney*). He made short etymological dictionary.

On the other hand, Eric Patridge has included a certain number of words not usually found in a small British etymological dictionary: words that, little known in Britain, form part of the common currency of Standard English as it is spoken and written in the United States of America, Canada, South Africa, Australia, New Zealand, India and Pakistan.

He has made the book as the following: One class of words has deliberately been treated very meagrely: such exotics as do not fall into the classification 'Americanisms'— 'Australianisms'—etc. It does not much help the searcher to be told that *llama* has been adopted— that is, accepted unchanged—from Quechuan, or *okapi* from Bambulan (Mbuba); only a little more does it help him to learn that *cassowary* has been adapted from Malayan *kasuari*. For Amerindian, Australian aboriginal, Maori, Hindi and similar words, he has, wherever possible, avoided the baldness and inadequacy of such entries as '*kangaroo*'. Australian aboriginal word or '*pakeha*'. Maori for a white man.

M.M. Makovskiy used another approach on creating etymological dictionary. In his book *Historical etymological dictionary of modern English* he tried to concentrate on metaphor, the words are explained in a cultural way. The more attention paid to the customs and traditions of English people. It can also be helpful the author explains the worn in a cultural way, according to the traditions of the language owners. It is difficult to create native language's etymological dictionary, to create foreign language's etymological dictionary is much more difficult to do it, but the Russian author could manage to create it. His work is worth reading and it is very helpful.

In the book *Word and phrase origins* by Robert Hendrikson there were given U.S. dialects, technical words, slang words, sports words, echoic words, coined words, eponymous words, classical words, "war words," and many other stimulating terms. No word or phrase has been eliminated because it might offend someone's sensibilities he says.

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The Significance of the Family in Russian Paremics:

Linguistic and Cultural Aspect

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Abstract: *The article pays special attention to linguoculturology. The ideas about the role of husband and wife in Russian proverbs are considered.*

Keywords: mentality, language, cultural studies, moral and spiritual qualities, Russian proverbs.

The linguistic picture of the world of each people is a reflection of the national mentality of the people. The concept as a mental entity contains national-specific features correlated with the worldview, culture, customs, beliefs, fantasy and history of the people.

Any nation is characterized by its own mentality, it is considered a personal feature of civilization that distinguishes it from other national formations.

The mentality is usually called a set of features of thinking, perception of reality and decision-making, characteristic of a particular nation or people. That is, this is a part of the worldview, which is not individual for a person, but common to a large number of people belonging to the same ethnic or social group. The mentality combines views on the world, points of view on various events and phenomena, values, religious and behavioral norms, moral and ethical guidelines.

Culture, acting as a regulator of social life, includes, among other things, a number of generally accepted norms and ideas about marriage and the family, which determine the behavior that is usually expected from family members in various situations. Thus, norms have developed relating to the choice of partners (including courtship and the taboo on incest), to the performance of the roles of husband / wife [2, p.125].

In the process of studying the family, a controversial interpretation of its problems is revealed: some authors argue that the institution of the family reveals obvious symptoms of decline, disintegration and will soon cease to exist, because has lost its significance, others, on the contrary, believe that there is no crisis in the family, that nothing threatens it, and it will exist forever. Between these extreme points of view there are many other opinions. Perhaps because the family is a rather complex object of study, since, firmly inscribed in the practice of everyday life, it appears as a kind of "universal fact".

In the family, a person is brought up, becomes a person, receives primary knowledge about the world around him.

It is known that a person only becomes a person when from his youth he learns the language and, together with it, the culture of his own people. All the subtleties of the culture of the people are reflected in their language, which is specific and unique, as it captures the world and the person in it in different ways.

Language is the most complex thing. E. Benveniste wrote several decades ago: "The properties of the language are so peculiar that one can, in essence, speak of the presence of not one, but several structures in the language, any of which could serve as the basis for the emergence of a holistic linguistics." Language is a multidimensional phenomenon formed in human society: it is both a system and an anti-system, both an activity and a product of this activity, both spirit and matter, and a spontaneously developing object and an ordered self-regulating phenomenon, it is both arbitrary and produced, etc. [3, p.187].

Exploring any language, a person also masters several national qualities, traditions and culture of its speakers. Language is closely connected with culture: it grows into it, develops in it and expresses it.

Based on this idea, a new science arose - linguoculturology, which can be considered an independent branch of linguistics, which took shape in the 90s of the XX century.

Linguoculturology contains its own subject and language and culture, which are in dialogue, interaction, while culturology studies the self-consciousness of a person in relation to nature, society, history, art and other areas of his social and cultural life, and linguistics evaluates the worldview, which is reflected and strengthened in language in the form of mental models of the language picture of the world.

Linguocultrology is interested in what elements of culture and how are reflected, stored, transmitted and formed with the help of language. One of these components is a gender-sociocultural construct that accumulates ideas about masculinity and femininity that are characteristic of society in a certain period of its formation.

For a long time, man has been accumulating wisdom and skill, mastering this world. And most fully all the knowledge acquired by a person is reflected in proverbs, which can help to clearly consider the customs, moral and spiritual qualities, various national traits and values \u200b\u200bcharacteristic of a person of the past. The system of values, social morality, ethics, attitude to the world, to other peoples is displayed in proverbs.

Proverbs, being a cultural component of any nation and the basis of linguistics, provide an opportunity not only to delve into Russian culture, but also to study the features of the Russian language.
Proverbs and sayings, passed down from generation to generation, have become not just a cultural phenomenon that characterizes a particular nationality. These sayings directly formed the awareness of the world and affect self-perception.

"Husband and wife" is the core of family life, in proverbs they are always together: "A husband without a wife is like a goose without water; A husband without a wife is like a horse without a bridle; The husband is the head, the wife is the soul; Husband and wife are more than brother and

sister; Husband and wife are one soul; A husband to a wife is a father, a wife to her husband is a crown; The husband is strong according to his wife, and the wife is strong according to her husband; The husband is not a boot: you can't take it off your feet. [1, p.144].

So, from Russian proverbs we get an idea of the role of husband and wife in the family:

1) The husband is the head of the family, and the wife is his faithful companion in life. Such is the family way of life: The husband is the builder of the house, the drive away of poverty. The husband is in the house that the head is on the church. The husband is the head, the wife is the neck, wherever she wants, she will turn there. A good wife and an honest husband. Husband to wife is father, wife to husband is crown.

2) Between husband and wife in the family, a clear division of family responsibilities is necessary: the husband feeds the whole family, and the wife helps him: A man in the family is like a mother in a hut. A husband is like a crow, but all his wife is defense. The husband carry a tug, and the wife wears a shirt.

3) A husband and wife have a common destiny and a common life based on love and trust, on compliance with the requirements of morality and morality, spouses should always be united and overcome difficulties together: Husband and wife are one soul. Husband and wife are one Satan. The husband is strong according to his wife, and the wife is strong according to her husband. A husband without a wife is like a goose without water. A husband without a wife is like a horse without a bridle. Where there is a husband, there is a wife. The wife loved her husband, she bought a place in prison!

4) The main condition for a happy family life is joint efforts: Married - rich; singles are poor. Better with a husband than with a stranger. A wife is good as a husband. The lonely life of a family is considered a tragedy: Without a wife, without a cat, without a husband, without a dog. To achieve a happy life, they say: In the old days there were kings: Demyan, Constantine and Solomon. They were meek, humble and quiet in front of Jesus Christ, so my husband (name) would be quiet, meek and humble in front of his wife (or in front of his mother), did not rage over his wife (name) (prayer) [4. p. 158].

In the Russian family, the relationship between husband and wife is regulated by common Christian traditions. Religiosity is considered a necessary element in the family life of the Russian people, including in all spiritual life: God created a person similar to himself. Man and woman, husband and wife, must be united throughout life. The divine connection between husband and wife is a symbol of the connection between God and people.

In this way, family and family values are important elements of culture. When studying the culture of any country, it becomes obvious that there is a close connection between the language, the national way of life and the norms of behavior in society. Assimilation of the language and faith, control of one's own actions and behavior, vision of the picture of the world, knowledge of the elements of culture, family values allow one to become a spiritual and moral person. Culture also includes a number of generally accepted norms and ideas about marriage and the family. Relations between husband and wife are regulated by common Christian traditions presented in Russian proverbs.

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SOCIO-PSYCHOLOGICAL FEATURES OF THE FORMATION OF A SCIENTIFIC WORLDVIEW AMONG STUDENTS

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Abstract: *This article describes the socio-psychological features of the formation of the scientific age of students and the necessary conditions for the formation of mental education in them.*

Keywords: *scientific worldview, education, upbringing, mental education, psychological features, worldview*.

Forming a scientific worldview and thinking. The worldview is a system of dialectical views and beliefs that determine the development of nature, social society, the content of thought and individual activity. Within this system, beliefs formed on the basis of socio-ideological, philosophical, economic, natural-scientific, spiritual-moral, aesthetic, legal and ecological knowledge are the main components. Having a certain worldview allows a person to have a clear understanding of the environment, social relations, labor and production processes, a certain attitude towards the subjects, as well as a sense of responsibility for the fulfillment of their social duties. creates the ground. An individual's worldview is formed as a result of a consistent, systematic, continuous and purposeful organization of education, his active participation in the process of social relations in various directions and content, as well as self-education. In the formation of the worldview of the younger generation, it is important that they thoroughly master the basics of the natural, social and human sciences, which are taught in educational institutions.

The spiritual and moral image of a person, his life approaches, the values that are of paramount importance to him, and the essence of moral principles reflect the content of his worldview. In turn, the enrichment of the worldview ensures the stabilization of personal qualities and attributes. A worldview that embodies good ideas in its content helps to enrich the positive qualities that are manifested in the person. Worldviews differ in nature from scientific (having a certain philosophical system) and simple (not having a specific philosophical system) worldviews. At the heart of the scientific worldview are ideas that have been sustained as a result of continuous, consistent mastery of the basics of the existing sciences, active participation in the process of social relations. The formation of an individual's worldview is a complex process with a long-term, dynamic nature. The main features and essence of mental education and scientific outlook. Mental training plays an important role in shaping a person's worldview. Mental education is a pedagogical activity aimed at imparting to a person knowledge about the development of nature and society, the formation of his mental (cognitive) abilities, thinking, and on the basis of its effective formation the worldview is formed.

Mental education acquaints students with the achievements of science, technology, engineering and manufacturing, and creates the basis for them to develop creative, free and independent thinking skills. In the process of mental education the following tasks are solved:

• To provide students with scientific knowledge.

• Develop a conscious attitude towards the acquisition of scientific knowledge.

• Develop skills and competencies to apply existing knowledge in practice.

• Develop a sense of continual enrichment of knowledge.

• Psychological abilities (speech, attention, memory, thinking, creative imagination) and features (goal-orientation, curiosity, observation, independent thinking, creative thinking, reasoning, generalization, grouping of available information) that help to acquire knowledge , drawing logical conclusions and so on).

On the basis of the unity of mental education and upbringing, the individual develops thinking (reflection of social events in the mind, a higher form of human mental activity). Sources indicate that the current level of mental thinking is more complex and can be determined by the following criteria:

• Existence of a system of scientific knowledge.

• The process of assimilating existing scientific knowledge.

• Thinking skills.

The curiosity and need for knowledge. Mental thinking is the result of long-term concentration and relentless research. Scientific views and beliefs have a special place in its formation. Scientific view (Greek "idea" - goya, imagination, a set of concepts) - a specific phenomenon, a scientifically based idea that illuminates the essence of the process, a goya, when a person thoroughly masters the existing system of scientific knowledge, comparing knowledge with each other, comparison occurs as a result of analyzing the essence of an object, event, or process. Teaching students to think creatively, to develop inventive skills will allow them to conduct research and advance certain scientific ideas.

The effective organization of mental education ensures the development of scientific thinking in the individual. Scientific thinking is the highest form of human mental activity and means a scientific approach to social events and processes. An improved form of socio-philosophical, natural, economic, legal, spiritual, moral, aesthetic and ecological knowledge, reflected in the worldview of faith; there is infinite confidence in a particular idea, and its formation takes place in several stages. In the first stage, they are unstable and changeable depending on the situation. In the second stage, it becomes a stable principle of spiritual and moral views. The current requirement is to deviate from the ethical rules recognized by society, to organize a conscious movement in conflict situations, to act on the basis of volitional qualities.

In the third stage, faith remains a priority spiritual principle in all situations. When the scientific knowledge acquired by the student is widely used in the process of life relations, its essence becomes a belief only when it is deeply felt and understood.

There are several acceptable forms, methods and tools for the formation of the student's worldview, including conversations, debates, lectures, problem-solving on spiritual-moral, socio-ideological, economic, legal, aesthetic and environmental issues. practical trainings, debates, independent work, as well as business games that encourage students to think based on the creation of situations are considered more effective. The organization of independent work, in particular, the involvement of students in small research on a particular topic, serves as a basis for further enrichment of their worldview. Encouraging adolescents and young people to be critical of the ideas of a particular theory or doctrine, to reveal their methodological nature, and to act on the basis of sound arguments in expressing their personal opinions will also have positive results. The organization of the educational process on the basis of a consistent, continuous, systematic and clear social purpose, interdisciplinary interdependence in this process, as well as the unity of all available factors that are effective in shaping the worldview, is a guarantee of achieving the desired goal. This situation allows us to evaluate the essence of certain social events from different points of view, to see their development, to observe their transition from one state to another, to understand their interdependence and interdependence.

In the process of organizing education, it is expedient to strive to make effective use of the opportunities for interdisciplinary interdependence, the interaction of social and natural factors, the development of the individual under the influence of the environment and social relations. In-depth understanding of the basics of the subjects recommended in educational institutions by students will help them to form a broad outlook. Teachers need to take care of the formation of students' scientific worldviews and constantly pay attention to the practical application of scientific knowledge acquired by them.

As science teachers introduce students to certain laws and their meanings, they should explain to students that they need to be used or relied upon in a variety of life situations. It is important to be fully aware of the ideological ideas that play a key role in the formation of worldviews and their essence. Therefore, the idea of national independence, which is recognized as the main criterion in the social life of the Republic of Uzbekistan in the process of acquainting students with the essence of the basics of education in educational institutions, in particular, the social sciences and humanities. and giving detailed information about the views put forward in the context of ideology, the formation of a certain attitude of students to them is a pedagogically effective way. Economic education is an integral part of shaping students' scientific outlook. In the context of the formation of market relations in the Republic of Uzbekistan, the formation of skills and abilities to provide students with economic knowledge and the ability to conduct economic activities is of particular importance. Economic education is the provision of students with economic knowledge, the formation of skills and abilities to organize economic activities (family budgeting, family management, preservation, reproduction of existing material wealth, proper organization of trade relations, etc.). , is an important component of social education.

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Forming a scientific worldview and thinking.

The worldview is a system of dialectical views

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Modern technologies of intensive communication in the Russian language

Abstract: *The article contains new teaching methods to improve the assimilation of high volume of information, improving student engagement to the classes, pointed details that teacher should pay attention, moreover described the aspects of intensive communication.*

Keywords: *intensification, efficiency, rationalization, communication block.*

Intensification of communication is the transfer of a larger amount of educational information to students with a constant duration of training without reducing the requirements for the quality of knowledge. For the successful intensification of the educational process, it is necessary to develop and implement scientifically based methods of guiding the cognitive process that mobilize the creative potential of the individual. An increase in the pace of learning can be achieved by improving the content of educational material and teaching methods .

Improving the content involves:

- rational selection of educational material with a clear allocation of the main, basic part and additional, secondary information in it; the main and additional literature should be allocated accordingly;

- redistribution of educational material over time with a tendency to present new educational material at the beginning of the lesson, when the perception of students is more active;

- the concentration of classroom classes at the initial stage of the course development in order to develop the foundation of knowledge necessary for fruitful independent work;

- rational dosage of educational material for multi-level study of new information, taking into account the fact that the process of cognition develops not in a linear, but in a spiral principle;

- ensuring the logical continuity of new and already learned information, the active use of new material for repetition and deeper assimilation of the passed;

- economical and optimal use of every minute of study time.

Improvement of communication methods is provided by:

- wide use of collective forms of cognitive activity (pair and group work, role-playing and business games, etc.);

- development of appropriate skills of the teacher in the organization of management of collective educational activities of students;

- the use of various forms and elements of problematic communication;

- improving the skills of pedagogical communication, mobilizing the creative thinking of students;

- individualization of learning when working in a student group and taking into account personal characteristics when developing individual tasks and choosing forms of communication;

- striving for the effectiveness of training and the uniform advancement of all trainees in the process of cognition, regardless of the initial level of their knowledge and individual abilities;

- use of the latest scientific data in the field of social and pedagogical psychology;

- the use of modern audiovisual means, TSO, as well as information training tools.

The concept of "intensification of learning" adjoins the concept of "activation of learning". Activation of educational activity is understood as purposeful activity of a teacher aimed at the development and use of such forms, content, techniques and teaching tools that contribute to increasing the interest, independence, creative activity of a student in the assimilation of knowledge, the formation of skills, skills in their practical application, as well as the formation of the ability to predict the production situation and make independent decisions.

In the modern period, there is a real need to develop and apply open systems of intensive communication. These systems give the student the opportunity to choose the appropriate learning technology and develop an individual program for the formation and actualization of personality. But the implementation of the synthesis of open systems of intensive training is possible only if a number of conditions are met:

- comprehensive consideration of the characteristics of the pedagogical environment in which the learning process will take place: the content characteristics of the pedagogical environment are determined by knowledge, skills, cognitive and cultural potentials, forms and methods of organizing training and independent work of students;

- compliance with the principle of adaptation of the learning process to the student's personality; this principle is implemented in practice through the nonlinear structuring of the discipline (compilation of its external and internal modules) and the compilation of an extensive program of its study by students;

- acceleration of individual development of general scientific and special knowledge by students due to the design of the "logical construct" of the discipline, in which basic knowledge is given in a collapsed form.

The effectiveness of technologies, the rationalization of teaching methods, effective teaching methods are integral attributes of all modern pedagogical technologies.

Effectiveness (from Latin. efficius – giving a certain result, effective) means "the ratio of the achieved result (according to one criterion or another) to the maximum achievable or pre-planned

result, when measuring the effectiveness of a study group, the choice of criteria is concentrated around success and effectiveness indicators."

Rationalization of educational activities (from "rational" - reasonably justified, expedient) implies the expediency of the activities of the teacher and students by improving learning technologies in order to increase productivity, i.e. efficiency.

We consider it expedient to consider the criteria of efficiency, rationalization and optimization of the educational process as the main criteria of intensive learning technologies.

The main "three pillars on which the land of learning rests" are distinguished by teachers - activity, independence and creativity. Based on our experience with the use of intensive technologies, we consider it appropriate to consider these provisions as three system-forming principles of intensive technologies that stimulate communicative competence: technology of activity, technology of creativity, technology of independence.

In order for a student to be independent, actively show his creativity, it is necessary to take into account possible options for independent activity technologies. According to the level of independence , there are four types of technologies of independent cognitive activity:

1) goal setting and task planning takes place with the help of a teacher;

2) the teacher helps to set the goal, the students themselves plan the work;

3) students both set goals and plan work (as part of the teacher's assignment);

4) the work is carried out by the students on their own initiative: determines the goal, content, plan and performs it himself.

Independently means to be able not so much to solve the problem, but to be able to put it. Therefore, independence is impossible without creativity. "Being independent means being able and able to set yourself a task, build a plan for solving it yourself, and then implement it. Independence always contains elements of creativity or requires its manifestation."

The component of designing or goal setting involves designing goals and determining the final results, in which the student himself participates, based on his motivations and requests.

Comfortable conditions or a comfortable microclimate in the educational process means that the teacher creates success situations for students, is able to maintain contact with them, shows tolerance, expresses emotional support and understanding, removes and prevents negative stressful moments. These provisions are considered by us as basic in teaching intensive technologies.

The diagnostic component or monitoring of the quality of education is used as a method of evaluating the results of educational activities, taking into account its real educational opportunities and the initial level of knowledge. Knowledge rating, student rating, teacher rating are used as a promising assessment system in intensive technologies. Diagnostic data is used to adjust learning activities.

Intensive technologies, considered by us as means stimulating the development and formation of the communicative competence of future specialists, in the light of the concept of humanization of education are determined by the following components:

- attitude to the student as a subject of life activity, capable of self-improvement of communicative competence as a valuable quality of personality;

- attitude to an educational institution as a valuable educational space, where psychological and pedagogical stimulation of communicative competence as a valuable, humanistic quality of a future specialist is carried out in the process of communication and communicative activity.

Sometimes the usual practical course of a foreign language, which presents a large amount of material in a short time and involves energetic actions of the teacher, is mistakenly called "intensive", although it is conducted on the basis of a traditional textbook.

Intensive communication is a learning communication. We are talking about a two-dimensional organization of communication, when the principle of indirect goal-setting, i.e. play in the broadest sense of the word, becomes the main form of implementation of the educational process. We can say that the intensive course is one big, well-organized game and above all role-playing.

What are the teaching materials of the intensive course?

This is, first of all, a polylogue text, in which all its participants are involved, who have received their roles-legends. Why "polylogue"? because all the actors can speak in it, as well as two or three, and a monologue can also be included in it.

What are the requirements for the situation? It should be a model of communication, and the speech units included in it should be presented in a variety of variants. In other words, in other, very different life conditions and circumstances (variants), the student resorts to the same speech units in his statements.

It is very important that the polylogue consists of communicative blocks, semantic blocks around selected situations.

A communicative block is a set of communicative units that has the coherence and value of a speech work, with the change of several communicative roles. The communicative block determines the motivation and purpose of the speech situation.

When selecting lexical and grammatical structures, their functionality is taken into account, i.e. those that provide the possibility of carrying out speech activity in a given sphere of communication and can most effectively serve a situationally organized text are selected.

When selecting vocabulary, in addition to the criterion of functionality and particularity, in intensive training, one more must be taken into account – paralinguistic. That is, if we have 2-3 synonymous units that are equally used in this situation, then we prefer the word that can be remembered using non-verbal means - facial expressions, gestures, intonation, movement, etc.

It is necessary to include in the dictionary the words that make up the modal synonymy, for example: so-so, not really, nothing, etc. We really need words and constructions familiar to a native speaker that help express this or that attitude, i.e. all these:

Well, there! That's it! Ah, that's it! So much for you! What else! and so on; evaluative-existential proposals: That's the job! Ay, a song! etc.; genitive sentences: Not a drop of pity; Not a shadow of sadness, etc.

Work on the text of the polylogue in its traditional sense is not carried out. Only events, actions, and the hero's reaction to what is happening can be discussed. It's another matter if the text is used in regular speech development classes. In this case, other tasks are possible, but, of course, communicative, and the text of the polylogue can be studied by dividing it into semantic parts.

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"THE GREAT FUTURE - UZBEKISTAN'S DEVELOPMENT STRATEGY"

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Abstract: *This article discusses the further development of political, trade, economic, cultural and humanitarian ties of Uzbekistan with Asian countries.*

Keywords: *independence, parliament, address of the president, politics, militancy, cooperation*

On August 31, 1991, the independence of the Republic of Uzbekistan was declared. The sacred dream has come true through the peaceful parliamentary process in which Uzbekistan has achieved its true statehood. This is a great event in the centuries-old history of our people. The historical event was written in golden letters in the annals of our state.

On December 29, 2020, the President of the Republic of Uzbekistan Shavkat Miromonovich Mirziyoyev addressed another appeal to the Oliy Majlis and the people of Uzbekistan. In the address, the head of our state set future goals and identified the most important tasks aimed at ensuring the well-being and prosperity of the population.

To this end, President Shavkat Mirziyoyev stressed the need to improve the foreign policy strategy of the republic and adopt an updated concept of activity in this area. At the same time, they stressed the importance of ensuring the consistency of an open, proactive and constructive foreign policy pursued by Uzbekistan.

In general, a systematic analysis of the basic principles and characteristics of the modern foreign policy strategy of Uzbekistan can serve as a model for many countries today, especially in the context of a crisis of confidence in international relations, the lack of dialogue and mutually beneficial cooperation. which is a sign that foreign policy is well thought out.

Uzbekistan's foreign policy interests are based primarily on the priorities of domestic development, which in fact means that the country's international cooperation is a clear way to economize, strengthen economic pragmatism in foreign relations.

As a result of using this approach, the effectiveness of work on attracting foreign investment and new technologies, expanding the flow of tourism, as well as increasing exports of national products to world markets has increased significantly.

In particular, one of the main indicators of economic growth in recent years has been a sharp increase in investment activity. Over the past 4 years, the average annual growth rate of investment has been 22 percent. The total volume of attracted foreign investments reached $ 26.6 billion, including $ 17.5 billion directly.

The volume of investments increased more than 2.1 times, including foreign investments 2.7 times. The share of investments in GDP in 2019 will exceed 38% for the first time, creating a solid foundation for economic growth in the coming years.

In contrast to the complex conditions associated with the consequences of the pandemic, World Bank experts forecast GDP growth of 4.8% in 2021, one of the best indicators among developing countries.

In 2017, at the initiative of our President, a new era began in Uzbekistan with neighboring countries.

One of the priorities of Uzbekistan's foreign policy is to strengthen friendship and cooperation between Kazakhstan and neighboring countries such as Kyrgyzstan, Tajikistan and Turkmenistan. The common history, religion, culture, language and common roots serve as a basis for further rapprochement of the peoples of these countries.

In the new historical context, socio-political processes have required a different perspective on the origins, history, unique way of life and good neighborly relations of the peoples of Central Asia.

In 2017, a new page was opened in the relations between Uzbekistan and Tajikistan. In May, the President of Uzbekistan Sh.M. Mirziyoyev met with Tajik President I. Rahmon for the first time. A number of mutually beneficial agreements were reached during the meeting. In April 2017, after a 25-year break, flights between Dushanbe and Tashkent were resumed.

In the eastern direction, Uzbekistan has paid special attention to strengthening interstate relations with Asian countries such as Japan, Korea and India.

Today, Uzbekistan consistently supports the principle of multilateral cooperation in the foreign policy of our country. Uzbekistan supports the development of creative processes of globalization, the establishment of mutually beneficial and equal international cooperation based on dialogue, mutual trust and respect for each other's interests.

Today, Uzbekistan is active in building collective mechanisms against various threats and risks that directly affect the formation of the regional and global agenda, the security, prosperity and sustainable development of the international community.

The effective participation of the President of Uzbekistan in the international arena is a clear proof of this. Thus, during the first epidemic, the head of the republic addressed an emergency meeting of the Turkish Council, calling on the international community to be the first among the world's leaders to unite in the face of a single threat.

This approach is also reflected in the strengthening of the role of our country in international law - the launch and adoption of conceptual multilateral documents aimed at addressing pressing issues of the global agenda.

In particular, since 2016, on the initiative of President of Uzbekistan Shavkat Mirziyoyev, the UN has adopted four resolutions aimed at improving the foundations and mechanisms of international cooperation in the field of tourism, regional cooperation, interfaith understanding and sustainable development.

The important initiatives put forward by the head of our state at the 75th session of the UN General Assembly are also noteworthy, which has made a significant contribution to the development of mutually beneficial international cooperation.

Today, Uzbekistan is a member of more than 100 different international organizations and a party to more than 200 international multilateral agreements. In particular, in 2017-2020, Uzbekistan put forward more than 30 initiatives at the SCO summits, during which time 36 proposals were submitted within the CIS.

In recent years, Uzbekistan has also actively participated in the UN. The election of the country for the first time as a member of the UN Human Rights Council was an important event in this regard.

At the same time, the republic has begun an active dialogue on membership in the World Trade Organization in order to take a worthy place in the world trade system, which corresponds to our resource and economic capabilities and human potential.

In addition, negotiations on an enhanced co-operation and co-operation agreement with the European Union have been completed, which will help create more favorable conditions for easing the regime of mutual trade and foreign trade.

In this regard, it should be noted that the goals set by the President of Uzbekistan in the appeal to the Oliy Majlis to develop separate programs and cooperation strategies with key foreign partners can fill international cooperation with a new concrete content.

Over the past three years, our country has become a member of the Inter-Parliamentary Union, the OSCE Inter-Parliamentary Assembly and the Inter-Parliamentary Assembly of the CIS. During this period, the total number of inter-parliamentary friendship groups reached 48, and last year the concept of parliamentary diplomacy was adopted by the legislature.

Most importantly, as a result of this approach, Uzbekistan's prestige in the world is growing.

In general, in recent years, our country has achieved significant growth in the international arena. Uzbekistan is ready to address the most pressing issues of both regional and global agendas in a practical and open dialogue. creates the conditions and strives to be a responsible and predictable partner.

I am amazed by the activity and openness of our President to hold private meetings with ordinary people. They can fly to the United States, India, Pakistan, Kazakhstan and other countries for various meetings and official visits for several weeks, but after the visit, of course, they fly on business trips across Uzbekistan to meet with residents of the regions.

The President has taken strict control of the process of large-scale reforms on the ground.

I am confident that under the leadership of President Shavkat Miromonovich Mirziyoyev, our country will achieve even greater results.

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LINGUOCULTURAL FEATURES AND THEIR CORPUS ANALYSIS OF ENGLISH FEMALE NAMES

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Abstract. *This research is based on linguistic and linguocultural study relatively. There conducted corpus analysis of 50 English names. In this investigation, the author covered name elements, deep notion in linguistics, cultural cognition. In other words, the study determines religious and historical denotation and root to Old English relevant to male and female names. The gender elements of names lead to Anglo Saxon dialect. Mostly, English female names entitled with "sister", "wife".*

Key words: linguo culturology, history, mythology, nature, female names, content, semantics.

Introduction. Linguoculturology studies the interaction of language and culture, links our knowledge of language to our knowledge of man – a native speaker and the specific features of reflection of culturally significant phenomena in his/her consciousness and linguistic competence (Komova, 2003). Unlike the approach of country-through-language studies, addressed mainly at description of semantic characteristics of culturally marked vocabulary and provision for encyclopedic information about it, a linguoculturological analysis is also intended to demonstrate some specific features of functioning the given vocabulary in language and speech, these features being determined by the content of vocabulary units.

According to Kukharenko, "The personal names taken as a whole create an anthroponymic space and a specific semiotic system of a literary text. Their elements interact not only with each other, but with some other language material as well, which offers an opportunity to bring to light the relationships and bonds among the characters of a literary work, the system, functioning and dynamics of certain literary images, etc. Names play a particular part, helping an author express his/her creative individuality and manner, principles and beliefs as well as the attitude to the realities of life. If a writer chooses a name for a character appropriately and it matches some specific features of national anthroponymicon, such a name acquires certain semantic and stylistic significance and makes a deep emotional and artistic impression on both a given character` s image and a literary work as a whole."

To put that in other words, one of the ways in which we might come to an understanding of Anglo-Saxon naming practices is by discovering how they varied according to date and region. Fortunately, we can and should draw on the invaluable assistance of the online Prosopography of Anglo-Saxon England, which can also help to determine whether the frequency of certain name-elements merely reflects the frequency with which particular individuals are named in the historical record.

Methodology. The study confirms the view that there is no consistent correlation between female grammatical gender and name-elements employed in names given to women. Nor does it seem that semantics has much bearing.

The following factors were taken into account in full to include the female names in the corpus analysis:

Religious

Natural

Historical - Mythological

English women can be addressed with the names which are taken origin from religious books like Bible or Gospels. For example:

Rebecca - meaning "join, tie, snare". This is the name of the wife of Isaac and the mother of Esau and Jacob in the Old Testament.

Johanna - English form of *Iohannes*, the Latin form of the Greek name, itself derived from the Hebrew name meaning " Yahweh is gracious", from the roots *(yo)* referring to the Hebrew God and *(chanan)* meaning "to be gracious". The Hebrew form occurs in the Old Testament (spelled Johannan), but this name owes its popularity to two New Testament characters, both highly revered saints.

Moreover, According to Anglo-Saxon origin of dialect female names are derived from Old English. These names are connected more nature and beauty for example:

Bella - short form of Isabella or names ending in *belle*. It is also associated with the French word *belle* meaning "beautiful". A famous bearer was Belle Starr (1848-1889), an outlaw of the American west, whose real given name was Maybelle.

Bertha - originally a short form of Germanic names beginning with the element *behart* meaning "bright, famous". It was borne by the mother of Charlemagne in the 8th century, and it was popularized in England by the Normans. It died out as an English name after the Middle Ages, but was revived in the 19th century.

In addition, names which have nature affect – derivation -wulf (wolf) as their second element are more likely to be male, but it is also common as a first element in female names. For instance, Ulva is a simple name that comes from German roots. It translates easily to "wolf". Next name, Wafula means "born during the rainy season", from Luhya *ifula* meaning "rainy season".

Other frequently occurring first name-elements in female names which author considers semantically inappropriate for women are Ecg- (sword), Here- (army/battle), and Sige- (victory). Pagan Anglo-Saxons, I presume, thought otherwise.

Adele- Originally a short form of names beginning with the Germanic element *adal* meaning "noble". Saint Adela was a 7th-century Frankish princess who founded a monastery at Pfazel in France. This name was also borne by a daughter of William the Conqueror.

Adalaide means "noble type", from the French form of the Germanic name *Adalheidis*, which was composed of the elements adal "noble" and heid "kind, sort, type". It was borne in the 10th century by Saint Adelaide, the wife of the Holy Roman emperor Otto the Great. In Britain the parallel

form Alice, derived via Old French, has historically been more common, though this form did gain some currency in the 19th century due to the popularity of the German-born wife of King William IV, for whom the city of Adelaide in Australia was named in 1836.

Agatha - Latinized form of the Greek name, derived from Greek*)* meaning "good". Saint Agatha was a 3rd-century martyr from Sicily who was tortured and killed after spurning the advances of a Roman official. The saint was widely revered in the Middle Ages, and her name has been used throughout Christian Europe (in various spellings). The mystery writer Agatha Christie (1890-1976) was a famous modern bearer of this name.

The symbolic meaning of the name Desdemona is actualized in the tragedy: it probably represents a Latinized form of the Greek word dusdaimōn "ill-fated, ill-starred" and becomes appropriate to the character"s destiny.

Another famous name is Diana which Means "divine, goddesslike", a derivative of *dia* or *diva* meaning "goddess". It is ultimately related to the same Indo -European root *dyew-* found in Zeus. Diana was a Roman goddess of the moon, hunting, forests, and childbirth, often identified with the Greek goddess Artemis.

To conclude, we would to emphasize the linguocultural features of names that refer to content of culture and life significance of the nation. It is obvious that names always refer culture and beliefs of the country. We can see from the research that English female names are closely connected with the beauty of nature, strength of myth and history,

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The role of neologisms in the modern literary language

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Abstract. *The article deals with the issue of neologisms, their place and functioning in the modern Russian literary language, the classification of neologisms is given, an attempt is made to clarify the appearance of neologisms in the language and their distribution.*

Key words: neologism, Russian language, modern literary language, functioning, stylistic coloring, vocabulary, culture of speech, borrowings, semantic neologisms, lexical neologisms, occasionalisms, potential words.

INTRODUCTION: Russian is one of the most complex, beautiful and powerful languages in the world. It has a very ancient and rich history. Nowadays, the vocabulary of the Russian language is experiencing a new period, a kind of linguistic flourishing. Due to the rapid development of various fields of science, new words appear in the vocabulary of every native speaker. They can be borrowed from other languages to appear as a result of merging certain words. Modern scientists have given such words a special name - "neologisms".

The systematic study of neologisms began relatively recently. New words have been most actively studied in Russian linguistics since the 60s. XX century, as evidenced by monographs, dissertation research, numerous articles in which neoplasms are considered in various aspects: word-formation, lexicological, sociolinguistic, normative, stylistic, onomasiological (works by E. A. Zemskaya, V. V. Lopatin, A. G. Lykov, N. Z. Kotelova, L. P. Krysin, I. S. Ulukhanov)[1].

So, what is a neologism? According to N. M. Shansky, neologisms are "new lexical formations that arise due to social necessity to designate a new subject or phenomenon, retain a sense of novelty for native speakers and that have not yet entered or have not entered into general literary use" [2].

Neologisms are a concept that appeared quite recently. But in the XXI century it has become very common and used in modern Russian. The problem of the use and meaning of neologisms in modern speech is very relevant and deserves a detailed study.

A word is a neologism as long as it feels fresh and commonly used. At one time, the word "cosmodrome" was a neologism, and now it is part of the lexical composition of the modern Russian language [3].

New words or neologisms (from the Greek neos- new, logos – word) appear hourly, every minute, but not all words are stored in human memory, are fixed in various reference books.

For each generation, some words were new at one time. People of the older generation felt well a few decades ago the novelty of such words as tape recorder, department store, TV. Those who were born in the 50s remember the origin of the words sputnik, lunokhod, space shuttle. Now we are already used to such words as computer, mobile communication, mixer. But there are still many new words that will either gain a foothold or disappear.

Here are examples of neologisms that arose in different periods of the 20th century.

20-30-ies.: subbotnik, udarnik, gosplan, five-year plan.

50s. 6 virgin land, lunokhod.

60-70s.: airbus, foam rubber, transistor, astronaut, to land.

80s: disco, aerobics, Afghan.

90s.6 teleconference, voucher, TV star, Internet.

A modern, unique linguistic neologism of the era of social networks is the word selfie, which means photographing oneself.

In modern Russian , neologisms are divided into:

- language,
- lexical,
- semantic
- author's (individual stylistic)

When it comes to neologisms, the issue of borrowings should also be mentioned here, since they also play an important role in the emergence and spread of new words in the language. The Russian language has always been open to borrowings. Since the era of Peter I, the vocabulary has been enriched with words from Western European languages. Especially a lot of words came from the French language. These are political words (avant-garde, asset, dilettante, minister, despot, officer, president, reform), art criticism (announcement, ballet, fashion, masterpiece, conductor, decoration, masterpiece, orchestra, piano, waltz, session), names of household items, clothing, products (vest, hood, tulle, briefcase, subway, sofa, vanilla, broth, puree, dessert, jelly, terrace). Borrowed from the Polish language (bottle, screw, guitar, colander, turkey, jam, pate, jacket, shawl, vacation, comedy, figure, cheat sheet, distance, apartment, carriage, factory). Italian origin (cello, opera, libretto, vermicelli, tomato). From Dutch came the words (pilot, shipyard, umbrella, saucepan, flag) into the Russian language.

In recent years, most of the new words have been borrowed from English using calculus.

Reasons for borrowing:

* borrowing a word together with borrowing a thing or concept (shaker, bowling, poster, manager),

* the tendency to replace the descriptive name with a one-word one (a realtor is a real estate sales specialist, a promoter is a sales representative, barter is a commodity exchange without the participation of money),

* borrowing is due to the influence of foreign culture, dictated by the fashion for foreign words (security guard, image - image).

With the development of technology, science, culture, and industry, new words and phrases appear that serve as names of new objects, phenomena, and concepts. Neologisms that have become units of the language eventually enter dictionaries reflecting the current state of vocabulary, and neological lexicography, which has been formed in recent decades, opens up opportunities for understanding the modern history of Russian vocabulary [5].

Of course, in the world and language, in the end, only the most successful neologisms will be fixed, the rest will remain outside the normalized language.

Russian writer Ivan Sergeyevich Turgenev's words should always be remembered: "Take care of our language, our beautiful Russian language, this is our heritage, handed down to us by our predecessors."

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IRIS MURDOCK "CALL": ARTISTIC ANALYSIS OF THE IMAGE OF DORA

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Abstract. *The article analyzes the dynamics of the image of Dora, one of the protagonists of Iris Murdock's novel The Bell, growing and changing in different situations and events. At the beginning of the novel, the author informs the reader about Dora's subjective image by giving her a subjective image, and then with the help of an external image she is able to behave in several situations. Also, some features of this image, the role of space, place and other images in their opening, as well as the artistic and aesthetic function are revealed.*

Key words: image, novel, character, objective image, subjective image, Iris Myordok, art code.

Introduction. In the novels of Iris Myrdock, which entered the literature in the first half of the twentieth century, modernism denies the classical traditions, depicts man in various awkward and tragic situations, bitter laughter over social values, mythopoetic elements, bitter humor typical of postmodernism. But in doing so, the author makes effective use of the novel genre and its possibilities as he narrates the events. This can be seen in the image of Dora in the novel The Call. Indeed, "the depicted human character, the human actions, and the human consequences depend on the situation presented to us. They show us in detail the decision to choose one of two paths in a difficult period and the range of actions we can take to find them "[2, 18]. In this sense, the image of Dora has a brighter impact on the reader than the characters in the novel The Bell, such as Paul, Michael, James, Mrs. Mark. First of all, he had no close confidant to guide him in life. So he got lost. But even though he is lost and indulged in lust, he understands the being artistically and aesthetically, and although he has no ability, he draws himself, tries to understand the essence of reality, and in the end the character hardens. Paul TB does not change. They are not always ready to draw the right conclusions from their mistakes. This aspect in them may be based differently. But all that remains is the image of Dora and her image of growth and development, which creates conditions and opportunities for this woman to choose one of the two paths that are always encountered, and thus serves to ensure the formation of her character traits.

While Iris Murdoch expresses Dora's inner image, the image also shows the power of thought, the emotion. This, firstly, serves to show the subjective image of the image using monologue or dialogic speech, and secondly, Dora, as a real person, reveals that she thinks, thinks, reacts emotionally to a particular event, action. Such an approach to the artistic image ensures the individuality of the image. For example: "Dora had a powerful imagination, at least in what concerned herself. She had long since recognized it as dangerous, and her talent was to send it, as she could her memory, to sleep.Now thoroughly roused it tormented her with pictures. The reality of the scene she was about to enter unfolded before her in rows of faces arrayed in judgement; and it seemed to Dora that the accusation which she had been prepared to receive from Paul would now be directed against her by every member of the already hateful community. She closed her eyes in indignation and distress. Why had she not thought of this? She was stupid and could see only one thing at a time. Paul had become a multitude.

She looked at her watch and realized with a shock that the train was due to arrive at Pendelcote in less than twenty minutes. Her heart began to beat in pain and pleasure at the thought of seeing Paul. It was necessary to return to the carriage. She powdered her nose, tucked her untidy blouse back again into her skirt, settled her collar, and plunged back towards her seat, keeping her head well down[3, 9]. ("Dora's imagination was powerful - anyway it was when she thought about herself, she realized how dangerous she was, and she learned to calm him down, just like memory. But now her imagination started to play again and she started to torment her in different guises. the reality that came in began to appear as people discussing it. Apparently the reprimand from Dora Paul now comes from every member of the team who looked at her with hatred. Disappointment made her faint and she closed her eyes. Why didn't it occur to her? Paul looked like a multi-faceted creature.

He looked at his watch and realized in horror that it was about twenty minutes to Pendelcott. As soon as he thought of meeting Paul, his heart pounded with pain and joy. I need to go back to the compartment. He rubbed powder on his nose, took off his corset, straightened his shirt, which was in disarray, fastened his collar, and returned to his place with his head down.

The plot also reveals that Paul and his family have atrophy, that he has a good understanding of art, that his character is firm, and that he has a relatively guardianship, patronage, and a little contempt for society. In addition to age, there are inequalities in beliefs and worldviews between the two.

At this point, Dora's heart aches as she thinks of meeting her husband and the community in which she lives as an artistic character. This is due to the woman's emotional attitude to reality, the notion that everyone will criticize her as a naughty woman. If this subject is an image, he is given an objective image in his attempt to conquer himself, while thinking that he has twenty minutes left to meet. So, Dora is an imaginative woman as an artist, she is afraid of some negative thoughts of people about herself, but still tries to capture herself and show character. Even though there seems to be a somewhat incomprehensible situation under his heartbreak and joy, there is actually a hint that two people live in Dora's sub. One is a relatively misguided woman that everyone knows, while the other points out that there is a person who is conscientious, who understands her situation. But he is still quite inactive and begins to become more active during the events.

Dora imagines an unfamiliar team on her own. In doing so, he feels in his heart what Paul had said to the community about him and how he thought of himself. So in the above piece, he straightens his clothes and sits down with his head down. By "lowering one's head", the writer is the first to realize that the image is a play on life based on his relatively light emotional needs and dreams, and thus brought his life to the brink of ruin. This was the basis for summarizing the spiritual perfection that had begun to awaken in him and expressing it as an artistic image that could be felt in a concrete way. Dora's situation was originally unique to her, and this is where she becomes individualized. But over the course of events, his character traits, formed as a result of his desire to re-understand his life, become generalized. As a result, the image initially takes on an individual appearance. In a broad sense, it is generalizing.

Dora's uniqueness is evident on the day she first arrives at Imber Court, when she is about to pray with the team for the first time. Dora's drowning situation, then leaving the congregation before the end of the prayer and walking barefoot on the lawn of the castle, shows the individuality of this image. This feature is that the girl tries to approach the coach who taught her to show herself and stand out from the crowd, marry her, then regret it, go to the village to the pub, get lost on the road, draw on Imber Court, have a strong imagination, in some places before the events passing by, walking alone around the lake, enjoying nature, and often hesitating. At first glance, this seems normal. But this would not be the case with English women who considered themselves to belong to this community or aristocratic family.

(**Literature review**). «Every literary text is built out of a sense of its potential audience, includes an image of whom it is written for. every work encodes within itself what Iser calls an 'implied reader', intimates in its every gesture the kind of 'addressee' it anticipates» [1,72-73]. (Each literary text is designed for students with hidden abilities, including the image of the person to whom the work is intended. Each work ... expects "its reader", implies the expected "addressee" in each sign, conditional opens the characters). So, given that in the text of each work of art, including the depiction of images in it, there are special hidden characters for the broad-minded reader, the image of Dora can also have a number of tag meanings, hints. In this sense, the characters in the novel, especially the image of Dora and her every word and action, point to some kind of tagline that the writer underlies. This points to the metaphorical nature of this image. In this case, the image has more meaning than what we read and see in the text. If the reader who reads the work reads it carefully, he can understand the meanings in the internal structure of the artistic code or text addressed to him. To prove our point, we refer to the following passage: «Dora climbed the steps, trailing her hand upon the wide sloping stone banister. It was warm from the sun. She shivered slightly as she touched the house. In a moment she found herself upon the wide paved balcony under the portico. The tall doorway ahead of her led into a large hall. All was rather dark within, as no lights had been turned on yet. Dora followed James and Toby through the door, and got an impression of a great staircase, and of people hurrying through the hall and out by another door at the far end. There was a stale smell, like the smell of old bread, the smell of an institution». [3,13] (Dora climbed the stairs, holding a broad stone grate that kept the sun shining during the day. She trembled a little as she entered the house. Then she entered a large, spacious balcony. The high doors led to a large hall. James and Toby followed him into the hall. He hurriedly crossed the stairs, then hurriedly crossed the hall and entered the door in the far corner, noticing the people who had disappeared.

(**Research Methodology**). According to the legend narrated between Paul and Dora's conversation, the incident is given an unusual character under the curse of the bishop, the fall of the bell and his drowning in the lake. As a result, the influence of the mythopoetic element comes to the fore in the composition of the statement. First, it also refers to Dora through the fact that the woman and her love is an absolutely unforgivable event from a religious point of view. Second, the loss of love and affection, which is a natural right of a woman who has devoted herself to a lifelong religious path, is equated with evil. If you look closely, you can see that the tower, which looks powerful from the outside, is designed for airy, semi-dark and more formal, lean meetings from the inside. The author compares the two environments, as the author gives a woman who has learned to live in spacious, bright houses in London, most importantly, freely, that she does not like the atmosphere and atmosphere of this place. After these gestures, it is not difficult to understand how mature and harmonious the team is in such an environment. Because it was harder to understand that Dora imagined and lived in such an environment of a tower and a community of people whose religious beliefs were strong, honest, and morally pure, who were terrified and apprehensive until they arrived on the road. It can be concluded that Dora's fearful, arrogant nobility, the fact that people with original values live in a damp, semi-dark place, indicates that their lives are not "clean" and that their future lives will not be "light". The secret character or artistic codes that Terry Iglton pointed out indicate that this team itself needs to be cleansed. That's why Dora was now more restrained and starting to adapt to the new environment. In fact, it had begun to be felt earlier, more precisely, when he arrived at Imber-Court in a car with James and Toby, who had accompanied him on the train. The meaningful conversation of James and Toby on the train, the location of the tower and the image of the tower alone amazed the woman.

(**Analysis and results**). In fact, the author cites a number of negative aspects in the image of Dora at the beginning of the novel, noting that she grew up in a stepfather's house and did not have a

good relationship with her mother. Here, a young girl is seen getting angry at her mother when another man takes her father's place, such as dropping out of school early. She had left her husband Paul's rare correspondence notebook on the train to protect the butterfly. The next day he went to the station and picked up the forgotten suitcase, but Imber left him where he had stopped again to rest for a while, away from the suffocating atmosphere of the team. His incompetence and negligence is evident when he wears clothes in the synagogue that are not suitable for evening prayer and very uncomfortable shoes for walking. This makes it very difficult for people in Imber to find their lost shoes. Dora covered her head at the religious service in Imber and was dissatisfied with the rules of silent eating or with Mrs. Mark saying that women should perform traditional duties. He was also dissatisfied with the ban on decorating the room with flowers and being curious about others. These rules seemed stupid and could not be accepted by him. She was not ashamed to respect them or the piety of the church, even though her husband asked her to do so "[4, 80-81].

(Conclusion/Recommendations). So, at the beginning of the novel, he is portrayed in such a careless, indifferent manner. But as events unfold, it becomes clear that other winters, including Catherine and her brother, James, and Toby, who see themselves as spiritually superior to Dora, are not as pure and mature as a moral saint. Unlike them, Dora continues to show character and at the end of the novel gives the impression that she is on the right track. One more thing to say here is that Michael advises Dora to return to her chosen profession and change her place of residence. As a result, the girl imitates the nature around Imber Court. He finds it difficult not to change his place of residence, especially London, but eventually decides not to return to London. He is influenced by a letter from his friend Sally, who moved to Bat and got a job as a painting teacher in one of the high schools and got a two-person apartment. Dora now appears as a strong-willed woman who concentrates and makes real decisions. But not as rigorously artistic as the traditional novels we are accustomed to. Perhaps the main idea is left to the reader. This is also one of Iris Murdoch's unique styles.

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INCLUSIVE EDUCATION AND ITS ESSENCE

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Abstract. *This article analyzes the concept of inclusive education, the history of inclusive education, its fundamentals in international law, its essence and its peculiarities. The practical work carried out and carried out in this area and the results achieved are revealed by the content.*
Key words: Inclusive education, child rights, forms of education, methods of upbringing, personality-oriented education, equality, mobility, developmental education

In any society, the future heirs are treated with great hope that they will grow up to be worthy citizens who will feel responsible for their children, which will add a significant share to the development and prosperity of the state.

In Uzbekistan, which is increasingly known to the world through its development, which is called the Uzbek model, great attention is paid to the protection of children's rights. The fact that various special boarding schools and orphanages operate in our country together with schools, lyceums, gymnasiums, colleges is also proof of our opinion. As in many states, in Uzbekistan there are specially organized schools for children with disabilities. Their task is to prepare children for special educational institutions.

The International Organization for the protection of children, as its main objective, provides the framework for the Convention on the rights of the child. The International Convention on the rights of the child put forward the idea of creating an educational system that takes into account the needs of all children, respecting their rights and abilities. Because in every child – whether he is healthy or disabled – there is a need for repetitive character, interest, opportunity and knowledge.

Education, which takes into account the needs of all children, respects their rights and abilities, aims to achieve social justice and equality, is called inclusive education.

Inclusive education is a process aimed at integrating disabled children into the educational process and adapting secondary schools to disabled children, which aims at social justice and equality.

Inclusive education is based on a social model and it considers the problem not in the child, but in the program and methodology. Such an education system requires some modification. In this, training plans are prepared taking into account the needs of each child, the sides of the methodology associated with psychological problems are correctly adjusted. Inclusive education concludes that all children, including disabled children, can study at any school they want.

The child's disability was caused by mistakes made by society, the environment in it, misunderstandings. So, for his reading, too, the soul of the same society itself is obliged to burn.

Based on the International Convention on the rights of the child, good school education can be described in three different phrases, namely:

- compatible;
- developer;
- inclusive;

In Article 6 of the convention there are such lines: "survival and development". This substance is subject to corresponding education. Developing education 29-roundworm stated: "Education should be directed to the high level of development of the individual, to the cultivation of intelligent, intelligent and physical abilities, to prepare the child for active living in a free society." Substances 2-and 28-belong to inclusive education, in which it is established that obtaining an olsini of discrimination, education is suitable for everyone's abilities.

This means that Inclusive Education recognizes that children with special needs, with disabilities, can receive education not only in special schools, but also in healthy children's schools.

The successful inclusion of school-level integration is influenced by several interrelated factors. The central factor is the opportunity to enter the training program. The physical location of the buildings, the opportunity to study and the funded facility are also the main factors.

Physical conditions in the school play a big role in inclusive education. Simply put, at the door of all schools, students enter through the stairs. But children with disabilities walking on special carriages from these stairs can not be raised, even children walking in crutches can be tormented. This means that it is necessary to create favorable conditions for the comfortable passage of both stairs and doors , along with healthy children, as well as disabled children. In addition, special seats and fixtures in classrooms and laboratories should also be suitable for children with disabilities.

The organization" Save the children " (Great Britain), its organizations in other countries, puts the main obstacles to inclusive education in the system of public education and schools. In our state, which is stepping on civil society, such obstacles can be solved in the neighborhoods, which are the national model of self-government. Ignoring (1), hiding (2), the issue of Location (3), non-adaptation to conditions (4), poverty (5), the multiplicity of the number of students in the Class (6), discrimination (7), dependence (8), unforeseen circumstances (9) can easily overcome obstacles such as neighborhoods, or the solution of these problems based on the table below can be done so taqsimlash (see scheme).

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                    ┌─────────────────────┐
                    │  Family – 2, 3, 5   │
                    └─────────────────────┘
                               ▲
                               │
┌──────────────────────┐  ┌───────────┐  ┌────────────────────────┐
│ Mahalle – 1, 3, 4, 5, 7 │◄─┤ Child – 4,8 ├─►│ School – 1, 2, 4, 5, 6 │
└──────────────────────┘  └───────────┘  └────────────────────────┘
                               │
                               ▼
               ┌──────────────────────────────────┐
               │ System of public education – 2, 3, 4, 6 │
               └──────────────────────────────────┘
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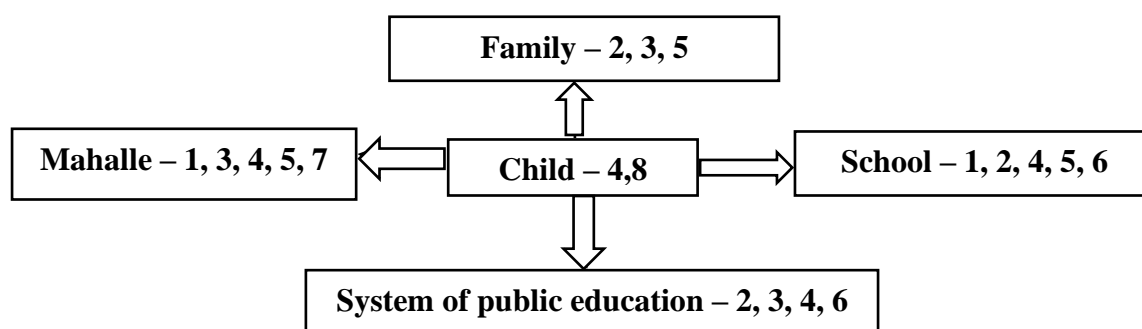
The experience of several countries, including the experience of the Inclusive Education Project in the cities of Naryn (Kyrgyzstan) and Kokand, confirmed that children with special needs, together with healthy peers, can take an active part in all aspects of educational work.

Analysis and preliminary assessment of children with disabilities in the Republic of Uzbekistan began in 1966.

Currently, about 250000 children with disabilities of different appearance (under 16 years of age) are in need of education in Uzbekistan. It is necessary to organize special services in conjunction with education for children with disabilities.

There are 86 special educational and mixed special institutions, 982 special kindergartens, designed for blind, deaf and hearing impaired children, those with poliemyelitis, children with mental retardation, speech disorders and dumb children.

Parents are not able to provide the required level of assistance to their children in need of assistance in rural conditions. Firstly, from the material point of view, the possibility is limited, and on the other hand, from the infancy of children in need of help to determine the defects of ulor, the qualification of teachers and psychologists is not at the required level.

The knowledge and skills acquired by educators, psychologists, teachers in training programs based on special defectology create the opportunity to accurately diagnose and carry out qualitative treatment in the treatment of their activities in a special group.

The main goal of inclusive education is to create conditions for children who need help to acquire effective knowledge.

In these conditions, it is necessary to integrate and rehabilitate children in need of assistance, choosing the appropriate type of effective inclusive training for them, taking into account the level of development of each child.

In November 1996, on the initiative of the National Commission of Uzbekistan for Unesco affairs, the national educational program on the theme "inclusive methods in special education" was successfully implemented in Tashkent. In October 1998, a regional conference on this topic was organized in Bukhara. This conference was held in cooperation with UNESCO, UNICEF (UN children's fund), Butunjahan Health Organization and International Labour Organization. In 2001, A Resource Center for Inclusive Education was established under the Ministry of public education of Uzbekistan. Until now, several training seminars have been held by this center and a number of programs are being implemented.

In June 2004, on the initiative of the Republican Public children's fund "you are not alone", the first international conference on "social protection of orphan children" was organized in Tashkent. Within the framework of this conference, training programs for children with disabilities were also discussed.

In may 2005, the Republican Center for social adaptation of children in Tashkent and the Republican Public children's fund "you are not alone" held an international forum entitled "effective forms and methods of assistance to socially disadvantaged children". On the basis of the recommendations of this forum, the National Commission of the Republic of Uzbekistan for Unesco affairs in cooperation with the Ministry of public education of Uzbekistan under the leadership of UNESCO was presented a special merit to the cultural center of Asia and the Pacific region (Tokyo, Japan). This UNESCO center supported the project "opening of experimental groups in kindergartens and secondary schools for the introduction of inclusive education in Uzbekistan" and is planned to be implemented in the near future.

The main objective of the project is to develop a variety of skills in children with disabilities and to create conditions for the sustainable development of their abilities.

Education is carried out in conjunction with medical and social services. In the family and proverb, training sessions on profiling and rehabilitation work for parents are organized. Parents are trained in pedagogical methods for educating children with disabilities and promoting their mental development, as well as for communicating with peer healthy children for their independence.

The project is aimed at children in need of help, their parents, kindergarten teachers.

The project is carried out by the Resource Center for Inclusive Education under the Republican Education Center in cooperation with the Faculty of Primary Education and defectology of Tashkent State Pedagogical University, the UNESCO office in Uzbekistan and the National Commission for Unesco affairs, as well as other responsible organizations.

The UN Convention on the rights of the child adopted in 1989 protects and supports all children, including children with special needs. Exactly in Articles 2, 23, 28, 29 the rights of children with special needs are established.

Article 2 of the convention on the rights of the child is the main article for children in need of special assistance. In it, each article in the present Convention states that it applies to all children regardless of race, religion, nationality, ethnic or social origin, "All rights belong to each child. Taking the necessary measures to ensure the protection of the child from all forms of discrimination or punishment is part of the obligations of the participating states".

It is also stated in paragraph 23 of the Convention on the rights of the child on the education of children with special needs that "it is necessary to identify the special needs of a disabled child and help in every possible way to receive education that is considered vasita, which leads him to include him in social life and develop as a The participating countries ensure that the child, who is not mentally and physically well developed, lives in conditions that ensure his dignity, create self-confidence and alleviate his active participation in the life of society".

Training of children with special needs in the system of Secondary Schools provides for their remuneration. Therefore, the Convention on the rights of children is the main legal normative document that provides for the rights of children with special needs.

Statement of Salamanca and the work plan is an international document on inclusive education. This document was established in 1994 in Salamanca, which was aimed at promoting the idea of "Education for all", aimed at the organization of Education of persons with special needs of UNESCO, the conference considered the political, organizational, legal, methodological changes necessary for the development of inclusive education concept. On this basis, the educational system and its content have been radically revised and the legal normative framework necessary for the education of children with special needs in the general education system has been created.

The basic principles of this plan of action include the following in the sentence: "schools are obliged to accept all children regardless of their physical intelligence, social, emotional, language and other defects..."(Salamanca statement, item 3) the Salamanca Conference considered the changes in the policy required for the development of inclusive education, as well as methods for adaptation of secondary schools to children with special needs. In it, two directions were marked:

- The educational system and educational programs are oriented to the same operation, which is compiled taking into account the different specifics and needs;

- Allow children with special needs to go to ordinary schools.

At the International Forum held in Dakar-Senegal on April 26-28, 2000, it was noted that wide - coverage work should be carried out jointly and internationally in order to complete the National Action Plan-program "education for all", as well as all developed countries should undergo equally compulsory education until 2015. The study of experiences on this problem and support for the initiative is being carried out by UNESCO and the Unicef organization.

In 1996, the Ministry of Public Education of the Republic of Uzbekistan, the Republican educational center and the UNESCO organization jointly held a Republican seminar to pay attention to the issues of teaching disabled people in the general education system. Since that time, the relations of scientists, senior staff in the special education system, educators, heads of general education institutions and non-governmental community organizations aimed at meeting the need for disabled education have changed.

In 1998, a major conference was held in Bukhara on the initiative of UNESCO. The purpose of the conference was to establish multidisciplinary contacts in Central Asia in the implementation of various organizational methodological works on the social application, rehabilitation, involvement in education, organization of material, technical assistance and adaptation of children in need of special assistance to a full-fledged society.

The conference was attended by experts of UN, UNICEF, VAZ organizations as well as representatives of various state and non-governmental organizations, administrative bodies in Russia, Kazakhstan, Tajikistan, Turkmenistan, the Kyrgyz Republic and the Republic of Uzbekistan.

The social application of children with disabilities and education of all series in equal conditions and the exclusion of any child from education were seriously discussed and resolutions were adopted. Representatives of the Republic of Uzbekistan KHTV and various administrative organizations at its disposal also participated in this international conference, exchanged views on their experiences and developed measures to solve this problem in the Republic. Therefore, in Uzbekistan, involvement of children in special need of special assistance in full-time special education and education in the method of integration in 2001-2002 was a little more active. On the basis of this, the Ministry of Public Education, the Republican Education Center, UNESCO, UNICEF, "Opereishen Merci", "Merciektekt" non – governmental international organizations and national organizations operating in Uzbekistan, including "Life", "Ziya", "Opportunity", "Life", "Umidvarlik", "Light", "Muruvvat"(Samarkand), "Criterion", "Mehrigiyo", "Chance", "Nihal", "Correctional pedagogical Rehabilitation Center" the work carried out on projects in cooperation with the SES are measures.

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EVALUATION OF IMPORTANCE FOR RESEARCH IN EDUCATION

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Abstract. An evaluation of research in education, with the general aim of systematically, improving an academic body of knowledge may deficits in systems be highlighted by well designed research.The results of research can lead (ideally) to changes in methods or practices (in the case of education it might be a teaching methods, say online Vs in class on campus). This would ideally appropriate education is provided to the students resulting in a more effective/efficient population. This paper explores different senses of the concept of meaning in educational research, presenting 'meaning' as personal (the researcher's quest for meaning through research), contextual (meaning in relation to linguistics and culture) and shared (through communication), offering the various types, challenges, benefits and forms of research in practice-based research in educational technology.

Key words: Education, research, technology, teacher and knowledge.

INTRODUCTION

Technology is dramatically changing educational research processes, at a time of high demand for 'evidence-based' policy and practice. It will interpret and evaluate research in technology- rich environments. Everybody is engaged in the critical study of original empirical research to learn about cutting edge methods of data collection and analysis. Philosophical assumptions underlying educational enquiry are to be examined [2].

The Importance of research in higher education say that knowledge is enough to make productive career but nowadays competition is so tough that higher education is must to make a mark at higher level. It doesn't really matter that whether we are interested in history or science, computer or management, higher education will provide you that extra bit of ease to pick up much required speed at corporate level in beginning. But main question is how to make your higher education more productive [3]. It does not depend on university or college to be selected or it's a course selection that makes all the difference.

The fact is all of those students who are cautious about their study are well enough to make good
selection over course and college. Actually that makes difference is research in technical and
higher education which holds the level holds its own importance [4]. To conduct research, one

need to study and look for references, sources and market research and carefully analyze the topic you are researching, including evidence and theories.

The need of performing educational Research will start from effective programs and teaching methods which will help students to learn what they really want to discover relationships between variables in educational settings to plan interventions. It will help them to understand cultural contexts of schools to create schools that embody justice and reduce prejudice and inequality.

From the individual researcher's perspective we investigate topics about which we are curious or passionate; as well, we do research because it is an integral part of the academic role and a central factor in academic promotion. Individually and collectively, educational research is a part of a quest for meaning. Conceptions of knowledge, like linguistic and conceptual meaning, are both personal and contextually based. In recent years some educational researchers have focused on epistemological meaning [5].

TYPES OF EDUCATIONAL RESEARCH

Historical research generates descriptions, and sometimes attempted explanations, of conditions, situations, and events that have occurred in the past. For example, a study that documents the evolution of teacher training programs since the turn of the century, with the aim of explaining the historical origins of the content and processes of current programs.

Descriptive research provides information about conditions, situations, and events that occur in the present. For example, a survey of the physical condition of school buildings in order to establish a descriptive profile of the facilities that exist in a typical school.

Co relational research involves the search for relationships between variables through the use of various measures of statistical association. For example, an investigation of the relationship between teachers' satisfaction with their job and various factors describing the provision and quality of teacher housing, salaries, leave entitlements, and the availability of classroom supplies.

Causal research aims to suggest causal linkages between variables by observing existing phenomena and then searching back through available data in order to try to identify plausible causal relationships. For example, a study of factors related to student 'drop out' from secondary school using data obtained from school records over the past decade.

Experimental research is used in settings where variables defining one or more 'causes' can be manipulated in a systematic fashion in order to discern 'effects' on other variables. For example, an investigation of the effectiveness of two new textbooks using random assignment of teachers and students to three groups – two groups for each of the new textbooks, and one group as a 'control' group to use the existing textbook.

Case study research generally refers to two distinct research approaches. The first consists of an in-depth study of a particular student, classroom, or school with the aim of producing a nuanced description of the pervading cultural setting that affects education, and an account of the interactions

BENEFITS OF RESEARCH IN EDUCATION

Research will help to understand any subject and its principals in much better and easier way which will encounter new questions and search for answers of those questions will lead you to learn new theories of any subject.

Research means trying something out of the box. When it is done such things it will separate one from other students which will surely attract attention of your tutors as well which in turn benefit extreme need of help from someone who is more knowledgeable than the other.

Research is not always a concept that practitioners, managers and policy makers respect. Too often it is seen as an academic activity conducted by others – to the profession, not with the profession.

Research education professionals are always learning, finding out things, analyzing information, adapting their behavior according to information received, looking to improve and adapting to modern demands.

Practitioners have to comply with policy. Teachers can adapt it to fit the individual needs of their own pupils.

As teachers are accountable, the public must have faith in the profession – and attitudes to education vary across many social groups – so the performance of teachers can be demonstrated through the publication of research findings.

Teachers project their own personality upon learning experiences. Sometimes this is intuitive and these decisions can either be successful or fail. Research methodologies give teachers the tools to analyze and make informed decisions about their practice.

Research helps teachers to share with colleagues. Too often research looks backwards and there are lessons to learn.

However, it would be better to prefer a research in education as invention and innovation so that it should be future oriented and designed to benefit learners rather than the researchers themselves.

CHALLENGES IN RESEARCH EDUCATION

The learning and teaching experience be based upon research and evidence, but it runs the risk of being any one of theory, ideology, convenience and prejudice.

Education should serve to liberate, and promote democracy and equality of opportunity.
Ideology can be dangerous. Teachers have a social responsibility – to develop active citizens. Following an ideological route restricts choice, which is the opposite to the real purpose of education.

What is been taught in an age gone by – new theories and technological advances have taken, and are taking, place. Basing our practice solely on our own learning experiences, without reflection, mean education runs the risk of being outdated and not being forward- looking.

Any single theory cannot operate in isolation. Learners and learning are complex and success is influenced by a multitude of factors, social backgrounds, family background, personality, age, gender, location etc. Theories needs to be combined, tested and challenged in order to allow us to adapt to suit local and personal environments.

Convenience and manageability are important. Teachers can occupy and even control pupils, as well as entertain them. Learning new things and new ways of behaving can be uncomfortable. It is not enough to base teaching and learning around convenience.

Research can help teachers to understand what works and why, what the short and long- term implications are, provide a justification and rationale for decisions and actions, help to build a repertoire to help deal with the unexpected, identify problems, inform improvement and so forth

Based on above challenges only one cannot adhered to the research, but the decisions upon evidence is morally sound [1].

IMPLEMENTATION

The research awareness in educational field can be implemented in the following forms which can lead into the improvement of in terms of progress can be observed.

The various forms of research should suit policy makers, planners and implementers of policy.

Large scale studies into pupil performance can help to identify trends and enable educational outcomes to be related to social and economic needs.

Policy makers want to see the big picture. On the other hand, practitioners want to know why some techniques work and others don't.

All professionals need to be able to trust the source of information – and strict research ethics provide that assurance.

The profession as a whole needs access to a range of data/evidence types.

Teaching does involve creative thinking and experimentation. Individuals and professional groups need to know what works and why.

Whether a teacher's action lead to improved pupil performance, increased motivation, commitment, better behavior or not, but it will surely reflect that research is more formal.

However, these all need to be connected, and too often research is conducted in isolation of others.

CONTEXT IN QUALITATIVE AND QUANTITATIVE RESEARCH

The notion of context is extremely important for educational researchers, who must pay attention both to contextual factors and to supra-contextual theoretical concepts and standardized variables. Quantitative and qualitative researchers face somewhat different challenges in this regard.

Quantitative researchers need to design measures of constructs like anxiety, intelligence or satisfaction in order to provide accurate and relevant statistical results. This could mean designing context-sensitive instruments for research in a particular setting, or it could mean designing instruments that can produce meaningful and comparable results over many different contexts. The meaning of these results and the comparisons between them stand on the quality of the measures used and the extent to which the test designers succeeded in creating questions which were relevant to students in different cultural contexts. This results in education system in order to interpret the statistical results and plan programs for improvement.

The verification of truth claims involves logic and methods which may not be strongly contextual, but the values underlying such claims, and the motivation for researching certain questions, do spring from context.

In terms of the conducting research, one in the field needs care, honesty, rigor, time and patience, with our methods of data collection and analysis, our interpretations and our language. These things apply equally, though with differing details, to radical post-modernist feminist researchers and to positivist statisticians. These are needed to fulfill our individual strivings for meaning through contributing to and connecting with diverse communities of researchers, teachers and learners, and with the disenfranchised. The quest for meaning is like a lamp, illuminating the passages and turning points as we make our way through complex and diverse settings, questions, methods and bodies of knowledge.

DISCUSSIONS AND CONCLUSION

It can be concluded that conducting the research beyond a senior design project allows students to really begin to think and put all the parts of their education together and the purpose of research in education is to reflect critically on the effectiveness of personal and professional practice. It is to contribute to the development of 'good' rather than 'correct' practice.

Missing from the instrumental and technical ways of evaluating teaching and researching are the kinds of educative relationships that permit the asking of moral and ethical questions about the 'rightness' of actions. When based upon educative (as distinct from managerial) relations, evaluative practices become concerned with breaking down structured silences and narrow prejudices.

Evaluation of research in technical education is not primarily about the counting and measuring of things. It entails valuing – and to do this we have to develop as connoisseurs and critics. We have also to ensure that this process of 'looking, thinking and acting' is participative.

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APPLYING DRAMA TECHNIQUES IN TEACHING ENGLISH IN IRAN

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Abstract. This paper concentrates on the teaching of drama, its advantages to language teaching and learning, and how to utilize drama in English classrooms. It concludes with some diverse activities for contributing English learners in India. Drama here means any practical and educational activity which stimulates the use of language in everyday life and involves some amount of imaginary situation(Holden,1981).Some benefits of using drama in language learning are enhancing learner's autonomy and responsibility over their own learning, providing a stress free atmosphere to learn the language, putting new vocabularies and expressions in context, helping to get acceptable pronunciation and intonation, proper understanding of foreign language culture and building up learners' confidence to speak in public.

These drama techniques have been utilized by some English teachers at two different high schools in Ilam Province in Iran which amazingly turned the English classrooms to active participants, reduced the academic stress and provided natural context for learning. Although text books prepared the learners with language, drama activities prepared the learners to participate with real communication and paved the way for the learners to experiment personal language learning.

Key words: Drama, Drama techniques, language teaching, Communication.

INTRODUCTION

Students or learners are supposed to catch learning materials through experience. Such experimental learning is one of the most promising traits of educational drama. It is a learning chance to utilize the language in operation which was not present in traditional language classes.

This involves using the language to learn it, which is the central goal of communicative language teaching, the strong version (Howat, 1984, P.297). Charlyn Wessels (1987), author of Drama.

begins her book by putting "drama is doing [something or an action]". Admittedly drama is giving the learner an opportunity to take personal trip through kinetic experimental learning. A well-known Chinese proverb says "tell me and I will forget; teach me and I will remember; involve me and I will learn". Many reasons have been mentioned referring the use of drama activities and techniques in the language classroom. It can create entertaining, fun and motivation and can provide

different opportunities for the use of language in a context and is also useful in teaching and learning cross-curricular content, etc. (Phillips, 2003; Hillyard, 2010). Via drama activities the student learns by developing practical "hands-on" skills for applying meaning into real-life situations. This is in perfect agreement with the communicative principles of languages teaching.

There are several studies in favor of benefits of drama in foreign language learning, such as Maley and Duff (2001), Brumfit (1991) and Phillips (2003), and a great deal of materials to teach languages through drama techniques like Di Pietro (1987), Holden (1981), Kao & O'Neill (1984) and Phillips (2003). As Miller (2008) states learning English through drama will be an elective in Hong Kong by the year 2012 which provides new avenues for language teaching and results in real communication, involving emotions, ideas, adaptability and appropriateness (Barbu,2007).

According to Fleming (2006) "drama is a learner-centered approach", so it allows learners to become active participants in the learning/teaching process. Some research studies (Maley and Duff 2001, Phillips, 2003) show that drama activities can motivate language learners and teachers. Drama activities let students to communicate in the foreign language including those with limited vocabulary (Aldavero, 2008). Carkin et al. (2008) studied the effects of three genres of drama in Taiwan and found what the students themselves felt:

Students with low proficiency and low confidence can benefit greatly from drama, just like the "good" students. Students can benefit from participating in group work as well as in pairs. Drama provides them with a broad range of opportunities in learning English, and Drama motivates them to learn English and gives them more confidence to learn English(p.23).

HOW COME UTILIZING DRAMA TECHNIQUES?

Even though texts and conversations share vocabularies and expressions necessary for learning, they are lifeless words on a page that can neutralize a learner. Wessel's believes that using drama activities brings the text books to life by putting imaginations, emotions and feelings of the learners into the process of learning (Wessels 1987).

Providing learners the chance to put themselves directly in the learning experience gives them a good feeling of performing something helpful and hence brings more enthusiasm to the classroom which finally improves their chances of better comprehension. Maley and Duff (1982; P15), in Drama Techniques in Language Learning, relate drama to "the naughty child who climbs the high walls and ignores the no trespassing sign". Wan Yee Sam (1990; P87) agrees by stating "drama activities can be used to provide opportunities for students to be involved actively. The activities involve the students' whole personality and not only his mental
processes". In fact the small stage in the classroom is a nice preparation for the pupils to face the
larger stage known as life.
Desiatova (2009) outlined some of the benefits of using drama in the language classrooms as follows:

1.   It causes learners in using the language for genuine communication and real life purposes.

2.	It makes language learning an active, motivating experience.

3.	It gives confidence and self-esteem to learners in using the language spontaneously.

4.	It brings the real world into the classroom (problem solving, research, consulting dictionaries, real time and space, cross-curricular content).

5.	It helps the students in acquiring the language through play, make-believe and meaningful interaction.

6.	It makes the learning items memorable through direct experience and affects emotions with different learning styles.

7.	When dramatizing, students make use of all the appropriate channels (sight, hearing, and physical bodies) for the active involvement in the language learning.

8.	It stimulates learners' intellect and imagination.

9.	It develops students' ability to empathize with others and become better communicators.

10.	It Helps learners in acquiring the language by focusing on the message not the form of their utterance.

Heldenbrand (2003) highlights several advantages of teaching language through drama. He considers it as a funny, relaxed and informal way to learn English. Moreover, he states that drama helps in learning new vocabulary and proper pronunciation and intonation, builds confidence for the learner to speak English, creates atmosphere in the better understanding of culture, motivates the language learner, removes the focus from English textbook and involves the whole person as a total physical activity.

Based on the findings regarding the Indian students studying in Hyderabad, there exist some valuable benefits for bringing drama to English language learner.

1.	DRAMA PUTS NEW VOCABULARY AND EXPRESSIONS IN THEIR PROPER CONTEXT AND ENVIRONMENT

Drama activities help to boost language previously learnt (Mordecai, 1985; Fernandez and Coil, 1986; Sam, 1990). Sam concludes that "Drama helps to extend, retain and reinforce vocabulary and sentence structure through role play and communication games" (Sam, 1990; P.86). Particularly at young learner's classes when the teacher brings in a
scenario, some props and costumes, certain words and expressions take on a new cognitive meaning in context. Maley and Duff strongly asset that drama vents personal creativity and energy and this is splendid aim of learning. In fact drama encourages student sensitivity and imagination and thus makes learning more realistic and meaningful (Femandez and coil, 1986; Sam, 1990).

1.   DRAMA   HELPS   IN   GETTING   ACCEPTABLE PRONUNCIATION AND INTONATION IN ENGLISH

Wrong stress position and incorrect pronunciation were the most repeated drawbacks of the students in the two investigated institutes. Goodwin writes (2001, P.126) "drama is a particularly effective tool for pronunciation teaching since various components of communicative competence (discourse intonation, pragmatic awareness, non verbal communications) can be practiced in an integrated way". The inflection of certain words, expressions and sentences tend to result in producing a different meaning in the language learning the suitable way to speak sentence or question forms will add another element to communicating in English. As supplements, Carolyn Graham's small talk (1986) and Jazz Chants (2001) are best language resources to assist learners with intonation patterns.

2.   DRAMA HELPS STUDENTS TO TAKE RESPONSIBILITY FOR THEIR OWN LEARNING

Learning is in fact partnership between teachers and students but Jeremy Harmer (1998; P.9) stresses that "good learners do not wait to be taught". That is students should be responsible for their own learning not for the teacher's teaching. A competent English teacher never lets the students decide for him, yet he gives them a chance to make decisions about their own way of learning. Autonomy of language learners over their own learning is what we need to inspire in most of English classes in India. Drama techniques surely will provide students with this sense of responsibility and involvement.

3.   DRAMA SETS A STRESS FREE ATMOSPHERE TO LEARN THE LANGUAGE
In an attempt to find some emotional problems Iranian language learners may encounter in their English classes, we asked a variety of students at two different high schools in Ilam Province in Iran, the question "What makes you feel better in the class?" The following is a representative of the many similar answers that were given. "I like to enjoy more freedom, to step out of the formal boundaries of teaching and learning process. It makes me psychologically ill at ease when the class is too formal" (Arash, 17 years old, intermediate level). Mehrdad, 1999, asserts that "students should feel that they are investigating, discovering around with the language in question without having too much riding on the outcome". Maley and Duff, (1982; P.14) also concur by stating "every student needs periods in which to practice what he or she knows without restraint, without fear of being wrong. "Drama is in fact a fun enriching and yet purposeful experience which thoughtfully produces a relaxed informal way to learn English.

1.   DRAMA ENCOURAGES LEARNERS AND BUILDS UP THEIR CONFIDENCE TO SPEAK IN PUBLIC

Speaking is an important means of communication among human beings and the key to successful communication in individual and social life (Ulas, 2008). A large portion of Middle East language learners, especially Iranian students lacked enough confidence in speaking. This may be due to the limited chance for speaking in the classroom, combined with the false cultural ideology of not making mistakes.

Gill (1996) writes that many Asian students, because of social factors like culture and face, and blocks to communication like affective filters and monitors, initially lacked the confidence to take

part in. However, once their affective filters had been lowered and they had overcome the temptation to monitor their language output at every turn, they found that it was possible to have fun and still learn. They could experiment with the new language, and not fear the threat of an imposing teacher – figure constantly supervising and correcting them (Gill, 1996).

2. DRAMA HELPS STUDENTS TO BUILD A BETTER UNDERSTANDING OF THE FOREIGN LANGUAGE CULTURE

While there is a strong connection between language and culture, the social distance and also recent political clashes between the Governments of Iran and America, has affected how well Iranian students learn English. Although a hundred percent assimilation to the foreign language culture may not be the goal, proper amount of acculturation is a duty for learning English (Jack, C. Richards, et al. 1985). Miccoli (2003, P.123) also goes so to say that language and culture are married and learning a language cannot be divorced from cultural learning. Brain Heldenbarnd also asserts that "within short skits and drama activities, cultural elements can be described and better understood. Being able to include familiarity with these cultural learning points helps bring a stronger relationship between the language and its meaning. This cultural awareness is easily communicated through drama" (2005, P.31).

As drama takes the burden of language correctness off the students minds, while emphasizing on acceptable communication, their personal outlook on the language and their speaking confidence become greatly enhanced. As Sa'di, an intermediate level student mentioned her small role as a rabbit in a drama gave her more personal confidence so far as to encourage her to play an important role in an English drama of upper level classes.

MANIFOLD WAYS TO USE DRAMA IN THE CLASSROOM

In our over 18 years of English teaching experience in Iran, We have come up with various techniques to include drama in the classroom curriculum. Drama techniques can be employed at different levels and within any time span from 5 minutes to an entire course term. It may be a simulated T.V. show, a lecture or simply talking with some friends. As for young language learners in Iran, elements of mime and pantomime helped the students participate in
English learning process. Regardless of whether they were speaking or not, they joyfully used lots of gestures and body movements in completing the task asked for.

There are a few examples of diverse drama activities for teachers to incorporate into their teaching repertoire. These techniques turned out to be of great fruition in the two aforementioned institutes in India. By having a taste of creativity and imagination, teachers can adjust these activities to their students' level or come up with some other forms of drama activities.

1.   Body talk, no words or sounds, (elementary levels). The teacher can show some basic actions or expressions (such as I am happy / sad/ strong/ cold/ hungry/ etc.) for students and then have students respond by imitating the teacher (Heldenbrand, 2005, p.33)

2.   GOING A TRIP (INTERMEDIATE –UP)

A group of students are taking a trip to somewhere. They use miming to share what items they need to take and each one is deputized for a position like the bus driver, the paramedic doctor, the tour guide, etc. (ibid, p.34)

3.   PUTTING A STORY INTO PLAY (INTERMEDIATE)

There are many stories that are perfect for this type of activity. Considering the proficiency level of the students, the teacher chooses a short story and assigns each student a role to play. Some pre-teaching may be necessary but if students know the story or have listened to it in prior lessons they can reach a better preparation level (Sam, W.Y. 1990, P.10).

4.   CITY OFFICIAL'S ROUND TABLE (UPPER – INTERMEDIATE)

Every and each student is given a role to play, say the head of the police department, the mayor, representative of the school staff, etc. Students by different professional tags discuss problems of their neighbourhood, city or country (Vani Chuhan, 2004).

Teachers can create their own activities to match the themes or topics being learned in their classes. One particular text that gives some clues for further drama activities is operation in English by Gayle Nelson and Thomas Winters (1993).

CONCLUSIONS AND IMPLICATIONS

The application of drama in English language classrooms in the two Iranian language centers provided to enhance language retention and greatly assisted language development. Drama techniques can be easily employed to imitate neighborhood organizations that reflect the fullest possible range of linguistic competence (Headthon, 1993; Elgar, 2002).

Although applying drama techniques has been found to highly account for differences between effective and ineffective instruction, among many Iranian EFL teachers, whom we interviewed, the majority approached the issue with hesitancy. They believed that introducing drama into conventional classes would require radical changes in student teacher relationships

would pose a number of organizational problems in an externally strict timetable and would need many teacher training sessions. A word of caution is well in order here; don't let these complications prevent you from realizing the value of drama and applying it especially in teaching English conversation in India. As Gavin Bolton (in Dougil,J. 1987, p.114) affirms that "drama is a unique tool, vital for language development."

Richard Amato also supports the infusion of drama into language learning process by stating that "because students can loose themselves in the characters, plots and situations, they are more apt to receive the benefits of reduced anxiety levels, increased self-confidence and self- esteem and heightened awareness" (Richard Amato 1988, P.145).

Although these authors' study of language teaching and learning through drama have been limited to the two previously mentioned language centers in India, they strongly believe that these techniques can be readily implemented at different levels by other language teachers.

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SOME THEORETICAL APPROACHES TO SECOND LANGUAGE ACQUISITION

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Abstract. The article discusses several theories that have been proposed to explain the aspects of the language acquisition such as behaviorism and Universal Grammar. All theories of language acquisition are intended to account for is the ability of human learners to acquire language within a variety of social and instructional environments.

Key words: language acquisition, behaviorism, influence, target language, concept, to propose, knowledge, Universal Grammar, explicit, to expose, hypothesis.

There are several theories that have been proposed to explain the aspects of the language acquisition that are common to all second common language learners and context. The cognitivist theories emphasize the way the mind perceives, retains, organizes and retrieves information. Finally, we will look at sociocultural theory, a perspective that places second language acquisition in a larger social context.

One of the wide-spread theories is behaviorist theory which explained: "learning in terms of imitation, practice, reinforcement, and habit formation. Much of the early research within **behaviorist** theory was done with laboratory animals, but the learning process was hypothesized to be the same for humans" [2]

Behaviorism had a powerful influence on second and foreign language teaching, especially in North America, between the 1940s and 1970s. Nelson Brooks and Robert Lado were two proponents of this perspective whose influence was felt directly in the development of audio-lingual teaching materials and teacher training. Classroom activities emphasized mimicry and memorization and students learned dialogues and sentence patterns by heart. Because language development was viewed as the formation of habits formed in the first language and these habits would interfere with the new ones needed for the second language. Thus behaviorism was often linked to the contrastive analysis hypothesis, which was developed by structural linguists in Europe and North America. According to this theory, where the first language and the target language are similar, learners should acquire target language structures with ease; where there are differences, learners should have difficulty. However, researchers have found that learners do not make all the errors predicted by the Contrastive analysis hypothesis. Instead, many of their actual errors are not predictable on the basis of their first language. Adult second language learners produce sentences that sound more like child's. By the 1970s, many researchers were convinced that behaviorism and the contrastive analysis hypothesis were inadequate explanations for second language acquisition. Some of these criticisms arose as a result of growing influence of innatist views of language acquisition.

The rejection of behaviorism as an explanation for first language acquisition was partly triggered by Chomsky's critique of it. Chomsky argued that, "innate knowledge of the principles of **Universal Grammar** permits all children to acquire the language of their environment during a critical period of their development".[3]

While Chomsky did not make specific Claims about the implications of his theory for second language learning Lydia White and other linguists have argued that Universal Grammar offers the best perspective from which to understand second language acquisition. Others, for example Robert Bley-Vroman and Jacquelyn Schachter argue that: "although universal grammar is a good framework for understanding first language acquisition it is not a good explanation for the acquisition of a second language, especially by learners who have passed the critical period".[1]

Researchers working within the Universal Grammar framework also differ in their hypothesis about how formal instruction or the availability of feedback on their learning will affect learner's knowledge of the second language. Bonnie Schwartz for example, concludes that, "much instruction and feedback change only the superficial appearance of language performance and do not really affect the underlying systematic knowledge of the new language. Rather, language acquisition is based on the availability of natural language in the learner's environment". [6].

Lydia White and other scientists who think that "The nature of universal grammar is altered by the acquisition of the first language learners may sometimes need explicit information about what is not grammatical in the second language. Otherwise, they may assume structures of the language have equivalents in the second language when, in fact, they do not". [7] .

Researchers who study second language acquisition from a universal grammar perspective are usually interested in the language competence of advanced learners-their complex knowledge of grammar-rather than in the simple language of beginning learners. They are interested in whether the competence that underlies the performance or use of the second languages resembles the competence underlying the language performance of native speakers.

Thus, their investigations often involve grammaticality judgments or other methods to probe what learners know about the language rather than observation of speaking. By using such methods, they hope to gain insight into what learners actually know about the language rather than how they happen to use it in a given situation. One model of second language acquisition that was influenced by Chomsky's theory of first language acquisition was Stephen Krashensky's Monitor Model. He first described this model in the early 1970s, at a time there was growing dissatisfaction with language teaching methods based on behaviorism. Krashen described his model in terms of five hypothesis.

First in the **acquisition-learning hypothesis**, Krashen contrasts these two terms: "We acquire as we are exposed to samples of the second language we understand in much the same way that children pick up their first language-with no conscious attention to language form. We "learn" on the other hand through conscious attention to form and rule learning". [4]

Next according to the **monitor hypothesis**, the acquired system initiates a speaker's utterance and is responsible for spontaneous language use. The learned acts as an editor or "monitor", making minor changes and polishing what the acquired system has produced. Such monitoring takes place only when the speaker or writer has plenty of time, is concerned about producing correct language, and has learned the relevant rules.

The natural order hypothesis was based on the finding that, as in first language acquisition, second language acquisition unfolds in predictable sequences. The language features that are the easiest the state and thus to learn are not necessarily the first to be acquired. For example, the rule for adding 1to third person singular verbs in the present tense is easy to state, but even some advanced second language speakers fail to apply it in a spontaneous conversation.

The input hypothesis is that acquisition occur when one is exposed to one language that is comprehensible and that contains i+l. The "i" represents the level of language already acquired, and the "+l" is a metaphor for language (words, grammatical forms, aspects of pronunciation) that is just a step beyond that level.

The fact that some people who are exposed to large quantities of comprehensible input do not necessarily acquire a language successfully is accounted for by Krashen's affective filter hypothesis. The "affective filter" is a metaphorical barrier that prevents learners from acquiring language even when appropriate input is available. "Affect" refers to feelings, motives, needs, attitudes,, and emotional states. A learner who is tense, anxious, or bored may "filter out" input, making it unavailable for acquisition.

In spite of lively criticism and debate, Krashen's ideas were very influential during a period when second language teaching was in transition from approaches that emphasized learning rules or memorizing dialogues to approaches that emphasized using language with a focus on meaning, since then, **communicative language teaching**, including **immersion** and **content based instruction** has been widely implemented, and Krashen's ideas have been source of ideas for research in second language acquisition. Classroom research has confirmed that students can make great deal of progress through exposure to comprehensible input without direct instruction. Studies have also shown, however, that students may reach a pant from which they fail to make further progress on some features of the second language. Unless they also have access to guided instruction. Some insight from learning theories developed in psychology help to explain why this maybe so.

A number of hypotheses, theories, and models for explaining second language acquisition have been inspired by the cognitivist, developmental perspective.

Richard Schmidt proposed the "noticing hypothesis", suggesting that, "…nothing is learned unless it has been noticed. Noticing does not itself result in acquisition, but it is the essential starting point".[5]

Schmidt's original proposal of noticing hypothesis came from his own experience as a learner of Portuguese. After months of taking classes, living in Brazil, and keeping a diary, he began to realize that certain features of language that had been present in the environment for the whole time began to enter his own second language system only when he had noticed them, either because they were brought to his attention in class or because some other experience made them salient. Drawing is on psychological learning theories. Schmidt hypothesized that second language learners could not begin to acquire language feature until they had become aware of it in the input.

In the end, what all theories of language acquisition are intended to account for is the ability of human learners to acquire language within a variety of social and instructional environments. At present, most of the research on specific brain activity during language processing must be based on indirect evidence. Advances in technology are rapidly increasing opportunities to observe brain activity more directly. Such research will eventually contribute to reinterpretations of research that, until now, can examine only observable behavior.

Many claims from behaviorist theory were based on experiments with animals learning a variety of responses to laboratory stimuli. Their applicability to the natural learning of languages by humans was strongly challenged by psychologists and linguists alike, primarily because of the inadequacy of behaviorist models to account for the complexity involved in language learning.

Linguists working from an innatist perspective draw much of their evidence from studies of the complexities of proficient speakers' language knowledge and performance and from analysis of their own intuitions about language. Critics of this view argue that it is not enough to know what the final state of knowledge is and that more attention should be paid the developmental steps leading up to this level of mastery. Researchers and educators who are hoping for language acquisition theories that give them insight into language teaching practice are often frustrated by lack of agreement among the 'experts'. The complexities of second language acquisition, like those of first language acquisition, represent puzzles that scientists will continue to work on for a long time. Research that has theory development as its goal has important long-term significance for language teaching and

learning, but agreement on a 'complete' theory of language acquisition in probably, at best, a long way off. Even if such agreement were reached, there would still be questions about how the theory should be interpreted for language teaching practice. Many teachers watch theory development with interest, but must continue to teach and plan lessons and access students' performance in the absence of a comprehensive theory of second language learning. Language acquisition is now perceived as a process more complex than binary choices that requires more cognition, or thinking.

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PERFORMANCE REVIEW OF
GUJARAT STATE ROAD TRANSPORT CORPORATION

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Abstract. GSRTC serves the role of lifeline across the state of Gujarat. Over past 52 years of its existence, it has proved to be a dependable mode of transportation in every nook and corner of the state. It is providing services in most of the rural areas of the state. The environment has thrown up GSRTC to the challenges like productivity improvement, mark orientation and financial engineering. GSRTC has been trying hard to face the new challenges through vigorously pursuing a process of technical and managerial up gradation. But, financial viability has become a critical goal. Various controllable and uncontrollable factors affect the performance of the GSRTC. It is hypothesized that by controlling at least controllable factors GSRTC can improve its operational performance and thereby financial position. The main motto behind performance review of GSRTC is to contribute in improving performance of GSRTC and create value for all stakeholders, public, employees, vendors, state government and fund providers.

Key words: Performance, Operational Performance, Financial Performance, Financial Viability.

INTRODUCTION

Gujarat State Road Transport Corporation has occupied the unique place in the map of world's transportation. GSRTC serves the role of lifeline across the state of Gujarat. It has become a household term for transportation. Over past 52 years of its existence, it has proved to be a dependable mode of transportation in every nook and corner of the state. It is providing services in most of the rural areas of the state. Gujarat State Road Transport Corporation has played a pivotal role in the economic growth of the state through operating an extensive passenger transport network and reaching out to villages. It provides direct employment to approximately 52000 people whose professional skills are kept in high regard even by people outside GSRTC. It has achieved remarkable performance in the face of heavy odds and its services are cost effective. Thus, GSRTC has tried to reconcile the twin objectives of community service and financial viability. It has built up a large fund of goodwill from people of Gujarat. It has brought transport service to the doorstep of villagers in most remote parts. But in recent years the popular expectations have soared. In the open market economy, the expectations of people with respect to frequency, quality and range of services have become substantially higher. A time has come when GSRTC have to take a serious look at the transportation needs of people and explore the way to fulfill the same. The environment has thrown up to GSRTC the challenges like productivity improvement, mark orientation and financial engineering. GSRTC has been trying hard to face the new challenges through improving its management practices. GSRTC is vigorously pursuing a process of technical and managerial up

gradation. But, financial viability has become a critical goal. Since last few years, the existence of such an ideal and progressive Government venture is striving to sustain. It is passing through the critical financial condition, and is suffering from huge amount of losses. It may please be noted that it is the only government corporation, which provides direct transportation service to the people. It is well aware about its social responsibilities and duties, following which it provides a number of other benefits to students, blinds, cancer patients, physically handicapped, freedom fighters, news reporters, etc. So, it is the moral duty of government, management and employees of GSRTC, and we all to improve the financial viability of the GSRTC by reducing amount of losses.

PERFORMANCE OF GSRTC

While going through the financial analysis and discussion about the performance with the officials of GSRTC, I have found that following factors which are the main causes of the heavy losses the GSRTC is suffering from.

AGE PROFILE OF FLEETS

As, GSRTC offers passenger transport services, the efficiency lies in providing qualitative services in terms of safety and punctuality. The prime resource of GSRTC is its buses, so the acquisition of new buses from time to time is necessary for augmenting the existing fleets as well as for replacing the old and unserviceable buses. Proper upkeep and effective utilization of vehicles and efficiency in operations will increase revenue and control the cost of operations while over aged buses results in increased cost of repairs, and maintenance and excess fuel consumption.

Association of State Road Transport Undertakings (ASRTU) had recommended (1971) that the normal life of a bus should be considered as eight years or five lakh kilometers of operation whichever is earlier. GSRTC, however, has fixed 8.37 lakhs kilometers for over aged buses. The chart and table given below reveals the fleets, composition of fleets held by GSRTC during the study period.

HUGE DEBT & INTEREST BURDEN

GSRTC has borrowed loans with high interest (from 24% to 36%) and also raised a high cost debt of 13% for purchasing vehicles during the study period. Besides, due to operational inefficiencies these loans could not be repaid, which causes a huge debt and interest burden on
GSRTC. The outstanding amount of loans and debts was Rs. 71598 lakhs (as on 31st March 2006).

UNEQUAL COMPETITION

The GSRTC will have to compete with the private sector even though the former may continue to play a dominant role in terms of social obligations. The main point to be noted is the big difference between the environment where GSRTC and private operators have to perform. GSRTC is a government-run organization. Hence, all basic regulations of the government like providing minimum wages, appropriate employee benefits, and adherence to government demand on taxation, etc. are fully complied with. Also, it is constrained not to increase the prices based on market conditions. Several of these constraints, limitations, and compulsions are not applicable to private operators. Some of the important differences which result into an uneven competitive environment and unfair tax obligations to GSRTC are as under: Firstly, The Government of Gujarat levies a

passenger tax of 17.5 per cent (highest in the country) on passenger income since GSRTC is a stage carrier. However, the private operators (who are supposed to operate as contract operators) pay a one-time yearly payment of Rs. 90,000 per bus. In practice they operate as a stage carrier. Secondly, even the notification of the government protects the interest of the corporation by disallowing private operators operate anywhere around 100 meters of the ST depots, it is not being implemented. Private operators are making roaring business by picking up passengers right in front of the bus station while the authorities of GSRTC can do little about it due to legal handicaps. The mini buses can be seen in lines of two, three, or even four at times, and, as one bus gets full and departs, the other pulls up promptly. Passengers find it cheaper and faster to travel by these buses as the operators don't have to pay a passenger tax. Because of this parallel service, the GSRTC is making lose in huge amount. Thirdly, GSRTC is seen by the government as an organization for employment generation. Consequently, the manpower cost is almost double the private operators. It increases the operational cost in GSRTC.

LOSS IN OPERATION OF CITY SERVICES

As per Road Transport Act, it is the duty of the Corporation to provide, secure or promote the provision of an efficient, adequate, economical and properly coordinated system of road transport services in the State or the part thereof. Besides, under the provisions of Motor Vehicle Act, 1939, the Corporation had been granted the monopoly to operate stage and contract carriage services by the Government. In accordance with the above provisions the Corporation suffers the losses as shown below:

OPERATION ON UNECONOMIC ROUTES

As a part of Government policy, the corporation has completed 100 per cent (around 58 per cent in other part of country) nationalization of passenger road transports service in Gujarat since November 1969. At present, corporation has provided direct service to 99.33 % population covering 95.93 % villages of state. Thus, GSRTC demonstrates its social responsibility by providing transportation connectivity to wider geographical area. This accused GSRTC for plying buses on routes which are economically not viable. Besides, the corporation has social obligation of running city services in some of the cities which may not profitable. But, GSRTC is not fully compensated for universal service obligation rendered in the form bus connectivity to remote areas.

CONCESSIONS IN FARES

The corporation grants concession in bus fares to students, competitors participating in sports tournaments sponsored by the Govt., physically handicapped, blind persons, deaf & dumb, cancer patients, freedom fighters widow of the freedom fighters who were getting pension from the Govt., State Govt. awarded teachers. The facility of concession is also extended to the attendant of the widow of the freedom fighter. The Corporation grants concession to students in casual contracts also. However, GSRTC is not fully compensated for various concessional fares/exemptions.

ACTION PLAN FOR MANAGEMENT

1.   Management should take sufficient measures for man power rationalization. Staff/Bus Ratio is much above than other SRTC. Infect, it should reach to 4.75 which can be achieved either by reducing size of staff or increasing fleets.

2.   The management should try to improve load factor achieved. It should think to find alternative vehicles like mini buses if possible or increase customer awareness to improve load factor.

3.   The management should give due consideration that the profitable trips should not be cancelled due to the controllable reasons. They should take every measure to avoid such cancellation.

4.   The management should take strong actions for reducing operating expenses especially staff productivity, fleet utilization and occupancy ratio.

5.   The management should adopt scientific approach in major areas of Human Resource Management namely recruitment, training, goal setting, performance appraisal and incentives plan etc.

6.   Management should achieve high operational efficiency by effectively utilizing available recourses, timely replacement of vehicles, and reduced breakdown by proper maintenance, appropriate route scheduling, punctuality and safety in operations.

7.   Management should develop approach of customer orientation in terms of quality of service (punctuality and safety), appropriate pricing, and an enhanced service. Management should develop strong monitoring mechanism for surprise checking.

8.   The management should adopt principles of scientific management. It should also render the services of experienced professionals for managing its operations or policy decisions if felt necessary.

ACTION PLAN FOR EMPLOYEES

1.   The employees should develop professional attitude, approach and action rather than traditional or biased one.

2.   The employees should prepare themselves to cope up with changing environment. They should be prepared to change in terms of adopting new technologies, developing new skills, adopting a set of new performance measures, developing professional orientations to work, and innovating ways of conducting business, flexible working hours, variable compensation, customer focused actions, qualitative services etc.

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Systematization of crimes against the order of military service in the legislation of the Republic of Uzbekistan

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Abstract. *The article analyzes the general situation with the classification of the norms of responsibility for crimes against the order of military service, reflects current scientific proposals on the norms requiring additional classification, and provides feedback on theoretical and practical effectiveness.*

Key words: *statutory rules for relations between military personnel, systematization, main object, additional object, the procedure for performing special types of military service, abuse of power.*

According to Article 52 of the Constitution of the Republic of Uzbekistan, "Protection of the Republic of Uzbekistan is the responsibility of every citizen of the Republic of Uzbekistan. Citizens are required by law to perform military or alternative service"[1]. According to Article 17 of the Law "On the Defense Doctrine of the Republic of Uzbekistan", military service is carried out by the ministries of defense, internal affairs, emergencies, the national guard, the state security service, etc. It is a special type of public service in the performance of general military duty in the ranks of the relevant government bodies, troops, military structures, and institutions of ministries, state committees, and departments [2]. Legal regulation of liability for violating the procedure for military service and the performance of the duties assigned to it is an important means of ensuring national security and protecting its territorial integrity. Articles 279-302 of the Criminal Code of the Republic of Uzbekistan provide for liability for crimes committed by servicemen of ministries and departments that provide for military service, as well as by persons conducting military training. The legislator, taking into account the specifics of crimes against the order of military service, singled them out into independent sections and formed a system of crimes against military service.

There is no definition of "war crimes" in the criminal legislation of the Russian Federation. Military personnel, as a rule, are held criminally liable for malfeasance under Articles 285 (abuse of official powers), 286 (abuse of official powers), and 293 (negligence) of the Criminal Code of the Russian Federation [3]. Also, the Criminal Code of the Republic of Georgia does not provide for malfeasance in the system of crimes against military service. Military personnel is generally liable for malfeasance under Chapter XXXIX (Articles 332-3421) of the Criminal Code.

We see that in the Criminal Code of the Republic of Kazakhstan there is a unified systematization of crimes against life, crimes against health, and life or crimes that threaten health, as "crimes against the person". In our national criminal law, the crimes in question are systematized. "Military criminal offenses" are grouped under Chapter 18 of the Criminal Code of the Republic of Kazakhstan, deviation from the scope of which (Article 451) is expressed in the inaction of the authorities (Article 452) [5].

Scientific views on the systematization of crimes discussed in the CIS countries T.A. Lesnevsky - Kostareva, P.S. Danilov, O.K. Zatelepin, N.N. Marshakova, T.N. Volkova, V.G. This was reflected in the scientific works of Syzrantsev and other scientists.

In particular, T.A. Lesnievsky-Kostareva (in the Criminal Code of the Russian Federation) proposes to divide war crimes into general and special groups depending on the direct object [6]:

General group:

Crimes against the order of subordination and mutual military relations - failure to comply with an order (Article 332), resistance to a superior or forcing him to violate official duties (Article 333), use of force against a superior (Article 334, infliction of bodily harm under the Criminal Code of the Republic of Uzbekistan, Art. 283), violation of the rules of the Charter on relations between servicemen who are not subordinate (Article 335), insulting a serviceman (Article 336) ;

Crimes against the procedure for performing military service - voluntary abandonment of a military unit or place of service (Article 337), desertion (Article 338), refusal of military service by imitation of illness or other extortion (Article 339), and crimes against the procedure for using military property - abandonment of a fallen warship (Article 345), deliberate destruction or damage to military property (Article 346), negligence in the destruction or damage of military property (Article 347), loss of military property (Article 348);

Special group:

Crimes against the procedure for passing special types of military service - violation of the rules for performing military duties (Article 340), violation of the rules of the border service (Article 341), violation of the statutory rules for performing guard duty (Article 342).), violation of the rules for serving in ensuring public security and maintaining public order (Article 343), violation of the rules established by law for performing internal service or patrolling the garrison (Article 344);

Crimes against the procedure for using the military-technical property as a source of danger - violation of the rules for handling weapons and objects that pose an excessive danger to others (Article 349), violation of the rules for driving a vehicle or machines (Article 349. 350-m.), Violation of flight or flight preparation rules (Article 351), violation of the ship's navigation rules (Article 352).

V.G. Syzrantsev divides alleged crimes into five groups [7]:

1. Crimes against the order of subordination and the statutory rules of relations:

articles 332-336 of the Criminal Code of the Russian Federation;

2. Crimes against the organization of military service:

articles 337-339 of the Criminal Code of the Russian Federation;

3. Crimes against the procedure for passing special types of military service:

articles 340-344 of the Criminal Code of the Russian Federation;

4. Crimes against the order of storage of military property:

articles 346-348 of the Criminal Code of the Russian Federation;

Crimes against the use of military equipment and the handling of weapons:

Articles 345, 349-352 of the Criminal Code of the Russian Federation.

P. S. Danilov considers it erroneous in defining the immediate object of classifying the crime of leaving a warship as a group of crimes against the procedure for the use of military equipment and argues that the object of the crime is public relations aimed at ensuring the safety of military property [8]. In general, there are different approaches to the immediate object of the crime of leaving a warship (Article 289 of the Criminal Code of the Republic of Uzbekistan). IN ORDER. Zatelepin describes leaving a warship as a crime against military service under special circumstances. In our opinion, the immediate object of leaving a wrecked warship is the established order of social relations at the time of the wreck and accident. That is, in the event of a disaster, the commander must organize the evacuation of the ship's crew, take all necessary measures to preserve navigation logs, maps, secret documents, weapons, and other valuables, and if this is not possible prevent them from falling into the hands of the enemy, they must be eliminated. Consequently, the object of the crime is the established procedure for the performance of the duties of military service assigned to the commander.

N.N. Marshakova proposes to systematize crimes against military service as follows: [10]

1. Crimes that threaten the order of subordination and the statutory rules of relations:

articles 332-336 of the Criminal Code of the Russian Federation;

2. Crimes that threaten the order of military service:

articles 337-339 of the Criminal Code of the Russian Federation;

3. Crimes that threaten the procedure for passing special types of military service:

articles 340-345 of the Criminal Code of the Russian Federation;

4. Crimes that threaten the order of storage of military property:

articles 346-348 of the Criminal Code of the Russian Federation;

5. Crimes that threaten the use of military equipment:

Articles 349-352 of the Criminal Code of the Russian Federation.

In our opinion, N.N. It would be wrong to include the abandonment of the dead warship Marshakova in the group of crimes that threaten the passage of special types of military service. In addition, the author notes that violation of the rules for handling weapons and objects that pose a source of increased danger to others (Article 349 of the Criminal Code of the Russian Federation, Article 297 of the Criminal Code of the Russian Federation) belongs to the category of crimes that threaten the use of military equipment. We would not agree. This is because the term "military equipment" does not include weapons and other items.

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

In our opinion, resistance to the chief or forcing him to violate his official duties (Article 281), intimidation of the chief (Article 282), infliction of bodily harm (Article 283), insulting a subordinate (Article 284), violation of the rule of the Charter on relations between non-subordinate military personnel (Article 285) is, in essence, mutually exclusive, are offenses that contradict the statutory norms of relations and are not subject to the current chapter XXI of the Criminal Code of the Russian Federation (crimes against the order of obedience and military honor).

In this regard, domestic scientists, in particular M. Rustambaev, stated that the direct object of the crimes provided for in articles 279 (disobedience), article 280 (disobedience to orders) of the Criminal Code of the Republic of Uzbekistan is the order of subordination in the Armed Forces of the Republic of Uzbekistan. - The direct object of the article (violation of the rules of the charter of relations between military personnel who are not subordinate to each other) is public relations that ensure the fulfillment of the requirements of general military regulations governing the rules of relations between military personnel. We support the idea that

However, we do not agree with the scholar's approach to defining the direct object of Articles 281-284. In particular, in his opinion, the main object of the crimes in question is:

• According to article 281 of the Criminal Code of the Republic of Uzbekistan - public relations aimed at ensuring the normal service of the chief, the principle of individuality, and good name of a serviceman who performs his duties;

• Under article 282 of the Criminal Code of the Republic of Uzbekistan - public relations that ensure the life, health, and physical integrity of the leader;

• According to article 283 of the Criminal Code of the Republic of Uzbekistan - health, the physical integrity of the chief, public relations that ensure his reputation;

• According to article 284 of the Criminal Code of the Republic of Uzbekistan - public relations ensure respect for the honor and dignity of a leader or subordinate [12].

We think that the objects mentioned by the scientist are not the main objects of these crimes, but additional ones.

In this regard, V.K. Duyunov (on the example of the Criminal Code of the Russian Federation) distinguished between the main and additional objects of the crimes incriminated to him as follows: [13]

- the main object of resistance to the commander or forcing him to violate his duties, the use of force against the commander, insulting a serviceman - the procedure for interaction between the commander and the serviceman, established by law and the General Military Regulations;

- resistance to the chief or forcing him to violate his official duties, an additional object of violence against the chief - the honor, dignity, and health of the commander or another person appointed to such a position;

An additional object of the crime of insulting a serviceman is an insult to the honor and dignity of a serviceman.

In this regard, we call on V. K. Duyunov and T. A. Lesnievskaya-Kostareva, V. G. Izrantsev, N. N. Marshakov, P. S. Danilov to resist the boss or force him to violate his official duties, inflict corporal damage to a subordinate or the boss himself. violation of the rules of relations between non-subordinate military personnel is a crime against the rules of relations.

Therefore, in our opinion, the title of Chapter XXI should be stated in the wording "Crimes against the established order of the statutory provisions on obedience, military honor, and relations."

Now let's look at the specifics of the guard service, internal service or garrison patrol, combat duty, and border service. The security service is a special service for the protection of military and state facilities, regulated by law and general military regulations, as well as persons held in a guardhouse and a disciplinary unit. The guard duty is the performance of combat duties and is a service for the protection and transportation of persons in custody and serving sentences in penitentiary institutions [14]. The transition to the internal service involves the appointment of a day watch (except for the guard and the guard) to ensure the established order, protect the building and property of the military unit (unit) and perform other duties of the internal service. checkpoint of the unit, guards personnel, weapons, ammunition, buildings, and property, patrols the corresponding garrison in each garrison - a type of service aimed at monitoring the observance and maintenance of military discipline by military personnel on the streets and in other public places (railway stations, railway stations, airports, etc.) by the order of the chief [16]. Combat duty is organized in the Strategic Missile Forces, Air Defense Forces, and other branches of the military, and the order of its performance is determined by special orders [17]. By the Law of the Republic of Uzbekistan "On the State Border" dated August 20, 1999, to suppress attempts to illegally change the border crossed by military personnel anywhere while protecting the State Border, Uzbekistan to prevent an armed invasion of troops and gangs, to eliminate armed and other provocations on the border, to protect the population and all types of property from aggression, to prevent and suppress border crossing Prevention of smuggling of explosives, poisons, radioactive, narcotic drugs, weapons, ammunition, and other items prohibited border, economic and political Prohibited publications containing information that is harmful to the interests, public safety, public order, health and morals of the population, etc. procedures should be followed to prevent the wearing of video and audio recorders [18]. This means that in the conduct of these types of service, not only the general procedure for military service but also special rules must be observed. Therefore, it is advisable to systematize articles 291-294 in a separate chapter "Crimes against the procedure for passing special types of military service."

Thus, in our opinion, it is advisable to highlight the theoretical and practical importance of systematizing the criminal law norms that determine responsibility for this category of crimes.

While the theoretical significance of systematization lies in the effective technical and legal consolidation of the norms of crimes against the order of military service, their consolidation, systematization, differentiation, and consistency, the practical significance:

Firstly, the establishment of specific criminal law norms makes it possible to distinguish between criminal offenses and other unlawful (administrative, disciplinary, civil law) actions that do not entail

criminal liability, thereby achieving the correct qualification of this category of crimes, criminologically justified differentiation of criminal liability;

• secondly, to ensure the completeness and accuracy of the content of criminal norms;

• and third, make it understandable and accessible to law enforcement.

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THE IMPACT OF REMEDIAL TEACHING ON IMPROVING THE COMPETENCIES OF LOW ACHIEVERS

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Abstract. This research study aimed at identifying the impact of remedial teaching on improving the competencies of low achieving students in Mannar district of Sri Lanka. For this purpose, ninety seven students from rural and urban area were selected from four different schools in Mannar Education Zone. The selection of the primary grade is decided to ensure the effectiveness of the program in primary education. Objectives of this program are to investigate the reasons for the low achievement of students in this zone, to assess the effectiveness of the remedial teaching and to recommend possible actions to be carried out for improvement. The data were collected by interviewing relevant authorities and from the secondary records. Findings show that the socio economic condition of the family and physical and psycho social status of the student cause low achievement. The implemented remedial program proved to be effective with recovering ninety four percentages of students in Tamil Language and ninety three percentages of students in Mathematics. Continuous capacity development of teachers on concept and skills of remedial teaching and strengthening the Referral mechanism to find solution for the socio economic and psycho social reasons to ensure the sustainability of the recovery are strongly recommended

Key words: Capacity development, Competencies, Low achievers, Remedial Teaching, Psycho-social factors, Socio-economic conditions.

1 .INTRODUCTION

Education contributes to economic growth of a country through creation of new knowledge as well as diffusion and transmission of knowledge. While highly educated individuals become scientist, analyst, technologist and inventor developing new process and technologies, the diffusion and transmission of new knowledge require basic level of education of others to understand and digest the new knowledge. Formal education system provides the basic education level necessary for the diffusion and transmission of new knowledge as well as means of transmission.

Sri Lanka has the formal education system from Grade one to thirteen covering the age group from five to nineteen years. The primary education covers grade one to five and to assess the students based on their achievement of essential learning competencies. The achievement of these competencies are measured through Key Stage one which covers Grade one and two, Key Stage two covers Grade three and four and Key Stage three covers Grade five.

Generally, the achievement of Essential Learning Competencies by children who are in similar grades and undergoing a similar teaching process differs. Some are lower in achievements compare to others due to various reasons. If these students are not provided with proper support to overcome the challenge, they will be gradually dropped out from the school before completing the compulsory education in the formal education system. This will lead to limited knowledge and skilled labour force of the country and hinder the economic growth of the country and will bring negative long term impact in the country's development initiatives. Remedial teaching is one of the acceptable solutions for low achievement. Identification of these low achievers, application of Remedial Teaching with systematic assessment of progress and analysis are needed to understand the effectiveness of the Remedial Teaching.

2. THEORETICAL BACKGROUND AND LITERATURE REVIEW

2.1. EDUCATION AND HUMAN CAPITAL

United states, Japan and many European countries have continuous growth over the past hundred or longer years due to expansion of scientific and technical knowledge which increase the productivity of human resources and other factors of production. The study made in United States, found out that the increase in schooling of an average Worker between 1929 to 1982, increased the one fourth of per capita income (Becker, 1994)

According to many economic theorists, certain kind of education equip a man to perform certain job or function or enable him to perform that function effectively because the education enhances one's ability to receive, decode and understand the information and the processing and interpretation of information which is important to perform or learn to perform many jobs. (Richard et al, 1966)

2.2 LOW ACHIEVEMENT IN EDUCATION

Children identified with learning disabilities (LD), low achievement (LA), or mild mental retardation (MMR) were contrasted on 41 measures of ability, academic achievement, social skills, problem behaviour, academic engaged time, perceptual-motor skills, and school history. LD group scoring higher on measures of cognitive ability than the LA and MMR groups and the LA group shows higher tested academic achievement than the LD and MMR groups. (Gresham et.al, 1996)

Heinemann and Loxley (1983) from World Bank carried out a research on 'The effect of primary school quality on academic achievement across twenty nine high and low income countries.' The findings from Europe, America and Japan conclude that the effect of school or teacher quality on academic achievement is less than the family background or other characteristics of the student.

The findings from Africa, Asia, Latin America and Middle East shows evidence that the effect of school and teacher in primary education is more effective. The reason for this is that low income countries are unable to influence the social status of pupil.

2.2 REMEDIAL TEACHING

Remedial Education is defined in the Oxford Advanced Learners Dictionary as 'connected with school students who are slower at learning than others'.

The remedial teaching can also be defined as ' the name implies, is designed to cater to the needs of children unable to keep pace with the teaching-learning process in a normal classroom.' Remedial teaching will act as a safety valve for the students who are behind the expected level of achievement. It involves diagnosis of specific difficulties, provide suitable remedial measures and provide support to prevent reoccurring of them again in future. In one of widely implemented education program called reading recovery program of Maria Clay in New Zealand, students are tested by observation study of literacy achievement in text reading, dictation, letter identification, concepts about print, writing vocabulary, and sight words in beginning and end of the program. (Burris, 2009)

Research by Davidson Tisn, the assessment is defined as a process of gathering and documenting information about the achievement, skills, abilities, and personality variables of an individual. (Tisn, 2006)

According to Clay Maria, literacy must be looked at from the development perspective and it is important that educators to look at how active learners change overtime within their given context. The journey of learning becoming ideal time for children to become self regulatory and this theory is defined as self extending system, which ensures the more children learn about reading and writing during primary level, the more they will engage in literacy activities.

This theory believes that emphasis on early observation and identifying the strength and weaknesses of students in terms of skills in reading and writing, and one-to-one support in the primary grades by teachers towards their students, incorporate a variety of methods such as modelling, explicit teaching, and prompting and praising student struggling with reading and writing will help students to become self-regulatory in terms of their reading and writing abilities. (Burris, op.cit.)

2. METHODOLOGY

Mannar Education Zone identified thousand low achievers in Key Stage two and implements the Remedial Teaching program during 2010. The selection of the primary grade is decided to ensure the effectiveness of the program in primary education which will support the students to gain necessary learning competencies of primary and enter into secondary education without dropping out before or end of this primary cycle. It was decided by the Mannar Education Zone to provide remedial teaching to Key Stage two students since the improvement in their
performance of these students will continue to key stage five in which they will sit for the scholarship examination, which will provide individual benefits to the students as well as
improve the performance of the Education Zone in the examination. Out of thousand students ninety seven students from schools namely St Xevier College, Thalaimannar, Peer Government Tamil Mixed School, Siththi Vinayagar Vidyalayam, and Murungan Maha Vidyalayam from Mannar Disrict were selected for the study based on the judgemental area sampling method.

The assessment marks available in schools will be collected as secondary data and percentage analysis has been done. Focus group discussion with Zonal Education Team, Principals, selected teachers and students were used to collect primary data regarding the reasons for low achievements.

2. RESULTS AND DISCUSSION

4.1 REASONS FOR LOW ACHIEVEMENT

Based on the collected data of the reasons for the low achievement, multiple reasons cause the low achievement of each student. The following table shows the reasons and the number of students affected by each reason.

The first predominant reason is less interest of parents in child's education which affects fifty four percentage of students.   The keenness of parents to meet teachers on request of teacher or by self interest, engage in the discussion with teachers openly , agreement for some follow up at home and commitment to practice the requested follow up were some of the criteria used for the analysis by the teacher. The low literacy level of parents and more attention for daily earning due to the low economic status are the contributing factors for this attitude.

The second pre dominant factor is severe poverty which affects thirty seven percentage of the students. Almost entire families of selected low achievers are belongs to low economic class with irregular income source. This identified thirty six families has no income source and depending on food ration and other subsidies of Government. This reason is identified based on the analysis of the teachers regarding family background and parent's employment. The poverty creates non conducive learning environment at home due to several issues that the poverty creates.

The irregular attendance and lack of support at home to provide guidance for learning become the third dominant reasons which affect twenty four percentage of the students. The irregular attendance cause missing of lessons and affect the continuity of learning process. The lack of support in learning lessons left the child alone with all the doubts and clarification from the lessons learnt in the school.

The sickness often the children experienced are related to malnutrition and less immunity for diseases. The sickness leads to irregular attendance and missing lessons. Fifteen students affected by this reason.

There are twelve students affected by displacement and stayed in welfare camp. They missed number of school days during the displacement and not acquired the learning competency of the previous grade caused them low achievement of the present grade.

The family disputes and separated parents affected seven students. Another reason identified is slow learning. These children are not suffering from any other complicated or multiple reasons but naturally they were slow in learning process. Fifteen students identified with this reason. In some cases, parents who have displaced and returned to their own villages at present, left their children with friends and relatives to continue the study in Mannar schools. Seven of the students were affected by the fact that they were away from their family.

Excessive alcoholic intake of father affects four students out of ninety seven. This habit causes several issues in the family and made the home non conducive for the child to study. There are three students identified by the teachers as very active students with less concentration on lessons. Their attention distracted very quickly from learning lessons and caused difficulty in learning process.

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ISSUES OF PENSION PROVISION FOR MILITARY SERVICEMEN
(NATIONAL AND FOREIGN EXPERIENCE)

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Abstract. The article discusses issues of the legal basis for the appointment of pensions to military servicemen and members of their families of the Armed Forces of foreign states and the Republic of Uzbekistan, the types and amounts of pensions.

Key words: *social security, pension law, Armed Forces, military servicemen, pension provision.*

As the Commander-in-Chief of the Armed Forces of the Republic of Uzbekistan Sh.M. Mirziyoyev noted, despite the impact of the global economic crisis, we are consistently continuing systematic work on social support for military personnel and their families, improving military camps, building modern infrastructure 1].

The Decree of the President of the Republic of Uzbekistan "On the Action Strategy for the Further Development of the Republic of Uzbekistan" [2] adopted the Action Strategy in five priority areas for the development of the Republic of Uzbekistan for 2017-2021. The inclusion in the Action Strategy of such issues as social protection of the population, a gradual increase in wages, pensions, scholarships, and social benefits of state institutions by inflation is a clear example of a humane democratic state governed by the rule of law.

According to M.A. Usmanova, the main goal of our reforms to improve social protection and its legal framework is to further strengthen social justice in this area, ensuring the right of every citizen to social security worthy of his contribution to the economic development of the state. and society. focused on [3].

Pension provision is a system of legal, economic, and organizational measures created by the state for the social protection of the population in the form of pensions aimed at compensating for falling wages and ensuring the livelihoods of people with disabilities. Pensions are the most important component of the social security system [4].

In the field of social protection of military personnel, the issue of pension provision is of particular importance and is one of the main tasks that are in the constant focus of attention of developed countries. This is because military service differs from other types of labor activity in the presence of threats to the life and health of persons who have entered the defense of sovereignty, territorial integrity, peace, and security of the population, as well as other features of military service.

Several scientists expressed their scientific views on the problem of social protection of servicemen.

In particular, the problematic aspects of the social protection of military personnel are considered in the study by N.A. Serebryakova. In his opinion, the system of social protection of

persons performing the functions of ensuring the security and defense of the country includes a complex of facilities that ensure social rights guaranteed by law, provide social services, and create conditions for a decent standard of living for military personnel. [5].

According to A.V. Medvedev, the measures taken in the field of social protection of military personnel are characterized by certain features and are aimed at:
- protection of life and health;
- material and pension payments;

Frame.

The system of social protection of military personnel includes:
- maintaining the morale of persons guarding the territory of the state;
- ensuring measures to promote the material well-being and decent social status of military personnel;
- creation of conditions that ensure the safety of servicemen and their families [6].

According to N. V. Tyutyunov, the exact definition of "military pension" is not clearly defined in the legislation, and it is advisable to reflect it in the legislation on military pensions for its legislative consolidation. The military pension has a dual character, i.e. it is compensation for lost income and compensation for difficulties and losses in military service [7].

In our opinion, the main tasks of the state should be the social protection of military personnel and their families, the definition of social security, the increase in guaranteed pensions depending on the standard of living, the realization of their rights and freedoms.

The state guarantees that its military personnel who are entitled to a pension will receive a pension for a decent life for the rest of their lives after they are discharged from the reserve.

All categories of military personnel from developed countries who retire after 20 years of military service in the United States receive a pension equal to 50 percent of their basic salary. In the French armed forces, those who have served at least 15 years are entitled to a pension, and the military pension is 60-80 percent of the base salary.

In many foreign countries, the legal document regulating the provision of pensions for military personnel has been adopted as a separate law, and the legal framework regulating public relations in this area is constantly being improved.

In particular, the Law of the Russian Federation of February 12, 1993 [9] provides for the appointment of a seniority pension for servicemen with total military service of 20 years or more - 50% of the monetary allowance.

According to the Law of the Republic of Ukraine dated April 9, 1992 "On pensions for demobilized and other persons" [10], a service pension is assigned to military personnel with total military service of 20 years or more - 50% of the allowance.

The Law of the Republic of Tajikistan "On pensions for military personnel" dated December 1, 1994 [11] also provides for pensions for long service for military personnel with a total length of service of 25 years or more - 65% of the pension.

Also, the Law of the Kyrgyz Republic "On Pensions of Military Personnel" of May 7, 1993[12] provides for a pension for the length of service for military personnel with total military service of 20 years or more - 55% of the allowance.

Article 39 of the Constitution of the Republic of Uzbekistan establishes that everyone has the right to social security in old age, disability, as well as in case of loss of a breadwinner and other cases provided for by the law [13].

Although Article 5 of the Law of the Republic of Uzbekistan "On State Pensions of Citizens", adopted based on this article of the Constitution, provides the conditions, norms, and procedure for

providing pensions to military personnel are regulated by the legislation of the Republic of Uzbekistan. Uzbekistan Regulated by the Union Act of April 28, 1990 [15].

According to this law of the former USSR, servicemen discharged from the reserve and eligible for a pension are still paid one of three types of pensions (long service pensions, disability pensions, and survivors' pensions).

The minimum seniority pension in Uzbekistan has since been 40% of the military pension.

Based on the foregoing, to fill the gaps in our national legislation and further increase the combat power of our Armed Forces, it is proposed to create favorable living conditions and fair social guarantees for military personnel and their families:

Development of the draft Law of the Republic of Uzbekistan "On military pensions" by the best international practices;

Introducing amendments to Article 14 of the current Law on Servicemen's Pensions to assign pensions to servicemen with a total length of service of 20 years or more - at least 50 percent of allowance.

Thus, in the future, we will continue to increase the motivation of our national army for a stronger and more reliable defense of the state sovereignty and territorial integrity of the Republic of Uzbekistan, peaceful life, and security of the population.

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AGRICULTURAL RESEARCH IN INDIA: AN EXPLORATORY STUDY

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Abstract. Agriculture is the backbone of the Indian economy which plays the most decisive role in the socioeconomic development of the country. Indian agriculture is a miscellaneous and extensive sector involving a large number of actors. India has one of the largest and institutionally most complex agricultural research systems in the world. The agricultural research system in India includes some 27,500 scientists and more than one lakh supporting staff actively engaged in agricultural research, which makes it probably the largest research system in the world. Historically, the Indian agricultural research system is the zenith of a process which started in the 19th century and which resulted in the establishment of the Imperial (now Indian) Council of Agricultural Research (ICAR) on the recommendation of a Royal Commission on Agriculture in 1929. In the present research system, the Indian Council of Agricultural Research (ICAR) at the National level mainly aids, promotes and coordinates research and education activities in the country. The development of agricultural research system in India, ever since the colonial era till today, is being tried to trace in the paper. An attempt has been made to portray the role of Five Year Plans regarding investment, technology transfer and other aspects related to agricultural development in India. Although agriculture has been playing the most vital role in Indian economy, during the course of the study, it has been observed that not much emphasis has been given to the history of evolution of agricultural research in India.

Key words: ICAR, Indian Agriculture, Colonial, Post colonial.

INTRODUCTION

Agriculture, as the backbone of Indian economy, plays the most crucial role in the socioeconomic sphere of the country. Indian agriculture is a diverse and extensive sector involving a large number of actors. It has been one of the remarkable success stories of the post- independence era through the association of Green Revolution technologies. The Green Revolution contributed to the Indian economy by providing food self-sufficiency and improved rural welfare. The role of national agricultural research system (the NARS) was imperative in the context of Green Revolution.

India has one of the largest and institutionally most complex agricultural research systems in the world. Historically, the Indian agricultural research system is the zenith of a process which started

in the 19th century and which resulted in the establishment of the Imperial (now Indian) Council of Agricultural Research (ICAR) on the recommendation of a Royal Commission on Agriculture in 1929. Since then there was a stupendous evolution of agricultural research in India.

The main events in the history of agricultural research in India can be grouped into the following seven categories (Singh, 2001):

1. Establishment of agriculture departments and agriculture colleges,

2. Establishment of the imperial council of agricultural research,

3. Initiation of commodity committees,

4. Project for intensification of regional research on cotton, oilseeds and millets,

5. Initiation of all India coordinated crop improvement projects,

6. Reorganization of ICAR, and

7. The development of agricultural universities.

Among these, first three could be listed under the development of agriculture in the colonial era, whereas the next four were prominent in the post-colonial era.

2. AGRICULTURAL RESEARCH IN COLONIAL INDIA

The early development of agricultural research in India was associated with the reappearance of famines. This acted as a nasty reminder of the little precedence accorded to agricultural research and development in colonial India.

2.1 ESTABLISHMENT OF AGRICULTURE DEPARTMENTS AND AGRICULTURE COLLEGES

An elemental department of agriculture in India was started in the year 1871 in the form of Department of Revenue, Agriculture and Commerce. Although the chief function of the department remained revenue and there was no work on agricultural development, this did mark a commencement and appreciation of the agriculture sector by the colonial government. However, this initiative was not very significant. The accolade for this modest foundation goes to Lord Mayo who was the fourth Viceroy of India, and to A.O. Hume who was a civilian of the Bengal Civil Service and one of the founders of the Indian National Congress. Paradoxically, the department was established by the Government with a view to supply cotton to the hungry textile industries of Manchester, and not to feed the famine ravished India of 1877-78. Based on the

report of the Famine Commission, the government of India was determined to set up a central Department of Agriculture controlled by the Imperial Secretariat and agriculture departments were to be set up in the provinces to primarily look after agricultural enquiry, agricultural development and famine relief in the country. However the key duty of the agriculture departments both in the centre and the provinces lingered the same that is famine relief. In the year 1892, an

Agricultural Chemist and an Assistant Chemist were allotted to look after research and teaching in India which manifested the first scientific staff in the Department of Revenue and Agriculture. Eventually, an Inspector General of Agriculture was appointed to advise the Imperial and the Provincial Governments on agricultural matters in 1901. An Imperial Mycologist was appointed in the same year, and an Entomologist was appointed in 1903. During the stern famines of 1899-1900, Lord Curzon, the then Viceroy of India, was convinced that the Government of India must urgently concentrate on the agricultural sector to overcome the damages caused by the famine episodes. As a consequence, an Agricultural Research Institute was established in Pusa, Bihar in the year 1905. Likewise, the agriculture departments in the provinces were expanded and agricultural colleges were established at Pune, Kanpur, Sabour, Nagpur, Lyallpur and Coimbatore between 1901 and 1905. However, the chief function of these colleges remained teaching and training and research activities could not be carried out due to the lack of scientific and technical manpower and finance.

2.1 ESTABLISHMENT OF THE IMPERIAL COUNCIL OF AGRICULTURAL RESEARCH (THE PRESENT DAY ICAR)

The Royal Commission on Agriculture, which was appointed in the year 1926, proposed that an Imperial Council of Agricultural Research should be set up to endorse, direct and organize agricultural research all over India. The council was supposed to guide the research activities of central and provincial departments of agriculture. As per the proposal of the Royal commission on Agriculture, the Government of India, Department of Education, Health and Lands set up Imperial Council of Agricultural Research on 16th July, 1929. The name of the council was changed from Imperial Council of Agricultural Research to Indian Council of Agricultural Research in March 1947.

2.2 THE COMMODITY COMMITTEE

Several semi-autonomous Central Commodity Committees were set up by the Ministry of Food and Agriculture that were concerned with research and development activities related to specific crops in British India. These committees were semi-autonomous bodies in the sense that they were financed partly by the government and partly by the taxes collected on the export of the concerned commodities. The Indian Central Cotton Committee was the first commodity committee to be established in the year 1921 on the recommendation of the Indian Cotton Committee (1917-18). The chief function of this Central Cotton Committee remained to be cotton improvement with special focus on the development of improved methods of growing, manufacturing and marketing of cotton. The committee achieved success in the terms that it had effectively developed 70 improved varieties of cotton, and the fiber quality of Indian cotton was also considerably improved. Most of the commodity committees related to specific crops had their own research stations or institutes which were located in the regions where the concerned crop is most widely grown. However, some other commodity committees financed research schemes conducted by the State Departments of Agriculture, e.g., Spices and Cashewnut Committee. The achievement by the Indian Central Cotton Committee leads to the setting up of

commodity committees on crops like lac, jute, sugarcane, tobacco, coconut, oilseeds, spices and cashewnut and arecanut. The Vice-President of ICAR was the President of all the commodity committees. However, there was a great necessity to conduct the researches on various crops within the different agroclimatic regions of the country as in the context of India, the soil and climate fluctuate to a great extent from one region of the country to another. These apprehensions led to the formulation of the Project for Intensification of Regional Research on Cotton, Oilseeds and Millets

(PIRRCOM), which was the first step in the country towards coordinated approach to agricultural research. The Central Commodity Committees were later abolished (beginning in 1965) and the research institutes under their control were transferred to ICAR.

2.1 PLANTATION RESEARCH IN COLONIAL INDIA

The provincial agricultural departments could seldom go beyond the collection of revenue data and famine relief operations. No doubt, experimental farms had been established and in 1884. For conducting experiments the government looked more to agricultural societies than to its own agencies. The society in Calcutta (AHSI) agreed to conduct all experiments in economic products. The Government of Bengal raised its grant from Rs. 2400 to Rs. 6000 per annum.

The objectives of Agricultural and Horticultural Society of India (AHSI) were

• To obtain precise and trustworthy details as to the cost of cultivation and produce per acre of fibre-bearing plants of promising character, so that the Agriculture Department may be able to form a decisive conclusion as to the prospects of a profitable exploitation of the plants in question.

• To secure a competitive trial of machines and processes for the extraction of the fibres. Major focus of agricultural research in colonial India was on
  • Cotton

  • Silk

  • Tea

  • Indigo

The official experimental farms were obsessed with cotton. Mounting pressure from British cotton tycoons had forced the Government of India to initiate a vigorous cotton improvement programme. However, the earlier projects of 1840s and 1860s could not be made successful mainly because of insufficient botanical knowledge or the necessary market research. Later, in 1890, the association of an expert botanist in cotton experiments was specifically called for. The cultivation and marketing of existing varieties produced a relatively stable and acceptable return to money-lenders and dealers. New and untested varieties involved different methods of cultivations and great labour input, without a higher level of output or profit, and with the risk of severe losses to each of these classes. The last quarter of the nineteenth century saw the closure

CONCLUSIONS

Agricultural research in India has an interesting history regarding its growth and development. It started during the colonial era and today the agricultural research system in India includes some 27,500 scientists and more than 100000 supporting staff actively engaged in agricultural research, which makes it probably the largest research system in the world. They are distributed in the ICAR system, Agricultural Universities, General Universities and other organizations. In the present research system, the Indian Council of Agricultural Research (ICAR) at the National level mainly aids, promotes and coordinates research and education activities throughout the country. The research and education responsibilities at the state level rest with the State

Agricultural Universities. In addition to these main streams of research, some general universities and other agencies like scientific organizations related to agriculture, Government

Departments, voluntary organizations, private institutions etc. participate in the nation‟s research efforts. Hence, the role of National Agricultural Research System in the development of agricultural research is of great importance within which all these organizations come. Five year plans play a major role regarding investment, technology transfer and other aspects related to agricultural development in India. Although agriculture has been playing the most vital role in Indian economy, during the course of the study, it has been found that not much emphasis has been given to the history of evolution of agricultural research in India.

ENDNOTE

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Analysis of attraction and distribution of attracted resources
of international financial institutions

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Abstract. Commercial banks, like other subjects of economic relations, must have a certain amount of money, i.e. resources, to ensure their commercial and economic activities. The resources of commercial banks are necessary active elements of banking activity. A commercial bank, on the one hand, attracts free funds of legal entities and individuals, thereby forming a resource base, and on the other hand, places it on its own behalf at its own risk on the terms of repayment, urgency, and payment. According to the method of formation, all the resources of a commercial bank are divided into their own and borrowed (attracted). The main source of resources of commercial banks are attracted funds, which make up about 70-80% of all banking resources.

Key words: commercial bank, economic activities, attracted funds, banking resources, to attracts free funds, borrower, international financial institutions.

IFIs are important parts of the international financial system. Being a source of "long money", IFIs provide countries (both shareholders and others) with the opportunity to mobilize resources for the implementation of long-term strategic projects, as well as contribute to the introduction and dissemination of the best global practices of structural reforms and the development of new areas of lending (for example, "green" financing). During an economic downturn and a slowdown in the investment activity of residents of IFIs, as a rule, maintain or increase the volumes of their portfolios, thereby supporting economic activity in the countries where they operate. In recent years, IFIs have begun to actively increase their portfolios.

This is due both to an increase in lending to infrastructure projects and to the participation of IFIs in lending to national ones. International financial institutions: European Bank for Reconstruction and Development (EBRD), European Investment Bank (EIB), Asian Development Bank (ADB), International Bank for Reconstruction and Development (IBRD), etc. actively participate in the life of commercial banks of the Republic of Uzbekistan.

Credit lines of international financial institutions (IFIs) are the main sources of long-term financing of investment projects, including in the field of energy efficiency.

Due to the pandemic, there are changes in the trends in the development of the lending market. Thus, in 2020, the growth of the retail sector's loan portfolio accelerated by 37.4%, where the main growth is accounted for mortgage loans, car loans and microloans (the growth rate of which reached 80.6%). This trend will continue in the long term, due to COVID-19 and the process of transformation of the banking system into a new model with a focus on the development of retail lending.

In 2020, the volume of micro-loans to legal entities also has a significant increase (15.6%), which is explained by the increased need to cover the liquidity of economic entities. Microcredit is

becoming the most priority area for banks, since during the transformation period banks began to take into account the liquidity gap between short-term deposits and long-term loans. The share of microcredit in 4.7%, which is more than the share of interbank, syndicated loans and leasing with factoring combined, also contributes to the high growth prospects of this segment.

The pandemic has contributed to the creation of deferred demand for investment projects. According to the updated reports of such major international financial organizations as the European Bank for Reconstruction and Development (EBRD), the Asian Development Bank (ADB), the World Bank (WB) and the International Monetary Fund (IMF), the economic growth of the Republic of Uzbekistan slowed significantly in 2020 (Table 1)[1].

Table 1. Comparative table of economic growth forecasts

№	International financial organizations	2019	2020	2021
1	EBRD	5,6%	-2%	4,5%
2	ADB	5,6%	0,5%	6,5%
3	WB	5,6%	0,6%	4,3%
4	IMF	5,5%	1,6%	5%
5	CB of Uzbekistan	5,6%	1,6%	4,5%-5,5%

Positive changes are recognized by international financial organizations. In particular, in the report of the World Bank and the International Finance Corporation "Doing Business 2020", the Republic of Uzbekistan ranked 69th, and in terms of the scale and effectiveness of the reforms carried out in the Top 20 best reformer countries in the world [2].
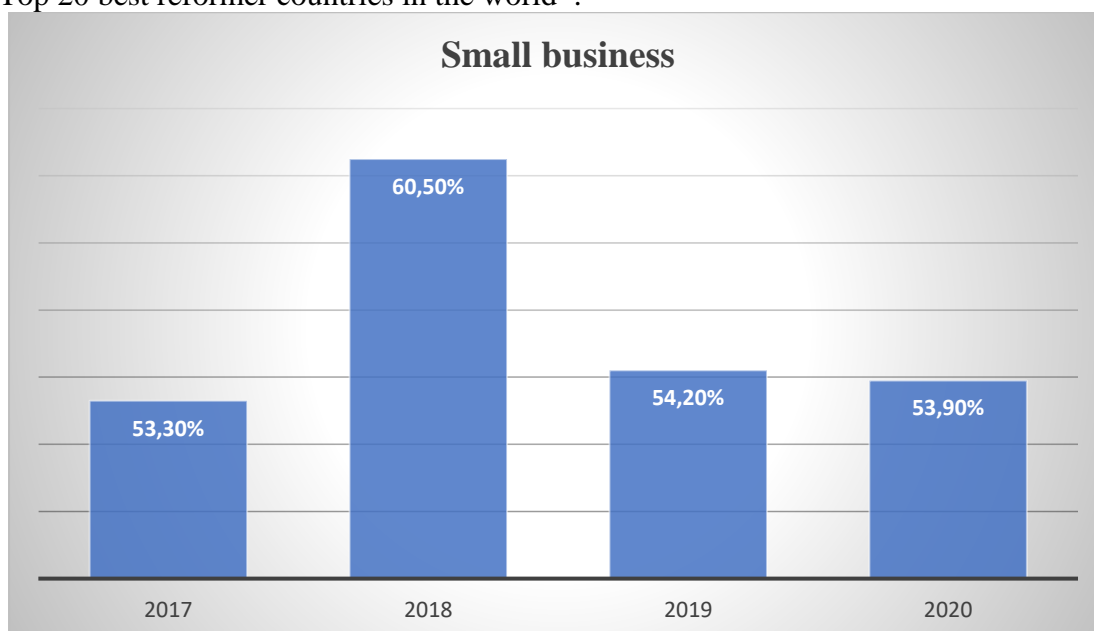

According to the Central Bank of the Republic of Uzbekistan, in 2017, eq. 19.6 trillion soums were allocated for the development of entrepreneurial activity. In 2018, the volume of lending increased 1.6% times compared to 2017 and reached eq. 30.7 trillion soums. In 2019, the allocated

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[1] Forecast data of the IFI and the Ministry of Finance of the Republic of Uzbekistan

[2] Goskomstat of the Republic of Uzbekistan

loans to small businesses amounted to eq. 55.4 trillion soum (increased by 80.5%), which allowed small businesses to actively develop, i.e. significantly increase the volume of development of attracted funds of IFIs. In 2020, the volume of lending to small businesses amounted to eq. 19.4 trillion sum, which decreased by 12.7% compared to the same period in 2019. This, in turn, is also explained by the decline in the activity of the placement of attracted IFI funds during the quarantine measures.

Using the example of the Uzpromstroybank JSCB (here in after referred to as the Bank), one can see the dynamics of the growth of attracted funds of IFIs. To date, the Bank is actively developing the passive part, focusing on small and large funds, including attracted funds from IFIs, as this is considered a stable source of funds, allowing it to concentrate on creating a set of passive products using targeted transaction accounts[3].

IFI credit lines (eq. trillion soum)

		20,5	19,9
5,5	10,3		
2018	2019	2020	2021
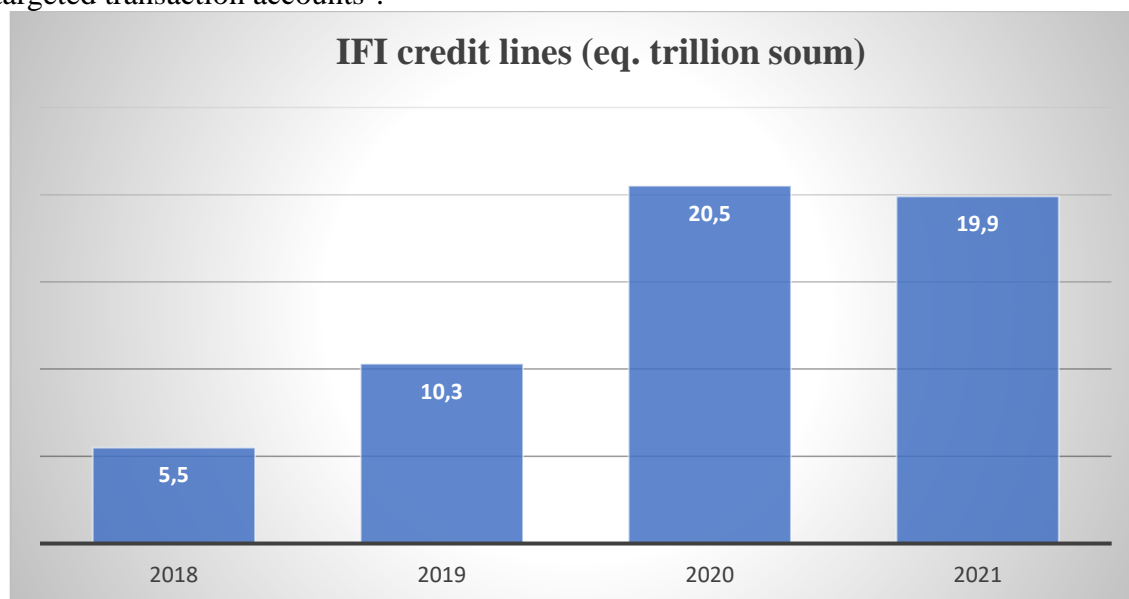
Analyzing the diagram, we can conclude that in 2018, the amount of IFI's loan funds amounted to eq. 5.5 trillion soum, in 2019, the amount of IFI funds amounted to eq. 10.3 trillion soum, and this indicates that there has been a significant increase in attracting IFI funds, the growth was +87%. In 2020, the amount of attracted IFI loan funds amounted to eq. 20.5 trillion soum, and by the end of 2021, this amount decreased and amounted to eq. 19.9 trillion soum (decrease by 12%). The situation related to COVID-19, which covered the whole world, affected the decline in attracting IFI funds. Also, using the example of the Uzpromstroybank JSCB (hereinafter referred to as the Bank), you can see the disbursement of IFI funds. To date, the Bank is actively developing active operations, focusing on increasing income from active operations.

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[3] https://www.sqb.uz

Placement of IFI credit lines (USD million)
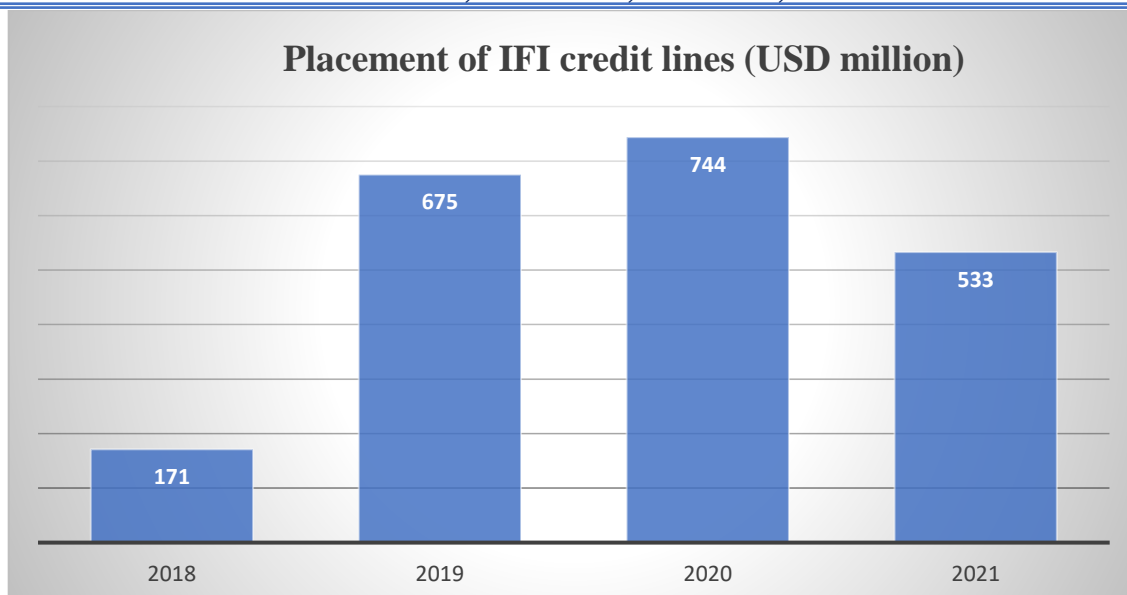
Analyzing the data, we can conclude that in 2018 the amount of disbursed loan funds IFIs was 171 million USA, in 2019 the amount of development amounted to the $ 675 million USA, and this reflects a significant increase in the utilization of MFIs, the increase was +295%. In 2020 disbursed loan funds IFIs amounted to 744 million USA, in 2021 the amount of development amounted to 533 million USA and this reflects a significant decrease in the absorptive IFIs, the decrease amounted to - 3%. As well as the situation with attraction, the situation related to COVID-19 affected the decrease in the disbursement of the funds raised by the IFI.

Taking into account the above and the current difficult period, commercial banks need to pay due attention to the activation of the competent placement of attracted IFI funds. To do this, first of all, it is necessary:

- manage your financial situation wisely in accordance with sound banking and financial policies. In accordance with this, the bank will comply with the requirements of the regulator;

- continue to implement a client-centric approach of the business, which allows to fully meet the needs of the client in banking products and services;

- development of the existing business model with a special emphasis on an individual client approach based on industry specifics and an in-depth understanding of the client's needs;

- active participation in the economic development of the country and strategic national projects, providing its corporate clients with a wide range of opportunities for infrastructural transformations of system-forming industries by providing banking services in accordance with international standards;

- improving the efficiency of clients' business through knowledge of the industry specifics of each corporate client and the use of the most relevant banking instruments;

- creation of structural financing, which will ensure the attraction of direct investments and loans from foreign financial institutions to finance projects of corporate clients without affecting the bank's balance sheet.

Summing up, it can be concluded that the key tool for the effective implementation of the system of timely and competent disbursement of funds is to increase the potential of employees, the competent allocation of human, time and financial resources of the bank.

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THE PROBLEMS OF HOUSING FOR MILITARY PERSONNEL
AND THEIR INNOVATIVE SOLUTIONS

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Abstract. This scientific article discusses the role and prestige of military personnel in society, social protection, in particular, the problems of realizing their right to housing and its international legal framework, innovative aspects of housing issues, scientific and theoretical views of scientists, as well as an analysis of national legislation, final suggestions, and conclusions.

Key words: Armed Forces, military personnel, military service, housing, right to housing, innovation, social protection, long-term mortgage.

Today, New Uzbekistan is being built based on the important idea of a "society with human dignity and a people's state." Based on this noble goal set by the Head of State, our people are becoming the real author of new reforms. In this regard, we have adopted the Development Strategy of New Uzbekistan for 2022-2026, which contains the necessary political, legal, socio-economic, scientific, and educational framework for reforms to be implemented in the country in the next five years based on the principle "From strategy to action - development strategy" [1].

It is common knowledge that every country in the world wants its military personnel to be always on high alert and ready for any threats to peace and security. Naturally, this, in turn, requires patriotism, courage, courage, pride, military prowess and spirit, professionalism, and devotion to the profession, which are characteristic of a true warrior in high spirits.

Today, reforms are constantly being carried out in our country aimed at increasing the prestige of military service, increasing the combat readiness and capabilities of personnel, providing the Armed Forces with modern weapons, military equipment, and other means. At the same time, the issues of training highly professional military personnel in the Armed Forces and providing them with adequate social protection, guarantees, and benefits to achieve this goal have always been considered as the most important areas of our military reforms.

Each state must ensure a worthy place for its serviceman in society, in particular his adequate social protection, in order to achieve peace and security. In his congratulatory message to the military on the occasion of the 30th anniversary of the Armed Forces of the Republic of Uzbekistan, the President of the Republic of Uzbekistan, Commander-in-Chief Sh.M. Mirziyoyev said: We will continue to work to strengthen the social and legal protection of military personnel, their families and veterans of our Armed Forces. emphasized that [2]. As a logical continuation of this, in our New Uzbekistan Development Strategy for 2022-2026, the main goal to strengthen the social protection of military personnel and their families is the annual provision of housing and medical care to the military personnel of the Armed Forces of the Republic of Uzbekistan. on preferential mortgage terms, a quality improvement was revealed [3].

On this occasion, N.A. Vinogradov said: "The stronger the army of the country, the stronger the state itself. The strength of the army depends not only on its military equipment and weapons but also on the morale of the servicemen serving in it. The level of military discipline and combat capability of servicemen depends on their adequate living conditions, in particular, satisfaction with housing," he said[4].

Having chosen the path of military service, our citizens will face various difficulties and hardships in the service. Military service is a special type of public service that citizens of the Republic of Uzbekistan perform in the ranks of the Armed Forces of the Republic of Uzbekistan and other military formations based on universal military duty and contract [5].

By the Charter of the Internal Service of the Armed Forces of the Republic of Uzbekistan:

• military personnel enjoy the rights and freedoms established for citizens of the Republic of Uzbekistan, with restrictions established by the conditions for military service, subject to current legislation;

• they are assigned general service and special duties, as well as constitutional and other civil duties and obligations;

• By the legislation of the Republic of Uzbekistan, the scope and content of the rights, duties, and responsibilities of military personnel depend on the performance of their military duties;

• military personnel are representatives of state power and are under the protection of the state in the performance of military service duties [6]. The specifics of military service and the imposition of official duties and special duties on military personnel, along with civil duties, require the provision of special social protection and benefits from the state, as well as the benefits, compensations, and guarantees provided for by law for such military personnel. The charter of the internal service of the Armed Forces of the Republic of Uzbekistan stipulates that the state must ensure social and legal protection of military personnel, take measures to create for them a decent and decent standard of living, improve service and living conditions [7]. Of particular importance here are the Universal Declaration of Human Rights [8] and the provisions of the International Covenant on Economic, Social, and Cultural Rights [9]. Because the concept of a person living a decent and prosperous life was reflected in these international documents for the first time.

In particular, the Declaration provides that every person has a standard of living necessary to ensure the health and well-being of himself and his family, including clothing, food, housing, medical care, and necessary social services, as well as unemployment, illness, disability, widowhood, old age or other circumstances in which there is no means of subsistence due to circumstances not related to this [10 article 25].

The International Covenant on the Rights of the Person recognizes the right of everyone to an adequate standard of living, including adequate food, clothing, and housing for himself and his family, and to take appropriate measures to ensure the exercise of these rights, as defined in [11 articles 11].

The essence of these international legal provisions is that each state is responsible for creating conditions and taking all necessary measures to ensure the well-being of its citizens.

One of the most important and basic needs in the life of a soldier is housing. Currently, the state provides housing for military personnel with the help of long-term mortgage loans. In accordance with the Regulations on the procedure for providing long-term preferential mortgage loans and individual housing plots for the acquisition (construction) of housing for military personnel of the Armed Forces of the Republic of Uzbekistan, approved by the Cabinet of Ministers of the Republic of Uzbekistan of the Republic of Uzbekistan dated August 11, 2017 No. 619 National Guard, Ministry of Defense, Ministry of Internal Affairs Affairs, the Ministry of Emergency

Situations, the Ministry of Development of Information Technologies and Communications, the State Security Service with a work experience of at least 5 (five) calendar years and an extension of a long-term preferential mortgage loan agreement for the purchase (construction) of housing for military personnel in need of assistance, as well as having the right to provide housing or improve housing conditions at the expense of the state, in accordance with the law, the right to provide land plots for individual housing construction [12]. Over the years, positive work has been carried out on the social protection of servicemen, especially in providing housing for servicemen and their families. For example, in 2017-2019, 275 high-rise buildings were built to provide more than 8,000 military families with comfortable and cozy apartments [13]. However, despite these tangible results, today the issues and problems of providing housing for the servicemen of our Armed Forces remain topical. Therefore, it is necessary to adopt state targeted programs for the implementation of the rights of military personnel to housing, create alternative sources of housing, conduct research in this area and non-standardly eliminate shortcomings in the field. Scientists from many CIS countries have conducted extensive research on solving housing problems and questions of military personnel.

In particular, D.M. Kondratenko believes that the problem of providing housing for servicemen by the state can be solved in a modern market economy only based on new innovative systems, technologies, and programs. Critically, the scientist emphasizes that the relevant state programs and investments in providing housing for military personnel are not targeted, and new innovative changes are not being implemented in practice [14].

Maleeva T.V. and Sokolova O.L. believe that the most optimal solution is the Accumulative Mortgage System (NIS), which is being introduced as a new innovative project as an alternative form of housing for military personnel. These scientists say that the accumulative-deposit mortgage system allows servicemen to acquire (purchase) housing not only after the end of their service but also much earlier with the help of savings in special accumulative personal accounts, which are formed at the expense of budgetary funds [15].

In our opinion, by the opinion of these scientists, it is necessary to conduct scientific and practical research on alternative innovative solutions and mechanisms for solving the problems of providing housing for military personnel in our country. It should be noted that today, given the conditions of the modern market economy in our country, public-private partnership in the housing system of military personnel, as well as various socio-economic and innovative projects aimed at solving these problems by ministries and departments. Cooperation of the Armed Forces with state and non-governmental scientific-research institutions, banking institutions, and financial institutions, especially with private sector participants, to attract investment is practically non-existent. In this regard, the experience of the Armed Forces of the advanced countries of the world, in particular, the United States, France, Germany, Russia, and other developed countries, has been little studied. In our country, today our military personnel use a system of long-term preferential mortgage loans, which are usually offered only to our citizens. Scientific research, social grant projects, programs, and developments in the field of legal, financial, economi,c and information and communication technologies in the field of considering and solving alternative forms and solutions to the housing problems of military personnel were not carried out at all. There is no legal or financial mechanism for alternative forms of housing for military personnel. In the process of providing housing for military personnel, the automated system for the provision of public services was not introduced or integrated into existing state portals, and the system was based on "documentation", i.e. on the "human factor". Such cases can lead to violations of the rights of military personnel on the ground, various censuses, and cases of corruption.

To apply new innovative methods and approaches to the housing provision of military personnel and the introduction of alternative forms of housing construction, we offer:

• First, an overhaul of the military housing system with a thorough in-depth analysis;

• Secondly, a consistent and in-depth study of the experience of advanced foreign countries in improving the existing system of housing construction for military personnel and introducing other alternative forms;

• Thirdly, registration and improvement of the current legislation on housing for military personnel, as well as the abolition of regulations that do not meet today's requirements;

• Fourthly, the widespread introduction of automated systems in the field of information and communication technologies in the provision of public services for the accommodation of military personnel;

• Fifth, conduct research and studies on housing for military personnel;

• Sixth, to establish interaction with banking and financial institutions of the republic to create alternative forms of housing for military personnel, focusing on the search, discovery, or attraction of additional financial resources;

• Seventh, the introduction of social, legal and economic, and financial mechanisms aimed at improving the system of housing for servicemen.

In conclusion, it should be noted that the introduction of alternative options, forms, and sources based on innovative ideas to address the issues and problems of providing housing for military personnel, as well as the lack of public-private partnership in the process of providing housing for military personnel and the fact that land provision issues are tied to a single form, having no other alternative and not being solved in practice, does not give its sufficient positive result and effectiveness.

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INSTITUTIONAL AUTHORSHIP FREQUENCY IN MISQ: IMPLICATIONS FOR INCOMING GRADUATE STUDENTS

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Abstract. Individuals considering entering a doctoral program and pursuing a career in academics know that one of the requirements for a successful career will be a sustained stream of published research. Depending on their desired institutional affiliation, the publication outlets for their research must meet certain criteria, often a bit unique to the chosen institution. Likewise, new doctoral graduates know that publishing from their dissertation and a continuing stream of published scholarly artifacts is critical to a successful career. This study examines the university affiliation of authors published in Management Information Systems Quarterly (MISQ) over a fifteen year period from 1991 to 2005.   We examine the institutional affiliation of the authors and evaluate institutional affiliation concentration of published research. We conclude that authorship affiliation may be a relevant factor to the decision of where to attend graduate school or pursue that first post-graduate teaching position.

Key words: Authorship, frequency, graduate school, institutional affiliation, teaching position.

INTRODUCTION

Successful careers in academia are predicated on generating a successful stream of research published in acceptable journals. "Acceptable journals" vary between institutions and the institutional ranking of journals likely reflects a varying range of criteria based on institutional preferences. Continued employment and earning tenure are goals of nearly all individuals pursuing a career in higher education. The "publish or perish" phenomenon has been around for many years with no sign of either going away or being diminished in its importance, at least informally.   Knight and Steinbach (2008) citing work by von Teijlingen and Hundley (2002) note that articles from more „respected" institutions are more readily accepted by journals. Consequently, a person considering a career in higher education may give consideration to issues that may enhance, or not, the likelihood of their success as an academician, one of those issues being institutional affiliation of doctoral faculty members as well as the institution of first employment.

The aspiring career academic should perhaps consider author institutional affiliation when deciding where to pursue the doctoral degree and/or subsequently where to seek that first faculty

position upon completing the graduate degree. Many doctoral programs support, to some level, their doctoral students through research assistantships where the doctoral student works with a faculty member on the faculty member"s research projects and gains first-hand experience with the research and publication process. If the student is fortunate, they may complete their graduate degree with a publication or two complete and several working papers in progress. Grover (2001) suggests that one of the common mistakes doctoral students make is that they do not build an asset base. He states "doctoral students should use the time in their programs to build their personal value as a co-author (p. 13)." Their value as a co-author would tie directly to the faculty with whom they work as a doctoral student.

Likewise, when a doctoral student is nearing completion of their program of study and preparing to enter the job market, they know full well the importance of continuing the research stream that they have hopefully begun while in graduate school. As doctoral students consider where to focus their job search, they will obviously look for an institution where the existing faculty have research interests compatible with their own. The doctoral student may also be well advised to have some idea of the high quality outlets for their research stream and work to find institutions where the faculty have a history of publishing in the desired outlets. Harper (2006) suggests that authors should have a journal in mind before they begin writing a manuscript. We extend this line of reasoning a bit by suggesting that aspiring authors should have research outlets, in general, in mind when selecting a doctoral program and subsequently when seeking employment.

In this research study, we chose one particular research outlet for management information systems research, MISQ, and examined the institutional affiliation of articles published over a fifteen year period. We summarize the data and provide some suggested implications for our findings.

MISQ was selected as the research journal for this study because it is a highly respected journal in the information systems area. Several studies (e.g. Ranier and Miller (2005); Lawry, P.B., Romans, D., & Curtis, A. (2004); Katerattanakul, P., Han., B., & Hong, S. (2003); Peffers, K., & Ya., T. (2003); Mylonopoulos, N., & Theoharakis, V. (2001), etc.) have ranked information systems journals based on various criteria. MISQ has consistently turned out to be the highest ranked information systems journal. In spite of the fact that different criteria have been used by different studies, the results have consistently raked MISQ at the very top. The Association for Information Systems (AIS) provides MIS Journal Rankings "to provide information about evaluations concerning the quality of MIS journals" (http://ais.affiniscape.com/displaycommon.cfm?an=1&subarticlenbr=432) and again MISQ ranks at the top.

DATA, ANALYSIS AND RESULTS

Data for this study were gathered by examining the institutional affiliation of all authors published in MISQ between the years from 1991 to 2005 (both inclusive). The article titles,

names of authors and their affiliation at the time of publication was recorded in an MS ACCESS database.

Over the period of 1991 to 2005, there were 387 articles with 836 authorships from 259 different institutions. Each author on co-authored papers was counted once, thus multiple authors resulted in multiple authorships. Likewise, the same authors were included multiple times in the database if they were published multiple times during the period of study. In the case of 1 author,

her/his affiliation at the time of publication could not be confirmed. To be fair to the co-authors of the article, the affiliation was substituted by her/his Ph.D. institution.

As can be seen from Table 1, the most frequent institution of authorship was University of Georgia-Athens with 26 authorships. One hundred thirty-one (131) institutions had only one (1) authorship represented over the period. Thirty-eight (38) institutions (i.e., 15 percent) accounted for fifty-two (52) percent of the authorships, while one hundred twenty-three (123) institutions, i.e., forty-seven (47) percent, accounted for seventy-two (72) percent of the total authorships. Thus, the remaining twenty eight (28) percent of authorships was spread over one hundred thirty- six (136) institutions. The majority of the authorships, fifty-two (52) percent, came from fifteen

(15) percent of the institutions and seventy-five (75) percent of the authorships came from forty- seven (47) percent of the institutions.

CONCLUSIONS

Since the institutional affiliation of authors for articles published in MISQ appears to be somewhat concentrated, it seems logical that, if an incoming doctoral student or new doctoral graduate desires to publish in MISQ, they should give consideration to the information in Table

Incoming students may wish to consider applying to doctoral program at one of the schools on the list as those faculty obviously have experience publishing in MISQ and, as a doctoral student, their chances of publishing, even as a co-author, may be enhanced if they are working with faculty members from an institution which has a history of publishing in MISQ. Doctoral students would be advised to heed the advice provided in Grover (2001) to build their asset base as a co-author while in graduate school.

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