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PERFORMANCE OF INDIAN BANKS IN INDIAN FINANCIAL SYSTEM

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Abstract: ***Efficiency and profitability of the banking sector in India has assumed primal importance due to intense competition, greater customer demands and changing banking reforms. This study attempts to measure the relative performance of Indian banks. For this study, we have used public sector banks, old private sector banks, new private sector banks and foreign sector banks. We know that in the service sector, it is difficult to quantify the output because it is intangible. Hence different proxy indicators are used for measuring productivity of banking sector. Segmentation of the banking sector in India was done along the following basis: number of banks, offices, number of employees, business per employees, deposits per employee, advances per employee, bank assets size, non-performing assets etc. Overall, the analysis supports the conclusion that foreign owned banks are on average most efficient and that new banks are more efficient that old ones. The public sector banks are not as profitable as other sectors are. In terms of size, the smaller banks are globally efficient, but large banks are locally efficient. It means that efficiency and profitability are interrelated. It is true that productivity is not the sole factor but it is an important factor which influence to profitability. The key to increase profitability is increase productivity. For this we have recommended some suggestions to tackle the challenges faced by the banks particularly public sector banks.***

Keywords: ***Efficiency, Profitability, Public sector Banks, Financial Reforms.***

INTRODUCTION

The banking sector reforms in India were stimulated by the report of the Committee on financial system, popularly known as Narasimham Committee. This committee, which submitted its report in 1991, suggested various measures to improve the efficiency and health of banking sector by making it more competitive and vibrant (Ahluwalia, 2002). It affected the productivity, profitability and efficiency of the banks to a large extent (Mohan, 2005). Now more than two decade has elapsed after banking sector reforms, hence it is high time to analyze that how the new banking policy have affected the banking operations of the different banks.

OBJECTIVES

The specific objectives of the paper are:

1. The present paper seeks to analyze the comparative performance of public sector, old private sector banks, new private sector banks and foreign sector banks.

2. It also studies the challenges and opportunities particularly faced by the public sector banks.

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HYPOTHESIS

1. The performance of foreign banks is significantly better than old private sector banks, new private sector banks and public sector banks.

2. The performance of new private sector banks is significantly better than old private sector banks and public sector banks.

RESEARCH METHODOLOGY

The present paper is concerned with the Indian banking system. For this all commercial banks have been selected for this study. The study is based on secondary data. The required data have been collected from the various issues of Banking Statistics, published by Reserve Bank of India.

To compare the performance of selected sector banks, ratio analysis method is used. The following ratios are analyzed to examine the performance of the selected sectors.

(A) LABOUR PRODUCTIVITY RATIO

a. Deposits per Employee

b. Advances per Employee

c. Business per Employee

(B) BRANCH PRODUCTIVITY RATIOS

a. Deposits per Branch

b. Advances per Branch

c. Business per Branch

(C) PROFITABILITY RATIOS

a. Spread as percentage of working funds

b. Burden as percentage of working funds

c. Net profits as percentage of working fund

BRANCH EXPANSION

The total number of commercial bank branches in India went up from 63705 in 2007-08 to 76696 in 2010-11. Table-2 shows that maximum branches are with public sector banks followed by new private sector banks and old sector banks. Foreign sector banks have very less branches in the Indian banking system. But if we see the growth rate of different sectors banks during the period of 2007-08 to 2010-11, the number of branches witnessed the highest growth rate in new private sector banks (91.39%) followed by public sector banks (16.89%) and foreign sector bank (14.08%). Very small growth (6.84%) observed in the old private sector banks. So overall growth during this period was 20.39 % noticed.

LABOUR PRODUCTIVITY

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Labour productivity brings in light employee's capacity to produce. Table-4 shows the the productivity in term of Deposits, Advances and Business per employee of all the four sector banks. This is the most common productivity indicator used by banks. Deposits ratio has been computed by dividing the amount of total deposits by the number of employees in the bank. In 2010-11 the ratio is highest in the case of foreign sector banks with Rs. 860.59 lakh per employee followed by public sector bank with Rs. 577.23.

Advances per employee have been computed by dividing the amount of total advance by the number of employees in the bank. Here also foreign sector bank was ahead with Rs. 699.15 lakh per employee and second highest was public sector bank with Rs. 436.37 lakh per employee.

Business per employee ratio has been computed by dividing the amount of total business by the number of employees in the bank. Here also, foreign sector bank is on the top followed by public sector banks. In 2010-11, foreign sector banks with Rs. 1559.74 lakh per employee was on the top followed by public sector banks with Rs. 1013.63Per employee

CHALLENGES AND OPPORTUNITIES

Although a lot of reforms have been made in the public sector banks, still there is a need to modify the policies of public sector banks. At present they are facing many internal and external challenges, which are hindering their performance, but these banks can convert these challenges into opportunities with care and some modifications.

1. COMPETITION: In this globalize world, banks are facing severe competition internally as well as externally. To stay ahead in the race, public sector banks will have to leverage technology for innovative product development.

2. GREATER CUSTOMER-ORIENTATION: Greater customer-orientation is the only way to retain customer loyalty and stay ahead of competition. Public sector banks need to bring about total customer orientation not only in their products/services but their policies and strategies should also be customer focused.

3. TECHNOLOGY: In the deregulated environment managing a wide range of products and offering top class customer services will create new challenges. In this context, technology will be the key to reduce transaction costs, offering customized products and managing risks. This is compelling banks to provide internet banking facilities and increasingly customers are demanding fast, convenient and glitch free banking services. Our public sector banks are lagging behind in technology when we compare them with their counterparts. There is a need for planning and co-ordination at all levels of organization.

1. MANAGEMENT OF NPA: After the global financial turmoil in 2008, public sector banks begin the New Year with a lurking fear that their Non Performing Assets (NPA) would go up with their portfolios coming under severe stress. There is already a visible strain on consumer, credit card and vehicle loan portfolios and many banks have taken conscious decision to scale down their advances to risky sectors. The ongoing financial crisis has had its toll on export-related sectors like IT, textile and SMEs. This may indirectly impact banks' asset quality. There is, therefore, a pressing need to ensure adequate risk-management mechanisms to overcome this challenge

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2. NEW BASEL CAPITAL ACCORD: Basel II Accord emphasizes on three Pillars viz., Capital Adequacy, Supervisory Review and Market Discipline. The new Accord will increase the level of capital that is required for the banking institutions in the region, mainly owing to the new operational risk charge. Measuring credit, market, operational, interest rate, liquidity and other risks in compliance with the new Accord will not be an easy task for either bank managers or supervisory authorities, where there is a lack of ratings agencies and the majority of individual claims remain unrated. Further, banks and supervisors will be required to invest considerable resources in upgrading technology, including adequate data access, technical capacity and human resources to meet the minimum standards in the new Accord.

3. ISSUE OF HRM: Different committees related to public sector banks have enumerated a number of problems relating to HRM in public sector banking such as over manning, low man power productivity, indiscipline, restrictive practices, lack of management commitment to training etc. Banks need to build a service culture using technology in a customer friendly manner. This requires reorienting HRD strategies in public sector banks on an urgent basis and banks need to emphasize right size, right skills and right attitude.

4. PUBLIC PERCEPTION: At last, it is the public perception that will decide the future of public sector banks. The perception of customers regarding public sector banks is very poor. Public sector banks should improve their perception by all means to remain competitive in the market.

5. POLITICAL INTERFERENCE: Over the year the most serious damage to the banking system has been done by the political and administrative interference in the credit decision making. Some political leaders for their political reasons have used write-off system. It should be checked.

CONCLUSION

The paper concludes that although various reforms have produced favorable effects on commercial banks in India and because of this transformation is taking place almost in all categories of the banks. It has also realized that the profitability of the public sector banks appears to have started improving but despite this, the foreign and private sector banks take a big share of cake. Our public sector banks are still lagging behind regarding the various financial parameters in comparison with other banks. It is also true that presently, they are facing many internal and external challenges, which are hindering their performance. Hence, there is a need to consider the above listed challenges for another reform to improve the performance of the banks particularly of public sector banks to meet the requirement of new and open competitive environment.

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ARTISTIC INTERPRETATION OF EPIC PLOTS IN UZBEK DRAMA

(in the example of Usmon Azim's dramas)

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Abstract: ***In this article general meaning of drama and artistic interpretation of epic plots in Uzbek drama are analyzed and the dramas by Usmon Azim are given and also analyzed as an example.***

Keywords: ***plot, characters, monologues, dialogues, playwrights, speech, hero, folklore, stage.***

Drama is a major form of fiction, which consists of monologues and dialogues. That is why it is so different from novels, short stories, short stories and poetry. In a dramatic play, the author captures the different moods and moods of the protagonists, especially the inner feelings are also expressed through their speech and behavior. The playwright not only tells the story of the heroes' lives, but also expresses themselves vividly makes his speech and moves them. All the action in the drama serves to reveal the characteristics of the heroes. In dramatic works the speech of the protagonists is more dynamic than the speech of the prose heroes

Speaking of today's drama, it should be noted that special attention is paid to the development of this literary genre, which is the basis of theatrical art. The innovations that have taken place in the system of Uzbek national thinking and aesthetic views have had a significant impact on the development of today's drama. After O. Yakubov's "Secrets of a House", Usman Azim's "One Step Way", Erkin Samandar's "Arab Muhammad Bahodirkhan", Ilhom Hasan's "A Little World", Abdullah Azam's "Dugohi Husseini" was one of the achievements of modern Uzbek drama. In recent years, Uzbek drama has undergone great changes. It is in the process of creating a modern image of a hero. In the face of the contradictions of life, a number of images were created of people who did not retreat, who sought to understand themselves, and who were able to express themselves. But at the same time, it is too early to say that all the heroes who are still being created are artistically mature, heroes who can withstand the test of time. Nevertheless, the first bold and successful steps give great hope for the future of this work. No matter how complex and multifaceted this process is, there is no doubt that it will yield positive results through the pursuit and pursuit of innovation.

It is known that the issue of the relationship between folklore and written literature is one of the current scientific directions of literary criticism, and so many scientific studies have been created on the interpretation of this problem. The basis of dramaturgy in folklore of Turkic peoples and the poetic nature of folklore in stage works have been studied by such scholars as S. Kaskabasov, N.S.

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Maynagasheva, A.M. Sarbasheva, JT Koblanov. In Uzbek literature, initially, the issue of folklore and its impact on Uzbek drama was raised by G.Jalolov, G.Muminov, K.Juraev, A.Soliev, S.Askarov and others who studied in the dissertations of scientists.

As a literary collaborator of the National Academic Drama Theater, Osman Azim wrote three poems for this troupe, which, in a sense, can be called a "literary trio" - a "trilogy": "Nights without Day", dedicated to Oybek and his life and Abdullah Kahhor's socio-historical-biographical work. They cannot be called a coherent trilogy in terms of events in the lives of the main characters, but according to many other features, these three works complement each other. First of all, the social reality reflected in the period, in the poems, is one - the events that took place in Uzbekistan between the years of the establishment and rule of the Soviet empire, almost fifty years, are reflected in three plays. Naturally, as long as the period is one, it is clear that there will be commonalities in the social environment, relationships, and the landscape of life. Second, the literary-genre affiliation of the plays is the same - socio-historical-biographical dramas. Third, the protagonists of all three plays are real historical figures, and the events described are the same historical reality. Fourth, in addition to the professions of the protagonists of the poems, their destinies, worldviews, and destinies are similar, as described by the author.

One of the works of the playwright Usmon Azim, dedicated to the current problems of our time, the image of a contemporary hero is also reflected in the drama "Kurshov". This work by Osman Azim tells the story of the patriotism and perseverance of our compatriots who set out to fight a group of invading terrorists. While the author aims to address the above-mentioned topic in a romantic spirit, he aims to instill in the minds of young people the duty and responsibility to the motherland in various ways and means. In the introductory part at the beginning of the work, the author introduces the heroes in groups such as "Ours", "All the same", "Terrorists". Unlike many other plays by the playwright, the line between positive and negative images is clear. In this sense, the main positive image is a police officer Ravshan Sobirov. He served in such an honorable field as guarding the borders of our country, and along the way he fought heroically against a group of terrorists who shed the blood of innocent people. The tenacity of the man who captured the criminals, the son of the original country, is depicted in deep dramatic situations. In the course of the plot, on the basis of this reality, very complex destinies and relationships are revealed through the actions of different people.

It should be noted that in this work the playwright has remained faithful to his tradition of naming heroes. In particular, the protagonist Ravshan, his wife Zulhumor. In naming the heroes after the characters in the popular love story, the author emphasizes that people with a pure heart do great things, and courage always accompanies them. The drama uses a variety of expressive means to create a worthy image of individuals who have not forgotten their humanity and duty to the motherland in difficult circumstances.

In U. Azim's drama "One Step Way" such vices as disregard for human desires, disrespect for man in time are reflected in the example of the complex fate of an old man who worked hard and lived an honest life. An old man and his wife, who had dreamed of visiting Samarkand all their lives, but who did not see the neighboring city due to the shortness of his arms, his worries about marriage, and the neglect of his children. The psychology of his sons is shown with great skill in the play.

The work "Tahir and Zuhra" by the famous poet Usmon Azim the repertoire of storytellers, and narrators this folklore, which has been performed in the form of district variants and versions a

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distinctive artistic expression of his work translated into a stage interpretation are listed. This is the aspect that unites all three of the dramatic works, firstly, the basis of the interpretation of events - the basis is romantic-romantic relating to a folklore work on the subject; secondly, the image system main characters (Tahir and Zuhra), rival characters (Karabakh),

composition of auxiliary characters. The course of events in the work is structurally the interrelationship of semantically specific “love trinities”. This type- the triad of images defines the compositional structure of a work of art is one of the poetic formulas that shape the plot structure in all three of the dramas “Tahir and Zuhra”. In the example, both the plot structure and the nature of the conflict are trinity based on the structure.

In these plays, Osman Azim appeared as a playwright with a good sense of the rules of the stage. At the same time, he demonstrated his ability to create modern plays based on both historical and psychological dramas, as well as examples of oral and written literature. Usmon Azim also wrote screenplays for Alisher Navoi (1990), Alpomish (1997), Sevgi (1998, based on the same story). It is known that Osman Azim's unique style is probably a name in poetry to the drama of the poet, who has won and taken a high and firm position in it. The applause may have come as a surprise to some, but not to the fireplace did not seem. Remember that the poet has a special love for theatrical art and in the "Theater" series. Plus, dozens of his poems are full of dramatic elements, in which a little dramatic situation comes to life and as in a drama, a seemingly neutral image as a means of expressing a lyrical experience turned. There are: they are reminiscent of a play, as if they come to life on the stage of our imagination ... I mean, a poet who's already in love with theater ... most importantly, this love is first love always misses his status and is therefore often mentioned in his poems shows. The strength of my impression is not surprising. As Osman Azim writes the drama, he evaluates the events from the inside aims. Because the event evaluated from the inside has a real essence. Person the depiction of the psychology is the characteristic of the style of Osman Azim. In it the life of society and important aspects are expressed. Talented poet Usmon Azim deserves in the field of drama services have opened a bright page in the life of our nation. And then the life of the nation was reflected. On historical and modern family themes his dedicated works give a vivid expression of this. In general, Osman Azim did a great job in the late twentieth and early twenty-first centuries hit. During these years he wrote about ten dramatic works for the treasury of Uzbek literature made a worthy contribution. Important words in his heart are both poetic and prose was able to deliver to readers with dramatic bees. In particular, "The life of the writer". If you read carefully in his book, all these are the jewels of Uzbek literature turns out to be. To conclude, formal researches and creative experiments in the drama of independence did not stop for a moment. Playwrights, realizing that innumerable life situations could make serious changes in the nature of the protagonists in these situations, invented new forms of expression, such as drama-version, drama-situation, which ensured the success of these works.

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EFFECTIVE FORMS AND METHODS OF FORMATION OF CREATIVE ABILITY OF FUTURE MUSIC TEACHERS THROUGH COOPERATION TEACHING TECHNOLOGIES.

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Abstract: ***In this article, important aspects of effective principles, forms, tools, and methods of forming creative abilities of future music education teachers through collaborative teaching technologies are scientifically and theoretically studied.***

Keywords: ***important aspects of effective principles, forms, tools, methods, creative abilities, future music education.***

Today, our country is trying to introduce as many innovations into the education system as possible, to organize them effectively and improve their quality. Because education is a mirror of the nation, a category that promotes the growth of society and the state, and gives the people the qualities of creativity.

In today's world, where effective reforms are needed in education, it is important to cultivate members of society who can be successful, to open the way to creativity in education, to create its important systems.

Today, in the system of higher education, the content of education is changing in connection with the development of creative thinking and creative ability, so the most important task for future teachers - creative, independent thinking, the task is to form an intellectual personality. Such students should be able to think logically, be creative and physically active, and collaborate with adults and peers.

The problem of vocational training in pedagogy is relevant, they are A. Abdullina, S.I. It is reflected in the works of Arkhangelsky, N. V. Kuzmina, N. M. V. A. Slastenin and others. Scientific research in this area has shown that the success of the staff, as well as having extensive knowledge, experience, creative ability, professionalism and a qualified professional, its role in the environment and individuals also play an important role. plays.

In the works of many researchers, the development of pedagogical activity plays an important role in defining the main tasks and directions of creative ability.

Russian scientists V.A. Kan-Kalik and N.D. As the Nikandrovs put it in their book, Pedagogical Creativity, "the creative process is the process of solving constantly evolving pedagogical problems."[1] [38 p.]

The ability to develop one's creative abilities, the desire to learn new aspects of a particular activity, and so on.[2]

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[1] V.A. Kan-Kalik, N.D. Nikandrov "Pedagogical creativity" M: Pedagogy, 1990 p 38.
[2] Ermakov D "Competence in solving problems" Public Education 2005 No. 9

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In order to organize music education at a high level, it is important for the teacher to have creative abilities.

Paragraph 4 of the specific features of music lessons states, “Music has an active emotional impact on the child, makes him happy and evokes creative experiences. Good, meaningful and fun music lessons give children artistic and spiritual nourishment. Music is different from other disciplines because of its active psychological impact and intense creative activity. ”[3] [28-p.]

One of the features of pedagogical activity is creativity. Creativity is an integral part of pedagogy.[4]

E.F.Zeyer on the multidimensional nature of pedagogical activity, the fundamental knowledge, generalized skills and abilities of the teacher, his creative approach to the organization of culture and pedagogical activity, readiness for continuous self-development, professional development "Integrity set".[5] thought. [9 b.]

A number of pedagogical and psychological scientists N. Azizkhodjayeva, J. Tolipova, M. Saidakhmedov, N. Almetov, Z. Nishonova and others spoke about the importance of modern education in educational institutions. reflected in the sources created. Acquaintance with the content of the available literature in the research process. Experience in conducting pedagogical activity in the higher education system. required.

The organization of the educational process in the field of music education in higher education institutions on the basis of new pedagogical technologies, the study of opportunities to increase the effectiveness of the development of creative abilities of students create two important conditions;

- first of all, to ensure the quality of the overall performance of these educational institutions,

- Secondly, they will develop the activity of future professionals who will study and acquire certain skills and qualifications. Therefore, the study of the problem of increasing the effectiveness of education in higher education institutions has a social character.

The following basic principles play an important role in the study of theoretical and practical aspects of the development of creative abilities of students in the field of music education in higher education institutions on the basis of collaborative learning technologies.

- Humanization of professional and methodological training of future specialists;

- A systematic, operational and technological approach to the formation and development of creative abilities of students in the context of modern information technology;

- Equipping future professionals with theoretical and practical knowledge in the development of creative abilities;

- Expanding and deepening the structure and content of the education system in the development of creative abilities of future professionals.

Based on the above principles, it is important to rely on the following general principles.

1) Humanism - recognition of the identity of each student who is the subject of the pedagogical process;

2) integrity - methodological aspects of the integrated system of professional training of students;

3) formation of professional knowledge, skills and abilities based on theoretical knowledge;

4) a unit of science (specialty), professional-practical and methodological training, ensuring the effectiveness of the system of methodological training of future specialists;

[3] G.Sharipova, G.Najmetdinov, Z.Khodjaeva “Methods of teaching music and school repertoire” textbook “Turon-Iqbol” -2018 page 28
[4] S.S. Savelyeva “Professional competence of a teacher of the XXI century” Textbook Kolomna 2008
[5] E.F. Zeer “Psychology of Professions” textbook for university students Academic Project; Mir Foundation 2005 9 p.

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5) continuity - awareness of the constant need for professional activity in the educational process;

6) completion - to consider the possibility of interaction of the student's educational and future professional activity;

7) activity, initiative, creativity - taking into account the interests and inclinations of each student in education;

8) universality - training future professionals to work not only in secondary schools, but also in targeted classes (schools), as well as lyceums, vocational schools and similar educational institutions;

9) Perspective - this model of methodological training of students can be used to train teachers in other disciplines.

The main conditions for the implementation of this in the educational process are as follows:

- Ensuring cooperation in education and development;
- to establish a constant connection between the theory of education and the practical training of specialists;
- Intellectualization and acceleration of methodological preparation of students for professional activity in the development of creative abilities;
- Providing the educational process with scientific and methodological developments;
- increase the role of links between educational and creative activities of students in the educational process;
- Continuity of educational and scientific activities in the methodological preparation of students;
- The content of the methodological preparation of the requirements for education, the joint organization of teacher and student activities;
- Enhancing the role of teaching and creative tasks in the theory and methodology of science;
- Implementation of interdisciplinary internal and external relations in the teaching of teaching methods;
- rational use of all forms of teaching students;
- Improving the level of scientific and practical work of teachers.

In this case, the stages of formation of pedagogical technology, the concepts of foreign pedagogical scientists "pedagogical technology", "learning technology", "pedagogical cooperation", "collaborative educational technology", "educational technology", "innovative technology", "information technology" relations should be explained. The use of various methods of modern technology in the educational process, including: pedagogical cooperation, collaborative teaching technology has a unique character, prepares students for the formation and development of professional training and creative abilities.

he ideas of pedagogical cooperation are embedded in the content of pedagogical technologies today and form the basis of the "Concept of education in the XXI century".[6] . [48-p.]

Pedagogical cooperation in education, the didactic nature of collaborative learning technologies, plays a special role in education and its organization.

Collaborative learning technology. It combines individual learning technology, adaptive learning technology, team learning technology, design technology, and modular learning technology.

Collaborative teaching technologies are the main conceptual approaches, the structure of pedagogical activity of a modern teacher, design activities, technology of design of educational

[6] Education: odnim bolshe, drugim menshe? Regional research in the field of education in Tsenralnoy and Eastern Europe and the CIS. - M: UNICEF, 2007. - [p. 48]

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process, parametric model of educational process of VM Monakhanov, technology of education, purpose of training It is necessary to have knowledge about the independent activity of students, the logical structure of the educational process and the requirements for training in the field of educational technology, the didactic principles of educational technology.

Collaborative learning technologies need to be tailored to the individual characteristics of the students, with a good understanding of the selection process.

The implementation of these requirements requires the following conditions: the organization of regular scientific and practical seminars on the study, generalization and implementation of pedagogical technologies in educational institutions; the teacher is constantly working on himself, getting acquainted with new literature; conduct regular interviews in educational institutions; participation in the organization of educational processes (creation of technological forms of education and training) creation of technological maps.

The research process involves the development of recommendations using new pedagogical technology methods aimed at providing methodological training in the development of the creative ability of the requirements. The use of new pedagogical technologies in the organization of the educational process in the field of music education helps to develop students' creative abilities. The key is to turn learning objectives into control tasks based on collaborative learning and ways to achieve learning objectives and their objective evaluation. This requires a prospective music teacher to know the most up-to-date teaching procedures and to have the skills to reflect on the subtleties of the topic. In addition to traditional forms of education, it is advisable to use a wide range of non-traditional forms of education.

The second phase of the application of pedagogical technologies focuses on preparing students for learning in a new way. It focuses on tasks such as independent study of the subject, the development of research skills, self-monitoring of the level of mastery of themselves and individual classmates, cooperation with teachers.

In order to form creative abilities in future music teachers, it is necessary to actively understand music, to combine its knowledge, educational and aesthetic role, to develop the ability to hear and reflect music.

Prospective music teachers should take a number of steps to develop creative skills based on collaborative teaching technologies in the classroom. As a result of these measures, the following will be achieved:

- Didactic tools are selected that allow to fully engage with students;
- Tasks will be developed to determine the level of mastery of students;
- projects of joint pedagogical process are created;
- Provide opportunities for teachers and parents to use collaborative strategies in class and out of class.

In order to improve the quality and effectiveness of the collaborative pedagogical process, a number of tasks will be implemented:

1. Study of pedagogical and psychological resources to cover the problems of the collaborative pedagogical process and the choice of technologies for interaction with students.
2. Determining the selected technology on the basis of experimental testing and diagnostics of its effectiveness.
3. Development of methods for the use of collaborative technologies in the pedagogical process.
4. To develop recommendations for the use of science-based collaborative technologies to ensure the quality and effectiveness of the collaborative pedagogical process.

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5. Develop a set of test tasks to determine teachers' professional skills in the use of collaborative learning technologies.

This requires the following:

a) in-depth analysis of the results of the level of development of students in the collaborative pedagogical process;

b) analysis of the results of monitoring the achievements of each student in the collaborative pedagogical process;

c) analysis of teachers' use of pedagogical collaboration technologies;

g) identification of problems that arise in the process of pedagogical cooperation, the search for strategies to solve them, making adjustments to this process.

In order to ensure the quality and effectiveness of the collaborative pedagogical process, the following activities can be organized:

- Development of creative abilities of students, their involvement in collaborative activities and creative orientation;

- Ensuring that students participate in a variety of competitions and activities that require collaboration, looking for ways to achieve their positive and sustainable development.

In the process of music education, emotional sensitivity, clear thinking, logic, creative ability, organization, activism, and the ability to make quick decisions are important.

This means that the use of collaborative learning technologies in higher education allows, first of all, vocational training, focusing the intellectual potential of students on one goal, regulating the activities of students, improving their creative abilities.

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ROLE OF ETHICS AND MORAL EDUCATION

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Abstract: ***Individuals will accept external moral authority when it is independently filtered. The problem is that most public service leaders do not follow a consistent approach to ethical decision making and accomplishing ethical behavior in the bureaucratic organizations they lead. While formal codes of ethics offer some standards of conduct and guidelines for ethical decision-making, a more effective approach is to mesh code enforcement with a normative approach to establishing an ethical climate. Public Administrative style, methods, hierarchy and training are closely interrelated with ethics. Training alone is not enough. However, serious, sustainable improvements of the public service without adequate education and training seem to be impossible. Evaluation of training policies in every country in the region appears to be necessary. Public servants must understand what is acceptable behavior, and, in the end, when the risk of detection and punishment outweighs the gains. Modern people who have embraced scientific development as truth do not judge goodness according to the will of God. They ask their own insight for advice and often end up in conflict because insights differ. If we concentrate on the basis of the conflict, we discover common ground that is often hidden or misconstrued.***

Keywords: ***music lessons, self-study skills, activities, performance skills.***

INTRODUCTION

In concept, business ethics is the applied ethics discipline that addresses the moral features of commercial activity. In practice, however, a dizzying array of projects is pursued under its rubric. Programs of legal compliance, empirical studies into the moral beliefs and attitudes of business people, a panoply of best-practices claims (in the name of their moral merit or their contribution to business success), arguments for (or against) mandatory worker participation in management, and attempts at applying traditional ethical theories, theories of justice, or theories of the state to firms or to the functional areas of business are all advanced as contributions to business ethics—even and especially in its academic literature. These projects vary considerably and often seem to have little in common other than the conviction, held by those who pursue them, that whatever each is pursuing is business ethics.

This entry focuses generally on academic business ethics, more particularly on the philosophically-informed part of business ethics, and most particularly on the constellation of philosophically-relevant questions that inform the main conversation and ongoing disagreement among academic business ethicists. It covers: (1) the history of business ethics as an academic

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endeavor; (2) the focus on the corporation in academic business ethics; (3) the treatment of the employment relation in academic business ethics; (4) the treatment of

transnational issues in academic business ethics; and (5) criticism of the focus and implicit methodology of academic business ethics.

Although academic instruction explicitly devoted to the relationship between ethics and commerce can be found in U.S. business schools as early as the first three decades of the 20th century, particularly in Catholic colleges and universities, creation of academic positions dedicated explicitly to business ethics in U.S. business schools tracks closely waves of corporate scandal from the 1980s to the present. In 1987, in the midst of the insider trading scandal on Wall Street, former Securities and Exchange Commission head John Shad gave the Harvard Business School over $30 million for the purpose of starting a business ethics program there. Subsequent philanthropy from a number of sources financed the creation of prominent endowed chairs at the University of Virginia's Darden School, the University of Pennsylvania's Wharton School, and other business schools. Today, academic positions in business ethics, whether endowed chairs or ordinary faculty positions, are found frequently in

U.S. business schools and in philosophy departments, as well.

ETHICS AND BUSINESS: THEIR INTER RELATIONSHIP

What constitutes business varies from society to society. To relieve a business of likely specific problems, the business is to be decided by the people of the society and not by business or those who run the business. The basic problem is that the ethical course of action is not always clear to company‟s managers. Business ethics is a studyof moral standards as they apply to business policies, behaviour and institutions, and to the people who work within these organizations. Its function is not only to analyze moral norms and values, but also to attempt application of this analysis to business.

Business ethics partly aims to analyse the presuppositions both moral presuppositions and the presuppositions from a moral point of view of business. Since business operates within an economic system, part of the proper task of business ethics is to raise questionsabout economic systems in general and about the morality of a country‟s economic system in particular. This, in turn, raises questions about the appropriateness of using moral language to evaluate these systems.

WHAT BUSINESS ETHICS CAN DO AND CANNOT DO: Business ethics can help people approach moral problems in business more systematically and with better tools than they might otherwise approach them. It can help them to see issues they might normally ignore. It can also drive them to make changes that they might otherwise not be moved to make. However, business ethics does not by itself make anyone moral. Business ethics presupposes that those who study it are moral beings, and they wish to be even better,more thoughtful, and more informed moral beings. Business ethics does not change business practices unless those engaged in the practices that require moral change wish to change them. Business ethics can produce arguments to show that a practice is immoral, but obviously only those in a position to implement the change can be able to bring them about.

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MORAL REASONING IN BUSINESS: The pertinent questions that arise are: Is morality simply a matter of individual choice? Is it culturally determined? Is the claim that there is a universal morality applicable to all people and at all times, defendable? Certainly, some business practices are held to be moral and proper and others improper. But the question to be asked is: Whether these conventional norms should be held, whether some of them may

infact be improper? At times, conventional morality is challengeable and is attacked. A moral law at times needs to be violated.

ARGUMENTS FOR AND AGAINST BUSINESS ETHICS

There may be objections toward application of moral standards to business. Let us see what some of these objections are and what can be said against or in favour of applying moral standards to business.

OBJECTIONS TO BRINGING ETHICS TO BUSINESS

The objection is that in perfectly competitive free market, the behaviour of people in business organizations should not be subjected to moral standards. On this view, the people in business should single mindedly pursue the financial interests of their firm without diverting their energies or their firm‟s resources into "doing good works". In support of this view there may be advanced three different arguments as also put by Velasquez (De George, 2002).

These are as mentioned below.

FIRST OBJECTION-ARGUMENT: The pursuit of business being profit, the society will benefit most if managers do not impose their own values on a business and devote themselves to produce „efficiently‟ what the society wants (or values). Arguments of this sort conceal a number of such questionable assumptions that require quite lengthier discussion. However, briefly,first assumption is that contrary to a point in the argument advanced, most industrial markets are „not‟ "perfectly competitive", and as such, therefore, to the extent that firms do not have to compete they can maximize profits "despite inefficient production". Second, it is a wrong presumption of the argument that „any‟ steps taken to increase profits will "necessarily" be socially beneficial. In fact, several ways of increasing profits actually cause injury to society: allowing bribery, fraud, tax evasion, deceptive advertising, harmful production to go Psychology uncontrolled concealing product hazards. Third, the argument assumes that by producing whatever the buying public wants (or values) firms are fulfilling the want of „the whole‟ of the society. Infact, the wants of large segments of society (the poor and disadvantaged) are not necessarily met because they cannot participate fully in the market place. Fourth, the objection-argument is essentially making a normative statement ("managers should devote themselves to the single-minded pursuit of profits") on the basis of unproved moral standards ("people should do whatever will benefit those who participate in markets"). Thus, although the argument tries to „show‟ that ethics does not matter, it can do this only by assuming an „unproved‟ moral standard that at least appears mistaken.

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Second objection-argument for bringing ethics into business is that business manager (as loyal agent of his employer) should single mindedly pursue the interests of his firm and should ignore ethical considerations.

The argument can be, and often has been, used to justify a manager‟s unethical or illegal conduct. The loyal agent‟s (manager‟s) argument relies on several questionable and mistaken assumptions. First, the argument tries to show that ethics does not matter by assuming an unproved moral standard ("the manager should save his employer in whatever way the employer wants to be served"). But there is no reason to assume that this moral standard is

acceptable as it stands; it would be acceptable only if it were suitably qualified (e.g., "the

manager should save his employer in whatever moral way the employer wants to be served").

Second, the loyal agent‟s argument assumes thatthere are no limits to the manager‟s duties to serve the employer, when in fact such limits are an express part of the legal and socialinstitutions from which these duties arise. An agent‟s duties are defined by the law of agency (i.e., the law that specifies the duties of persons (agents) who agree to act on behalf of another party and who are authorized by the agreement so to act). Lawyers, managers, engineers, stock brokers, and so on all act as agents for their employers in this sense. By freely entering into an agreement to act as someone‟s agent then, a person accepts a legal (and moral) duty to serve the client loyally, obediently, and in a confidential manner as specified in the law of agency (Blumbey, 1973a).

The manager‟s duties to serve his employer, then, are limited by the constraints of morality, because it is with this understanding that his duties as a loyal agent are defined. Third, the loyal agent‟s argument assumes that if a manager agrees to servea firm, this agreement automatically justifies whatever the manager does on behalf of the firm. However, this assumption is false:

Agreement to serve other people does not automatically justify doing wrong on their behalf. For example, it is wrong for someone to kill an innocent person to serve or advance one‟s own interests.

Agreements do not change the moral character of wrongful acts. Ifit is morally wrong for a manager to do something out of self-interest, then it is also morally wrong for him to do it in the interests of his company even though he has agreed to serve the company. The assumptions of the loyal agent‟s (manager‟s) argument, then, are mistaken.

THIRD OBJECTION-ARGUMENT FOR BRINGING ETHICS INTO BUSINESS: TO BE ETHICAL IT IS ENOUGH FOR BUSINESS PEOPLE MERELY TO OBEY THE LAW

Business ethics is essentially obeying the law. It is wrong to see law and ethics as identical. It is true that some laws require behaviour that is the same as the behaviour required by moral standards, e.g., the laws that prohibit murder, rape, fraud,etc. In such cases, there is coincidence between law and morality, and the objection to obey such laws is the same as the obligation to be moral. However, law and morality do not always coincide. Some laws have nothing to do with morality because they do not involve serious matters, e.g., laws of parking, dress codes, and other laws covering similar matters. Other laws may even violate our moral standards so that they are actually contrary to

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morality. Thus, ethics is not simply following the law. Nevertheless, this does not mean that ethics has nothing to do with following the law Our moral standards are sometimes incorporated into the law when enough of us feel that a moral standard should be enforced by Psychology pressure of a legal system. In contrast, laws are sometimes criticized and eliminated when it becomes clear that they blatantly violate our moral standards. E.g., law permitting job discrimination and bribery in business must be eliminated since they violate our moral standards. Therefore, morality shapes and influences many of the laws.

Moreover, as most ethicists agree that a person has moral obligation to obey the law so long as the law does not require clearly unjust behaviour. This means that, in most cases, it is immoral to break the law. The obligation to obey the law can give rise to conflicts

when the law requires something that the business person believes is immoral. In such dilemma cases, a person is faced with a conflict between the obligation to obey the law and the obligation to obey his conscience.

Thus, the arguments attempting to establish that ethics should not be brought into business have been found all wanting.

THE CASE FOR ETHICS IN BUSINESS

There may be quite some arguments for bringing ethics into business.

(1) One way to argue is that ethics should govern all voluntary human activities, and, business is such an activity. Therefore, ethics should also govern business.

(2) Another argument is that business activities, like any other human activities, cannot exist unless the people involved in the business and its surrounding community adhere to some minimal standards of ethics. Business is a cooperative activity whose very existence requires cooperative behaviour. First, any business will collapse if all of its managers, employees, and customers come to think that it is morally permissible to steal, lie or break their agreements with the company. Because no business can exist entirely without ethics, the pursuit of business requires at least a minimal adherence to ethics on the partof those involved in business. Second, all businesses require a stable society in which to carry on their business dealings, the stability of a society requires that its members adhere to some minimal standards of ethics. The impossibility of conducting business in society without ethics_ a society in which lying, theft, distrust,cheating, and unrestrained self-interested conflict became the norm_is shown by the way in which business activities break down in Indian Psychological societies torn by strife, conflict, and distrust. Because business cannot survive without ethics, it is in the interests of business to promote ethical behaviour both among its own members as well as within its larger society (Michales, 1980, for a similar version of this argument).

(3) Third argument for bringing ethics to business is by showing that ethical considerations are consistent with business pursuits, in particular with the pursuit of profit. That ethics is consistent with the pursuit of profit can be shown simply finding examples of companies where a history of good ethics has existed side by side with a history of profitable operations. Such companies have combined a good history of profit with exemplary ethical climates.

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However, the above mentioned claim-proposition that ethics is consistent with the pursuit of profits is not fully demonstrated by certain individual companies. There may be many chance factors that affect profitability, e.g., over-capacity in a particular industry, changing consumer tastes, recessions, weather patterns, interest rates, etc. There are many difficulties involved in trying to see whether ethical companies are more profitable than unethical ones. There are many different ways of defining ethical, many different ways of measuring profit, many different factors that can affect a company‟s profits, many different ways of deciding whose actions count as the actions of company, and many different dimensions along which companies can be a compared. Despite these difficulties, several studies in examining whether profitability is correlated with ethical behaviour, suggest that, by and large, ethics does not detract from profit and seems to contribute to profits.

(1) Yet another reason (Fourth Argument) to think that ethics should be brought to business is that in a situation when two parties in business are faced with a dilemma of choice as „to cooperate‟ or „not cooperate‟, they must opt for mutual cooperation. For, if both cooperate with each other, each of them will benefit.

.1. Academic business ethicists address questions that range across the functional areas of business, giving rise to various recognized specialties in business ethics (e.g., marketing ethics, finance ethics, accounting ethics). But despite the wide range of questions pursued, the bulk of the academic literature and discussion is focused more closely on (and much of the function-specific work is connected closely to) the large corporation whose ownership shares are traded on public exchanges.

2. THE CORPORATION IN BUSINESS ETHICS

Although self-conscious, academic business ethics is of recent vintage, its intellectual roots are found in the corporate social responsibility (CSR) and business-and-society literatures originating in law and in business in the early and middle 20th century Academic business ethics displays its CSR heritage in the peculiar constellation of concerns that pervade its literature. Those concerns surround the business corporation, which Robert Solomon (1991) calls “the basic unit of commerce today.”

The corporate focus is evident in the titles of early works of academic business ethics that have done much to shape the subsequent discussion in the field. Tom Donaldson's Corporations and Morality (1982) and Patricia Werhane's Persons, Rights, and Corporations (1985) take business ethics to be concerned centrally with questions about the corporation's proper role in and relationship to the social order. These questions, taken up by the field and continuing to inform its main conversation, are said to surround the “moral status of the corporation,” by which is meant typically one or both of: (1) Is the corporation a moral agent, distinct from the persons who compose it? (2) Morally, how or in whose interests ought the corporation to be managed?

IS THE CORPORATION A MORAL AGENT?

At law, the corporation is a person, distinct in its personality from the persons who bear ownership shares in it (its shareholders) or conduct activities on its behalf (its directors, officers, and other employees). Among the many manifestations of the corporation's separate legal personality are: (i) Distributions of dividends from the corporation to its shareholders are subject to income taxation

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in the same way that gifts between persons are subject to income taxation. If the corporation were not a separate legal person (as, for example, in U.S. and English law a partnership is not a separate legal person from the partners who compose it) the distribution of dividends would not a be a taxable event (because money would not be changing hands). (ii) Corporations are subject to civil liability that is distinct from that of its owners. Indeed, one of the principal motivations for organizing business activities in the corporate form is that corporate assets are legally separate from the personal assets of the corporation's shareholders. Shareholder liability for corporate debts is limited to whatever assets owners have contributed to the corporation in return for their ownership stakes. (iii) Corporations are subject to criminal liability that is distinct from that of its owners, directors, officers, or employees.

INTEGRATING VALUES AND ETHICS

The implication for teaching at the college and university level is that instructors need to understand the ways in which values and ethical frameworks are relevant to their course content. To create understanding and properly extend the learning of students, instructors need to make clear their perspectives on moral literacy. As discussed in the preceding section, valuation processes can be relevant to leadership as conscious and unconscious influences on the cognitive processes of individuals, as rubrics or codes for responding to problematic situations, and as meta-values around which to establish consensus on shared objectives and purposes.

3. THE EMPLOYMENT RELATION IN BUSINESS ETHICS

Falling neatly out of concern about the power of large, publicly traded corporations is a concern about the terms of employment they afford. The discussion of the employment relation in academic business ethics has crystallized into a debate over the relative moral merits of at-will employment terms and just cause employment terms, especially in light of the place each occupies in employment law.

Most of the discussion of the employment relation in academic business ethics concerns the fairness of the at-will doctrine and whether other terms of employment ought to be substituted for it through public policy initiatives. Indeed, the debate makes little sense outside the public policy context. On broadly Kantian grounds, Werhane (1985) argues that arbitrary dismissal is incompatible with respecting employees as persons. Respecting employees as persons demands that they be supplied with good reasons when adverse action is taken against them. Thus, at-will employment (or at least, dismissal without cause undertaken in accordance with the at-will doctrine) is incompatible with recognizing and respecting the employee's personhood.

The debate over at-will employment is a debate not about what employers and employees ought or ought not to do, but instead about the merits of taking the terms of employment continuation out of the realm of contract and into the realm of public policy. In that sense, it is more like the debate over the minimum wage. The at-will doctrine neither commends nor incentivizes a managerial practice. Instead, it apportions the legal risk of arbitrary firing in a way different than just cause rules do. Which apportionment is better may tell us much about the public policies we ought to have, but it doesn't tell us how we ought to conduct business.

4. CONCLUSION

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The main conversation in academic business ethics is focused on the large, publicly traded corporation. It owes its prescriptions mainly to normative political philosophy, rather than moral theory. It speaks more to public policy toward business (and especially the large, publicly traded corporation) and the institutions of capitalism than it does to ethical business conduct, i.e., what one ought to be doing when one is doing business.

To be sure, there are cases of corruption that respond to the unethical nature of the corrupt individual. But for the most part, the unethical behavior stems from the environment in which individuals must interact. Convoluted regulations and weak rule of law foster a culture of corruption and informality both in the private and public sectors.

In the public sector, convoluted regulations and weak rule of law provide ample opportunities for public officials to accept bribes without punishment. In the private sector, those two factors push some people to do business informally as a means to survive and others to profit far more than they would if the possibility of bribery did not exist. The result is an increasingly unequal society, in terms of the opportunity to create wealth and improve living standards.

To fight corruption and informality, it is essential to understand that corruption is a symptom--of overregulation, lack of rule of law, a large public sector--not the root of the problem. The perceived problem is unethical/corrupt behavior of the private sector, which leads the government to press more on private-sector activities. The real problem is the government action/regulations causing undesired behavior of the private sector. The optimal solution would be to eliminate burdensome regulations so that unethical behavior does not occur.

Countries must advance economic freedom in all possible areas of the economy, with particular emphasis on regulations affecting small and medium business, in order for corruption and informality to decrease. The Index of Economic Freedom is an excellent guide to identify what is obstructing economic activity and, therefore, perpetuating poverty.

Countries must also preserve the independence and effectiveness of the judiciary to punish corrupt actions. Economic freedom with a strong rule of law will foster a culture of investment, job creation, and institutional respect--all essential factors in massively improving the living standards of ordinary people.

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DEVELOP STUDENTS' ABILITY TO WORK ON THEMSELVES

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Abstract: ***This article describes the theoretical and practical basis for developing students' self-study skills in music lessons. Music culture classes focus on the importance of activities in students' regular self-study, music literacy, listening to music, and group singing as students increase their musical knowledge.***

Keywords: ***music lessons, self-study skills, activities, performance skills.***

The level of development of any society today depends on its proper organization of educational work, attention to science and culture. Education is already a priority factor in determining the global prestige of society, the future of the nation.

In developing students' self-study skills in music lessons, they must first inculcate in students the essence of musical knowledge and concepts, the importance of music pedagogy, the importance of performance and training in musical development. Musical activities play an important role in developing self-improvement skills. Practical activities play a crucial role in music education. Among these (singing, playing, dancing, performing various movements, etc.), group singing (choir) plays a leading role, because the student at the same time controls his voice by following the gestures of the singer and conductor, o ' Coordinates his performance with the audience and the singer, at the same time understands the musical tone and artistic images of the work, understands the logic and enjoys the art, constantly develops vocal and choral skills in the singing process and implements it on a scientific basis. one of the decisive goal tasks is to consolidate the scope of knowledge.

The subject of "Music Culture" taught in secondary schools plays an important role in the spiritual, artistic and aesthetic development of students. Conscious performance of melodies in music lessons, their theoretical foundations, the history of creation, authors, methods, character, genre features, structure and similar features, the formation of skills to work on themselves and on this basis. serves to learn the approach.

Transforming music as a whole, in terms of theoretical and practical performance, plays an important role in the future activities of students. Therefore, music teachers are required to have a high level of knowledge of music theory and methodology. Understanding the content and essence of musical, musical-theoretical knowledge, which must be mastered in the course of each topic in the course of the lesson, the means of expression of music (expression "language") to get acquainted with the musical literature leads to the acquisition of the necessary concepts, musical imagination, figurative feeling [2]. As far as we know, "music culture" classes are based on several activities. These activities include singing (as a group), listening to music, and music literacy, which will focus on providing students with the knowledge and understanding they need to master the program and textbook. At this point, we would like to briefly dwell on the educational and pedagogical tasks of music literacy.

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The main goal of music literacy activities in music culture classes is to help students master the theoretical (elementary) rules of music, that is, the means of expression associated with the writing of notes. The pedagogical activity carried out in the activity of music literacy contributes to the formation of students' musical thinking and musical outlook, musical memory, musical perception. In this activity, students learn about the history of the creation of a musical work, the means of expression of music, rhythm, meter, scale, register, mode, tempo, note path, note lengths, pitch, counting, creators, performers. zlates.

When the pedagogical goals set in the lesson, the musical activities are carried out in an integrated manner, the process of self-improvement through the acquisition of musical and music-theoretical knowledge by students is effective.

Here:

- development of musical abilities;
- Improving students' musical comprehension skills;
- development of singing skills (vocal chorus);
- study the basics (elementary rules) of music theory;
- development of musical q-abilities by feeling the rhythm of music, performing appropriate actions;
- The formation of creative thinking in the student in the process of acquiring musical-theoretical knowledge;
- Through the ideological and artistic content of music, the formation of a musical worldview, aesthetic and moral education of students is achieved. As a result, students learn the basics of contemplating music.

Methodological conditions for the development of musical, musical-theoretical literacy of students in the primary grades in the formation of students' skills of self-study in music lessons, based on the analytical results of experimental work, secondary schools in the process of music lessons. Forms and methods of improving students' theoretical knowledge, skills and abilities were identified. The basic foundation and pedagogical goal of music literacy activities in primary school music lessons is achieved through a literate analysis of melodies and songs about singing and listening on the themes of the quarter and year given in the new programs.

In elementary school, music literacy is taught in the following stages:

1. Children's attention is drawn to the main means of expression of music - melody registers, tempo, rhythm, dynamic symbols, note marks, lengths, note lines, clits and others.
2. Knowledge of the rules of sound tuning and singing, teaching to follow the rules of clapping and playing musical instruments.
3. The role and importance of the creators of a musical work, such as "composer or composer", "performer", "listener", the necessary information related to the ideological and artistic content of the studied work through the practice of music literacy to learn. [4, 109].

When these pedagogical goals set in music lessons are implemented in the integrity of all musical activities, the process of developing students' ability to work on themselves is effective.

For example, consider a single singing activity. Before teaching a song, the teacher talks about the creators of the song. Part of music literacy here is music history. The notes and lyrics of the song being studied are written on the board. Then a song is played on a tape recorder or performed by a teacher. We find ourselves listening to music on our own. After listening to the song, the teacher uses the teacher to determine the genre of the melody and the means of expression. Here we turn to the knowledge of the analysis of musical works.

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Thinking, attention, memory, musical listening, and artistic and emotional uplift play an important role in this process. The sciences of pedagogy and psychology emphasize that these things are directly related to all types of development of musical, artistic and theoretical skills and abilities in children, and the whole educational process is unimaginable without them. One of the main ways to strengthen and develop memory in music lessons is to organize lessons based on the principles of simple-complex, bottom-up.

Listening to music also plays an important role in developing students' ability to work on themselves in music lessons. It is expedient to cover the content of its theoretical and practical bases as follows.

An analysis of the views of teachers with extensive experience and research in music pedagogy has shown that the lessons in the system of music education and upbringing, especially music lessons from the 1st grade, are methodologically sound. While the structure, artistic and ideological content of the works to be listened to and their relevance to the characteristics of children's age and the influential performer are crucial in the organization of music, the process of listening to music can be at the following stages:

1. Introductory speech of the teacher about the work to be listened to (in this case, the students are told about the genre of music, its structure, authors, the history of coverage of the work.)
2. Listening to music performed by a teacher or by technical means.
3. Simple musical and ideological analysis of the listened work with dialogue, discussion and debate.
4. Identify students by asking them short questions to help them understand and understand music.
5. Listen to the piece of music again and make a final conclusion about the students' general impressions of the piece.

Music literacy is important for students to develop self-improvement skills.

The essence of practical experiments on the content of pedagogical activity aimed at improving the musical-theoretical literacy of students in the practical application of methods for the formation of students' self-study skills and the development of musical-theoretical literacy in music lessons Ways and results of the implementation and implementation of work on the basis of the developed experimental program, a number of criteria and recommendations that determine the effectiveness of the process of developing students' musical and theoretical literacy.

Collaboration between teachers and students in the music education process is one of the most effective aspects of education. In class, students sing in groups, listen to music, and perform actions appropriate to the music. In doing so, they experience a variety of emotional experiences. Conducting lessons in an interesting, diverse way, using a variety of tools, increases the chances of students acquiring knowledge, skills and abilities, the ability to work on themselves, relatively easily and without difficulty. The analysis of the music education system and the generalization of the experience gained so far set the task of introducing new types and methods of music lessons.

Modern and educational requirements make it necessary to organize music lessons on the basis of modern pedagogical technologies, to form in students the skills of self-study in music lessons. we found it necessary to dwell on the following types of lessons according to their psychological and physiological characteristics. This is because playing lessons in the primary grades as much as possible in a playful way will increase the activity of the students and make them perform the given tasks with interest. For example, when the topic of musical instruments is covered, students are given cards with pictures of different musical instruments. The teacher uses a tape recorder to play a melody

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played on a musical instrument. Pupils use the cards in their hands to show how the piece is played. Active students are evaluated and encouraged [4, 109].

As you know, any piece of music is a work of art. Performing it at the level of a work of art requires thorough knowledge, high skill and performance skills from the musician. As the teacher develops the student's skills to work on himself, it is also important to develop the skills of performance, in which case the teacher must first instill in the student a love for the instrument. To do this, from the very beginning it is necessary to include in the repertoire works that sound as good as possible, that the reader likes, and that increase the desire to learn them. When working on a piece, it is important to make sure that each bar produces a good sound from the very beginning, because the volume and quality of the musician is one of the main criteria for the artistic expression of the performance. Artistic expressiveness plays an important role in the performance of Uzbek folk instruments. No matter how high a musician's performance technique is, he will not be able to make a good impression on the listener if he does not reveal the artistic features of the work. Such a work has a dry, lifeless, soulless appearance. To do this, the musician must know his instrument well and master the expressive properties of the bars, be able to use them as needed, as well as be able to create and control the collected sound of a clear melody. should be.

It is very difficult to acquire such skills and it takes some time. In practice, there are musicians who have a high level of performance technique but cannot feel the melody. As the teacher engages the student, he or she should continuously cultivate the student’s delicate senses, such as the ability to feel and perceive music, in each session [6,63b].

Each melody, each instrument has its own characteristics and capabilities. The colorful features of the instruments allow them to play unique works. That's why every musician should know his instrument well.

All the methods of performance, from the dynamics of the melody to the use of each bar, serve as a means of artistic expression, that is, the state of the word, the quality of the sound must be constantly monitored. Special attention should be paid to the development and development of the student's musical consciousness, memory and sense of rhythm, as well as the ability to hear, without studying the melodies of a particular curriculum during the study period. To do this, the teacher can take a creative approach to the teaching process, carefully monitor the students and find different ways to achieve the goal. Here are some of them:

1. The teacher performs a work for the student, analyzes it together and explains to the students the artistic aspects, reveals the content more clearly, that is, adapts to the student's worldview and feelings. figurative comparison of sentences.

2. Listen to the melodies and songs on the magnetic tapes with the students, discuss and analyze it, or compare 2-3 different performances of the same piece on the instrument and explain their differences, disadvantages and advantages.

3. To study and play any work of Uzbek folk melodies with all students in the oral tradition without notes, if possible, in addition to the curriculum.

4. Performing and listening to concerts within and outside the educational institution. After the concert, of course, the teacher analyzes the performance of the concert and shows the good performances to the students. However, experienced teachers and talented musicians say that the most important factor in mastering the performance of the work is the ability to perform the music as explained by the teacher. It is through this process that unlimited respect for the teacher, interest in the profession and aspiration emerge.

5. Listening to and analyzing performances of other folk instruments at a concert or on magnetic tapes, not just Uzbek folk instruments. Listening to the same work performed by Uzbek folk

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instruments and comparing and analyzing the possibilities, means and features of their artistic expression. [5,49].

Here we will focus on the performance of some Uzbek folk instruments.

Uzbek folk instruments are diverse and differ in their performance capabilities, functions and structure. In the formation of performance skills through regular self-study skills, first of all, students should be introduced to these instruments and learn to play the instrument perfectly, taking into account which instrument they have a strong desire to play. it is necessary to go.

The dutar has a soft sound, the noxious skull is carved or ribbed, the relatively long and thin handle is attached to it, and the long handle is attached to the skull with a thin lid. there is. Typically, there are 13 curtains that form a complete non-chromatic sound series with a range of more than two octaves. Dutor's two silk strings are tuned to a quartet, quintet, or unison (octave). The main method of execution in Dutar is scratching. At the same time, the richness of the dutars, the use of the right hand and fingers are also developing. Dutor's works are characterized by a double texture. The Afghan rubabi (also known as the Bukhara rubabi) has a unique shape and is a percussion instrument. The upper bouts featured two cutaways, for easier access to the higher frets. Typically, only 4 curtains are attached to the bowel on a thick handle that is aligned with the bowl part, and the rest are glued to the wooden lid with chopsticks. The rubab usually has 5 main strings (including unison adjustable 1-2, 3-4 double strings) and 10-11 resonant wire strings attached to the side ear (ear). when the strings are tuned to the interlocking quartet, the resonant wires form seconds that rise step by step. Although the range is in the range of two octaves, Afghan rubab is used almost exclusively by professional folk musicians, soloists, and as an ensemble in Bukhara, Uzbekistan [3,17].

The methodology used in the system of didactic requirements for lessons should be clear and understandable. use of methods, ability to organize the lesson, mastering the methods of team, group and individual work, taking into account the individual characteristics of each student in the course of the lesson, management of music culture lessons creates the basis for regular operation.

It is obvious that the formation of students' skills of self-study, mastering musical-theoretical knowledge and, in the process, the acquisition of skills of reading notes, singing according to notes, depends primarily on the professionalism of the teacher, organization, organization, management of lessons. , planning, effective use of effective work methods, effective influence on the development of students' general musical, musical-theoretical skills of reading notes and singing according to the note. Based on such pedagogical requirements, students will have the opportunity to develop a real musical culture and vocal and choral singing skills. This is the essence and essence of the modern requirements for music education and upbringing today.

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DEVELOPMENT OF MUSICAL ABILITIES OF PRESCHOOL EDUCATIONAL ORGANIZATIONS.

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Abstract: ***This article describes the content and methods of working with preschoolers, students with muscular disabilities. Psychological and physiological conditions are also described.***

Keywords: ***Musical ability, comparative ability, musical hearing (slux), unison, chorus.***

The importance of music in preschool education is enormous. Future music professionals are professionals who instill high feelings in the minds of the younger generation, instilling in them a love for the Motherland, the pursuit of beauty, the desire to preserve and create it.

The ultimate goal of music education is that the younger generation can inherit our national musical heritage and realize the richness of music, mature, well-rounded, cultured, aware of not only their own national traditions, but also the culture of other nations and respecting these traditions and cultures. to do so. The importance of cultivating delicacy is enormous. The content of fine arts is multifaceted, and music education is the most important.

If we analyze different types of art, the art of music differs from other types of art by its unique perception. For example, works of art, such as fine arts, sculpture, and architecture, are perceived through the use of visual aids. Due to this, it is possible to understand the form and content of the work at any time, both as a whole and in detail. [1,81b] In the art of music, the work is invisible to the naked eye. It can only be perceived by hearing it for a specific period of time. Therefore, in our minds, musical works are not embodied as a whole at once, but gradually, parts of the work come one after the other, are determined by our memory, and over time become a single work. It is this feature that determines the perception of a piece of music. This means that the form of music differs from other forms of art in terms of its perception, that is, its connection with hearing and time.

Engaging in music and achieving a certain result requires a certain set (combination) of general and special abilities from a person. Ability is a characteristic of a person that characterizes his ability to successfully perform a certain type of social activity. [5,48-p] In pedagogy, the concept of ability is defined in accordance with the methodological rule that the development of a person is the development of his abilities. Ability is one of the most important characteristics for musical activity. Because children of kindergarten age naturally have different levels of musical hearing, interest, memory, attention, sound abilities, and most importantly, abilities. The pedagogical process in the most important activities of music education requires the comprehensive coverage of students, the formation of their practical performance skills in harmony, at a certain level of stability and equality. This is especially evident in singing activities. Achieving pure unison in singing, tuning, juggling, achieving ensemble, performing works of different complexity as a whole ensemble (choir) as a "whole organism", bringing students' musical abilities as close as possible, transcends the task . [4,34b].

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Children with poorly developed musical ability will have "slow" musical reading. This also has a negative effect on the development of musical hearing (slux) and musical memory. It is therefore necessary to organize a possible pedagogical activity to reveal hidden abilities in order to form and develop the ability. Well-known educators and psychologists evaluate ability as a characteristic of the human personality and view it in relation to certain activities and believe that without appropriate activity there may be no ability or development at all. This can be clearly seen in the direction of music. When we assess the musical abilities of some pupils (musical reading - listening, memory, performance skills, expressing their impressions, etc.) we use the term "talented". [2,31b] For students who do not have a clear voice (musical hearing "sluxi" - sluggish), do not quickly master the tone of the song, the way of speaking (musical reading - weak memory) and can not express their thoughts meaningfully we use the phrase. [2,33b].

Ability and incapacity, on the other hand, depend on many psychological and physiological factors in the formation of a child's personality. Heredity, family environment, environment in which the child grows up, social conditions play an important role in this. Man cannot be completely "incompetent" in general. Everyone has some degree of ability. This quality manifests itself to varying degrees in each individual. Not being able to demonstrate one's abilities well can also be devastating as a result of a person's psychological state. (Excitement, confusion, lack of self-confidence). In such cases, the teacher will have to try to reveal the child's hidden abilities.

When a person's latent abilities are viewed as his or her own characteristics, these qualities are the basis for his or her further development, that is, the development of his or her musical abilities. Since music lessons are one of the specific forms of manifestation of mental activity of the child's personality, music pedagogy prefers to work on the basis of scientific achievements and conclusions of general pedagogy and physiological sciences. The connection between education and development is complex, and the acquisition of certain elements of the necessary skills in a particular activity (musical) does not immediately increase the level of their abilities. The development of skills depends on how the facilitator manages and organizes the educational process, as well as on the individual approach to each child and their pedagogical approach to them. Often there are classes that do not develop musical skills, or even prevent them from developing. This is often the case with music educators who do not have sufficient knowledge and skills in music pedagogy and methodology.

In the process of education it is necessary to know well the individual characteristics of the child's personality, to choose the forms of work, methods and tools that will help the child to develop musical abilities, to apply them skillfully.

It is well known that musical abilities occur early, often long before children begin to engage in music purposefully. Based on this, children are differentiated as "capable" and "incompetent" in the process of engaging in music. [5,28.b] However, research and experiments by some scientists have shown that it is possible to develop non-human abilities in a well-organized learning process. Accordingly, we have the right to believe that every child should be engaged in music, and therefore musical ability can be formed and developed only through a purposeful and consistent system of music lessons. Some of the music skills of preschools, that is, children with "disabilities," need to be studied well in order to develop their musical abilities.

This is often manifested in the child in the process of singing, children playing musical instruments, rhythmic accompaniment to music, performing actions appropriate to the music. In analyzing the problem of musical abilities, first of all, it should be noted that they consist of a wide range of interrelated, inseparable qualities that do not exist. Musical abilities include features related to understanding music, imagining, listening to music, visualizing a particular artistic content, clear intonation of sound when singing, sense of rhythm, and special performance. While none of these

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traits are “passive” in the learning process, it indicates that the child has not been able to demonstrate his or her abilities well or that his or her “abilities” have not developed in that direction. [2,14b]

In such cases, the head of the music class will have to study each child's musical abilities and record their changes in a special notebook. Music lessons teach children to listen to music, sing, perform rhythmic and dance movements, and play musical instruments. Accordingly, working with children individually or in groups at different levels is one of the most effective forms of work.

Without denying the innate ability given by nature, it is possible to say that every physically healthy child can develop musical perception, musical hearing, performance ability. In this process, it is not the child's hereditary or natural ability that matters, but the professional skills of the teacher, the methodology used in the lesson. Of course, under the same conditions, for example, in music lessons, the level of mastery of students in the same group, from the same music director, will be different. Therefore, the process of formation of human character, psychological, physiological capabilities, interests is very complex. Therefore, the science of pedagogy requires music teachers, leaders of music circles to study the individual characteristics of each child, the characteristics of musical hearing, memory, practical performance, to organize classes in each lesson, taking them into account. This is especially important in music lessons, because the quality level of music lessons is clearly reflected in the process of group performance of students. Musical ability is explained by the fact that children develop more musical hearing. This is because the ability of children with developed musical hearing (sluxi) to perceive music and store it in their memory is formed accordingly. Ability to listen to music is absolute and relative, it is innate in a person in harmony with absolute hearing, perception, imagination, attention, memory, etc. can give back. [3,42.b].

Those with comparative abilities, on the other hand, are distinguished mainly by their inability to determine the tonality of a piece of music they have heard clearly, in their own voice. One of the most difficult skills in most music lessons is that some children do not develop absolute hearing. Such children pose serious challenges to the teacher, especially when singing. Their inability to keep their voices in tune with the ensemble has a negative effect on their performance as a group. Musical hearing consists of external hearing and internal hearing, while external hearing is the perception of the music we hear, while internal hearing is the ability to think, see a note, and be affected by music even if it does not hear it. In this case, the role of the head of the music circle will be to work to develop children's inner hearing. Teaching a child to listen carefully to music is one of the most effective ways to do this.

The development of musical ability can be achieved by memorizing and imagining, teaching sounds (musical sounds) to feel, understand, comprehend musical images independently. [6,75.b] When preschools begin to teach singing in music classes, their musical ability begins with testing their "musical hearing." The process of group performance in music lessons in preschools is one of the most important tasks in the development of children's listening skills from the most important musical abilities. This is because listening to music, perceiving a work, remembering it, and expressing theoretical knowledge in practice are all manifested in this process. It should be noted that the formation of a set of musical skills (listening, singing, reading by note, memorization, playing) in students is equally important for all professionals in the field of music. This is because cases where these skills are not well developed can sometimes be found among adults, including college and university students. In the research of music pedagogy and psychologists, scientists do not think that they are not incompetent at all, but in some people they are bright from an early age (in the assessment of innate talent) or, conversely, in others they are "slow" development. These are very complex psychological factors, and sometimes people are in front of many of the abilities they have. There are also cases when you can't show up during training. This is due to shyness in some children, "sluggish"

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press in front of many, shyness, lack of self-confidence. In such cases, it is important for the training leaders to be pedagogical as well as high-level psychologists. The music teacher should constantly study each child individually, identify their abilities, realize them, use appropriate methods and tools, and encourage the student to be self-reliant. cultivating a sense of confidence, encouraging it, bringing it back and forth to the stage, to the public, plays an important role. Proper organization of music lessons in a pedagogically and methodologically correct way, the effective use of interesting, different methods, techniques, visual and technical aids leads to an increase in children's interest in the lesson. Curiosity, in turn, leads to the desire of children to learn it, to sing, to learn enough theoretical and practical performance skills and abilities - the desire, the motivation. It is these factors that also have an effective effect on accelerating the process of formation of their musical abilities. Therefore, in order to carry out meaningful and effective music lessons in preschool education institutions, it is necessary to set the following tasks:

1. Love, interest and interest in music in children;
2. Skills and abilities to sing in children, vocal - choral skills
upbringing;
3. Develop children's creative abilities;
4. Teach students to sing songs effectively and expressively;
5. Increasing practical knowledge and skills;
6. To create opportunities for students to develop their artistic tastes in the process of singing and listening;
7. Development of aesthetic feelings and needs for music, the ability to think about it, to evaluate:

The implementation of these tasks will effectively affect the development of musical knowledge in students, providing them with the necessary knowledge, skills, abilities.

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DESIGNING CHILDREN'S CREATIVITY AND DIAGNOSTIC ANALYSIS OF THEIR DEVELOPMENT.

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Abstract: ***This article gives an idea of the degree to which children's musical abilities are formed, and how music lessons in preschool institutions form children's musical abilities through various activities in the process of a music lesson. It also provides a brief overview of the diagnostic analysis of children's creative development through music education.***

Keywords: ***ability, sensuality, motor, dynamics, talent, cognition, primitive, activity, artistic image.***

Ability is an individual trait of a person that is a subjective condition for the success of a particular type of activity. Ability is manifested in the process of activity. [1.43-b]

Ability is not the knowledge, skills and abilities, but the dynamics of achieving them. Ability is defined by the speed, depth, and depth of mastery of the methods and ways of working.

Ability is an opportunity that is manifested in the process of activity. For example, if a person does not have the necessary skills for musical activity, it is impossible to talk about his musical abilities. [1.49-b]

Psychology shows that the human child is born not with a ready ability, but with a source of realization and development of any ability. Talent cannot develop on its own, it needs a favorable environment for its development.

A child may be born gifted with music, but his or her musical ability will not develop unless a favorable environment is created for his or her musical characteristics to take shape. One of the leading factors in the formation of a person as a person is the environment. An environment is a collection of external events that affect a person. The environment, in turn, is divided into natural, social, family, and so on.

The social and family environment is important for the development and formation of musical ability in a person. If a human child is not exposed to human beings, but to animals, then some biological manifestations of hereditary traits are preserved, but human thought, activity, and behavior are not formed. Etiquette, morality, character - all the spiritual qualities of a person are formed only on the basis of the interaction of environment and upbringing.

One of the most important conditions for the development of children's musical performance skills is the formation of their musical abilities. Because musical abilities - a sense of rhythm of music, a sense of mood, listening to music, musical memory, emotional sensitivity to music - are a factor in the development of performance skills in children.

Educator N.V. Vetlugina noted that "... in fact, musical experiences are always based on sensory abilities, because music is perceived through the simplest tones, complex images and, above all, emotions, and musical ability develops." [P. 5,67] The highest level of ability is talent. Talent is

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the ability of a person to perform a complex activity successfully, independently and uniquely. [6,52-b]

One thing to note here is that we do not agree that all generations of people with musical ability will also have musical ability. Their children may have the ability to play music, but if this ability is not developed, the ability will not develop into an ability. After all, music serves to form the spiritual, artistic and moral culture of the younger generation, to cultivate national pride and patriotism, to expand the horizons of thought, to develop creative skills and artistic taste, to cultivate independence and initiative.

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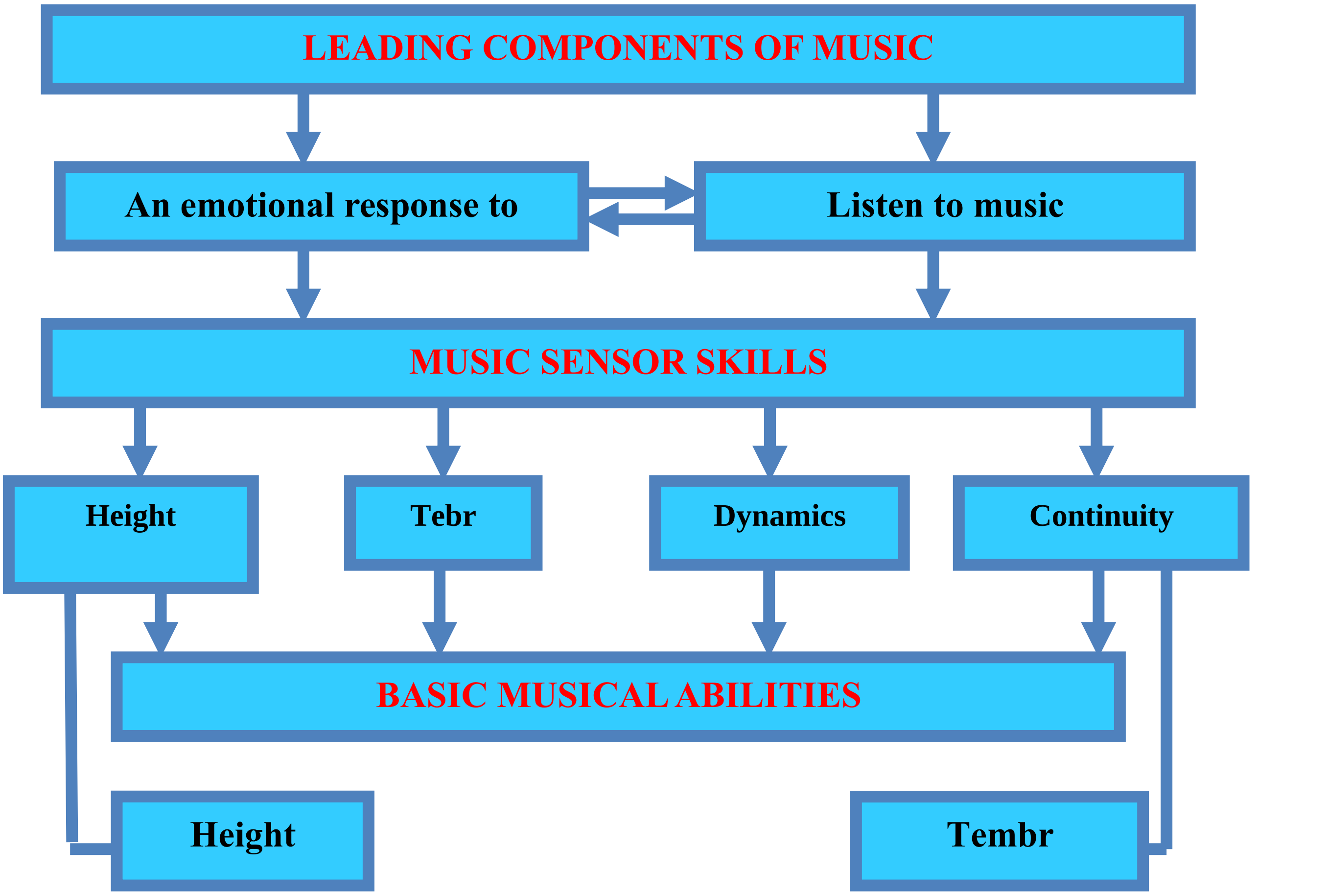

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[3,43-b]

Every music director needs to know that every music lesson is fun and will be remembered for a long time by children, and that they will be able to use exhibitions effectively to improve their musical abilities. When organizing a class, the music teacher should keep in mind the following:

- description of the lesson, new songs, dances, exhibitions of used musical instruments;
- be able to connect parts together;
- communicate in a simple and low tone, taking into account the age characteristics of children to keep them interested;
- access to technical means;
- Strengthen children's knowledge and skills through riddles and puzzles;
- Organize musical action games using attributes and toys.
- use of pictures, portraits of composers and composers, shapes of different colors when listening to music;
- use of musical step visual aids, handouts in sound tuning exercises;
- Find the name of the song based on the pictures when singing;
- use of attributes (flowers, ribbons, flags, balls, etc.) in lapars and dances; [4,28-b]

When teaching musical movement and figurative games, teaching children to think by preparing the appropriate attributes for the game allows them to move independently in the staged process and plays an important role. The above tips will work during the training. Develops children's musical thinking. Nurtures perception and emotion.

Musical - sensory abilities

In music lessons, the child's sensory abilities include volume, timbre, strength, sense of hearing; the concept of rhythm; ability to be productive; develops creative execution skills.

Let's take a closer look at them:

1. Musicality consists of quality complexes necessary for successful performance of musical activity, all elements of which are reflected in their structural relations.

2. All abilities are characterized by a synthesis of emotional and auditory components. All types of musical activity are characterized by emotional diversity.

3. At the heart of the components of emotional hearing lie together the following basic musical abilities: the ability to grieve, to think, to imagine and to remember high relationships, the ability to grieve, to distinguish, to imagine and remember a musical rhythm. This basic musical ability is something that is always needed when performing any musical activity.

4. Musical abilities appear in the process of various musical activities, such as a complex of abilities. For example: basic musical abilities in the composition of musical perception, etc.: means for performance - with an instrument, with sound - to help express the mood of musical content, exciting processes, initiative, creative thinking, technical abilities - purity of the singer's intonation, low motor apparatus - enters. Creative abilities include the components that characterize performance: expressiveness, accuracy, sincerity, and the distinctive components of productive creativity. [2.82-b]

Musical ability, like musical ability, begins in the child in a very primitive way and develops in the course of various musical activities. In the early stages of a child's development, all the basic musical abilities begin to appear in him, and the superiority of one over the other becomes known only later. The early onset of musical abilities in some children is said to be due to their intelligence. But the fact that others start later does not mean that they are lagging behind

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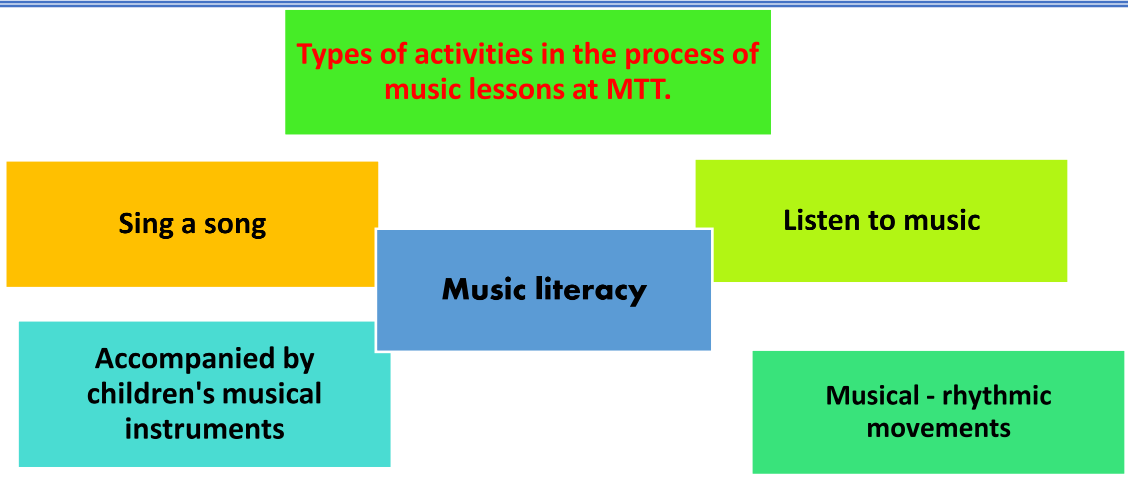

1. Singing develops a musical outlook and musical taste. In this activity, children sing based on their musical knowledge. To do this, they learn information about the piece of music. In the process, they develop a musical outlook and musical taste. [4,34-b]

2. Musical thinking, imagination and musical worldview are formed in the activity of music literacy. In this type of activity, children learn about the history of music, the means of expression of music - rhythm, meter, register, measurement, fret, tempo, note path and writing, length and pitch of sounds, music creators, performers , their musical thinking takes shape. This, in turn, takes children into the world of music and shapes their musical worldview. [2,16-b]

3. In the activity of listening to music, musical perception, musical worldview is formed. In this activity, children listen to music and begin to perceive it directly. This shapes their musical thinking, as well as their musical worldview. They begin to reflect on the piece of music they are listening to.

4. In the activity of performing rhythmic movements under music, a musical worldview, musical taste, musical thinking, musical perception, a sense of musical rhythm and musical memory are formed. In this type of activity, almost all musical psychological features are formed in children. Because in this activity, they are directly involved in the musical work. First, they listen to a piece of music (musical perception), which requires them to remember the rhythmic appearance of the music (musical memory) and to choose which instrument sounds better (musical taste). In this activity the pupil develops independent thinking (musical thinking), as a result of which his musical worldview is formed. [2,15-b]

5. Accompanied activities on children's musical instruments develop musical worldview, musical taste, musical thinking, musical perception, sense of musical rhythm and musical memory. At the same time, it should be noted that music, regardless of its type of activity, helps to shape all the psychological aspects of the individual. It should be noted that each of the musical activities has an impact, albeit partial, on the formation of all the listed psychological characteristics. In particular, music shapes emotions, musical worldviews, musical perceptions, musical thinking, musical imagination and musical abilities. This means that they also influence the formation of children's general musical culture and aesthetic outlook. [3,57-b]

In conclusion, it should be noted that any ability can be neglected if it is not developed. Musical skills, in particular, need to be developed through special activities. The development of musical skills in children in preschool education should be carried out through the activities listed in the table, which form the basis of music lessons.

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THE ROLE OF MODERN TECHNOLOGIES IN THE CONDUCT OF SPIRITUAL AND EDUCATIONAL ACTIVITIES. (ON THE EXAMPLE OF MULTIMEDIA TOOLS)

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Abstract: ***This article deals with the ongoing reforms in the process of spiritual and educational work, as well as the use of modern technologies, types of modern technologies.***

Keywords: ***spiritual-educational, multimedia, technology, propaganda, multimedia, computer, internet, education, video recording, Telegram, Wi Fi, Event, spiritual-ideological.***

One of the most effective ways to choose modern advocacy technologies is a multimedia approach. At the same time, in the process of spiritual and enlightenment activities, it is possible to achieve the goal using new and traditional technologies. It should be noted that the choice of technology should pay attention to the intellectual level of the audience, the specifics of the field of educational activity. The means of information and communication technologies are mastered in the conscious, regular, planned implementation of certain actions. The tools that can be used to conduct spiritual and educational activities can be grouped as follows:

Multimedia - provides a variety of forms of information at events: color graphics, dynamic effects in text and graphics, sound output and synthesized music, animation, as well as the use of full-length video clips and even videos.

An interactive - whiteboard is a touch screen that displays images on a computer through a projector. Custom software allows you to work with text, images, video and audio data and objects, as well as Internet resources and write and comment on them.

Video conferencing - is the process of exchanging information, meeting, and discussing data between remote groups in the form of digital video or streaming video.

Audio conferencing - is a network technology system that allows the exchange of information between a number of individuals and groups in different geographical locations in a digital-digital format using a telephone.

Presentation of the provided information material in the form of animation facilitates the mastering of the event and increases the visibility. Demonstration slides can also be provided as pre-distribution material. On the basis of slides, listeners express their opinions, through which they gain the ability to form conclusions and questions on the topic under discussion. This method also allows the propagandist to reinforce the new information and improve the slides.

Based on the results and recommendations of this study, in June 2018, the "Scientific and Methodological Support Department" of the Republican Center for Spirituality and Enlightenment began to prepare propaganda slides and infographics for the Republican system of spirituality and enlightenment. To date, the center has developed and implemented more than 100 methodological media products.

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Methodologically, the interaction between the facilitator and the listener will consist of two types of interactions. The first type of impact is that at a certain stage of the event, the listener is given guiding questions to help them understand the issue at that stage. The second is that the thoughts and actions that define the problem are shown. The number of questions and instructions is determined by the participants' mastery of the presentation materials.

Content-chronology method. According to psychologists, it is possible to concentrate the attention of participants only for the first 6 minutes. After this time, they begin to receive the initial attention. It is therefore important to achieve active communication with participants within six minutes. In order to keep their attention, the speaker should be aware of the laws of rhetoric, the secrets of oratory, the method of chronological control.

Keys method. Addressing the audience to give examples also helps to draw the attention of the participants. In this case, you can ask for an example as a question. So, such a question and answer should be repeated several times.

Comparing the examples given by the audience with the examples given by the speaker by the speaker gives good results. This checks that the preacher's and the audience's opinions are the same, and that the way the event goes is encouraging for both parties.

Today, the debate method is widely used in conducting events. In doing so, the speaker divides the audience into two groups, raises the issue, and asks the parties to identify the solution to the problem raised. The preacher listens to the views of both parties and draws a final conclusion. described it. The advantage of this method is that in the event, each participant is given the opportunity to become an active participant in the process. Being able to express one's opinion makes a great impression on each participant and lays the foundation for a deeper understanding of the topic.

Incentives. Establishing an award to encourage active participants gives good results. At the same time, the participants develop a positive spirit of debate, competition, which increases the effectiveness of the event, stimulates the audience to participate in future events.

Adequate presentation method. The name of the event should be interesting, simple, clear, engaging, dedicated to a topical issue that corresponds to the age, profession, interests of the participants, is one of the tasks of spiritual, ideological, educational work. In naming the event, it is far from too formal, too scientific, too long; sentences should be avoided. Because formality bores people from the event. It is more effective to use words that are used more in our daily lives when naming a topic. The name of the event should be interesting and inspiring. Anyone who has heard or read the topic should understand what to think about at the event and have a sense of belonging to the problem. Therefore, it is necessary to inform the participants of the most important points in the announcement of the event.

The method of adapting to the audience. The age and professionalism of the participants should be taken into account when giving examples during the event. If the majority of participants are young people, examples from the recent past, events and situations that young people are not indifferent to and directly witnessed by the generation participating in the event will be cited during the event. If the participants are middle-aged, the examples given are taken from the realities witnessed by the middle generation, from the news happening around us. At the same time, participants will be able to choose examples based on their profession. Communication efficiency increases when participants select examples that they see every day.

Innovative content method. Each event is preceded by the task of creating new knowledge and clear ideas in the participants. During the event, the main goal is to master the knowledge explained by the speaker, to instill in each participant an inner confidence and direct it towards certain goals. It is advisable to write the main ideas of the event in the form of abstracts and distribute them

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to the participants in advance. This helps people to prepare for the event and have a high level of communication.

On July 1, 2018 in Margilan in the framework of the research tasks of the dissertation at the Republican scientific-practical conference "Youth education and effectiveness of spiritual and educational work in Uzbekistan: problems and solutions" held jointly with the Republican Center for Spirituality and Enlightenment, Youth Union of Uzbekistan and Fergana region one way on the ground ”has been criticized in terms of public scrutiny. Senator Enakhon Siddikova, a member of the Senate of the Oliy Majlis of the Republic of Uzbekistan. , the need to work on the basis of diagnostics;

There are similarities between the field of social medicine and upbringing, spirituality and enlightenment, and therefore the need to establish a diagnosis of "Which neighborhood has the most mental patients?" And an alternative work program for each district and neighborhood ;

When the thousands of events held were effective, there would be no crime, no rulings, no indifference. Therefore, it is necessary to check the results of the ongoing spiritual and educational work;

nationalization of the book trade, cessation of the publication of light-weight books developed in the handicraft style;

warns that language, culture, customs are deteriorating and society is becoming accustomed to our "mass culture".[1]

Doctor of Philosophy, Professor F. Turgunbaev said that instead of watching the information channel "Akhborot" during prime time on the country's TV channels, people watch various light TV series, which negatively affects the reforms in the country, the promotion of spiritual and educational information that every citizen should know. and suggestions on the need to regulate this issue.

The issues to be communicated to the participants at the beginning of the event will be given to all participants as a question in general. The initial result is recorded. At the end of the event, the same questions will be asked again. Compared to the previous result, the efficiency is determined. Then the opinion of the people who respond plays the role of repetitive propaganda.

The script written for the event should be designed taking into account the characteristics of the speaker, such as experience, level of knowledge. The main criterion is the personal training of the speaker on the topic. Therefore, each speaker is either socially or economically well-informed when writing a script for an event. it should rely more on either the political or the legal sphere. This will ensure a reliable presentation of the report. After the event, participants will have a clear system of knowledge.

Not to tire the participants, to constantly attract and activate their attention, the use of historical, national, modern examples are important factors in ensuring the success of the event. To do this, you need to create a creative competitive environment by dividing people into rows, groups, giving them general or specific questions, interesting assignments. It is an effective move to reward and give the floor to 3 people who showed activity and knowledge during the event. At the same time, they should be allowed to recall the theses that the propagandist wants to absorb in their words. That is when the theses are repeated for the second time by another person.

Creating a comfortable, friendly environment for communication and interaction between the speaker, the organizers and the participants is an important factor in increasing the effectiveness of the event. To do this, a sincere relationship must be established between the audience and the speaker.

[1] Materials of the Republican scientific-practical conference "Education of youth and the effectiveness of spiritual and educational work in Uzbekistan: problems and solutions." July 1, 2018. Margilan city, Fergana region, "Creative Garden."

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Everyone who comes to the event wants to be heard. Therefore, it is important that participants are given the opportunity to express their views freely. Only the speaker should be able to direct the feedback expressed by the participant to the purpose of the event. This is where the speaker needs to be attentive, alert, and well-versed in the subject.

- In order to communicate with the audience, it is necessary to give up formality. If left to formality, participants may become indifferent not only to the speaker but also to the topic. To prevent this from happening, the speaker should conduct the event in a sincere, understanding manner.
- Visual aids provide a lot of information beautifully in a short amount of time. The speaker's effective use of visual aids demonstrates his serious preparation and earns the audience respect for him. Therefore, it is recommended to actively use documentaries, multimedia, slides at events.
- The introduction of modern information and communication technologies in the process of spiritual and educational activities, first of all, must meet the pedagogical and psychological requirements. The following technological sequence is important in organizing the use of these technologies:
- - The information resources provided are reliable, relevant to the current state of the industry, systematically and consistently linked to the exhibition practice;
- - Presentation materials are given in a mutually optimal variant of scientificity and ease of acceptance;

- - The presentation of the presentation materials should be person-centered.

In particular, the information provided should consist of assignments and tasks that provide the audience with the necessary skills and competencies on the topic of the event, determine the amount of information to be mastered by the audience, their presentation in a logical system, conformity to the principles of continuity and continuity. It is also advisable that the information collected is appropriate to the level of readiness of those gathered.

At the end of the event, participants should be given time for questions and answers on the topic. The point is, if the topic covered is clear to the listener, they will have questions. Conversely, if no one asks a question or comments, it could be a sign that the topic is not understood. If no questions are asked from the audience, the speaker can ask additional questions on the topic to ensure the effectiveness of the event.

Propaganda also involves creating new knowledge, feelings, desires in people, strengthening the right grounded opinion, beliefs, misformed stereotypes, views, changing wrong conclusions. Therefore, the scientific-practical approach to the issue requires knowledge of the structure of the human psyche, the selection and implementation of methods, forms, technologies and means of propaganda based on modern achievements of social psychology and pedagogy, sociology. Otherwise, as noted at the meeting of the Republican Council of Spirituality and Enlightenment, “praise the achievements of our great scholars and ancestors; recording our achievements; not to use modern methods of propaganda; delayed delivery of news; lack of foresight of ideological threats, lack of preventive measures; that the main ideas are overshadowed by hypothetical, improvisational, “creative” approaches; lack of scientific and theoretical basis, reliance on intuition. Overcoming the above shortcomings requires an approach to the issue based on scientific and theoretical foundations.

A person sees many things in his life and is affected by them. These influences do not leave his thoughts, intentions, ideas unaffected. However, these effects do not suddenly become human behavior. After going through the “filter”, analysis and “confirmation” of the mind, the thought becomes an idea. That is why this or that idea is called grounded, reasonable, real. Because man accepts them through the analysis of his own thoughts.

Often a person will take the word of someone he trusts and respects directly without any

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analysis, consideration or criticism. This fact is taken into account in more global advertising and commercial promotion. That is why we often see famous film actors, entertainers and singers advertising this or that brand in foreign and national TV commercials.

Thus, the persuasive method of promotion will increase the number of buyers. Because people's devotion to a loved one, through a positive attitude, also creates a positive attitude towards the product. As a result, fans unknowingly become buyers of that product.

Usually, the method of persuasion requires the use of temporary connections, associations, imagination, concepts between all the units in the brain in order for a person to respond intelligently, analytically to the idea being proposed to him.

The cries, the shamans, the screams and actions of the fortune tellers excite one point of the human brain and “paralyze” the rest. In such a situation, the listener’s sincere desire for healing subdues the whole brain to that desire.

Strict requirements are followed when using the group or individual method of persuasion through words. These are:

a) individual approach to the person;

b) to know his personal spirituality, ideological views;

g) determine his propensity to believe, his attitude to the idea you are proposing;

d) good knowledge of methods of ideological influence;

g) monotonous - that is, the active repetition of one or two central concepts, words (continuously stirring one point of the brain and putting others to sleep), which gathers the thought in a monotonous rhythm.

The word is a conditional stimulus for man. It is associated with all the internal and external influences that occur in the human brain during a person’s past life. It signals the effects of conditioned stimuli. An effective word can even replace them. That is, an object, event, or event can evoke all the actions that occur due to a conditional stimulus (that thing, an event) through verbal expression (I.P.Pavlov's experiments).

Propaganda is divided into three types, depending on the time of the occurrence of this or that socio-political, ideological event. These are preventive (preventive, warning), parallel (beginning with an accident) and post-event propaganda.

Preventive propaganda prepares people to accept an event that is expected to happen, the event correctly. The major event that will take place in this type of propaganda will be given specific information about the event. This method is especially important in warning the population against ideological attacks. After all, in this case, the destructive idea, before the ideologies start their attack, people are warned, they develop immunity. As a result, the susceptibility that occurs is compromised by the immune resistance that is formed in humans.

Parallel propaganda is a common type of propaganda. Its purpose is to disseminate information about the started, ongoing event, to create sufficient and well-founded knowledge in people about its purpose and essence. For example, a meeting of the Oliy Majlis on a major issue, which eliminates any misunderstandings and uncertainties that may occur in the minds of the people on the issues under consideration. In this way people gain new knowledge.

Post-event propaganda. It is done when there is a need to explain in detail the significance of a major, important event that has taken place. If this type of propaganda is not carried out, some people may not fully understand the essence of the event due to lack of information and as a result do not know how to act on this issue in their lives and activities.

The use of current news in propaganda serves to quickly and verbally enter people's minds. Current news quickly spreads to the relevant stakeholders - intellectuals, farmers,

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youth, etc. Affects their views and beliefs. Gives effective and practical results. This is due to the fact that they are important for the majority of the population in the choice of events to be covered.

Full coverage of the population. Imagine, for example, how to evaluate the effectiveness of avian influenza warning propaganda? After the campaign, if 100 percent of the district's population understands what bird flu is and can show how to protect themselves and those around them, no one in the district will get the flu.

Full coverage is needed not only for warning purposes, but also to promote our creative achievements. Pride, a sense of satisfaction from life, should permeate every family, the most remote homes in the most remote neighborhoods. Then the coverage can be said to be 100%.

In conclusion, President Shavkat Mirziyoyev said, "Our spiritual directions should be ten steps ahead of economic ones. Then the great plans and programs that we are currently implementing will come true, "he said. These ideas have laid the foundation for strengthening and developing the spiritual heritage of our people as one of the main foundations for the renewal and development of Uzbekistan.

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Principles of adult learning theory and implications for learning and teaching

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Abstract. ***English is an international language used for communication in education, technology, commerce and politics, so it is studied as a foreign language in many countries around the world. The article is mainly devoted to the study of a new phenomenon - teaching English as a foreign language to adults using CLT. The purpose of this study was to find new ways to improve communicative competence.***

Key words: ***adults, communicative competence, participants, language, androgogy, pedagogy, methods, learners.***

Adult EFL learners choose to improve their lives as particular individual and family and community members. Adult participants in EFL training give a quantity of motives for enrolling in classes: "to enhance standard English language competence; to tackle personal, family, or social needs; to meet work demands or pursue higher employment; or to further their education" (National Center for Education Statistics, 2000). Most person EFL students are immigrants who are gaining knowledge of English and getting to know about foreign countries` culture at the same time.

We use the time adult language learner to distinguish these learners from youthful language learners enrolled in important and secondary schools; these agencies possess very distinct characteristics from grownup language learners. These attributes, wonderful from these of youthful language learners, led to the introduction of the term *androgogy*, a word popularized to distinguish the discipline of person mastering from that of *pedagogy*.

The students in a adult class are commonly working people. Students with work may additionally possess education, training, and abilities that will gain them in their learning. Others may also be unemployed and they may additionally be in search of similarly training and training to prepare themselves for the job market. Students who have no work records may additionally need to think about job education as nicely as learning English. Alternatively, those who have not labored and don't plan to will most probable be bored stiff in work-related topics presented in a category putting .

The range of age, competencies, and mastering desires of the students can have an effect on the learners' participation and progress in class. The ages of EFL adult learnes in a class may vary broadly from eighteen to sixty-five. This component can affect no longer only their interests, priorities, and gaining knowledge of desires but additionally the pace at which they learn.

Adults face many personal challenges. Often, when human beings move to a new place or region, they may additionally locate themselves unprepared to take care of simple day-to-day duties due to the fact of the language barrier. When easy duties unexpectedly grow to be tough or not possible because of the language or cultural boundaries they encounter, their self-confidence and shallowness may suffer (Robinson & Selman, 2000).

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The following is a summary of the concepts of adult studying with implications for mastering and teaching:

• Adults tend to be independent and self-directed in their learning. By allowing adult learners the freedom to direct themselves in their very own learning, meaningful getting to know can occur. Instructors must actively interact person students in the mastering system by involving newcomers and learner enter in planning and selecting topics, language, and materials.

• Adults have reservoirs of qualifications and experience that can serve as a rich aid for learning. Instructors ought to acknowledge, draw, and construct upon the wealth of lifestyles experiences, knowledge, and language that participants convey to the classroom.

• Adults tend to be goal-oriented. Instructors commence with an assessment of learners' necessities and aims. Needs assessment assures inexperienced persons a voice in their training and maintains content relevant to their lives and goals. Also, teachers become conscious of the capabilities of learners which they bring to class and on which skills they should work more

As language learners, adults have multifaceted identities in their dynamic and changing lives. They can usually communicate confidently and effectively in their first language (L1) and may also code switch between numerous different languages. They can also be immigrants or worldwide students, professionals, workers, or refugees.

They can also have their own interpretations of their culture and belief structures as nicely as the potential to mirror and construct on their cross-cultural experiences. Some are fantastically literate in their L1, and others are illiterate. Some may also struggle, as many of us do, to move from beginners to successful customers of the extra language. Most additionally want to boost their personal identities as users of the language and comprehend that it is unrealistic to measure their growth in opposition to a native speaker model. V. Cook (2002) acknowledges language freshmen as having a couple of expertise due to the fact their languages create different interconnections in their minds in contrast to monolingual speakers.

Certainly, any conversation of adult learners has to point out the impact on the spot studying scenario and the future context. Norton and Toohey (2001) endorse that adults have more than one identity, wide-ranging potential, and a vision of future options, consisting of the opportunity of belonging to and participating in an imagined future community context. The dynamics of the gaining knowledge of context each interior and outdoor the classroom has enormous influence.

Teaching English to adult learners differs from teaching young learners. The reason is that adult learners have very clear goals about what they want to learn and how they are going to achieve that. They also have very limited time and do not accept spending it on playing around with the language for no particular purpose. Therefore, to teach English to adults successfully a teacher needs to follow methods and techniques that are fit for adults. Adult learners bring to the classroom a lot of issues that a teacher must address creating a successful learning environment. Teachers must be prepared to understand their needs and be flexible enough to alter lessons when they are proving to be ineffective in the classroom.

In conclusion, both in the community and in the classroom, adult language learners need an accepting, secure, and supportive environment that engages them. So the instructor needs to foster in students a willingness to cooperate and collaborate with each other. By listening actively, eliciting and asking questions, and sharing opinions, students research collectively and boost into a cohesive group.

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ADAPTATION OF FOLK SONGS FOR THE ACAPPELLA CHOIR

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Abstract: ***This article describes the use of choral styles and tools of Central Asian peoples, folk and folk songs, depending on the melody, genre, content, as well as their national character, intonation and meter-rhythm structure. It also provides a brief overview of adaptations for two and more-voiced acappella choirs by arranging folk songs.***

Keywords*: a'cappella, polyrhythmia, polymetry, fret, intonation, meter, rhythm, Phrygian, doric, myxolidian, ionic, eolian, lydian, lokric.*

The training of highly qualified teachers, musicians with theoretical and practical knowledge, choir conductors is impossible without an in-depth study of folklore and its factors. The study of folklore, the arrangement (processing) of songs of different genres for the choir is one of the main factors in the formation of a young choirmaster. Processing is an interesting and independent field of art, in which each nation has the opportunity to show the unique features of the culture of singing, to reveal its musical thinking. The main task of the reworking is to reveal the specific imagery of the song's content through various means of expression, its national "colors". In a short period of time, the culture of choral performance in Uzbekistan has come a long way, from one voice to many voices. Folk music has some features that are easy to use in a choir. They appear directly in the melodies of the East, and especially in the elements of polyrhythmia and polymetry. It was on the basis of these features and characteristics of Oriental music that the methods of searching for polyphonic textures were formed, and reworking for the independent genre – a'cappella choir - began to emerge.

The appeal to the song folklore of the peoples of Central Asia opens up a wide range of opportunities for a deeper study of a culture that has had its own unique characteristics for centuries. Researchers studying the musical heritage of the peoples of the region have acknowledged the influence of historical socio-economic conditions on the national closeness of the musical heritage, the theme, genre, musical and stylistic features, the interethnic commonality of traditional forms of performance. In all the peoples of Central Asia, "Yor-yor" (in Uzbeks and Tajiks), "Yar-yar" (in Karakalpak, Turkmen, Uyghurs), "Jar-jar" (in Kyrgyz and Kazakh) The marriage genre is widespread. [1,3-p] In it, not only the name itself and the scenario of the folk tradition, but also the content, intonation and rhythm structure are similar. Other genres of folk music also have common features in lyrical singing, which sings of labor, family, and nature. In addition to these characters, the musical folklore of each nation has unique, individual features. There are two factors to consider when creating a reworked work for a polyphonic choir: typological and individual. The processing of folk songs, which are monodic in nature, the introduction of new textural and acoustic elements in it requires a careful selection of means of expression based on an in-depth study and analysis of folk music. It is necessary to take into account the characteristics of the composition, metrorhythm and form-forming factors, the intonational features of the melody, as well as a number of similar factors of a genre of folk music (humorous, lyrical, mourning, etc.).

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The reflection of the national color in the invoice of the choir is one of the most important issues in the processing of the work on the basis of polyphony. The strict, mandatory condition of the rework is that the national heritage is preserved without changing it, that is, with the details of the melody and the rhythm of the melody. This organization of modern choral music has grown from the historical background that existed and developed in folk and professional art.

Depending on the melody, genre, and content of the song, it is necessary to use such choral styles and instruments so that they are close to the spirit of the national character, derived from its intonation and meter-rhythm structure. It is better not to use complex harmonic combinations, while the texture of harmony should not obscure the melody, but rather emphasize its national mood. The choir texture should be simple and clear and should not go beyond the current range of choir parts that are easy to perform.

The most important principle of processing is the individualization of the invoice. In this case, its components, each sound, a certain aspect of the musical texture has a unique thematic image. Different types of choral texture are used in the processing of folk songs: harmonic, polyphonic, melodic bass homophone, auxiliary voice, unison. The choice of writing style directly takes into account the poetic image content of a particular song, which necessitates the use of genre-specific writing styles and expressive means of a descriptive nature. Signs of comprehensiveness can be seen in the arrangement of the naming of various means of expression, the interpretation of vivid generalized imagery of genre-specific scenes and scenes. This is achieved through the use of certain techniques in the choir that mimic the sound of the doira, dutar, trumpets, drums and other folk instruments of the peoples of the East. Such styles enrich the texture of the choir with wonderful colors, which once again emphasize the national color of the song and evoke certain impressions and impressions in the listener. Creating a choir texture requires a creative approach to detail and making each part miniature. Miniature, on the other hand, requires high taste and subtlety, and the clarity and precision of the choral expression styles. At the same time, harmony and polyphony, the modern means of expression, must be named with great care and thought. The styles used in the reworked works not only spoil the beauty and originality of the original work, but, on the contrary, enrich its echoes with new colors in harmony with the traditional heritage, helping to preserve the national character of music, mood and meter composition. need In addition to the homophonic direction of the recording, polyphonic methods are used in the processing of songs. One of the most common methods for developing form and enriching content is imitation. This style contributes to the timbre of the choir texture and is the basis for the thematic development of folk songs, as well as a means of intonational renewal, development and strengthening. In imitation sounds, clear imitation is used when the main melody is not changed, and vague imitation is used when the music is expressed in part, often in the form of isolated tones. In the processing of lyrical songs, more auxiliary vocal polyphony is used, which allows one syllable to be sung in several musical sounds. "Singing a syllable is an important means of expression, melody is one of the means of interpreting the wide flow of lyrical emotions, and sometimes creating a vocal melody" [1,219-p]

At the same time, the relative independence of melody and rhythm of choral parts and the method of expressing a free sound with expressiveness is used, but the unity of intonation and rhythm must be preserved. Counterpoint creates a colorful tool that opens up many facets of the subject matter in a variety of timbre combinations, sometimes creating a wide, meaningful, including landscape background. Contrasting (k o n tr a s t) polyphony in song processing is a means of expressing the versatility of a musical image: the realization of a ‘unity of diversity’. His task is to depict bright and diverse genre images, life scenes. It is the counterpoint connections and the system of sounds that reveal the versatility of the musical image in the layers of independent texture. Free polyphony plays

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an important role in the reworked songs. It can be used in various forms and freely. The sound acting as a counterpoint is assigned to complete the image of the main melody, to color it. In this case, the method of breaking the melody line is used, so that the melody sounds like two auxiliary sounds. The melody and harmonic language of the processing are closely related to the intonation and mood features. Many peoples of Central Asia polyphony is important. It can be used in various forms and freely. The sound acting as a counterpoint is assigned to complete the image of the main melody, to color it. In this case, the method of breaking the melody line is used, so that the melody sounds like two auxiliary sounds.

The melody and harmonic language of the processing are closely related to the intonation and mood features. Many of the songs of the peoples of Central Asia are characterized by a relatively small range, with a predominance of intervals of seconds, thirds, quartets, and fifths. They tend to move more upwards and downwards. One of the peculiarities of voice direction is the absence of leading tones and the predominance of natural tones. Seven-step diatonic scales are commonly used, such as Phrygian, Dorian, Myxolidian, Ionic, Aeolian, Lithium, and Lockry. In addition to diatonic-based scales, chromatic-sounding scales are common. Steps II, III, IV, VI will be changed more often. The main stages - II, III, V - are the basis of the mode and remain unchanged. Some Central Asian peoples: Karakalpak, Uyghur, Turkmen, and sometimes Khorezmian Uzbeks have a second lad. The penta tonic type of major and minor belongs to the Uyghurs, Kyrgyz, and Kazakhs. The harmonic texture of most of the reworked songs is based on a quarto-quintet relationship that supports the T, S, D functions. Secondary and quarto-quintet melodies, as well as syncopated rhythms, create a distinctive color scheme.

One of the expressive means of processing is the pairing of sounds by means of parallelism. The use of dissonant chords, which have no solution, is aimed at creating a colorful phoneme, breaking the scales. The versatility of harmonic devices leads to the fact that the background, not the functional aspect of harmony, plays a leading role in the overall musical development of a number of reworked songs. very similar. The use of polyphonic combinations based on a single voice or a group of voices in the processing of songs in a single voice or group of movements accelerates the perception of the texture in the background, while increasing the tension in the mood in depicting a cheerful mood. Polyharmonic compounds enhance the functional aspiration and emphasize the uniqueness of the melody line. The use of non-negative melodies in the processing is intended to describe the national character. These melodies are used to rehearse cheerful, cheerful melodies, as well as melodies that have a soft, lyrical, epic, and narrative character. Pure quartet and quintet tones help to express the original primitive colors. Non-tertiary structural melodies set against chords help to reflect the colorful, background-related functions of harmony.

The use of alterated chords, which enhance the specificity of the sound, gives a new sense of tonality, even though the process of this deviation is very small, even during one beat. The works are very interesting and colorful, using different directions of the fret, the possibilities of the variable variation, the comparison of tones. The search for new means of expression in the language of harmony in the processing of songs always stems from the fullest and most vivid disclosure of the richness of the melody, as well as a more subtle interpretation of the distinctive diversity of folk songs. Metrohythmics plays an important role in the processing of folk songs.

The role of meter and rhythm in Uzbek folk music is enormous. The meter and rhythmic features of music often determine the expressiveness, composition, and genre of a melody. [8.5-b] Rhythm cannot be imagined without meters. The meter is the norm of rhythm and its means of change [9,200-b], as well as a system of organizing rhythmic movements based on the exchange of base and non-base components. That is why it is important to identify the general laws that reveal the qualities

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of the meter-rhythm as a factor in the process of song processing. For songs of a play, dance, or march character associated with elements of movement, a more rigid metric is one in which the stronger and weaker contributions alternate over time. Free lyricism is characteristic of lyrical, narrative, recitative, and wide-ranging songs. The method, which is the main expression of strict metrics, plays an important role in the processing of songs. Well-known researcher of Oriental music V. Belyayev said: "The rhythm of Oriental music is divided into a number of rhythm formulas, which are considered as independent rhythm structures" [2,49-p]. In the reworked works, the methods, with their various forms, give the chorus a distinctive national character. The rhythm is characterized by syncope. In many cases, syncopated rhythms are used as a means of dramatizing music. Rhythm, as a form-forming factor, defines a whole set of unique elements, such as the predominance of measurement accuracy, the specific role of syncope, and the complexity of the relationship between units of measurement and elongation. Combining the variety of rhythms with individual voices, sound groups, and timbres makes the reworked folk songs closer and more understandable to the listener, teaching them to listen to a new variety of colors, multi-voiced echoes, and enhance their musical taste. Almost all the methods known in choral literature are used to arrange folk songs for a polyphonic choir. One such method is to record the melody in upper, middle, and lower registers. Depending on the structure, character, and development of the melody, high voices can be passed to a soprano or tenor in the upper register, alto and tenor in the middle register, and bass and alto in the lower register. Sometimes the movement of the main melody is transmitted from one voice to another, which enriches the texture of the chorus with different timbres and their combinations.

The use of this technique expands and enriches the chorus, giving it a sense of impact and excitement. One of the most common styles is to gradually add choir parties or choir groups to the overall chorus. This style is typical for works in polyphonic structure writing. The method of step-by-step addition of chorus sounds is relatively more common and is performed in the following sequence: first a group of women, then men, sometimes vice versa: or a group of high voices - soprano and tenors, then low voices group - alts and basses. From high-pitched to low-pitched: SATB or, conversely, from low-pitched to high-pitched: BTAS can also be cases where all your voices are added in sequence, and many other options for adding voices are also used [3,77-p] .

The use of this technique helps to gradually increase the coverage of the chorus, to expand the scope of the chorus. The thickening of the chorus texture contributes to the increase of emotional tension and the growth of the volume of the image created. The method of gradually limiting choral parties or groups is less commonly used, despite its effectiveness. This style is associated with a gradual decrease in the dynamics of the work, a gentle and smooth fading of the sound, a refinement of the sound, and is used in textures that use a more polyphonic style. It has a powerful effect on the listener and creates an image that is moving away. Divide choir parties or choir groups according to the artistic or technical tasks assigned. The melody is separated from the background of the other sounds of the chorus, as a result of which the texture sounds are divided into background and relief. The fact that a party or choir plays at different times provides a wide range of sound development, helping to reveal the full content of the image of the music.

Comparing choirs to each other is more about the contrast of timbre and dynamics. This creates beautiful, impressive and bright contrasting backgrounds (p. 5,102]. One of the most common methods of processing Central Asian folk songs is to double the sounds. It is mostly used in the form of unison of individual groups of choirs, octave unison, high voices soprano, tenors and low voices in unison of bass and bass. The double-voice style allows the development of melody to be exaggerated and expressive, revealing the national features and the nature of its monody. The various forms of duplication of sounds that are characteristic of folk performance reinforce the expressive

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significance of individual sentences or whole structures. The effect of unison or octave twinning in different voices is to realize the artistic side of the chorus, that is, to enrich the image of the melody with folk instruments. The chorus pedal (background) is a continuously held sound, often a combination of bass or other voices of the male group of the choir, solo, chorus melody movement. There are other options for this style. The chorus pedal has a variety of expressive features. It has the ability to express the state of deep lyrical-philosophical observation, landscapes of nature and life, as well as various pictorial aspects. In particular, continuous, multi-octave or quintet harmonic melodies are important as "resonators" of the folk ensemble and are played in different colors. The choir pedal is an important stylistic feature of the polyphony, which is close in quality to the national performance of the people.

The clash of voices usually takes place between side-by-side parties with soprano and alt, alt with tenor, tenor with bass [6,27-b] ... This style is often used for polyphonic writing belongs to. She is very active in music development. The resulting dialogues of the choral parts capture the most delicate, sensitive emotions and add a unique timbre to the chorus texture. A variety of coloring techniques are also used in the processing of folk songs for the Acappella choir. These techniques help to create a unique, beautiful sound in the choir, which is also used as an effective means of separating the musical material. One of the most common coloring techniques is to sing with your mouth closed. This technique is used in choral works to independently express the musical material, as well as to accompany the chorus to a solo sound or a group of voices. This technique can be used with a closed mouth and in combination with words. Vocalization of vocal sounds A, O, U, I, E is a unique style of coloring [4, 34-p]. In different parts of the choir score, there is a possibility to use different vocal sounds in a closed mouth, as well as to combine them at the same time.

This style is one of the means of revealing the unique national features of folk singing. Another of the most widely used methods in the processing of folk songs is the uniqueness of the existing national feature in a song that does not have a specific meaning, and la-la, tra-la, which helps to highlight these features. - la, xo - la - la, many syllables or conjunctions, such as ay, ey, hoy, h ey, yor, yor-ey, are repeated repetitions of their cries. In many cases, a method of singing specially selected syllable combinations is used, in which folk instruments are imitated to the sound of a timbre: imitation of a circle instrument bum-bak, ba-ka-bak, bum-ba-ka-bak; rubobga imitation na-na-nay, na-na-ra-nay; trumpet imitation ra-na-na, ra-na-na-vu; drum imitation rak-tak-tak, ra-ka-ta-ka-tak; imitation din-din, di-ri-din to imitate the kabuz; imitation of the drum dom-dom-dom, dom-do-ro-dom. Imitation of circle rings and safoil is done through tsi-tsi-tsi joints [7,77-p].

The processing of Central Asian folk songs is widely used in the practice of national vocal performance.

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DIDACTIC AND GAME METHODS IN EXTRACURRICULAR WORK IN THE NATIVE LANGUAGE IN ELEMENTARY SCHOOL

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Abstract: ***This article discusses the topical topic of the use of didactic and game methods in the native language in extracurricular time. Didactic play and game methods help to make the educational material fascinating, create a joyful working mood. Positive emotions facilitate the process of cognition. In the didactic game, such conditions are created in the lessons of the Russian language in which each child gets the opportunity to act independently in a certain speech situation, with certain phenomena and facts of the language, acquiring his own effective and sensual experience.***

Keywords*: the meaning of the native language, the mastery of the native language, gaming activity, the use of games, the object of research, the subject of research, the purpose of research, research objectives, elements of didactic games.*

The Russian language occupies one of the most important places in the system of school subjects, since it is not only an object of study, but also a means of teaching. In Russian language lessons, students acquire the skills and abilities necessary to master knowledge in other subjects.

Children master their native language through speech activity, through speech perception and speaking. It is very important to create conditions for children's speech activity, for communication, for expressing their thoughts. Therefore, one of the basic components in the education and upbringing of children is the development of speech. Against the background of a general decline in speech culture, there is a need to introduce systematic work on the formation of speech competence.

In primary school, play activity is significant. Psychologists have found that with the end of preschool childhood, the game does not die, but continues not only to live, but also develops in a peculiar way. Without a reasonable use of the game in the educational process, a lesson in a modern school cannot be considered complete.

The basis of game classes outside of school hours is a competition for attentiveness, ingenuity, resourcefulness. Using this or that game, I put it at the service of overcoming certain shortcomings in the assimilation of a particular material in the school curriculum, on increasing or decreasing assimilation, on the interest of students in a certain topic. When using the game , I rely on the following tasks:

1) to awaken students' interest, taste for the game, desire to play;

2) to direct the game in the right direction, because we are not interested in the game itself, but only insofar as it helps students get closer to very specific learning goals.

The game usually allows even difficult material to be presented in an attractive form for students. The variety of game tasks cannot be compared with any teaching methods. The game also gives the teacher professional satisfaction, because thanks to it, the learning process itself becomes a process of continuous

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creativity. This form of work helps students to see themselves and their partner in a new way, as well as the subject of study, and therefore the use of the game has a positive effect on all aspects of the educational process.

When using games, it is necessary to observe some tactical rules:

1) not to be unambiguous in your behavior, sometimes do things that are unexpected for students: an unexpected question, a joke;

2) be attentive and benevolent to the players. Avoid assessments "Wrong!", "Bad!", prohibitive tasks "Impossible!" and never express, even by facial expressions and gestures, disregard for their questions, requests, considerations. But at the same time, it is important to maintain discipline and correct mistakes. To create a reasonable discipline, I use the formulas "Excuse me, I'll distract you from your conversation", "A moment of attention, I need your help now."When correcting mistakes, I try not to offend them: "Oh, so you mean (you wanted to say ...);

3) be authoritative and confident in your actions and decisions.

The game in the classroom does not begin when children receive tasks, but when they become interested in playing. This means that the game evokes pleasant emotions in students and gives food to their minds. Game tasks should be given as a rest: "We have completed the exercise with you, now we are waiting for a rest. We play such a game...". You can act as if it wasn't planned: "We're talking about food. By the way, what does it mean to eat right? Let's make a menu so that it is delicious, healthy, and cheap." During the game, you constantly need to cheer up the students: "So!", "Good!", "Well done!". And at the end of the game - to thank and praise them: "Great!", "You made me happy with your game!". It is important to congratulate the winners with the whole class: "To the winner, hooray!"

I use different types of games in the classroom and outside of school hours:

1) instrumental games – games in which students use various subjects, commenting on their actions;

2) games-accompanying actions with a word;

3) competitive games, the main driving force is "sports interest": who will perform any task faster, more accurately, more original;

4) role-playing games;

5) discussion games - the teacher, using a common problem that arouses the interest of students, encourages them to elaborate statements in which they express and defend their point of view;

6) "hybrid" forms of games – role-playing game/competition game, role-playing game/instrumental game, etc.

But there is a problem that can be presented in the form of questions about the use of games outside of school hours:

1. what kind of didactic game should be in order to form cognitive learning activities;

2. how to organize a didactic game in Russian lessons.

Due to the urgency of the research problem, its topic was determined: "The use of didactic games in Russian language lessons in elementary school."

The object of the study is the process of teaching the Russian language.

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The subject of the study is a didactic game in a Russian language lesson in elementary school.

The purpose of the study is to theoretically substantiate and experimentally test the effectiveness of didactic games in Russian language lessons.

The hypothesis of the study: the level of formation of cognitive universal educational actions will increase if didactic games are included in Russian language lessons.

Research objectives:

1. define the concept, types, functions of the didactic game;

2. consider the psychological and pedagogical characteristics of primary school children;

3. to determine the features of the use of didactic games in Russian language lessons;

4. to investigate the level of speech development of primary school students;

5. to develop a set of didactic games to enrich the speech of younger schoolchildren with verbs of movement.

In the process of writing the paper, we used the following research methods:

1. at the theoretical level: the method of analysis, synthesis, generalization, concretization, comparison;

2. at the empirical level: pedagogical observation; conversations with primary school students and teachers; analysis of one's own activities as a primary school teacher; pedagogical modeling; pedagogical experiment.

The practical significance of the research lies in the fact that the complex of didactic games developed by us for Russian language lessons can be used by primary school teachers in the learning process.

In children, the main activity of a cognitive nature is a game. It is well known that children love to play, and it depends only on an adult how useful and informative these games will be.

From the point of view of didactic laws, pedagogical practice, it is necessary to take into account the age specifics of the child. The knowledge given to children of primary school age differs from the knowledge acquired in high school [24, p. 199]. The teaching of this knowledge can be carried out in various forms. For children of primary school age, a form of play – didactic play - is more natural and effective.

Didactic play is a multifaceted complex pedagogical phenomenon: it is both a game method of teaching children of primary school age, and a form of education, and independent play activity, and a means of comprehensive education and development of the child's personality [6, p. 4]. The definition of a didactic game by another author sounds like this – it is "a special variant of pedagogical communication, during which learning goals are achieved with and through solving game problems" [24, p. 101].

Each didactic game includes several elements, namely:

1. didactic task,

2. content,

3. rules,

4. game actions (tasks) [39].

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This position is held by most authors of educational and methodological literature. The most important element of the didactic game is the didactic task, which is closely related to the lesson program and determines the essence of the game.

Playing activities outside of school hours is the basis of the game. The more diverse the game actions, the more interesting the game itself is for children and the more successfully cognitive and game tasks are solved [9].

There is the following classification of didactic games:

a) with objects;

b) so-printed;

c) verbal.

In the educational and methodological literature, there are other classifications that reflect the division of didactic games on various grounds, signs, methods and forms of conducting. Let's look at some of these classifications.

According to the content, didactic games are divided into games for familiarization with the environment, speech development, the formation of mathematical representations, musical games, etc.

According to the degree of activity of children and teachers, didactic games are divided into games-classes and autodidactic games.

A.I. Sorokina expressed the opinion that each group of didactic games has an even more fractional hierarchy. For example, she identifies the following types of didactic games: travel games, errand games, guess games, puzzle games, conversation games [36, p. 12]. It seems that the classification, according to which the division into types is carried out according to the forms of game material (for games with objects, desktop-printed and verbal), most accurately reflects the type of didactic game (the other classifications express more the form of expression of the game or its direction). It is worth noting that it is better to conduct educational didactic games with a class or a group of children, since it is collective games that can develop thinking much better.

Didactic games help to assimilate, consolidate knowledge, master the ways of cognitive activity; with their help, children master the signs of objects, learn to classify, generalize, compare. The use of didactic games increases children's interest in classes, develops concentration, and provides better assimilation of program material.

A.I. Sorokina expressed the opinion that each group of didactic games has an even more fractional hierarchy. For example, she identifies the following types of didactic games: travel games, errand games, guess games, puzzle games, conversation games [36, p. 12]. It seems that the classification according to which the division into types is carried out according to the forms of play material (into games with objects, board-printed and verbal), most accurately reflects the type of didactic play (other classifications more express the form of expression of the game or its direction). It is worth noting that it is better to conduct educational didactic games with a class or a group of children, since it is collective games that can develop thinking much better. Didactic games help to assimilate, consolidate knowledge, master the methods of cognitive activity; with their help, children master the signs of objects, learn to classify, generalize, compare. The use of didactic games increases children's interest in classes, develops concentration, and ensures better assimilation of the program material. In a didactic game, educational, cognitive tasks are interconnected with the game ones, therefore, when organizing a game, I pay special attention to the presence of elements of entertainment in educational activities: search, surprise, guessing, etc. Conducting didactic games, the teacher purposefully influences the children, thinks over the methodological methods of conducting, strives to ensure that didactic tasks are accepted by all

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children. Systematically complicating the material, taking into account the requirements of the program, the teacher communicates available knowledge through didactic games, forms the necessary skills, and improves mental processes. The purpose of the Elkonin-Davydov course: the formation of a developed, free personality. The subject "Russian language" in the system of D. B. Elkonin - V. 30 V. Davydov is a full-fledged educational center, within which the foundations of linguistic thinking are laid, all types of speech activity are initially mastered [9]. Achievement of the main goals of studying the Russian language course is carried out in the process of collective activity, which stimulates the development of both dialogical and monologue oral and written speech of students. Textbooks by V.P. Kanakina, V.G. Goretsky, and E.V. Vostorgova. T.V. Nekrasova, V.V. Repkina are focused on the development of linguistic thinking, improving speech culture, developing practical skills in the use of language both in oral and written speech. By setting grammatical tasks, a textbook of the Russian language for primary grades through specific methods of mental activity in the process of consistent, systematic work with a word, sentence, text, through their versatile analysis contributes to solving the problem of developing the expressiveness of speech, the thinking of a student, expands the horizons of children in the field of their native language, creates a linguistic environment as a condition for the formation of speech skills. The educational material creates the basis for the development of coherent speech: oral speech exercises, familiarization with the simplest visual and expressive means of the language.

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Lexicographic analysis of phraseological terms

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Abstract: ***The article provides an overview of phraseological terms and analysis by various scholars in the field. Attempts have been made to prove theories through examples of phraseological terms in English .***

Keywords*: phraseological units, phraseological terms, idioms, phrases, fuchsia, proverbs, sayings, wise sayings, etc.*

Phraseology is the study of the phraseological structure of language in its current state and historical development. The object of phraseology is the phraseological unit. The lack of general ideas about the object of phraseology and the inconsistency of terminology make it significantly difficult to study it. The inclusion of proverbs, parables, and catchphrases in the phraseological structure is the most controversial. Phraseologisms reflect the worldview, national culture, customs and beliefs, fantasy and history of the people who speak it. Phraseology is the study of descriptive words in the field of linguistics, such as idioms, phraseological verbs, and other types of lexical units. Each language has its own phraseological units, and these units arise and continue to form from the culture, way of life and customs of each language or nation of that language. The essence of the object of phraseology is still debated among linguists. therefore, differences in views are observed in the interpretation of phraseological units.

According Professor A.V. to Kunin, "Phraseology is the science of phraseological units, that is, about stable combinations of complex semantic words that cannot be created by creating structural-semantic models of variable compounds."

Not every phraseological term can be translated directly. According to Collins (author of the Books of English Idioms), the phraseological units of English used in written and oral speech today are an important part of the language that enriches and adorns the language. It is also an important and well-founded element that should be used with care in a particular language. Careful use is an important warning, as a speech full of phrases loses its charm. Although they are brought in ready for speech, their frequent repetition loses the luster of speech and causes it to become obsolete. It is also impossible to understand the general meaning of these words through their meaning.

It is also difficult to find the exact equivalent when translating phrases from English to other language. In general, the origin and use of each phraseological term depends on the culture of the

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language nation. Accordingly, there have been various discussions about the naming of phraseological terms, and the terms are found differently. For example:

-set expressions

- phrases

-set phrases

-fixed word groups

-collocations.

The stability of phraseological units is the degree to which the various aspects of the phraseological level do not change.

Minimum stability indicators at the phraseological level:

-sustainability of use, ie. that phraseological units are not only individual expressions used by one or another author, but language units that are common property in a particular language community;

-structural-semantic stability based on the stability of the lexical structure of phraseological units, their structural-semantic modeling. It is formed both structurally and semantically according to models specific to a particular stage of language development.

-stability of lexical structure of meaning and phraseological units, fully or partially revised.

-syntactic stability of phraseological units in a stable word order.

It should be noted that the full or partial revision of the direct meaning of the components, the stability of their application, the structural and semantic modeling are combined with the following phenomena, depending on the type of phraseological units:

- invariability of lexical structure of phraseological units;

-existence of the same invariant meaning in phraseological variants;

-existence of semantic invariant, ie. general meaning with possible differences in structural synonyms;

-variant phraseological units have a lexical invariant, ie. an irreplaceable important word;

Many Russian scholars use the term Phraseologic units, introduced by Academician Vinogradov. Western scholars use the term idioms, but according to Russian linguistics, it is only a part of the phraseological units. Russian scientist V. Vinogradov semantically classifies phraseological units based on their meaning and divides them into 3 types:

1. Phraseological fusions are units, the general meaning of which cannot be deduced from the meaning of the word structure. The meaning of phraseological fusions is considered to be unmotivated at the present stage of language development. red tape (bureaucrats), a mare's nest (distraction)

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2. Phraseological unities - these are expressions, the meaning of which can be deduced from the structure of words. The general meaning will be based on the figurative meaning. to show one's teeth, to stand to one's guns. They are motivational expressions.

3. Phraseological collocations - these are phraseological compounds that are not only motivated, but one of the words is used in the correct sense, and the other is figurative to meet requirement to attain success.

Professor A.I. Smirnitsky classifies phraseological units structurally and characterizes them semantically and grammatically as highly idiomatic word descriptors that function as word equivalents. It offers 3 types of phrases available:

1. Traditional phrases (nice distinction, rough sketch);

2. Phraseological combinations - phraseological structures (to fall in love, to get up);

3. Idioms– idioms (to wash one's dirty linen in public);

The second group divides into two more subgroups:

1. one-top phraseological units, ie consisting of one key word;

a) verb: to give up, to bring up, to try out, to look up, to drop in, etc;

b). to be helper: to be surprised, to be up to, etc;

c) prepositional conjunctions: by heart.

2. two-top phraseological units, composed of compound words. These units can be equated to a noun, a verb or a form:

brains trust, white elephant, blind alley;

to know the ropes, to take place;

ups and downs, rough and ready, flat as a pancake;

every other day.

Professor A.V.Kunin, on the other hand, distinguishes phraseological units, phraseological units, and mixed cases. Phraseological units change their meaning in whole or in part, and phraseological units are used in its literary sense. They are both characterized by phraseological stability, which differs from free phrases and compound words. Prof. A.V. Kunin developed the theory of stagnation in the following ways:

1.Stability of usage- a phraseological unit that is ready to be processed in speech that is not created in speech;

2. Lexical stability is a composition of partially or completely unique phraseological units in phraseological variation.

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3. Semantic stability is based on the lexical stability of phraseological units. Despite some changes, the meaning of the phrase is preserved. It can be strong, weak, clear or vague.

4. Syntactic stability. In this case, the characteristics of phraseological units can be as follows:

1. Prepared copy;

2. Structural division;

3. Morphological instability;

4. Lexical content does not change;

5. Semantic unity;

6. Syntactic flexibility.

It is clear from the above classifications that all sentences and phrases used in a figurative sense and ready to enter speech are phraseological units and include all fixed units, proverbs and sayings, phrases and idioms. The phraseological layer of each language is formed on the basis of the culture, customs and way of life of the language nation and enriches its language. Phraseology is an extremely complex phenomenon, the study of which requires a specific research method, as well as the use of other disciplines - lexicology, grammar, stylistics, phonetics, language history, history, philosophy, logic and regional studies. linguists differ on a number of phraseological problems, and this is natural. Nevertheless, the important task of linguists working in the field of phraseology is to unite efforts and find a common language in the interests of both phraseological theory and the practice of teaching foreign languages. The phraseological fund of the English language is so large that its full study does not fall within this scope of work. Nevertheless, using the example of phraseological units considered, it is possible to clearly imagine how different the semantics and expressiveness of phraseological units in modern English are. There are now many phraseological units in the English language, both in the UK and throughout the world, thanks to the literary works of writers and poets. But it should not be forgotten that the English language has also received many phraseological units from the history and culture of different countries of the world.

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PROBLEMS OF TRANSLATING PHILOSOPHICAL TERMS

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Abstract: ***The article considers translation as a dialectical unity of linguistic and philosophical approaches, achievable within the boundaries of the "translatological triangle": the original text and the translated text are always mediated by the translator's personality. Translation transformation as a hermeneutic experience is the essence of overcoming the conflict between the idiomatic nature of philosophical concepts and their semantic variability.***

Keywords*:* ***text, translation, translatological triangle, equivalence, idiomaticity, lexico-semantic potencies, hermeneutic actualization.***

The ancient Greek sages left many maxims that served as the maxims of the Greek-European culture. One of them is the saying of Cleobulus, the son of Evagoras of Lindus: "The best is the measure." The category of measure, performing the function of the generative form of European culture, in the space of communication can serve as a definition of the translation procedure. The content-semantic balance of the text of the original and the text of the translation is also maintained by a sense of proportion, sometimes at the cost of abandoning claims for the exhaustive completeness of the transfer of meanings immanent in the original.

The task of translation is to establish a correspondence between the original meanings and the meanings obtained through the translation procedure. L.S. Barkhudarov, distancing himself from psychological and physiological factors, and distinguishing between translation as a process and translation as a result, proposed a linguistic understanding of the translation procedure. It is the result of "interlingual transformation, or transformation, of a text in one language into a text in another language".[1]

The hermeneutic element of the translation transformation of philosophical texts (PT) involves a cumulative combination of philological and philosophical approaches. And since "every understanding is ultimately self-understanding"13, traditional hermeneutics is forced to take into account not only the openness (incompleteness) of the interpretation of the text, but also its inseparability from the interpreter's self-reflection: understanding the text, we understand ourselves.

Linguists, believing that "the phenomenon of translation is the very heart of hermeneutics", refer to its hermeneutical aspects the understanding and interpretation of:
a) the translator - the original text;
b) recipients - the translator (text of the translation). Here, the requirement of understanding the original is the "initial category" of the definition of translation and a prerequisite for interlingual transformation. The probability of a correct translation out of understanding remains only in relation to individual lexical units, but in relation to the text as a whole, it is excluded. From the point of view of the hermeneutics of translation, understanding is an act of explication of meaning and a way of

[1] Barkhudarov L.S. Language and translation: Issues of general and particular theory of translation. 2nd ed. M.: LKI, 2018. p. 6.

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dealing with it. The phenomenon of meaning, being derived from the interaction of semantic (objective) and situational (contextual) information, serves as a constitutive element of interlingual transformation.[2]

Thus, the translator does not deal with languages, which each separately represent a sign system, but with texts (speech products) and meanings that are immanent to these texts. Cultural phenomena can also be understood as texts, and culture as a whole as a hypertext. Textology distinguishes “verbal texts” and “texts of culture”, hence translation (as a way of interrelation of texts) also appears as a communication procedure (a way of interrelation of cultural phenomena). In other words, intercultural communication is the translation of the “texts” of the donor culture into the “language” of the recipient culture, which means that it is a relay of meanings that are invariant to the difference of cultures.

The language of philosophy is not only a form of its self-expression, but also a way of realization and self-justification; he is both a means and an end. For the hermeneutics of translation, the TL is not a resulting language, it is only a stage on the way to the freedom of philosophical thought, whose sufficiency is determined by the absence of lexical, semantic and hermeneutic barriers: “Where mutual understanding is achieved, they do not translate: they speak there. After all, to understand a foreign language means, in fact, not to need a translation into your own. As for professional translators, they, not being philosophers in most cases and not claiming to be congenial to the author of the original, perceive FT, which is the most difficult for translation, as a “stumbling block”.[3]

The cognitive core of FT is formed by generally accepted philosophical terminology and vocabulary of general scientific description. However, the presence of the author's terminology, whose semantics and syntax are highly nominative, in particular, a large number of existential (existential) sentences, also complicates the position of the recipient and reduces the degree of TF translatability. At the same time, “the following are considered untranslatable, i.e., having no lexical correspondence: text fragments containing so-called situational realities; concepts…”. However, the absence of direct lexical correspondence does not mean that information cannot be transmitted: it is transmitted by other means, for example, using transcription, variant correspondences, neologisms, lexical substitutions, descriptive translation, internal and external comments.

Semantic components are characterized by a greater measure of translatability: they are transmitted not only through translation transformations (paraphrase, compensation, commentary, etc.), but also due to the hermeneutic connotation of historical, cultural and worldview realities with the context of the author's lexical and terminological system.

Hermeneutic experience involves not only a kind of reduction and compensation of idiomatic lexical units and variability of semantic components. He also claims the relevance between the levels of competence within the “translatological triangle”, where the equivalence of the translation is conditioned by the original only indirectly - through interlingual transformations carried out by the translator, on which it ultimately depends what the recipient will deal with - with the original. work or its reminiscence.

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Translation in Fashion and the art of dressing

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Abstract: ***This paper discusses the theoretical and methodological issues of translating fashion words and expressions and compares these with the expectations and perceptions of students. Results indicate that when analyzing the translation of the fashionable terminology of glossy magazines, it is noticed that for most of the terms translators do not find equivalents in Russian and use tracing and transcription, especially for shoe designs. It is assumed that it is for this sense of communication in global simplicity. We can conclude that a large layer of vocabulary is translated by tracing, transliteration of transcription in the absence of an equivalent in the target language.***

Keywords***: fashion industry, clothing design, equivalent, methods of translation, tracing, transcription, transliteration***

1. Introduction

The fashion industry plays a significant role in influencing society. Thanks to fashion, public opinion is being formed. This circumstance is due to the direct position of the fashion industry in the system of social institutions and the limited access of the audience to the information circulating in it. Delivery of information about current events, new collections and trends of the season is carried out thanks to the media, acting as a kind of filter of news facts.

It should be pointed out what happened in the fashion industry in the second half of the 20th century. Almost all fashion houses were located in Europe and with the outbreak of World War II either closed or moved to the United States. It was there that the designers continued to create. It was in the USA that a new mass production of clothes was opened and developed, new types of fabrics were invented (for example, nylon - nylon), new styles and directions of malls (street fashion - street

1. Examples of the most recognizable terms in the field of clothing design and fashion can be such as: prayer, manskin, catwalk, runway, and even a thread with a needle. These words are words that are understandable to a native.

2.Methods

When reviewing various articles in fashion magazines, it was noticed that some lexical units that entered the Russian language in the first third - mid-twentieth centuries .

Also, when analyzing the translation of the fashionable terminology of glossy magazines, we noticed that for most of the terms translators do not find equivalents in Russian and use tracing and transcription, especially for shoe designs. It is assumed that it is for this sense of communication in global simplicity. For example, on the Internet. It will be easier for users of the Instagram platform to achieve mutual understanding, as well as to save speech means.

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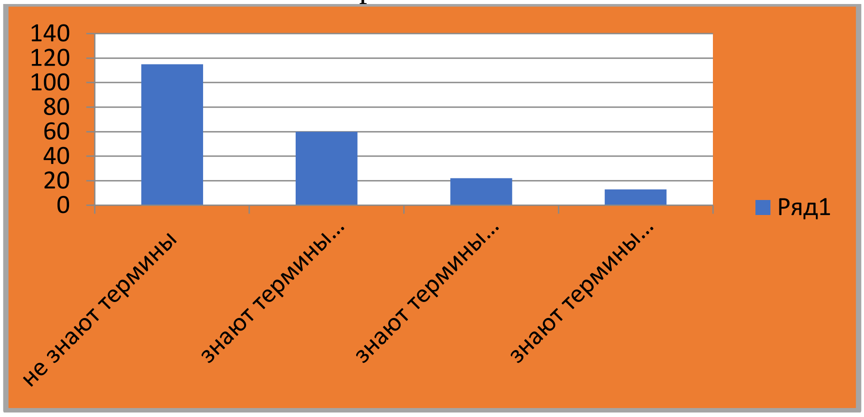
The section of footwear terminology is of the greatest interest in translation, since world famous brands, competing with each other, create new footwear models almost every month. And therefore, in the communication of a modern person, a tendency has appeared to use, instead of words denoting varieties of shoes, the names of brands adapted to Russian speech: "Найки", "канверсы" (Converse), "Vans", "бэлэнсы" (New balance). Лабутены (Christian Louboutin),Угги (UGG), Timba, Timberland Company, etc. In these examples, several translation techniques are used, such as transcription and transliteration in combination with tracing.

3.Perceived outcomes

Besides in the course of our research, an internet survey was also carried out 213 respondents of different age and gender and education answered the questions on the topic "Do you know the terms of the mole?"

It was found that 52% of respondents do not know the listed terms, 27% know the terms but do not give a definition, 17% know the terms and partially give definitions, and only 4% know the terms and definitions. It was found that young people from 17 to 23 are most knowledgeable in this topic, and people aged 45 have little command of the presented vocabulary.

Therefore, with regard to the research practice itself, one can draw the following important conclusion: before starting translation, it is important to understand for which audience the translation is being performed. Because for the youth target audience, for example, speaking of flesh color nude, it is not necessary to translate literally or translate in principle.But if the translator translates for a more mature target audience, whose representatives find it more difficult to adapt foreign words in their speech, then you need to translate with the explanations: nude - a color that has flesh tints.



4.Conclusion

So, we can conclude that a large layer of vocabulary is translated by tracing, transliteration of transcription in the absence of an equivalent in the target language. Subsequently, the language is replenished with borrowed vocabulary, which, on the one hand, has a positive effect on the volume of the lexicon of the language, but on the other hand, the abundance of foreign words projects misunderstanding in the communication of representatives of different target audiences. For this reason, an additional descriptive active stock of the language. most of the items require special attention for further implementation.

Based on the practice of research into the features of translation of terms in the field of fashion, the main conclusions were also made:

1. The main principle of this research work is the term conveyed by the term.
2. To adequately present the content of the lexical unit. The translator requires knowledge of not only Russian terminology, but also English, having previously studied all the components of this unit.

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3. At present, a bilingual dictionary is not always trusted source. For an adequate translation, the translator requires certain skills in working with such lexical units and knowledge of the appropriate methodology.
4. Most of the texts on fashion are written in a journalistic style with artistic elements; in this kind of texts, in contrast to the texts of the scientific style, some terms, especially the native ones for the English language, are recognized more corporeally, metaphorical terms are often used. which also complicates the translation process. Therefore, the translator must first isolate such lexical units from the general language ones and, accordingly, determine the methods of their translation.
5. If there is no equivalent term in the translation language in the scientific text, the translator borrows it or creates a new one, or also adds a terminological meaning to the general language unit.
6. Today the problem of translation is urgent. The difficulties of translation are related to traditions with differences in culture and language

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Analysis of the development of lexical stock in the context of synonymous words in English

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Abstract: ***this article is about the development of a dictionary reserve during a comparative analysis of synonym words in English language, synonyms are words whose pronunciation, writing are different, the meaning of which is different from each other by a number of features, such as the subtleties of additional meanings, the application of emotional meaning, the meaning of which is identical. The present tense imposes a number of tasks on linguists and teachers in the theoretical and practical study of synonyms in English. And this requires the consideration of some measures of on signalization of the process of teaching English, establishing colloquial relations. It consists in creating an understanding of the use of synonyms in English by students and students.***

Keywords*: English, Uzbek, synonyms, comparative analysis, dictionary replacement, pronunciation.*

Introduction: Words are the basis of all languages in the world. People's speech also depends on the use of these words. It is no exaggeration to say that we need to have a lot of vocabulary and use synonyms to make our speech fluent and not to repeat what we say. The phenomenon of linguistic units having the same meaning is called synonymy. [1] A unit of synonymy is a word that has a common meaning, i.e., synonyms. Synonymous words are not just a luxury, but a real treasure of language. Synonyms are one of the most meaningful forms of the word, with a number of features, such as the pronunciation, spelling, additional semantic subtlety, the use of emotional meaning, which have the same unifying meaning. are words that are constantly different. When it comes to synonyms, we divide synonyms in linguistics mainly into ideographic and stylistic types. Ideographic synonyms, for example: to understand-to relish, to expert-to anticipate-to understand, to comprehend, to expect, to anticipate - have the same meaning and belong to the same neutral stylistic type. Stylistic synonyms are sometimes called emotionally expressive. Stylistic synonyms have different meanings depending on their stylistic features. For example: to help - to aid - to assist means to help. According to the above definitions, synonymy is mainly semantic in any case, the definition of synonyms is based on stylistic criteria, other criteria and pure semantic criteria. Synonyms always give unexpected units or logical meanings, so synonymous repetition decorates the work stylistically. The ideographic

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synonym is used by the translator in the worst case to avoid the poverty and discoloration of the expression that occurs as a result of the repetition of language units. Regardless of the fact that a series of synonyms consists of several words, one word in it is the main word that determines the nature of this synonymous series. [2] This word is called dominant. The correct definition of the key word in this box plays an important role in determining the boundaries of the synonym series, as well as in revealing the specificity of each word in it. In a synonymous series, a word that has a wider range of meanings than others is the key word. In determining the boundaries of a synonymous series, the keyword is taken into account, other words are not compared to each other, but compared to the main word. For example: accomplish, attain, gain are synonymous with archive. We can classify synonyms with syntactic and morphological and, of course, a lot of attention to meaning. In our syntactic analysis, the word bare - naked means the naked state of a person and comes as a point, its synonymous line naked - naked also comes as a cut and determiner. For example: the child lay bare (Galsworthy "to let"). The boy is lying naked. I small naked boys sat on the tables. (Greene). Little naked children were sitting at the tables. In this sentence, the naked synonym comes as a counter. We study synonyms morphologically into three types. [4]

Literature review: Usually, people ask for help from bilingual dictionaries to find the equivalent of a word in English. Well, when you immediately point out in the dictionary not only the translation of the key word, but all the synonymous lines that govern all the equivalents. And if you don't have one, then you need to try not to make a mistake with the choice. Of course, the use of a particular lexeme depends on the context. So think clearly about what to do to the interviewee. If you know the exact translation, then you can easily choose the equivalent that is closest to the value. [6]

Research Methodology: The task of translation is not only to be able to convey the meaning of words and phrases, but also to express the most subtle and elegant features of the author's style, including the semantic phenomenon hidden behind the sequence of words and phrases. The most important feature of the work of art was its novelty in the choice of words and word combinations. It consists of the correct representation of the image, knowing the artistic function of each sound, speech and comma. It does not matter if a translator does not understand or does not pay attention to such small and delicate features of language. For example: passed away in the world of death, stretched his legs, went to eternal sleep, died, died, died, died, performed slavery, handed over the deposit. Many of these synonyms and phrases should be used in their proper place, but if used incorrectly, a serious error can occur. [8]

Analysis and results: The general considerations mentioned in the sections we have considered above. If it is proved that they are necessary in the consideration of specific problems, then we consider this information as reliable. One such problem is the problem of lexical antonyms. Synonymy is one of the traditional categories and in theory it is almost unexplored. Usually synonyms are generally identified through examples that are considered typical, approximate. OS Ahmanova comments on this issue as follows. A common concept in linguistics is synonyms, that is, words that have different pronunciations, the same meaning, or the same meaning. A. B. Sharipov clarifies this tariff, "Words that have the same meaning, differ in sound structure are not synonyms, such compatibility does not exist in languages." Thus, synonyms are words that differ in the structure of the sound and in one sense or another combine different differences. [10]

Conclusions and Recommendations: In short, synonyms are not just a luxury, but a real treasure of language. Synonyms are one of the most meaningful forms of the word, with a number of features, such as the pronunciation, spelling, additional semantic subtlety, the use of emotional meaning, which have the same unifying meaning. are words that are constantly different. When it

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PROBLEMS OF STUDYING SOMATIC EXPRESSIONS IN MODERN LINGUISTICS

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Abstract: ***This article discusses the phraseological aspect of modern linguistics, history and formation of phraseology. It is also studied by the use of somasisms in phraseology in modern linguistics.***

Keywords: ***somatism, expression, phraseology, phraseological unit, phraseologism.***

INTRODUCTION

Proverbs and sayings on all popular languages were very important over the centuries, polished on the basis of experiments and transferred to inherit the future generations in various ways remains. That is why they are invaluable heritage. In other words, in other words, a rich historical and cultural, ethno-person experience of the people, the inner experience, his feelings, that is, the language vision of his own world, all these experiences are in the language of people, since they are formed through the language finds expression. Considering the foregoing, somatizms in this article seeing that the phrases involved were studied in modern linguistics we leave. In speech, a person uses various stable phrases, especially figurative expressions, in addition to individual words. Such expressions are an important and peculiar part of the richness of our language, a lexical and phraseological system with a single integral-semantic, integral structure, which, unlike other types of combinations, is used not only in the process of speech but immediately from memory in readiness. Although phraseological units outwardly resemble a phrase or sentence, the degree of interconnection of the words-components in their composition is different in that they represent a figurative meaning in one case, they are extremely expressive in nature and are used for various stylistic purposes.

THEORETICAL BASIS

The theory of phraseology was first created by French Language Sh. Balli. Ferdinand de Saussure once used phraseology as ready-made linguistic units. American Linguist Wallace L. Tehif about phraseological units, changes occurring at a certain stage of language development, create new values that do not require special patterns, but rather old, that is, existing in the language materials are used.

Russian linguistics has extensive experience in the field of phraseology. The phraseological units, first studied by A. Chematov, A. Peshkovsky, received further development from V. Vinogradov, B. Larina, N. Shanskogo, A. Smirnitsky, A. Kunin, V. Zhukov. These scientists studied phraseology with grammatical, semantic, functional and methodological points of view. In particular, the phraseological units of the Uzbek language studied in detail. The first works in Uzbek phraseology can be considered the PhD dissertations Sh.Rahmatullayeva, Yu.D.Pinhasov, A.Shomaksudova,

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M.Jusainova. If in the candidate dissertation, Sh. phraseologisms of our language with a monograph called on the basis of studying in this work the phenomenon of polemic, synonymy, variability, antonymia, homonymy in phraseological units are in-depth studied on the basis of the analysis of a rich actual material, which allows us to consider other features of expressions as lexical units.

ANALYSIS

The scope of application of phraseology in these works wide and narrow. While scientists with a wide understanding of phraseology include proverbs, parables and aphorisms, those who understand it in a narrow sense are limited to phrases. What is phraseology? Phraseology comes from Greek, and "phrasis" means expression, phrase, and "LOGY" means learn, that is, teach phrases. The phrase is a lexical unit of two or more words, having the same lexical importance as the word. Such a unit of language that has the same meaning as the word is called phraseology or phraseology. Although the phrase and looks like a structure on phrase, it is absolutely different from such units of speech. Like the phrase, it is not always found in speech. Available as a language unit before speech. Accordingly, the phrase is also called regular expression in linguistics. Words in the phrase retain their lexical independence. Words in the phrase do not participate in their lexical meaning, lose their meaning. Phrases, like words, possess the integrity of expression and meaning. The expressive side of the word consists of sounds, and the expressive side of the phrase consists of words. Identifying the general patterns of the Turkic language system on the basis of private aspects, the definition of rules and capabilities generating a general relevance, clarifying the criteria of the binary opposition in the expression of the form and content is possible only as a result of comparative analysis - typological research.

Such a study is carried out, first of all, within the framework of individual parts of the language system, events, and at the final stage it is necessary to create a generalized description of events in organic communication. Somatic phraseology is most of the phraseology of many languages of the world. Somatic phraseological units are somatamism units, that is, words belonging to the names of body parts. It was in somatic phraseology that there was a reflection of the centuries-old experience, life, culture, spirituality, customs and traditions of every nation. In particular, many scientific work of Mehdi Nasseri are devoted to the analysis of phraseological units with the participation of such somasis, as a "hand" and "foot". At the same time, the qualitative and descriptive importance of these expressions was studied and was considered as part of the gradual vocabulary. Analyzing the Russian phrases with the Somatism "Hand", the author notes that these phrases are mainly associated with the theme of "labor".

I.B. Khorvskaya, who conducted a comparative analysis of phrases with somatamians in Russian and French, studied the phrase with the Somatzm "Head", "Eye", "Heart", "Hand", "Leg" and notes that these phrases are the most common . phrases in both languages. In his article, L. Manerco considers the relationship between "perception" and "body" in English-speaking terms. Features of the participation of somatisms in expressions arising from the unnatural influence, and the causes of this are the main part of the work. Researchers of the Turkic somatic phraseology noted that the word "head" is the most active cattle in phrase formation. For example, T.Aktash in its dissertation cites information about phrases and their fields identified. These phrases are reduced to the table based on the Latin alphabet. There are scientific work on this topic in other Turkic languages, some of which are devoted to the comparative analysis of these linguistic units in two Turkic languages.

In particular, in the dissertation by A. Tursunova before analyzing the main issue, the focus is on ethnic linguistic units in Kyrgyz and Turkish languages, the peculiarities of the phrase and the basic classification of phrases. Before comparing phrases in two languages, it is important to look at

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the similarity between the two languages and whether the system of words is the same or different. The historical links of the Kyrgyz language relating to the Kypchak Group, and the Turkic language relating to the OGZSK Group, similar differences between the languages, the history of the development of languages and the degree of influence on them related languages and other languages during this period. The study compared "eye" somatic expressions of two languages. Sh.R. Usmanova studied somatic phraseology at Uzbek and Turkish languages in the dissertation for the degree of candidate of philosophical sciences. This paper provides a comparative comparison of the somatic phraseology of Uzbek and Turkish languages in a lexico-semantic and grammatical structure. It addresses the following questions:

-the determination of the number of somatic phraseological units in Uzbek and Turkish languages, the amounts that are actively involved in them;

-structural and syntactic classification of the somatic phraseology of Uzbek and Turkish languages;

-classification of somatic phraseological units according to the main terms and nature of the facility;

- to identify and summarize semantic and formal similarities and differences between groups of equivalent phrases in alternative and non-alternative expressions in both languages;

- Group individual phrases in both languages both alternative and non-alternative phrases and explain their specific semantic and syntactic features based on their division on simple phrases and complex phrases.

CONCLUSION

Somatic phraseology reveals customs, traditions and common features of everyday life of each people. In particular, a somatic phraseology is an important part of phraseology. Their genealogical unity is reflected in the number of somatic phraseological units, spiritual and functional peculiarities of speech, the generality of COM contained in them. Soma head, eyes, hands and legs are actively involved in the expression of somatic phraseology.

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Theoretical foundations of the creation of terminological dictionaries in language teaching. Research on the use of educational dictionaries in the educational process at the university.

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Abstract: ***This monograph reveals theoretical and practical issues of using various types of educational dictionaries in the educational process at the university in order to develop the speech-thinking activity of students, in particular with dictionaries of various types, as well as increasing positive motivation to learn Russian as a foreign language, as well as methodological foundations of using speech models in the educational process in order to develop communicative-speech skills and abilities of students, presentation of speech acts in order to improve the communicative abilities of students.***
Key words: ***communication, speech, model, ability, development, skill.***

Today, the global economic and educational space has caused an increase in the number of students studying in various specialties, including agrarian, agricultural, economic, engineering, construction and other popular specialties. Since the education of these students takes place in a non-native language, the role of the Russian language teacher increases, helping university students to master the language of their specialty.

Interest in different areas of knowledge in the context of technological, economic and social changes that are taking place in society is quite objective. In this regard, in modern science there are studies devoted to the features of dictionaries and their use in practical activities. This problem is given special attention in the works of Averbukh K.Ya., Grinev S.V., Superanskaya L.P. and others. Dictionaries are actively published, fixing both new words and terms, and new, pre-existing meanings.

Thus, the question of the development of dictionaries is directly related to the role of the Russian language in the development of the languages of the peoples, to the place of Russian lexical borrowings in the vocabulary of the languages of the peoples" [4,154].

At the same time, the vocabulary of national languages usually forms a common lexical fund and, therefore, does not need "special processing" when borrowing from another language, including Russian. This is very important in our multinational society, when all peoples participate in the development of the economy, technology and culture.

The word "lexicography" is of Greek origin, lexikos - relating to the word, vocabulary and grapho - food. Therefore, lexicography means: "I write words" or "I write dictionaries".

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In the modern sense, lexicography is the theory and practice of compiling dictionaries, mainly language, linguistic, in contrast to non-linguistic, encyclopedic dictionaries.

Lexicography as a scientific term appeared in wide use relatively recently. For example, in the encyclopedic dictionary of Brockhaus and Efron (1896, vol. XVII) there is no entry on the word "lexicology". It should be noted that in the article "dictionary" of the same reference book there is the word "lexicography", where it is a synonym for the phrase "dictionary technique".

In the first edition of the encyclopedia (1938, vol. 36) in the article on the word "lexicography" it is given: "Lexicography (Greek), the work of compiling dictionaries." And only in the second (1953, vol. 24) and third (1973, vol. 14) editions this term is interpreted quite modernly: “Lexicography is a branch of linguistics that deals with the practice and theory of compiling dictionaries” (TSB, 3rd ed. 1973, v. 14). This is explained, firstly, by the youth of lexicography as a science, and, secondly, by the fact that even among linguists themselves there is still a dispute whether lexicography is a science, more precisely, a part of the science of language, or just a technique for compiling dictionaries, at best, the art of composing them.

Reference literature today is widely included in the life of students, because the flow of information has increased significantly, and in search of the necessary information, it is necessary to refer to special books, i.e. dictionaries.

From the above, it becomes clear the need to work with dictionaries in the process of teaching the Russian language both in schools and universities in Uzbekistan.

Vocabulary is the most informative aspect of the language, and knowledge of the Russian language is largely determined by the degree of formation of lexical knowledge and skills. According to methodologists, the use of lexical units accounts for the largest percentage of errors at all stages of learning, one of the reasons for this is the lack of development of some issues in the presentation of vocabulary.

One of the most pressing issues in the methodology of teaching the Russian language in educational institutions is the use of various types and types of dictionaries for the development of speech and thinking activity of students, improving the skills and abilities of working with educational literature, in particular, with dictionaries, as well as increasing positive motivation for their use in studying Russian language.

Methodists distinguish on the basis of lexicographic research, including frequency dictionaries, active, passive and potential vocabulary of students. The active vocabulary includes the words students need to express their thoughts, feelings, actions and states. The layer of the passive vocabulary consists of words necessary for understanding when reading and listening to non-native speech.

The term "lexicography" currently has three meanings:

1. Science, more precisely, a special area of linguistics that studies the principles of compiling dictionaries of various types;

2. The very practice of vocabulary, i.e. compilation of dictionaries;

3. The set of dictionaries of a given language.

Being a part of the science of language, lexicography is closely related to such linguistic disciplines as lexicography, semantics, stylistics, etymology, phonology, etc. With these disciplines, lexicography has a common problem. Sometimes she uses the results of their research, and often ahead of them in solving some problems.

Especially important in the work on lexical units is their interpretation, i.e. an explanation of a particular word, which consists in presenting students with information that allows them to use words in all types of activities. Interpretation - the interpretation of the word, its complete

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semantization, which can be found in various types of dictionaries - "Dictionary of the Russian Language" (S.I.Ozhegov), "Brief Explanatory Dictionary of the Russian Language" (V.V. Rozanova), "Explanatory Dictionary of Foreign Words "(N.Nikovaeva) and others.

The existing types of dictionaries are varied. This diversity is explained, first of all, by the complexity and multidimensionality of the very object of the lexicographic description, i.e. language. In addition, the numerous needs of society in obtaining the most diverse information about the language also complicate and expand the repertoire of dictionaries. There is practically no way to give in one dictionary all, to one degree or another, comprehensive information about the language, which would equally satisfy the whole society as a whole and individual layers and particulars.

The division of dictionaries into types occurs, as classifiers say, for various reasons: depending on the purpose of the dictionary, its volume, the order of words in it, the object of description, etc. Many of these points are superimposed on each other, combined in a dictionary of the same type, others stand apart, serving as the basis for dictionaries of a completely different type.

We list the main types of existing dictionaries. First of all, it is probably necessary to mention translation dictionaries. A translation dictionary is a dictionary in which the meaning of the words of one language is revealed through another language or languages. There are two types of such dictionaries: bilingual and multilingual. Bilingual dictionaries are more common. are of great practical value, and multilingual ones are required in those rare cases when several multilingual equivalents must be selected for one word.

The next group of dictionaries is monolingual dictionaries. This group includes a number of linguistic dictionaries that explain and reveal the meaning of words and phenomena through one language. Typically, such dictionaries operate within a rather narrow framework of various linguistic phenomena. Here are some examples of monolingual dictionaries.

Explanatory dictionaries. This is one of the most common types of monolingual dictionaries. They provide all the information about the word, give its characteristics from all sides (spelling, orthoepic, grammatical, semantic, stylistic, etymological). Due to their versatility, these dictionaries are often the basis for creating other types of dictionaries, for example, synonymous, phraseological, etc.

Therefore, the need to develop lexicographic manuals, i.e. dictionaries for a specific contingent of students with a full description of the active Russian vocabulary in the volume of its core and periphery for any communicative act.

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THE NATURE OF PROFESSIOGRAPHY, HISTORY OF ITS FORMATION

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Abstract: ***In the second half of the 1920 s, Russian psychotechnicians developed the principles and methods of professional activity in fast pictures. As a result of the generalization of the same studies, a special concomitant in psychotechnics led to the formation of a professional. The essence of this approach – the "image of professions" as a whole includes the study of professionalism, psychological description and design of the profession.***
Key words: ***communication, speech, Russian psychotechnicians.***

Introduction. Professiography studies the characteristics of the objects that make up a particular labor process, the subject of labor, the tasks, means and conditions of the subject of labor. One of the main principles of professionalism is the principle of differential approach in the study of professional activity. The essence of this principle is that professionalism is committed to solving specific practical problems. For example, for professional counseling and career choice, it is important to distinguish such professionally important traits that they should be differentiated according to the professional ability of the test takers. The description of job responsibilities, professional knowledge, qualifications, skills is important to determine the level of qualification. Signs were used to study occupational fatigue, which were used to identify the causes of occupational fatigue. Thus,

Objectives can be linked to the following areas of activity:

1) Workers attestation.
2) New professions designing specialties.
3) Optants professional consultation and selection of specialists.
4) Improving vocational training and professional development.
5) Person professional development research.

EM Ivanova offers 4 groups of professiography: informative, diagnostic, prognostic and methodical. Informational professiography is designed for professional counseling with octants, that is, those who are faced with the need to choose a profession. These may include students, vocational school graduates, the unemployed, and those seeking a career change. Informational professiography work is carried out through the analysis of specialized professional literature and documentation.

Diagnostic professiography is carried out to determine the causes of low labor efficiency, low product quality, accident, trauma, staff turnover.

Diagnostic professiography includes the following issues.

1. Content of activity:

1) Labor subjects and issues.

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2) Business requirements for the quality of the results.

2. Working tools:

1) Type of work and order.
2) Management authorities.
3) Business to establish a place.

3. Activity of the subject of labor:

1) Harakat types and their description.
2) Ishni the nature of planning and execution.
3) Profession factors that hinder its operation.
4) Labor type of errors, defects, traumas encountered in the process.

4. Activity of the subject of labor:

1) Of workers structure of interrelationships.
2) Ishni planning and control.

5. Requirements to the personal psychological and psychophysiological qualities of the subject of labor of the profession.

6. Diagnosis of the causes of low efficiency of the labor entity.

7. Practical examination to improve professional activity.

Diagnostic professiography is performed using empirical data collection methods. Prognostic professiography is used to provide sound recommendations for improving professional performance.

1. General description of the profession:

1) Profession history and prospects of development.
2) Professional socio-economic conditions of activity.
3) Professional environment.

2. Professional field and content and aspect:

1) Professional field description.
2) Professional knowledge determinants.
3) Professional knowledge development forecast.

3. Vocational training:

1) Professional education level.
2) Professional preparation
3) Malaka increase

4. Professional orientation of the employee:

1) Specialty the width of the field.
2) Basic skill level.
3) Specialty and the opportunity to change careers.

5. Assessment of professional prospects:

1) Of the person professional - psychological potential.
2) Worker professional activity.
3) Professional self-improvement career.

Pragnostic professiography uses genetic methods as well as modeling experiments. Methodological professiography allows the psychologist to develop methods for studying the status of the subject of labor and important professional qualities. The scheme of methodological professiography will also change according to the goals and objectives of the study. For example, such a scheme is used in the study of the impact of occupational work and leisure on occupational fatigue, indifference, passivity.

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1. The content of the activities of the subject of labor:
1) Types of actions and their description.
2) Ishni the nature of planning and execution.
3) Emotional views.
4) Business types of on-site discomfort.
5) Activity errors that occur in the process, types of brake trauma.

2. Working conditions:
1) Sanitation - hygienic environment (air level, dust, humidity, etc.).
2) Physical ambient lighting, noise.
3) Business order.
4) Right form of payment and incentive.

The following scheme of professionalization is used in the study of professional skills of the specialist.

1. Content of activity:
1) Workers qualification requirements (professional knowledge, skills and abilities, as well as qualities and abilities).
2) Of workers rights and obligations.

2. Labor organization:
1) Malaka increase
2) Professional psychological potential.
3) Creative abilities.

3. Activity of the subject of labor:
1) Type of action and their description.
2) Ishni planning and monitoring.
3) Activity characteristics of individuality.

Substantiation and description of the requirements for the profession (profession) has its own characteristics and reflects the following general and specific aspects;

1. Profession and a psychological description of his specialties;
2. Country of occupation importance to the economy;
3. Profession and the social character of the specialty;
4. Your profession social psychological significance and description;

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USE OF INFORMATION TECHNOLOGY IN TEACHING OPTICS IN SCHOOL PHYSICS COURSE

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Abstract: ***This article states about innovative technologies, non-traditional techniques, which can be used on the "Optics".***
Key words: ***Physics, method, optics, technique, innovative technologies, education.***

Today, schools are paying attention to the issues of physics through innovative methods, introduction of innovative technologies, organizing the organization. In particular, the Resolution of the President of the Republic of Uzbekistan dated 19.03.2021 "On measures to develop the quality of education in the field of physics and develop research" was set in this regard.[1] According to it, the fact that young people are not paid to strengthen their interest in physicism, the study of educational programs are not focusing on and creating independent thinking, as the work taken to ensure the quality of education is not meet modern requirements a number of tasks were given.

Education reform in our country is entering a qualitative stage. The introduction of pedagogical technology and information into the educational process to increase the effectiveness of education is one of the most pressing issues today, as new technical and technological processes are used in industry. The management of these vehicles will be the responsibility of young people. In addition, in the field of medicine we often encounter optical phenomena, for example: The laws of optical phenomena underlie the study of the ability of tric organisms to see and treat them in various diseases. Therefore, the use of information technology plays an important role in the education of the younger generation in accordance with international standards.[2]

In pursuance of the Law of the Republic of Uzbekistan "On Informatization", the Ministries of Public Education, Higher and Secondary Special Education have developed and adopted a number of normative documents and programs, as well as the information network. A number of measures

[1] www.lex.uz
[2] Khudoykulov H.J. Pedagogical technology is the basis of education. Tashkent. Navruz. 2018.p.82

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have been taken to form information resources, create information resources and use information and computer technologies in the educational process.

There are three main principles of new information technology:

• Work with a computer in an interactive (communication) mode;

• Integration with other software products;

• Allows you to change the initial data provided, as well as the parameters of the initial problem to be solved.

Objectives of using information technology:

• increase students' interest in computer learning;

• Encourage students to use sensory-emotional knowledge through the use of information technology.

In physics lessons, the physical experiment broadens students 'pre-accumulated understanding of optical phenomena and processes, complements students' perspectives, and enhances their worldview. When students do laboratory work independently, during the experiment they understand the laws of physical phenomena, learn to work with methods of studying them, that is, learn to acquire knowledge independently in practice.

The departments of atomic and nuclear physics are not adequately equipped with the equipment and facilities required for laboratory work. As a result, students have very little understanding of physical phenomena, and the theoretical knowledge acquired by students cannot be supplemented by a practical experiment. Some experiments are difficult to perform because they endanger the lives and health of students.

Currently, the teacher requires all students in the class to work at the same time. The computer allows this, allows each student to work independently, increases the level of knowledge of students, can be used to solve problems or perform laboratory work, allows you to model some physical phenomena.

The subject of optics can be taught in physics at school in the following information methods:

Mental attack. The basic rules of mental attack are:

1. All the ideas expressed are equal in importance to each other.
2. There is no criticism of the ideas being introduced.
3. Not to interrupt the speaker while presenting the idea.
4. There is no evaluation component for the speaker.

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In this method, all participants in the group are asked one topic and one question.[3]

There is often a need to help the audience identify important ideas and select the best of them. That is, like creating a small business in name only.

It is difficult to draw a final conclusion. This is natural, because each participant has the characteristic of "my idea is the best". The general position is found anyway, quickly, and the following method may help.

Brainstorming method. This method is at the initial stage of the process of ensuring the activity of students in the classroom, encouraging them to think freely and freeing them from the inertia of the same thinking, collecting colorful ideas on a particular topic and solving creative tasks which serves to teach them to overcome the ideas that arise.

Modified report. In this teaching method, the teacher conveys the content of the topic to the students through oral presentation. However, unlike traditional lectures, there is active communication between students.

Application:

• to provide general information to students;

• to introduce science and provide basic materials;

• before starting any activity, demonstration, role play and other methods;

• demonstrate the use of definitions, rules, formulas in a problem or laboratory.

Veer method. This method focuses on complex, multidisciplinary, and as problematic topics as possible. The essence of the technology is that it provides information on different areas of the topic, and each of them is discussed separately. The Veer method allows for the development of critical, analytical, clear and logical reasoning, as well as the expression and defense of one's ideas and opinions in writing and orally. This method teaches students to think creatively, independently, figuratively. Creating a work plan helps develop critical thinking skills.[4]

Cluster method. The cluster method is a specific form of pedagogical, didactic strategy that helps students to think freely, openly, and express personal opinions about voluntary problems. This method requires the identification of a structure that allows thinking about the connections between different ideas. — The cluster method is a form of thinking that is not clearly objectively oriented.

[3] Sibirskaya M.P. Vocational training: Pedagogical technologies. -Saint Petersburg. 2012. P.23
[4] Ishmuhammedov R.J. Education using innovative technologies Ways to increase the effectiveness. Tashkent: 2015.p.74

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.This method serves to ensure that the thinking activity is consistent until the students have mastered a particular topic in depth and thoroughly. ―Cluster method, developed in accordance with the idea of style, is a well-thought-out strategy It can be used with students individually or in groups. In group sessions, this method is a set of ideas expressed by group members. This is done by each member of the group. the ability to harmonize the ideas put forward by and find connections between them y aratadi.

The method of KKL (I knew, I want to know, learn, learned).

This method can be used in a new educational type lesson.

Step 1: A new topic is written on the board and the students' notebook "knew".

Write the fact that they knew on a new topic were invited. (3 minutes is given). The presentation will be held.

Step 2: "I want to know" to the students, "suggests writing what you want to know about the new topic. A presentation is carried out for (1 minute time).

Step 3: Wash students open a textbook and notebe the text - writing what they descate to write. (10 minutes is given). The presentation is carried out after the time. The new topic is described by students. In all steps, students are followed by a rule to listen to one. The teacher is supplemented by the parts left without a new topic using the additional literature using materials found.

Bermerang method. This method is aimed at studying the teaching material in depth and integrated state, creative understanding, and mastering. It covers the topics that have different meaning and character (problem, controversial, various meaningful) and fulfill students' assignments during a shchar It is possible to turn to the role of a teacher or student, economist or entrepreneur, and gather the required score.

Shidatt attack of ideas - destro-appreciated assessment dialog. The essence of the method changed by G.Yu. Bush is that creative opportunities of participants in the development of ideas are in the development of ideas and contradictory ideas.[5]

The development of information technology and its penetration into all spheres has led to the creation and development of "new educational technologies" in society, as well as new industrial production technologies. Endless opportunities for development are opening up for humanity. To take advantage of these opportunities, it is necessary to know the effective use of new information

[5] Veklenko B.A. Applied Physics 2010. №3. 10 (RF). P.43

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technologies. In particular, the use of new pedagogical technologies to increase the effectiveness of education will allow to achieve great success in this area.

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IMPROVING INNOVATION AND INVESTMENT CAPACITY MANAGEMENT MECHANISMS IN THE CONSTRUCTION INDUSTRY

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Abstract. ***This article discusses the implementation and management of innovative and investment processes in the construction industry. Development of projects to increase construction products and introduce them to the market and attract investment flows.***
Keywords. ***construction industry, innovation, management, building materials***

Introduction. As a result of comprehensive reforms carried out by President Sh.Mirziyoyev, in recent years Uzbekistan has carried out large-scale work on the construction and reconstruction of new industrial facilities, housing, educational and medical institutions and other social facilities, including advanced architecture and modern, high-tech building materials are used.

The construction industry is an attractive and multi-sectoral process in which innovation plays a major role. [7] This sector differs from other sectors of the national economy by certain specific features. In turn, construction is a fast-growing field of activity that requires new ideas and technologies to remain a competitive industry. When introducing innovations in the construction sector, the main focus should be on the network characteristics of innovations and their targeted orientation. The analysis shows that the following types of innovations in construction can be distinguished:

- Introduction of effective innovative construction technologies (construction of experimental houses;

improvement of technologies for the production of low-cost and high-quality thermal insulation materials);

- Introduction in practice of modern construction machinery and equipment, which will reduce the share of construction time and operating costs;

- use of new and high-quality construction and decoration materials;

- use of new forms of organization of construction and installation works; - introduction of new solutions in terms of architectural and planning description of the object under construction.

One of the most promising areas of development of the modern national economy and in particular the construction industry is the creation of materials using nanotechnology. For example, the addition of only 2-3% of nanoparticles to the concrete mass has a significant effect on increasing the strength, density and improving all the properties of this building material. Nanotechnology allows the creation of ultra-lightweight materials, including steel and concrete.

Along with the large-scale creative work carried out in our country, the construction industry is also developing rapidly. Today, hundreds of enterprises specializing in the production of such

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products operate in the regions of the country. Their number is growing every year, and the production of new building materials is successfully growing.

The building materials industry is highly mechanized and fully meets the needs of the national economy in construction materials. New joint ventures are being built with the participation of foreign investors, and existing ones are being expanded with modern technology.

The largest organization operating in the network is the joint-stock company "O'zqurilishmateriallari".

In order to further develop and diversify the structure of the construction materials industry, attract foreign investment for modernization, technological and technical re-equipment of enterprises and increase its export potential, President of the Republic of Uzbekistan Sh. Mirziyoyev signed a decree on October 25, 2016, in accordance with the Resolution NPP-2641 "On measures to further improve", a joint-stock company "O'zqurilishmateriallari" was established on the basis of the joint-stock company "O'zqurilishmateriallari".

The main tasks of "O'zqurilishmateriallari" JSC are to determine the demand for modern building materials in the domestic and foreign markets, to take comprehensive measures for deep processing of local raw materials, to increase the volume and expand the range of competitive, export-oriented construction products.[10]

In addition, to meet domestic demand for new types of quality construction materials, to pursue a unified scientific and technical and investment policy in the widespread introduction of advanced energy and resource-saving technologies in the production of modern high quality building materials, investment in network modernization, technical and technological re-equipment , wide involvement, with leading foreign companies in this field to form opportunities for the production of a wide range of high quality modern building materials. [1]

In the first six months of 2019, the company produced 3693.1 thousand tons of cement, 6.2 million square meters of construction glass, 41.9 thousand tons of dry construction mixes, 40.7 thousand tons of construction gypsum, 16.7 thousand tons of lime, 29.7 million pieces of wall materials, 3.1 million pieces of slate, 25.8 thousand pieces of sanitary ware, quality and cheap local building materials. In the first half of this year, 154 new projects worth 518 billion soums were launched.

Analysis. As a result, 1,938 new jobs were created. Development of ceramic tiles, sanitary ware, ceramic granite, sandwich panels, soft roofing materials, basalt reinforcement, liquid wallpaper, heat-insulating materials. [3]

Our analysis and research show that the market price of construction materials increased slightly in 2009-2019, which was due to a sharp increase in demand for construction materials during these periods.

Table 1

Production volume of basic building materials (by years)

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Types of building materials	2009	2010	2016	2019
Cement (mln.tons)	3.9	5.1	5.6	6.0
Wall materials - brick (billion pieces)	0.6	0.5	0.6	0.8
Slate (mlr.dona)	296	397	419	506
Reinforced concrete structures (million m-3)	0.5	0.6	0.7	0.8
Play (mln. m-2)	4.6	6.3	6.1	7.1
Wood (board) (thousand m 3)	8.0	8.4	16.4	10.4

Table 2

The main technical and economic indicators of the building materials industry

№	Indicators:	2005	2010	2019
1	Gross output of the building materials industry (mld.sum)	207	401	962
2	Number of employees in the industry (thousand people)	57	45	44
3	Net profit (billion soums)	18.2	139	328
4	Productivity of production (profitability in%)	32%	72%	126%

At present, the market of construction materials in the Republic is full of all kinds of materials produced in Uzbekistan and abroad. It should be noted that the development of the construction materials industry, the strengthening of its material and technical base, the expansion of cooperation (integration) of construction materials markets with neighboring countries. As a result, this cooperation will play an important role not only in the construction and building materials industry, but also in the growth of our national economy.[5]

Building materials are sold through exchange trades. It should be noted that in recent years, the volume of sales and the range of goods traded on the stock exchange is growing.

Technological structure of investments in fixed assets by forms of ownership (2019) Technological structure of investments in fixed assets: The share of construction and installation work in the country - 49.7%, the cost of purchasing machinery, equipment, inventory - 39.7% and the share of other expenses is 10.6%. As can be seen from the table, most of the investments are in construction. It is known that in this case it is necessary to improve the mechanism of effective use of investments in the construction sector. Only when the investments in the country's economy are used effectively, these investments will bring positive growth rates to the country's economy.

Table 3

Investment statistics [11]

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	Total	State	Non-State
	107333,0	20126,7	87206,3
Including in% of the total			
Construction and installation works	49,7	65,2	46,1
Machinery, equipment, inventory	39,7	28,7	42,3
Other expenses	10,6	6,1	11,6

Despite the growing attention to construction, we can see that there are some problems in this area. It is obvious that these problems have a negative impact on the inflow of investment in this area. President Sh.Mirziyoyev commented on this: “There are 17 procedures for issuing permits in the construction industry, It takes an average of 246 days.”[2] In addition, in the World Bank's report "Doing Business 2019: Training and Reforms", our country ranks 134th out of 190 countries in the field of "Building Permits". It is obvious that there is a need for systematic work in the field, and its implementation is now important for the development of this sector and attracting investment in this area.

Conclusion. In short, in the field of production of modern building materials to ensure their competitiveness, to fill the market of building materials with all kinds of materials, to improve the material and technical base of construction, great work is being done in our Republic. It should be noted that today the network needs to be seriously reformed. The network has huge reserves, potential and opportunities. Using them professionally, wisely and effectively will determine the future prospects of the industry. Attracting innovation and investment in the construction sector is growing day by day.

This shows that our country needs to solve some problems in this area. As a solution to such problems, we offer the following suggestions:

- first, simplification of the construction permit system;
- second, simplification of the mechanism of effective use of investments in construction;
- third, to attract more investment in this area;
- fourth, the formation of the correct placement of investment projects.

Today, the development of the construction industry plays an important role in the development of the country's economy and increasing the level of urbanization of the country. In addition, the attraction of innovation and investment in this area and the effective use of attracted investments will lead to the rapid development of construction.

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

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Annotation: ***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

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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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[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.

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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.

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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:

3/50 جنبش حیوان شده بعد از نبات
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.

58/1 **ل** موج کرم برگرفت
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 " تباشیر « " 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.

58/41 بیهده گفتار تو در مدح کس
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 "ậb" [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.

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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.

34/15 بانگ حدی بشنو و صورت درای

شو چو شتر **گرم رو و تیز پای**

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.

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

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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,

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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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GAME THEORY IN ECONOMICS

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Annotation: ***Currently, game theory is used in many sectors of the economy. This article explains how game theory is used in economic systems. This method is based on decision making under conditions of uncertainty, where one of the players has a certain strategy, and the second one acts randomly. The optimal solution to the problem is determined using several criteria.***

Keywords: ***mathematical modeling; game theory, conflict situation, optimal solution, uncertainty conditions, risk matrix.***

Introduction. Based on mathematical modeling, we can imagine the complex world that surrounds us. The mathematical model, by revealing the laws of the problem we are considering, allows for optimal control of the system. The choice of this model depends on the purpose of the issue. There will be situations when the interests of the parties do not coincide, or they are in conflict. Often when solving practical problems in the field of economics, each action of players with different goals will depend on what strategy the other side will adopt. This is a controversial situation, and game theory deals with these issues.

The goals of both parties are always different. If the goal is to make decisions in an uncertain environment, then game theory is used. The main point of this theory is to recommend the optimal strategy for each player. In recent years, this theory has been used in many sectors of the economy.

Unlike a real conflict situation, the game is played according to certain rules. Mankind has long been involved in games such as checkers, chess, football and so on. These games were held in the form of a tournament, which ended with the victory of one player or one side players. Game theory includes efficient allocation of resources, maximizing profits, minimizing costs, and so on. For these conflicting situations, there is a rule that governs certain actions of players, subject to certain laws.

In many cases, information on conditions (weather, consumer demand, etc.) is lacking. These conditions do not depend on the movement of the players, they depend on external factors. Such games are called games with nature. In these games, one player is in active motion and the other player - nature - moves randomly. It turns out that in a game with nature, only the first player determines the optimal solution. The main issue in the game with nature is to determine the purpose of the problem as the optimal solution based on the given conditions. In a game with nature, determining the optimal solution is based on five criteria. We will consider all the criteria based on the following example.

For example. The company produces 5 different products: cloak (A1), coat (A2), jacket (A3), boots (A4), summer shoes (A5). The benefit from each product depends on the demand, which varies

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depending on weather conditions. Weather conditions come in 3 forms: Rainy weather (V1), cloudy weather (V2), open air (V3). Enterprise revenues depending on product types and weather conditions are shown in the table below.

Table - Dependence of enterprise income on product types and weather conditions

Product type	Weather		
	Rainy weather (B1)	Cloudy weather (B2)	Outdoors (B3)
Plash (A1)	9	7	5
Coat (A2)	4	10	2
Jacket (A3)	11	8	4
Botinka (A4)	10	9	2
Summer shoes (A5)	1	2	10

1. Valde criteria (maximum). By this criterion, in the eyes of the first player, the second player is nature, moving in a way that is not convenient for him, in which the maximum of very bad results is selected. It follows that the criterion is pessimistic. This situation is determined by this formula: $\max\limits_{i}\left(\min\limits_{j} a_{ij}\right)$

Minimum gain for Plash (A1) 5 this outdoors (V3)
Minimum gain for coat (A2) 2 this outdoors (V3)
Minimum benefit for jacket (A3) 4 is outdoors (V3)
Minimum benefit for boots (A4) 2 is outdoors (V3)
Minimum benefit for summer shoes (A5) 1 in this rainy weather (V3)

Therefore, $\max\limits_{i}(5;2;4)=5$, $\max\limits_{i}(2;1)=2$. So, according to Valde's criteria, the production of jackets and boots is efficient.

2. Maximum criteria. This criterion is the opposite of the Valde criterion, i.e. optimistic, the player hopes for very good results. This situation is determined by the following formula: $\max\limits_{i}\left(\max\limits_{j} a_{ij}\right)$

Maximum gain for Plash (A1) 9 in this rainy weather (V1)
Maximum gain for coat (A2) 10 in this cloudy weather (V2)
Maximum gain for jacket (A3) 11 in rainy weather (V1)
Maximum gain for boots (A4) 10 in this rainy weather (V1)
Maximum benefit for summer shoes (A5) 10 this outdoors (V3)

From this it follows that the enterprise is optimal for the production of jackets, boots and summer shoes, ie $\max\limits_{i}(9;10;11)=11, \max\limits_{i}(10;10)=10$.

3. Gurvits mesoni. Calculation formula. $\max\left(\alpha\cdot\max\limits_{i}+(1-\alpha)\cdot\min\limits_{j}\right)$. $\alpha\in[0;1]$, called the degree of optimality. This criterion takes into account the best and worst changes in nature. If $\alpha=1$ if the Gurvits criterion is with the maximum criterion $\alpha=0$ if so, the Gurvits criterion is replaced by the Valde criterion. α the figure depends on the level of the first player, if this figure is high, α will be close together. For this example $\alpha=0,5$ we get

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Maximum gain for Plash (A1) $9\cdot 0,5+5\cdot 0,5=7$

Maximum benefit for coat (A2) $10\cdot 0,5+2\cdot 0,5=6$

Maximum benefit for jacket (A3) $11\cdot 0,5+4\cdot 0,5=7,5$

Maximum benefit for boots (A4) $10\cdot 0,5+2\cdot 0,5=6$

Maximum benefit for summer shoes (A5) $10\cdot 0,5+1\cdot 0,5=5,5$

This means that the production of jackets and boots brings maximum benefits to the enterprise.

4. Sevidj mezoni (minimax). The essence of this criterion is a strategy that protects against the risk of large losses and profit. To do this, a risk matrix is created, which consists of the maximum benefit for each game of the player. The next step is to choose the smallest risk from these results. This criterion is determined by the following formula: $\min_i\left(\max_j a_{ij}\right)$.

Let's say A_i get a solution. The real situation is not clear to us. If we only knew it, we would have chosen the most profitable solution. If j – situation, $q_j=\max_i q_{ij}$ a profitable solution is adopted. i by accepting the solution we, q_j not income q_{ij} we accept the risk. Hence, there is a risk of not accepting real income, and the risk of not accepting income against it as a measure of it, r_{ij} its appearance $r_{ij}=q_j-q_{ij}$ will be like.

Matrix $R=\left(r_{ij}\right)$, is called the risk matrix. We construct a risk matrix for a given problem:

$$R_1=\begin{pmatrix} 2 & 3 & 0 \\ 7 & 0 & 3 \\ 0 & 2 & 1 \end{pmatrix},\ R_2=\begin{pmatrix} 0 & 0 & 8 \\ 9 & 7 & 0 \end{pmatrix}.$$

The maximum gain for Plash (A1) is 3.

The maximum gain for the coat (A2) is 7.

The maximum gain for the jacket (A3) is 2.

The maximum gain for the boot (A4) is 8.

The maximum gain for summer shoes (A5) is 9.

Hence, the production of jackets and boots will be optimal for the enterprise, ie $\min\left(3;7;2\right)=2$, $\min\left(8;9\right)=8$.

5. Bayes criteria. For each strategy to calculate this criterion, the same probabilities are given, from which the greatest success is selected. This criterion is determined by the following formula $\max\sum q\cdot a_{ij}$. We create the following:

For Plash (A1): $9\cdot 0,33+7\cdot 0,33+5\cdot 0,33=3,63+2,31+1,65=6,93$

For the coat (A2) $4\cdot 0,33+10\cdot 0,33+2\cdot 0,33=1,32+3,3+0,66=5,28$

For jacket (A3) $11\cdot 0,33+8\cdot 0,33+4\cdot 0,33=3,63+2,64+1,32=7,59$.

For boots (A4) $10\cdot 0,33+9\cdot 0,33+2\cdot 0,33=3,3+2,97+0,66=6,93$.

For summer shoes (A5) $1\cdot 0,33+2\cdot 0,33+10\cdot 0,33=0,33+0,66+3,3=4,29$.

As a result, the production of jackets and boots provides maximum benefits for the enterprise.

Conclusion: So, for the enterprise, the production of jackets and boots is efficient. The same result was obtained when we compared the 5 criteria. If we compare the income from the production of jackets and coats, they are 23 and 21, respectively, which means that the income from the production of jackets for the enterprise will be higher. If we compare the production income of boots

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and summer shoes, they are 21 and 13, respectively, which means that the income from the production of boots for the enterprise will be higher.

The main task of the game with nature is to determine the optimal solution, which is the goal of the game, when the given conditions are met. In case of uncertainty, when adopting an optimal strategy, it is possible to use one of the above optional criteria or to use more than one of several criteria at once.

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PSYCHOLOGICAL ASPECTS OF THE FORMATION OF SOCIAL RELATIONSHIP WITH REALITY IN ADOLESCENCE

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Annotation: ***The purpose of writing this article is to directly influence the social conditions in adolescents by changing the psychological climate in them, to influence the behavior of adolescents, bad behavior, loss of negative qualities such as stubbornness, denial of shortcomings, psychological support. To prevent conditions such as various deviations in the activities of adolescents today, conflicts in the relationship with parents, as well as a decrease in the consistency of their activities.***

Keywords**: **Socialization, reference group, self-awareness, self-determination, ecological depth.

"Social life is formed based on the influence of three things – language, content, rules"
J.Piace

Indeed! it can also be seen in our practical lives that the negativity of importance for the life of adolescents is great adolescence constitutes a period ranging from 10-11 years of age to 14-15 years of age. Current adolescents have some advantages in terms of physical, mental, and political over the past. Sexual maturation in them is a process of socialization, psychological growth is manifested earlier. One of the conditions for the socialization of adolescents is the entry into a relationship with peers. This attitude is formed in such small groups as a kindergarten group, school classes, various informal children's and adolescent associations. In groups of children and adolescents, a functional, emotional personal relationship is established between peers. Functional relations are noted in separate areas of children's activity (work, study) and are formed under the direct guidance of adults by mastering the norms of behavior in the group. Not all members of the peer group will be equal in age. Possible this group also includes children of different ages but united by common values, a system of relationships or interests. The number of members of the peer group can vary. In the group of comrades can be members from 2-3 to 5, in the group of against to 7-9, in the additional groups up to 20 soles, in the Official Groups-class, circle and others up to 30-40 soles. The group of equals is usually formed based on the territorial proximity of its members. The peer group is formed due to the

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correspondence of individual interests, the presence of an official organization (class, scouting group, etc.), and the presence of personal relationships between the members of the group. This relationship is manifested in the character and interaction of the members of the group, as well as in the distribution of roles in the class. First, the leader is separated. In experimental studies, a group without a leader was not identified. There may also be industry leaders. For example, it can be a rational, emotional, business leader. We can classify the group of Tanks by several parameters according to the legal status in the social system, equal groups are divided into formal, that is, groups that are recognized by society, connected with some kind of state or public organization, and informal-self-existing groups. According to their social-psychological status, they are divided, that is, there is an affiliation group-its true Members (Class, Sports Club, etc.), and the referent Group - a person does not belong to this, but relies on fantasy. Depending on the stability and long-term functioning, it is divided into permanent, temporary, and event groups. In terms of territory, they can operate in the structure of an apartment, neighborhood, or any institution. About leadership, they are divided into Democratic and authoritarian groups. In the last 10 years, peer groups have become one of the most important microbes in the socialization of the adult generation. Their role was much more serious than in previous periods, a number severals influenced it. Urbanization has led to the fact that more and more children and adolescents are living in cities, and there they have the opportunity to deal with more peers. adults cannot fully control this circulation. The small size of a large family comes from the growing number of single-parent and incomplete families, the disorganization of families, the need for children to fill the lack of emotional connections in the family outside the home. The general secondary education the media bring to such an extent that the adult generation has become much more equal in terms of the level of their literacy and cultural development. Also, children's associations with peer groups are affected not only by clothes or styles but also by fashion, which determines their way of life.

Adolescents can join several different groups at the same time. The socialization of children by official groups (class, sports gang, etc.) is influenced by the content of their vital activity, depending on the character of the interaction formed in them. Informal groups influence the socialization of children, aspirins, and adolescents according to their composition, orientation, type of maturity. Even though adolescence has young and social-cultural characteristics, the functions of the peer group in socialization are universal. First, it teaches the members of the group to the culture of the same society, that is, it adapts their behavior to the national, religious, regional, a social affiliation of the members of the group. Secondly, positive behavior is taught in groups of equals. This is done by showing them exemplary behavior, taking measures about indecisive social behavior. From winch, peer groups play an important role in the process of autonomy of children, adolescents, and spirits from the influence of adults, in particular parents. From the Quaternary, the group allows its members to be independent of the young submodality.

Groups of comrades and again try to fit into the Society of peers when it comes to dressing, walking. At the same time, they also maintain their independence, that is, they try not to add other children to their groups. Fifth, peer groups create favorable or unfavorable conditions for solving the issues of self-awareness, self-determination by children. From Goldsmith, the group is a specific social organization that is perceived by its members as an “ecological depth”. Emotional and personal relationships are also formed in the group. In groups of children and young adolescents, the main function of emotional relationships is the adaptation of equal behavior to universally accepted norms of behavior. In this case, the bond of friendship, sympathy rises to the forefront. They appeared much earlier in ontogenesis. If a preschool child applies to them, this condition is positively perceived by other children. Personal relationships are interdependence in the group, in which the cause of the

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behavior of one child acquires a personal meaning for another child. Personal relationships are brightly manifested when the child performs an adult role in the relationship with the surrounding people. The children's community is the carrier of the children's subculture. Children's subordination is a circle of cultural territory and treatment that assists children in their skills in society and the creation of their norms. The formation of humanitarian relations in the social sphere is the main goal of social pedagogical activity and the basis of spiritual morality. In most countries, some schools operate based on a concentration of socialization based on the humanitarian ideals of the individual. The pedagogical concentration of the holistic schools in Germany, Sweden, and America, as well as the "school of small tomans" in Russia ("School microcosm") is manifested as a humanitarian system. Outdoor schools operate for children and adults throughout the day, completing tasks in many facets. They can come to this school at any time. These schools cooperate with such social institutions as family, spiritual and educational organizations, workplaces, local governments, community organizations.

The main thing is that the education and upbringing of the child are conducted based on creative activity; the school creates all conditions for the development of the child. In the structure of open schools, there is a new educator-social educator. He acts as a "mediator" between the individual and society. The main social task of the school in adolescent activity is the realization of the right of the child to education. In modern school conditions, the social pedagogical protection of children is carried out as follows: the school administration, Class Leaders, Group educators, low-income families provide material assistance to their children, organize free meals. The class leaders study the state of the child in the family. they deal separately with difficult children. At school, psychologists study the abilities and interests of the child. Psychotherapists and psychologists advise and help parents and children. In place of the conclusion, we can say that the most important psychological trait in adolescence is the appearance of a sense of adulthood or adulthood, which is of particular importance. He finds his expression in the vast emotional socio-moral sphere, mental activity, interest, attitude, external forms of behavior. The impact of social factors on the development of adolescence is great, these factors include the transition from junior high school age to secondary school age i.e… The transition from the individual teacher, to the majority teaching group. Changes in communication expanding building socially useful work Independent more independent and practical work.

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Improvement of asphalt pavements during construction and repair, taking into account foreign experience.

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Annotation: ***It is about analyzing the construction of asphalt pavements, studying foreign experience and making proposals for the introduction of foreign technologies in Uzbekistan.***

Keywords: ***Car, road, transport, vehicle, quality, factor, economy, price, repair, safe, passenger, substrate, technology, reconstruction.***

Introduction. Roads are an important asset for a country and a key driver of economic growth. In order to increase the efficiency of vehicles, speed of delivery and passenger traffic, traffic safety and comfort, as well as reduce transportation costs, first of all, improve the transport and operational characteristics of roads, repair and maintain roads. you need to radically improve your work. This will require the improvement of road repair and maintenance technologies and the use of advanced foreign technologies in this area. Today, one of the most important tasks in the country is the improvement of transport infrastructure, in particular, the improvement of the quality of roads, the construction of new roads and the reconstruction of existing ones. The service life of asphalt concrete pavements depends not only on the quality of asphalt concrete, but also on the design of the pavement. Asphalt pavement of the same quality performs differently on different substrates. This means that cracks in asphalt concrete pavements laid on monolithic cement concrete bases occur as a result of thermal incompatibility of pavement and foundation materials, i.e. seams and cracks in cement-concrete bases are repeated in asphalt concrete pavements.

Methodology. The ways of achieving high quality of the roadway during the construction of non-rigid pavement are revealed. Pavement structure:

• top layer - road surface;

• bottom layer – road base;

• additional layers.

The following requirements apply to pavement:

1. strength, roughness, evenness;

2. must ensure traffic safety;

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3. profitability, including the cost of construction, repair and maintenance;

4. reliability. Non-rigid pavement is a layered system of endless, in terms of dimensions, continuous pavements on an elastic base. Main pavement materials:

• asphalt concrete and tar concrete;

• bituminous emulsions and cement;

• crushed stone, gravel and slag.

Non-rigid clothes differ from rigid ones by calculation methods and parameters of permissible deformations. The ratio of strength and modulus of elasticity of non-rigid clothing coating materials is higher than that of rigid ones. On average, the thickness of the asphalt concrete pavement is 10-15 cm, the thickness of the cement concrete pavement is 20-26 cm. Also, non-rigid pavements have better maintainability, so non-rigid pavements are widely used. Next, consider some of the construction technologies that have been developed to increase the strength and reliability of pavements.

Analysis and results: The technology of "self-healing" asphalt used in the construction of roads The application of this technology is the addition of conductive carbon multi-walled nanotubes "Taunit-M". They have unique parameters that determine their high inductive susceptibility. These nanotubes eliminate long and unfavorable for drivers repair work to replace the upper protective layer of the roadway, which requires long-term blocking of part of the route. The additive will slightly increase the cost of roads, since it is enough to use 17 g of nanotubes for 50 kg of bitumen. The mixture is enough for a ton of asphalt concrete. The technology under consideration also takes into account the use of special equipment, a hybrid of an asphalt roller and a microwave oven, which will move along the coating, heating the upper layers and thereby setting the nanotubes in motion. This will help defects on the road grow together on their own, which can significantly reduce the duration of repair work [2]. Application of the SUPERPAVE system A feature of this technology is the improvement of the binder bitumen emulsion based on modern research on the physical properties of bitumen. During the development and testing phases of "superpave" coatings, they were exposed to the actual temperatures of everyday asphalt use. The fact of the resistance of the coating to age-related deformation was also checked. The "superpave" technology excels in the following types of pavement failure: rutting, fatigue cracking, thermal cracking.

The Superpave system includes 3 interrelated components:

• SHARP - specifications and test methods for bitumen;

• Superpave - specifications and method for designing asphalt mix compositions with determination of pore characteristics of compacted asphalt concrete samples;

• test methods and a system for analyzing the rheological properties of asphalt concrete using mathematical performance models and computer software[3].

Conclusion. The article reveals ways to achieve high quality of the roadway in the construction of non-rigid type pavements, which consist in the use of modern technologies, as well as in observing the temperature regime. The technologies described in this article have a number of advantages. The addition of conductive carbon multi-walled nanotubes will reduce the repair time to several hours, as well as reduce costs by 3 times. Carbon nanotubes significantly increase the strength,

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water resistance, frost resistance and durability of bitumen, and hence asphalt concrete. The SUPERPAVE technology will make it easier to choose the right bitumen for specific road and climatic conditions and, accordingly, increase the strength and reliability of the structure. To achieve the highest quality, work on the construction of non-rigid pavements should be carried out in dry weather at an air temperature of 5°C in spring and 10°C in autumn. The base must be clean, dry and not frozen. Cold asphalt mixes should be completed at least 15 days before the onset of autumn rains.

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PHILOSOPHICAL AND METHODOLOGICAL ANALYSIS OF THE STUDY OF THE ESSENCE OF CONSCIOUSNESS

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Annotation: ***The focus of the article is the development of methodological foundations, which took place in the framework of testing research programs that study the mental sphere. This philosophical consideration is characteristic in that it implies a correlation between research methodology and worldview foundations when it comes to consciousness as an object of study. This research generalization does not imply an appeal to the ordinary opposition of the "ideal-material" and seeks to find a new format for coordination between research programs that study the mental sphere, with a focus on the unity of philosophical knowledge.***

Keywords: ***Apperception, perception, thinking, psyche, speculative approach, naturalistic approach.***

Throughout the history of human knowledge and in every era, the desire to discover the ultimate meaning, which brings clarity to the very nature of cognitive abilities, does not fade away. The desire to reveal one's foundation is an integral property of rationality, the attributive participation in which defines human beings as a species (homo sapiens) and is expressed in a tendency to self-knowledge, which is necessarily inherent in rational beings. In ancient times, this desire was organically woven into the fabric of traditions, manifesting itself in mythology and spiritually mystical illuminations that preceded the philosophical style of thinking. Philosophy, emerging relatively recently, turns this human tendency to self-knowledge into a systematically organized subject field, along with the knowledge of the surrounding reality. The latter, however, may be more urgent from the point of view of a biological being, while for a rational being, self-knowledge may turn out to be a more important task, on which the existence of an individual as a physical-biological conglomeration may also depend. Based on this, perhaps following Schelling.

The existence of epistemological problems in the classical philosophy of consciousness confirms the mediation of this topic in more complex forms of research "questioning". It also points to the special role of achievements in these areas for the entire body of philosophical knowledge. The desire to reveal the generative foundations of psychic reality that underlies all human conscious activity (including the process of cognition itself) can be considered as a fundamental task for philosophical creativity. And no matter how much philosophy seeks alternatives to its application, the problem of the nature of consciousness and the "psyche" is inevitably woven into the fabric of philosophical topics until it receives a sufficient and complete explanation, if at all possible.

In addition to the fact that through thinking a person seeks to reveal the nature of the self-evident givenness of consciousness, the entire sphere of mental activity in its totality appears in the act of reflection as a subjective sphere of reality, just as active as the external world of objects. This inner reality of experience is to some extent more self-evident for the subject of cognition than the

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reality of objects and non-subjective relations that appear to consciousness through feelings and form one or another subjective idea of objective reality.

The relevance of the topic of the study of consciousness for the philosopher is determined by the fact that the final theory of the nature of mental reality is the key to the final clarification of the main ultimate philosophical issues related to epistemology, as well as the problem of correlating the mental and the physical. The broader significance of revealing the nature of consciousness and the psyche lies in the fact that it can serve as the self-determination of human beings about the rest of the world and to themselves in an era of the fading of spiritual values and the loss of stable life orientations. Despite this, it is noteworthy that the question of the nature of the psyche and consciousness in the discourse of classical philosophy never occupied a central place. Moreover, in the works of one or another serious thinker, this issue could not be completely absent.

Since the New Times, the self-evident given of consciousness to itself in the mental act finds sufficient expression in Cartesian cogito, which became the basis of new rational psychology. As can be seen from the very grammatical structure of this verb, thinking, in this case, comes from the first person. In the logical sense, thinking is carried out through the subject, the latter is the structural carrier of consciousness, i.e. – the soul. Ideas about the soul as a single carrier of all mental abilities are inherited by philosophy from more ancient worldview formations that preceded the emergence of philosophy as a specific form of cognition of reality. For a long time, this concept performed an explanatory function, one way or another integrating all ideas about the mental sphere into one stable concept. In the process of development of new branches of knowledge, such as medicine, physiology, biochemistry, psychiatry, the concept of "soul" is gradually dismantled by naturalistic reduction, giving way to simpler conceptual formations. Having turned out to be completely alien to the new scientific worldview, it is also being forced out of the philosophical terminological tools. However, the need for such an integrating concept, generalizing the entire set of descriptions of the mental sphere, has retained its relevance, especially for metatheoretical purposes.

Immanuel Kant, in the preface to the second edition of the Critique of Pure Reason, noted: "Whether the knowledge that the mind operates on the right path of science or not is being developed can easily be established from the results. If this development, after careful preparation and equipment, finds itself in a dead-end as soon as it reaches the goal, or in order to achieve this goal it is forced to go back more than once and break new paths, and if it is impossible to achieve unanimity of various researchers on how to realize the common goal, - then after all this it can be said with certainty that such a study has by no means entered the right path of science but operates only gropingly" [4, p. eighteen]. This remark is rightly attributed to the attempts of various directions that study consciousness and the mental sphere, to achieve an extremely clear and consistent description of these phenomena within a single study format. From which follows the need to undertake a return back to clarify the possible development of this issue during the worldview transformations that accompany the genesis of philosophical knowledge. Perhaps this is what will make it possible to detect certain trends that could clarify the position in which this field of study is at the moment. This task, however, is complicated by the fact that the rationalistic formulation of the question of the "nature of the soul" has existed for about 2500 years. In the history of philosophical thought, this was marked by the first attempts to find a physical correlate of mental phenomena, undertaken by doctors and naturalists of antiquity, as well as by the flourishing of the ancient philosophical tradition, which laid the matrix for the further development of the culture of philosophical knowledge. At the same time, the question of how this problem is united in its development has not been studied, it is noticeable that the questions of a thousand years ago have retained their relevance, however, a number

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of significant worldview and cultural transformations that have occurred during this period, which influenced the foundations and tasks of philosophical creativity, are obvious.

Thus, the worldview issues that have existed throughout the development of philosophy must somehow correlate with modern issues related to the study of consciousness, cognitive science, psychology, and other research areas that seek to reveal the nature of mental phenomena. The need to disclose this relationship is also caused by significant difficulties associated with the definitions of these concepts. Since it is almost impossible to give exhaustive definitions of these concepts, but their use without basic definitions is heuristically incorrect, it is necessary to establish the etymology of the words expressing them, as well as the genesis of their content, which led to the assignment of this terminological role to them.

But already defining these concepts would mean some basic terminology associated with a working set of basic theories. So, for example, it is most convenient at the moment to define "psyche" as the totality of all "higher nervous activity", but already in this case there is a problem of ambiguity in the mechanism of correlation of many complex mental forms given to a person in the self-evidence of his own experience. Of course, the solution to many cognitive difficulties may lie in the exact definition of the scope of these concepts, as well as their reference. But for this, again, it is necessary to consider the genesis of their content, as well as the study of cases semantic analogy, which requires an appeal to the methods of comparative studies and linguistic analysis.

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DEVELOPMENT OF CARPET WEAVING IN MEDIEVAL ORIENTAL CRAFTS

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Abstract. This article provides information about carpet weaving, which has a special place in the crafts of the peoples of the East. The factors of development and the current state of carpet weaving are revealed on the basis of historical sources in this field.
Keywords: Carpet, felt, weaving, Oriental peoples

Introduction. From ancient times, carpet weaving, felt, shawl, felt weaving have been widely developed in the handicrafts of the Eastern people and have become a separate art form, and this field continues nowadays. People needed blankets, shawls and carpets to protect their homes from the cold, frost and loud noise, and to keep them warm.

Carpet weaving was originally widespread among nomadic peoples engaged in animal husbandry. Colorful carpets were popular in ancient Assyria, Babylon, Media, and later in Iran, India, and Turkey. The art of carpet weaving in Iran appeared 2,500 years ago. With the development of handicrafts, there have been extensive changes in this area, and the secrets of weaving have been passed down from generation to generation. Archaeological sources testify that the remains of ancient carpets were found and studied in Khorezm in the I millennium BC.

Especially in the Middle Ages, the art of carpet weaving developed among the peoples of the East. During this period, the art of carpet and felt weaving was developed in Iran, India, China, Pakistan, Movarounahr (especially Bukhara, Samarkand) and other regions, and there were separate workshops of famous masters in this field.

Manuscripts and archeological finds of the 7th century testify to the widespread development of this profession in Central Asia at that time. In the 5th and 7th centuries, Karshi and Nakhshab were the largest cities in Central Asia and carpets woven in Karshi and Nakhshab were sold in China. In the 10th and 11th centuries, small rugs woven in Khorezm, Bukhara and Samarkand were especially popular in foreign Muslim countries.

Weaving of Persian carpets is carried out according to different rules. According to Chinese sources, during the Sassanid rule in Iran (224-641 AD), the carpets began to record historical information, that is, the carpets depicted a certain city, king, queen, gardens. In 628 AD, after the Byzantine emperor Heraclius captured the Sassanid capital of Ctesiphon, a unique type of carpet was removed. In 637, after the conquest of Ctesiphon by the Arab army, many carpets were taken away, including the very famous carpet called "Khusrav's Spring". This carpet, woven during the reign of Khusrav I, measures 400x100 meters and weighs several tons. The carpets are decorated with flowers in red, yellow, white, blue, green and other colors, and rare stones and gold items are used as

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ornaments. The carpets made for the king by the carpet weavers were such that in winter it was possible to feel the feeling of spring by looking at these carpets.

The art of carpet weaving is also developed in present-day Pakistan, but the term Pakistani rugs was not used until the 1950s. Because Pakistan was part of India and the carpets produced here were called Indian carpets. According to some historians, the first weaving art appeared in Mohenjondaro and Harappa, which existed in the 3rd millennium BC in the Indian Valley. In the Middle Ages, the art of carpet weaving in Pakistan was associated with the influx of Muslims in the 11th century. During the Baburid period, one of the changes in this field was the introduction of Iranian carpet weaving techniques and techniques. In India, the art of carpet weaving developed in the Middle Ages during the Baburid period. Carpet weaving is a traditional form of Indian handicraft. Carpets are usually woven from wool and silk, but sources say that they are also woven from cotton, cocoons, bamboo and wool. Cities such as Agra, Delhi, and Lahore became centers for carpet weaving, and each city center had a carpet weaving workshop.

In the history of the peoples of the East, the development of carpet weaving is directly related to animal husbandry. With the expansion of cities and the growth of trade, there were carpet weaving workshops in some city centers.

In the cultural life of the ancient Asian countries, the art of carpet weaving is especially developed and has its own weaving techniques. For example, in Turkey, Armenia, Azerbaijan and other countries, the weaving of carpets, shawls and felt has been developing since ancient times. The techniques and forms of weaving ancient carpets woven in these countries, their images and patterns are close to each other.

According to archeologists who excavated in Turkey, not much information has been found about the carpets of the III and VI centuries. There is only information about the simplicity of the technique of weaving these carpets. Many ancient Turkish carpets date back to the 13th century. Carpets woven during the Seljuk period were discovered by archaeologist F.R. Martin in 1905 at the Alovuddin Mosque in Konya. Seljuk carpets were also found in 1930 in Fustat. Woven carpets of this period were popular throughout Europe and Asia, and even archaeologists were able to find carpets made in Spain in medieval Turkey from Spain. The art of carpet weaving flourished in Armenia during the reign of the Kingdom of Silicia, and a carpet weaving association was formed in Armenia during this period, but after the Mamluk invasion of Egypt in the 13th century, the locals migrated to Poland, Transylvania, Crimea and Iran. They took their carpets with them and continued their work there, of course, the Armenian carpet weaving method spread to the above countries, and these countries mixed with the armenian weaving method. The art of carpet weaving in Azerbaijan dates back to ancient times. This dates back to the 2nd millennium BC, when women began to weave during the transition from women to men during the Bronze Age. Herodotus, Xenophon, Claudius and others gave information about ancient Azerbaijani carpets. In the Middle Ages, the Arab travelers Al-Mas'uduy, Al-Mugaddasi, and the Chinese traveler Juan Tes Ank gave information in their works. In the Middle Ages, during the Sassanid rule, magnificent carpets of silk, gold and silver were woven in Azerbaijan. Carpets made in Azerbaijan in the 13th and 14th centuries were exported to foreign countries. These carpets are divided into 8 types according to the weaving technique. There were Palos, Jejim, Xanim, Ajoyib, Shedde, Verni, Zilli, Sumah and 7 carpet weaving schools. These are: Quba, Baku, Absheron, Shirvan, Ganja, Karabakh, Tabriz.

In the developed Middle Ages, carpet weaving was further developed in our region, and changes took place in the technique of weaving. Information about medieval carpet weaving can be found in many sources. For example, from the images of carpets preserved in the murals of Varakhsha, Poykent, Afrosiyob, Panjikent, written sources of this period, such as the works of Arab

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historians in the VII-IX centuries, the works of Marco Polo traveling in Asia in the XIII century, Sahibkiran Amir Temur in the XIV century. Memoirs of the Spanish ambassador Ruso de Gansales, who visited the palace, and other sources. In particular, the examples of carpet weaving are reflected in the miniatures of the schools of Bukhara, Tabriz, Isfahan, Samarkand, Herat, based on manuscripts of the XIV-XVII centuries.

The traditions of carpet weaving in the Bukhara region have been passed down from generation to generation and developed over the centuries. The girls started carpet weaving at the age of 7-9, at the age of 14-15 they independently knitted small carpets, at the age of 17-20 they knitted for their own house or for the groom's house. At the age of 30-35, women became masters of carpet weaving. Autumn wool was mainly used for carpet weaving, because autumn wool was harder and was suitable for carpet weaving. The peoples of the East wove carpets not only from wool, but also from silk fiber, in which the development of silkworm breeding is of particular importance.

At present, the Mogaki Attor Mosque in Bukhara has been turned into a carpet-weaving museum, where many samples of carpets are kept as exhibits. After the independence of Uzbekistan, in 1991, the mosque was renovated and hundreds of thousands of exhibits were placed and turned into a carpet-museum-reserve. In general, the peoples of the East have achieved great results in the manufacture of carpets, carpet weaving has become a kind of folk art, which has a special place in the socio-economic life of the people and has served as a source of livelihood for many families.

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THE GENIUS WHO CHANGED FAXRUDDIN ROZI'S WORLDVIEW

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Annotation. ***This article examines the letter of the great mystic, scholar and sufi Muhyiddin ibn Arabi, who lived and worked in the XII-XIII centuries, to Fakhruddin Razi, the great scholar of kalam, sharia and tafsir(explanation of Qur'an) at that time, urging him to acquire the divine sciences.***

Keywords: ***Ibn Arabi, Fakhruddin Razi, letter, teachings, sharia, kalam, sufi, mystic, philosophy, verse, hadith, enlightenment, truth.***

Introduction. Muhyiddin Abu Abdullah Muhammad ibn Ali al-Khatimi al-Ta'i Ibn Arabi (1165-1240) and Abu Abdullah Muhammad ibn Umar ibn al-Husayn ibn al-Hasan ibn Ali at-Taymi al-Bakri at-Tabaristani Fakhruddin Razi (1149-1210), two great representatives of the early Middle Ages, incomparable thinkers and left an indelible mark on human history. The correspondence between these great scholars was a remarkable spiritual-historic event.

Ibn Arabi was born and raised in Mursia, Andalusia, in what is now Spain. His father, Ali ibn Muhammad ibn Arabi, held high positions in the Murabit state, and his two uncles were Sufis with very high positions in the sect. His ancestors are descended from the famous Hotam Toi, who lived in the 6th century.

Although Ibn Arabi undoubtedly gained great scientific, religious and mystical potential among his relatives, he later perfected it by studying from the mature scholars of his time and being in their conversations.

Fakhruddin Razi was born in the city of Ray in present-day Iraq and raised in an educated family like Ibn Arabi. His father, Ziyouddin 'Umar ibn Husayn Tabaristani, was one of the great scholars of the Shafi'i school of and a khatib (preacher). In this regard, Razi was also called Ibn Khatib. From a young age, he mastered the religious and philosophical sciences, and later became a sophisticated scholar of his time, especially as a unique scholar in the science of tafsir. He also mastered the sciences of Sufism and eventually chose this path.

Ibn Arabi, on the other hand, was interested in sufism from a young age under the influence of his uncles. His great uncle was called "Tajul Awliya" ("Crown on the heads of awliyas"). It is probable that Ibn Arabi wrote more than five hundred works during his lifetime, all of which were devoted to mysticism.

Ibn Arabi's letter to Fakhruddin Razi is famous and is included in several works. The earliest of these works is Ibn Arabi's "Futuhoti Makkiya". This is mentioned in Chapter 560 of the work, and the writing of the letter is said to be 590 AH (1194) [1]. Ibn Arabi's letters and pamphlets were gathered in dozens of works like "Rasailu Ibn Arabi"[2], "Kashkuli Bahrani" [3], "Safiynat al-Bihar"[4] and others. It is clear from this that the attention paid to this letter did not diminish even after Ibn Arabi.

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Ibn Arabi's letter to Fakhruddin Razi was undoubtedly caused by a conceptual conflict between the two. These two great personalities of their age, one a mutasavvif and the other a mutakallim, had a great reputation and followers among the people, and were well acquainted with each other's works.

According to Ahmad Farid al-Mazidi's book, "النور الأبهر في الدفاع عن الشيخ الأكبر" (The Light that Dazzles in Defense of Sheikh Akbar), the reason for Ibn Arabi's letter to Fakhriddin al-Razi is described in the work of Abul Hasan Ali ibn Ibrokhim Kori Baghdadi (d. 1418) who was a trailblazer and the author of the work about Ibn Arab's path toward the rank of waliy Allah. He says in his work " رسالة الدر الثمين في مناقب الشيخ محي الدين" (A valuable treatise on the virtues of Sheikh Muhyiddin): "Fakhruddin Razi was guided by Ibn Arabi and he was separated from the people and separated from all creatures. An incident caused this to happen. One day, Fakhruddin Razi was sitting among his friends and particular company. Suddenly he burst into tears. He wept so loudly that those around him were all frightened and terrified. Finally, he stopped crying. Then his companions asked him why he was crying so hard. He said: For thirty years I have believed that I know the right solution to a problem. Now I have found evidence that the conclusion I have believed for so many years is wrong. That's why I cried" [5]. *(This and subsequent translations from Arabic are ours: A. Boltayev).*

This event was conveyed to Muhyiddin Ibn Arabi. Ibn Arabi contemplated the incident and became aware of Fakhruddin Razi's condition and psyche. He feels the need for instruction and counsel that will encourage him spiritually, guide him to the right path, and reveal the truth of his condition. This is the reason why this letter sees the world.

Although the letter is not large in size, it is extensive in content. It is clear that Ibn Arabi was a great thinker, a scholar of theology and haal. Undoubtedly, he felt that Fakhruddin Razi will be inclined to the sect because of this letter and will choose the path of mysticism.

The letter began on the basis of the tradition of that time, that is, praise to Allah, salawat to the Prophet(peace and blessings of Allah be upon him) and after quoting the full name of Fakhruddin Razi and praising his honor:

وقال رسول الله صلى الله عليه وسلم إذا احب أحدكم أخاه فليعلمه إياه وأنا احبك ويقول الله تعالى وتواصوا بالحق وتواصوا بالصبر وقد وقفت على بعض تآليفك وما رزقك الله من القوة المتخيلة وما تتخيله من الفكر الجيد ومتى ما تغذت النفس كسب يدها فإنها لا تجد حلاوة الجود والوهب وتكون ممن أكل من تحت رجله والرجل من أكل من فوقه كما قال تعالى ولو انهم اقاموا التوراة والإنجيل وما انزل أليهم من ربهم لأكلوا من فوقهم ومن تحت أرجلهم وليعلم ولي الله وفقه الله تعالى ان الوراثة الكاملة هي التي تكون من جميع الوجوه لا من بعضها والعلماء ورثة الأنبياء عليهم الصلاة والسلام فينبغي للعاقل أن يجتهد لأن يكون وارثاً من جميع الوجوه ولا يكون ناقص الهمة

The Prophet (peace and blessings of Allah be upon him) said: "If any of you likes another of you, let him know". I like you too. Allah says: "Call one another to the truth and call to patience" (indication to Asr: 3 and Balad: 17). I am familiar with some of the works you have written. In this way, I became aware of your imagination and good thoughts that Allah Almighty has given you as blessing.

When a person's nafs achieves what he desires, he will not be able to attain the pleasure of generosity and benevolence, and he will only be able to see the blessings under that person's feet. Real sufis can also see the blessings on top of their heads. Allah says: "And if they had followed the Torah and the Gospel and that which was revealed to them from their Lord, they would surely have eaten from above them and from beneath their feet." (Al-Ma'idah:66). One who is a friend of Allah should know that the inheritance of the knowledge of the Prophet(peace and blessings of Allah be upon him) will be complete, not with partial knowledge. It is said that scholars are the inheritors of

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the prophets. Therefore, every wise person should strive to be a complete heir so that he does not become imperfect”[6: 19].

It is clear from the preface of Ibn Arabi's letter that he does not consider the status of Fakhruddin Razi in the acquisition of religious knowledge complete. According to him, a person who possesses only Shari'ah knowledge cannot be a true heir of a prophet. He must also master the mystical sciences. Ibn Arabi cites a verse in Surat al-Ma'ida as the basis for this opinion. The blessing "under their feet" is the knowledge of the Shari'ah, while the blessing "above them" is the mystical sciences. Ibn Arabi calls this knowledge "divine enlightenment." This science is one of the divine sciences and it cannot be understood and mastered by the mind. He explains this to Fakhruddin Razi:

وقد علم ولى الله وفقه الله تعالى ان حسن اللطيفة الإنسانية إنما تكون بما تحمله من المعارف الإلهية وقبحها بضد ذلك

"He who is a friend of Allah knows for sure that the beauty of human delicacy is with the divine enlightenment he possesses, and if he does not have the divine enlightenment, it is the opposite, that is, ugly" [6: 19].

Supporting his views Ibn Arabi continues to exhort Fakhruddin Razi. He explains that the way to attain "divine enlightenment" is not to waste one's time thinking about this material being:

وينبغي للعالى الهمة ان لا يقطع عمره في معرفة المحدثات وتفاصيلها فيفوته حظه من ربه وينبغي له أيضاً أن يسرح نفسه من سلطان فكره فإن الفكر يعلم مأخذه والحق المطلوب ليس ذلك وأن العلم بالله سبحانه وتعالى خلاف العلم بوجود الله تعالى سبحانه فالعقول تعرف الله تعالى من حيث كونه موجوداً أو من حيث السلب لا من حيث الإثبات وهذا خلاف لجماعة من العقلاء والمتكلمين إلا سيدنا أبا حامد فإنه معنا في هذه القضية

“A man of great generosity will not be cut off from his Lord by spending his precious life in vain things and events. For this he will have to free himself from the domination of vain thoughts. Because every thought knows where its source comes from. Truly required "divine enlightenment" is not the same. The science of understanding Allah is the opposite of the science of existence that He has created. Minds recognize Allah as existing only out of their own existence, or interpret Him negatively without being able to prove it. Many sages and theologians disagree with us on this point. However, our leader Abu Hamid al-Ghazali agrees with us" [6: 20].

Through the above considerations, Ibn Arabi emphasizes the impossibility of attaining divine enlightenment with the mind. He claims that Abu Hamid al-Ghazali agrees with his conclusion, deliberately calling him a "leader." Why is he portraying Ghazali as his proponent and not anyone else? In our opinion, as Fakhruddin Razi was the leader of theology, Ibn Arabi chose Abu Hamid al-Ghazali, who is recognized among both the scholars of theology and mystics as "Hujjatul Islam" ("Document of Islam"). Undoubtedly, all of al-Ghazali's works have been read with great interest, respect and recognition among the people of the Shari'ah and the sect. This is the place in Ibn Arabi's letter that could have greatly influenced Fakhruddin Razi, and the fact that Ghazali belonged to a group of people who believed that divine enlightenment could not be understood through reason and thought was an indisputable proof to Fakhruddin Razi.

Ibn Arabi then writes in his letter that the mystical sciences are very different from the philosophical or Shari'ah sciences based on reason. He writes that wise people should have encourage to study the second way as well, that is, the sciences that are not understood by the mind, and tries to instill in Fakhruddin Razi an interest and belief in this science.

The letter is more than 1,200 words in size and is two pages long compared to current sizes. It was on these two pages that he was able to make a strong, well-founded call, opinion and reflection that would persuade the great scholar of Ibn Arabi's time, Fakhruddin Razi, to enter the path of the sect.

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Another influential point of the letter is its conclusion. After Ibn Arabi reveals the essence of the sect with his extraordinarily powerful rhetoric, finally asserts a call to the sect that shakes Fakhruddin Razi’s faith. He writes:

فينبغي للعاقل الكشف من هذين بطريق الرياضة والمجاهدة والخلوة على الطريقة المشروطة وكنت اريد أن أذكر الخلوة وشروطها وما تجلي فيها على الترتيب شيئاً بعد شئ ولكن منع من ذلك الوقت وأعني بالوقت علماء السوء الذي أن أنكروا ما جهلوا وقيدهم التعصب وحب الظهور والرياسة عن الإذعام للحق والتسليم إن لم يكن الإيمان به

“A wise person should discover both of these paths in solitude by undergoing difficulty, struggling, and following the conditions of the sect. I want to write down the conditions of solitude one by one, in order of what happens in it, but the present does not allow it, that is, it is forbidden by the bad scholars of the time who deny what they do not understand, intolerance that prevents from obedience to Allah captured them, wordly passion is dominant and they are eager to high rank and do not believe in Allah” [6: 20].

Obviously, this urge pays off. Historical sources testify that Fakhruddin Razi entered the path of the sect. Thanks to this fortunate letter, the Islamic world has been enriched with another great person who is invaluable in both Shari'a and sect.

In addition to finding answers to many mystical questions in the content of this letter, we also witness in part the peculiarities of the period in which Ibn Arabi lived and the experiences undergone by the great mystics and sufis.

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The participation of the people of Bukhara in the world maritime trade in the Middle Ages

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Annotation: ***This article involves the participation of Bukhara people in the world maritime trade and their history in the Middle Ages.***

Keywords: ***Timurid period, military circles, traditional trade, important events, future generations***

Introduction. We know about how people lived in the Middle Ages through historical sources. In particular, there are many artefacts stored in museums around the world, such as tools of labor, weapons, money, household items, as well as houses, bridges, temples and castle walls. They can give a lot of information about the daily life of medieval people. The archives contain written laws and decrees of the rulers, court decisions, descriptions of property, and other similar sources. The yearbooks describe the important events that took place in the lives of countries and peoples in which year. In the works and correspondence of medieval scholars, the inner world of the people of that period, their creative, scientific research were revealed. Tales, legends, spoons and legends allow us to understand how medieval people imagined the construction of the world and its few places in it.

The main part. During the reign of Amir Temur and the Temurids, the geographical knowledge of the Central Asian population expanded. We have every reason to conclude that they explored the trade routes from Central Asia to China by sea. With the sending of Abdurazzaq Samarkandi to India by sea by Shahrukh Mirza, as well as the sending of ambassadors to China by Ahmad Mirza, the ruler of Samarkand in 1483, they took lions to the Ming emperor, as well as their journey through China to Manlaszya. From the above considerations, it can be concluded that the merchants of the Timurid period were well acquainted with the sea route to China. This shows that the geographical knowledge of the Central Asian population was much wider during the Timurid period.Historical sources have repeatedly stated that the traditional trade routes from Central Asia to China passed through East Turkestan. In the 15th century, the Timurid aspirations for sea routes were perceived by the Ming state as a rivalry over waterways, and they provoked protests.

The alliance of the tribes that established a state,entering the inner provinces of Movarounnakhr from the north-eastern part of Central Asia in the 5th century. The first ancestors of the Hephthalites are believed to be the Huns. Different opinions have been expressed about their origin. According to Bernstam, the lands of the Hephthalites are the middle and lower Syrdarya and the upper basin of the Amu Darya; A.P. Tolstoy believes that they came from the rich part of the Aral Sea. Although the composition of the Hephthalites is not definitively known, they are known to have been formed on the basis of Central Asian tribes (mainly warlike nomadic tribes) mixed with Turkic ethnic elements. The Hephthalites were fire-worshipers, but among them were some who gradually converted to Buddhism and Christianity. Hephthalites are mentioned in written sources as fetal, haftal, haytal.The

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name ephthalus first appears in the form of heptal in the 5th century Armenian. The name is actually derived from the name of a king called Ephtalon. He was also called Vakhshunvar, and he led the march of the Hephthalites. In the 7th century B.C, a red-haired man living in northwestern China (Hexi) left the lands where some of the Kozi Kok Huns lived and settled in the mountainous regions of the Pamirs. They then mix with the locals and change their language as well. Another group of Huns came to Hungary after the collapse of the Hun state and settled in the Ila basin, where they formed the Yueban ethnic group. Another group of Hephthalites went to the northern territories ofthe Caspian Sea and then mixed with other Turkic peoples in these lands. The Hephthalites multiplied in the second half of the 4th century and established a state, subjugating the Khioni, Kidar and other peoples living in Movarounnahr.In the fifteenth century, they defeated the Qang state. It occupied a large part of Khorasan. For the land of Khorasan, the Hephthalites waged a fierce war with Iran. At the end of the 6th century, the Hephthalite state was in crisis. The Turkish Khanate occupied Movarounnahr. The warlike part of the Hephthalites retreated to the northern regions of Afghanistan and India, and their next generations mingled with the peoples there and mingled with them. The rest of the Hephthalites in Central Asia later became part of the Uzbek and Turkmen peoples. The Hephthalites are known to be arsonists, but the number of those who gradually converted to Buddhism and Christianity also began to increase.

Sughd. Sughd is located in the Zarafshan and Kashkadarya valleys. It included the estates of Samarkand, Bukhara, Kesh and Naqshab. Each of the estates had its own governor and military chokars.Although most of them were politically dependent on the Samarkand Ikhshid, Bukhara, Kesh, and Naqshab were almost independent. Agriculture and horticulture, especially viticulture, flourished in Sogdiana. The sheep and tulpars of this region were very popular.

Tokhariston. Tokharistan was located in the Surkhandarya region of southern Tajikistan and northern Afghanistan, uniting 27 mountainous and foothill regions. The most powerful and influential provinces were Khuttalan, Shuman, Qabadiyan, Shugnan and Wakhan. The capital was Balkh. The first medieval local governments of Tokharistan were not yet centralized into a single state. The people of Tokharistan practiced Buddhism. They had a 25-letter alphabet. Most of the population was engaged in sedentary farming. Armament was particularly prevalent in Tokharistan. The chokars were armed with bows, hammers, clubs, daggers and swords. Glassmaking and textiles were well developed in Tokharistan.

Makhmud(Chjan Xa) travelled to Arabian and African countries a number of times through the sea route on behalf of China.. He was the grandchild of Umar Kamoliddin Sayyid Shamsiddin, coming from his sixth generation.

In historical resources his name is mentioned as Ma,his Muslim name is shown as Makhe{167,page230}. This name is the shortened pronunciation of his name..It should be mentioned that , at that times the Chinese used to write his name in shortened forms, such as, Makhe for Makhmud,Makhme for Mukhammadin.

Makhmud’s ancestors were khajis,therefore,the local people called them “Khojim”.Their permanent residence was in the province of Kunyang in the country of Yunan,which is now in the south of the Peoples Republic of China.As is mentioned in “the history of generation of Chjan Khan, Makhmud’s father was called Millijin.He was the fifth generation of Umar Kamoliddin. Milijon’s surname was called Ma. It is worth mentioning that there were so many people with the surname Ma among the nation tungon.Thefore,Muslims with the names Makhmud, Mukhammad, Mansur, Masud called their names Ma.Because, they had the custom to use the hieroglyph meaning horse to write “Ma” surname at that time.

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Makhmud'd mother was from the dynasty of Van, but her name is unknown. There were 6 children un Makhmud's family and 4 of them were girls.His brother's name was called Venmin.His Muslim name is unknown.In his childhood,his parents called him "Sanbao"(means the third wealth or invaluable item). {140,page 126}.Accordingly,he was the third child in his family.

In 1381,his father died of illness at the age of 39.At that time,he was 12.In Junan, the dynasty of Min abolished the authority of Mongolians,they established their state.Obviously,this event had an impact on the social wellbeing of the dynasty of Umar Kamoliddin.The new government looked suspiciously at those who ranked higher positions during Mongolians.Therefore, Makhmud had to go to Beijing due to the serious situation.

There he was in the service of a king named CHju Li.At that time,Chju LI was preparing for the war against his nephew who was struggling for the same crown.

His nephew was cruel to Mongolians, therefore Chju Li decides totake advantage of the situation. He pays great attention to Makhmud,who was a generation of determined,hard-working,intelligent an well-educated Umar Kamoliddin.

Makhmud showed enormous efforts when Chju Li was struggling for the crown. At the same time he achieved to attract his relatives on his side. Makhmud earned the belieh and respect of Chju Li.

In 1403, after a long struggle for the crown,Chju Li achieved to establish his state,as the third khan of the dynasty of Min,he proclaimed himself Chengzu(1403-1424).At the beginning of 1401,he awarded all those who served to him.Then with his own hands ,writing the hieroglyph "Chjeng"(meaning "inaugural","serious"),he decreed it as a surname for Makhmud.According to Chinese traditions, earning a surname from khan was considered a great respect for anyone.After that, Makhmud's surname was called "Chjeng", his name was addressed Xa{167,page231}.Makhmud's children and dynasties used Chjeng as their surnames.Thefore,his son was called Chjeng Yang (his childhood name was Enlay) used to live mostly in Nankin.Now there is his twentieth generation {140;pages 127-128}.

The dynasty of Min paid great attention to Chengu maritime trade.Therefore,he submitted this duty to Makhmud.. Because while managing the ships during the wars, Makhmud showed his incredible talent and knowledge.Makhmud was on the sea journey seven times, at every time,he set out to fill the ships with invaluable items and goods.His crew brought great wealth to the dynasty of Min.

Makhmud's first voyage started on the 15th day in the 6th month of 1405(according to the Chinese lunar calendar and continued up to the 9th month of 1407.At his disposal,there were 63 ships and 27 thousand people.The largest ship given to him was 145 metres long in height, 59.5 metres long in width.

Makhmud' second voyage started on the 13th day in the 9th month of 1407 and continued till the summer of 1409.On this voyage he had 249 ships.In terms of the number of ships, his second voyage was the largest.Ihis first voyage he went to the Indonesian islands, in his second voyage he travelled to the southern coasts of Indian peninsula.

In conclusion, the description of all political events that took place in the world and in our country in the Middle Ages, the history of peoples and nations, historical figures, terms and concepts, historical and geographical names and historical dates are described in detail in history books.

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Methods of translation of cultural terms in the process of literary translation.

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Abstract: ***The current article is devoted to the use of different approaches for translating cultural terms in litarary translation. The art of translation has played and continues to play an important role in the development of world culture. Translation is a growing intellectual activity that translates the charm of one language into another and aims to gain the respect of readers. The concept of culture focuses on three types of human activity: personal because we think and act individually; because we work as a group - collective; because society is self-reflective. Language is social, without which there is no social activity. In the process of translation, we face a foreign culture. For this reason, our success in translation depends on how well we understand the foreign culture, since translation is an intercultural phenomenon. The translation was seen as a means of spreading enlightenment among the peoples, and through it the pursuit of rapprochement with other peoples continued. Until the twentieth century, many cultural, scientific, historical and literary monuments of the peoples of the East were translated into Uzbek.***

Key words: ***translation, transformation, linguistic translation, translation problem, literary text, culture, cultural terms, linguistic theory.***

The theory of literary translation is a scientific and critical study of the views, opinions, observations, various experiments related to the broad living practice of translation, explains the rules and principles of translation, their boundaries, norms.

In this sense, translation theory and translation studies (as well as literary theory and literary criticism) are very close and complementary concepts. Just keep in mind that translation studies also includes criticism of translation, which, if you will, is the linguist of translation and, at the same time, its avant-garde. Translation criticism is a very good field. It includes translation experience, quality, level, practical significance of translations, impact on students, socio-aesthetic aspects, comprehensive impact on the language of translation (expanding the vocabulary, filling it with new concepts, terms, terms, increase the power of expressive-emotional influence) opens new horizons of thinking ability, significantly activates and accelerates socio-cultural processes. Criticism of literary translation goes hand in hand with the originality and its environment. Conducts research for the enrichment of theory, the viability of the rules and principles of translation, increases its scientific value, strengthens conscious practice, tests various concepts. It leads to theoretical innovations, warns of the rigidity of the theory, the over-complication of the theory as it goes on in the science of Western

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translation studies, and in some places its misunderstanding of false science. Translation is as difficult as any creative process. But that doesn't mean there's no need to confuse its rules and regulations, and in some cases, make an elephant out of a fly. For example, when the great American scholar, translator, and linguist Yu Naida spoke of equivalence in translation, he divided it into relative (formal) and dynamic equivalences. In relative equivalence, each word is always translated with the corresponding word, the parts of speech in the original language, the units of speech are preserved as they are in the translated language. All idioms are alternated. Deviations from the original are explained. In dynamic equivalence, vocabulary and grammar are adapted to make the text understandable to the reader. It is brought to the level of "The author would have written in the language of translation"(B.H. Komissarov. Общая теория перевода. Проблема переводоведения в освещении зарубежных ученых. M. 1999. c.53-54).

Achieving the closest equivalence in translation is important to Yu Naida. Emphasizes the similarities and differences between the two languages. Now compare these ideas with V.V. Alimov's definition of “эквивалентом является равнозначное соответствие, как правило, независящее от контекста” (V.V. Alimov. Теория перевода. M. 2005 g. str. 35). The definitions in many other theoretical books are just as complex and confusing. Theorists give the impression that they are competing to make the rules of translation as confusing and original as possible. They think that the more complex and unique terms are used, the more scientific the theory seems. It is as if they have forgotten that a theory is written not for theorists, but for practitioners, to clarify processes. "The translator is first and foremost a reader, he is a reader who interprets the text," writes S. Bassnett-McGuire, an American translator (B.N. Komissarov. The above book, p. 59).

The reader who interprets the text is, first and foremost, the critic. At first glance, a translator may seem like just a reader, an interpreter. But his main feature is not his reading, but his translation and, more importantly, his creativity. We are all, first and foremost, students. But being a student is just the beginning. The translator creates a new text in his native language.

When the sun rises in the morning and rises above the horizon, it is reflected in the invisible atmosphere of the ocean. The reflection of the sun in the ocean is not the same as the sun itself. But we have learned that this is the case. The reflection of the sun glistens in the waves, creating crimson colors, and billions of tiny fish dance in its rays. There are similarities between the language of the original text, the language of the text of the translation, and the difference between the sun and its reflection in the ocean. Such differences and conformities are reflected in adaptations, adequacy, equivalence, and other transformations, transpositions, and interferences. It is the task of theory to explain theoretical rules without complicating them, to explain them with more practical examples, and to achieve depth in interpretation and analysis.

Of course, the rules help to organize the work, to set the order, to provide guidance. Translators and authors, classifiers have known this very well since ancient times. Suffice it to recall the words of the ancient Chinese sage Confucius (Kun-szi): “Don't look at anything out of the rules! Don't listen to anything out of the rules! Don't say anything out of the rules! Don't act without rules!” (Lunyuy, XII, I). He explained the rules of life and etiquette as follows: “As long as your parents are alive, serve them according to the rules. When they die, bury them with the rule. Sacrifice them according to the rule. " "If the government follows the rule, it's easier to govern the people," he said. It is clear that the rule, whether in life or in the field of science and creativity, has the role of regulator, defining tasks, guiding them.

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We can say with certainty that the theory of literary translation was formed in harmony with the theory of literature, developed its own rules, principles and concepts. At the same time, translation theory has its own independent path, its basis, a very rich school of life experiences. Therefore, it was able to establish itself as an independent branch of science and justified itself as a living science.

Translation studies, on the other hand, has come under the constant influence of closely related disciplines, such as linguistics, historiography, philosophy, psychology, and literature. From the 1960s onwards, art criticism was added to this "allied" discipline. As part of the critique of translation, a vast series of topics such as the poetics and aesthetics of translation have also emerged.

The rules, norms, methods, and skills of literary-artistic, scientific-technical, newspaper-magazine, oral-simultaneous, and machine-translation have begun to take shape. This creative and scientific process of striving for excellence never stops.

The emergence of translation theory and the development of its universal rules have had a profound and beneficial effect on the practice of creative translation. Even compared to the middle of the twentieth century, the quality and level of translations has increased significantly. Illiteracy in translation, translation using subtitles (translation), translation through intermediate languages has significantly decreased. It has been universally acknowledged that all aspects and subtleties of the language of originality and translation, to what extent they are compatible and compatible with each other, and to a comparatively perfect understanding of their contradictory and complex aspects are among the earliest conditions of modern translation.

This is also lacking for the translation of literary works. Knowing the treasures of poetic expression of the languages of origin and translation, acting like an open-minded diver who knows and imagines his work in the semantic, syntactic, stylistic worlds of words and speech structures, in the world of linguistics - artistic word, creating as a sensitive artist in the field of scientific thinking has become the main feature of the profession of translation, how he knows his responsibilities, the foundation of his culture, the cornerstone. Conformity of the translated text to the original text and its genre and poetic features, adequacy, interdependence of all private and general universal requirements, principles of equivalence and interpretation, metamorphosis of words from one language to another, colorful pragmatic observations and all of the findings found their scientific templates. Translation is a product of reality between two languages or languages. The role of linguistics in translation theory is invaluable. In the last decade, linguistic problems in theory have been repeated many times. From this it is clear that it is difficult to be confident in translation without linguistics. At the same time, among the linguistic problems, an in-depth and consistent study of the poetic, aesthetic, psychological, philosophical, social problems of translation, and a stronger focus on translation criticism are among the important tasks of this attractive field. Translation is always attractive and effective with these aspects.

Attempts to create a theory of translation in Uzbekistan began in the 1930s. Mannon Roiq, S.Ye. Palastrov, Sanjar Siddiq, Sotti Hussein, M.Sale, who were actively engaged in direct translation practice and were eager to establish a new era of translation, were not literary or linguistic scholars, enlightened translators had entered. In a number of pamphlets they wrote in the 1930s, they drew public attention to the quality and adequacy of translations from Russian and world literature, literacy and responsibility in translation, and how they were followed in practice, were considered a literary, scientific and educational phenomenon of cultural significance. Mannon Roiq and Sanjar Siddiq, who were known as promising and talented translators at the time, were the first to try and succeed in

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creating a translation theory manual. Mannon Roik's "An Experience in Translating Fine Literature" (1932), S.Ye. Palastrov's "For the Quality of Translation of Fiction" (1935), Sanjar Siddiq's "The Art of Literary Translation" (1936) although not great, its first attempt to link translation theory to its practice was very relevant, and its efforts to define translation principles, evaluation criteria, levels of equivalence, and translation tasks in general in a scientific direction were of great value. It is impossible to find these first theoretical pamphlets now. It has already become a rare book.

Gaybulla Salomov, a translator, philologist, and zealous science organizer, was able to find a surviving copy of Sanjar Siddiq's work, which he described in detail in his study of Language and Translation (1966). gave. He spoke about his strengths and weaknesses. Such works as “On Literary Translation”, “Translation is a creative work”, “Purity of language and translator”, “Fields of translation and translation conditions”, “Differences in word construction”, “Style issues”, “Mistakes”, “Press language” Gaybulla Salomov commented on the chapters. In the period after the theoretical problems raised by Sanjar Siddiq in the thirties, it was only through the research of Gaybulla Salomov that he was able to get acquainted.

In the 40s and 90s of the twentieth century, a large group of translators in Uzbekistan worked effectively. A school of translation studies founded by Gaybulla Salomov was established. L. Abdullayeva, E. Aznaurova, N. Vladimirova, G. Gafurova, N. Kornilov, K. Musayev, Yu PoMatov, M. Rasuli, V. Rakhmonov, S. Salomova, Z . Umarbekova, H. Homidov, A. Khodzhiakhmedov, S. Olimov, Z. Isomiddinov to some extent continued the work of Sanjar Siddiq and focused on the quality of translations.

Linguistic theory of translation studies forms of speech communication between speakers of different languages. The basis of this theory is linguistics in the broadest sense. While macrolinguistics has its new branches, psycholinguistics, sociolinguistics, text linguistics, communicative linguistics, etc. are also scientifically formed and study the structure of culture, society, language and its function. Language, which creates communication between people, covers all their activities and the basis of their lives.

The general theory of translation deals with the universals of translation, which is the basis for the study of all other theories in the field. It explains what translation is and how it works. The achievements of comparative linguistics are effectively used in translation. The purpose of comparative analysis in translation is to study the general rules of the translation process.

In translation theory, comparative analysis is based on facts (evidence) that are accepted as the result of a comparative analysis of words and sentences. A comparative study of the different properties of words in English with words in other languages shows that words in English and other languages have different properties.

The word form, the semantic structure of the interconnected words, and their use in speech vary in different languages. Each language has its own lexical structure. But not in all senses, that is, the Uzbek word, which means the English word. For example, compare the meaning of the word "hand" with the word "qo’l", which means it. In addition, in English and Uzbek, interconnected words form different artificial words. For example: "hand" (handfull, handyness), “qo’l” (qo’lla, qo’lsiz, qo’lli).

The verb "to take" and the words "olmoq" do not match in many senses. For example: To take an exam —imtihon topshirmoq; To take tea —choy ichmoq; To take off -yechinmoq; imtihon olmoq – to give an examination; dam olmoq- to have a rest; rasm olmoq – to photograph.

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The semantic structure of a word in Uzbek may have a definite formal meaning that does not exist in the English word that represents the meaning of that word. For example: Bu voqea menga katta maktab bo'ldi (This event was a great school for me) — This event was a good lesson to me.

The level of lexical valence of a word in English is not the same as a word in Uzbek. For example, the Uzbek word for "ko'tarma" (lift) can be combined with nouns such as "hand" and "chair". However, the English verb "to raise" can be combined with the word "hand" ("to raise hands", but not "to raise chair", but "to lift chair").

Several types of synonyms in English can be translated into a single word in Uzbek. For example, the verbs "accept, admit, adopt, take, receive" refer to the word "qabul qimoq"(accept). The word "rassom" (artist) in Uzbek is represented by three different words in English. They are “painter, drawer, artist”. The word "blow" is translated into Uzbek in six words (urish- hit, zarba- blow, zarb-blow, urilish- strike, taqillatish- knock, tepish- kick). More than 20 words in English mean "hit" (urmoq). They are “blow, smask, slap, whask, poke, dig, rap, knosk, stroke” and so on.

Some languages are rich in words that have significantly specific meanings, while others express general concepts and reject secondary meanings. While French is usually a very abstract language, German is a clear, unique language.

There are three special verbs in German that express a common concept in French, and in French they often use compound words, while in German and English they use more compound words. A comparative study of the structure of words in English and Uzbek shows that a number of simple, artificial and compound words can almost coincide with each other. But when we translate English words into Uzbek, we see some differences, as simple words are used more in English than artificial or compound words. Uzbek is rich in artificial and compound words, which, unlike English, are widely used in speech. Here are some examples in English and Uzbek. For example, the morphemes pocket (pock), hamlet (ham), "Pock", and "ham" are unique morphemes because they do not make sense.

It is important to be aware of the problems of semantic equivalence in translation, which determine the degree of similarity between “ST” (Source translation) and “TT” (“Target translation”).

If we compare TT with ST, we can see the difference in the degree of semantic similarity between the two texts during the translation process. Accordingly, several types of translation equivalents differ from each other. For example,

1) Maybe there is some chemistry between us that doesn't match.- Xarakteri bir-biriga to'g'ri kelmaydigan odamlar ham bo'ladi. (There are people whose characters do not match.)

2) A rolling stone can gathers no mass- kim uyida o'tiraolmasa uni mehribonlik kutmaydi (whoever cannot sit at home is not expected to be kind).

3) That`s a pretty thing to say- Uyalsang bo'lardi! (Shame on you!)

At the same time, we do not find any discrepancies in the original meaning or structure of the original and its translation. The absolute dissimilarity of language units is explained by the lack of a clear logical similarity between the two texts, which in fact leads to the conclusion that they are “about the same thing” because they describe the same or similar situation.

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What is clear is that both statements have a common meaning. This general aspect of their content plays an important role in ensuring adequate content. In addition, it contains information that retains all the meaning of the original (the text being translated).

From the examples we can see that the commonality of the original and its translation is the general content and figurative meaning of the text, that is, in general, the translator must be able to embody the general conclusion or semantic meaning from the main content or combination. In English, “what the original text is about,” “what it says; or how it is stated ”is not described, but only“ what is said in it ”, i.e. the main meaning and the main content of the text. Examples of this type are characterized by the absence of parallelism of lexical or structural units.

It should be noted that due to the presence of age, gender and knowledge factors that affect word choice in translation, there are also many factors during communication. Different dictionaries are used in different places, in someone's house, in a normal conversation with friends. For example, the word "intoxication" (mastlik) is used in artistic speech, "pleasure" (kayf) is used in oral speech, and "frozen" (qotib qolgan) is used in ordinary speech. In formal speech - Dr. Johns, in informal - John and Buddy - in plain language. Formal speech is used in official dealings, radio and TV broadcasts. Informal speech is used in live language processes. The scope of formal speech is limited, and informal speech usually depends on the situation. Correspondence is also usually formal, and there are significant differences between the language of correspondence to government agencies and the language of personal correspondence.

Technical terminology also has a special connotative character. Sometimes people use technical, professional dictionaries to show their level of knowledge or professional thinking in society. The use of technical terms may be confusing to those unfamiliar with it. The interpreter should use technical words depending on who he is talking to. It may include words such as "bulletin," "incision," "lesion," and "tonsillestomy" that have been translated for medical doctors. Even lexical units in one language can be used in the same way in one province or country and have the same meaning, while in another province or country they can have different meanings. For example, in the United States, cookies are called biscuits, and in Australia, biscuits are called biscuits. It is important that the translator knows the language differences between the regions and uses a word that is understandable to many. If someone is translating for a local speaker, they must choose the form used in that area.

In every culture, there is a definite movement that is a symbol. If the action is simply translated literally, its meaning will be lost. This occurs when there is no action in the main language that is not focused on the meaning. For example: He nodded his head. If a nod in the original language means "yes," and in sign language culture, such a sign may not make sense. In some cultures, nodding can have a negative connotation rather than a positive one.

Sometimes it is difficult to translate a definite action if the action form is associated with another form in the host language. For example, if the original language is "punch", the interpreter may use "anger" to determine the meaning of the gesture. However, if "punching" means something else in the language of translation, the translation will prevent students from understanding the text.

It is important for the translator to be aware that in both the original language and the target language, a particular action has different meanings.

Below are some actions that represent a specific action in English. You can use the time of the action, natural English.

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1. Wrinkling up nose - Burnini qimirlatish.
2. Raise eyebrow - Qoshini ko'tarish (chimirish)
3. Shrug off shoulders - Yelkasini qisish (uchirish)
4. Nod off Head - Boshini qimirlatish (likirlatish)
5. Slench teeth - Tishini g'ijirlatish
6. Hands on heps, fat apart - Yelkasini orqaga qisish

The biggest challenge in translation is to differentiate between cultures. People of a certain culture look at something from their own point of view. Words that seem to be equivalent to each other may not actually be equivalent. For example, the word "pig" in Uzbek has a certain negative connotation. But in America, the word "pig" is used in a neutral sense.

Different cultures have different orientations. For example, in Uzbek culture, gardening, farming, livestock, and everyday life are more important, while in America, the focus is on work, earning money, sports, and profit. Some societies are more technical, some less so. This difference is reflected in the number of dictionaries that can be used when talking about a particular topic. Depending on the location, technical and non-technical dictionaries can be used. If the text in the source language is taken from a high-tech community, it will be difficult to translate it into a non-technical community in another language. If someone is translating a book on the social sciences of African culture, it is often difficult to find an equivalent. It is difficult to translate the documents into ancient Eskimo from a desert Arab who had never seen the snow. Because of the diversity of cultures, it is often difficult to find an equivalent. Culture is reflected in the use of words. In America, for example, the word "sheep" is used to refer to people who act recklessly, poorly, and modestly. The word "cotton" is widely used in Uzbekistan, but it is not used in the UK because cotton is not grown.

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SIGNIFICANCE OF PHRASEOLOGICAL UNITS IN THE DEVELOPMENT OF LITERATURE

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Abstract: ***The article analyzes the cases of violation of the existing rules and norms when using phraseological units in oral and written speech. It also discusses the types of phraseological rules that exist and their place in speech. The usage of phraseological units in speech, explain their usage according to national and cultural universality, differential and paradigmatic features, ways of transition from folklore to literary language, semantic properties, artistic and methodological possibilities, problems of translation in terms of form and meaning, compelling of a dictionary suitable for modern linguistics and the importance of covering their place in the national language.***

Key words: ***phraseology, language units, folklore, literary language, universality, semantic methods, language properties, expression***

The role of phraseological units - expressing the identity, way of life, material and spiritual values, history, culture and customs of the peoples of the world in their own language is incomparable. Phraseological units take attention in the context of the people's use of language units, their general rules and language norms in their usage.

The usage of phraseological units in speech, explain their usage according to national and cultural universality, differential and paradigmatic features, ways of transition from folklore to literary language, semantic properties, artistic and methodological possibilities, problems of translation in terms of form and meaning, compelling of a dictionary suitable for modern linguistics and the importance of covering their place in the national language. There is great interest to defining the specifics of phraseological units and their substantiation, their structural units, which are relevant to modern colloquial speech.

However, the occurrence of slang, slang, dialectics, barbarism, archaisms in the phraseological units used in folklore is one of the most pressing theoretical issues. Phraseological units are grouped in a specific form, summarizing their methodological features and differing from each other in spoken and literary language.

Today`s new reforms in our country, contribute to developing of language and culture. As our President noted: “Today, we are moving on the path of innovative development that aimed at radical renewal of all spheres of life of the state and society. After all, who will win in today’s fast-paced world? Today our state based on new ideas, new ideas and innovations will win.[1]

[1] Speech of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Senate and the Legislative Chamber of the Oliy Majlis of the Republic of Uzbekistan // People's speech. - 2017 - 23 December

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The use of English and Uzbek phraseological units in linguistics has been studied to some extent.

Further, the researches created by AA Izotova, AV Kunin on the theoretical foundations of English phraseology are of particular interest.[2]

Originally formed as a separate branch of Phraseology, which played an important role in linguistics, its theory was first interpreted by the Swiss linguist Charles Bali.[3]

Phraseological units, which are widely used in folklore and literary language, are a peculiar feature of language. They have their own norms, regardless of whether they are used in a variety of forms in speech.

The existing normative makes it difficult for them to move from language to language. Terms are used in Uzbek linguistics with several different types of terms (phraseology), such as phraseology, phraseological unit, phraseological phrase, phraseological compound, fixed phrase, and phrase used as a synonym for each other.[4] But there are those who call them as stable compounds.[5]

Regardless of the name of such linguistic units, they are the main subject of research in the Department of Phraseology in Linguistics.

In our language the form is different, but the meanings are the same or there are many phraseological units with similar meanings.

No new meaning is added to an idea expressed by pleonastic or tautological (repetitive) applications of such synonyms, i.e., phrases with the same meaning within a single text. On the contrary, it is semantically redundant and contradicts the phraseological norm.

In Uzbek, as in other languages, phraseological units are variant. Theirspecific variability is divided into visual and occasional types.

Visual phraseological variants are usually used in the form recognized in the vernacular, in dictionaries, within the same norm, in a stable, codified form.

Occasional phraseological variants, on the other hand, arise from the use of words by masters of artistic expression in the vernacular. Therefore, an important means of enriching and updating the phraseological resources of the language.

Occasional phraseological variants are specific to speech, not to language, asthey arise from the processing of the semantics and structure of folk expressions byword masters on the basis of their individual skills.

Speech, on the other hand, varies according to circumstances. That’s why, the norm is not recorded in occasional phraseological variants.

Most importantly, they will not be included in dictionaries will not be recorded, because they have not yet stabilized.

[2] A.A. Izotova. English phraseology: allusions, idioms, metaphors: Sb. statey / - M .: MAKS Press, 2014. - 92 p ..;

[3] A. V. Kunin A course of phraseology of modern English. - M .: Higher school, 1996 .- 381 p

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Although the phraseological variants are divided into visual and occasional types, they are still equal in terms of the meaning of the words they contain, their lexical-grammatical function.

In short, each vernacular language has its own phraseological units, which are formed in speech as a clear model unit in the same form and content.

This means that these units have their own norm and it is necessary to followtheir own norm in the use of expressions in speech, to have a general approach to its rules.

The role and place of language norms in determining the stylistic status of phraseological units is great. Phraseological units have semantic properties aslexical units and they must have the same meaning as in the context of a sentence.

Only in this way can people understand each other correctly, fully understand each other's opinion. Otherwise, the speaker and the writer will not be clear to the listener and the reader, creating confusion of meaning.

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PROBLEMS AND SOLUTIONS IN TRANSLATING PROSE IN THE EXAMPLE OF "THE DAYS GONE BY"

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Abstract: ***The article analyzes the cases of violation of the existing rules and norms when using phraseological units in oral and written speech. It also discusses the types of phraseological rules that exist and their place in speech. The usage of phraseological units in speech, explain their usage according to national and cultural universality, differential and paradigmatic features, ways of transition from folklore to literary language, semantic properties, artistic and methodological possibilities, problems of translation in terms of form and meaning, compelling of a dictionary suitable for modern linguistics and the importance of covering their place in the national language.***

Key words: *phraseology, language units, folklore, literary language, universality, semantic methods, language properties, expression*

Abstract: This article deals with the issues in translating literary prose and divulges some pertinent solutions and also concentrates on the requirement to expand the edges of Translation Studies. However, many debates are organised over when to translate, when to use the close local equivalent, when to create a brand new word by translating clearly, and when to repeat. Simultaneously, the "untranslatable" cultural-bound words and phrases are continuously fascinating the prose-translators and translation theorists. The plea made during this article is to admit the very fact that there's lots to be learnt from shaping the standards for undertaking a prose-translation and that we should appreciate the toil, difficulties, or frustration of the 'translators' (go-betweens) within the creation of excellent sense of the texts.

Keywords: translation, solutions, prose, prosaic-ideas, go-between ,distant-author problems.

INTRODUCTION

Translating novels is simply as tricky as translating poetry – and may often be more so. Best-selling author Patrick Rothfuss explains that it's not just the length of the text involved which is problematic:

"Names are important things. And real names, names that truly exist within the world, don't make a lot of literal sense. this can be because real names tend to accrete and evolve over time."[1]

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"I work hard to create real-seeming names for things in my world. Names that give a strong impression without actually saying anything. Names like Mincet lane, and Cricklet, and Downings.."[2]

As Patrick Rothfuss said , as each work is created, each name and the names of the heroes in it determine the fate of each hero. Because as the reader reads the work, he learns the essence of the work from these very names. In many cases, the names are not changed when translating versions of works written in other languages are read, which makes it difficult for the reader reading a work translated in another language to understand the exact meaning. We conclude that the names in the play are half the achievement of the work of art. For example, an obscure title in a work is both difficult to remember and intriguing because the reader while reading the work imagines it and embodies the imaginary event in front of his eyes.

"These real-seeming (but really made-up) names sound specific in English, but they're a large pain to translate."[3]. As he said, Although this situation causes problems for the reader, but it also increases his vocabulary and makes him aware of the culture and way of life of the people. However, not only in English literature, but also in Uzbek literature, for example, the titles of Abdullah Khadiri's "Days Gone By", which laid the foundation for Uzbek novels and brought it to the highest level, also caused certain difficulties in the translation of the work.

MATERIALS AND METHODS

There's the requirement to remain faithful the first text while not translating it literally. It is about recreating the atmosphere of the initial novel without translating it word for word. Humour, irony, plays on words and plotlines revealed by implication instead of explanation all serve to create this even harder.This word game is one of the main problems, it takes a great deal of skill to understand the true essence of a work, to convey to the reader in translation exactly what the writer means. The translation does not always reveal the essence of the original work as we would like.For instance:Kumush is the protagonist of "Days Gone By" translated by K.Ermakova his name is a representative of another religion, another nation, as we Uzbeks understand it.In order to be able to absorb his understanding into his heart, he gives the following explanation: "Kumush-means silver, appearance of a girl: her beauty, teeth, dresses, merchandise in her house, blankets, groom's bridal dressings depicted like silver. Here the author selected the name of Kumush because everything matches her name that the reader came across recognized under the name of Kumush. "The flowers covered the walls of the gate on both sides, inlaid patterns of decorations on the wall of eight gaz high of Orda fortress ". It is clear that the translation of the work is very good for the reader translated to the point where it penetrates the heart.

Evidently, 'prose-translation' is that the translation of novels, essays, fiction, short stories, comedy, folk tale, hagiography, works of criticism, fantasy etc. it's a sort of literary creativeness where the written-work of one language is re-created in another. it's an inherent concept that the interpretation of poetry is incredibly problematic, yet we've to agree that the translators even have to face many difficulties when it involves translating prose.However, when the source and target languages belong to different cultural groups, the primary problem faced by the prose-translator is finding terms in his or her own language that express the very best level of faithfulness possible to the meaning of certain words. as an example, there are some words that are associated with typical fabrics, cookery specialties, or jobs; they also represent specific culture and also

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the translators should be very careful in translating such words. They also find it difficult to render ambiguous puns. Similarly, the titles of stories and novels provide many samples of such ambiguities, which are hard or perhaps impossible to translate. We are clearly convinced of this in the work of “Days Gone by”. Because in the translation of this work two different cultures represent two different lifestyles. Therefore, in translating the work, the translator focuses on the words that each Uzbek culture expresses and leaves a comment on it. The translator is a great help to the English reader so that he does not have any difficulties in getting acquainted with the work and understands the essence and beauty of the work. In the process of translating the novel "Days Gone by" I. Tukhtasinov gave the following realities and their translations:

1. “The famous caravanserai with it’s gates facing the south-east was full of Tashkent, Samarkand and Bukhara traders” Caravanserai-an inn or hotel for the travelers; “Many guests were busy with cooking dinner- osh- for the reson after“ buys and sells ”…”

2. “It was the 17th day of the winter month Dalv in the year of 1264.” Here is the word "Dalv", which means "January".

3.“Many guests were busy with cooking dinner- osh- for the reson after“ buys and sells “ Osh-national food made of meat, rice and vegetables; “While these rooms had korpachas laid out on the felt, that exceptional room had adrass matrasses laid out on the floor”

4. Adrass-national silk fabric; “Otabek offered the gusts to sit at the sandal area, and after a brief fatiha, he addressed Hasanali:”

5. Sandal-arrangement for heating the room, covered with a special small table;

6. Fatiha-a brief prayer in honor of a guest, often thanks for food and meals. “Sorry Bek aka”

7.Korpachas-semi-silk handmade material;

8. Aka-is a brother, here it is used to show respect. “As usual pleasing ceremony of guests began at dastarkhon”

9. Shariat-Islamic religious law “They are the closest friend of your father, Mirzakarim Qutidor”.

10.Dasturxon- a table cloth with foodstuff on it. “Practices that practices cannot be considered reasonable among those permissible by Shariat”

RESULT AND DISCUSSION

Many people think that the interpretation of literary works is one in all the very best varieties of rendition because it's quite simply the interpretation of text. A literary translator must even be skilled enough to translate feelings, cultural nuances, humour and other delicate elements of a chunk of labor. In fact, the translators do not translate meanings but the messages. That's why, the text must be considered in its totality. Alternatively, Peter Newmark delineates translation as “rendering the meaning of a text into another language within the way that the author intended the text”[4]

In English “ It was also very difficult to get authority from Kumush. Teacher: You are Kumush my daughter Mirzakarim, dedicate yourself to the son of Tashkent, Muslim Otabek Yusufbek Haji Did you hand over the authority to your uncle Muham-madrahim Yuldash's son?

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The question is six, after seven repetitions, even under the pressure of the sister-in laws, his consent was scarcely obtained."[5]

Let us ponder over the translation-equivalence-concept now. Translation equivalence is the key idea of translation. The principle of equivalence is based on the mathematical law of transitivity. As applied to translation, ***equivalence*** means that if a word or word combination of one language corresponds to certain concept and a word or word combination of another language corresponds to the same concept these words or word combinations are considered **equivalent (**connected by the equivalence relation). However, Dynamic equivalence is defined as a translation principle according to which a translator seeks to translate the meaning of the original in such a way that the TL wording will trigger the same impact on the TC audience as the original wording did upon the ST audience. They argue that Frequently, the form of the original text is changed; but as long as the change follows the rules of back transformation in the source language, of contextual consistency in the transfer, and of transformation in the receptor language, the message is preserved and the translation is faithful. [6]Frequently, the shape of the initial text is changed; but as long because the change follows the principles of back transformation within the linguistic communication, of contextual consistency within the transfer, and of transformation within the receptor language, the message is preserved and therefore the translation is faithful.

It is evidently mentioned by them that the dynamic equivalence in translation is way over mere correct communication of data. Nida says that the definition of a dynamic equivalent translation is to explain it as "the closest natural comparable to the source-language message". This definition includes three essential terms, namely

1. Equivalent, which refers to the source-language message,

2. Natural, which refers to the receptor language, and

3. Closest, which "binds the two orientations together on the basis of the highest degree of speculation".

In his article, "On Linguistic Aspects of Translation", Roman Jakobson directly indicates the innermost difficulty in every category. He is of the view that there is normally no full equivalence through translation while messages may possibly serve as satisfactory analyses of code units or messages. The French theorist, Georges Mounin agrees with Jakobson. The former perceives translation as a series of operations of which the starting point and the end product are 'significations' and function within a given culture. [7]

Marg'ilon cannot be London or New York, it must be Marg'ilon; our hero must be Kumush, not Anna or Silver; he must drink in teahouse, not in cafee or bar; in such a translation the words were chosen to be functionally similar to their equivalents, especially if they belonged to a culture.

The prose-translators must not think that any bilingual individual is ready to supply satisfactory or maybe high-quality document translations just because he's a fluent speaker of a second language. The power, skill and even the fundamental mental processes required for bilingualism are mostly different from those required for translation. Primarily, the prose-translators must be ready to read, understand and hold close somebody else's thoughts, then translate them accurately, completely and without omission. If they are able to do so, the readers will get the initial meaning. Initially, the translation of literary works - novels, short stories, plays, poems, etc. -

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is considered a literary recreation in its own right. However, as far as the solutions are concerned, the prose-translators should start with the careful adherence to the following principles:

1. a great understanding of the language, written and verbal, from which he is translating i.e. *the source language*;

2. an excellent control of the language into which he is translating i.e. *the target language*;

3. awareness of the subject matter of the book being translated;

4. a deep knowledge of the etymological and idiomatic correlates between the two languages; and

5. a delicate common sense of when to *metaphrase* or 'translate literally' and when to *paraphrase*, in order to guarantee exact rather than fake *equivalents* between the source- and target-language texts.

CONCLUSION

Normally, the translators think that the simplest translations are produced by persons who are translating from their second language into their language, because it is unusual for somebody who has learned a second language to possess total fluency in this languageand there may also be difficulties not only in translation between two dissimilar languages but also in translation between similar languages, but it is clear that this will not be a very small and insignificant problem. We know that works belonging to peoples who are culturally and linguistically similar turn out to be very beautiful and unique in translation. The greatest reason is the abundance of equivalents that correspond to it in that language, and the exact spiritual and functional similarity.

In the end, since translation is simultaneously a theory and a practice, the translators, beside coping with the difficulties inherent to the interpretation of prose, must consider the artistic features of the text, its exquisiteness and approach, in addition as its marks (lexical, grammatical, or phonological). They must not forget that the stylistic marks of one language will be immensely different from another.However, the translators can try and find equivalence in translation and show the cautious nature of their assertions accordingly and request the readers to affix and choose which translation renders the thoughts, notions and words of the initial text correctly and of course, if an English reader were aware of Uzbek culture, it would be only and only a benefit, and would have the idea and imagination he wanted to convey through the work of Khadirii, just like the Uzbek reader. The magic and charm of every word in the play would have been able to feel the little experiences of the protagonists. We need to find equivalents in the translation so that the reader who reads it can also feel the fullness of the work and receive spiritual nourishment from it.

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FORMATION AND DEVELOPMENT TRENDS OF CORPORATE GOVERNANCE OF OIL AND GAS INDUSTRY OF UZBEKISTAN FOR PROVIDING ITS SUSTAINABLE DEVELOPMENT

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Abstract: ***The article reveals the notion of corporate governance and the approach to the problem of corporate governance from the position of the financial system. The main stages of the formation of a corporate management system in the oil and gas industry of Uzbekistan and an assessment of its effectiveness are examined. And on the basis of monitoring the development of the oil and gas industry of Uzbekistan for the years of independence, it is revealed its iterative step-by-step nature and results achieved, the structure of factors that have the greatest impact on investment attractiveness and assesses the level of investment attractiveness of oil and gas enterprises of Uzbekistan. Corporate governance systems were formed under the influence of internal and external factors and analyzed existing models of corporate governance, which showed that there are three basic models: unitary (Anglo-American), two-level (German) and network (Japanese). It shows the constituent elements of corporate governance models, the scale of corporate governance performance assessment and the system of indicators for assessing the effectiveness of corporate governance. As a result, considering the needs of the economy of the Republic of Uzbekistan, the effectiveness of corporate governance in the oil and gas industry of Uzbekistan is given to ensure the implementation of several priority areas of the industry.***

Key words: ***sustainable development, corporate governance, priority directions of development, corporate governance models, internal and external factors.***

In modern times, the problem of developing a system of relations between company managers and their owners, as well as other stakeholders, taking into account the interests of owners, has intensified in local companies. Such a system is called a corporate governance system.

Corporate governance systems vary from country to country. The distribution of functions between the board of directors and the executive bodies is different, the structure of the charter capital is different, the role and participation of other stakeholders (stakeholders) in public life are different. Of course, the traditional corporate governance system is influenced by the specific features of the cultural and economic structure and the development of the stock market.

The ratio of all these factors and features allows us to talk about different "corporate governance models". **Traditionally, there are three models of corporate governance - the Anglo-American model, the German (Rhine) and the Japanese [3].**

The main economic features that influenced the formation of the Anglo-American model are:

- high distribution of authorized capital. Among America's largest companies, there are very few shareholders (typically no more than 2-5% owners) by American standards. The main owners of the capital of these companies are a large number of institutional (pension, insurance and investment funds) and even smaller (minority) private investors. The spread of investment allows

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investors to be prepared to accept the high levels of risk associated with company operations;большинство инвесторов ориентировано на краткосрочные цели, на получение дохода за счет курсовой разницы;

- the stock market is highly liquid due to such structure and regulatory features of share capital;
- Capital structure and high liquidity lead to a high prevalence of hostile occupation. The stock market is not just a stock market, but a company market - through which the transfer of control over the largest companies takes place;
- • Due to the peculiarities of the legislation and business traditions of the last 60 years, banks play a small role as a shareholder, their relationship with companies does not go beyond the "borrower-loaner" relationship.

A distinctive feature of the Anglo-American model of corporate governance is the "unitary" (single-tier) board of directors, which includes both executive members (company managers) and non-executive members (non-executive employees) , some of them include “independent” directors, who have nothing to do with the company other than being a member of the board of directors. In recent years, the number of independent directors in companies has been increasing after corporate scandals and bankruptcies due to fraudulent actions of management and insufficient control by boards of directors.

The German (Rhine) model of corporate governance is formed in the context of the following economic features:

- High concentration of authorized capital in the hands of medium and large shareholders and widespread practice of mutual ownership of shares. Institutional and small private investors until recently owned a small number of shares and were passive participants in the decision-making process in companies;
- Banks, as well as other industrial companies, have a great weight in the ownership structure of companies, connected with the companies whose shares they own, not only by property relations, but also by business interests. Both large and small shareholders are "patient shareholders" focused on long-term goals. Until very recently, dividends have been the predominant form of income from shareholding;
- the stock market until recently had less liquidity compared to the US and UK stock markets. To attract financing, companies are more actively using banking instruments;
- the structure of equity capital and low liquidity determine the insignificant impact of hostile takeovers on the corporate governance system.

A distinctive feature of the German corporate governance model has become a "two-tier" board of directors - a rigid division into a supervisory board, consisting of external directors who are not employees of the company, and the board. The Supervisory Board must include representatives of banks and employees of the company.

The Japanese corporate governance model has the following features:

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- • a high degree of concentration of share capital in the hands of medium and large shareholders and a widespread practice of cross-ownership of shares between companies belonging to the same group (keiretsu). Institutional and small private investors, until recently, had a small amount of shares and behaved passively;

- Banks play an extremely important role in the company's activities. Each industrial group has its own bank, which forms its core, acts as the main regulator of financial flows in it, and, as a rule, is an important shareholder of the company. All shareholders are focused on the long-term goals of the companies' development. Dividends were the predominant form of return on shares;

- The stock market until recently had much less liquidity compared to the US and UK stock markets. Banks were used more actively to raise capital;

- the capital structure and low liquidity make hostile takeovers very little impact on the corporate governance system.

Formally, the structure of the board of directors of a Japanese company repeats the American one.

In practice, almost 80% of Japanese open joint stock companies do not have independent directors on their boards, and the boards themselves, as in Germany, are the conductors of the company's interests.

At the same time, two distinctive features of the German model - the representation of banks and company employees - are absent here. Almost all members of the boards of directors of Japanese companies are representatives of senior management or former managers. A comparison of the characteristics of these models is given in Table 1.

Table 1.

Comparative characteristics of corporate governance models

Model Specifications	**Unitary model** (investor) or Anglo-American model (USA, UK, Australia)	**Two-tier model** (stakeholders) or German model (Germany	**Network model** or Japanese model (Japan (keiretsu), Korea (chaebol))
Social value system	Individualism, freedom of choice	Social interaction	Social interaction
The role of labor collectives	Passive	Active	Active involvement
Main funding method	Stock market	Banks	Banks
Investment time horizon	Short-term	Long-term	Long-term
Cost of capital	High	Medium	Low
Capital market	Highly liquid	Liquid	Relatively liquid

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Main economic unit (in large business)	Company	Holding	Financial and industrial group
Investment type	Radical	Complex	Incremental
Management compensation	High	Medium	Low
Share capital structure	Dispersed	Substantially concentrated	Substantially concentrated

*Compiled by the author.

- The corporate governance systems of other countries contain elements of the models described above.
- In France, corporate governance is characterized by the following features [4]:
- High degree of capital concentration. The corporate sector represents the largest group of shareholders;
- Some of the largest companies are state owned;
- A large number of shareholders do not take part in control;
- Both one-level and two-level structure of boards of directors is possible.

Sweden has a system of unitary (single-level) councils, but unlike the United States, the participation of representatives of the labor collective is legally fixed, and the participation of management is reduced to the inclusion of the president of the company in the council.

In the Netherlands, a two-tier board system is common, but employees are not allowed on supervisory boards, which consist only of independent directors.

In Italy, even very large companies are often owned by families, so the largest shareholders are almost always managers. Boards of directors are unitary.

Corporate governance did not appear suddenly. Its practices and standards have evolved over the years. Often, their development was pushed by systemic crises and bankruptcies of the largest corporations [5].

The first documented collapse of the system of government was the collapse of the South Sea Trading Company in 1721, which led to a fundamental change in the law and commercial practices of Great Britain. Similarly, many US securities laws were enacted after the stock market crash of 1929. There were other crises, such as the secondary banking crisis of the 1970s in Britain and the failure of savings and loan associations in the US in the 1980s.

Over the past ten years, many codes of best practice and corporate governance principles have been adopted. More than 100 codes have been prepared in 40 countries and regions. Most of these codes focus on the role of boards of directors in a company. The vast majority of these codes are national, only a few are international: recommendations of the European Association of Securities Dealers (EASD - www.easd.org), Guidelines for Corporate Governance of the Confederation of Associations of European Shareholders (www.wfic.org/esh), Statement of Global Principles of

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Corporate management of the International Corporate Governance Network (ICGN) www.icgn.org) and the Organization for Economic Co-operation and Development (OECD) Corporate Governance Principles (www.oecd.org). In April 1999, in a special document approved in 2004 by the Organization for Economic Cooperation and Development (it unites 29 countries with developed market economies), the following definition of corporate governance was formulated: “Corporate governance refers to the internal means of ensuring the activities of corporations and control over them . One of the key elements for improving economic efficiency is corporate governance, which includes a set of relations between the board (management, administration) of the company, its board of directors (supervisory board), shareholders and other interested parties (stakeholders). Corporate governance also determines the mechanisms by which the goals of the company are formulated, the means of achieving them and controlling its activities are determined” [6]. The five main principles of good corporate governance were also detailed there:

1. The rights of shareholders (the corporate governance system should protect the rights of shareholders);

2. Equal treatment of shareholders (the corporate governance system should ensure equal treatment of all shareholders, including small and foreign shareholders);

3. The role of stakeholders in the management of the corporation (the corporate governance system should recognize the statutory rights of stakeholders and encourage active cooperation between the company and all stakeholders in order to increase social wealth, create new jobs and achieve financial sustainability of the corporate sector);

4. Disclosure of information and transparency (the corporate governance system should ensure timely disclosure of reliable information on all significant aspects of the functioning of the corporation, including information on the financial position, performance results, composition of owners and management structure);

5. Responsibilities of the board of directors (the board of directors provides strategic guidance to the business, effective control over the work of managers and is obliged to report to shareholders and the company as a whole).

Very briefly, the basic concepts of corporate governance can be formulated as follows (Fig. 1.):

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IDEOLOGY AS A SOURCE OF LEGAL INNOVATIONS

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Abstract: ***The article discusses the relationship between innovation and the ideology of law. Particular attention is paid to the most important innovative tasks of the ideology of law. The analysis of the process of the birth of a new, innovative legal idea is carried out, since the transformation of a new idea into a theory, legal principles and concepts is one of the key points in the process of innovation in law.***

Key words: Innovations in law, innovations and legal ideology, legal innovation process, ideology, legal system, legal culture, legal principles.

Even though legal novelties are being introduced in various legal systems, outdated norms are being changed, law, as a social regulator, does not have time to “blaze” an innovative development path and in many cases does not develop internally. Under the current conditions, it is a misconception that ineffective law is explained only from the position of shortcomings in law-making and law-realization activities. The reason may be, among other things, the lack of scientifically based theoretical and legal ideas, which are the foundation of a comprehensive update of the legal regulation of social relations. The universal laws of formation and change of ideas, their influence on the life of individual social groups, estates, classes are the subject of the study of ideology2. Ideology acts as a socially significant, theoretically formalized system of ideas, which reflects the interests of certain strata, which serves to consolidate or change social relations. The system of value ideas fixed in ideology creates guidelines for social action and legal regulation.

Modern science knows a large number of different ideologies, among them: socio-political (conservatism, liberalism, anarchism, humanism); class (capitalism and socialism); national-ethnic (racism, nationalism, Nazism, feminism).

In the future, the established traditions of liberalism are replaced by innovative ideas of neoliberalism: the right of the state to regulate relations between private owners through its influence on the formation of market mechanisms; participation of employees in management through the creation of supervisory boards; guaranteed living wage; promotion of full employment; the concept of social justice (rewarding an individual for perseverance and talent); redistribution of public income in the interests of the unprotected; availability of public consumption funds (free breakfasts in schools; schooling; public hospitals); social responsibility of business.

Based on the historical aspect of the development of legal ideas, the prerequisites for the emergence of innovations in the ideology of law, in our opinion, are:

- firstly, social, public demand for the latest legal ideas;

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- secondly, the high legal culture of the subjects of legal relations, their desire to intensify the legal life and legal regulation of emerging relations;

— **thirdly, effectively functioning networks of diffusion of innovative legal ideas:**

a) Based on the foregoing, we believe that the most significant task of the innovative development of legal ideology is the development of ideas: a) legal regulation of order and justice;

b) the supposed values of human life and their protection in various legal orders;

c) improving the practice of ensuring and protecting the rights of citizens. The content of the innovative legal ideology is expressed at three levels: semantic, value, and ideological mechanism.

The semantic level of legal ideology is the search for those innovative legal ways and means by which the legal order can be improved because the goal of innovation in law is evolutionary renewal with an indispensable improvement in the law. However, in this process, one should not forget that improvement "... can cure many diseases of society, but is not able to transform society as a whole and bring it to the state of an earthly paradise". The value level is manifested in the achievement of the goals of innovative innovations in legal ideology and is expressed in the search for and improvement in the law of the nature and mechanism of such ideas as a combination of social guarantees of the individual and freedom of personal initiative; equality and responsibility; security as a certain state of order and stability; property and the idea of a contract inextricably linked with it to move along the path of forming a state of law, preserve traditions, and effectively solve problems related to the implementation of human rights.

The innovativeness of the ideology of law lies in the creation of such a mechanism, as a result of which a person understands that innovations introduced into law are not a gross violation of legal traditions, but their evolutionary renewal, improvement. It is through legal ideology as one of the components of human legal consciousness that legal innovative ideas should become a factor in life, a measure of a person's real behavior.

An innovative legal idea, which we understand as a kind of "removal", dialectically originates in certain structural elements of the legal system. It is in them that it is necessary to look for contradiction as a criterion of legal innovative truth. For example, the issue related to the unification of the categorical apparatus and the mechanism of legal regulation in lawmaking technology is relevant today.

The process, considered through practice, during which people change the circumstances of their activities and at the same time renew themselves, is nothing but the essential characteristic of historical creativity6, the beginning of the ideological innovation process of an individual. Within the framework of the ideological mechanism, in our opinion, innovative legal ideas arise in the mind of a person, whether it is a separate individual, a team of people represented by professional associations, representatives of the state, or local government. Meanwhile, the level of practical validity and theoretical significance of an innovative legal idea supported by the community and implemented in legal life has a different format and composition. At the level of an individual, the innovative ideological aspect of legal consciousness is expressed by legal awareness and the

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existing worldview. For example, legal ideas formulated in the past "infect" people, facilitating formation.

It is important to understand that innovative legal ideas, having penetrated the masses, are rethought about the existing everyday consciousness, after which such ideas begin to spread by people, become valuable in themselves, and require reflection in legal life.

The personal principle in the ideological process of the formation of a new law is of great importance. It must be taken into account that innovative legal ideas grow from sensory experience and are, from a philosophical point of view, nothing more than an idea of law. The human mind as a structural, initial element of thinking appears before us as ordinary thinking in the form of common sense. The creative operation, analysis, and synthesis of legal concepts, their conscious study are possible only at the level of dialectical thinking of a person, his mind.

In this regard, it is necessary to reveal the factors that influence the emergence of legal innovative ideas of an individual.

• Firstly, these are the conditions for the free creative development of the individual, which is the main component of the idea of innovative development9.

• Secondly, the exchange of ideas between people in the framework of the globalization development of law.

• Thirdly, the improvement of the legal culture of the individual through the widespread legal education, legal information. Meanwhile, the average person is characterized by an average, vague way of thinking about law and legal categories. A person unprepared in legal terms, remote from a developed legal culture, is hardly capable of independently initiating an innovative legal process, becoming a generator of legal innovative ideas.

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THE CONCEPT OF LEGAL IDEOLOGY AND ITS PLACE IN THE THEORETICAL AND LEGAL KNOWLEDGE

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Abstract: ***The paper discusses the theoretical approaches to the social-philosophical analysis of a phenomenon of ideology. In social-humanitarian knowledge the concept "ideology" is used in several meanings as a specific belief, as the belief based on false knowledge of the social and as a set of ideas in the various spheres - from scientific knowledge to religion and daily views on appropriate behavior, not depending on that whether these beliefs are true or are false. This paper examines these three approaches that demand a historical retrospective show of the genesis of the concept of "ideology".***

Key words: ***Ideology, "false consciousness", idea, outlook, ideological space, education, theoretical-methodological approaches, an economic ideology.***

The interpretation of the concept of "ideology" reveals the ambiguity of approaches associated with the multidimensionality of all semantic meanings. Its framework definition sounds like a set of beliefs, attitudes, and views that are coordinated among themselves relatively closely and freely. The debatability of the concept of "ideology" is associated with three possible interpretations. Although this concept itself arose relatively recently, this does not mean that the ideological institutions of society did not exist, they were always present, but they were designated by other terminological connotations.

First, ideology refers to any specific beliefs; secondly, ideologies deny the right to the truth of the interpretation of the social; thirdly, the term "ideology" is used to refer to any set of beliefs infields ranging from scientific knowledge to religion to everyday beliefs about proper behavior, whether these beliefs are true or false. In this article, we will dwell on these three approaches in more detail, which will require a historical retrospective of the genesis of the concept of "ideology". Note that in general, the concepts of ideology can be critical - ideology as a "false consciousness" and neutral, in which ideology is seen as an inevitable phenomenon of society. Scientists often use the term "ideology" about the historical experience of the 18th century, to which this concept owes its social and political content.

In modern and modern times, the concept of religious studies arises simultaneously with the concept of "ideology". An intermediate role between the concept (in the form of mythology and theology) and the concept of ideology was occupied by the concept of "philosophy of religion". The tradition of understanding ideology as false knowledge divorced from practical life, to denote a

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distorted, false consciousness, goes back to the founder of empirical philosophy, the English thinker F. Bacon and his doctrine of the idols of the mind.

In his work “Ideology and Utopia”, the well-known Western researcher of the ideological process, K. Mannheim, wrote: “Bacon's teaching on idols can, to a certain extent, be considered as an anticipation of the modern concept of ideology. For Bacon, idols are "ghosts", "prejudices". They are a source of misconceptions... However, we do not consider it possible to assert that there is a real correlation here, a direct connection with the modern concept of the idea”. Further, K. Manheim lists articles by N. Machiavelli, D. Hume, in which one can find a similar definition of ideology as a distorted consciousness.

We see that such a negative attitude towards the phenomenon of ideology should be rethought. In our opinion, it is wrong to “link” ideology only with socio-political doctrines. Although it is known that the term itself arose in the course of socio-political transformations, it still absorbs and expresses the processes that existed before its occurrence. Moreover, ideology itself did not arise from scratch, but was formed within the framework of a certain culture and, in a certain sense, translated its codes, making them more receptive, and got the opportunity to involve as many individuals as possible in the ideological field. "Ideology", in contrast to "society", is very similar to what American anthropology calls culture", but with one very important caveat. Indeed, to determine the difference between ideology and other categories, it is essential to point out the features of a non-ideological nature, which, within the framework of the American concept, would correspond to the level of society, thus going beyond the concept of "culture".

One of these distinguishing properties of ideology from other categories is its focus on achieving certain goals and the availability of tools to achieve them. In general, by ideology we mean the totality of ideas and values recognized in a given society, as well as the ideal laid down in it, in the achievement of which the subject (ethnos, class, individual, etc.) sees the meaning of his activity, and sometimes his whole life. The very possibility of the emergence of the ideal is contained in the goal-setting ability of human consciousness. On the one hand, the ideal can be viewed as a reflection of the most significant and significant aspects of the social practice of certain social groups, classes, a reflection of fundamental trends, patterns, and development opportunities, and on the other hand, as the main evaluation category that determines conscious incentives, the dominant motive. That is, one of the essential aspects of ideology is its value content, which acquires a kind of independent existence in the form of a social norm. So, by the end of the 20th century. Based on the concept of "ideologization", the question of the relationship between science and ideology was resolved in favor of an instrumentalist approach, where its significance for society was assessed based on the degree of influence of ideas on members of society. A fundamentally new for the West is being developed, a constructive view of ideology as an objectively necessary phenomenon, positive in principle, and adherence to ideological principles and values is a necessary condition for solving the problems of domestic and foreign policy.

As a result of the theoretical and methodological analysis of the phenomenon of ideology, the following conclusion can be drawn: ideology existed in all societies, at its different historical stages of development, took on various types and forms and was generally characterized by common features, always gave a holistic picture of the world, focusing on the place and the role of man in this world, stimulating, directing human behavior and consolidating the actions of people and society.

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The social sciences have always been, and remain ideological disciplines. There are ideological problems in the social, natural, and further technical sciences, these are the so-called philosophical problems of physics, chemistry, biology, mathematics and technology. The ideological aspect of these sciences is especially clearly manifested when considering fundamental problems when fundamental scientific principles are analyzed. An even closer ideological nature of interaction exists in the social sciences and humanities, such as religious studies, general history, philosophy, and ethnography. And directly to the ideological disciplines are ethics, jurisprudence, political science, political economy, general sociology, as well as philosophy.

Thus, we can draw some conclusions in the definition of the concept of "ideology". The concept of "ideology", which owes its birth to the Age of Enlightenment, certainly has a universal meaning. It was supposed to serve the formation of a true worldview with the help of knowledge of the genesis of ideas, thereby correcting the false ideas that exist in society. The practical nature of ideology is aimed at changing existing and dominant ideas in society. In this context, the idea is considered as a certain image of reality, in the course of which its inconsistency with the object was revealed. The idea here is understood as a fragmentary subjective image of external reality. The shortcomings in the definition of the concept of "ideology" by Enlightenment thinkers come down to understanding ideology only as of the science of the formation of ideas. Such a position deliberately denies the universality and objectivity of ideas, reduces ideology to a fixed system of objective knowledge.

Ideology is a system of living knowledge of ideas, social organization, is not a static knowledge that exists outside the limits of life, but rather is realized in the experience of entire communities and individuals. As for the Marxist definition of the essence of the phenomenon of ideology, it was characterized by the founders of Marxism as mass, illusory, and prone to monopolization of the entire spiritual space in antagonistic societies.

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Teaching English from a cultural studies

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Abstract: ***Culture is learned from the people you interact with as you are socialized. Watching how adults react and talk to new babies is an excellent way to see the actual symbolic transmission of culture among people. People from different cultures would complete the blank in contrasting ways. our specific interest is in the relationship between culture and interpersonal communication, we focus on how cultures provide their members with a set of interpretations that they then use as filters to make sense of messages and experiences.***

Key words: ***communication, culture ,interact, language, English, instruction, development.***

Culture is a notoriously difficult term to define. In 1952, the American anthropologists, Kroeber and Kluckhohn, critically reviewed concepts and definitions of culture, and compiled a list of 164 different definitions. Apte (1994: 2001), writing in the ten-volume Encyclopedia of Language and Linguistics, summarized the problem as follows: 'Despite a century of efforts to define culture adequately, there was in the early 1990s no agreement among anthropologists regarding its nature.'

Culture is learned from the people you interact with as you are socialized. Watching how adults react and talk to new babies is an excellent way to see the actual symbolic transmission of culture among people. Two babies born at exactly the same time in two parts of the globe may be taught to respond to physical and social stimuli in very different ways. For example, some babies are taught to smile at strangers, whereas others are taught to smile only in very specific circumstances. In the United States, most children are asked from a very early age to make decisions about what they want to do and what they prefer; in many other cultures, a parent would never ask a child what she or he wants to do but would simply tell the child what to do.

Culture is also taught by the explanations people receive for the natural and human events around them. People from different cultures would complete the blank in contrasting ways. The people with whom the children interact will praise and encourage particular kinds of behaviors (such as crying or not crying, being quiet or being talkative). Certainly there are variations in what a child is taught from family to family in any given culture. However, our interest is not in these variations but in the similarities across most or all families that form the basis of a culture. Because our specific interest is in the relationship between culture and interpersonal communication, we focus on how cultures provide their members with a set of interpretations that they then use as filters to make sense of messages and experiences.

Culture shock refers to feelings of uncertainty, confusion, or anxiety that people may experience when moving to a new country or experiencing a new culture or surroundings. This cultural adjustment is normal and is the result of being in an unfamiliar environment. Common

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problems include: Information overload, language barrier, generation gap, homesickness (cultural), is no true way to entirely prevent culture shock, as individuals in any society are personally affected by cultural contrasts differently.

Teaching the standard language from a cultural perspective differs from the traditional language education approach in that it does not blame the victim. Standard English instruction from a cultural perspective does not presuppose the devaluation or elimination of a learner's indigenous language as a pre-requisite for learning. It recognizes that students need to retain their home dialect where its use is appropriate.

Several major requirements for teaching standard English from a cultural perspective follow. Instruction should:

- Focus on both the structure of language, and on how to communicate;
- Maintain an oral basis;
- Concentrate on the structure of language, situational language requirements and language as a vehicle for thinking;
- Be linked to clearly defined long term goals; and
- Be integrated across the curriculum.

A successful culturally based standard English program recognizes that learning proceeds in an orderly way from the introduction of a particular aspect of language through its mastery. The model which has enjoyed the widest use and greatest success was designed in the late 1970s by the San Diego Oral Language Program. It has been used with modifications in Standard English as a Second Dialect (SESD) programs in Dallas, Texas, and in Richmond and Oakland in California. The model lists several necessary steps for learning a new linguistic system while preserving the student's indigenous system. The model includes the following eight steps:

- *Developing positive attitudes toward one's own language.* The first and continuing job of the teacher is to counteract negative evaluations of the students' indigenous language. Lessons on the historical development of various dialects and on language diversity are useful in accomplishing this goal.
- *Developing awareness of language varieties.* Students develop a sensitivity to the various forms of a given language via stories in standard English, poems in different dialects, and records, tapes or video recordings of various speakers. At this stage, specific likenesses and differences are emphasized.
- *Recognizing, labeling and contrasting dialects.* Students learn to recognize differences in various languages and dialects and to associate specific features with each linguistic system.
- *Comprehending meanings.* Students learn to recognize differences in meanings and intentions when an idea is translated from one language or dialect to another.
- *Recognizing situational communication requirements.* Students determine the types of speech appropriate to various situations.
- *Producing in structured situations.* Students practice producing successive approximations of standard English. Initially, students follow a model at this stage, e.g., a script, choral reading or poem.
- *Producing in controlled situations.* Students receive instruction and practice in producing standard English without a model, e.g., role playing or retelling a story.
- *Matching the language to the situation.* Students practice speaking appropriately in real life, spontaneous situations leading to communicative competence .

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Before beginning to teach standard English from a cultural perspective, the teacher and school need a clear language arts philosophy which embraces modern principles of ethnology, sociolinguistics and second language instruction The philosophy and assumptions statement developed by the Richmond Unified School District in California is a good example of what schools and teachers may usefully adopt.

Finally, before beginning program implementation, the teacher and school community must become thoroughly familiar with the following general principles of second dialect instruction:

- Instruction should be preceded by a non biased assessment of each learner's knowledge of his or her first dialect and of the second dialect.
- Students must feel positive toward their own dialects.
- Students must want to learn another dialect. If motivation is not present, the teacher must help students discover the advantages of acquiring the second dialect.
- Instruction must consider the language goals of students, their families and their communities.
- Instruction must take into account cultural values associated with learning and teaching.
- Instruction must accommodate the preferred cognitive learning styles of the students. Some children prefer a field independent (object oriented) cognitive style. Others prefer a field dependent (social oriented) cognitive style. Both are valid, however, schools tend to be more oriented toward the field independent style. See Appendix II for a summary of these two preferred cognitive styles.
- Both the teacher and students must be able to contrast the linguistic and communicative rules of the existing and targeted dialects.
- Linguistic and communicative features of the existing dialect should be compared with those of the targeted dialect.
- Instruction should be integrated with students' experiences.
- Both the teacher and students must believe that it is possible to acquire a second dialect.

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Consciousness and applied linguistics theory and practice

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Abstract: ***The paper reviews the previous empirical studies on the important role of consciousness in second language acquisition (SLA) through stating the views of different authors, philosophers, scholars. Then, the role of consciousness in terms of concepts such as attention, awareness, intentionality, and control comes up for review. These concepts provide growing support for the view that the role of consciousness is vital for second language learning.***

Key words: **consciousness, acquisition, role, attention, awareness, intentionality, control**

Consciousness is a core issue in the field of second language acquisition. The role of consciousness in SLA is of considerable importance and should be specifically considered if we are to make progress in understanding how this acquisition takes place. SLA researchers interested in consciousness should start by considering what others have to say about it. This is necessary to develop a comprehensive picture of consciousness. The debate in SLA needs to be informed by an adequate notion of what consciousness is. Only in this way can we reach an adequate view about its role. The researchers present a review of the research findings on the role of consciousness in SLA.

The other view of consciousness is related to Csikszentmihalyi's view (1990) on the notion of flow. He states that consciousness, while is self - directed, has developed the ability to override its genetic instructions and to set its own independent course of action. He describes function of consciousness as follows: The function of consciousness is to represent information about what is happening outside and inside the organism in such a way that it can be evaluated and acted upon by the body. It functions as a clearinghouse for sensations, perceptions, feelings, and ideas, establishing priorities among all the diverse information. Without consciousness, we would still know what is going on, but we would have to react to it in a reflexive, instinctive way. With consciousness, we can weigh what the sense tells us, and respond accordingly. We can also invent information that did not exist before: it is because we have consciousness that we can daydream, make up lies, and write beautiful poems and scientific theories (1990, p.24). Therefore, it means the organizing, controlling, and evaluating of experience. We might be able to respond to the environment without consciousness, but it would be more like the leaf of a plant which moves in the direction of the sunlight. Clearly, the bulk of human learning can only be accomplished by a consciously acting person. The last view of consciousness deals with its relationship with language. Vygotsky says that to become conscious of a mental operation means to transfer it from the plane of action to that of language, i.e., to recreate it in the imagination so that it can be expressed in words (1962, p.88). Without language and without

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social interaction, consciousness could exist at all. This means that both consciousness and language are inextricably connected like two sides of a coin. It can be stated that the growth of language means the growth of consciousness as well and that learning equals the acquisition of consciousness. Schmidt (1990; 1995; 2001) has frequently stated that conscious awareness of the target language system is necessary if learners are to produce correct forms and use them appropriately. Schmidt (2001:26) has told that second language acquisition is driven by what learners pay consciously attention to and notice in the target language input and what they understand the significance of the noticed input to be. Leow (1997) viewed that meta – awareness appeared to correlate with an increased usage of hypothesis testing and morphological rule formation, whereas absence of meta – awareness appeared to correlate with an absence of such process and that learners of high level of awareness performed significantly better

Researchers recommended the use of grammatical consciousness – raising exercises to foster explicit knowledge, to be used as a complement to a functional or task – based syllabus intended to promote implicit knowledge. He added that explicit declarative knowledge cannot directly become implicit procedural knowledge but can foster its development through intake facilitation, causing learners to pay consciously attention to formal features of the input and to notice the gap between these features and those of their inter language expressed that whereas both awareness at the levels of noticing and understanding contributed substantially to a significant increase of learners ability to recognize the targeted structure, awareness at the level of understanding also had a differential effect on the amount of intake when compared to awareness at the level of noticing. The Noticing Hypothesis of Schmidt claims that conscious awareness of grammar plays an important role in the process of second language acquisition. It says that noticing is a necessary condition for learning. The Noticing Hypothesis requires conscious awareness of grammatical details rather than simply global awareness of input. It is also associated with the influential notion of consciousness raising.

According to some researchers,L2 development is largely an unconscious process. Krashen does allow hat there are two processes involved in L2 development, a conscious process of learning and an unconscious process of acquisition. The conscious process of learning is a system based on rules and their application, while the unconscious process of acquisition is a system responsible for language production. According to Krashen, conscious learning is limited to a small set of simple rule-governed domains. By contrast, development of the much more substantial acquired system is fostered by avoiding instruction and the provision of L2 rules. In his view, learners only have to be exposed to comprehensible language input in order to acquire grammar. On the other side, there are researchers who argue that comprehensible input alone is not enough for optimal acquisition of the different aspects of grammar and that conscious grammatical instruction is necessary if learners are to have the data they need to acquire grammar. In particular, Schmidt (1994) argues that consciousness of input at the level of noticing is a necessary condition for L2 development. Many other researchers support this view. In one way or another, all of these terms are about directing learners' attention to grammatical form in order to help them internalize the L2 system. According to these researchers, teaching should include opportunities for learners to focus on form and consciously notice features of the L2 they are learning.

All in all, some level of consciousness is necessary for second language acquisition. The review presented in this paper on consciousness has certainly important implications in SLA. Consciousness provides an opportunity to unite useful concepts from cognitive psychology in SLA.

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Research on the general nature of learning including work on its relations to consciousness, forms an important source of information and ideas, a source the SLA theory cannot afford to ignore. Throughout the discussion, we stated that conscious awareness of language is a necessary condition for its acquisition. We reviewed the four concepts of consciousness: (a) consciousness as attention. It claims that learning without some form of attention is not possible; (b) consciousness as awareness. It says that conscious awareness of language is necessary if learners want to use it appropriately; (c) consciousness as intentionality. It deals with the distinction between intentional and incidental L2 learning; and (d) consciousness as control. It says that automatic, fluent output processing should not be under full conscious control. And finally, it is concluded that consciousness and language are inextricably interconnected; the development of one goes in hand with the development of the other.

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Specific features of content-based learning and technologies of teaching linguistic competence at academic lyceums and universities

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Abstract: ***In this article the most important difference lies in the learners and their purposes for learning English. Lyceum and university's students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required.***

Key words: **lyceum and university students, namely proficiency objectives, knowledge objectives, affective objectives, norms of society, values, orientations.**

The focus of a CBI lesson is on the topic or subject matter. During the lesson students are focused on learning about something. This could be anything that interests them from a serious science subject to their favorite pop star or even a topical news story or film. Students learn about this subject using the language they are trying to learn, rather than their native language, as a tool for developing knowledge and so they develop their linguistic ability in the target language. This is thought to be a more natural way of developing language ability and one that corresponds more to the way we originally learn our first language.

What does a content-based instruction lesson look like?

There are many ways to approach creating a CBI lesson. This is one possible way.

-Preparation: Choose a subject of interest to students. be websites, reference books, audio or video of lectures or even real people.

-During the lesson: Divide the class into small groups and assign each group a small research task and a source of information to use to help them fulfill the task. Then once they have done their research they form new groups with students that used other information sources and share and compare their information. There should then be some product as the end result of this sharing of information which could take the form of a group report or presentation of some kind.

What are the advantages of content-based instruction? It can make learning a language more interesting and motivating. Students can use the language to fulfill a real purpose, which can make students both more independent and confident. Students can also develop a much wider knowledge

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of the world through CBI which can feed back into improving and supporting their general educational needs. CBI is very popular among EAP (English for Academic Purposes) teachers as it helps students to develop valuable study skills such as note taking, summarizing and extracting key information from texts.

Taking information from different sources, re-evaluating and restructuring that information can help students to develop very valuable thinking skills that can then be transferred to other subjects. The inclusion of a group work element within the framework given above can also help students to develop their collaborative skills, which can have great social value.

What are the potential problems? Because CBI isn't explicitly focused on language learning, some students may feel confused or may even feel that they aren't improving their language skills. Deal with this by including some form of language focused follow-up exercises to help draw attention to linguistic features within the materials and consolidate any difficult vocabulary or grammar points. Particularly in monolingual classes, the overuse of the students' native language during parts of the lesson can be a problem. Because the lesson isn't explicitly focused on language practice students find it much easier and quicker to use their mother tongue. Try sharing your rationale with students and explain the benefits of using the target language rather than their mother tongue.

It can be hard to find information sources and texts that lower levels can understand. Also the sharing of information in the target language may cause great difficulties. A possible way around this at lower levels is either to use texts in the students' native language and then get them to use the target language for the sharing of information and end product, or to have texts in the target language, but allow the students to present the end product in their native language. These options should reduce the level of challenge.

Some students in lyceum may copy directly from the source texts they use to get their information. Avoid this by designing tasks that demand students evaluate the information in some way, to draw conclusions or actually to put it to some practical use. Having information sources that have conflicting information can also be helpful as students have to decide which information they agree with or most believe.

All in all using skills as a framework of ESP, ESP teachers are provided with the necessary knowledge and tools to deal with their own students' specializations. It should be remembered - ESP teachers are not specialists in the field, but in teaching English, their subject is English for the profession but not the profession in English. A professional ESP teacher must be able to switch from one professional field to another without being obliged to spend months on getting started. The material should be provided by the professors or experts in the subject. It should always be authentic (the main purpose of teaching skills is to enable students to deal with authentic information despite their level of English), up-to-date (the informational exchange is growing more intense), and relevant for the students' specializations (they ought to be given the information representative for their target language use situation.

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DIFFICULTIES OF NON-PHILOLOGICAL STUDENTS IN LEARNING VOCABULARY AND USING RELEVANT TEXTS IN TEACHING ENGLISH

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Abstract: ***A comprehensive solution to the practical, educational, educational and developing tasks of learning is possible only when it affects not only the consciousness of students but also penetration into their emotional sphere. It is very important to teach foreign language in higher education institutions that do not specialize in languages, because a foreign language plays an important role in preparing students for full development. It requires them to further develop their skills and abilities, to combine education and upbringing.***

Key words: ***non-philological educational institutions, actions strategy, international standards, linguistic information, texts.***

Vocabulary concept and its sections: Lexicology is a branch of the Uzbek language course that studies the vocabulary. The set of all words and phrases in a language is called a lexicon. They make up the vocabulary of the language.Lexicology examines the vocabulary of the language in two ways: internally and externally. The field of internal study of the vocabulary of the language is called semiotics. It explores the meaning of words and phrases in speech. As soon as a word appears in the language, it acquires its form and meaning, expresses the object, event, sign, action in existence. The meaning of a word develops according to different influences and requirements. Thus, semantics examines the semantic properties of words and regular expressions. Another branch of lexicology is called etymology. It explains the historical origin of words and phrases in the language dictionary, the meaningful parts of artificial words and words from other languages. So, etymology analyzes both sides of a word, the inner-semantic side and the outer-sound side.

Lexicology is the study of the current state of the vocabulary from the outside, the various changes in the vocabulary of the language: the level of use of words, the obsolescence of some words (such as secretary, region) , studies the enrichment of language at the expense of new words with the continuous development of science, culture and technology, the changes that occur in the meaning of some words (the phenomenon of semantic migration). Another branch of lexicology is called lexicography. The task of lexicography is to collect words in the language in writing. Lexicography collects words and phrases in certain fields, puts them in a certain order (alphabetically) and publishes them in the form of dictionary books.

Lexicology is directly related to the phonetics and grammar of the language. Phonetics studies the sounds of speech. Vocabulary connects words formed on the basis of these sounds, grammar connects words on the basis of its own rules and prepares language for expression. So, if there is no

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sound, there is no word, and if there is no word, there can be no grammar. It is known that the speaker uses the vocabulary of the language in accordance with its purpose. This means that lexicology is interrelated with methodology. The structure of the dictionary is connected with the history of material and spiritual culture of the peoples speaking this language. Therefore, lexicology is closely related to social sciences such as history, archeology, literature, philosophy. Grammatical forms are incompatible with English and Uzbek, words in the two languages are semantically compatible but different in form, and words in both languages have inconsistencies in meaning and ability to combine. In the passive vocabulary, the words are singular, polysemous, and the word itself is used in the basic and auxiliary, in the literal and figurative senses. the pronunciation similarity of the English words, the similarity of the English words to the words of the native language, although different in meaning, are taken into account in the methodological typology. The teacher can teach students vocabulary, identify and type the difficulties that arise before learning (in some cases and in comparison with the Uzbek language). Then for each type the method, method, ways, exercises are selected.

As a result, the specifics of each word are taken into account, and less time is spent on teaching. It does not use a separate method, path, or exercise for each word, but for each type. For students who are not native English speakers, the decontextualized nature of social studies texts poses frustrating difficulties. These students, known as English-language learners (ELLs), find it extremely challenging to read and comprehend the complex subject-matter texts as they acquire a new language. Social studies texts are more difficult for ELLs than for native English speakers because ELLs have not fully developed their English skills. To learn social studies effectively, students must gain a conceptual under-standing of historical events, geographical places, and social positions as the context of textbook reading assignments. However, it is difficult for ELLs to have a conceptual understanding of events and their impact on contemporary society. This understanding is closely connected to the comprehension of social studies textbooks. The challenge of understanding social studies textbooks does not receive sufficient attention.

All in all, the purpose of educational activities: to educate students and develop speaking skills in a foreign language; these goals can be specified depending on the nature of the language material and the types of speech activities. The most important thing we need is to correctly identify the means to achieve this goal, to build a relationship between teacher and student on the basis of mutual respect and to organize the lesson.. The language of instruction is also a matter of debate. When covering and remembering a new topic, it is advisable to explain it in the native language. H. Palmer considers it expedient that 10% of the lessons should be in the native language and the rest should be organized in a foreign language. At the same time, he says, it makes sense for a teacher's speech in the upper grades to be less than a percentage of students' speech. The correct choice and application of lexical material plays an important role in this.

Social studies teachers must provide support for ELLs to make the demanding texts of social studies more comprehensible to students with limited English proficiency. An added dividend is that activities designed to accommodate ELLs often benefit English-proficient students whose reading skills are below grade level. Social studies teachers should not remain passive until ELLs gain full proficiency in English; they can use the concrete strategies outlined in this article. As social studies teachers provide ELLs with comprehensible reading materials that stimulate their intellectual interests and help them develop competence in academic reading, they can assist these students in meeting the challenges they face in their coursework while they are learning English.

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TEACHING GRAMMAR THROUGH LISTENING

(Inductive and deductive approaches)

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Abstract: ***This article describes some ways of teaching grammar through listening skill. Additionally, this article analyzes some methods and approaches using listening efficiently to teach grammar easier.***

Key words: ***grammar, listening, sentence puzzles, sentence builders, listening hunts.***

In linguistics, the grammar of a natural language is its set of structural constraints on speakers' or writers' composition of clauses, phrases, and words. The term can also refer to the study of such constraints, a field that includes domains such as phonology, morphology, and syntax, often complemented by phonetics, semantics, and pragmatics. There are currently two different approaches to the study of grammar, traditional grammar and theoretical grammar. The term "grammar" can also describe the linguistic behavior of groups of speakers and writers, rather than individuals.

A reference book describing the grammar of a language is called a "reference grammar" or simply "a grammar". A fully explicit grammar which exhaustively describes the grammatical constructions of a particular speech variety is called descriptive grammar. This kind of linguistic description contrasts with linguistic prescription, an attempt to actively discourage or suppress some grammatical constructions, while codifying and promoting others, either in an absolute sense or about a standard variety. For example, some prescriptivists maintain that sentences in English should not end with prepositions, a prohibition that has been traced to John Dryden whose unexplained objection to the practice perhaps led other English speakers to avoid the construction and discourage its use.

Of the four language skills, the one that is always neglected in grammar instruction is definitely Listening. In the typical grammar lesson, the target grammar structure is hardly ever practiced through the aural medium. This may not only negatively impact acquisition of that structure, but also listening proficiency development at large. Why? The answer refers to the so-called **parsing phase** of listening comprehension.

Listening proficiency is essential for second language success, but in the classroom, it has taken a back seat to the teaching of reading, writing, and grammar. In this interview, Stacy Hagen will discuss why listening and grammar are a natural fit, why listening instruction needs to focus more on helping students decode speech, and how by doing this in the grammar classroom, we can provide a much richer linguistic environment for our students. Although we don’t usually associate listening with grammar, the two are actually a natural fit. Here we can see some activities to teach grammar effectively with the help of listening.

Sentence puzzles

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Sentence puzzles are a very effective way to teach grammar and syntax through listening. The students are provided a set of jumbled-up sentences to unscramble whilst the teacher utters them in the correct order. The task is for the students to re-write them correctly in the table/grid provided, placing each element of the sentence under the right heading. After completing the transcribing task, the students are charged with inductively working out the rule.

Sentence builders

Sentence builders take a bit more time to make, but they can be exploited in so many ways that their surrender value is more than worth the effort. The teacher makes and utters sentences using the various chunks of language in the table to demonstrate how the target structure works. Whilst the teacher models the sentences, the students write down their meaning on mini whiteboards. As a follow-up, the students are tasked with working out the rule inductively. Since you are modelling, not testing comprehension, the sentences should be uttered at moderate speed.

Sorting tasks

The teacher utters a number of sentences each containing a specific structure that s/he wants to draw the students' attention to. As they listen, the students are tasked with categorizing the structure using a grid or table. The task requires the students to categorize the different verb forms employed in ten sentences uttered by the teacher to reinforce phonological and grammar awareness. Students enjoy sorting tasks; I do them in every single lesson of mine, often exploiting songs.

Listening hunts

In listening hunts, the teacher reads a short narrative and the students are asked to spot and write down as many instances as possible of the target structure(s) contained in the text. I usually tell the students in advance the number of occurrences of the target items in order to enhance their focus.

Find your match

This activity serves two purposes. Firstly, to practice decoding skills and pronunciation; secondly, aural processing of the target structure. The students are provided with cards containing simple sentences featuring the target structure(s). Each card contains four pieces of information about a person; each piece information on the cards has a match in four of the other cards. The task is to go around the classroom interviewing people in order to find the four persons whose cards match one's own. This task is useful in that it elicits a lot of production and receptive processing of the target structure.

Partial dictations

Partial dictations are extremely easy to prepare and are very effective in focusing learners on the target structure. All one has to do is (1) create texts packed with instances of target structure use: (2) gap the texts where the target structure has been deployed; (3) read out the text whilst the students fill the gaps. Easy and highly effective. Tip: do not use one long text, use several short ones; it keeps the students more focused.

Grammar must be heard, read, spoken and written by our learners if we want them to fully acquire it. This multi-sensorial approach to grammar instruction is rarely implemented in language lessons. The skill that is most neglected in grammar instruction is undoubtedly Listening, regardless of the fact that the brain is naturally wired to acquire grammar acoustically. More effort must be put by teachers in this area of grammar teaching by integrating traditional activities with skill-based approaches to instruction which provide extensive receptive oral practice through Listening-As-Modelling activities and oral interaction.

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STUDY OF MORSE RATE OF RESIDENTS OF THE CITY OF BUKHARA DEPENDING ON THE ACTIVITY OF THE EARTH'S MAGNETIC FIELD.

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Abstract: ***The article studied the influence of magnetic storms and disturbed geomagnetic conditions on the health of the inhabitants of the city of Bukhara for three months and developed recommendations in order to reduce the harmful effects of these days on humans.***

Key words: ***geomagnetic field, biological organisms, disease, cardiovascular system, magnetic storm.***

Scientists of the Joint Institute of Physics of the Earth. O.Yu. Schmidt of the Russian Academy of Sciences studied the influence of physical fields of various nature (mainly electromagnetic) on the behavioral reactions of living organisms, including people. Weak (background) atmospheric electric and geomagnetic fields, constantly acting on terrestrial beings, are changeable: they experience annual, daily and more rapid fluctuations. But their presence and variations are so familiar that, as a rule, they are not noticed, although the oscillation parameters of natural electric and magnetic fields are ambiguous and have a wide range of values. For example, the amplitude (in this case, the deviation from the average value) of the electromagnetic field strength is especially large at a frequency from 1 Hz to 20 kHz, and resonances (its sharp changes) are observed at frequencies of 8-10, 16-17, 20-24 Hz.

It is noteworthy that these frequencies are close to the frequencies of the main rhythms of the human brain, as well as infrasound, which, according to many scientists, affects the human subconscious (this, in particular, explains cases of unaccountable horror that sometimes engulfs sailors, since one of the natural sources of infrasound serves as a wave of the sea). Numerous studies have established that this coincidence of frequencies plays an important role: changes with such a frequency of electric and magnetic fields have an adverse effect on humans.

In recent years, scientists have figured out what deviations of physical fields from a stable state must be in order for them to be felt in the same way as, for example, magnetic storms by some people. At the same time, an amazing fact was discovered: the physical characteristics of natural "harmful" fields differ from "normal" ones almost imperceptibly. However, the manifestation of very small changes in several even weak fields at once (electric, magnetic, mechanical - say, atmospheric pressure - etc.) can have a noticeable effect if their actions are consistent with the rhythms of physiological processes.

Special experiments on modeling natural physical fields revealed another amazing fact: electromagnetic and mechanical (for example, vibrations) fields in a wide range of frequencies (from ultra-low to ultra-high) act identically on living organisms. It has been established that the effect of

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electromagnetic fields on behavioral reactions is probabilistic in nature and manifests itself in different organisms in different ways.

Various ways of protecting people from the effects of physical fields were also considered. Meanwhile, the subsequent study of their phenomena on life processes convinced scientists that it is possible, but ... not necessary, to shield dwellings and workplaces from these fields. Studies have shown that screening of weak variable natural fields, determined for each person, disrupts the functioning of the organism. It turned out that in order to maintain normal functional and mental processes, the constant action of weak natural fields and their hard-to-fix changes is necessary (besides, it is impossible to isolate oneself from all fields with one screen).

In this regard, the following hypothesis was put forward: the neural structures of the brain are involved in the management of human life, they function due to the exchange of energy and matter with his body and the external environment. They continuously perceive the complex "melody" of geophysical fields. Its variations contribute to the normal course of physiological processes, and in "abnormal" fields, adaptation mechanisms are activated, depending on the physiological and psychological state of the organism. Neural structures of various ranks control the subconscious and conscious activities of a person, respectively. In the lower structures, perhaps, information about the parameters of the external environment is concentrated. If so, then by acting on the body with weak external fields, it will be possible to influence the functioning of its nervous system.

The Earth's magnetic field is a factor in the impact of the environment on humans and living beings. The effects of geomagnetism on human health can be favorable or unfavorable, depending on the strength of the impact. We studied the impact of magnetic storms and disturbed geomagnetic conditions on the health of the inhabitants of the city of Bukhara for three months and developed recommendations in order to reduce the harmful effects of these days on humans.

The studies accumulated by scientists on the impact of magnetic storms on human health show that these storms affect all organs and systems of the human body. First, patients who suffer from severe disorders of the nervous system and its central apparatus, the brain, die from the effects of a magnetic storm. Then people die from diseases of the cardiovascular system, then there are deaths from serious diseases of internal organs. Comparison of medical data with solar phenomena showed that on the day of the growth of solar activity, the number of myocardial infarctions increases. The number of cases of this disease increases not only during a geomagnetic storm, but also a day before it, as well as within a day after it ends. In hypertensive patients on "magnetic" days and on the eve of them, weakness, lethargy, drowsiness, headaches, dizziness, periodic flickering of "flies" before the eyes are noted. In healthy people, mood also decreases on such days and headaches may appear, there is a feeling of anxiety and fatigue. It is estimated that each storm caused by a solar flare claims between 1,000 and 2,000 lives globally.

Geomagnetic activity index in November 2021

Date of	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Magnetic index activity	3	5	3	4	3	3	3	2	2	2	3	2	2	3	4	3	3	3	4	3	3	2	2	2	2	2	4	4	4

Number of medical care visits in November 2021

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Date of	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Number of patients with symptoms of increased blood pressure, headaches	25	38	21	34	27	24	20	27	24	26	24	25	25	31	32	26	25	23	35	22	26	23	27	27	24	27	32	34	30
The number of patients with pain in the region of the heart	8	10	9	10	6	9	6	7	8	8	9	7	8	10	12	10	7	8	10	7	8	9	8	8	8	9	9	9	16

Geomagnetic activity index in December 2021

Date of	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Magnetic index activity	2	3	3	3	2	2	2	2	2	2	2	3	3	3	2	2	3	3	2	2	3	3	2	2	2	2	5	5	4	3	3

Number of medical care visits in December 2021

Date of	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Number of patients with symptoms of increased blood pressure, headaches	25	22	24	31	30	34	19	30	23	23	21	17	23	25	38	28	24	23	24	23	30	29	23	25	23	32	32	39	40
The number of patients with pain in the region of the heart	10	10	10	8	10	10	8	10	10	10	8	9	10	10	9	10	10	10	10	10	12	10	9	10	10	12	12	12	14

Geomagnetic activity index in January 2022

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Date of	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Magnetic index activity	2	2	3	1	4	3	3	2	2	2	2	2	2	1	2	2	4	4	3	3	3	2	2	2	3	3	2	2	2	2	2

Number of medical care visits in January 2022

Date of	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Number of patients with symptoms of increased blood pressure, headaches	29	25	30	28	27	32	18	22	32	29	28	28	36	30	27	32	20	25	40	32	32	24	22	14	30	31	30	30	27
The number of patients with pain in the region of the heart	10	10	12	10	18	10	12	10	12	10	10	8	12	13	15	18	20	18	12	10	12	26	12	15	15	10	10	10	10

We investigated the impact of magnetic storms on the health of residents of the city of Bukhara, using weather forecasts and statistical data from the city ambulance about residents visiting a doctor with various types (35 types) of ailments and diseases. As a result, it was found that during the 3-month study (in November, December, January) 14880 people applied for emergency medical care, of which 3571 (24%) complained of pain in the heart, high blood pressure, headaches. When comparing many facts, the following was found out: on days of geomagnetic activity, the number of visits to the doctor about heart failure, blood pressure, and hypertension increases. So, on November 3 and 5, during the period of a disturbed geomagnetic situation, 92 people out of 325 who were at the reception turned to the first aid with symptoms of high blood pressure, with complaints of headaches and pain in the heart area.

November disease statistics showed that the maximum number of visits to the doctor with disorders in the work of the cardiovascular system falls on the days when magnetic storms were observed on November 3, 6, 16.20, 28 and 29 (from 25 to 40% of cases). The same picture was observed in January: out of 36 who applied to the doctor, 21 had diseases of the cardiovascular system and blood pressure, and the age of the sick was not only retirement, but also average, in January out of 5719 (100% of those who applied to the doctor) - 1279 (24%). Thus, we can conclude that the Earth's magnetic field has a significant impact on the health of residents.

In order for the body to respond painlessly to a magnetic storm, it must have the necessary energy reserve. And he could also prepare for it in advance. Therefore, the onset of magnetic storms

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over the past decades is predicted, forecasts are made of unfavorable days for health. To reduce the harmful effects of these days on a person, the following is recommended:

- this is a limitation of strong physical and emotional activity;

– exclusion of bad habits and junk food from the diet, monitor health, stock up on necessary medicines if necessary.

Important:

More rest.

Drink, if necessary, soothing teas (chamomile, mint, etc.).

Drink more water and breathe fresh air.

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Innovative technologies in learning foreign languages

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Abstract: ***this article deals with the necessity and importance of innovative technology in the foreign language classroom. It also discusses in detail multimedia technology acting as a method for special intellectual activity.This technology has a number of advantages compared with other information technology training. The use of innovative learning technology creates the most favorable conditions and contributes significantly to motivation in learning foreign languages.***

Keywords: ***multimedia learning, paradigm learning, communicative activities, student intensification of independent work.***

Learning foreign languages is impossible to imagine without the use of multimedia learning tools. Of course,important tasks for the methodology of teaching foreign languages include providing opportunities to illustrate the actual process of communication in English, and creating an educational environment that provides real conditions for learning use of the target language and its culture. The 21st century, often called the information age, is bringing about changes to the traditional teaching of language. The use of computer technology in teaching in our time is of great importance, thanks to its new possibilities. The introduction of new information and communication technology expands access to education, forming an open education system, and changes the idea of the qualifications needed by modern graduate students [1]. The most significant group of benefits is teaching the virtues of computer-based training. For example,teachers use the ability of computers to react instantly to input information to create simple training programs in the form of exercises. The technical advantage of teaching English with the help of multimedia technology is that sound cards allow users to record their speech and then compare it with the pronunciation of native speakers. Graphics capabilities of computers can represent any type of activity in the form of pictures or animation. This is particularly important when learning new vocabulary, as images on the monitor allow students to associate English phrases directly with actions, rather than with phrases in their native language. Moreover, the media are an excellent means of interactive communication between different linguistic groups, which is particularly evident in the application of computer networks. This could be a local area network connecting several machines in one class, or the Internet — a global network of millions of users [2]. These advantages allow us to conclude that multimedia learning has great potential for teaching oral speech in other languages. Through the optimal combination of a

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number technology (language laboratory, video, television, radio, newspapers, magazines, books, bibliographies, and phones) and having additional features (interactivity, graphics capabilities, etc.), multimedia learning provides almost limitless opportunities for teaching and learning. In recent years, there has been a tendency in the education system to change the learning paradigm, such that schools are transitioning from transfer of knowledge to students in finished form toward the organization and management of self-learning and cognitive activity. With today's requirements for education, where a major element is independent work by students, high schools can enhance the process of learning, teaching methods, and forms of work organization that will develop the ability to learn, find needed information using a variety of information sources, and students' cognitive independence [7].Modern pedagogical science seeks to use new technology in teaching. The aforementioned interactive media get their proper use. Most of the wide variety of interactive educational software for learning English is aimed at independent elaboration of phonetic and grammatical aspects and making their use automatic. Features of these programs include interactive dialogues, speech recognition and visualization of pronunciation, animated videos showing articulation of sounds, exercises for development of all kinds of speech skills, videos with translation,and tracking one's own learning outcomes.Since the purpose of learning the English language is communicative activity, which requires practical command of the language, the task of teachers is to revitalize all students in the learning process to create a context for their creative activity. The use of modern means, such as awareness programs and Internet technology, as well as cooperative learning and project methodology, allow us to solve these problems [9]. So, Internet sources that may come to the aid of foreign language teachers in the organization of independent work, include broadcasting, interacting with and searching in online resources, where cognitive information, training materials and conditions can be found that are conducive to the formation of professional competence for future specialists [3]. Today we have a unique helper that allows us to bring in the best teachers from many countries through the software they create. Intensification of the process of transition to an information society, associated with the widespread introduction of new information technology and computer telecommunications, necessitates the development of other forms and methods of teaching foreign languages. Along with the use of traditional technology learning, opportunities for new information technology can help teachers in the selection of more interesting and varied educational materials to carry out a differentiated approach for each student, and thereby contribute to better assimilation of necessary knowledge and skills. Among the various types of innovation, as shown by the results of a survey conducted in the universities of the CIS, teachers are most familiar with training through the use of multimedia tools (66.7 %) [6]. Multimedia technology is considered to be information technology training that integrates audiovisual information in several media (text, video, audio, graphics, animation, etc.) [4]. The use of multimedia technology in the learning process allows for improvements in the process of organic combination of traditional and innovative forms and methods of education; implementation of training, information, games, modeling, design and analysis functions; performance of such general didactic principles as visibility and accessibility; feasibility of systematic transition from education to self-education; a positive emotional background for training; and linking theory to practice [5]. In addition, multimedia technology is supported by multimedia programs, encyclopedias, dictionaries, and a special information educational environment created for holistic knowledge of the world in the context of computer-aided design and modeling. Multimedia technology acts as a special intellectual activity, which means it has a number of advantages compared with other information technology training:

1. The pedagogy means continuous improvement of content and methods of education in modern conditions.

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2. Provides opportunities to identify and support students with linguistic abilities.

3. Represents the basis of distance learning.

4. Provides access to best practices in education and training of the general public through the educational world of the Internet and an extensive communication network.

5. Creates an artificial language environment, allowing the study of foreign languages (FL) at students' own pace, increasing the independence and responsibility of students when organizing FL training for all age groups, and allows students to enter into training in the intercultural component of FL.

6. Multimedia technology is new and apparently has limitless possibilities for creation of means of graphic clarity.

Multimedia (computer with additional devices) can be a powerful tool for everyone to learn foreign languages through self-study, and allow close monitoring and ongoing operational support [3].

Along with positive aspects, there are some negative trends affecting the mass creation and implementation of multimedia technology in the learning process. These include:

1. Lack of ability of existing education systems to make active use of multimedia technology, and to integrate it into the educational process and its organization;

2. Lack of a developed methodology of multimedia technology;

3. Lack of financial resources for the creation and widespread adoption of multimedia technology;

4. The device is not designed evaluation.

In order to introduce multimedia technology in the learning process, it is first necessary to create conditions for sound pedagogical and methodological application of multimedia technology. The integration of the Internet in education and, in particular, its use in the teaching of foreign languages, is now quite relevant. The combination of traditional and newer teaching methods of language teaching will ensure a higher level of learning. Unfortunately at the present time, the use of multimedia technology to intensify individual work in the study of foreign languages is largely constrained by the high cost of computer equipment, as well as the lack of a sufficient number of theoretically grounded and experimentally tested computer programs intended for independent foreign language learning.

In general, a situation currently exists in which, on the one hand, there are a small number of theoretical studies that have not been widely put into practice; and on the other, and there are many disparate programs that do not have a serious theoretical basis [8]. The current analysis showed that in pedagogical science, especially in the practice of domestic university teaching, the capabilities of learning software, including multimedia technology, are underestimated. This is due primarily to complexity and insufficient development of a theory of the concept of multimedia technology as a didactic tool.

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Lexical and semantic characteristics of hyponomic relations in English linguistics

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Abstract: ***This article describes the lexical and semantic relation of hyponims in English linguistics, which means that analyzing deeply the features of hyponims and its characteristic features. One of the most vital progresses in cognitive understanding of information, one of the extremely significant device to classifing voacabulary and performing of the human perception. Lexical and semantic relations of hyponims are taken into consideration important when giving logical meaning and connection to speech that help to express the meaning of the word.***

Keywords: ***hyponymy, hypero-hyponymic relation, lexical-semantic field, lexicon models, lexical unit.***

Introduction. The 21st century has been called the "age of multilingualism" by the European Union, and the problem of effective learning and teaching of foreign languages is becoming increasingly important. In particular, raising the intellectual potential of young people in Uzbekistan, gaining a wide range of knowledge and professional skills, as well as active communication with peers abroad, keeping abreast of all events, innovations and changes in the world today, is the most important condition for acquiring great intellectual wealth. great opportunities have been created for them to study foreign languages in depth.Like many other countries in the world, Uzbekistan pays special attention to the teaching and learning of foreign languages as a social direction of the state. There is every opportunity to keep abreast of the news. [1] Also " It is time to create a new system of teaching foreign languages. This system must become a solid foundation for the future. Since we set ourselves the goal of building a competitive state, from now on, graduates of schools, lyceums, colleges and universities must be fluent in at least two foreign languages. This strict requirement should become the main criterion for the work of the head of each educational institution",- Shavkat Mirziyoyev said.[2]

Literary review. In lexical classification, hyponymic relations of words, hierarchical structure of word combinations are considered important . Hyponymy is one of the types of systematic relations of units at the lexical-semantic level of language that is, gender-type, reciprocal, hypero-hyponymic relations. According to giving different views about this relationship in the lexical system of language, we rely on the facts that hypero- hyponymic relationships confirmed by many studies which belong to universal connections if lexical units.The main relationship of hyponymy is based on

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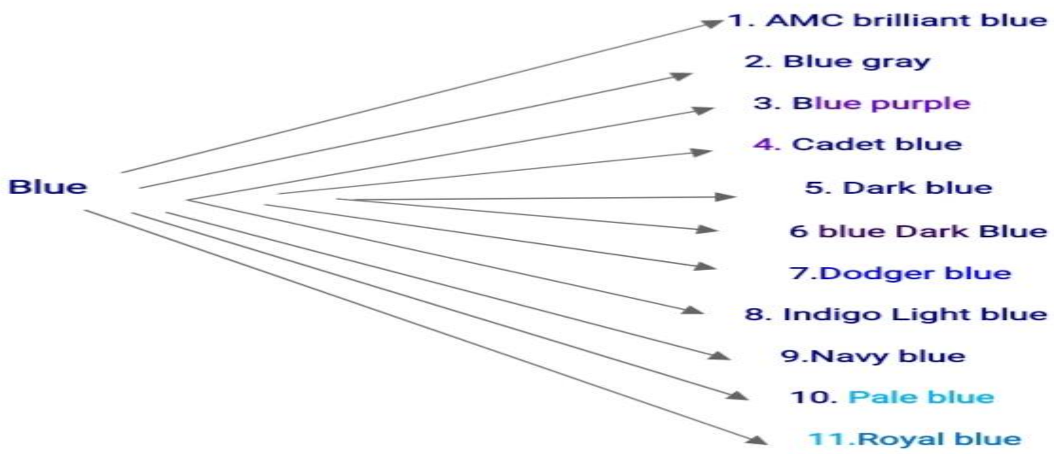
logical-semantic subordination that determines the hierarchical structure of individual semantic ares lexical system of the language as a whole, structuring the lexicon of the language.

Hyponymy is a less studied category in various systematic languages and has been considered in the scientific work of a number of researchers. The followings can be seen in the study of the problem of hyponymy in the work of scientists For instance, this scientists studied their scientific works that are Дяченко Л.Д. "Гипонимия в системе английского глагола", Lyons J. "Semantics (2 vols)", Katz J.J. "Semantic theory", Lehrer A. "Semantic fields and lexical structure", Murphy M.L. "Semantic relations and the lexicon", Сафарова Р. "Гипонимия в узбекском языке (на материале общеупотребительных зоонимов)", Джумабаева Ж.Ш. "Ўзбек ва инглиз тилларида лексик ва стилистик градуонимия" and so on.

Especially, D.A. Kruz's book which was named "Lexical semantic", J. Layonz's "Введение в теоретическую лингвистику", and also in Ж.Ш.Джумабаева's book "Турли тизимли тилларда лексик ва стилистик градуонимия" that was given full and detailed information about hyponyms which are useful to gain data about them in section "Градуонимия ва гипонимия".[3]

Research Methodology. It is well known that lexical elemants include lexical and syntactic categories in term of information about meaning and form. According to these categories, lexical elements are represented in the lexicon of semantics. In addition to the semantic classification, a lexical unit depends on the meaning and its form that expresses, as well.Some relationships in a lexical unit consist of hyponym, hyperonym, synonym, antonym and so on.

Analysis and results. A hyponym and hyperonym relationship is a relationship between a general and a specific (thematic) term that represents the term hyponymia. For example, the words "red", "yellow", "green", and "blue" are hyponyms of the hyperonym "color". Lexical semantics is one of the main directions of linguistics in which the meaning of a word is studied systematically. In lexical semantics, two main issues are addressed: a) the expression of the meaning of the word, b) the expression of the variability of the meaning of the word changing between contexts.



Picture 1. Hyponyms of the hypernims " Blue"[5]

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Conclusion and Recommendations. The hyponym and hyperonym relationship is very important in giving a logical connection in speech, expressing the meaning of words. There is no clear basis for the fact that a hypero-hyponomic relationship is a linguistic-lexical relationship rather than a cognitive-semantic relationship.

Easy and quick teaching of various terms to young people in teaching English can increase the level of communication in this foreign language and allow them to freely express their opinions in a foreign language. .

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Psychological analysis of handwriting as a subject of forensic psychological examination

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Abstract: ***This article discusses the actual possibilities of psychological analysis of handwriting, taking into account modern scientific approaches. The significance of this area for law enforcement agencies is associated with the study of various handwritten texts, including the psychological analysis of the suicide note of a possible suicide.***

The use of psychological analysis of handwriting by forensic psychologists will allow diagnosing, predicting and conducting objective psychological expert research within the framework of the questions posed.

Keywords: forensic psychological examination, handwriting, graphology, signs of handwriting, mental state, suicide, frustration.

Interest in human handwriting arose in ancient times, where the great ancient Greek philosopher Plato said that handwriting is a mirror of the human soul. As part of the study of this topic, it is useful to recall the Italian scientist Baldo (1622), his treatise, where he spoke as follows: “On how writing can be used to find out the character and properties of the writer” (orig. “Trattato come da una lettera missiva si conoscano la natura e qualita dello scrittore")[1].

Various ideas about handwriting were consolidated in the term "graphology", the author of which was the Abbé Michon (1871). Based on his many years of experience, Jean-Hippolyte Michon identified some fundamental patterns of graphology, as a result of which the book "Graphology System" was written.[2].

Taking into account the historical development, it is necessary to note in the science of graphology the positions of some schools that were engaged in research in this direction. Thus, the graphological society in France was created in 1871, although graphology received official status only in 1901. The founders of the school of graphology in France were Jean Hippolyte Michon and Crepier-Jamin. In Germany, the problem of studying handwriting has been studied since the early

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1940s. Graphology began to be included in curricula in philosophy, psychology, criminology and medicine. The Italian graphologist Girolamo Moretti developed a system of signs and unique psychologically accurate psychodiagnostic assessments. Due to the ideas of the Swiss scientist Max Pulver, the need to study symbolism in the space of a sheet of paper (the doctrine of letter zones) was introduced.

Graphology, as a system of centuries of observational and research experience covering various countries, began to claim to be considered a science. At present, handwriting analysis, taking into account the results of graphological studies, and reliance on certain patterns of handwritten text execution are widely used in Europe and Latin America. For example, nowadays in the Ministry of Justice of France graphological analysis is officially recognized even in judicial practice. In Israel graphological analysis is also used in the security services, police, army and courts (forensic graphology). And this is understandable, since each handwriting is individual and at the same time relatively stable, this makes it possible to identify certain psychological characteristics of the performer of the handwritten test and / or his signature, as well as data regarding gender and age, and, indirectly, a possible mental state in the investigation and court of interest. period. So, according to V.F. Orlova, “Undoubtedly, the positive thing in graphology is the desire to rely on the typological structures of a person developed in physiology, psychology, as well as create your own personality typification and look for its projection in handwriting” [3].

Historically, handwriting has become another important scientific and practical branch that studies the individual and personality through handwriting, because the competence of a forensic handwriting specialist includes identification, diagnostic and situational tasks that directly or indirectly affect the problem of identifying a possible “unusual state” of the subject of expert research. In particular, handwriting specialists solve the following questions:

- identification - aimed at establishing the executor of the manuscript under study, resolving other issues about the presence or absence of the identity of the compared handwritings;
- diagnostic - determination of physical fatigue, an unusual psychophysiological state, the state of alcohol or drug intoxication, certain diseases, etc .;
- situational - determination of the objective situation and conditions for the execution of the manuscript (posture, unusual attitude of the performer to the letter, deliberate change in his handwriting).

Forensic handwriting experts, touching on the topic of "unusual states", are looking for the truth in the interpretation of unusual states as an atypical position of the execution of the text in space, at the same time, there is an opinion that the psychophysiological state of the writer, as unusual, refers to a number of issues that can be considered by handwriting experts[4].

Establishment of a psychophysiological and mental (psychological) state, i.e. important for the investigation and the court, the individual psychological characteristics of the executor of the handwritten text were of interest not only to forensic handwriting experts, but also to forensic scientists. When there is a question about the "unusual state", one should examine the mental state of a person, as an individual who made decisions in a certain state. This condition can be associated either with stress, frustration, or with the mental failure of the subject. Consequently, the definition of the above state is not within the competence of a handwriting specialist, and in this matter, psychological research is indispensable. This is the leading role of an expert psychologist today in

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solving issues related to both the mental state and the individual characteristics of a person who left his handwritten note under certain circumstances.[5].

This means that since the above tasks go beyond the professional competence of both handwriting experts and forensic experts, a new approach, a new tool in identifying personality traits and “unusual states” through handwriting, was increasingly required. The result of such a scientific, practical and social request was the psychological analysis of handwriting[6] (PAH).

There is nothing fundamentally contrary to forensic science, forensic expertology, and legal psycholinguistics in this.[7]. At one time, E.F. Burinsky believed that handwriting is not only an object of identification, but also an object of diagnostic research. In his opinion, "in handwriting - the whole person, with all his physical and spiritual properties"[8].

When to talk about a reliable, objective and truly scientific psychodiagnostic tool for researching a person through his handwritten text. Without a psychological analysis of handwriting, it is certainly difficult to determine the essential features of a person's individuality, his psychological response systems, psycho-physiological capabilities and certain psycho-emotional states that are of legal importance. As noted by A.R. Luria: “The idea that handwriting is in a certain correspondence with the individual characteristics of the writer and his current psycho-physiological state is undoubtedly absolutely correct ...”[9].

An analysis of modern scientific literature, research positions of various scientists demonstrates a significant progress in research on the psychology of handwriting. The construction of the scientific foundation of graphological research, their combination with judicial handwriting with a general focus on identifying the psychological characteristics of a person in legally important circumstances can be traced in the works of such scientists as Y. Chernov and V.F. Engalychev. The developments of these scientists in the field of psychological analysis of handwriting enrich the psychodiagnostic tools in the work of a forensic psychologist. In addition, the psychological analysis of handwriting, based on the use of mathematical algorithms and implemented using specially designed hardware and software, reduces the weakly controlled influence of an expert on its results and ensures its objectivity.

In recent years, this toolkit has been significantly enriched with new promising methods for analyzing human behavior and studying the products of its activity[10]. Revealing the psychological traits of a person, it is necessary to examine the texts written by him, his handwriting and, if any, his signature. Only in this case will there be a sufficiently informative base for identifying individual personality traits that are important for creating his psychological profile or psychological portrait[11].

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According to Y. Chernov, a rather important shortcoming in solving this problem was the lack of formalization and validation procedures for the methods of psychological analysis of handwriting. However, recently this problem began to be solved within the framework of the study of PAH.

For example, studies of suicide notes of suicides conducted by various scientists have shown that, taking into account the individual psychological characteristics of the author-performer of the text, their analysis often makes it possible to identify a very specific motivation for an act.

The development of directions related to the problem of solving the diagnostic problems of forensic handwriting examination in the Republic of Uzbekistan, as well as other areas of forensic examination, is being actively studied and progressing. However, the question of the psychological content of manuscript research remains undeveloped and unresolved both from a theoretical and methodological point of view.

Taking into account world practice, in the Republic of Uzbekistan in recent years, the above trends have aroused great interest of the judiciary and operational-investigative bodies in studying the psychological state of subjects who are participants in criminal cases[12].

An example is the analysis of an expert study in relation to a subject who hanged herself on the veranda bars at home. Psychological analysis was carried out with the help of a retrospective analysis of the materials of the criminal case.

The following is known from the case file: a woman named E., born in 1986, was found hanging from the bars of her house's veranda early in the morning. A criminal case was initiated against the husband of the suicide, in which he was suspected of driving a woman to suicide (Article 103 of the Criminal Code of the Republic of Uzbekistan).

At the scene of the incident, a note was found next to the victim with the following content (in Uzbek): “Mom, dad, forgive me. I am satisfied with you. I love you very much. You, too, be satisfied with me. I will not tolerate divorce. And I can't stand my husband with another woman.

The other half of the note read: “After me, find yourself a worthy wife and live with her. I know that I love you very much. Without you and without children, I am nothing. Stay happy with me. N., (husband's sister) forgive me if I offended you with something. I'm sorry I couldn't get everywhere. I'm sorry, I left everything to you."

It appears from the materials of the criminal case that E. got married in 2010. She had two sons from marriage, born in 2011. and born in 2015 E. worked as an English teacher in secondary school. Family relations with her husband did not develop. Her husband abused alcohol, beat, tortured, humiliated her, did not allow her to communicate by phone with her parents, relatives, and colleagues. He took away a plastic card (salary) and did not give money for expenses. E. often came to work with bruises and beatings. From the side of her husband there was constant mental and physical abuse, constantly threatened with divorce.

On the day of the criminal incident, E. came home after work. Husband, returning from work, drank vodka and went to meet friends. Returning home, he made a scandal, threatened with a knife, broke dishes and severely beat her. At the same time, he began to drive her out of the house, declaring that he did not want to live with her and would marry another.

According to the conclusion of the forensic medical examination, more than 20 bruises and abrasions were found in E. in the head, neck, nose, left arm, chest, forearm, hands and legs.

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According to colleagues, E. was a soft, balanced, responsible woman, she never complained, she was closed, she tried to hide what was happening in the house. In addition, the eldest son suffered from epilepsy, in relation to which she always worried.

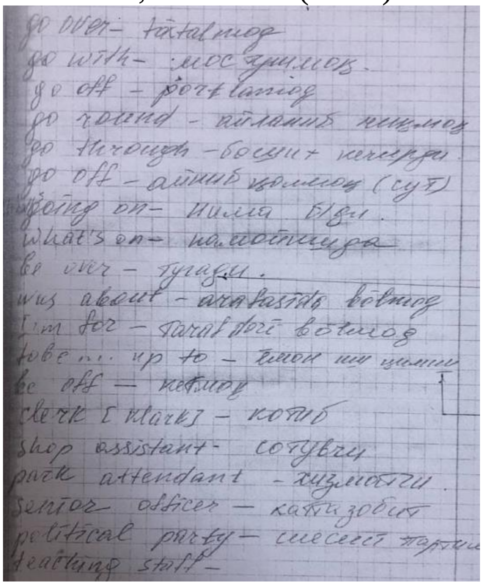
A comparative analysis of the materials of the criminal case and the results of the study allowed the experts to draw the following conclusions:

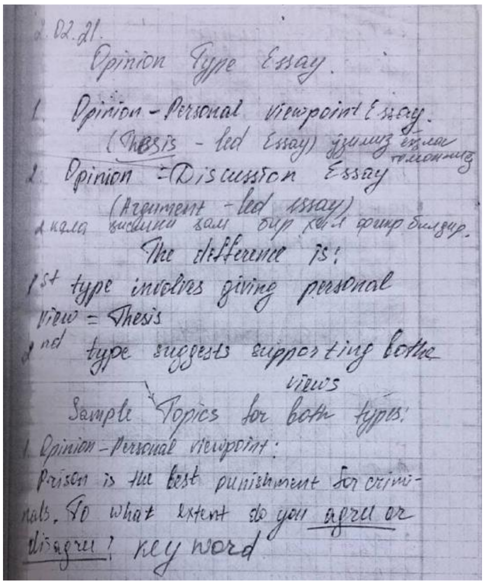
1. Subject E. was characterized by such character traits as: shyness, modesty, honesty, reflexivity, dependence, low self-esteem, sensitivity, insufficient level of ability to process conflict in interpersonal relationships. The protective mechanism of response was expressed by avoiding the situation.

2. In the period preceding the suicide, subject E. was in a state of frustration, which was determined by the impossibility of getting out and solving a certain situation, perceived as hopeless.

3. The crisis situation associated with the suicide of subject E., her suicidal behavior reflect a deep degree of despair, the inability to rationally get out of the conflict situation due to the loss of social status, fear of taking responsibility.

Two samples of E.'s handwriting were submitted for examination. The first text (Pic. 1) - half a year before death, the second (Pic. 2) - a suicide note.


go over –
go with –
go off –
go round –
go through –
go off –
going on –
what's on –
be over –
was about –
I'm for –
to be ... up to –
be off –
clerk [klark] –
shop assistant –
park attendant –
senior officer –
political party –
teaching staff –


2.02.21.
Opinion Type Essay.
1. Opinion - Personal Viewpoint Essay.
(Thesis - led Essay)
2. Opinion - Discussion Essay
(Argument - led essay)
The difference is:
1st type involves giving personal view = Thesis
2nd type suggests supporting both views
Sample Topics for both types:
1. Opinion - Personal viewpoint:
Prison is the best punishment for criminals. To what extent do you agree or disagree? key word

Pic. 1. Handwriting sample received six months before suicide

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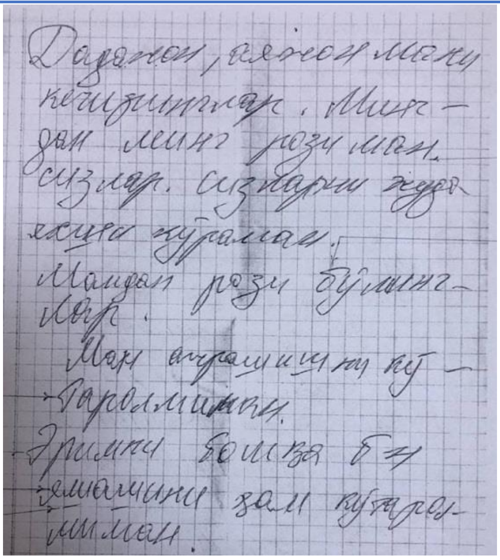 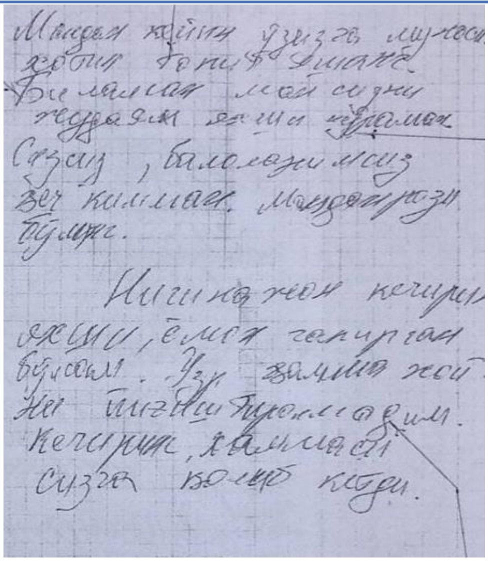

Pic. 2. Sample handwriting in a suicide note

Analysis of the manifestation of the above signs of handwriting gave the following results (0 - absence, 1 - presence of a sign):

Distortion of the shape of letters	1
Simplifying the shape of letters	11
Irregularity of strokes, breaks of oval, semi-oval, arcuate and loop strokes and elements	11
Tortuosity of straight strokes	1
Increased angularity	11
Inaccuracy of connections, inconsistency of movements	11
Stroke tension	11
Offset or omission of diacritics	11
Skipping letters in words	10
Rearranging letters in words	00
Using wrong letters	10
Failure to respect the distance between letters, words, lines	11
Instabilities in the placement of start and end points for letters and words	11
Unevenness of all elements of handwriting - size, width, distances, margins, slope	11
Reduced writing speed	11

Thus, the results of the handwriting analysis show that[13] subject E., who committed suicide, has a state of frustration, which is characterized by: muscle tension, loss of some coordination, trembling in the hands, increased nervousness, increased shape of letters, uneven strokes, inaccuracies

[13] PAH is a complex procedure for identifying features and calculating data that cannot be presented here in full. Therefore, we confine ourselves to a brief description of the content of the work.

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in the connection , inconsistencies of letters, non-compliance with the distance between words, unevenness of all elements of handwriting, a decrease in the speed of writing is also observed.

The actions of subject E. testify to a pessimistic personal attitude towards the prospects for overcoming the crisis. For her, the crisis is seen in the chronic pressure exerted by the spouse, in the lack of appreciation for her, in the contradictions of the relationship, in the inability to rationally determine the way out of this relationship. The actions of H. (the husband of the subject) on the eve of the incident led to a narrowing of her consciousness, aggravating the state of frustration caused by the chronic disagreements of the suicide.

The behavior of subject E. corresponds to the type of "affective" suicide. The impossibility of a complete way out of the situation determined the emergence of suicidal thoughts and intentions, which led her to commit suicide.

When analyzing the submitted materials of the criminal case, there is information in which such character traits of the husband of the suicide are noted as: a tendency to alcoholism, aggressiveness, captiousness and imbalance. The behavior of the husband of the suicide caused chronic emotional tension in the subject, and the situation at the time of the suicide was perceived by her as the “last straw”.

Thus, the psychological analysis of the handwriting, carried out in relation to the suicide, turned out to be a useful psychodiagnostic tool that complements the psychological analysis of the materials of the criminal case. The use of this method in forensic psychological examination is in demand and justified, since it clarifies the manifestations of individual psychological traits of character, and through their dynamics and the state of a person, in the period preceding a critical situation. In this context, it should be noted that the emergence of a computer program that analyzes handwriting, as mentioned in the publications of A.G. Chernov[14], will significantly increase the objectivity and evidence of expert conclusions.

Promising for research with the help of PAH in the legal system of the Republic of Uzbekistan will also be the examination of handwritten texts of economic and financial importance, handwritten leaflets and proclamations, explanatory notes and confessions. Theoretically, very interesting results can be shown by studies of the handwriting of people who switched from the Cyrillic form of Uzbek writing to the Latin form - does this change the severity of their individual psychological characteristics, or not? Judging by the publications of some colleagues, then no. But until experimental studies are carried out on the Uzbek-speaking materials, this remains only a hypothesis so far.

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SYNTACTICAL ANALYSIS OF ONOMATOPOIC WORDS IN MODERN ENGLISH

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Abstract: ***This article discusses the syntactic connections of onomatopoic words in modern English. In modern English, onomatopoeic words communicate in a sentence through nuclear predicative, subordinative, and coordinative connections.***

Keywords: ***onomatopoeic words, lexical-semantic groups, syntactic connection, nuclear predicative connection, subordinate connection, coordinate connection***

Onomatopoic (imitation words) - by imitating the sound, action image of people, animals and other animate and inanimate objects, forming a separate syntactic-semantic group among the word groups according to their semantic and are expressed in terms of their meanings. It is difficult to understand the concept of onomatopoeic words without examples. Examples make it easier to understand the concept of onomatopoeic words. Depending on the formation of onomatopoeic words can be divided into the following lexical-semantic groups (LSG).

1. Onomatopoeic words related to liquids: bloop, splash, spray
2. Onomatopoeic words related to sounds: giggle, growl, grunt
3. Onomatopoeic words related to the collision: bang, clang, click
4. Onomatopoeic words related to air flow: fwoosh, swoosh,
5. Onomatopoeic words related to animal sounds: baa, bark, cheep, chirp, cluck, cock-a-doodle-doo, cuckoo, hiss, meow, moo

Recently, the theory of component and syntax analysis has emerged in linguistics. We know that the theory of primary and secondary parts plays an important role in the study of the structure of each language. But just as each theory has its advantages and disadvantages, so this theory has some limitations. It does not fully reflect the objective unity. However, it should be noted that the theory of component and syntax analysis does not negate the theory of primary and secondary parts, but rather embodies a reality that it could not reflect. It follows that he is the successor and inheritor of the traditional theory of primary and secondary parts. The commonality of these two theories is that their common goal is to determine the syntactic and semantics of language combinations.

Without thinking briefly about syntactic connections, it is difficult to say in which syntactic connections the onomatopoeic words came from. For this reason, below is a general overview of syntactic connections.

Sentences in each language structure are syntactically analyzed according to grammatical rules. We know that the words that make up a sentence and make it up belong to a certain set of words. In sentences used in the structure of the English language, independent phrases and auxiliary phrases combine to form a certain relationship.

Linguist A.M. Mukhin (Mukhin 1980) describes each word in a sentence that has an independent lexical meaning as a lexeme and treats them as a separate component. Based on the

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theory of component and syntax analysis, it can be said that "the components of a sentence are connected to each other on the basis of a certain syntactic connection."

According to the theory of component and syntax analysis, in a component-syntax analysis we find that the words in a sentence are interdependent, except for the participle, the case, the complement, and the determiner.

The content plan of the speech components is characterized by its syntactic features. Formal features of sentence components include their representation by a word group, their combination with other elements, their place in a sentence, and positional possibilities.

There are three main areas of syntax analysis:

1) According to the method of expression.
2) On the syntactic content of elementary units.
3) Syntactic position research.

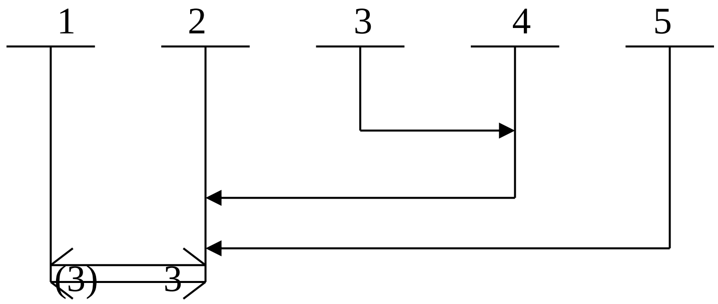
Onomatopoeic words communicate in a sentence through the following syntactic connections:

1. Nuclear predicative connection:

A nuclear predicative connection is a syntactic connection that represents the connection between the possessive and the participle.

1 (2) 2 (2) 3 4 5

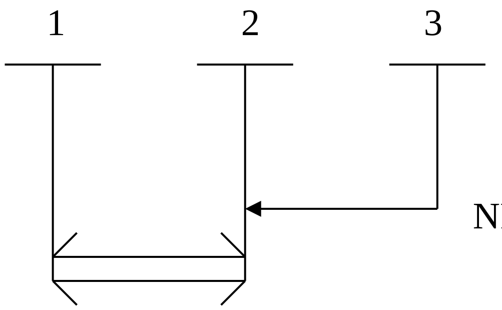
Ben <u>was moaning</u> about his job again.(MED 216)



NP_1, NP_2, D_1, D_2, D_3

1 2 (3) 3

He <u>grunted</u> with saticfaction. (MED 168)



NP_1, NP_2, D_1

(2) 1 2 3 (4)(4) 4 (5)(5) 5

The little stream <u>murmured</u> at the foot of the garden. (MED 278)

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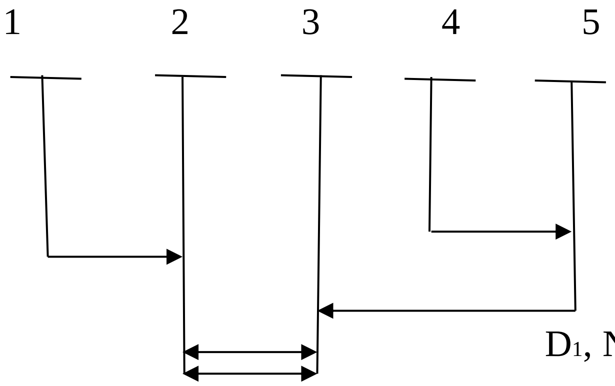
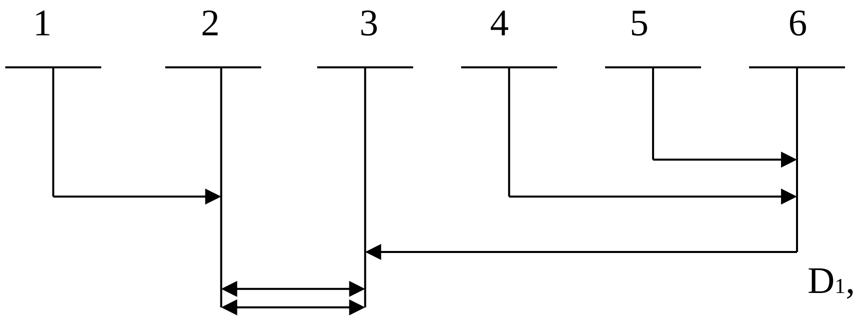


D_1, NP_1, NP_2, D_2, D_3

(2) 1 2 (3) 3 (4) (4) 4 (6) 5 6

The long tables *<u>were groaning</u>* *under the weight of fresh fish.* (KFM157)



D_1, NP_1, NP_2, D_2, D_3, D_4

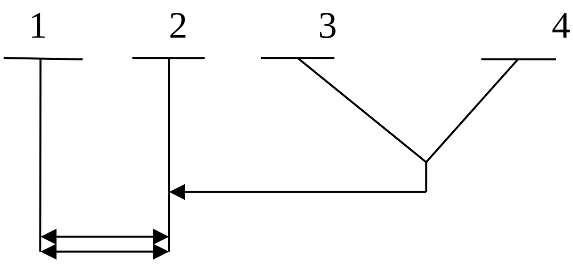
In the above sentences, we have considered the way in which onomatopoic words communicate in a sentence through nuclear predicative connections. We see that the next type of syntactic connection is a subordinate connection.

2. Subordinate connection:

If the explanation of an element in a sentence does not affect the structure of the sentence, then that element becomes a subordinate part of the sentence. So this element is a subordinate part of the sentence, it is subordinate to another part of the sentence - syntactically.

1 (2)(2) 2 (3) 3 (4) 4

There's no point in *<u>moaning</u>* *and* *<u>groaning</u>*. (MED 218)



NP_2, NP_1, HD_1, HD_2,

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In this sentence, the onomatopoeic words are interconnected, that is, they are connected as a subordinate component to the cut by a coordinate (equal) connection in the sentence.

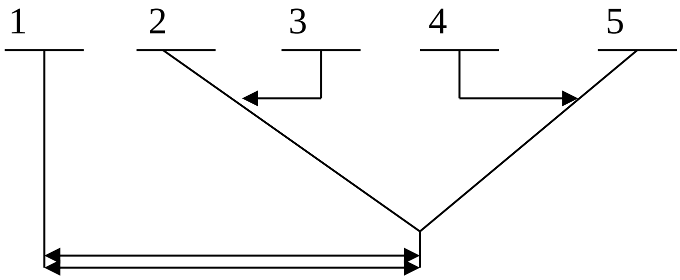
3. Coordinate connection

Coordinate connection links the components of a sentence according to their syntactic features. Cohesive parts are included in the sentence on the basis of subordinate or predicative connections.

We know that any component of speech, including nuclear components, can come together.

1 2 (3) 3 (5) 4 5

He <u>muttered</u> an appology and then left. (KFM 168)



NP_1, $1HNP_2$, D_1, D_2, $2HNP_2$

As a result of linguistic experiments, we have determined that onomatopoic words have a syntactic relationship based on subordinative, coordinative, and nuclear predicative connections in speech, as well as their unification models. Our research in this article focuses on the syntactic connections of onomatopoic words, but does not cover the semantics of onomatopoic words. In our next research, we will go into the semantics of onomatopoic words and find out which syntactic-semantic they belong to.

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ARCHITECTURAL DESIGN TOOLS FOR DEVELOPING STUDENT SPACE IMAGINATION IN TEACHING SCIENCES

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Abstract: ***The article presents the tools and methods of intensive development of students' spatial imagination in the teaching of the subject of architectural design using computer technology and computer graphics.***

Keywords: architectural design, spatial imagination, virtual models, video lessons, computer graphics.

As part of the reform of the education system in Uzbekistan, the concept of development of the higher education system until 2030 includes "accelerating the process of studying and implementing best international practices to improve the quality of education and improving teaching methods" [1], training competitive personnel and their worthy contribution to economic development. As a result of reforms in the system, great attention is paid to the inclusion of higher education institutions in the list of the top 1,000 higher education institutions in the ranking of internationally recognized organizations. The Action Strategy for the Further Development of the Republic of Uzbekistan for 2017-2021 sets the priority task of “improving the quality and efficiency of higher education institutions based on the introduction of international standards for assessing the quality of education and training”. The training of talented, broad-minded, competitive personnel and their place in society in the implementation of the tasks set out in goals 46-51 of the new Development Strategy of Uzbekistan for 2022-2006, the establishment of grand plans for the overall development of the state depends on the requirements of today's education system. Extensive reforms are being carried out in the education system to ensure the quality stage. Goal: quality education, competitive staff, development of the young generation of inventors and innovators.

R.Khorunov, I.Rakhmonov, A.Kholmirzaev, Sh.Murodov, D.Kuchkarova, E.Ruziev, A.Khamrakulov, S.Sh. .Saydaliev, D.Saidahmedova, B.Khaitov, A.A.Kahharov, N.Yadgorov and others.

Modern issues of teaching subjects "Architectural design", "Architectural theory" Sh.R. Boboyorova, R.B. Abdurahimov. Uzbek and foreign scientists such as A.A.Ziyaev, T.Sh.Mamatmusaev, M.Roziqberdiev, M.Akhmedov, S.Bulatov, B.G.Barkhin, K.T.Zaytsev conducted research.

As a result of research, studies and observations, it was found that the graphic competencies and spatial perceptions of 1st year students entering higher education vary (low, medium, high). The main reasons for this are that the subject of drawing is not taught in lyceums, vocational schools and

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colleges (social sciences, humanities, medicine and economics). It is obvious that the students entering higher education institutions have different potential, understanding and imagination in the field of drawing and design, that is, their spatial imagination.

Imagination is the process of remembering things and events, situations, images of reality, as well as creative imagination. Enriching the imagination with new images plays an important role in solving thinking tasks. Imagination is important in the acquisition of knowledge, in the acquisition of professional skills.

An important aspect of the imaginary imagination for man is that with the help of this imagination a person anticipates the future object, the thing. For example, an engineer imagines the machine he wants to create from his schematic. The architect imagines from the sketch he drew the building he wanted to build.

Spatial imagination is a complete understanding of the shape, size, appearance, condition of the object, drawing, object, detail, etc., and its characteristics. It is understood that a drawing, detail, etc., can be imagined by the human imagination and can be drawn on paper [14].

One of the major problems in teaching the subject of "Architectural Design" in higher education institutions is the lack of time (drawing on the board, redrawing and explaining) due to insufficient development of spatial imagination and design skills. Gives a positive result by applying digital methodology to the learning process in solving an existing problem. The use of intensive methods is especially important in the development of spatial imagination, design skills, creative and independent work skills in students.

According to A. Khamrakulov, "..demonstration of spatial solutions before solving problems attracts students to independent thinking and creative approach to the problem, as well as provides an opportunity to show what students do not understand until they understand it again. Also, if there are interactive models of this type of problem, students will complete their assignments in interactive models. By entering the parameters of the tasks in the interactive model, the task solution appears on the screen "[8].

Experimental work on the development of students' spatial imagination, design skills on the basis of intensive methods in teaching the subject "Architectural Design" was carried out. For this purpose, digital methodological software (theoretical information, set of tasks, intellectual computer games, video lessons, multiple-choice test control questions, virtual models) on the subject of "Architectural Design" was created.

In teaching the subject "Architectural Design" used the opportunities of multimedia computer technology to develop students' spatial imagination, design skills. Video lessons for lectures and practical lessons on digital methodology aimed at developing students 'spatial imagination, design skills, stratified multivariate tests were created to analyze the development of students' spatial imagination, design skills. Using the capabilities of computer graphics, the development and creation of virtual models of buildings, intellectual computer games to develop the spatial imagination of students.

Drawings and projects in the subject "Architectural Design" allow students to present their knowledge in a convenient, simple and effective way by explaining the topics using the capabilities of AutoCAD, ArchiCAD, 3dxMAX, Lumion graphics, virtual modeling (2D, 3D) and interactive details, modeling.

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There are a number of programs that can be used in the learning process of engineering computer graphics, such as AutoCAD, ArchiCAD, Compas, 3dsMax, CorelDraw, Lumion. However, among these programs AutoCAD graphics program is effective in drawing on the subject of "Architectural design", and 3dsMax program is effective in all types of educational process through modeling, transformation of the virtual model of the project in Lumion into a multimedia form in video form.

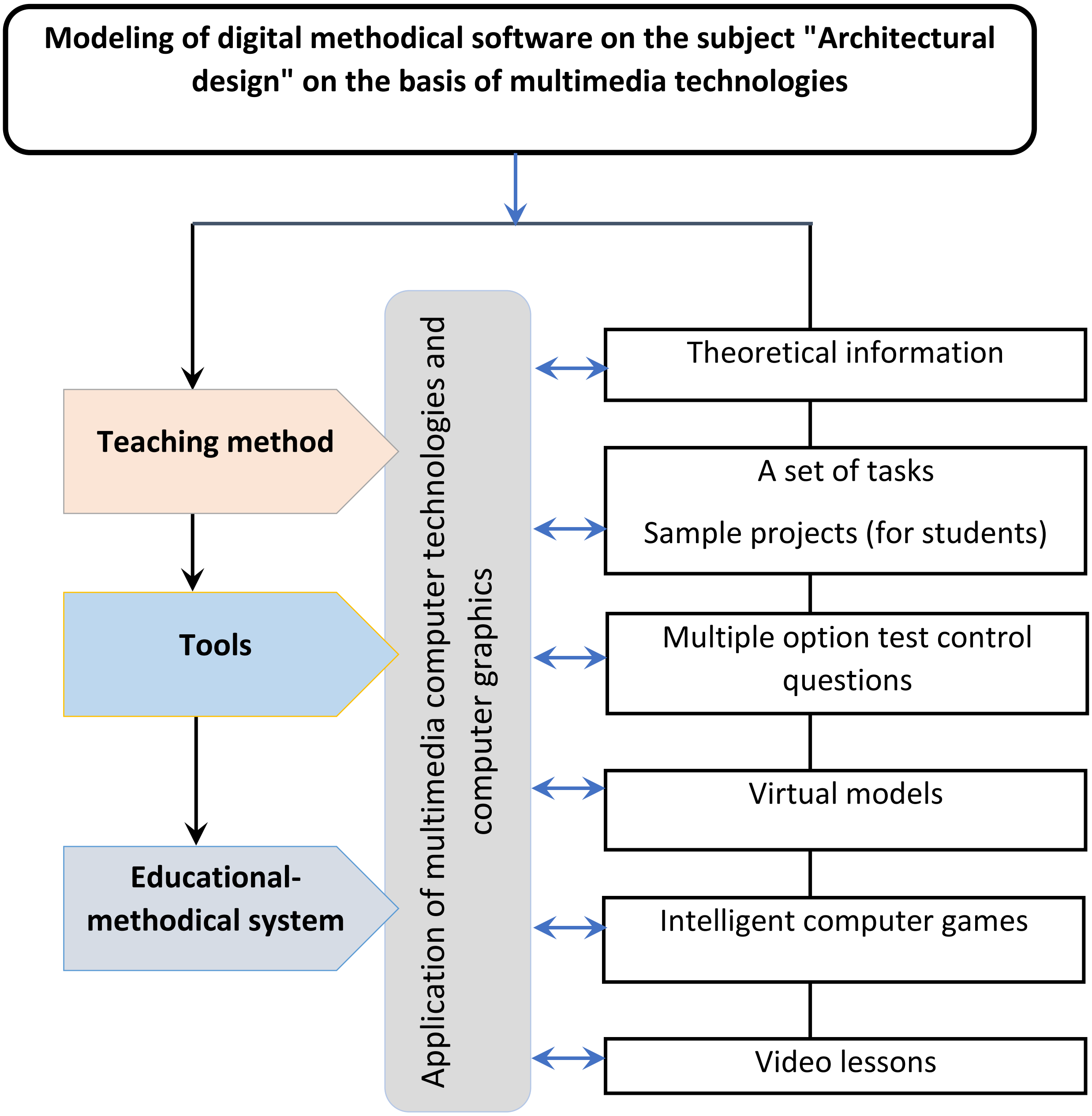

Figure 1. Spatial imagination of students on the subject "Architectural Design", a pedagogical model for the development of design skills.

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Through the standard details and model drawings in AutoCAD, students can develop spatial imagination and design skills. These details can be made in different ways by using the necessary dimensions in the creation. This opportunity can be compared to a virtual experience stand. In addition, its parameters, as well as the necessary editing of details and projects, allow students to effectively master the knowledge of the subject.

Depending on the type of lesson, the science teacher determines and allocates time for the use of multimedia computer technology and computer graphics. As a result, it is advisable to use a multimedia electronic textbook or computer graphics for the necessary part of the lesson time to understand the information provided to students on the topic, to use drawing details, spatial imagination of assignments. In this case, the information provided through animation, video, video, visual, illustrative, etc., plays an important role in the spatial representation of information acquired by students. The student acquires the knowledge he receives only when he imagines the appearance, condition, condition, shape, size of the drawings.

It is known from the developed educational experience that the creation of opportunities for independent learning, the availability of the necessary information on the subject in a modern form is the main source of independent learning of students. The digital methodology developed on the subject of "Architectural Design" is designed to provide excellent knowledge in all types of education. In addition, opportunities for independent and distance learning to obtain information on the subject, study and control the acquired knowledge have been developed. In digital methodology, themed project drawings can be viewed and studied in animated and video form. In addition, the possibility of analyzing and editing models of projects using computer graphics is the basis for the formation of students' comprehensive knowledge and skills, on the basis of which the development of spatial imagination.

In design sciences, the presentation of students' spatial imagination on the basis of visual, visual, illustrative, conceptual materials is the fastest, most understandable, developmental value.

In order to determine the accuracy of the scientific hypothesis, experimental work on teaching the subject "Architectural Design" using multimedia computer technology and computer graphics was conducted regularly during the academic semester. Experimental and control groups were selected for the study at the Namangan Institute of Civil Engineering: 1st control group (32-QXALTE-19), 2nd experimental group (33-QXALTE-19). The experiments were performed in weeks. Experimental tests yielded the expected results. Compared to the control group, the mastering rate of the experimental group was observed to be on average 12.2% higher.

Conclusion

Observation of students 'lessons, examination of students' projects, analysis and analysis of the results of interviews with professors, surveys revealed that the use of digital teaching aids in teaching is more useful than other types of teaching methods..

At the stage of finding solutions to problems was carried out on the basis of digital methodological support in the learning process. Interviews with students, questionnaires, the use of digital methodology in architectural design classes showed an increase in interest and mastery of science in students, as well as the development of project thinking and skills in students..

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Uzbekistan and Turkey: Towards an eternal fraternity

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Annotation. ***This article intends to thoroughly analyze the beginning of relations between Uzbekistan and Turkey and their historical significance.***

Keywords. ***Uzbekistan, Turkey, embassy, politics, economy, culture, "Aysel", "Ulus", "Ishaat", "Agan Holding", "Emesam", "Samkochavto", "Papfen" (spinning of cotton fiber), "Koxis", "SharqMir LTD","Mejikplast," and "Beta among individual enterprises algotim", "Dilek Interpreizis"," Aylin gida Sanai and anonymous company"***

Introduction. After gaining independence, Uzbekistan was able to establish its free economic, social and cultural relations with foreign countries. Turkey was one of the first countries to recognize the independence of our country and establish diplomatic relations. The history of relations between the two countries has become an important page in the history of diplomatic relations between our countries. [1]

The opening of the Turkish Embassy in Tashkent in April 1992 was an important event in the history of social, political, economic and cultural relations between the two countries. In January 1993, the Embassy of the Republic of Uzbekistan in Ankara opened. The Consulate General of the Republic of Uzbekistan was opened in Istanbul. Official visits between the leaders of the Republic of Uzbekistan and Turkey have paved the way for important agreements between the two countries.

The First President of the Republic of Uzbekistan I.A.Karimov paid official visits to Turkey in December 1991, June 1994 and November 1997. In October 1998, the first President of our country took part in the celebrations dedicated to the 75th anniversary of the Republic of Turkey.

Also, Presidents Turgut Ozal and Suleyman Demirel, who served as Turkish leaders, paid several official visits to our country. [2]

As a result of visits and talks between the two countries, the legal framework of economic and social relations has been established. The agreements signed as a result of these visits strengthened the legal basis of friendship and cooperation between the two countries.

Among the important documents signed between the Republic of Uzbekistan and the Turkish state are the Treaty of Eternal Friendship and Cooperation. This agreement has played an important role in the history of both countries as a document that paves the way for such important issues as friendship, peace and cooperation.

It should be noted that during the first years of relations between the two countries were signed in connection with the development of various social spheres, such as economic, political, cultural, technical, military, tourism and so on.

The meeting of the first President of the Republic of Uzbekistan Islam Karimov with the President of Turkey Ahmet Necdet Sezer in September 2000 on the occasion of the UN Millennium Summit was one of the most important meetings in bilateral relations. [3]

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In 2003, Turkish Prime Minister Recep Tayyip Erdogan visited Uzbekistan. During the visit, a number of important agreements were reached and the necessary agreements were signed, which were found to be in the interests of both countries. For example, cooperation in the fight against international terrorism and the intergovernmental agreement on the abolition of visas for holders of diplomatic passports, which were signed in the interests of peace, tranquility, rights and interests of citizens. [4]

Relations between the parliaments and ministries of the two countries continued in the framework of international organizations. Trade and economic cooperation has been coordinated with agreements on mutual encouragement and protection of investments, avoidance of double taxation.

It is known that Turkey's relations with Uzbekistan have been of mutual interest for several years. For example, the Turkish state imports from Uzbekistan non-ferrous metals and articles thereof, cotton, knitted fabrics, cotton fiber, food. sends products, carpets and other items. A number of projects have also been implemented between Turkey and Uzbekistan. These include, for example, the construction of a joint venture Kosonsoy Tekmen, which specializes in spinning wool, the production of soft woolen fabrics, the construction of a trolleybus line in Khorezm region, the construction of a sugar factory. In addition, Turkish companies Aysel, Ulus Ishaat, Agan Holding and Emesam took part in the reconstruction and repair of a number of hotels in Uzbekistan. Today, there are 351 joint ventures with Turkish state capital in Uzbekistan, 71 of which are 100% Turkish-owned.Among the joint ventures are Samkochavto (production of buses and medium-sized trucks), Papfen (spinning of cotton fiber), Koxis (commercial intermediation), Metromarket (supermarket), SharqMir LTD (retail), Mejikplast (production of plastic window frames), Beta Algotim (tea packaging), Dilek Interpreizis, Aylin Gida Sanai and Anonymous (production of confectionery products) are the largest among individual enterprises. About 70% of the joint ventures are engaged in trade intermediation in the domestic market, the production of consumer goods and the import and sale of technical products in Uzbekistan. More than 25% of enterprises are engaged in textile and mining, food industry, construction materials and other industries. The rest of the enterprises are engaged in maintenance work. There are two enterprises with Uzbek capital in Turkey. These data show that cooperation between the two countries is expanding in various areas of social networks and has a significant impact on economic development between the two countries. [5]

Cooperation between Uzbekistan and Turkey in the field of agriculture and irrigation has also been fruitfully established. In particular, he noted that Turkish partners will also take part in the project on the establishment and expansion of Femida beekeeping in the arid region of the Aral Sea. To contribute to the implementation of this project, the Turkish government has allocated two MB Trac 1100 Mercedes tractors and other technical equipment. Certainly,this cooperation is expected to bear fruit in the future of our country and is one of the foundations of the strengthening of relations between our countries.

One of the specific areas of cooperation between the Uzbek and Turkish countries is the relations in the cultural and humanitarian spheres. Cooperation between Uzbekistan and Turkey in the field of culture, education, health, sports and tourism (December 19, 1991), Cooperation Agreement on Cultural Relations (July 22, 1993), Scientific and Technological Cooperation is developing on the basis of the agreement on (July 9, 1995)

Cultural ties can be considered as an important part of Uzbek-Turkish relations. In 1993, the Days of Culture of Uzbekistan were held in Turkey, which was attended by 60 representatives of culture and art of the republic. In October 1994, a group of 48 Turkish artists visited Uzbekistan on the occasion of the Days of Culture and Joy of the Turkic World and presented their cultural programs in Tashkent and Samarkand. National Encyclopedia of the Republic of Uzbekistan. It should also be noted that

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the State Conservatory of Uzbekistan and Bilkent University in Ankara have established cooperation in the field of professional development, exchange of experience and specialists, the organization of joint concerts. Turkish artists also regularly take part in the annual Sharq Taronalari International Music Festival in Samarkand. In Uzbekistan, the Uzbek-Turkish Friendship Society is working effectively to organize work in this area.

Relations in the field of science and technology have also become one of the important links in cooperation between the two countries. Bilateral relations between the Uzbek Center for Science and Technology and the Turkish Council for Science and Technology Research continue and develop successfully. In recent years, Uzbek scientists have been regularly participating in conferences and symposiums organized by Turkish research centers in the fields of ecology, biology, agriculture, nuclear physics, and scientific achievements have led to practical results.

In conclusion, one of the most reliable partners of Uzbekistan in the world community is Turkey, which continues to be very effective in all areas of relations.

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THE THEORETICAL AND METHODOLOGICAL BASES OF THE ISSUES OF AGRARIAN AND MARKET POLICY OF UZBEKISTAN IN 1996-2000

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Annotation. ***This article provides a theoretical study of agrarian and market policy in Uzbekistan in 1996-2000. The article analyzes agrarian and market policy on a conceptual basis.***

Keywords. ***Economic reforms, private property, monopolistic activity, democracy, independent states, social institution.***

Introduction. The achievement of independence can be seen as a fulfillment of the dreams and aspirations of the peoples living and working in Uzbekistan, as well as a bright reflection of the serious opportunities that have been missed for many years. The Decree of the First President of the Republic of Uzbekistan I.A Karimov on January 21, 1994 "On measures to deepen economic reforms, develop the interests of private property and entrepreneurship" was published in the press. The decree is a historic starting point for the protection of the market economy and the transition to market reforms. At this stage of economic reforms, the country has taken steps towards macroeconomic stabilization.

On measures to stimulate foreign economic activity, attract foreign investment and protection in the Republic of Uzbekistan", "On guarantees of foreign investments and activities of foreign investors in the Republic of Uzbekistan", adopted by the Parliament of the Republic "," On Monopolistic Activity "," On Ratification of Loans and Guarantee Agreements and Agreements between the Republic of Uzbekistan and International Financial Institutions "," Diplomatic Mission of the Republic of Uzbekistan in Foreign Countries " "On the procedure for appointment and recall of heads of representative offices", as well as the adoption of laws related to economic, legal and other relations of our state, their completion have created a legal guarantee that Uzbekistan will be able to take its place in the ranks of other independent states.

The main part. During the study period, the transition to a market economy in the country was accelerated. It should be noted that the transition to a market economy in the Republic is gradual, not in a "shock therapy" as in other republics, in particular, in the Russian Federation, but in a specific way,the transition path was selected.

The Chairman of the Supreme Court of the Republic of Uzbekistan Ubaydulla Mingbaev, in his article "Evidence and Comment" in the newspaper "Savdogar" on April 9, 1996, spoke in detail about this decision aimed at improving the functioning of markets, cited facts and figures about some offenders, some swindlers who refused to pay taxes.

In determining the relations and content of the market economy, their structure, legal framework, the boundaries of the scale, the central socio-economic publications of the republic, along with the newspapers "Khalq so'zi", "Narodnoye slovo", "O'zbekiston ovozi", "Pravda Vostoka" "Savdogar", "BVV" (Biznes Vestnik Vostoka), "Uzbekistan's Business Partner", "Kommercheskiy Vestnik" newspapers, "Economy and Reporting", "Economics and Statistics" magazines are worth noting that they are working hard to explain the legal bases and norms of the republic's market economic policy and to fulfill the requirements of the press. In particular, all the articles noted that Uzbekistan has a rich economic, moral and intellectual basis and ground. In this regard, the article of Sh.

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Mutakhharkhan on February 5, 1997, entitled "Can we fill the market with our products?" It draws attention to the fact that the markets of modern Uzbekistan are overflowing with products of foreign countries, and our material wealth is low, both in quantity and quality.

The situation in the country in the period of market relations, the results of the short period were all analyzed in detail in the newspaper "Turkiston". In particular, on June 16, 1999, the article, "Uzbekistan: A Truely Leading State in Central Asia," provides important and interesting insights into the findings of foreign publications. The main reasons for this were the political stability in the country.

Articles on market relations were also published in Pravda Vostoka in a very informative and systematic way. Especially interesting and problematic articles published in such sections as "Lyudi i sudba", "Biznes klub PV" Svoe delo "," Reforma na sele "," Na vajneyshix obyektax Respubliki "are notable for the fact that no journalist ignores them. It is worth noting that in the March 30, 2000 issue of the newspaper N. Shakirova published a weighty and controversial article entitled "U xoroshego xozyaina doljni bit razvyazani ruki"("A good master should have a free hand”). The article was about a business club in Samarkand. In 2000, 22 real organizations, such as Parvona, Orien, Gazchi, Vtorma, were involved in the activities of this business club. In “Pravda Vostoka”,for example, on April 4, 2000, an article was published in his field entitled "В поисках входа"(“Looking for an entrance”, in which he noted the severe economic crisis in the industrial complex "Grain, state, well,”was analyzed in depth, comprehensively.

The gradual transition to market relations is based on the concept being developed by I. A Karimov.” In solving all problems, big and small, - said I. A Karimov, thoroughness and thoughtfulness are the hallmarks of our people. These are the oases and deserts, the Asian cultural world, the experience of the multiplication method, the philosophy of Islam, the experience of the national society, and the experience of the revolution brought to it from outside. They all allow people to be more cautious when it comes to innovation”.

Theoretical, historical, sociological, scientific analysis and theoretical and philosophical conclusions of the opportunities, features and various aspects of the development of the social life of the state of Uzbekistan in the transition to market relations remain important and relevant. Because the values, attitudes and ideas that have been deeply rooted in the economic, political and ideological life of the people for more than 73 years, have been undergoing great changes. It is important to reconsider these changes, dialectical contradictions, functional processes, structural analysis of the changes taking place in the life of our society. So far, some aspects of this topic have been studied by historians in the scientific and theoretical literature, but little has been studied in the context of market relations. Therefore, it is necessary to provide the editorial staff with the necessary tools to provide the press with the necessary set of information for the development of society. In addition, the protection of the press from any pressure, strict control, ensuring its development as a social institution will create the conditions for objective coverage of domestic and foreign policy of the state today.

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MUTUAL RELATIONSHIP BETWEEN THE GENDER DIFFERENCES AND FUNCTIONAL ASSYMETRY OF THE HEAD'S HALF LOBES OF CHILDREN

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Annotation. ***It can be assumed that the organization of education, taking into account the "subtle" link between the age periods of gender differences in preschool children and the formation of the head brain – is one of the important factors of successful socialization of the child's personality. Improper exposure to this process can adversely affect the child's psychological development, resulting in the development and behavior of the child with various deviations.***

Keywords. ***Preschool education, gender, individualization of education, personally oriented education, weltanschauung, gender approach in education, parietal lobe, frontal lobe, gender identification.***

Introduction. Preparing children for school and educating them in the primary school is aimed at acquiring basic knowledge, skills and abilities that are not difficult for their age, but requires that they be developed in harmony with the development of speech, thinking and moral qualities.Because this stage is a period when children become individuals with a very complex psyche, during which their acquisition of knowledge and cognitive activity have a number of peculiarities.These peculiarities are that a number of individual qualities, such as thinking strategies, types of memory and attention, leading representative systems, also depend to some extent on the human gender.

Main Part. In English, the term "gender" refers to specific aspects of the relationship between socially organized groups between men and women.These relationships are different from biological relationships.

Gender differences in human development date back to the 1980s. Since then, genetics, psychology, sociology have aroused great interest among researchers in the field of philosophy.One of the important achievements in the field of pedagogy is the creation of opportunities for educating young people on the basis of gender equality and differences in order to humanize education.

In Uzbekistan, gender issues have been studied in the context of family and interpersonal relationships (E.Gaziev, G.Shoumarov, V.Karimova, I.Yokubov, B.Kadirov, S.Mirkhosilov, E.Usmonov, F.Akramova, L.Karimova, N.Salaeva, O.Shamieva, O.Abdusattorova and others).The study examined the impact of sibling relationships in the couple and the family on the child's

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personality, including the role of the formation of masculine and feminine qualities, and made scientific conclusions[1].

The problem of gender impact of parental relations on children has become the subject of research of M. Salayeva.In particular, in Uzbek families, mothers' excessive care for their children, such as protecting them from hardships, fear of harm, encouraging the child's attachment and dependence, suppressing sexuality and aggression, and the strength of democracy in fathers have been studied[2].

In her research on the possibilities of education based on gender equality and differences, G.M. Kurbanova acknowledged that the educational process based on gender differences and equality makes an important contribution to the development of society, and elaborated on the impact of gender approaches on educational effectiveness. "The first task is to improve the existing curricula using new pedagogical technologies and modern methods to ensure the fulfillment of this task.Equality of boys and girls in the improved curricula, as well as the definition of teaching materials in all subjects on the basis of gender equality and differences, is important", said G.M. Kurbanova.[3]

The provision of educational materials taking into account the gender equality and differences of children in the course of the lesson, along with ensuring the consistent formation of observability, designing, hypothesizing, predicting skills, regulates social relations between boys and girls.The organization of the educational process using modern teaching aids requires the creation of methodological materials and didactic developments that meet international standards.At the same time, all teaching materials used in the educational process will have to be selected taking into account the means of control.

In the textbook "Gender Psychology" J.G.Duskazieva refers to the differences in the acquisition of information by boys and girls and suggests to take them into account in the educational process (Table № 1).[4]

Table № 1

Differences in data reception, processing, and transmission by boys and girls

№	**Girls**	**Boys**
1.	A quantitative approach is leading in data acquisition	The quality approach is leading in data acquisition

[1]Karimova V.Oilaviy hayot psixologiyasi: O'quv qo'llanma. – T.: 2006. – 142 b.

[2]Salayeva M. O'zbek oilalaridaota-ona va farzandlar uzaro munosabatlarining ijtimoiy psixologik xususiyatlari: Psixol.fan. nom. Darajasini olish uchun yozilgan dis. avtoref. – T.: 2005. – B. 18.

[3] Qurbonova G.M. Gender tenglik va farqlar asosida ta'lim berish imkoniyatlari // Zamonaviy ta'lim / Sovremennoye obrazovanie 2015, 12. –B. 59-63.

[4]Duskaziyeva J.G. Gendernaya psixologiya: uchebnoye posobiye / J.G. Duskaziyeva; Krasnoyar. gos. ped. un-t im. V.P. Astafyeva. – Krasnoyarsk, 2010. – 108 s. (-S.71)

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2.	Specifically thinking	Abstract thinking
3.	Predisposition to algorithm, template, and execution	Creativity and independence, a propensity
4.	Intuition and foresight, the specificity of the ability to analyze on an emotional basis	Synthesis is the predominance of the ability to generalize on a rational basis
5.	Prone to monologue and speech	There is a tendency to dialogue and communication
6.	In critical situations, the concentration of attention is lower, but the selectivity and volume of attention are higher	It is characterized by a high concentration of attention in critical situations
7.	The size of the short-term memory size	The small size of short-term memory
8.	The right hemisphere gets tired relatively quickly	The left hemisphere gets tired relatively quickly

J.G. Duskazieva defines the concept of "gender approach in education" as follows: "Gender approach in education - a set of tools, methods and techniques of teaching and education aimed at helping children to feel comfortable in the educational institution, to overcome all the difficulties of socialization relatively easily and to identify themselves as a girl or a boy".[5]

We believe that this definition of J.G. Duskazieva's concept of "gender approach in education" fully reveals the content and essence of this approach.

A.S. Deryabina examines how a person's future image is related to his or her gender differences, and considers the value orientation, life plans, and emotional attitudes toward the future of individuals belonging to different gender identities as key criteria.The scientist divides the subjects on gender differences into feminin, masculin and androgin typesExperiments have shown that different gender types do not have the same value-based relationship to the image of the future, but they have differences.[6]

In V.N. Chetverikova's dissertation, which deals with the consideration of gender identity in grammar, it was found that there are differences in the speech of boys and girls in the experimental medium, which is reflected in the use of modal verbs.He noted that gender identity is not reflected in the tendency to agree with any opinion..[7]

In Kamenskaya's doctoral dissertation on gender approach in pedagogy, she considers the essence of gender approach in pedagogy as "methodological orientation of pedagogical activity".This helps the child's personality to understand gender identity and develop a unique individuality.In

[5]Duskaziyeva J.G. Gendernaya psixologiya: uchebnoye posobiye / J.G. Duskaziyeva; Krasnoyar. gos. ped. un-t im. V.P. Astafyeva. – Krasnoyarsk, 2010. – 108 s. (-S.73)
[6]Deryabina A.S. Obraz budushego v kontekste gendernix razlichiy: Avtoreferat na soisk ... kandidata psixologicheskix nauk.–Irkutsk, 2019. – 27 s.
[7]Chetverikova V.N. Grammaticheskaya realizasiya gendernoy spesifiki (na materiale tekstov Dj. K. Rouling o Garri Pottere): Dissertasiya na soisk. ... kandidata filologicheskix nauk. –Ivanovo, 2019. – 157 s.

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pedagogy, the "gender approach" means the identification of differences and sexual identification in the upbringing of children, mainly through social mechanisms, the understanding of the essence of the concepts of “man” and “woman” and their upbringing accordingly.The main content of the gender approach in pedagogy is to take into account the specifics of influencing all the factors that affect the development of perceptions of men and women in the educational process. Corrects and directs children's gender issues, supports the development of value-oriented gender and individuality of the individual, the design of gender-oriented education strategies.[8]

According to the scientist, “the gender approach can be considered as a principle of modern education that combines the impact on the foundations of egalitarianism”.[9]

I.A. Kurochkina's research is devoted to the organization of gender-oriented educational work with children left without parental care, taking into account the individual psychological and age aspects.The researcher considers gender identification as an integrative semi-functional dynamic structure of the individual.This structure depends on the socio-cultural norms, rules of conduct and needs of the young age of the relationship, mastered in the process of socialization of the individual.

The structure of gender identification consists of emotional-evaluative, cognitive, behavioral, and personal components that complement each other.I.A. Kurochkina identified four different gender identities during the research:masculin, feminin, androgin close to masculin, androgin, androgin close to feminin, and undifferentiated.For non-differentiated type gender identification, high levels of tension, irritability, propensity to internal conflict, negative attitude towards oneself, and the formation of bright states of emotional instability were identified.[10]

M.Yu.Ushakova studied the gender features of speech in middle and older preschool children and found that the organization of classes on the basis of a special program, taking into account these features, has a positive effect on the development of children's speech.According to the researcher, girls' speech is usually subjective, relatively free, in which the affective component is more common.In boys' speech, on the other hand, cognitive and thinking-related components are more prominent, dynamic and explanatory in nature.However, despite this, boys pay less attention to the use of lexical units in speech.In addition, the basic components of language, which are responsible for the use of lexical units in the speech of preschool middle and older girls, are actively developed.This is called the “horizontal” trajectory of speech development.In boys, more complex grammatical operations, ie the “vertical” trajectory of speech development, are relatively well developed.[11]

N.Kh.Yunusova, V.J.Anvarova, D.R.Gulyamov, K.M., Nurboev, F.T.Khamidova and F.O.Tursunova studied the interaction of children's cerebral hemispheres with their gender differences. Preparing children for school, their acquisition of knowledge and cognitive activity during the primary school education have a number of peculiarities. One of them concluded that the human sex is inextricably linked with the asymmetry of the functions of the cerebral hemispheres.

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[8]Kamenskaya Ye.N. Tenderniy podxod v pedagogike: Avtoref. diss. ...doktora pedagogicheskix nauk.–Rostov-na-Donu, 2006. – 64 s.
[9]Ibid. 10-стр.
[10]Kurochkina I.A. Razvitie gendernoy identichnosti detey-sirot podrostkovogo vozrasta: Avtoreferat diss... kandidata psixologicheskix nauk.–Ekaterinburg, 2020. – 26 s.
[11]Ushakova M.Yu. Gendernie osobennosti rechi detey doshkol'nogo vozrasta: Avtoreferat diss... kandidata psixologicheskix nauk.–Irkutsk, 2006. – 24 s.

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Because brain activity in boys and girls differs from an early age, the course of mental processes is also different.In the process of socialization of boys and girls, their speech and thinking develop at different speeds and volumes.In all ranges of childhood, girls ’audial (verbal) memory size differs significantly from that of boys.

Researchers therefore consider it appropriate to take two different approaches to the upbringing of boys and girls, primarily the development of speech and thinking. They suggest not to divide children into separate groups, but to take into account these peculiarities in the preparation of educational information provided to them.[12]

M.G. Gazzani[13], Eric R. Kandel[14], Randall C. O'Reilly and Yuko Munakata[15] found that the development of components and systems of the human brain is activated only in specific social conditions, subject to basic neurobiological laws.

They believe that in the process of raising and educating children, it is important to pay special attention to the need to take into account not only the personality of the child, but also the peculiarities of the organization of his brain activity.Such a solution to the problem requires the replenishment of preschool education institutions with modern teaching materials and literature, the involvement of qualified teachers in the field, the improvement of teaching methods, the gradual implementation of the principles of individualization in the educational process.

Scientific research in the field of pedagogical neuropsychology (L.Ya. Balonov, V.L.Deglin, Ye.D. Khomskaya, Moskvin, N.N.Nikolayenko.) it is proved that the knowledge given in the educational process is directed not only to the preservation of memory, but also to its understanding (that is, the formation of “literate thinking”), taking into account the peculiarities of the data acquisition processes in the human brain, to optimize and activate the process of cognition.

The question of the relationship of asymmetry of the cerebral hemispheres with the activity of human cognition and creative thinking was studied by DR Gulyamov and QM Nurbaev, and since the development of the child's psyche at an early age is directly related to the growth and formation of the brain. It has been found that taking into account the “delicate” balance is one of the important factors in the organization of the educational process.[16]The "subtlety" of this balance is that if it is used correctly and rationally in the teaching process, the child is provided with the active formation and development of mental and intellectual abilities, creativity, social qualities and abilities.

The organization of education in preschool children, taking into account the “subtle” relationship between the age of gender differences and the formation of the brain - can be considered

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[12]Yunusova N., Gulyamov D.R., Anvarova V. Bolalar bosh miya yarimsharlari faoliyatining ularni gender farqlari bilan oʻzaro bogʻliqligini oʻrganishga doir / -Toshkent, “Pedagogika” J., №2, 2016. –B.37-42.;Гулямов Д.Р. ; Nurboev Q.M., Hamidova F.T., Tursunova F.O. Neyropedagogika asoslari / Oʻquv qoʻllanma. –Navoiy, 2020. – 203 b. (72-73-betlar)

[13]Gazzaniga M.G. The Cognitive Neurosciences/ A Bradford Book The Mit Press Cambridge, Massachusetts London, England/ 2009. Massachusetts Institute Of Technology.

[14] Eric R. Kandel. In Search Of Memory The Emergence of a New Science of Mind Copyright, 2006.

[15]Randall C. O'Reilly and Yuko Munakata. Computational Explorations in Cognitive Neuroscience. – 503 p.

[16]Gulyamov J.R., Nurboyev Q.M., Mirzayev A.U.Organization of the educational process taking into account the functional asymmetry of the brain of students as a factor of the development of thinking creativity // SST, Solid state texnologi / www.solidstatetexnologi.us/index.php/JSST; Gulyamov D.R. Uchet osobennostey mejpolusharnoy funksional'noy asimmetrii mozga kak faktor povisheiya poznavatel'noy aktivnosti uchashixsya // “Pedagogika” J., № 3, 2018.– C. 10-19. / http://www.tdpu.uz/uploadfiles/5842_360_2018-3.pdf.; Gulyamov D.R. Bilish jarayoni faolligi va neyropedagogik tadqiqotlar talqini / -Toshkent, “Pedagogika” J., №5, 2015. –Б. 29-35.

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one of the important factors in the successful socialization of the child's personality.Improper exposure to this process can adversely affect a child’s mental development, leading to various deviations in the child’s development and behavior.Because the process of teaching preschool children in the form of classroom lessons, creates a lot of difficulties in the process of adapting them to the learning environment.The main reason for this is that in the preschool period, the process of formation of children's mental functions - attention, memory, imagination, logical thinking, emotional and volitional spheres, is actively continuing.[17]

It can be clearly seen that girls ’and boys’ perceptions of information and thinking strategies, and, as a result, the mechanisms for acquiring new knowledge and forming skills, also differ from each other.The main reason for this is that all children differ in the volume of information reception and processing, the size of attention and memory, the superiority of this or that memory system, the course of cognitive processes, imagination and perception of existence, “seeing the world”. It is these differences that determine the individuality of children.

Discussion. It is inextricably linked to the organization of brain activity - which of the hemispheres plays a leading role in human life activity.This is because although both hemispheres are involved in complex cognitive processes, each hemisphere differs from each other in the use of different sign systems and comprehension strategies in receiving and assimilating information using their own language and signs.In general, the left hemisphere is characterized by rational-definite thinking, so such children are more prone to perform analytical, classification, abstract, algorithmic, inductive operations.They are more communicative and active people than others because they prefer to work with problems in analysis and solve them in a logical way.[18]

Based on the above, taking into account the gender differences of preschool children in the educational process is one of the important factors in their education and upbringing.At the preschool age, most of the boys experience the development process of the head brain a little slower than that of girls, and the central nervous systems will not be ready to absorb the data at the same speed.Therefore, in the process of socialization of boys and girls, their speech[19] and thinking[20] develop at different speeds and volumes.

Conclusion. Development of differences in children's physiology is also influenced by the attitude of the social environment towards them during growth.The main goal of research on gender equality and differences in pedagogy in general and in preschool education in particular is to study the similarities and differences in the social behavior of the sexes and to take them into account in the educational process.At the same time, the gender approach to the educational process is aimed at ensuring that the process of socialization of children is easy and comfortable, selecting and applying in practice the necessary tools, methods and techniques of education to help them identify themselves as girls or boys.

[17]Gulyamov J.R., Nurboyev Q.M., KhuzhakulovN.T.Teaching Children Of Preschool Age In Neurodidactic Conditions //Palarch’s Journal OfArchaeology Of Egypt / Egyptology 17(6). ISSN 1567-214x / PJAEE, 17 (6) (2020) P.14485-14494./ https://solidstatetechknologi:usindex.php/ISST.

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[19]Ushakova M.Yu. Gendernie osobennosti rechi detey doshkol'nogo vozrasta: Avtoreferat diss... kandidata psixologicheskix nauk.–Irkutsk, 2006. – 24 s.

[20]Gulyamov D.R., Nurboyev Q.M. Maktabgacha yoshdagi bolalarga ta'lim berishda bosh miya yarimsharlari asimmetriyasini hisobga olish muammosi// Uz MU Axborotnmasi, 2020, ¼. - B. 89-93.

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