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THE ROLE OF THE SUVAYSH CHANNEL IN INTERNATIONAL RELATIONS

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(by directions and countries)*

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Abstract: *The construction of the canal and its role in world trade and international relations.*

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Introduction. The Suez Canal - an artificial road at sea level in Egypt It connects the Indian Ocean through the city of Suez in the Red Sea. Although the Suez Canal was not officially completed until 1869, Egypt's interest in connecting both the Nile and the Mediterranean to the Red Sea has a long history. Pharaoh Senusret III was the first discoverer in the 19th century BC to connect the Mediterranean and Red Seas by connecting them through the branches of the Nile. The end is filled with mud. Over the centuries, other pharaohs, the Romans, and perhaps the Great Umar built other paths, but they too abandoned the idea. The first modern attempts to build the canal appeared in the late 1700s, when Napoleon Bonaparte conducted an expedition to Egypt. In his view, the construction of a canal in the French-administered Isthmus of Suez would create trade problems for the British as they would have to pay to France or continue to ship goods to land or southern Africa. The study of the Napoleonic canal plan began in 1799, but the miscalculations in the measurements - the books showed that the sea level between the Mediterranean and the Red Seas was very different - feared flooding of the Nile delta. The next attempt was made in the mid-1800s when Ferdinand de Lesseps, a French diplomat and engineer, persuaded the Egyptian representative Said Pasha to support the construction of the canal. was granted the right to use it for 99 years. In its formation, the World Suez Canal Company had French and Egyptian interests. Construction of the Suez Canal officially began on April 25, 1859. The low-paid labor of the Egyptians is laborious and shoveling made the first digging very slow and arduous. This work was quickly completed for steam and coal-fired machines. Ten years later, the construction of the canal, which employed 1.5 million people, opened on November 17, 1869, at a cost of \$ 100 million. Almost immediately, the Suez Canal had a significant impact on world trade, as goods were transported around the world in record time. Its initial dimensions were between 25 feet (7.6 meters) in depth, 72 feet (22 meters) in width at the bottom, and 200 to 300 feet (61-91 meters) at the top. In 1875, the debt forced Egypt to sell its stake in the Suez Canal to Great Britain. At that time, the Egyptian government had sold a 75% stake in the Suez Canal. However, an international convention held in Istanbul in 1888 allowed the canal to be used by all ships, whether in time of war or peace. Today, the Suez Canal is managed by the Suez Canal Manager. The canal itself is 163 km long and 98 m wide (300 m). At its starting point in the

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Mediterranean, Saudi Arabia flows through Ismailia in Egypt and ends at Suez in the Gulf of Suez. Parallel to its west coast is a railway that runs its entire length. The Suez Canal can have vessels of vertical height (random) weighing 62 meters (19 m) or 210,000 inches. Most of the Suez Canal is not wide enough for two ships to pass side by side. To achieve this, there is a cargo area and several crossings where ships can wait for others to pass. The Suez Canal has no locks because the Suez Gulf of the Mediterranean and the Red Sea have approximately the same water level. It takes about 11 to 16 hours to cross the canal, and ships must move at low speeds to prevent erosion of the canals by the waves of the canals. In addition to significantly reducing transit time for worldwide trade, the Suez Canal is one of the most important waterways in the world, supporting 8% of the world's freight traffic, and through the canal almost 50 times a day. ships pass. Due to the narrow width, the canal is a serious geographical chokepoint as it can easily be blocked and stop the flow of trade. Future plans for the Suez Canal include a project to widen and deepen the canal to allow larger and more vessels to pass at the same time. This means that the Suez Canal is of great strategic importance today. It is one of the main tools in world trade and economic relations. That is why the interests of many countries in the region are in conflict

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**QUESTIONS OF WORLD AND PERSON IN THE BHAUDDIN NAQSHBAND'S WORK
"AVROD"**

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Abstract: *The article analyzes questions of world and person in the work "Avrod" written by the seventh feast of the holy Bukhara, the great Bahauddin Nakshband(1318-1389), known as Shoh Nakshband, Xojai Buzurg, Balogardon, a feast of the 16th ring of the Sufi tariqah of Khojagan Nakshbandiya.*

Keywords: *Bahauddin Nakshband, Nakshbandiya, tariqat, "Avrod", world, Amr, Xalq, G'ayb, Shahodat, person, perfection.*

Introduction. The fifth direction of the New Development Strategy of Uzbekistan establishes seven goals for the implementation of "Ensuring spiritual development and bringing the industry to a new level". In the implementation of the concept of the "New Enlightened Society of Uzbekistan", special attention is paid to the study of history, a deep analysis of our spiritual heritage. One of the pillars of our spirituality is Bahauddin Nakshband. Sources about this holy man have been translated, the existence of the work "Avrod" has been established, works based on the results of a number of new studies have been published. But there are still many questions to be explored.

According to Naqshband's manuscripts, "Hazrat Khoja has a book "Hayotnoma" and another one tasawwuf book by the rank of "Dalil ul ashiqiyn". There is no his works has found yet except Bahauddin Naqshband's "Avrod" (note is ours G.N) and biographical book "Risolai Qudsiya" which was written by his caliph Porso. During the research we found out that there is a pamphlet called "Avrod" written by Bahauddin Naqshband.[3.112] There is an article of Takhsin about Bahauddin Naqshband in Islamic Encyclopedia's 9th edition which was published in 1959. It is written about Bahauddin Naqshband's "Avrod" in the article.

A short catalog of manuscripts which is being kept in the St. Petersburg filial of the Institute of Oriental Studies at the Academy of Sciences of the former Soviet Union by the Moscow publishing house "Nauka" was published in two parts, in 1986 under the title "Arabskiye rukopisi istituta Vostokovedeniya Akademii Nauk SSSR", by the edition of A.B.Khalidov. In the first part of this work, it is indicated that the work of Bahauddin Mukhammad Naqshband al-Bukhari (died in 791/1389) entitled "Avrod" is kept under the codes 3464 and 3465, V 3829 and A 1539. After mentioning the title of the work, A.B. Khalidov wrote the name of Bahauddin Naqshband marking its meaning. He wanted to emphasize that the author of "Avrode" is Bahauddin Naqshband.

Results and Discussions. The names of Bahauddin Naqshband's pamphlets is "Avrod", which means virds. "Vird" is an Arabic word with meaning of "a task that is always performed nonstopping".[18.287] "Vird" has tasawwufical meaning at the same time: it includes such obligations as recitation, zikr, tasbeeh, dua, salawat, which must be constantly recited by sheikhs and murids. The concept of "Vird" is broader than the concept of "dua" and the main goal of it is not to demand anything, but to perform tasks entrusted to God's approval. Therefore, in the bibliographic content

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works prayers and virds are organized into separate groups. In the Arabic-Russian encyclopedia, the word vird is translated as “source, base”. The shekhs who gained the degree of “Khakikat” revealed to their murids the ways of receiving divine favors through their descendants.

Jaloliddin Nuriddinov, in the introduction of “Avrodi Naqshbandia” described the concept of “Avrod” as follows: to attain to rabhani science, the ways of reaching to khakikat, means of accepting divine grace, in general tasawwifical book which learns humankind, In “Avrod” the tasks that the ones chosen Naqshandi way have to perform continuously was written. It emphasizes the need for the Sufi to conceal his spiritually and avoid fame and hypocrisy. There are teachings on how to live in peace, how to be kind and compassionate, how to seek and learn knowledge moreover how to stay away from evil. Therefore, this booklet is of great importance in the study and application of such qualities as perfection, eloquence, upbringing of a harmoniously developed generation, purity of heart.

We have made a comparative analysis of these two copies of Bahaiddin Naqshband's Avrod pamphlet. The general content is similar, except for some differences.

A manuscript of Bahaiddin Naqshband's Avrod pamphlet consists of fifteen pages, tiny but full of meaning. "Avrod" begins with praise to Allah. It describes each name of God and its essence, with particular emphasis on His purity. It is emphasized that man should feel that he was created by God and that He has great power, and is urged to pray as follows:

“O Allah, teach us from Your knowledge! Give us the ability to understand you! Let’s hear your and surround us with your help shield! [3.53] It is clear from this prayer in Avrod that Bahaiddin Naqshband praises Allah and asks Him to teach him the science of Ladun and to give him the ability to understand it. It turns out that the highest value for tasawwuf and Naqshbandi is science. The highest level of this knowledge is the divine, that is, the Laduni science, and it is a very complex process to understand. That is why Bahaiddin asked Allah imploringly to give him the ability to understand his knowledge and the strength to hear his voice and to surround him with a shield of help along the way.

Bahaiddin Naqshband also emphasized:

“O Allah, make us thankful! Make us ones who remember you. Do your pious! Make us retellers of much dua, and being away from sin! Make us obedient to you and humble! We are returners to you!

O Allah, accept our repentance! Make us clean from sins. Answer our prayers! Let our words come true! (protect us from unnecessary words). [3.55]

It is clear from these prayers in Avrod that the qualities that contribute to the perfection of man and lead him to acquire divine qualities are gratitude, constant repetition of Allah in his tongue and heart, piety, obedience to Allah and humility. For this, a person must enter the status of repentance and be cleansed from sins. Only then is it permissible to ask Allah to answer your prayers.

Bahaiddin Naqshband's translation and analysis of Avrod shows that the whole being is made up of two worlds with a single divine basis. One of these worlds is called "Amr" (command) and the other is called "Xalq" (people). The "Amr" is the primary, eternal and basic world created by the command of God, and the "Xalq" is the world of beings created as a result of the gradual development of this world of the Amr. The origin of the second world is the world of Amr, which is changeable and mortal. At the same time, Bahaiddin divides the whole being into the worlds of the “Gaib” (unseen) and the World of “Shakhadat” (testimony). The “Gaib” is a world of angels, demons, and other divine powers invisible to us. “Shakhadat” is the physical world which we can see. According to Bahaiddin, one can explore the world of Shahodat through one's emotions and mind.

But God can give it to whomever He wills from the knowledge of the Gaib - the world before Him - so that he may learn the secrets of the unseen.

“God does whatever He wills by His power, and He judges whatever He wills by His own footsteps. He is the One, the People are His, the Command is His. He is the Holy Lord of all the worlds.” In this teaching, the world of “Amr” is the world that provides everything by the Command of God. In this play, it is also written that the appearance of the whole universe in two letters is a sign that He created all things in pairs, because the divine command is the cause of all things, so this two-letter

Bahouddin Naqshband writes in "Avrod" that man was created "sharif", that is, the most perfect of all beings. In the book, God reveals the essence of the verses in the Koran that when He created Adam, He commanded all the angels to worship him, for He created man as his earthly caliph, that is, his vicegerent. So, according to Bahauddin, man should know his place, true nature in the world. Man must know that a human is God’s caliph on the earth, and that he was created to demonstrate his power by assimilating all his attributes and names, and to act according to his wish. It is said that man is a perfect being who embodies the whole of being, and that in order to reach this level of perfection, he must be in union with God's supreme, pure power.

Bahauddin Naqshband acknowledges that man was created by God and that he is the most perfect being in all existence. "You are my Lord, you created me," Bahauddin said. With these expressions, he emphasizes that man was created by the command of God. By this, he shows that God is the originator, creator of the humankind, and that he has a divine nature. "(O God) You created us with your own hands, nurtured us, and placed us at the highest of all ranks," [3.49] says Bahauddin, "that man is perfect and exalted above all that God has created."

In the phrase, "... You have placed us at the highest level," Hazrat Bahauddin acknowledges that man was created by God, that is, that man was the most perfect of all beings, angels, animals, plants, and so on, and that he can possess divine attributes. With this phrase, Bahauddin says that man is God’s caliph on earth. He emphasizes that one must always strive to live up to that name.

According to Bahauddin, man is composed of two things. The first is the body, which is from the world of the Xalq (Creation). He is the appearance of being. It is available in space. Its progress is also from this Xalq's world. The second is the soul, which is from the world of Amr. He is the inside of the being. He has no limits and his progress is from that world.

The comments in “Kanz al-Ibad” show that one of the issues that Bahauddin Naqshband focused on in his work “Avrod” was the concepts of soul and concupiscence. In explaining this, Bahauddin used the concepts of latif and kasif. He emphasized the subtlety of the soul and the weakness of the concupiscence, saying that the soul is connected with the world of Amr and the nafs with the world of the Xalq.

Bahauddin prays to Allah for the purification of the human heart and body:

“Take away hatred, hate from our heart and rub out anger, corruption, wrath from our hearts! They are the hijabs of the heart! ” The hijab is a barrier between a slave and Allah and is a defect that afflicts a person on the path to perfection. According to Bahauddin, hatred, hate, resentment, corruption and anger are the hijabs of the soul. Because they darken the soul and make it unhappy. These vices distance away from Allah. That is why Bahauddin prayed to Allah:

“Oh my God! I wish you to keep me from being too far away You. I ask or saving me from denying and forgetting . Conserve me from the temptation of the devil and helplessness . Protect me from lethal acts.

Bahauddin, realizing that the greatest evil that leads a person away from Allah is arrogance, prays:

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“Oh Allah! Share us being humble before you! Save us from our sins! Give us obedience to You! ” Bahouddin also said, "Give us near!" he asks, to give him the knowledge of believing in Allah without any doubt. Because this knowledge removes the calamities of this world and the hereafter. Moreover Bahauddin asks Allah:” Give us the capacity of hearing, sight, and strength!”. He also prays to Allah for his fellow-filling,”Unite people in friendly relation to one another”, asks as the following: “ Make our ears shiny!

Make our eyes sparkling!

Illuminate our graves!

Make our hearts bright!

Enlighten all our senses!

Give us the light of hearing!

Make us proud of our future!

Oh my God, give us useful knowledge, perfect gentleness and bright light! [3.55]”. ...”
Guide us to good moral! No one can guide us to beauty except You!”.

At the end of the book, Bahauddin Naqshband praises Allah a lot and adjures:

“Give us human good qualities!

Raise our spirits to the highest level with your angels!

Oh who is capable in changing circumstances and powers!

Change our situation for the best!” [3.65]

From this prayer it is clear that Bahauddin Naqshband wanted the human race to be a real human and asked God to give everyone pure human qualities. Realizing that the soul of a perfect man, that is, a man of divine virtue, will be exalted to a higher level, he asked to raise the spirit of humanity to a higher status with the angels. Since the condition of the perfect man was divine, he begged to change the condition of all people for the better.

Conclusion. In general, the following conclusions can be drawn from the above considerations:

1. In Bahauddin Naqshband’s “Avrod” the world is analyzed in a very broad sense and described as the world of Amr, Xalq, and the world of Gaib and Shakhadat.
2. The pamphlet describes man as a divine being and emphasizes the role of science and morality in his perfection.
3. It has a great importance to analyze this work and introduce it into the educational process.

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LEGAL REGULATION OF THE ACTIVITIES OF SPORTS REPRESENTATIVES

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Abstract: *This article analyzes the processes of legal assessment of the work activities of Representatives (employees) of sports activities in the field of sports and the contractual and legal regulation of these processes. Also, suggestions are made based on the analytical results obtained.*

Keywords: *Athlete, professional athlete, Olympic athlete, Paralympic athlete, staff schedule, employment contract, working time.*

Currently, the world community is focusing more on professional sports. Sensational doping scandals have shown the imperfection of the current legislation on professional sports, including legislation regulating the labor of athletes (since they are now concluding labor contracts with sports organizations). Therefore, it is very important to solve the problems of concluding, changing and canceling an employment contract with an athlete.

The activities of Professional athletes are also regulated by norms, developed on the basis of labor legislation and the rules of international physical education sports organizations and approved by Professional Physical Education and sports associations, in agreement with the sports federations of the world.

As the main source of legal regulation of the labor of athletes, the International Olympiad (IOC) also includes norms of reference to other sources of law that determine and develop their rules for the purpose of more complete legal regulation of the labor of athletes adopted by international federations and sports leagues.

Workers whose job consists in preparing and participating in sports competitions according to a certain type (types) of sports, are recognized as athletes.

Currently, in the international law on physical education and sports, there is no official definition of "professional athlete". The legislator combined all athletes with one concession and, at the same time, caused the problem of the uncertainty of this definition, which in turn becomes a problem of the separation of professional athletes from amateur athletes.

A Professional athlete is a person who is engaged in selected sports (types), is trained and participates in sports competitions, receives a salary (reward) for it.

Paralympic athlete – a person with a constant violation of the functions of the organism caused by a disease, consequences of injury or a defect that leads to a restriction of vital activity and leads to the need for its social protection; officially recognized as a disabled person; professionally engaged in one or more types of Paralympic sports; regularly serves for wages in Paralympic competitions.

The employer can be an individual or a legal entity (organization) that has entered into labor relations with an employee in the labor relations with athletes, as well as in cases provided for by law

and another subject that has the right to conclude labor contracts. The exception is established only for employers — individuals who are not individual entrepreneurs.

In the legal regulation of the labor of athletes, collective agreements, local normative acts of the sports organization are also established in many ways.

These rules determine the specific characteristics for athletes:

- Working Time Mode;
- works at night;
- on weekends and non-working holidays;
- as well as various aspects of remuneration for athletes.

The choice of a special section in the Labor Code, which is devoted to the features of regulating the work of athletes, is associated with the peculiarity and specificity of their work.

This is in the first place:

- with increased physical and psychological stress, both in the process of preparing for sports competitions and during their participation;
- lack of a clearly defined place of work;
- lack of mobility associated with preparation and participation in competitions;
- carrying out professional activities mainly on weekends and holidays.

The peculiarities of the employment contracts of athletes are reflected in different ways in the cocktail legislation of foreign countries.

The main condition of such an employment contract is the labor duty of the athlete (that is, the name of his specialty, qualification, position), which is determined by the personnel schedule of the sports organization.

In order to formulate the staff schedule and determine the name of the positions of athletes, sports organizations must comply with the appropriate professional standards. Thus, possible positions are indicated, such as an athlete, an athlete-instructor, an athlete-lead, an assistant coach.

Professional standards define the general functions, qualification level, labor tasks and actions that athletes perform within the professional sphere, as well as the required knowledge and skills, education and work experience.

It should be taken into account that professional standards should be applied only to athletes who work in physical education and sports organizations.

The introduction of Professional standards makes it easier for athletes who have the same positions to combine professional requirements, to check the compliance of athletes with the position they occupy by assessing the independent qualification.

A distinctive feature of the implementation of the Labor function of the athlete is the obligation of the employer to carry out the sports activities of each professional athlete participating in the group of improvement of professional skills or high professional skills in accordance with the requirements of the standard of sports training for the relevant sports under the guidance of a qualified

State standards are set for each sport separately (not an Olympian and not an Olympian). The state sports standards play an important role in sports actions, since in the first place they equate the conditions of competition for all participants. The norms and restrictions set by the standards guarantee each athlete a worthy competition with equal opponents.

Secondly, the state standards for sports training provide for safety in sports activities, regulate the age, health of the athlete and other categories of participants.

For individuals with physical disabilities, sports-related disabilities and some state sports standards are being developed.

Sports training organizations ensure compliance with the rules of state standards, as well as develop and implement sports training programs on their basis. In the implementation of sports training programs, the state sports education standards are mandatory for both the sports organization and the athlete.

Thus, the peculiarity of the Labor function of the athlete is that it is determined not only by the professional standard and job descriptions developed by the employer, but also by the state standard of sports education on the relevant sports.

The modern practice of concluding labor contracts with athletes shows that in their essence there are no special instructions for a specific type of sport. At this time, in the first place, the athlete determines the maximum age at which he is allowed to occupy the position. Secondly, the requirements set by the state sports education standards apply only to athletes engaged in the relevant sports.

In this regard, we believe that the text of employment contracts for the recruitment of professional athletes should point to his sports specialty (athlete, hockey player, biathlete, cyclist and other)-this professional athlete gives the status of a self-employed employee, indicating the need to perform a certain Labor function or a certain type of sports activity.

Thus, the consent of the athlete to transfer his personal data to the relevant type or sports federation of the world sports federation must be an obligatory condition for the implementation of his Labor function, since without the inclusion in the employment contract, the whole world will not have relevant information about this athlete, so it is impossible to continue his sports activities.

The obligation of the athlete to comply with the rules (rules) of sports competitions, which are directly related to his labor activity, must also be an obligatory condition of the employment contract, since the athlete is accepted in the first place to participate in sports competitions. If it does not comply with the relevant rules and regulations, the performance of their duties will not be sufficiently ensured.

The law establishes the possibility of concluding a fixed-term employment contract with the athlete by agreement of the parties. Most sports require heavy physical activity, so in practice, participation in competitions (usually) is allowed only to athletes who have not reached the age established for this sport.

Due to the peculiarity of the labor activity of athletes, employers conclude only fixed-term employment contracts with them.

In fact, the labor activity of the athlete is associated with higher education and competitive loads. This approach is very rational, because performing work requires great physical and psychological effort from athletes, as well as looking for new ways to mobilize the functional reserves of the body; secondly, to engage in professional sports almost always depends on the physical abilities of the body and the age of the athlete.

At the same time, the legislation stipulates that the right of the employer to conclude a fixed-term employment contract is more difficult for a sports organization only on the condition that the agreement of the parties is reached, because, for example, a "well-known" athlete (close to the age allowed to engage in appropriate sports) may not agree to conclude a fixed-term. On the other hand, having entered into an eternal contract with him, the sports organization risks the difficulties of obtaining additional "ballast" and dismissal of such an athlete.

In practice, often there will be a problem of determining the time of Labor and rest of the athlete. The norms of the law specify normal (40 h) and shortened (35 h) working hours per week for professional athletes and Paralympic athletes.

The working time of a Professional athlete is very difficult to test shells in the Olympic and Paralympic Games, championships, training that lasts several days before the competition, to protect the honor of the country.

In addition, the employer can not directly monitor the training process, because the training is not always conducted in the same area as the employer and can consist of different parts.

However, due to the latest solution to this problem, the existing practice was partially found. Since the term employment contracts with athletes, including Paralympians, are often concluded for the Olympic (Paralympic) season (that is, depending on the duration of the contract to four years), the coach is obliged to provide the employer with a detailed plan for the preparation for sports competitions, where, among other things, the approximate intensity and duration of training, as well as their periodicity, are indicated.

For athletes with disabilities, this preparatory plan should be associated with an individual program of rehabilitation of the disabled person, which is controlled by a special commission for the approval or processing and processing of the athlete's training plan.

Local normative acts, collective agreements and agreements play a big role in regulating the peculiarities of the Working Time regime and the rest time of a professional athlete. This is due to the peculiarities of the labor activity of employees of this category.

For example, it is difficult to normalize the Working Time regime of an athlete. In addition, the sports federations of the whole world, the rules of certain competitions play an important role in the regulation of the working and leisure time of athletes.

The second problem is that professional athletes spend part of the vacation in repair training according to their personal plans, which contradicts art.

In this regard, the athlete can not fully realize his constitutional right to rest. Taking into account the above, since rehabilitation classes are not subject to types of rest, when conducting control activities in sports organizations, the state labor organization should pay attention to this and punish them for violation of labor legislation.

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TEMPERING THE WILL QUALITIES OF JUNIOR SCHOOL AGE STUDENTS IN THE EDUCATIONAL PROCESS

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Abstract. *In this article, we analyzed the considerations of tempering the willpower qualities of junior school age students in the educational process. On the basis of the conclusions reached, proposals have been developed.*

Keywords. *Qualities of will, willpower, perseverance, purposefulness and temperance, fear, anger.*

Primary school age is one of the most important stages in the formation and development of a child's mental functions, including for the formation and development of volitional mechanisms and regulation of activity. In the experience of many primary school teachers, there were situations when children showed their strong-willed qualities: perseverance, purposefulness and restraint during extracurricular time, and in educational activities they cannot be successful due to insufficient or spontaneous development of these qualities.

Primary school age coincides with primary school education. This is the age from 6-7 to 9-10 years. This is the stage of the subsequent psychological, physical, physiological and volitional development of the student.

This age is the most sensitive for the development of strong-willed qualities, and the lack of work on their development in the educational process is accompanied by a lack of attention and discipline, the ability to listen to the teacher, cope with life and learning obstacles, which in the future negatively affects the formation of the student's psyche.

When a first-grader begins to study at school, a turning point comes in his life. Studying at school is a mandatory, meaningful activity, largely accompanied by volitional actions caused by various needs. When they have found the implementation of any activity, the child has an obstacle, there is a need for volitional actions. That is why in order for a younger student to cope with the obstacles that arise in the course of educational activity, he needs to develop strong-willed qualities in himself.

The mental appearance of a first-grade student and a fourth-grade student has significant differences. Consequently, the characteristic of the volitional sphere in total for the period of primary

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school age may seem somewhat general. Even with obvious differences in the volitional sphere of students of the first and fourth grade, it is clear that it is generally characteristic of this period.

An important feature of the volitional qualities of a junior schoolboy, or rather for a first-grader, is the quality of reacting restlessly to disturbing phenomena. In such cases, the youngest student has a clear resemblance to a preschooler. He always reacts restlessly to many things that surround him. Worried, he watches the cat playing with the kitten, screaming, he runs to his comrades, starts laughing defiantly when he hears something funny, etc. Any fact that affected him. causes a pronounced emotional response. Violent emotional behavior when watching the play: sharp transitions from sadness about the hero's grief to pronounced joy at his happiness. Increased mobility, a lot of gestures, inability to sit still, vivid changes in facial expressions indicate that everything that excites a younger student in the play is expressed in a pronounced emotional response.

Another significant feature of the volitional sphere is the strengthening of restraint in expressing one's emotions - indignation, dissatisfaction, protest when classmates are in their collective. Because intemperance causes censure of the teacher and causes condemnation. But this does not mean that the younger student is already in perfect control of himself. No. he vividly shows fear, resentment, anger, but at the same time tries to drown them out. These emotions are clearly expressed in his interactions with peers.

The ability to control your emotions is improving every year. Primary school students show anger and irritation not only in the motor form, but much more in the verbal form - swearing, teasing, rude. Irony, mockery and doubt begin to manifest themselves in the facial expression and intonations of speech. Feelings of anger manifest themselves in a hidden form, but quite clearly for the people around them. During the entire period of primary school age, the organization of the volitional behavior of the student increases.

The next feature of the volitional qualities of children of primary school age is the development of expressiveness of emotions. Saturation of intonation in speech, development of facial expressions.

The feature described below correlates with the growing level of penetration of other people's feelings by a younger student and the ability to empathize with their classmates or adults. It is worth noting that at this level there are significant differences between first-grade and third-graders, and especially fourth-graders.

An important characteristic of the will of primary school students is also their receptivity, a vividly emotional response to everything that catches the eye. Monotonous, uninteresting lessons rapidly reduce children's interest in learning activities. And this leads to a negative attitude towards learning at school.

It is also important to note such a feature as the intensively developing moral qualities of a student: a sense of duty to a friend, responsibility for a group of classmates, experiencing the misfortune of others, indignation at injustice and others. They are formed not just like that, but under the influence of significant factors, a specific example and their actions in the assignment, a response from the teacher's opinion. But it is important to remember that. that when a junior student learns about the norms of behavior, he perceives the words of the teacher only when they touch him emotionally.

E.I. Ignatiev and V.I. Selivanov and other researchers have shown in their research that students of grades 1-3 have an increased ability to show volitional efforts, which is manifested in their mental activity. Arbitrary mental actions are formed: memorizing the material. arbitrary attention, purposeful observation, perseverance in solving problems. In the first and second grades, children perform volitional actions according to the decree of adults and the teacher. And mastering the ability to perform volitional acts in accordance with one's own motives occurs already in the third grade.

When unwilling to perform any action, younger students independently create conditions that exclude attractive actions. At this age, self-stimulation is widely used, but it is not supported by moral principles, Schoolchildren can show perseverance only if they have an interest.

Research by S.I. Khokhlov suggests that those students who have a low level of development of volitional qualities show high activity in learning only if there is interest. In other students with a high level of development of volitional qualities, a high activity of will is expressed even when studying subjects without interest in them. Younger schoolchildren have not yet fully completed the development of volitional mechanisms that are able to overcome the influence of exciting emotions that interfere with the implementation of tasks. A.I. Vysotsky believed that in some cases, younger schoolchildren can show strong-willed efforts only for the purpose of praise and the desire to be good performers of the will of people around them.

Elementary school students have not yet fully developed their independence. Most often it occurs due to impulsivity, emotions and desires of children, but not because of understanding and comprehension of the situation and their position in it. Often younger schoolchildren are encouraged by the growing desire for independence to deliberately disobey known rules. They consider this behavior to be an expression of adulthood. Schoolchildren show stubbornness when they defend their opinions, judgments and actions. They defend their opinion at all costs, even when they know they are wrong. The expression of stubbornness is considered by elementary school students to be a manifestation of perseverance and perseverance. The reason for this in educational activities is the conflict between students and teachers due to "unfairly assessed". This usually happens in situations where the teacher constantly criticizes the student, does not pay attention to his efforts, does not praise him. In this case, stubbornness is expressed as a protest. The student loses the desire to answer in class and obey the teacher's requirements.

In the third grade, the manifestation of such a strong-willed quality as determination begins. It is associated with a fairly high level of impulsivity at this age.

Elementary school students demonstrate courage, depending on who they are with: in a team or alone. For example, parents trying to teach a child to swim, very often can not get him to the depth. It should be noted that when teaching swimming to first grade students in physical education classes, all children boldly jump deep into the water, regardless of whether they are afraid or not. Also, the endurance of elementary school students is rapidly growing. At first, endurance is demonstrated in the ability to obey adults. It begins to develop and strengthen at this age, when children's behavior begins to be regulated at school.

B.F. Ivanova believes that if first-graders still have superficial ideas about endurance, they are poorly aware of their capabilities in its manifestation, then the ability of second-graders to restrain their desires increases. In third grade students, restrained behavior becomes automated and begins to manifest itself in different types of activities.

According to the research of E.I. Ignatiev and V.I. Selivanov, it is known that girls show more restraint than boys, who have more impulsivity. This is manifested due to the special position of girls in the family. They fulfill many household requests and are endowed with some restrictions. This contributes to the education of their restraint. At the same time, younger schoolchildren have not yet fully mastered the skill of controlling themselves and restraining sharpness, excitement, which are caused by random circumstances. The lack of endurance is also expressed in the predominance of unconscious attention over arbitrary, leading to the distraction of children from educational tasks and, consequently, to a violation of discipline.

C.A. Petukhov believed that third grade students show initiative in playing and learning more effectively than in work. A.V. Poltev noted that perseverance among younger schoolchildren is still poorly developed, even among third graders. According to V.I. Selivanov. Boys are capable of showing perseverance in mobile activities, but they may not have enough of it when doing homework or for exemplary behavior in the classroom.

Having analyzed the psychological and pedagogical literature on the research topic, we examined the features of the development of volitional qualities in primary school age, taking into account the sexual, age and personal characteristics of children. And they concluded that. that the greatest role in the development of a younger student is played by such strong-willed qualities as willpower, patience, perseverance, perseverance and determination. That is why it is necessary to diagnose and study the level of development of volitional qualities of a person for their further development. When working with children, it is important for a teacher to take into account the age characteristics of the manifestation of will and rely on them in his pedagogical activity.

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PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF PROFESSIONAL TRAINING OF TEACHERS OF PRE-SCHOOL EDUCATIONAL ORGANIZATIONS

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Abstract. *this article covers the pedagogical and psychological features of professional training of pedagogical educators of future preschool education organizations, the problems of formation of specific personal qualities along with specific knowledge, skills, qualifications for each educational recipient in the educational process.*

Keywords: *professional formation, personal qualities, social activity, active civil position, communicative skills, pedagogical skills, levels of professional development.*

In the comprehensive development of the individual and his professional formation as a specialist, his level of knowledge and personal characteristics occupy a leading place. Therefore, in the process of education and training, each educator is provided for the formation of certain knowledge, skills, qualifications, as well as specific personal qualities.

Professional knowledge, skills and qualifications, which are formed based on certain level of knowledge and personal qualities of the future specialist, should also serve to find a composition of such qualities as willpower, confidence, childhood in the specialists of preschool education. It is important for a specialist in the field of pre-school education to create such qualities as attentiveness, the ability to control all the behavior of the child, a clear and correct understanding of the essence of the questions posed by him, timely response, the ability to organize didactic situations that have a positive impact on the educators. Future educators require the formation of professional skills, such as the ability to quickly make decisive decisions, overcome conflicts, critically assess situations, trust in the child, put himself in his place, when there are various contradictions, oppositions in the body. Educators should be able to create a healthy environment among colleagues and the children's team during their activities, gain a reputation in the team.

Pyedagog-educators need, first of all, to be creative, to have a broad imagination, worldview and Contemplation, a strong memory, a high level of emotional self-control. In addition to the educational process in the auditorium, pedagogical practice plays an important role in the formation of such qualities in the pedagogues of future preschool organizations. Active participation in the processes of pedagogical practice, acquaintance with the work activities of experienced Methodists and educators, effective organization of their pedagogical activities in the prospect of learning from them the secrets of professional skill is necessary for successful organization of all future activities. Pyedagog-educators' learning of advanced experience helps them to assess the level of their professional development objectively, to see the available gaps in time.

In the organization of the pedagogical process aimed at ensuring professional development of Pyedagog-educators, it is necessary to study the existing knowledge, professional inclinations, needs from the student's time.

The following professional qualities should be formed in pedagogues:

1. Such attributes as erudition, timely and correct assessment of the situation, speed of possession of creativity, mindfulness, strong memory and the ability to think independently, logical conclusion, stability of attention.

2. Communicative adjectives, such as being able to correctly and impressively explain the idea, to speak politely, to be kind, to be present, to be sincere, to be able to listen to the opinion of other people, to have an independent opinion, to be able to establish a dialogue with children.

3. Willpower qualities such as perseverance, courage, enthusiasm, courage, discipline, proper assessment of the situation and rational decision-making, temperance, humanity, kindness, independence, enthusiasm, physical perfection, activity, patience, endurance, endurance, mobility.

4. Aesthetic adjectives such as sense of elegance, freedom, disposition-competence, attractivenessadorlik, being able to correctly hold the right posture, achieving the impressiveness of speech, emotionality, creativity, predisposition to improvisation and fantasy.

Along with this, future educators studying in the process of higher pedagogical education should also have such qualities as socio-ideological maturity, social activity, active civil position.

The process of professional formation in educators begins with the acquisition of communicative skills and pedagogical skills. It is necessary to rely on modern approaches, conceptions in providing them with the knowledge that will serve to ensure professional training of future educators. Accordingly, international experience should also be taken into account in providing modern professional knowledge to future teachers. Because today's level of development of preschool education, without mastering the pedagogical and psychological knowledge that it provides, it is impossible to become a mature specialist.

In the preparation of Pyedagog-educators for future professional activities, it is also necessary to use the rich heritage of our ancestors on child education. Because from the heritage of our ancestors it is possible to learn pedagogical teachings in the field of appreciating each person, forming the worldview of the growing younger generation, teaching young people to love their profession diligently. Such teachings serve as a theoretical and methodological basis in the preparation of pedagogical educators for professional activity. In the heritage of our ancestors, the promotion of the need to strive for deep professional activity is a priority.

Abu Rayhon Beruni interprets man as an integral part of nature. Accordingly, he emphasizes that in his pedagogical views a person, his happiness, education and perfection determine the basis of professional activity.

Alisher Navoi acknowledges that in his works such as "Hayrat ul Abror", "Farhad and Shirin", "Saddi Iskandari", a person should occupy a certain profession, that it is necessary to be a master, that it is a product of social need.

It turns out that in the preparation of future teachers for professional activity it is required to initially formulate a professional need, to teach them the secrets of pedagogical skills on the basis of

determining their interests and inclinations, to make corrections to the educational process on the basis of step-by-step analysis of the level of professional training.

Ability represents the degree of individual's ability to master a particular activity. Dignity is a hereditary property that is passed down from generation to generation, and a person has merit buds in relation to all kinds of activities. But these merits do not rise to the level of self-ability. For this, a favorable socio-pedagogical environment, conditions and activity of the individual are necessary. All this is important in the formation of professional activity. Professional-pedagogical ability develops gradually.

Pyedagog-educator should deeply master his profession, master the art of effective management of pedagogical processes. To do this, he must be able to create new knowledge and skills in children, master their colorful activities, the skills of effective management of cognitive processes. He is required, first of all, to form a team among the trainees, to be able to engage them in training, to be able to use his professional skills in his place.

One of the important qualities of a pedagogical educator is the love of children. The love of children allows educators to easily formulate certain skills in them. Finding a way to the heart of the child, entering into intimate communication with him, his comprehensive development will bring convenience to the educators in preparing them for the educational process.

Therefore, in order to ensure professional development in pyedagog-educators, to teach them the effective management of pedagogical processes, it is necessary to achieve the strengthening of skills of obtaining independent knowledge.

It is important to strive for the quality and effectiveness of pedagogical processes in modern preschool education. Of particular importance is the professionalism and managerial potential of teachers in ensuring the effectiveness of reforms in the field of preschool education. In the process of providing ideological and political knowledge to Pyedagog-educators, it is required to achieve the formation of professional competences. The training of skilled educators on the basis of the requirements and needs associated with the development of preschool education is carried out by the formation of professional interest, needs and abilities in them.

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PRINCIPLES OF TRAINING OF MANAGEMENT PERSONNEL FOR PRESCHOOL ORGANIZATIONS

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Abstract. *this article covers the issues of systematic development of scientific and methodical knowledge of future leadership personnel in the process of higher pedagogical education, arming students with the most modern knowledge, implementation of pedagogical process aimed at teaching them the secrets of the art of management.*

Keywords: *vocational-pedagogical preparation, scientific-methodical preparation, ideological-political, spiritual-moral maturity, intellektual, moral, aesthetic, physical development.*

When it is called professional-pedagogical training of the heads of pre-school educational organizations, its scientific-theoretical, psychological-pedagogical, scientific-methodical preparation, ideological-political and moral-moral maturity is understood.

Professional and pedagogical training of the head of the educational organization has certain components, which complement each other and develop regularly in the process of higher pedagogical education. The knowledge, skills, qualifications and professional competences acquired by the head of OPE in the higher education organization are improved in its practical pedagogical activities. Therefore, the provision of vocational and pedagogical training of the future leader is of particular importance in the process of Higher Education.

In the process of socio-economic, spiritual and educational changes carried out in the Republic of Uzbekistan, the relations of the developing market economy, the development of Science, Technology, Technology and the rapid exchange of information, the scientific and methodological arming of future leaders working in the management of pre-school educational organizations is of particular importance today.

Taking into account the social order put before preschool in the process of higher pedagogical education, the systematic development of scientific and methodological knowledge of the future senior staff is ensured by the organization of their independent knowledge acquisition. In the process of higher pedagogical education, a pedagogical process is carried out, aimed at arming students with the most modern knowledge, teaching them the secrets of management art.

Resolution of the President of the Republic of Uzbekistan Sh.M.Mirziyoyev dated December 29, 2016 №PQ-2707 “On measures to further improve the system of preschool education in 2017-

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2021” and on preschool education Based on the state requirements, it is planned to raise the organization and management of the educational process in educational institutions to a new level of quality.

Determination of the objectives of the educational process in pre-school educational organizations is determined by certain internal and external conditions. Of particular importance is the socio-pedagogical environment in the organization of preschool education, as well as the state requirements and methodological complexes that determine the real educational process. These are external requirements, and the fact that the pre-school education organization is consistent with its clear and available capabilities serves as the normative basis for the definition of the functions of the educational organization. However, they do not fully clarify the objectives of the educational process in the organization of preschool education.

The main purpose of modern preschool education is manifested in:

- further improvement of the system of preschool education, strengthening its material and technical base;
- expansion of the network of pre-school educational organizations;
- provision of pre-school educational organizations with qualified pedagogical personnel;
- creating conditions for comprehensive, moral, aesthetic and physical development of children, taking into account advanced foreign experience;
- to improve the quality of preschool education, radically improve the quality of children's preparation for school in preschool organizations, introduction of modern educational programs and technologies widely used in world practice to the educational process.

To do this, it is necessary to train pedagogical and managerial personnel for pre-school educational organizations, taking into account modern pedagogical technologies and methods, and to achieve regular increase of their professional knowledge.

The analysis of the educational process, aimed at training pedagogical staff for pre-school educational organizations, indicates that in this process, students are not sufficiently informed about the knowledge and concepts necessary for the activities of the organization of preschool education. Knowledge of pre-school education pedagogy was interrupted by its practice. This has a negative impact on the effectiveness of preschool education. Particular attention should be paid to the training of highly qualified teachers and management personnel to ensure the quality and effectiveness of preschool education.

Today, the government of the Republic of Uzbekistan and the Ministry of preschool education are implementing many measures aimed at reforming preschool education organizations on the basis of the requirements of the new period, improving the preparation of children for school. Improvement of educational processes in preschool education organizations, reconstruction of buildings of preschool education organizations, creation of favorable conditions for comprehensive development of children occupy a priority place in the state policy. The same thing is that it is not possible to effectively organize school education without raising the level of preschool education to a new quality level. This opinion finds its confirmation both theoretically and practically. Without a serious reform

of preschool education, it is impossible to improve school education, to form a person of a new quality.

- Formation of a number of qualities in the process of higher pedagogical education is required in order to formulate leadership activities in the pedagogues of the organization of preschool education. Including:

- Respect for teammates, educators and their parents;
- All types of pre-school education: the importance of the activities of state and non-governmental organizations of preschool education, and to realize the main purpose of the organization and management of each of them;
 - to know the different aspects of government and non-governmental preschool organizations, their management;
 - mastering techniques to encourage creativity and initiative;
 - mastering the experience of creating opportunities for colleagues to be proud of the results of their activities;
 - ability to listen to the opinions of teammates, to react to them, to have the ability to take a critical approach;
 - to have the ability to confidently look at people around them, observe them, analyze their behavior and evaluate the object;
 - master the methods of observing the behavior of teammates, correctly diagnosing, correcting and eliminating errors on the basis of explanation;
 - support the initiative;
- ability to behave in a team;
- appreciating the work activities of teammates;
- strict adherence to the agenda;
- to be in a tolerant attitude to criticism;
- to be in harmony with the leaders of the higher self-organization and to create experience of such an attitude in their team-mates;
- to have skills to fight laziness, uncensored;
- being flexible, considerate;
- manage your emotions;
- to put a goal in front of the team and encourage it to mobilize;
- ability to properly distribute tasks among employees;
- admit your own mistakes;
- avoid anger;
- good knowledge of pre-school education requirements and its legal and regulatory framework;
- determination;

- Organization of the management of the activities of the organization in connection with the situation vs.

In summary, the human factor, the right of powers taqsimlash, the prestige and knowledge of the leader, the development of the organization of preschool education, the creation of the opportunity for employees to work peacefully without haste, to be able to carry out systematic activities, the proper organization of internal control and monitoring of preschool education, the use of convenient means of stimulation will allow

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FEATURES OF THE USE OF INDUCTION CRUCIBLE FURNACES FOR MELTING METALS

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Annotation. *The article presents the classification of electrotechnological and electrothermal installations, in particular, induction crucible furnaces. A retrospective analysis of the development of electric power engineering is given. The principle of operation, design and purpose of induction crucible furnaces are considered.*

Keywords. *crucible furnace, electrical technology, electrothermal installations, heating chamber, lamp generator.*

Today, in the field of electrothermy, the issues of automation and improvement of production technology are topical, as this leads to a reduction in the cost of metal smelting, a reduction in harmful emissions into the atmosphere and an improvement in product quality.

Installations in which the transformation of electrical energy into other forms with the simultaneous implementation of technological processes, as a result of which a change in substance occurs, are called electrotechnological.

Electrothermal installations are one of the most common groups and are used in various fields of industry, agriculture, medicine, food industry and everyday life. Electrothermal processes are associated with the conversion of electrical energy into thermal energy with the transfer of thermal energy inside the body (solid, liquid, gaseous) or from one volume to another according to the laws of heat transfer.

Heating of various bodies, materials, liquids, gases; their transfer from one state of aggregation to another can be carried out using electrothermal installations of various types.

The concept of "Electrothermal installations characterizes electrothermal equipment in combination with elements

structures, devices and communications (electric, gas, water, transport, etc.) that ensure its normal functioning. Electrothermal equipment is designed for the technological process of heat treatment using electricity as the main energy carrier.

A distinctive feature of an electric furnace (electric furnace) is the conversion of electrical energy into thermal energy and the presence of a heating chamber in which the heated body is placed. The concept

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of "electric furnace" can cover both the furnace itself and, in some cases, a furnace with special equipment included in the delivery set (transformers, control panels, etc.). The "heating chamber" is understood as a structure that forms a closed space and provides a given thermal regime in it.

Electrothermal devices designed for induction heating or melting of certain materials are called induction installations. Under the induction plant is understood the whole complex of devices that ensure the implementation of the electrothermal process. The main sources for obtaining high or increased frequency for powering electrothermal installations for frequencies up to 10,000 Hz are currently thyristor or machine frequency converters, and for high frequencies - lamp generators.

Of great interest is foreign experience in the field of designing installations and operation of induction furnaces, accumulated by one of the world's largest firms Brown Boveri und Cie Aktiengesellschaft and reflected in the book by K. Brockmeier "Induction Melting Furnaces". Electrothermal equipment (ETO) is designed for the technological process of heat treatment using electricity as the main energy carrier. Among the electrothermal equipment, an important place is occupied by the induction ETO group.

Criteria for high energy efficiency, product quality and environmental friendliness are fully met by induction crucible furnaces (ITF), which are used for smelting high-quality ferrous and non-ferrous metals and their alloys.

Induction crucible furnaces (ITF) are widely used in industry for melting ferrous and non-ferrous metals both in air and in vacuum and in protective atmospheres. Currently, such furnaces are used with a capacity from tens of grams to tens of tons. Crucible induction furnaces are mainly used for melting high-quality steels and other special alloys that require special purity, uniformity and accuracy of the chemical composition, which is unattainable when melting in flame and arc furnaces.

Advantages of crucible melting furnaces:

- Allocation of energy directly in loading, without intermediate heating elements.
- Intensive electrodynamic circulation of the melt in the crucible, which ensures rapid melting of fine charge and waste, rapid temperature equalization throughout the bath volume and the absence of local overheating and guarantees the production of multicomponent alloys, homogeneous in chemical composition.
- Fundamental possibility of creating any atmosphere in the furnace (oxidizing, reducing, neutral) at any pressure (vacuum or compression furnaces).
- High performance due to high power densities (especially at medium frequencies).
- Possibility of complete draining of metal from the crucible and relatively small mass of the furnace lining, which creates conditions for reducing the thermal inertia of the furnace due to the reduction of heat accumulated by the lining. Furnaces of this type are very convenient for intermittent operation with breaks between melts and provide an opportunity for a quick transition from one grade of alloy to another.
- Simplicity and ease of maintenance of the furnace, control and regulation of the melting process, ample opportunities for mechanization and automation of the process.
- High hygiene of the melting process and low air pollution.

Along with the advantages of their use, ITPs have the following disadvantages:

- Relatively low temperature of slag brought to the surface of the melt for the purpose of its technological processing. Relatively cold slags hinder the reactions between metal and slag and, therefore, hinder refining processes. The slag in the ITP, which is indifferent to the electric current, is heated only by the melted metal, so its temperature is always lower.
- Relatively low durability of the lining at high operating temperatures of the melt and in the presence of thermal cycles (sharp fluctuations in the temperature of the lining when the metal is completely drained).
- High cost of electrical equipment, especially at frequencies above 50 Hz.
- Lower efficiency of the entire installation due to the need to have a source of high or high frequency in the installation, as well as capacitors, as well as when melting materials with low resistivity.

The paper considers induction crucible furnaces (ITF) designed for melting non-ferrous metals and alloys, steel, as well as for melting and holding cast iron.

The first attempts to melt metals in induction crucible furnaces with high-frequency currents date back to the beginning of the 20th century. Due to the rapid development of radio engineering, various high-frequency current generators appeared - arc, spark, machine and with electronic tubes. As a result, by the beginning of the 1930s, the cost of high-frequency current energy decreased to 2-4 times the cost of industrial frequency current energy (according to G.I. Babat). This was one of the reasons for the widespread introduction of high and high frequency furnaces into industry. ITP are widely used in industry for melting ferrous and non-ferrous metals, both in air and in vacuum and in protective atmospheres. Currently, such furnaces are used with a capacity from tens of grams to tens of tons. Crucible induction furnaces are mainly used for melting high-quality steels and other special alloys that require special purity, uniformity and accuracy of the chemical composition, which is unattainable when melting in flame and arc furnaces.

The melting of conventional steels in coreless furnaces is less economical than in arc furnaces, as well as conventional non-ferrous metals and alloys, compared with induction channel furnaces. However, at present, crucible induction furnaces of increased and industrial frequency are widely used abroad and in Uzbekistan for melting conventional heavy and light non-ferrous metals and their alloys in industries with a periodic operating mode and a wide range of alloys to be smelted, as well as for melting heavily contaminated charge with high content of chips or alloys requiring modification. Since the presence of channels in channel furnaces makes it difficult to transfer furnaces from melting one alloy to another, and at the same time, fluxes and modifying salts, as well as dirty fine charge, contribute to the overgrowth of channels.

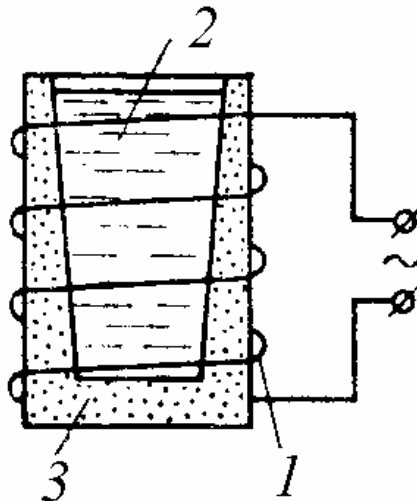
The scope of these furnaces is limited not by technical, but by economic factors, as the production of electricity increases, it is constantly expanding, capturing ever cheaper metals and alloys. The main trend in the development of induction crucible furnaces is the growth of both the unit capacity and the total capacity of the furnace fleet, associated primarily with the need for large quantities of high-quality metal. In addition, with an increase in capacity, the efficiency of the furnace increases, and the unit costs for its manufacture and operation decrease. The operation of the crucible furnace is based on the transformer principle of energy transfer by induction from the primary circuit to the secondary. The alternating current electrical energy supplied to the primary circuit is converted into electromagnetic energy, which in the secondary circuit is converted again into electrical and then into

heat. High-frequency current, passing through the furnace inductor, provides induction EMF induction in the cage, which in planes parallel to the plane of the winding turns will cause eddy currents. In order to provide ample opportunities for the operation of an induction crucible furnace, it is necessary to be able to supply energy to the furnace also in an inclined position (there are no difficulties in maintaining the melt in a heated state at any inclination).

Electric current is supplied through a water-cooled cable, which therefore also performs the functions of a water supply. The general water supply may also include the use of separate hoses. The installation of the oven must be carried out in such a way as to ensure good supervision and control of the oven. Reliable from the point of view of metal breakthroughs, the constructive implementation of the furnace basement is carried out by making a special receiving pit, as well as by protected laying of water and oil supply lines and ceramic lining of all the most important structural elements.

The operation of the crucible furnace is based on the transformer principle of energy transfer by induction from the primary circuit to the secondary. The alternating current electrical energy supplied to the primary circuit is converted into electromagnetic energy, which in the secondary circuit is again converted into electrical, and then into heat.

Induction crucible furnaces are also called coreless induction furnaces. The furnace is a melting crucible, usually cylindrical, made of refractory material and placed in the cavity of an inductor connected to an alternating current source (Fig. 1).



**Rice. 1. Induction melting of metals in a crucible furnace:
1 - inductor; 2 – melt; 3 - refractory crucible**

The metal mixture (the material to be melted) is loaded into the crucible and, absorbing electrical energy, melts. In a crucible furnace (Fig. 1), the primary winding is an inductor flowed around with alternating current, and the secondary winding and at the same time the load is the molten metal itself, loaded into the crucible and placed inside the inductor.

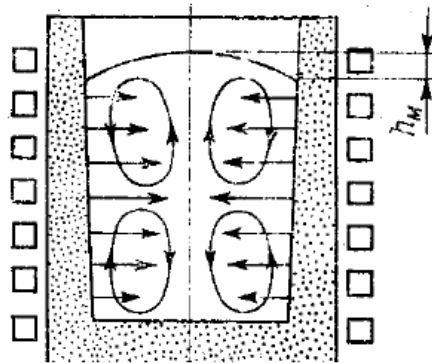
The magnetic flux in the crucible furnace passes to some extent through the charge itself. Therefore, magnetic properties, as well as the size and shape of the batch pieces, are of great importance for the operation of a coreless furnace.

When ferromagnetic metals are used as a charge, then until their temperature has not yet reached the Curie point, i.e. $\sim 770740^{\circ}\text{C}$, their magnetic permeability retains its value. In this case, the charge will play the role not only of the secondary winding and load, but also of an open core. In other words,

when melting ferromagnetic metals in a crucible furnace, the heating of the charge in the first period (up to the Curie point) will occur not only due to the heat released from the circulation of eddy currents in it, but also due to losses due to its remagnetization, which during this period observed in the mixture. After the Curie point, ferromagnetic bodies lose their magnetic properties and the operation of an induction furnace becomes similar to that of an air transformer, i.e. coreless transformer.

Molten metal in an induction crucible furnace is compressed by an electromagnetic field. In the middle part of the cylindrical crucible, where the edge effect does not affect, the forces of the electrodynamic interaction of the induced current and the magnetic field of the inductor are directed radially to the axis of the cylinder and decrease from the maximum value on the surface to zero on the axis. The compressive pressure created by these forces increases from the surface to the axis.

The crucible furnace is a relatively short electromagnetic system (the ratio of loading height to diameter rarely exceeds 1.5), so the electrodynamic forces are directed strictly radially only in the middle part of the crucible. Closer to the upper and lower edges of the crucible, where the magnetic field is distorted and its lines do not run parallel to the axis, the radial component of the electrodynamic forces decreases, as shown by the horizontal arrows in Fig. 2.



Rice. 2. Double-circuit metal circulation in the induction crucible furnace

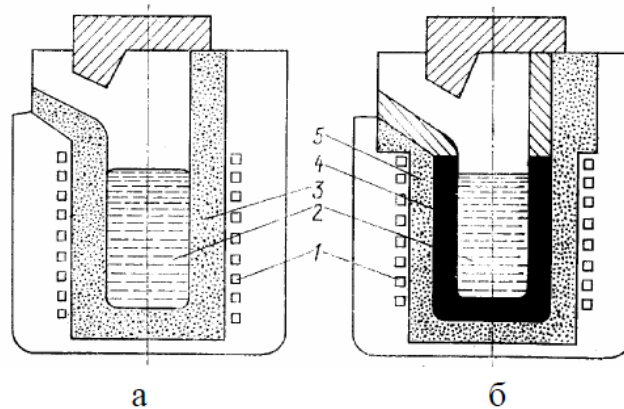
Under the action of such a system of forces, the metal in the middle part of the crucible flows from the periphery to the axis, then along the axis of the crucible it is squeezed up to the bath mirror and down to the bottom of the crucible. At the top and bottom, it flows to the walls and returns along the walls to the middle part of the crucible, making the so-called two-circuit circulation.

The very fact of the electrodynamic circulation of the metal, which can be very intense, is an advantage of the induction crucible furnace, which distinguishes it favorably from the arc furnace. Circulation accelerates melting, equalizes the temperature and chemical composition of the bath, promotes the interaction of metal with slag.

An induction melting crucible furnace (Fig. 3) is a cylindrical electromagnetic system with a multi-turn inductor 1. Since load 2 is heated to a temperature exceeding the melting temperature, a crucible is an essential element of the furnace design - a vessel into which the melted charge is placed. Depending on the electrical properties of the crucible material, induction furnaces are distinguished with non-conductive (Fig. 3, a) and conductive (Fig. 3, b) crucible.

The first group includes furnaces with a dielectric ceramic crucible 3, designed for melting metals. In such furnaces, the load (charge) is heated by the current induced in it, while the crucible is equivalent to an air gap.

The second group includes furnaces with a steel, graphite or graphite-chamotte crucible 4, which has a greater or lesser electrical conductivity. If the thickness of the crucible wall is more than twice the depth of current penetration into the crucible material, then we can assume that the induced current is concentrated in the crucible wall, while the load is heated only by heat transfer and may not have electrical conductivity. With a smaller thickness of the crucible wall, the electromagnetic field penetrates into the load and energy is released both in the crucible wall and in the load itself, if it is electrically conductive. Conductive crucible furnaces are thermally insulated 5.



Rice. 3. The device of the induction crucible furnace

According to the nature of the working environment, induction crucible furnaces can be divided into open, working in the atmosphere, and vacuum. The design of vacuum furnaces provides both melting and pouring of metal in vacuum, due to which the content of gases dissolved in the metal is very low. The inductor and lining, the main part of which is the crucible, are fixed in the furnace body. The structural parts of the case are located outside the inductor at a small distance from it, i.e., in the area penetrated by the magnetic flux of the inductor on the path of its reverse circuit. Therefore, eddy currents can occur in the metal parts of the housing, causing heating.

In order to reduce losses in the casing for small capacity furnaces, the main casing parts are made of non-conductive materials. It is also possible to remove the metal components of the case to a greater distance from the inductor, to the region of a weaker field.

However, such a constructive solution leads to a sharp increase in the dimensions of the furnace and, therefore, is acceptable only for furnaces of the smallest capacity. In furnaces of significant capacity, it is necessary to protect the nodes of the supporting structure from the external field of the inductor. For protection, a magnetic circuit is used in the form of vertical packages of transformer steel located around the inductor, or an electromagnetic screen between the inductor and the housing in the form of a continuous casing made of sheet material with low resistivity; losses in such a screen are small. The combination of such qualities in crucible furnaces as a fairly high cost of electrical equipment and low efficiency determines the scope of induction crucible furnaces - melting of alloyed steels and cast iron, non-ferrous heavy and light alloys, rare and noble metals. Since the scope of these furnaces is limited not by technical, but by economic factors, as the production of electricity increases, it will continuously expand, spreading to ever cheaper metals and alloys.

The main trend in the development of induction crucible furnaces is the growth of both the unit and total capacity of the furnace fleet, associated primarily with the need for large quantities of high-

quality metal. In addition, with an increase in capacity, the efficiency of the furnace increases and the unit costs for its manufacture and operation decrease.

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USE THE TRIZ METHOD TO TEACH MECHANICAL ENGINEERING

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Abstract: *The systematization of teachers' knowledge in the field of pedagogy, which is to teach educators to understand the unity and contradictions of the world around them and to give concrete practical education to creative individuals who are able to solve any of their problems.*

Keywords: *Creativity, problem solving, imagination, thinking, inventive problem theory (TSIP).*

Today, the development of science, engineering and technology, the growing needs of society have a significant and positive impact on the educational process, that is, the demand for technical programs and tools to update educational programs, to apply theoretical knowledge in practice leads to the development of creative approach skills. To improve the quality of training in Uzbekistan, to create the necessary conditions for the training of highly educated and qualified specialists on the basis of international standards, to establish close cooperation between each higher education institution and higher education institutions with high international rankings; Wide introduction of advanced pedagogical technologies, curricula and teaching materials based on educational standards, development of creative competencies of students, scientific and pedagogical staff as part of their professional competence, effective use of interactive methods in education, higher education in accordance with the priorities of the Action Strategy identified as the main tasks of quality improvement and radical improvement [1].

After the independence of the Republic of Uzbekistan, the modernization of educational and methodological literature, material and technical base, all structures in all types of educational institutions, including higher education, began. Changes in the socio-economic life of society require modern knowledge and skills. This requirement will lead to the use of new methods of teaching students in higher education. In this regard, it is considered to be important to use the method of TSIP (theory of solution of inventive problems). The purpose of this method is to cultivate a strong mindset and a creative person who is ready to solve complex problems in different areas of society. The TSIP method was invented and developed about 50 years ago by Soviet engineer-technologist Henrikh Saulovich Altshuller [2].

What is the TSIP method? Inventive Problem Theory (TSIP) is a set of algorithms and methods developed by the Soviet inventor Henrikh Saulovich Altshuller and his followers to improve the creative process of scientists.

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TSIP - Although there are recommendations for improving the creative process, Altshuller's theory is aimed at solving so-called "inventor" problems. The task of an invention is a complex one, the solution of which is to identify and resolve the contradictions that lie within the task identify the root cause (the root of the problem) and eliminate the cause. This requires special skills and technology.

Originally designed to help solve technical problems, it helped develop thinking, flexibility, coherence, logical construction, and originality. The main task of this method is to teach students to think and understand themselves.

Applying the TSIP method

The main task of TSIP, according to the author of this theory, is to help inventors find quick solutions to creative problems in various fields of knowledge. TSIP allows the user to solve many creative problems. According to users of Altshuller's theory, knowledge of TSIP provides the following advantages (according to the book "Fundamentals of TSIP") [3]:

- Ability to determine the nature of the task;
- Ability to correctly identify the main directions of the search, not to miss the many points that usually pass;
- Know how to systematize information retrieval to select problems and find solutions.
- Learn how to move away from traditional solutions;
- Ability to think logically, logically and systematically;
- Significantly increase the efficiency of creative work;
- Reducing decision-making time;
- A fresh look at things and events;
- TSIP promotes inventive activity;
- TSIP expands a person's worldview.

Some people argue that inventive problem-solving theory can only be useful in certain sciences. This is partly true: but the theory has been developed and defined for use in specific technical areas. However, knowledge of TSIP undoubtedly contributes to the application of the TSIP methodology to the humanities and business, due to the universality of the TSIP methodology for any creative task.

Students who master this technique will have the ability to creatively solve problems that arise in a particular situation in life (creativity). The skillful use of TSIP techniques and methods (inventive problem-solving theory) helps the student develop inventiveness, creative imagination, and dialectical thinking. The purpose of TSIP is not only to develop students' imagination, but also to teach them to constantly understand and think about ongoing processes, to provide a clear practical training of creative personality traits capable of understanding the unity and contrast of the world around them and to solve their small problems.

"TSIP is a controlled process of creating something new that combines precision, logic, and intuition, as the founder of the theory, GS Altshuller, and his followers believe. materials - field resources identified [3].

The use of the TSIP methodology dramatically speeds up the search for innovative solutions, significantly increases the likelihood of finding solutions to complex problems and allows anyone who has mastered its tools to find solutions to such problems.

Over the years, the following scientists have made significant contributions to the study of this method. They are V.N.Drujinin, S.L.Rubinstein, E.L.Soldatova, as well as J.P.Gilford, E.P.Torrance, A.Maslow and others. The works of GS Altshuller, MM Zinovkina and others are devoted to the conscious formation and management of creative activity.

There are a number of studies on the development of creativity based on TSIP technology. For example, the research of EA Fedorova on "Development of creative activity of students through TSIP-pedagogy." In this study, TSIP tools (techniques, analog tasks, database, system operator, etc.) are adapted to solve creative problems in computer science. Presentation of the main material. In his opinion, first of all, you need to understand the popular term "creativity". In describing a creator, we usually mean an artist who thinks from the outside and in his own way. The term "creativity" is derived from the Latin word "creation," which means creation, and is considered in several senses. First, it is a constant feature of a person that determines his ability to perform creative activities of social significance; level of creative ability, creative ability. Second, it is the ability of a person to create a variety of unique ideas in an unregulated environment, the ability to reject stereotyped ways of thinking and bring new things into the experience. Third, they are unique human creative possibilities that can be expressed in thinking, communication, and certain activities. And fourthly, creativity is understood as a creative ability, a level of creative ability, which is a relatively stable characteristic of the personality [4-9].

It is necessary to use modern pedagogical technologies to develop creative thinking. Pedagogical technology is a method of concretizing the methodology, natural pedagogical activity, which implements a scientifically based project of the educational process. We can say that this is a well-thought-out model of pedagogical and educational activities for the design, organization and conduct of the educational process [9].

The following key characteristics can be identified to define creativity:

- Productivity is the ability of a person to perform a certain number of actions over a period of time;
- Flexibility as the ability to move from one idea to another, to find new solutions;
- originality as the ability to create new, unusual ideas that differ from generally accepted ideas;
- interest, increase sensitivity to problems that do not interest others;
- ability to solve complex problems.

Analyze the problem, look for its solution and practical solution.

All components of this creativity can be developed with the help of innovative pedagogical technology TSIP - inventor problem-solving theory. It is the structure of laws, algorithms, and methods that allow us to find non-standard solutions to different situations. TSIP is a creative science that teaches thinking to find the best and most effective solution. Heinrich Saulovich Altshuller, founder of Inventive Problem Solving Theory (TSIP), is an engineer and science fiction writer. Heinrich Altshuller began to study the methods most commonly used by inventors. There were about forty such techniques, and all of them, together with the invention problem-solving algorithm (ARIZ), formed the basis of TSIP. TSIP first appeared as a technical science. However, according to GS Altshuller, the development of all systems is governed by similar laws, so many of TSIP's ideas and mechanisms can be used to construct theories to solve non-technical creative problems [3]. According to him, any technical problem leads to a situation where every inventor finds himself: there is a moment in which there is no solution and there are many options around ... The method of trial and error is a very shaky and energy-intensive method, but also exemplary and effective. does not guarantee the result.

Modern TSIP pedagogy is a pedagogical system aimed at developing the child's creative thinking to effectively solve the problem. TSIP-pedagogy is based on the theory of solving inventive problems. The content of modern TSIP pedagogy can be described as the interdependence of such areas as the development of creative thinking, the development of creativity, the development of the

creative personality. TSIP pedagogy is aimed at forming a strong mindset and cultivating a creative personality, prepared to solve complex problems in various areas of activity [3]. Other innovative systems of modern education often address a number of issues that need to be addressed separately. The success of TSIP training is that students who have to solve any difficult problem become more eager to acquire new knowledge. The use of TSIP-pedagogy allows to reveal the creative potential of the child by solving various problems (not only engineering, but also domestic). The basic principle of this method is "Solve the problem yourself". The teacher only suggests the direction of thought, but the child thinks independently. Every age has its own TSIP method ... Small school-age children invent riddles, proverbs, games, puzzles. With age, tasks become more difficult. Let's take a brief look at modern TSIP methods. Problem-solving exercises that develop students' system-logical thinking skills have a special place in the implementation of TSIP technology:

Brainstorming is the process of inventing an invention and finding ways to solve it by listing resources and choosing the ideal solution. It is the process of finding ideas, forming insights, developing creativity in thinking.

The focus object method is a situation in which the properties and characteristics of other, unrelated, spontaneous objects are applied to a variable object. It focuses on developing analytical skills, imagination and creative imagination.

Modern TSIP pedagogy is designed for children and adults of all ages. There are courses available for both preschoolers and students. TSIP-pedagogy teaches us not only to solve creative problems, but also to manage our time consciously. All these qualities, which are formed in a person using TSIP technology, are a key component of creativity. Thus, we can conclude that TSIP technology helps to develop the ability to find new solutions and make effective use of existing resources, as well as to quickly change their minds depending on the situation; ability to come up with new, unusual ideas; develop the ability to solve complex problems. These are all components of creativity.

With the help of TSIP technology, a style of thinking is formed, which is focused not on the acquisition of ready-made knowledge, but on its independent generation; ability to see, set and solve problems in their field of activity; the ability to identify hidden records, to perceive life as a dynamic space of open tasks, to cultivate a worldview attitude. The modern task of education is to cultivate a competitive artist.

Thus, the inventor's problem-solving theory allows the student to engage in creativity based on his or her interests, broadening his or her horizons, developing his or her creative needs, and teaching him or her how to solve creative problems. TSIP forms creative thinking conditioned by a high level of student imagination, which includes: critical thinking, the ability to identify contradictions, predict the possible direction of development, create an algorithm of actions, analyze, synthesize, compare and establish causal relationships. There is an exchange of decision results, one child's decision activates the other's opinion, expands the scope of imagination, stimulates his development. TSIP technology is based on the principles of collaborative pedagogy, puts students and teachers in the position of partners, encourages students to create a climate of success, and thus supports their confidence in their own strengths and abilities, their interest in learning about the world around them.

Creative orientation in teaching leads to the introduction of creative use of acquired knowledge, the achievement of new results in their work, the development of the ability to bring to life experiences, the creation of unique ideas in non-standard settings.

Due to creativity, a person is always in a state of research and activity, prone to any changes in the reality around him. The development of creative thinking, as a key component of the creative process, is the key to a person's successful creative self-awareness.

The two main ideas of TSIP. First, the development of systems takes place through the intensification and resolution of conflicts. TSIP covers all the ways and means of resolving conflicts that arise during the development of these systems. Second, technical systems evolve according to objective laws that can be studied and used.

In the process of creating the classic TSIP, G.S. Altshuller has trained and educated many followers who are independently developing specific areas of TSIP and spread TSIP around the world.

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TOOLS FOR DEVELOPING STUDENT DESIGN SKILLS IN CONSTRUCTION DIRECTIONS

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Abstract: *The article presents methods and tools for developing students' skills in architectural design, drawing, reading, creating new ideas in the design process.*

Keywords: *architectural design, computer graphics, imagination, sketch, modeling*

The most important factor in the development of leading countries is the growth of potential, competitive personnel, highly professional personnel. Of course, where science is advanced, new ideas, initiatives, new technologies will continue to grow. The training of potential staff is carried out in a continuous chain from school to school, ie in continuous education. Intensive work is being carried out in the new Uzbekistan to radically reconsider and develop the content of non-violent education, and, most importantly, to improve the legal framework and existing mechanisms for improving the quality of education. The result of this can be seen in the example of the cadres who are emerging in the world arena today with their ideas and initiatives.

In the process of rapid development of society, scientific and technological progress is reflected in unprecedented achievements, inventions, discoveries. The basis of this development are people with high talents. Highly advanced professionals are creating a variety of material, household and similar technical devices that create convenience for people by creating new ideas and demonstrating its positive solutions. As a result, human life is becoming more prosperous.

The work in the field of technology in particular is a vivid example of this. The results achieved in the construction of various buildings and structures, in the automotive industry, etc., are creating conveniences for people. Therefore, one of the most pressing issues today is the training of qualified personnel. Professors have a great responsibility to train specialists in higher education institutions in accordance with modern requirements and to develop their creative abilities.

One of the most pressing issues today is the training of qualified personnel, and to solve this problem it is necessary to effectively use information and communication technologies (ICT) and modern technologies in the organization of the educational process [1]. The possibility of computer modeling facilitates the teaching of disciplines in the field of construction and architecture. It is necessary to organize training on the topics specified in the science program through the possibilities of computer graphics. Today, great importance is attached to the process of independent learning. In science lectures and practical lessons, the teacher does not have time to fully convey the necessary knowledge to students. The teacher guides the student as a consultant on the use of the necessary resources. Can convey basic concepts in science to students by accelerating the learning process. In

the design disciplines it is necessary to organize the selection and use of complex drawings and their drawing, depending on the type of course of digital methodology to develop students' spatial imagination and others in a short time and ensure their mastery. Therefore, in teaching this subject, first of all, it is necessary to ensure that the teacher can use computer software without the help of others.

CAD design systems have a positive effect on students in the design disciplines, architectural design, building design issues and projects. Because the sequence of creating projects in these programs is simple and high in terms of design, it attracts the user's attention. This set of programs was considered the most convenient and advantageous in ensuring a high level of exhibition (colors, materials, textures, gradients, shards, etc.). Science teachers need to develop and use a variety of visual aids in CAD design systems that are necessary for the lesson process.

Modeling is a clear and understandable view of the real event and process of the object of study under study in a particular area. The following types of modeling can be used in the teaching of graphic sciences: computer modeling and graphic and geometric modeling.

The modeling process involves three elements:

- subject (researcher);
- object of research;
- A model that defines (reflects) the relationship between the perceived subject and the perceived object.

Computer modeling is the virtual presentation of mathematical and geometric modeling. Computer modeling can be used in many areas. Wide use in all types of electronics, energy, chemistry and biology, architecture, design, engineering is yielding good results today. In particular, on the subject of "Architectural Design" it is possible to model various project drawings, building models using computer graphics.

Virtual modeling is the modeling of parts, objects, mechanisms, structures, etc. using computer graphics. It also allows you to easily and cost-effectively perform a variety of editing (cutting, trimming, engraving, adding elements, coloring, adding materials, etc.) on virtual models. The use of virtual modeling in conducting experiments provides great economic efficiency [12].

The role of practical lessons is also invaluable for the application of theoretical knowledge in practice, so that students can apply their knowledge and become skills. From this, the student can understand the essence of the theoretical material being studied. If students are able to analyze the information they receive, to ensure that they are able to allocate the necessary part, then the mastery of the knowledge imparted by the teacher will be higher. By motivating students in their field by the teacher, it leads them to be active. As a result, students are able to master knowledge consciously.

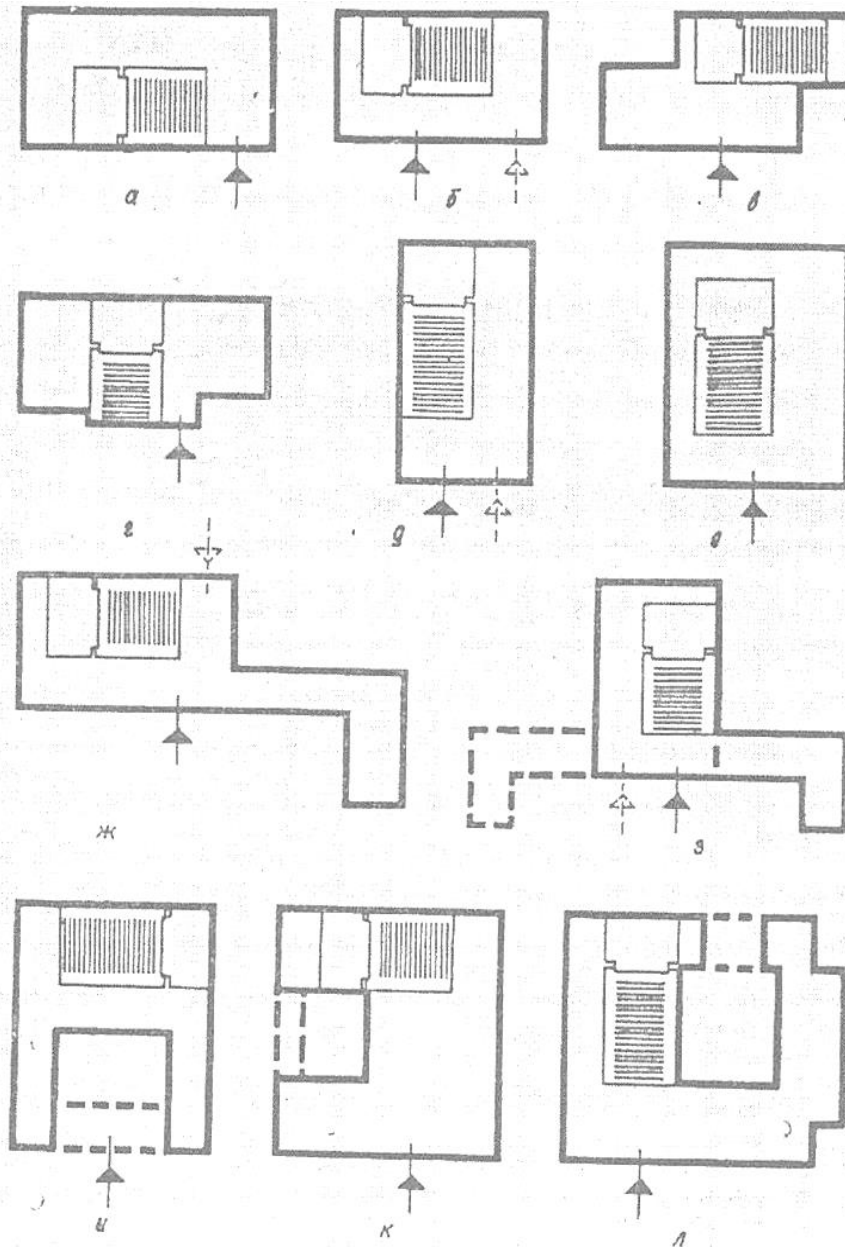


Figure 1. The first sketch on the types of clubs - ideas - clauser

An important factor is the conscious and active acquisition of knowledge, the organization of the teaching process, taking into account the pedagogical and psychological aspects of students. Assignment in Figure 1: The first sketch on the types of clubs - ideas - clauser. At the same time, the professor provides students with sketch samples of the selected project. Students will first need to draw a sketch by hand and form a drawing skill. By drawing by hand, it leads to the emergence of new ideas in students. It helps to imagine what the project will look like in real life during the drawing process. If students do not have enough imagination of what the project will look like in advance, the

professor will help develop imagination by showing the 3d model of it using the capabilities of computer graphics.

If students are given a graphic assignment and explained without the use of computer technology, only certain requirements can achieve the expected results. When the algorithm for the implementation of practical projects is presented in a dynamic (animated) form through the multimedia capabilities of the computer and the 3D model of the project is shown virtually, students have a clear idea of the building being created. Then students can complete the assignment selected or presented to them and have the necessary information.

The multimedia electronic form of various materials used in the course provides a comprehensive convenience for teachers and students. For example, if you help the teacher with time in drawing a sample of a graphic task during a practical lesson, it will be easier for students to be interested and understand them based on the principles of demonstration and comprehensibility. The visual capabilities of the computer are highly effective in creating a variety of animated sequences [3].

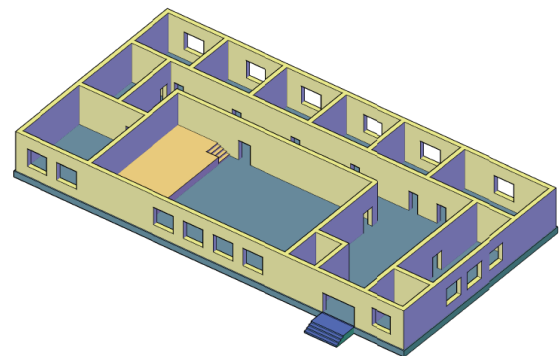
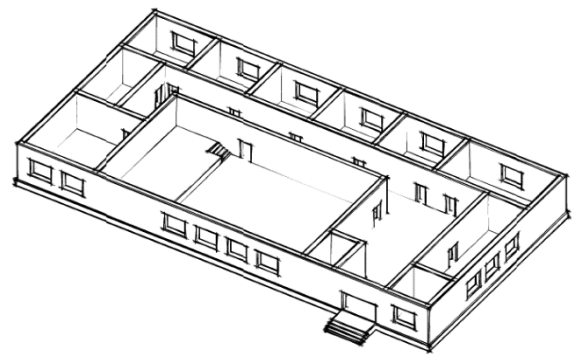
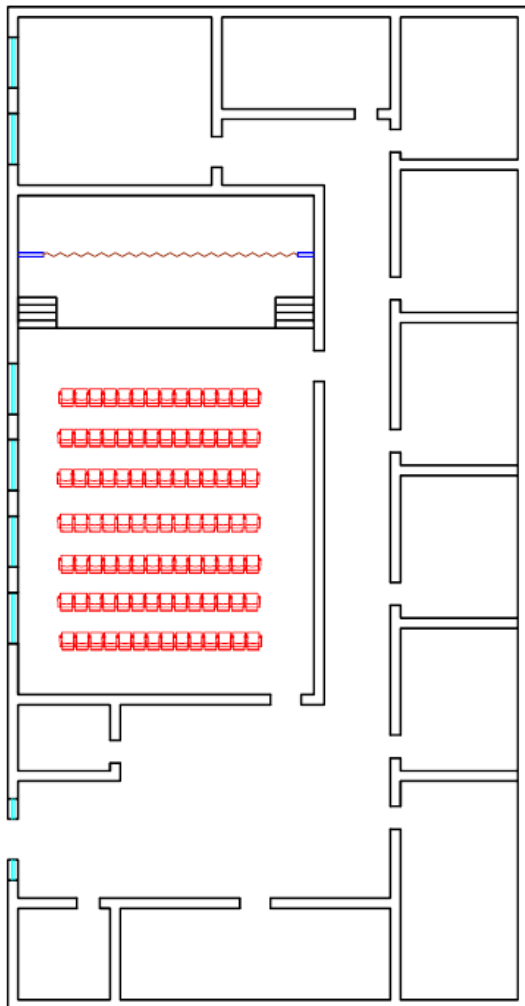


Figure 2. Plan of the selected building

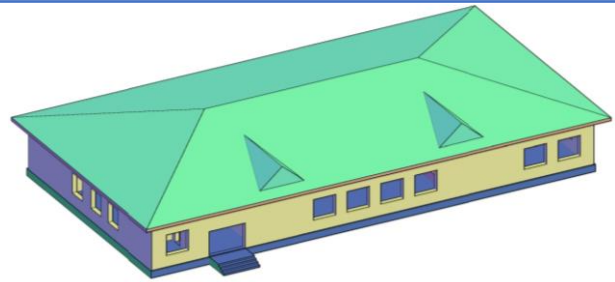


Figure 3. Virtual models of the selected building

It is convenient to create a 3D model of drawings on a computer in AutoCAD graphics program. The created 3D model can be processed using Autodesk Inventor Fusion software, which ensures that it has a high level of visibility. In this program, it is easier to perform editing in the desired part of the 3D model than in the AutoCAD graphics program.

The plan of the building shown in Figure 2 is created in AutoCAD graphics program, and editing capabilities are very convenient. The 3D virtual model of the building selected in Figure 3 is the various views shown, giving the clippings for students to imagine. By showing this process to students in the classroom, they have the opportunity to attract their attention, think and, most importantly, develop their spatial imagination.

A science teacher can create detailed models of topics, building models in AutoCAD and use them in the classroom. Created virtual models can be viewed from different angles using the extensive capabilities of AutoCAD, cropping, changing the color of the model, automatically resizing, and so on.

The following factors should be considered in teaching the subject of architectural design.

- Draw drawings;
- Edit drawings;
- Creating new ideas;
- Study of construction drawings;
- Mastering the requirements of GOST for construction drawings;
- Thorough study of plan, facade, shear topics;
- Know the essence of the subject of architecture;
- Know the types of design;
- Knowledge of architectural design elements;
- Know the basic factors in the design of buildings;
- Study of foreign experience in architectural design;

- Study the history of ancient urban architecture;
- By mastering the most basic factors, such as a perfect understanding of the importance of landscape design in architectural design, professional science teachers should be able to reveal that they are mature professionals. As a result, the attitude to the profession, interest, and the requirements for the training of high-potential personnel in the field can be met.

The creation of a professional education system, which is the main link of continuing education, has a positive impact on the quality of training. including the continuation of graduates of vocational schools, colleges, technical colleges in the field of higher education will ensure continuity and continuity. In particular, the approval of the relevant regulations on the admission of 2nd year students to universities on the basis of interviews after graduating from technical colleges has led to a new stage in the education system.

It is obvious that the success of technical colleges serves as an effective mechanism for training mature personnel by continuing their education in higher education.

For example, a graduate of the Namangan Industrial College, majoring in Architecture, will continue his studies in the 2nd year of Architecture at the Namangan Institute of Engineering and Construction. On the plus side, on the other hand, technical colleges have a great responsibility, which means that the initial part of the field of science should be given at an adequate and demanding level. For example, the subject of Descriptive Geometry and Engineering Graphics, which is taught in universities, is taught in the 1st year in 1-2 semesters. If a graduate of a technical school continues in the 2nd year, he / she will pass this subject without studying at the university. As a result, the teaching of the science of Descriptive Geometry and Engineering Graphics has been introduced in technical schools, but the subject of science programs is not given enough. There are not enough science subjects and topics in construction drawing in such areas as architecture, building construction. Therefore, it is necessary to reconsider and improve the subject and hours of science in technical schools.

The question naturally arises as to why exactly is the science of descriptive geometry and engineering graphics. Because this science is important in the training of specialists in the field, this science, along with teaching drawing and reading, serves as a basis for the formation of graphic knowledge. The science of architectural design based on graphic knowledge, and serves as a key factor in the implementation of works such as the creation of various projects in the field, the reconstruction of existing ones.

Table

Methods of explaining tasks in architectural graphics	
Hand drawing (on the board)	Using dynamic (animated) ICT technologies
Drawing a graphic sample of the projects to be implemented on the board is time consuming and the quality level is low. It is necessary	A high level of visualization (colors, materials, etc.) is the basis for preparing a sample of project graphic assignments in multimedia animated form using IT and creating a 3D model of projects. The ability to repeat the stored learning material (hdd, flash, googleDisk, etc.)

to draw again and again in each lesson.	serves as an assistant (tutor) in the process of independent and distance learning for students.
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In conclusion, it should be noted that the use of modern computer programs, graphics in improving the quality and efficiency of education in the field of architecture and construction will be the basis for the implementation of state educational standards. The use of a variety of modern computer programs in teaching the subject of architectural design has a positive effect on students' ability to draw, read, visualize their models and search for new ideas. The use of modern computer programs, graphics in the teaching of graphics helps students to develop as competitive professionals.

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**METHODS OF IMPROVING STUDENTS' PHYSICAL ACTIVITY SKILLS IN
EDUCATION INSTITUTIONS**

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Abstract: *It is to bring up a young generation in our country that is physically healthy, mature, well-rounded, well-rounded, able to think independently, has deep intellectual knowledge and a modern outlook, and can take responsibility for our future. Of course, one of the main factors influencing this is a healthy lifestyle.*

Keywords: *well-rounded, humanity, life, population, healthy.*

«On the tomorrow of the planet, the well-being is connected with the fact that our children grow up as a kinda man. Our main task is to create the necessary conditions for young people to show their dignity.»

President of the Republic of Uzbekistan

Shavkat Mirziyoev

Of the UN General Assembly

From his speech at the 72nd session

One of the most important challenges facing humanity is to be able to lead a healthy lifestyle, to live a regular life, to help build a physically healthy, mentally healthy generation, to work, relax and socialize. is to form a socially rational lifestyle.

A healthy lifestyle is a combination of social existence, the main features of social relations, the material and spiritual activity of people, the forms of social activity in all spheres of social life, which are inextricably linked with the specific conditions of this life. Hence, a healthy lifestyle includes quantitative and qualitative indicators of human life activity. These indicators are relative and vary depending on development and socio-economic factors.

A healthy lifestyle is associated with people's living standards, health, mood, aspirations, confidence, daily, daily changes, the level of socio-economic and spiritual development of society, and most importantly, measures to ensure the effectiveness of educating the younger generation.

A healthy lifestyle includes factors such as work, life, and leisure, a culture of interpersonal relationships, an ecological culture, keeping the body physiologically fit, as well as taking care of the health of others.

One of the problems in the field of scientific research, which has its traditions from a historical and modern point of view, is a lifestyle. Even though a lot of research has been done on this problem, the problem has not yet been fully resolved.

As we begin to study the problem of a healthy lifestyle and its sustainability in society, it should be noted that it cannot be properly understood without linking it to the nationwide and philosophical concepts that have emerged in this area. Consequently, a basic concept of a healthy lifestyle is a qualitatively thematic expression of a "lifestyle".

Lifestyle is, first of all, a complex phenomenon that is inextricably linked with the holistic life activities of people.

Lifestyle not only reflects the essence of the diversity in the behavior of people working in a general environment, the social nature of its active assimilation but also serves as a form and method of changing it.

Creating a healthy lifestyle involves achieving a certain level of spirituality, being cultured in consumption, interpersonal relationships, and behavior.

In today's world, where access to the latest advances in science and technology is expanding, the formation of a healthy lifestyle requires the harmonization of medical, hygienic, socio-economic, and environmental aspects of human life.

The above ideas give a conceptual conclusion that the new criteria, principles of life, the vitality of the national ideology, which can be embodied like our national way of life, should be in line with its psyche. On the other hand, lifestyle is not just a set of principles of living, but also a complex process that always requires the interdependence of internal laws and contradictions.

Any needs and principles that are formed as a result of this are tested, perfected, or, conversely, denied in this area of life. Thus, understanding the way of life as a dialectical process leads to a correct definition of its nature and essence.

The most important areas of social life depend on the health of the population. Human health depends in many ways on the organization of labor, the extent to which it uses modern scientific and technological achievements, the spiritual environment, the interaction of employees, their mental and emotional state. The way people live a healthy or unhealthy lifestyle is in many ways reflected in how much and how well their needs are met. According to the data, 50% of the level of health depends on social security and lifestyle, 20-30% on the environment, 20% on the impact of genetic factors, and 8-10% on health and interventions.

Based on the above, the following conclusions can be drawn:

- First - lifestyle as a social philosophical category reflects the essence of the vital activity of society and people, the nature of its assimilation, the form and methods of change. Lifestyle is manifested at each stage of social development depending on the nature of material, socio-political and spiritual factors while relying on the specific traditions, customs, spiritual values, heritage of the people, nation, social groups.

- Second - the fact that the lifestyle is based on a healthy spiritual, economic, political, and social base serves to develop resilience in the community, the interaction, and cooperation between individuals and social groups. With this in mind, a healthy lifestyle has become one of the determining factors in stabilizing the development of society.

- Third - the way of life prevails in a certain environment in space and time. Its objective basis is the laws of social development, the natural geographical environment, the accelerated production of material goods, while the individual, society, social strata are its subjects. The relationship between the object and the subject of lifestyle is contradictory, and resolving it on a healthy basis serves to moderate its development. and sustainability.

- Fourth - the radical reforms being carried out in the country are aimed at shaping a healthy lifestyle in the interests of independence.

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Ensuring human rights in the Constitution, laws, and other normative acts.

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Abstract: *In this article, by reflecting human rights and freedoms in our Constitution, we will be able to see information about the rights and freedoms of citizens in the performance of these rights and timely fulfillment of their obligations, to go to court against government agencies and officials.*

Keywords: *human rights, civil rights, and freedoms, political rights, suffrage, judicial protection.*

The greatest goal of Uzbekistan, which is confidently moving towards an independent democratic path, is to implement reforms that are in the interests of our people and it is enshrined in the Constitution of the Republic of Uzbekistan. Chapter X is devoted to the guarantee of human rights and freedoms, and Article 43 states: "The state shall ensure the rights and freedoms of citizens enshrined in the Constitution and laws."

It is known that the implementation of the rights of citizens is enshrined in our Constitution, and we can consider issues such as the exercise of their rights and freedoms, ensuring the rights of citizens enshrined in the constitution and laws, and the exercise of their rights and obligations.

The new principles of democratic rights and freedoms of the citizens of our country are guaranteed to be implemented along with their place in the Constitution. Among them, "The right to life is an inalienable right of every person" is enshrined in Article 24 of the Constitution, and everyone is using it wisely. If the right to life is granted to everyone from birth to death, its use is an inalienable right of citizens. We can see that Article 25 of our Constitution states that torture, violence, and persecution are not allowed.

According to the Constitution of the Republic of Uzbekistan, the privacy of citizens is protected by law. The right to life is an inalienable right of every human being, every citizen has the right to liberty and security of person, and assassination is the gravest crime. An Uzbek citizen may not be detained or detained without law. These are enshrined in the laws of the republic. In particular, Article 234 of the Criminal Code of the Republic of Uzbekistan is entitled "Unlawful Detention or Arrest", which states: short-term restriction of a person's liberty is punishable by a fine of up to fifty times the minimum monthly wage or imprisonment for up to six months.

Deliberate arrest or detention is punishable by a fine of 50 to 100 times the minimum wage or up to three years in prison. "

The Constitution and current laws of the Republic of Uzbekistan reflect several constitutional principles that guarantee the rights and freedoms of citizens of Uzbekistan: for example, Article 45 of the Constitution of the Republic of Uzbekistan:

"The rights of minors, the disabled, and the lonely elderly are protected by the state." This is enshrined in other laws passed by the Oliy Majlis.

In general, the protection and means of human rights and freedoms are set out in Articles 35-44 of the Constitution of the Republic of Uzbekistan, which provide for the protection of citizens' rights and freedoms through the courts and out of court.

The most important political right of the citizens of the Republic of Uzbekistan is the electoral system, which ensures their active participation in the formation of state representative bodies and other bodies of government. Therefore, Article 117 of the Constitution of the Republic of Uzbekistan states: "Citizens of the Republic of Uzbekistan have the right to elect and be elected to representative bodies. Each voter has one vote. "Equality and freedom of expression are guaranteed by law."

On May 5, 1994, the Law "On guarantees of citizens' suffrage" was adopted in Uzbekistan. It consists of 21 articles, according to which citizens can appeal to the election commission, relevant state body, public association, officials, and courts against organizations and officials who violate and ignore their suffrage. Violators of this right are punished by the laws of the Republic of Uzbekistan.

The Constitution and laws of the Republic of Uzbekistan guarantee the framework of the principles of equality of citizens of Uzbekistan. The equality of women and men, citizens of different races and nationalities, citizens of the republic, regardless of their ancestry, social and property status, race and nationality, sex, education, language, place of residence, and other circumstances are guaranteed. Equality of citizens in all spheres of the economic, political, social, and cultural life of Uzbekistan is fully guaranteed. Citizens' rights and freedoms not only serve their interests, but also the interests of society, the state, and society.

After gaining independence, the Republic of Uzbekistan has made it its main goal to expand real democracy in all spheres of social and state-building and to join the ranks of developed, enlightened states, human freedom, democratic rights, and freedoms of citizens are not only expressed in constitutional laws but also its development and improvement are carried out and guaranteed by the multifaceted activities of state bodies, public associations and voluntary initiative organizations established and being created for this purpose.

During the years of independence, the country has developed a system of state organizations for the protection of human rights. In addition to the traditional judiciary and law enforcement agencies, the system also includes non-governmental human rights bodies, which include national human rights institutions and non-governmental organizations. Judicial bodies for the protection of human rights include, first of all, the courts that are part of the judiciary, i.e. the Constitutional Court of the Republic of Uzbekistan, general courts, and economic courts. In addition to the judiciary, law enforcement agencies, such as the prosecutor's office, the Ministry of the Interior, and the Ministry of Justice, are also involved in the protection of human rights and justice in the country are important links in ensuring justice. Today, these law enforcement agencies have separate human rights structures.

Judicial protection of human rights is an integral and decisive part of the mechanism for the protection of human rights and freedoms. Because the judiciary is the most important tool in the system of restoring violated human rights and freedoms.

Everyone is guaranteed the right to judicial protection of their rights and freedoms, the right to appeal to the courts against the illegal actions of state bodies, officials, and public associations. As

stated in Article 44 of the Constitution, everyone is guaranteed the right to protection of their rights and freedoms through the courts and the right to appeal to government bodies and officials.

The Law on Courts of the Republic of Uzbekistan was adopted by the Legislative Chamber on June 15, 2021, and approved by the Senate on June 26, 2021, according to this law, the judiciary in the Republic of Uzbekistan operates independently of the legislative and executive branches, political parties, and other public associations. Judicial power in the Republic of Uzbekistan is exercised only by courts. No other body or person has the right to usurp the powers of the judiciary. The court intends to protect the rights and freedoms of citizens, the rights and legally protected interests of enterprises, institutions, and organizations, proclaimed in the Constitution and other laws of the Republic of Uzbekistan, the acts of international human rights. The work of the court is aimed at ensuring the rule of law, social justice, peace, and harmony of citizens.

While the Constitutional Court of the Republic of Uzbekistan deals with cases on the constitutionality of legislative and executive acts, the Supreme Court of the Republic of Uzbekistan deals with civil, criminal, and administrative proceedings, and the economic court is the highest body of judicial power in the field of economic court proceedings. Judges are persons authorized by law to administer justice. In the Republic of Uzbekistan, all judges have the same status.

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International cooperation in the implementation of human rights and foreign policy of the Republic of Uzbekistan.

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Abstract: *This article discusses the implementation of cooperation of human rights and foreign policy of the Republic of Uzbekistan and the laws adopted on it, as well as articles of the Constitution of the Republic of Uzbekistan.*

Keywords: *politics, foreign policy, human rights, external function, constitutional law, internal function.*

Every state has an internal and external function, which is widely studied in the theory of state and law. The external function of the state, in turn, creates the need for foreign policy. Especially in the current era of "globalization", the right foreign policy remains a very important task of the state. The foreign policy of any state is aimed at ensuring the security of the country, achieving the well-being of the people, finding its rightful place in the world community.

Article 17 of the Constitution of the Republic of Uzbekistan states that "the Republic of Uzbekistan is a full-fledged subject of international relations", as well as the second part of this article states that the Republic may form alliances, join and secede from the Commonwealth and other interstate structures. This has created a legal basis for Uzbekistan to become a full member of the world's most influential international organizations and for its full recognition by the international community and the rapid penetration of international political, economic, and cultural ties.

Uzbekistan gained its status as a full member of international relations only by declaring its independence on August 31, 1991. The Constitutional Law of Uzbekistan "On the Foundations of State Independence of the Republic of Uzbekistan" adopted on November 18, 1991, legally established the basic basis of our independence.

The foreign policy and international activities of the Republic of Uzbekistan are based on the norms and principles of the Constitution of the Republic of Uzbekistan, the legislation governing foreign policy, military legislation, the principles and objectives of the UN and the OSCE, as well as Uzbekistan's obligations under international treaties.

Politics (Arabic: *تسياس* (politics) - horse breeding) is the art of governing the state. Politics is the process of governing a group, a society. Representatives of the relevant groups will also be involved in this process. The term is often used to refer to government activities. Politics is concerned

with the relationship between different socio-political institutions, social strata, classes, and groups. Its essence is the forms of state power, its implementation, and management. Politics in the broadest sense refers to the political system of society, political life, state power, its internal and external activities, the attitude of political organizations and movements to power, the priorities of political interests in its management. Accordingly, just and unjust, impartial and unfair, humane or anti-human policies, democratic and authoritarian policies can be observed in governance.

Foreign policy is the general course of each state in international relations. Foreign policy is closely linked to domestic policy, and any state determines its foreign policy based on its interests. For example, one country develops economic relations with the outside world, another with political and economic relations, a third with material and artistic relations, and a fourth with sports. The foreign policy defines the goals and objectives of this chosen course, as well as the means, forms, and methods of their implementation.

Part 2 of Article 17 of the Constitution of Uzbekistan states that "the Republic may form alliances, join and secede from the Commonwealth and other interstate structures to ensure the highest interests, welfare and security of the state and the people."

Also, Article 2 of the Law "On Basic Principles of Foreign Policy of the Republic of Uzbekistan" states that It can join and secede from states and other interstate structures.

Adoption of the Law "On approval of the Concept of the foreign policy of the Republic of Uzbekistan", adopted on September 10, 2012, has a great impact on the international community

Foreign policy and international activities of the Republic of Uzbekistan are governed by the norms and principles of the Constitution of the Republic of Uzbekistan, the Law "On International Agreements of the Republic of Uzbekistan", the Law of the Republic of Uzbekistan "On Defense", It is based on the Military Doctrine of the Republic of Uzbekistan, other laws, principles, and objectives of the United Nations and the Organization for Security and Cooperation in Europe, as well as obligations arising from international treaties and agreements of the Republic of Uzbekistan ratified by the Oliy Majlis. However, this law expired on September 14, 2012.

Uzbekistan, first of all, pursues its long-term national interests, which are the main values and principles in the foreign policy of our country: to stay away from various military-political blocs and alliances; that it has a firm position to protect its sovereignty and territorial integrity and to prevent the deployment of foreign military bases on its territory; clearly states its principles of open, consistent and active foreign policy.

Uzbekistan does not allow its involvement in various conflicts due to ideological principles, as well as the participation of our country in armed conflicts and tensions on the borders with neighboring countries and regions. is a staunch supporter of a peaceful settlement of the conflict.

On January 20, 1992, the UN Security Council adopted Resolution 737 without a vote. The Security Council considered the appeal of the Republic of Uzbekistan and recommended to the General Assembly to admit Uzbekistan as a member. On March 2, 1992, Uzbekistan became a member of the United Nations. Since then, our country's relations with this international organization have expanded. In 1993, a UN office was opened in Tashkent. In addition, specialized agencies such as the United Nations Development Program, the High Commissioner for Refugees, the Children's Fund (UNICEF), the Industrial Development Program, the Drug Control Program, the World Health Organization, and the Population Fund He started his activity in Uzbekistan. The President of the Republic of Uzbekistan praised the organization, saying that "the United Nations is a unique organization created to discuss and address the most important issues of all countries, regions and the world community."

President of the Republic of Uzbekistan Islam Karimov addressed the 55th session of the UN General Assembly and introduced the following initiatives:

- The gradual reform of the UN Security Council, with the first step being to include Germany and Japan, which play an important role in world politics, as permanent members of the Security Council;
- Expanding the powers of the Secretary-General to respond more quickly to global and regional threats;
- The role and responsibilities of the Security Council in the prevention of armed conflict, the effective use of tools and mechanisms for the peaceful settlement of conflicts, including the so-called "peacekeeping" mechanism in the resolution of protracted conflicts strengthen

Based on the use of international experience and UN support, the following human rights institutions have been established and operate in Uzbekistan: Representative of the Oliy Majlis for Human Rights (Ombudsman) (1995); Institute for Monitoring Current Legislation (1996); National Center for Human Rights of the Republic of Uzbekistan (1996); Center for Public Opinion Research (1997). The Republic of Uzbekistan has acceded to several international human rights instruments adopted by the United Nations, including the International Human Rights Bill. On September 30, 1991, Uzbekistan ratified the Universal Declaration of Human Rights, which follows the UN Charter. Ratified the International Covenant on Economic, Social, and Cultural Rights, the International Covenant on Civil and Political Rights, and the Optional Protocol to the Covenant on 31 August 1995. Ratified the Second Optional Protocol to the Covenant on the Abolition of the Death Penalty on 10 December 2008.

From the above, you can conclude that the implementation of human rights and international protection, and the foreign policy of the Republic of Uzbekistan to date have been ratified by our country by international law, the Universal Declaration of Human Rights, international covenants, optional protocols,

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Systematization of crimes against the order of military service in the legislation of the Republic of Uzbekistan

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Abstract: *The article analyzes the general situation with the classification of the norms of responsibility for crimes against the order of military service, reflects current scientific proposals on the norms requiring additional classification, and provides feedback on theoretical and practical effectiveness.*

Keywords: *statutory rules for relations between military personnel, systematization, main object, additional object, the procedure for performing special types of military service, abuse of power.*

According to Article 52 of the Constitution of the Republic of Uzbekistan, “Protection of the Republic of Uzbekistan is the responsibility of every citizen of the Republic of Uzbekistan. Citizens are required by law to perform military or alternative service”[1]. According to Article 17 of the Law “On the Defense Doctrine of the Republic of Uzbekistan”, military service is carried out by the ministries of defense, internal affairs, emergencies, the national guard, the state security service, etc. It is a special type of public service in the performance of general military duty in the ranks of the relevant government bodies, troops, military structures, and institutions of ministries, state committees, and departments [2]. Legal regulation of liability for violating the procedure for military service and the performance of the duties assigned to it is an important means of ensuring national security and protecting its territorial integrity. Articles 279-302 of the Criminal Code of the Republic of Uzbekistan provide for liability for crimes committed by servicemen of ministries and departments that provide for military service, as well as by persons conducting military training. The legislator, taking into account the specifics of crimes against the order of military service, singled them out into independent sections and formed a system of crimes against military service.

There is no definition of "war crimes" in the criminal legislation of the Russian Federation. Military personnel, as a rule, are held criminally liable for malfeasance under Articles 285 (abuse of official powers), 286 (abuse of official powers), and 293 (negligence) of the Criminal Code of the Russian Federation [3]. Also, the Criminal Code of the Republic of Georgia does not provide for malfeasance in the system of crimes against military service. Military personnel is generally liable for malfeasance under Chapter XXXIX (Articles 332-3421) of the Criminal Code.

We see that in the Criminal Code of the Republic of Kazakhstan there is a unified systematization of crimes against life, crimes against health, and life or crimes that threaten health, as “crimes against the person”. In our national criminal law, the crimes in question are systematized. “Military criminal offenses” are grouped under Chapter 18 of the Criminal Code of the Republic of Kazakhstan, deviation from the scope of which (Article 451) is expressed in the inaction of the authorities (Article 452) [5].

Scientific views on the systematization of crimes discussed in the CIS countries T.A. Lesnevsky - Kostareva, P.S. Danilov, O.K. Zatelepin, N.N. Marshakova, T.N. Volkova, V.G. This was reflected in the scientific works of Syzrantsev and other scientists.

In particular, T.A. Lesnevsky-Kostareva (in the Criminal Code of the Russian Federation) proposes to divide war crimes into general and special groups depending on the direct object [6]:

General group:

Crimes against the order of subordination and mutual military relations - failure to comply with an order (Article 332), resistance to a superior or forcing him to violate official duties (Article 333), use of force against a superior (Article 334, infliction of bodily harm under the Criminal Code of the Republic of Uzbekistan, Art. 283), violation of the rules of the Charter on relations between servicemen who are not subordinate (Article 335), insulting a serviceman (Article 336) ;

Crimes against the procedure for performing military service - voluntary abandonment of a military unit or place of service (Article 337), desertion (Article 338), refusal of military service by imitation of illness or other extortion (Article 339), and crimes against the procedure for using military property - abandonment of a fallen warship (Article 345), deliberate destruction or damage to military property (Article 346), negligence in the destruction or damage of military property (Article 347), loss of military property (Article 348);

Special group:

Crimes against the procedure for passing special types of military service - violation of the rules for performing military duties (Article 340), violation of the rules of the border service (Article 341), violation of the statutory rules for performing guard duty (Article 342).), violation of the rules for serving in ensuring public security and maintaining public order (Article 343), violation of the rules established by law for performing internal service or patrolling the garrison (Article 344);

Crimes against the procedure for using the military-technical property as a source of danger - violation of the rules for handling weapons and objects that pose an excessive danger to others (Article 349), violation of the rules for driving a vehicle or machines (Article 349. 350-m.), Violation of flight or flight preparation rules (Article 351), violation of the ship's navigation rules (Article 352).

V.G. Syzrantsev divides alleged crimes into five groups [7]:

1. Crimes against the order of subordination and the statutory rules of relations:

articles 332-336 of the Criminal Code of the Russian Federation;

2. Crimes against the organization of military service:

articles 337-339 of the Criminal Code of the Russian Federation;

3. Crimes against the procedure for passing special types of military service:

articles 340-344 of the Criminal Code of the Russian Federation;

4. Crimes against the order of storage of military property:

articles 346-348 of the Criminal Code of the Russian Federation;

Crimes against the use of military equipment and the handling of weapons:

Articles 345, 349-352 of the Criminal Code of the Russian Federation.

P. S. Danilov considers it erroneous in defining the immediate object of classifying the crime of leaving a warship as a group of crimes against the procedure for the use of military equipment and argues that the object of the crime is public relations aimed at ensuring the safety of military property [8]. In general, there are different approaches to the immediate object of the crime of leaving a warship (Article 289 of the Criminal Code of the Republic of Uzbekistan). IN ORDER. Zatelepin describes leaving a warship as a crime against military service under special circumstances. In our opinion, the immediate object of leaving a wrecked warship is the established order of social relations at the time of the wreck and accident. That is, in the event of a disaster, the commander must organize the evacuation of the ship's crew, take all

necessary measures to preserve navigation logs, maps, secret documents, weapons, and other valuables, and if this is not possible prevent them from falling into the hands of the enemy, they must be eliminated. Consequently, the object of the crime is the established procedure for the performance of the duties of military service assigned to the commander.

N.N. Marshakova proposes to systematize crimes against military service as follows: [10]

1. Crimes that threaten the order of subordination and the statutory rules of relations:

articles 332-336 of the Criminal Code of the Russian Federation;

2. Crimes that threaten the order of military service:

articles 337-339 of the Criminal Code of the Russian Federation;

3. Crimes that threaten the procedure for passing special types of military service:

articles 340-345 of the Criminal Code of the Russian Federation;

4. Crimes that threaten the order of storage of military property:

articles 346-348 of the Criminal Code of the Russian Federation;

5. Crimes that threaten the use of military equipment:

Articles 349-352 of the Criminal Code of the Russian Federation.

In our opinion, N.N. It would be wrong to include the abandonment of the dead warship Marshakova in the group of crimes that threaten the passage of special types of military service. In addition, the author notes that violation of the rules for handling weapons and objects that pose a source of increased danger to others (Article 349 of the Criminal Code of the Russian Federation, Article 297 of the Criminal Code of the Russian Federation) belongs to the category of crimes that threaten the use of military equipment. We would not agree. This is because the term "military equipment" does not include weapons and other items.

Based on the foregoing, the following general conclusions can be drawn:

In our opinion, resistance to the chief or forcing him to violate his official duties (Article 281), intimidation of the chief (Article 282), infliction of bodily harm (Article 283), insulting a subordinate (Article 284), violation of the rule of the Charter on relations between non-subordinate military personnel (Article 285) is, in essence, mutually exclusive, are offenses that contradict the statutory norms of relations and are not subject to the current chapter XXI of the Criminal Code of the Russian Federation (crimes against the order of obedience and military honor).

In this regard, domestic scientists, in particular M. Rustambayev, stated that the direct object of the crimes provided for in articles 279 (disobedience), article 280 (disobedience to orders) of the Criminal Code of the Republic of Uzbekistan is the order of subordination in the Armed Forces of the Republic of Uzbekistan. - The direct object of the article (violation of the rules of the charter of relations between military personnel who are not subordinate to each other) is public relations that ensure the fulfillment of the requirements of general military regulations governing the rules of relations between military personnel. We support the idea that

However, we do not agree with the scholar's approach to defining the direct object of Articles 281-284. In particular, in his opinion, the main object of the crimes in question is:

- According to article 281 of the Criminal Code of the Republic of Uzbekistan - public relations aimed at ensuring the normal service of the chief, the principle of individuality, and good name of a serviceman who performs his duties;
- Under article 282 of the Criminal Code of the Republic of Uzbekistan - public relations that ensure the life, health, and physical integrity of the leader;
- According to article 283 of the Criminal Code of the Republic of Uzbekistan - health, the physical integrity of the chief, public relations that ensure his reputation;
- According to article 284 of the Criminal Code of the Republic of Uzbekistan - public relations ensure respect for the honor and dignity of a leader or subordinate [12].

We think that the objects mentioned by the scientist are not the main objects of these crimes, but additional ones.

In this regard, V.K. Duyunov (on the example of the Criminal Code of the Russian Federation) distinguished between the main and additional objects of the crimes incriminated to him as follows: [13]

- the main object of resistance to the commander or forcing him to violate his duties, the use of force against the commander, insulting a serviceman - the procedure for interaction between the commander and the serviceman, established by law and the General Military Regulations;
- resistance to the chief or forcing him to violate his official duties, an additional object of violence against the chief - the honor, dignity, and health of the commander or another person appointed to such a position;

An additional object of the crime of insulting a serviceman is an insult to the honor and dignity of a serviceman.

In this regard, we call on V. K. Duyunov and T. A. Lesnievskaya-Kostareva, V. G. Izrantsev, N. N. Marshakov, P. S. Danilov to resist the boss or force him to violate his official duties, inflict corporal damage to a subordinate or the boss himself. violation of the rules of relations between non-subordinate military personnel is a crime against the rules of relations.

Therefore, in our opinion, the title of Chapter XXI should be stated in the wording "Crimes against the established order of the statutory provisions on obedience, military honor, and relations."

Now let's look at the specifics of the guard service, internal service or garrison patrol, combat duty, and border service. The security service is a special service for the protection of military and state facilities, regulated by law and general military regulations, as well as persons held in a guardhouse and a disciplinary unit. The guard duty is the performance of combat duties and is a service for the protection and transportation of persons in custody and serving sentences in penitentiary institutions [14]. The transition to the internal service involves the appointment of a day watch (except for the guard and the guard) to ensure the established order, protect the building and property of the military unit (unit) and perform other duties of the internal service. checkpoint of the unit, guards personnel, weapons, ammunition, buildings, and property, patrols the corresponding garrison in each garrison - a type of service aimed at monitoring the observance and maintenance of military discipline by military personnel on the streets and in other public places (railway stations, railway stations, airports, etc.) by the order of the chief [16]. Combat duty is organized in the Strategic Missile Forces, Air Defense Forces, and other branches of the military, and the order of its performance is determined by special orders [17]. By the Law of the Republic of Uzbekistan "On the State Border" dated August 20, 1999, to suppress attempts to illegally change the border crossed by military personnel anywhere while protecting the State Border, Uzbekistan to prevent an armed invasion of troops and gangs, to eliminate armed and other provocations on the border, to protect the population and all types of property from aggression, to prevent and suppress border crossing Prevention of smuggling of explosives, poisons, radioactive, narcotic drugs, weapons, ammunition, and other items prohibited border, economic and political Prohibited publications containing information that is harmful to the interests, public safety, public order, health and morals of the population, etc. procedures should be followed to prevent the wearing of video and audio recorders [18]. This means that in the conduct of these types of service, not only the general procedure for military service but also special rules must be observed. Therefore, it is advisable to systematize articles 291-294 in a separate chapter "Crimes against the procedure for passing special types of military service."

Thus, in our opinion, it is advisable to highlight the theoretical and practical importance of systematizing the criminal law norms that determine responsibility for this category of crimes.

While the theoretical significance of systematization lies in the effective technical and legal consolidation of the norms of crimes against the order of military service, their consolidation, systematization, differentiation, and consistency, the practical significance:

Firstly, the establishment of specific criminal law norms makes it possible to distinguish between criminal offenses and other unlawful (administrative, disciplinary, civil law) actions that do not entail criminal liability, thereby achieving the correct qualification of this category of crimes, criminologically justified differentiation of criminal liability;

- secondly, to ensure the completeness and accuracy of the content of criminal norms;
- and third, make it understandable and accessible to law enforcement.

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**ISSUES OF PENSION PROVISION FOR MILITARY SERVICEMEN
(NATIONAL AND FOREIGN EXPERIENCE)**

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Abstract: *The article discusses issues of the legal basis for the appointment of pensions to military servicemen and members of their families of the Armed Forces of foreign states and the Republic of Uzbekistan, the types and amounts of pensions.*

Keywords: *social security, pension law, Armed Forces, military servicemen, pension provision.*

As the Commander-in-Chief of the Armed Forces of the Republic of Uzbekistan Sh.M. Mirziyoyev noted, despite the impact of the global economic crisis, we are consistently continuing systematic work on social support for military personnel and their families, improving military camps, building modern infrastructure [1].

The Decree of the President of the Republic of Uzbekistan “On the Action Strategy for the Further Development of the Republic of Uzbekistan” [2] adopted the Action Strategy in five priority areas for the development of the Republic of Uzbekistan for 2017-2021. The inclusion in the Action Strategy of such issues as social protection of the population, a gradual increase in wages, pensions, scholarships, and social benefits of state institutions by inflation is a clear example of a humane democratic state governed by the rule of law.

According to M.A. Usmanova, the main goal of our reforms to improve social protection and its legal framework is to further strengthen social justice in this area, ensuring the right of every citizen to social security worthy of his contribution to the economic development of the state. and society. focused on [3].

Pension provision is a system of legal, economic, and organizational measures created by the state for the social protection of the population in the form of pensions aimed at compensating for falling wages and ensuring the livelihoods of people with disabilities. Pensions are the most important component of the social security system [4].

In the field of social protection of military personnel, the issue of pension provision is of particular importance and is one of the main tasks that are in the constant focus of attention of developed countries. This is because military service differs from other types of labor activity in the presence of threats to the life and health of persons who have entered the defense of sovereignty, territorial integrity, peace, and security of the population, as well as other features of military service.

Several scientists expressed their scientific views on the problem of social protection of servicemen.

In particular, the problematic aspects of the social protection of military personnel are considered in the study by N.A. Serebryakova. In his opinion, the system of social protection of persons performing the functions of ensuring the security and defense of the country includes a complex of facilities that ensure social rights guaranteed by law, provide social services, and create conditions for a decent standard of living for military personnel. [5].

According to A.V. Medvedev, the measures taken in the field of social protection of military personnel are characterized by certain features and are aimed at:

- protection of life and health;
 - material and pension payments;
- Frame.

The system of social protection of military personnel includes:

- maintaining the morale of persons guarding the territory of the state;
- ensuring measures to promote the material well-being and decent social status of military personnel;
- creation of conditions that ensure the safety of servicemen and their families [6].

According to N. V. Tyutyunov, the exact definition of “military pension” is not clearly defined in the legislation, and it is advisable to reflect it in the legislation on military pensions for its legislative consolidation. The military pension has a dual character, i.e. it is compensation for lost income and compensation for difficulties and losses in military service [7].

In our opinion, the main tasks of the state should be the social protection of military personnel and their families, the definition of social security, the increase in guaranteed pensions depending on the standard of living, the realization of their rights and freedoms.

The state guarantees that its military personnel who are entitled to a pension will receive a pension for a decent life for the rest of their lives after they are discharged from the reserve.

All categories of military personnel from developed countries who retire after 20 years of military service in the United States receive a pension equal to 50 percent of their basic salary. In the French armed forces, those who have served at least 15 years are entitled to a pension, and the military pension is 60-80 percent of the base salary.

In many foreign countries, the legal document regulating the provision of pensions for military personnel has been adopted as a separate law, and the legal framework regulating public relations in this area is constantly being improved.

In particular, the Law of the Russian Federation of February 12, 1993 [9] provides for the appointment of a seniority pension for servicemen with total military service of 20 years or more - 50% of the monetary allowance.

According to the Law of the Republic of Ukraine dated April 9, 1992 “On pensions for demobilized and other persons” [10], a service pension is assigned to military personnel with total military service of 20 years or more - 50% of the allowance.

The Law of the Republic of Tajikistan “On pensions for military personnel” dated December 1, 1994 [11] also provides for pensions for long service for military personnel with a total length of service of 25 years or more - 65% of the pension.

Also, the Law of the Kyrgyz Republic "On Pensions of Military Personnel" of May 7, 1993[12] provides for a pension for the length of service for military personnel with total military service of 20 years or more - 55% of the allowance.

Article 39 of the Constitution of the Republic of Uzbekistan establishes that everyone has the right to social security in old age, disability, as well as in case of loss of a breadwinner and other cases provided for by the law [13].

Although Article 5 of the Law of the Republic of Uzbekistan “On State Pensions of Citizens”, adopted based on this article of the Constitution, provides the conditions, norms, and procedure for providing pensions to military personnel are regulated by the legislation of the Republic of Uzbekistan. Uzbekistan Regulated by the Union Act of April 28, 1990 [15].

According to this law of the former USSR, servicemen discharged from the reserve and eligible for a pension are still paid one of three types of pensions (long service pensions, disability pensions, and survivors' pensions). The minimum seniority pension in Uzbekistan has since been 40% of the military pension. Based on the foregoing, to fill the gaps in our national legislation and further increase the combat power of our Armed Forces, it is proposed to create favorable living conditions and fair social guarantees for military personnel and their families: Development of the draft Law of the Republic of Uzbekistan “On military pensions” by the best international practices; Introducing amendments to Article 14 of the current Law on Servicemen's Pensions to assign pensions to servicemen with a total length of service of 20 years or more - at least 50 percent of allowance.

Thus, in the future, we will continue to increase the motivation of our national army for a stronger and more reliable defense of the state sovereignty and territorial integrity of the Republic of Uzbekistan, peaceful life, and security of the population.

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MUSIC THEORY AND ITS DEVELOPMENT PERIODIZATION

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Annotation: *this article is based on the historical roots, basis, stages of development of theoretical musicology, the importance of theoretical musicology. Also, the theoretical and educational importance of music education in music education, music studies, music culture lessons is highlighted.*

Keywords: *theory, musicology, education and training, musical instruments, lad, Art, Eastern peoples*

Total changes in the stage of development of musical education, updates are directly related to educational development. Our President Sh.As Mirziyoyev said, “We know that improving the activities of all the joints of the education and training system on the basis of modern requirements is our first-level task.” The basis of the reforms carried out in our country is the educational process and the issue of its proper organization. It is also not surprising that the issue of acquiring knowledge of young people and bringing them up as a harmonious person in the educational process is topical.

For this purpose, huge reforms are being carried out in the sphere of higher education of our country. Formation of professional readiness of the future teacher in pedagogical higher education is an important task of the state and society.

The system of training a future music teacher in higher education includes a complex number of components (education in music pedagogy, practical and theoretical, methodological, conductor, vocal - chorus, Instrumental Performance). To study the individual aspects of the professional preparation process of a future music education teacher with a modern level of pedagogical science, an integrated accompaniment is necessary.

Decree of the president of the Republic of Uzbekistan on measures to ensure more effective organization of the process of acquisition of rights over land parcels and other immovable property as part of the South Caucasus pipeline expansion project more ... other normative-to a certain extent this study will serve to the performance of the duties set forth in the documents.

It is known to everyone that the directions of development of musical and theoretical knowledge have interested musicologists from time immemorial, in this regard various legends and legends are formed in different peoples, fairy tales and epics are formed in the form of oral creativity.

Many scientists, relying on sources, note that the art of music was formed in the era of primitive society and developed in the state, which was directly connected with Labor, rest, religious ceremonies and military marches. The first musical theoretical knowledge contains information that the countries of the East in the V - III millennium BC developed in the countries of Ancient Egypt, Syria, Palestine, Sumerian, Babylon, India and China. The musical theoretical views that emerged in the Middle East were created on the basis of art values of constant importance, which played an important role in the further development of the theoretical views of music as well as music of the countries of not only Asia, but also North Africa and hattoki Europe.

As a result of the rise of states in Ancient Egypt from the II millennium BC, the art of professional music developed significantly. In the palaces of the Pharaohs there are musical ensembles consisting of singers and instrumentalists, and in the case of sitting in the preserved images one can see musical ensembles, which limit the chap and tactics, as well as singing in chorus. The country has a diverse range of musical instruments. The Egyptians performed on Angular harp, double goboy, long flutes. Even after the conquest of Egypt by Alexander The Great, the musical culture of this state competed with Greek culture for many years. In the III century BC, the famous state of the Egyptian lands Alexandria was a recognized cultural center of the ancient world, which gave theorists such as Ptolemy, Euclid, Didim and others to the art of music. The destruction of the Alexandrian library, where the monuments of the artistic culture of Alexandria and especially many epochs and states have been preserved, has become a great loss for mankind.

Another state that firmly declared itself in the Middle East with its theoretical views on music was Syria. He was one of the first to establish a four-storey diatonic structure, which was also mastered by the Greeks, and laid the foundation of the music system. Syria is the birthplace of five and yeti stranded lira, double Gobay, and the most stranded Arfa.

The countries of the two rivers range are Sumerian, Babylonian, Assyrian, the basis of the theoretical knowledge of music, the unique monument of the Sumerian period that reached us in the Musicology, the oldest belonging to the third millennium BC are poetic pieces with a note in the form of a Cline, inscribed in the Sumerian and Assyrian languages. As the famous German musician Kurt Zaks guessed, it was the Note notes in the harp of the vocal melody in the pendatonic system. "The harp repeats the tune in unison and simultaneously strains the quartet, quintet, with three to four consonant tones per second."

Since the IX century, music began to be written on parchment paper, with the help of signs - nevmias, which served as special note notes. By the XI century, however, the Note lines introduced into practice by the Italian musician Gvidi de Aretssso were improved. And this has become of great importance in the science of modern note writing. Gvido de Aretssso theorized that he had to practice four outgoing note paths and thus gave the geksakord system a theoretical basis. In the IX-XIII centuries, many sound forms of the Catholic church songs appeared. In the church, such genres as organum, motet, rondel, kondukt, klauzula, goket developed. In the music of the Ars nova period, a multi-voice messa and isorithmic motet appeared. The historical roots of the church Ladyship date back to the ancient Greek ladyships. Church ladi is a monodic (i.e. one-voice) frets system of medieval church music:

I ton - doriy tone;

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II ton - gipodoriy tone;

III ton - frigi tone;

IV ton - gipofrigiy tone;

V ton - lidiy tone;

VI ton - gopolidiy tone;

VII ton - miksolidiy tone;

VIII ton - gipomiksolidiy tone.

In the music of the Middle Ages, in addition to church frets, there were other frets, but they were not studied by music theorists. Only in Glarean's treatise "Dodekahord" the system of church frets was supplemented with other frets:

IX ton - eoliy;

X ton - gipoeoliy;

XI ton - ioniy;

XII ton - gipoioniy.

At these times secular music was under fierce criticism as an art that came out against God. But years later the first universities in European countries were opened (such as the Universities of Bologna and Paris). Ars nova period from the IV century was considered the highest period of Western European art - the period of awakening or Renaissance.

Forobi was also an excellent musician and music theorist. He was able to perform all the music that existed in his time. Especially he performed the tunes with great skill in the flute and tanbur melodies. Some sources indicate that Forobi invented the instrument of the law, which was popular at that time, he did a great job in improving the UD instrument. At that time, the science of music was considered one of the subjects of mathematics.

Abu Nasr Forobi, in his treatise on music, based on The Theory of Oriental music. His musical works are "Kitabul musiqi al-kabir" ("The great book on music"), "Kalam fil-musiqi" ("The word on music"), "Kitabul musiqi" ("The book on music"), "Kitabun fi-ihsa'il-ulum" ("The book on science classification"), "Kitabun fi - ihsa'il-iqol" ("The book on music rhythms - Iko classification") and others.

Among the musical works of forobi, Kitabul-musical el kabir is a special highlight. The work consists of an alternate and three-part book.

In the alternate part, the author gives an idea of the definition of the melody, theoretical and practical issues of music, the emergence of the melody, the genres of music, the description of instrumental, melodies, the performance of melodies, intervals, melodies, consonants and dissonances. Forobi commented on the fundamental issues of the theory of Oriental music.

Ibn Sina also enters the palace of scientists who deal with the issues of music theory. His treats such as Kitabush-Healing (The Book of healing), wisdom (the Book of knowledge), Kitabun salvation (the Book of salvation) and Risalatun fi-ilmil-music (the Book of knowledge of music) occupy a special place in the history of World Music Science and culture among the works of Abu Nasr Forabi.

One of the main works of Ibn Sina - "Kitabush – shifa" is of a philosophical character, in which the author's natural-scientific views are reflected. The author comments on the Natural Sciences in its time in 13 parts. Including here the theory of music is also illuminated. The third part of the work is devoted to Exact Sciences, and one of the Exact Sciences is music. Ibn Sina here offers a comprehensive interpretation of the theory of music. The issue of musical acoustics, sounds, intervals, sex and jam, States, rhythms and tunes is scientifically deeply grounded.

Another piece of his work "Kitabun-najat", devoted to music, gives a theoretical brief overview of the elements of music. Even in Ibn Sina's work "the wisdom", written in the Tajik language, some theoretical issues of music were interpreted in the section devoted to mathematics. His other philosophical work - " Kitabul-isorat" ("guide book") is also remarkable from the scientific point of view of music.

Al-Khwarizmi. In the history of music culture of IX-X century Abu Abdullah ibn Yusuf Al-Secretary Al - Khwarizmi, the great encyclopedic scholar of Central Asia, "Mafotihul-ulum" ("the key to The Sciences") is dedicated to music. This work of khorezmi is one of the important sources covering the history of Science and culture of the peoples of Central Asia. In particular, the musical part of this encyclopaedia is fully described the musical instruments that existed at that time, and detailed information is provided about each of them.

The science of music was regarded as one of the subjects of mathematics. The reason for this was that the sounds that made up the music were in a certain proportion to each other and explained by means of some set of laws in mathematics. Initially, the level of loudness of sounds, which make up the intervals, was measured by the long-twitch of the sweat. The narrow parts of the Bunda are determined by geometry, from which certain parts are extracted in different intervals. For example, the ratio of the two together (that is, the sound formed from half of the open sweat in relation to its own) constitutes the interval in the octave circle and is expressed in the form of 2:1 in mathematics. In the same sense, the ratio of the 9 part of the sweat to the 8 part is a large Second, its 4:3 ratio is a quartet, the 3:2 ratio is a Quintet, 8:3 - an undet, 3:1 duodet, 4:1 - a quintet. The types of intervals were very many, the ratio of the sounds formed by them were explanations based on the rules of mathematics.

Separately it should be said that the Oriental note invented writing samples and recorded in them the status and tunes, which were created in a different way.

As a result of his long-standing research, Mahmoud Sherozi wrote, "Durratut is a crown..." ("Crown dorlari...") gamusiy wrote his work. This work is one of the first works written in Persian, and therefore the language is also quite complex.

The part of this work dedicated to music is called "Dar bilim musicals" ("about the knowledge of music") and consists of five articles and parts upon arrival.

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Russian theoretical musicology as a specific creative direction was formed in the late XIX-early XX centuries. It arose on the basis of the formation of the Russian School of theoretical musicology, the study of Russian professional music and folklore, as well as the theoretical work of music created in Western Europe. In the XVIII century, when Western European Music began to spread in Russia, major and minor phrases entered the music lexicon. "Practical Guide to writing music" (1785-1853) by Iogann Leopold Fox, published in 1830 Year (1, p.584-585) after the translation of the book from German, lad and tonality phrases began to be used in Russia. In 1837 year Plyushar the ninth roof of the" encyclopedic dictionary " came out of publication. In It V.F. Odoyevsky's article" leader ton " was posted. Bunda he introduced this sound in different languages by name: Leitton, Unterhalbeton, Subsemitonium, Note sensible. The author considers the lead tone to be the seventh note on the musical Hill and gives him such a definition: the peculiarity of the lead tone is that it helps us to feel the tonic or come to him oilb, based on the sequence of sounds that are natural for our ears. Lad and tonality studies I.S.Taneev in his work "the harrowing contrapunkt of the strict letter" ("Podvijnoy contrapunkt strogogo pisma"), as well as N.N.They will continue Amani in their work.

Thus, the period of the spread of polyphony in a strict style that undoubtedly reached perfection, meaningful, developed for a long time, influenced the most diverse creative directions and reached the end of countless flows of Western European countries. In the work of Palestrina, he reached the peak of the classics. In the art of Orlando Lasso, Polyphony has acquired a new look, new tematism, new genre expanse, national ties. In the work of Johann Sebastyan Bach ,gg Frixix Gendel, the development was at its peak.

The peoples of Central Asia, one of the foci of ancient culture, made a significant contribution to the treasury of World Science and culture. They also have a very rich ancient heritage in the field of music culture. Ancient written sources on the history of music culture of the peoples of Central Asia and monuments found by archaeologists serve as evidence of this and confirm that these peoples have been the owners of high culture since ancient times. But among other cultural monuments during the arab invasion (VII - IX centuries), written sources on music were also burnt and lost. Therefore, only written sources on the history of the last millennium culture of the peoples of Central Asia have reached US.

In the second half of the IX century, as a result of the liberation struggle and people's uprisings in Movaraunnahr and Khorasan, Arab khukmrunism was given rest and the local Tahirids and then the state Ofnni were restored. During this period, culture and art developed. In the same period, a number of scientists from Central Asia became world famous for their scientific works. Great scientists Abu Nasr Forabi, Ibn Sina, Khorezmi and their followers, who created immortal scientific works in other fields of Science, also created scientific works on the theory of music ("Ilmi musicals") and opened a whole period in the history of the development of Oriental music. The activities of these scientists are decisive in the emergence of the theory of music used in the peoples of the East.

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ГОСУДАРСТВЕННОГО РЕГУЛИРОВАНИЯ И УПРАВЛЕНИЯ В СОЦИАЛЬНО-ЭКОНОМИЧЕСКИХ СИСТЕМАХ (pp. 30-32).

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**PROBLEMS OF INCREASING PEDAGOGICAL SKILLS OF MUSIC EDUCATION
TEACHER**

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Annotation: *a modern teacher is the creator of the future, the author, producer, researcher, user and promoter of new pedagogical technologies, theories, conceptions. Pedagogical skills of the Teacher-Organization of their forms in the most convenient and effective condition, directing them towards the goals of the fullness of personality, formation of the ability of the student worldview, awakening a tendency to the activities necessary for society are considered one of the main tasks.*

Keywords: *pedagogical skills, Information Technology, Music Culture.*

On the basis of the laws of the Republic of Uzbekistan" on the national program of training of personnel", "on education", " on the basis of the analysis of the national experience and World achievements in the educational system, the pedagogical skills in the direction of formation of a new generation of personnel capable of independently obtaining the right to the highest General and professional culture, creative

As envisaged in the national program, modern information technologies and computers are being perfected and applied to the educational process.

The purpose of pedagogical activity is determined by society, that is, the result of pedagogical activity is connected with the interests of society. His work is focused on perfection in all aspects of the youth personality. Pedagogical activity provides for the social cohesion (sequence)of the generation. It transfers the experience of one generation to the second generation, realizing the natural opportunities in man to gain social experience.

Pedagogical activity is always associated with the management of individual activities. It is important that this pedagogical goal becomes the goal of the reader. It is necessary for the educator to clearly visualize the purpose of his activity and the ways to achieve it, as well as to tell them that achieving this goal is also important for the students. As noted byoteote: "speak with confidence, then both the word and the admiring of the audience will come to itself".

The management of the activities of the reader in the process of pedagogical education is therefore complex, the purpose of the pedagogue is always directed towards the future of the reader. Realizing this, mohir pedagogues project the logic of their activities in accordance with the needs of the students. This is the fundamental essence of cooperation pedagogy.

Thus, the specificity of the purpose of pedagogical activity requires the following from the teacher:

- the ability of society to fully realize its social functions and accept it in its own person. "Growing" of the goals of society, its transformation into a pedagogical point of view;
- creative approach to specific actions and tasks;
- to attract attention to the interests of students, turning them into the set goals of pedagogical activity.

The peculiarity of pedagogical activity is manifested in the following:

A person is an active being that has its own special characteristics, is able to perceive what is happening and to evaluate them in his own way. As noted in psychology, each person is irreplaceable. He is also a participant in the pedagogical process with his own goal, diligence and personal behavior.

The educator works with a person who is constantly growing and changing. When approaching them, it is impossible to use the same pattern, The formed behavior. And this requires a constant creative search from the educator.

In addition to educators, students are influenced by the environment, parents, teachers of other sciences, the media, social life. Therefore, pedagogical work implies at the same time making adjustments to the social effects and the thoughts that the students appear in themselves.

A person who can always positively-morally influence the personality of the reader is considered a real educator. To achieve this, the educator is required to constantly improve his moral qualities.

Participation of students in such types of activities as Labor, communication, Play, Reading is the main means of Education. Each master educator must have his own individual pedagogical system. Of course, Bunda is of great importance to introduce readers and young people with a number of achievements in Science, Education, National and cultural values, as well as musical heritage, musical performance, singing in our country.

He should study the psychology of the pupil-youth and be able to individually sympathize with each other, strive for the satisfaction of their demands and desires in the process of lessons and training, achieve a good creative result, mobilize each pupil-youth, in a word, create conditions for the satisfaction of the spiritual needs of young people. In carrying out these tasks, a higher artistic taste, a quick sense of freshness, the ability to co-exist with life, a skillful organization are required. The main task is not to train specialists in artistic creativity or in some narrow direction of art, but to educate a comprehensively perfect person, to facilitate him in the work of educating morally mature people who can feel good morally pure, beauty and goodness, become an example for others with their own morals.

In order to educate the growing younger generation and ensure more effective teaching and learning, it is important to develop the theory of the technique of mastering the skills of Instrumental Performance and the teaching “technology” inherent in it.

Pedagogy has rightfully become one of the priority disciplines that teach the higher product of nature - the spiritual and practical formation of man, his development as a person, the laws of harmonious human formation, the basics of specialization.

It is known that the subject of didactics is taught, studied and the content of Education. The Three Compasses involved in the bundaonent are intertwined with each other and it is not possible to ignore any of them.

In summary, didactic thinking means that it is-to study, teach and determine the constant relationship, relationship izlash of educational content

The teacher searches for ways, methods and methods, forms of teaching, methods and situations that will FA students, be convenient for him and the learner, rely on modern pedagogical technology and improve the effectiveness of the educational process. It teaches students to think independently and achieves high quality and efficiency of the learning process.

Therefore, pedagogical technology, didactic technology, educational technology are considered the most effective tools in the educational process. They are widely used in World pedagogical practice.

The subject of music culture education is connected with all educational subjects taught in general secondary schools, including literature, fine arts, physical education, labor and other subjects. Among all educational disciplines, the introduction of DTS in music education also allows full-blooded use of national musical heritage. These were reflected in practical folk songs and songs, creative activities of singers and musicians, status, masterpieces, epics and modern musical works of today. Such possibilities of musical art serve as a source of originality and repetition in the upbringing of a new generation, their harmonious development. From time immemorial, the pedagogy of the East, including Uzbek music education and training, and its excellent teacher and shogird traditions have been improved. In the state educational standards, mass folk music pedagogy, professional music creators, music performers (musicians, singers) have been normalized to study the elementary basics of works by great singers, musicians, dostonists. In music education, the new educational content based on state educational standards ensures the development of such qualities as observability, strengthening of memory, imaginative consolation, creativity, independence, initiative, artistic and musical taste along with musical knowledge and skills of students. The new content of music culture education presupposes the adult education of the younger generation at the level of a cultured person who is able to inherit our national musical heritage, recognize the richness of Universal Music. Bunda is the main goal for students to learn the art of music with all its subtleties, to develop the skills of mass music activities: artistic perception of music, singing alone and in community, dancing and creativity. Also, students develop musical talent, increase their affection and enthusiasm for musical art, create the necessary conditions for the growth of students interested in musical art, satisfy their artistic exteriors constitute the main function of musical education - Tabia. At the same time, an in-depth study of the universal musical

values of the people of the world provides the younger generation with cultural masterpieces that are prone to international influence.

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TECHNOLOGIES OF APPLICATION OF MODERN PEDAGOGICAL TECHNOLOGIES IN TEACHING (EXAMPLE OF MUSIC LESSONS)

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Annotation: *in connection with the organization of innovative activities on a scientific basis, it is most important to take into account the readiness and interest of students in the implementation of advanced pedagogical technologies in the educational process, as well as to choose the appropriate technology.*

Keywords: *Technology, Music, Education, Activity, Innovation, Interactive.*

One of the most important skills that every teacher should possess at the present time is the ability to organize and conduct classes on the basis of pedagogical technologies. According to its composition, this skill is complicated by anchama. For this:

In order to prepare students for innovative activities and to formulate the skills and competencies related to awalo teaching and learning activities efficiently, it is essential that students acquire the skills to apply pedagogical technology in the teaching of each subject. For example, “student training”, “I conductor”, “cluster”, “Smart attack”, “Skarabey”, “discussion”, “communication”, “working as a group”, “working in small groups”, “Individual performance”, “being in different groups”, “Multimedia technology”, “concert lesson”, “problematic situation” in the transition to the subject of Music History, “Quiz lesson”, “the question - answer” quot; in the teaching of Instrumental Performance lesson It is possible to use the technologies “continue the tune”, “lesson travel”, “Konkurs lessons” and prepare students for such activities.

Technological training of students in pedagogical activity is largely due to the fact that the student is able to apply in practice conscious, reliable and successful theoretical psychological, pedagogical and methodical knowledge, which he / she has acquired during his / her training and which should be strengthened during practical classes, pedagogical practices.

The main techniques of preparing students for innovative technological activities in the educational process are as follows:

1. Systematic implementation of assignments given to students to form certain skills and their theoretical and practical assimilation;
2. Independent training of some methods of pedagogical technologies in pedagogical practice in the process of teaching;

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3. The fact that the teacher constantly observes and advises the student's ability to master pedagogical technologies and apply them in practice;

4. To discuss the skills and skills of students in the application of pedagogical technologies in the class section, as a group;

5. To teach students to observe and analyze the work of my work and colleagues and to evaluate it;

6. Conducting various competitions and competitions among students to show them examples of creative work, etc. k.

The teacher chooses the technology that is used in the lesson according to the content and subject of the lesson, the main emphasis in this, the goal is aimed at achieving a certain result. Of course, in this place, the level of knowledge, interest and aspirations of students are taken into account in the existing conditions. For example, it is possible to hear a musical work on a tape recorder, and then a discussion, analyze it in a collective way around the circle table, mastering the necessary information about the work (theoretical, badny-text) on the basis of a free discussion. It is also possible to make creative use of visual aids, dissemination materials, various literature, information sources.

It is a shame to design the teaching process in advance along with the teacher. In the process, the teacher takes into account the content of the teaching material, the class capacity,-it is necessary to turn the students into the main driving force in the center of the lesson activity.

In order to design the lesson to the extent that it can lead to a good result, it is of great importance that the teacher compiles the technological map of the future lesson, since the technological map of the lesson is drawn up in such a way that each subject, the characteristics of each lesson, depends on the capabilities and needs of the There are aspects of the specific complexity of drawing up such a technological map. For this, the teacher will have to be aware of pedagogy, psychology, private methodology, Informatics and information technology, as well as know a lot of methods, methods. The fact that each lesson is colorful, interesting and meaningful depends in many ways on the projected technological map of the carefully structured lesson from Awal.

The advanced pedagogical technologies used in the process of the lesson should make the students interested in free thinking, creative approach to each issue of research, sense of responsibility, independent work on themselves, analysis, productive use of scientific - methodical literature, textbooks, most importantly, acquisition of knowledge and skills in science, subject.

In the course of the lesson, controlling the students is a separate process, which is carried out according to the purpose and content of each lesson.

The most realistic and correct, effective form of control is self - control. This is equally necessary for the teacher, either for the pupil or for the student.

The music teacher conducts educational and educational work on the floor. He should not only have extensive knowledge of his specialty, but also have a good knowledge of other disciplines

related to music, such as literature, fine arts. The worldview of the individual, the concept of thinking, the commitment to his profession and the continuous improvement and improvement of his skills should be of primary importance.

As we have already noted, the music teacher should have a good grasp of his theoretical knowledge in the period of higher education: music playing, lpro - singing in musical instruments, singing. Because, the melody and song performed live have more, faster and more emotional impact power than anyone else. Live performed tunes and songs quickly attract the attention of students, give a good mood. As a team, it allows you to return to the desired tactics (sentence) during singing. And finally the teacher, who skillfully performed on a musical instrument, sang the song in a beautiful voice, shows his educators in practice how interesting it is that everyone can play the music himself, its attractiveness. The fact that a music teacher is not only well versed in the skill of playing music instruments, but also has a good level of sound, conductor skills, skills of working with the team guarantees the effectiveness of his activities.

The fact that the teacher observes the lessons in addition to these, records his achievements and shortcomings in a special notebook and, accordingly, prepares for the subsequent lessons will be a good result. Due to constant observations, the pedagogical skills of the teacher also grow and develop. He learns to assess the situation, the mood of the students, what impression the lesson made on them, the perception of their inner feelings. It is desirable that the observation was conducted under the theme "continuity", beginning with the first class and up to the seventh grade. In addition, the use of pedagogical technology, in addition to the fact that it performs itself, each lesson should provide the necessary understanding of the content of works, the authors, the period of creation, genre, character, form, tempo, lad - tonality, performance characteristics with the help of such styles as conversation, narrative, narrative, discussion.

In the lesson of music culture, the vocabulary of the teacher should be at a high level. An introductory question and an understanding of the subject of the lesson about the work being studied by the teacher will bring the students into the world of wonderful and magical music. The main set of such qualities, skills, skills is created in the process of education in the period of higher education, and the continuous improvement, enrichment and development of teaching activity determines the main content of the social order placed before the pedagogical - mentors, professional activity.

In this place, it is of particular importance to ensure the creative activity of students in the process of musical training. The understanding of music, the enjoyment of its emotional - emotional impact, the range of knowledge, skills and abilities also depends on the participation of emotional emotions. The more active and profound the feelings are in the execution and perception of Asami, the more conscious and effective their understanding and mastering, exposure. And these cases are a process that occurs as a result of creative activity in its place. After all, boring and monotony can not bring a living emotional state into the body in the class. The interest of students in the lesson depends primarily on the repertoire and methods (traditional or interactive techniques) that are chosen for listening and playing. The main criterion for the repertoire of selected works for primary classes depends on their age, interest, level of knowledge and skills, skills.

Accordingly, it is desirable that the techniques used will be even more in the game character. Works related to fairy-tale heroes, animals, poultry, plants, nature landscapes, images of birds, organized in the style of various competitions with the participation of Scarecrow, playbop, dance

and their theme is suitable for children's world, students are able to arouse interest and enthusiasm in relation to the lesson, develop their aesthetic feelings, musical abilities. In this place, the use of folk songs, works of fraternal peoples and composers, as a series of modern songs, ensures that the lessons are more insightful and active, strongly influences the formation of feelings of affection and love for the heritage of folk music in young people. In each lesson there is a creative activity.

Lessons of modern music culture can be considered an artistic and pedagogical work. Because the teacher creates it based on his individual creativity and experience. The composition and dramaturgy of the lesson, its artistic – pedagogical idea, goals and objectives, forms, methodological methods and technologies also increase interest in music, educational materials in students, entice them to the spiritual content of the art and culture of music, the awareness of modern musical creative activity - all this is the product of the teacher's creative approach.

When the teacher makes a plan of the music course (one hour), he determines the purpose, function, subject, type and forms of teaching, musical activities and the knowledge, methods of application, technologies that are given to the students in their content, and then creates a scenario of the lesson. Each activity of the lesson: listening to music, singing as a team, learning music, rhythmic movements, being a jester in musical musical musical musical instruments, games - should be intertwined and intertwined. In order to actively involve students in the lesson, various technologies, tools, methods and methods are used.

It is known that any pedagogical technology is based on educational tamoils that develop a new project of education and should be directed towards the personality of the reader. The interaction of the teacher and the pupil, the pupils and the teacher should be organized on the basis of modern requirements of mutual communication, the impact of which on each other. In this process, skills of working in cooperation with students are formed. In contrast to the methodical development of the educational process in which students are actively, effectively functioning or trained, the pedagogical technology of education is aimed at the educational recipients, and also creates conditions for their mastering the educational material taking into account their individual and joint activities with the teacher.

The choice of the type of pedagogical technology depends on what level of knowledge and skills are provided for in lessons and training.

There are a lot of technologies used in the teaching process. These technologies will be aimed at the age characteristics of students, the training of the majority or individual training.

Now, interest in the introduction of new pedagogical technologies into the educational process continues to grow day by day. Because, pedagogical technology and interactive techniques facilitate and facilitate the acquisition of thorough knowledge and skills of students. In this regard, we briefly touch on some of the technologies that we have used in our practical experience.

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**PROBLEMS OF INCREASING PROFESSIONAL COMPETENCE IN SHAPING
MUSIC TEACHERS**

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Annotation: *this article describes aspects of the compensatory approach of future music teachers in the process of preparation for pedagogical activity. In addition, the theoretical bases of increasing professional competence in the future music teachers and the competitions on music, which should be possessed by future teachers in the organization of activities of the science of music culture, were analyzed.*

Keywords: *pedagogy, mastery, individual, innovative, methodical, creative, competence, artistic, creativity, verbal, technical, music education, musical accompaniment.*

In the development of the country's educational sphere, it is important to prepare pedagogical personnel in a way that is capable, educated and in accordance with modern requirements. New Uzbekistan has made the issue of training personnel one of the most important tasks in choosing its path in economic and social development. Higher education institutions, which are an important stage of continuous education in the implementation of this task, are of particular importance. The law of the Republic of Uzbekistan "on education" focuses on the development of higher education institutions, training of pedagogical personnel, Article 14 of the law: "Higher Education provides training of highly qualified specialists..." as defined. After all, the use of advanced pedagogical and information technologies in their activities, the implementation of acquired knowledge, skills and skills are important in the education of a perfect person.

This problem has been thoroughly studied in Western countries to this day, in particular, with the methodological principles of developing the personality of future educators B.G.Ananyev, L.I.Bojovich, L.S.Vigotsky, M.S.Kagan, A.N.Leontyev, A.V.Petrovsky, K.K.Platonov, S.L.Pubinshteyn and others touched upon in their scientific work. Music education is an important science in the formation of preschool education, child spirituality, culture, aesthetic taste, outlook in general secondary education and carries a special responsibility to educators. And considering that highly experienced educators are preparing themselves in higher educational institutions, increasing the professional competence of future music teachers becomes an important issue. In his work "High spirituality-invincible power", the Burmese President Islam Karimov said...the foundation of our future will be created in the camp of knowledge, in other words, what will be the tomorrow of our people depends on what kind of education and upbringing our children receive today."

The content of science programs of higher educational institutions of pedagogy is aimed at giving future teachers knowledge on the profession, teaching the secrets of pedagogical activity and creating skills in students. In carrying out the above tasks, it is necessary to attach importance to the formation of professional and pedagogical skills of future music teachers.

Skill is a "combination of individual characteristics of a person, necessary for successful performance of work". After all, it is desirable for the teacher "to have a thorough knowledge of the

pedagogical profession, namely psychological, pedagogical qualifications and skills, scientific-theoretical and practical knowledge”. When it comes to the professional and pedagogical skills of the teacher, the ability to carry out professional activities on the basis of the system of priority socio-political, National, Special, psychological-pedagogical and vocational - methodical knowledge and skills is understood.

In today's rapidly developing era, it is not possible to carry out further improvement of education without the introduction of various forms of innovation in the teaching process. It is known that this is the basis for the introduction of such concepts as “competence”, “competence”, “professional competence” into the sphere of pedagogy that studies education and training. At the present time, in the priority position of each specialist in his field, in the endurance of professional competition from all sides, the pedagogical skill is the basis - the possession of professional competency and requires a consistent increase in it.

In English, the concept of “competence” means “ability”. The content will serve to illuminate the “effective use of theoretical knowledge in activities, the ability to demonstrate a high level of professional skill, skill and talent”. Compensation is a result of psychological research in the educational process, constantly enriching the knowledge gained in its specialty in the development of compensation, studying new information, understanding of modern requirements and operating in accordance with requirements, innovations in the field of study, introduction into practice, etc. are important factors. “Competence” means the possession of a plan of action in unconventional situations, how a specialist behaves in unexpected situations, enters into communication, takes a new path in relations with competitors, performs ambiguous tasks, uses information full of contradictions, consistently developing and complex processes.

Professional competence is the acquisition by a specialist of the knowledge, skills and skills necessary to carry out professional activities and the ability to apply them at a high level in practice”. A person can be professionally in his field, but having professional compensation in solving issues is a difficult task. In several scientific studies, the researchers touched upon the concepts of “professional compensation” from a pedagogical and psychological point of view.

In particular, in their research A.K.Markova says that the professional competence of the educator consists of 4 structural bases:

- Social competence;
- Personal competence;
- Individual competence;
- Special competence.

The fact that future teachers have the above-mentioned competences is one of the important aspects in its formation as a highly qualified pedagogue in its activities. The consideration of each of these compensations by the linkage to the upcoming music teachers will help them to understand the importance of increasing their professional compensation.

Social competence is the ability to show activity in social relations, to have different skills, to be able to enter into communication, to know the rules of ethics of the profession, to be competitive, to be distinguished in his specialty by his personal professional qualities. It is known that music teachers, like other pedagogical spheres, can create a classroom environment in the course of the lesson, establish direct communication with students, determine the content of the lesson, its effectiveness. Even in future music teachers, the formation of this compensation helps to establish

communication between the teacher and the pupil, through which the teacher correctly and understandably delivers practical science to the pupils.

Personal competence is the ability to achieve professional growth, to increase the level of qualification, to manifest one's own internal capabilities during professional activity, professionalism, creative direction. The fact that future music teachers have a creative aspect, are considered representatives of the world of music and show their abilities, talent even in any type of activity of the lesson, increases the interest of this class in science and ensures a high level of mastering.

Individual competence is self-management, professional development, self-acceptance in a professional way, organization, self-development through various experiences, setting its own personal path to professional growth and creating news. Each topic is different in its originality, content, which requires an individual approach of the teacher to the lessons. It is natural that future music teachers have this competence, development of the content of the lesson, rich in innovations and, as a result, the content.

Special competence is the realization of the essence of one's profession, the achievement of high results, the preparation for the organization of professional and pedagogical activity, the rational solution of tasks, the real evaluation of the results of activities, and special competence covers many more qualities of competence, including: psychological, methodological, information, creative, innovative, communicative competence. The student should have several abilities related to the same music, in addition to having professional compensations, which we have already discussed above in Markova's theory. The professional competence of the future music teacher is a complex of professional and personal characteristics that allows successful implementation of professional and pedagogical activity. Given that the activities of the music teacher include various components, the future music teachers should have such abilities as pedagogical skills, palmistry, music studies, Performance, Vocal opportunities, lecturing.

The science of music culture is connected with other disciplines, each of which is important in connecting music to life, making lessons meaningful. Music lessons in schools are conducted in the section of primary and middle classes, and “music lessons in primary classes are composed of five types of activities:

1. Sing har place.
2. Music literacy.
3. Listen to music.
4. Perform actions corresponding to music.
5. It consists of being a jour in children's musical instruments.”

In the middle classes, the types of activity are 3 units. In the organization of the course process through the types of activities, it is necessary that the teacher himself has these skills and is able to deliver creative processes to children without difficulties. From his student years, the pedagogue has acquired abilities in various types of activities. So, among the above listed personalitylararo relationships, artistic thinking, verbal explanation, professional-diagnostic compensation are the compensations that are required to have potential music teachers related to the most important music:

1. Singing competency – in the lessons, vocals and any bunda are important when students master music in a practical way. Singing in chorus dates from the types of activities of the music culture lesson, the teacher is required to have a beautiful, pleasant voice, first sing the vocal work himself with pure intonation. Because the children sing from a knock, depending on the teacher. Not

only good, clean singing, in addition, students need to know the sound range, pay special attention to this in teaching songs. The range of sound in primary schoolchildren is from the sound of the first octave to the sound of the second octave, it is necessary to clearly fall on the notes that are convenient to sing, accurately and accurately convey to the pupil.

"Teaching songs in the lessons of music culture is carried out in several stages:

1. To attract the attention of children to the song.
2. Introductory question of the teacher about the song (a brief story about the authors of the song, the content of his work, historical features).
3. Analysis of the song (means of expression of music, setting the content of the character by means of a conversation).
4. Teaching the song as a musical sentence (taking the right breath, saving it until the end of the sentence, working on the performance qualities).
5. To achieve the artistic performance of the song (to conduct a short conversation on the impressions of children about the song, that is, to summarize)".

If the teacher has the competence to sing, formulate the qualification to sing in each place in pedagogical children in a way that applies to the sequence of these processes.

2. Musical literacy competency - first of all, music literacy is important when teaching students to sing, play in a musical instrument. In mastering the themes of the quartet, when learning about music in general, children should be able to understand this competently with the help of a teacher or independently perform tasks. And all this is formed only by the theoretical data of the teacher music. The fact that the future teacher knows the musical terms well, can teach them intelligently, can use them in the execution processes means that the teacher has a musical literacy compensation.

3. Music listening competence - the most important process of music listening activity in the lessons of music culture. By listening to the same music, the reader also understands the meaning, character through his own reasoning.

Listening to music is done through several stages:

1. to attract the attention of students to the musical work and the introductory question of the teacher.
2. listening to the work in the teacher's performance or magnetic recording.
3. a simple musical and artistic-ideological analysis of the work through conversation.
4. to re-listen to the work as a whole and conduct a final conversation on the overall impression of the readers about the work"

The teacher, more precisely, it is desirable that the future music teacher, through these processes, formulate musical tastes, moral-aesthetic views, musical - theoretical, musical-historical knowledge, broad outlook, speech fluency abilities in the formation of the student's ability to listen to music. It is understood that listening to music is a compensation that includes several compensations that we need to have the potential music teacher listed above.

4. Professional - technical (performing in the instrumental) composition - one of the most interesting activities for schoolchildren is the activity of being a COR in children's musical instruments. In the implementation of this activity, of course, the teacher himself shows an example, since the music teacher is, first of all, the performer. Whether any class he elementary or get to the top, the reader wawdalantiradi before the eyes as a true performer of the music teacher. In the lesson,

Vocal Performance, Instrumental Performance, the ability to master any performing skills in short terms of my chorus, This is a professional image of the teacher. The content of the work, its analysis is most desirable for children, executed by the teacher at the end of all this, is expected. Such abilities should be established in higher education, educating the future music teacher even as a "performer" is one of the leading tasks.

5. Competence of music analysis - the history of music dates back to several centuries, in its development it is known that historical epochs, currents, creative styles and genres appeared. The analysis of the musical work is more important in the theoretical and practical understanding of the product of creativity, first of all, the author begins about the period in which he lived, the style to which he belongs. Not only a musical work, but also a future music teacher is required to be closely acquainted with his science, the history of the musical instrument he is playing, the styles of his performance. Having an understanding of the stages of the historical development of music, knowledge of the period - period, the essence of directions, the creative flows of composers and individual genres inherent in them, as well as the ability to musical literacy in the composition of music analysis will also be necessary in harmony.

The music teacher is capable in every way, to be in harmony with the Times today's talabi. He is not only a teacher of the science of simple music culture, but also a psychologist who at the same time works on the basis of communication with children; fluent speaker of the language, having a conversation with children in the classroom and speaking about his secrets to create an idea of the world of music in front of the whiteboard; an aesthetic; physical, mathematical with knowledge of sounds, their appearance, characteristics, dates in music, numbers; IT specialist, able to work comfortably even in the latest information technologies, in order for the lesson to be organized in a more meaningful, effective, modern way; historian, who gives readers information about the creation of music, its historical stages, historical periods; linguist, literary critic, able to expressively tell the text of; a musician for playing a musical instrument, a singer for singing, a teacher who performs the roles of a choir conductor when students sing as a team. It is natural to be a teacher of such qualities to put a number of topical issues before not only teachers of the science of modern music culture, but also future music teachers. And for the formation of a multi-faceted specialist staff, the main tasks of future music teachers are to work tirelessly, develop pedagogical skills, professional competence from the student's years.

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**A BRIEF ANALYSIS OF THE LIFE AND CREATIVITY OF CONDUCTOR
ARTURO TOSKANI**

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Annotation: *The Great creator Arturo Toscanini was not only a great conductor, but also the owner of a strong excitable character. This article briefly discusses the path of creative life, as well as its impact on personality and creativity. The peculiarities of Arturo Toscanini's creativity are revealed, although the degree of study is partial.*

Keywords: *musical creativity, conductor, biography, opera, Orchestra, Symphony, Philharmonic, Italian plays.*

The personality of Tuscanini can be expressed in one word: stiffness. He devoted his life entirely to music, but not in the rhetorical sense that we often hear today: for Toscanini, musical exodus was almost a religious ritual, and it is very important to emphasize this, because he approached the conductor almost like a spiritual one, which he himself must perform: like a sacred ritual, and undoubtedly, the holy ritual should be performed perfectly. Toskani was awarded the reputation of the "angry conductor", with which it was sometimes even impossible to communicate, but all this was due to his very high assessment, which he gave to his work and the art of music.

Monumental biography shows how a person is, if so - of course, generous, brave and principled in this case. He was inclined to the boundless love of "other people in need of help, musical and charitable organizations, his own family, Italy and human freedom." But there were also shortcomings in his character. In addition to his brutal, aggressive Fe'l-style, he was overly strict and demanding towards some musicians.

The writer for the New York Times musicologist Saks conducted his first research about the great virtuoz in 1978, which he published in the form of a book, but in order to celebrate the anniversary, a more detailed book was needed. In 2002, Saks edited the annotated collection of Tosca's letters.

Emanuela Kastelbarko, Toscanini's only surviving grandson, presented documentary materials that contributed greatly to the content of the new book. An uncorrected version of "Toskanini - a musician of conscience" is presented.

Emanuela Kastelbarko, Toscanini's only surviving grandson, presented documentary materials that contributed greatly to the content of the new book. An uncorrected version of "Toskanini - a musician of conscience" is presented.

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This biography is not a rewrite of the 1978-th Year Book of Saks. On the contrary, it is based on sources that did not exist in the 1970s, including numerous correspondence, the tape recorder of Toscanini's conversations with his family and friends, the documents of the archives that were recently opened in La Scala, the Metropolitan Opera and other art and public institutions. In fact, this new material was so great that, according to Saks, "not a single whole sentence from the old book can be found in this book." The new biography is a great achievement, describing his life almost 80 years after the death of Tuscanini in the Parma Conservatory, almost twice as much as the previous version. The astonishing story of Saks effectively embraces the complex personality of Toscanini and clearly understands that Toscanini is a political and social system that has undergone a catastrophic degradation both in the life and life of the conductor and in the music world that reigned during an unprecedented period of changes.

Toskanini was born on March 25, 1867 in the city of Parma and died in 1957 in Yanvar 16 years, his long and honorable life covered almost a century of political turmoil. He took his last breath in New York, and brought classical music to a new audience⁵. "In the US, symphonic life has helped a huge flowering," says Saks.

As Saks showed, the public role of Toscanini in his career as a conductor and as one of the most prominent opponents of dictators in the 1930s remained so closely connected that by the end of his life classical music seemed to be able to change society, spread and absorb the values of humanism. Toscanini was a process that played a decisive role as one of the first widely known and recorded conductors.

Saks Toskanini as a conductor performs an excellent job in delivering unprecedented strength and efficiency. He was able to point out the testimonies of many of his orchestra colleagues, conductor colleagues, critics, friends, and audience at one point, they testify that Tosca concentrated the intensity and focus on his ascent to the podium: his astonishing level of photographic memory allowed him to manage without playing a lot of music. He even claimed that without seeing the recording, the franchise managed a huge "Cristoforo Colombo" play. Thanks to the strength of his personality and the holding of opera teams and orchestras he managed, the masterpiece of Western canon, in the light of the extravagant words of Vienna music critic Julius Korngold, discovered music inevitability "through his individuality (his subjectivity, temperament).

The constant exchange of news, which is a characteristic sign of Toskanini's conductor, makes The Legend nonsense that Toskanini said that there could be an exact version of the work. In fact, during the period when the Tosca was working, a similar number of conductors - Willem Mengelberg, Bruno Walter, Otto Klemperer, Wilhelm Furtvengler, Leopold Stokowski appeared, they drew attention to the interpretive nature of the conductor's art and the subtle changes of the conductor.

After he died, a New York "papal at the Cathedral of St. Patrick" ceremony was held, and later the coffin was taken to Milan. More than 250 000 people stood under the rain and watched the car move slowly from La Scala. The conductor de Sabata performed the funeral march from Beethoven's Symphony No. 3 "heroism", because silence was drowned over the crowd. Then the bodywork machine stopped briefly in front of his beloved house for about half a century in Toskani. Final stop, Kimitero monument.

It was a worthy respect. Toscanini for a long time missed "Milan". No matter how much he appreciates the atmosphere in New York: "I want to get back to Milan faster. I need, I need," - der was.

He was the heart and soul of La Scala and The New York Metropolitan Opera. At different times he dominated the national television Symphony, The New York Philharmonic and the European glamour festivities in Bayroyt, Salzburg and Lucern.

He made the meaning of the music clear through live body movement, precise pulse and improvisational space of the Opera.

He was also an anti-patriot and openly antifashist of the rebel Tuscan. Shortly after Mussolini walked to Rome in 1922-th year, he told his friends that he would kill Mussolini if he was able to kill a person.

In 1931-th year before the concert in Bologna, the fascists attacked him. The fascist party anthem was hit by a slap in the face for refusing to perform "Jovineza". Mussolini's secret police spied on him. After the bologna incident, he wrote:"the act of my life becomes the echo of my conscience, and aksi, which does not know any kind of imitation and deviations, and is strengthened with pride, I confess."

Arturo Toscani began his career in America at the Metropolitan Opera in 1908 year, but after seven years of leadership he left the full-time job after having found a long-standing relationship with janjal and soprano Jeraldin Farrar; he had never been a conductor at home. Toscanini returned to Europe; six years after his debut in 1921 year in Carnegie Hall, he visited New York City with the Orchestra La Scala. In 1926 year he was so excited after his first performance in the New York Philharmonic that the next season he was appointed music director. Tuscanini was cruel in his demand for orchestral accuracy, but his interpretation could also show "incredible tenderness and gentleness," as Mortimer Frank said in his book Arturo Toscani: The NBC Years. Toscanini remained in the Philharmonic of New York until 1936 year.

In 1937-th year he became the musical director of the national symphonic orchestra, created for him. While some of these early radio broadcasts took place in the acoustics of the Studio 30h at Rockefeller Plaza, they performed together until their last performance at the Tuscan and NBC Symphony Orchestra (Carnegie Hall) until the maestro retired in 1954 year.

In 1949, umrbad was appointed senator, he refused this title and explained to President della Repubblica Luigi Eyni that "I want to end my life with the simplicity that has always lived, as opposed to the accumulation of any titles, scientific titles."

Toscanini conducted world premieres of many operas, of which four became part of the standard opera repertoire: Pagliacci, La boheme, La fanciulla del West and Turandot. He also actively participated in the completion of the work "Turandot" by Alfano and Puchini . He directed the first Italian performances of Zigfrid, Gotterdammerung, Salome, Pelleas et Melisande and Evyante, as well as the South American premieres of Tristan and Izolda and Madame Butterfly, as well as the North American premieres of the Symphony No. 7 of Boris Godunov and Dmitri Shostakovich. He also hosted the world premiere of Samuel Barber's Adagio For Strings.

Opera premieres:

"Edmea" (revised version) Alfredo Catalan-Turin, 4 November, 1886-th year

"Ruggero Leoncavall" o-Milan, 21 may, 1892-th year by Pagliacci

"Gnaga" by Guglielmo Svarten-Rome, November 15, 1892

"Savitri", Natal Canti-Bologna, December 1, 1894

Emma Lyona, Antonio Lozzi-Venice, may 24, 1895

Written by Jakomo Puccini "boheme" - Turin, February 1, 1896

By Forza d'amore "Arturo Buzzi-Peccia " - Turin, March 6, 1897

"La Camargo", Enrico De Leva-Turin, March 2, 1898

Anton - Chezare Galeotii-Milan, December 17, 1900

"Zaza" by Leoncavallo-Milan, November 10, 1900-th year

"Le Maschere" by Pietro Mascagni - Milan, January 17, 1901

"Mose", Don Lorenzo Peru-Milan, November 16, 1901

" Germania " by Alberto Franchetti - Milan, March 11, 1902

"Okeana", Antonio Smareglia-Milan, January 22, 1903

"Cassandra", Vittorio Gnekki-Bologna, December 5, 1905

"Gloria" by Francesco Cilea-Milan, April 15, 1907

"La fanciulla del West" by Puccini-New York, December 10, 1910

Madame Sans-Jene, Umberto Giordano-New York, January 25, 1915

Debora e Jaele, Ildebrando Pizzetti-Milan, December 16, 1922

Written by Arrigo Boito "Nero "(completed by Toscanini and Vincentso Tommasini) - Milan, 1 may 1924

"La Cena delle Beffe", Giordano - Milan, December 20, 1924

" I Cavalieri di Ekebo", Riccardo Zandonai-Milan, March 7, 1925

Turandot Puccini-Milan, 25 April 1926 (comment: Toscanini informed the audience that the opera was incomplete due to the death of Puccini.)

Fra Gherado, Pizzetti-Milan, may 16, 1928

Il re, Giordano-Milan, January 12, 1929

Hundreds of hours of exercises of toscanine are recorded. Some of them are written in limited edition. In addition to national television, many broadcast records with the participation of orchestras

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have also been preserved, including: The New York Philharmonic in 1933-1936, 1942 and 1945 years; the BBC Symphony Orchestra in 1935-1939-ies dkvomi; the Lucerne Festival Orchestra; and broadcasts from the Salzburg Festival in the late 1930-ies. Documents that Toscanini was a guest with the La Scala Orchestra from 1946 to 1952 include a live performance by Verdi with the young Renata Tebaldi. In 1948-1954, ten TV shows of Toscanini's NBC Symphony were recorded in the kinescope films of live broadcasts. Released by the RCA on a VHS tape and laser disc and DVD by the Covenant, these films provide unique video documentation of the passionate but vazmin podium technique with which he became known.

Arturo Toscanini was an Italian conductor. Most musicians consider him the greatest conductor of his time. His fame was legendary: he was probably the first conductor to become a world superstar. He has an amazing memory and could remember every note of the countless works he has done. He had photographic memory to remember how the pages would look like. He had a very strong hearing aid and knew exactly what each instrument was doing. There are also films about the fact that she has sharp feats and she screams with anger at her orchestra during training. In the early days of his writing, he first wrote the famous orchestral works. He had a strong character, along with being a great creator. The history of music is memorized by such notes as Arturo Toscanini.

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**THEORETICAL BASIS OF THE USE OF COMPUTER PROGRAMS IN TEACHING
(ON THE EXAMPLE OF THE SCIENCE OF MUSIC CULTURE)**

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Annotation: *this article covers the theoretical foundations and stages of development, history of using computer software in teaching music culture science. Also, great attention is paid to the issue of increasing the effectiveness of teaching the science of music culture through computer programs in the training of pedagogical personnel for general music education.*

Keywords: *music education, pedagogy, MP3, MIDI, WAV, PowerDVD, AEG, NHK.*

Today, an increasingly growing part of the communication between people is entering the world of virtual communication technology. Music could not stand aside from information and communication technologies. With the help of a computer, a person can record sound recordings without leaving home, using amateur equipment, processing it in a special program with the help of various effects, and then start distributing “newly recorded hits” in MP3 format over the internet.

Computer music software can be divided into three main groups. The first group includes programs that work with sound waves. It is a variety of multimedia players designed to play audio and video files; all audio editors with which you can edit the sound wave; as well as programs for recording discs. We can say that the programs of this group are most often used in various types of human activities. The second group includes sequencer programs that combine many functions. Recently, sequencer has become the universal program for working with MIDI and audio sound, but initially they only worked with a MIDI group. And the third group of programs is music editors, with the help of which the method of musical spelling is the same as typing using Microsoft Word.

The simplest in everyday use are media players. The most popular are Windows Media, WinAmp and CyberLink PowerDVD. From CDs using Media players (uncompressed audio formats: *.WAV, *.AIFF; compressed audio formats whose data is not lost: *.APE, *.FLAC; compressed audio formats partially lost data: *.MP3, *.OGG) can listen to music in formats. Also, you can convert video files and other compressed formats (*.Avi, *. Avi, *. Avi, *. avi) to DVD format. Hunt, *.MPEG, *.WMV, *.VOB, *.TS, *.MP4 and others) can be watched.

With the development of Internet technologies, the functionality of these programs is significantly improved, with the help of these programs it will be possible to listen to the internet. When copying a disc, the data and song names about the performer are automatically filled in, making the life of users much easier. Computer music programs also include audio editors, for example, Adobe Audition, Sony Sound Forge, Steinberg Wavelab. These programs are designed for more professional users. With their help, it is possible to change the audio compact disc to MP3 with the

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addition of a large number of additional options. It is also possible to edit an audio waveform of a track (cut sound with glue).

With the help of the sound editor it is possible to create a collage, popurri from several songs. In addition, audio editors are also used to restore old recordings from recordings and audio cassettes. It should be noted that this process requires a lot of time, for example, efforts in the process of restoring audio cassettes. Such recordings lose not only the quality palette and dynamics of sound over time, but what is most unpleasant is that the band stretches, begins to swim with time and intonation, it is desirable to use a wide range of computer music programs, mainly in digitization, in order to bring audio recordings in such cases to their original state and, or, closer to the original. Digitization of records is also a very laborious process, but automation work in the audio editors of computer music programs is easy.

One of the main disadvantages of plate recording is the moderate amount of dynamic gradations, the emergence of additional noise and slow beats. The noise level on the plate is constant from beginning to end, which allows us to determine the noise in pauses between the tracks and experimentally establish the optimal level of noise reduction in the sound-emitting areas of the work. If the noise reduction is set to the maximum, the timbre of the high range sounds (for example, scripka) will disappear. In most cases, the slow beat on the plate is also davriy, but it can be removed as much as possible with the help of their special plug-ins. The dynamic and timbre range can be corrected by the equalizer and custom plugins.

Sequencer allows you to create, edit, save, play musical compositions in a MIDI sequence. In addition, the sequencer can actively work with sound waves. MIDI abbreviation (abbreviation) Musical Instrument Digital Interface is a digital interface of musical instruments. This term refers to a generally accepted standard for the exchange of digital data between devices that carry out the synthesis and processing of electronic music.

The main difference of the musical data corresponding to the MIDI standard from the traditional digital sound is that it is not encoded the amplitude of the sound vibrations, but the commands that describe the instrumental composition of the orchestra involved in the performance of the composition, and not for each of these instruments are partitura soundtracks.

This standard was established jointly by Korg, Roland, Yamaha, the largest producers of electronic musical instruments in 1983. Developed by independent manufacturers, it ensured the interaction of synthesizers and other electrical devices.

Wherever a MIDI command comes to the device, it immediately generates a sound that corresponds to it. Thus, it is possible to control the entire electronic orchestra from a single console through this interface. Most often, such devices are externally similar to the piano keyboard, and accordingly are called MIDI keyboards. But the Control Panel on the computer is often made in software in the form of a special program - sequencer.

Naturally, the sound card, any other additional devices need software. The musician usually works with sequencer software. The most popular of them are Cakewalk Pro Audio, Cubase and Digital Orchestrator, each of which is presented in several versions. It should be noted that these

programs of competing firms provide the user with a variety of options, but their interfaces and methods of working with them are very similar.

In separate tracks, acoustic instruments and vocals can be recorded, and then, signal processing and multi-channel Phonogram can be reduced to stereo. The musician has the opportunity to choose the composition of the instruments of the orchestra, to see the correct characters of their parties, to pre-adjust the relative sound level of each of them, to set the placement of performers in the panorama of the orchestra, to immediately understand the party of any instrument.

The ability to record sound is often associated with the idea of producing electronic music. But this does not mean that electronic music production is the goal of the recording process. In 1857 year, the French publisher and bookseller Edward Leon Scott de Martinville patented the device - phonotographer, which he himself invented. The phonotograph was the first device that could record sounds, but could not repeat them. American inventor Thomas A. in 1878 year Edison patented the phonograph. Edison's phonograph used cylinders to record sounds, just like Scott's phonotography, but unlike the phonotographer, the sound could be both recorded and repeated.

American inventor Emil Berliner in 1887 year presented his invention - a disc phonograph. In 1906 year, a great invention appeared, which greatly influenced the development of electronic music. It was a triod tube conductor (audion) developed by the American inventor Lee de Forest. It was the first electronic lamp that consisted of a glass vessel with a hot cathode inside, which would generate electrical signals and allow kuchaytirishga. The invention of the vacuum tube radioeshittirishga created the basis and allowed the emergence of electronic calculations.

Long before electronic music became available, composers wanted to use emerging technologies for musical purposes. Several instruments were created using both mechanical and electronic components. These same devices have paved the way for more improved electronic devices.

The first electronic instruments include the following: the sound cross (fr.), invented by the Russian composer Nikolai Obukhov in 1926 year. Croix Sonore), and "Martenot waves", invented by the French musician Maurice Martenot in 1919 and 1928 years. The most famous example of the use of Martenot waves is Olivier Messiana's "Turangalila Symphony" and other works of his work. The martenotian wave instrument was used by other composers, mainly French, for example, Andre Jolivet, to record music.

1920-1930 years. In these ten years, many electronic devices and the first compositions for them appeared. The first electronic instrument was invented by Lev Termen in Leningrad in 1919-20 years, later changed to "Thermenvox", an etherophone. With the appearance of termenvox, the first compositions for electronic devices appeared. These compositions were quite different from the works of "noise-eaters". And this led to a change in the goals of using music machines.

In 1928 year, the French cellist Maurice Martenot invented the instrument "Martenot waves", with which he made his debut in Paris.

In 1929 year, the composer Joseph Shilinger wrote the first airfonic syuita (First Airphonic Suite) for the termenvoks and the orchestra. For the first time Syuita was presented with the Cleveland

Orchestra, where she performed Lev Termen solo. In the same year, the American composer George Antell for the first time in his work wrote parties for mechanical instruments, electric noise machines, engines and compressors. He wrote these parties for the opera “Mr. Bloom” (“Gospodin Blum”) and did not finish it.

In 1930, Lawrence Hammond (Hemmond) founded his own electronic instrumentation company. He began to produce the “Hammond organ” on a large scale, he carried out the principle of sound production, just like in the case of the Kakhila telharmony. Hammond also started other inventions, such as the first reverberator. Hammond is also John Hanert (John Hanert) and Si. The most. In cooperation with Williams invented another electronic instrument - Novakord. Novakord was the first commercial polyphonic synthesizer. For the first time, “Novakrd” was shown to the public in 1939 year in the Butunjahon show in New York, but in 1942 year it was suspended from production.

Development: 1940 and 1950 years. Electro-acoustic music for magnetic band.

Low-quality magnets of solid bodies existed since 1900 year, and at the beginning of the 1930-ies in the cinema industry began to use PHOTO - Optical sound recording for sound films. At the same time, the German company AEG electronics developed the first Magnetophon K-1 tape recorder. He was shown on the international radio show in Berlin in August 1935 year.

In 1940, German engineer Walter Weber received a patent for the technology of high-frequency alternating current, which significantly improved the quality of recording and playback. In 1941, AEG released a new model of tape recorder (Magnetophon K4HF). In it, the technology of open high-frequency magnetization was first used by Weber. In 1942, AEG conducted experiments on recording sound in Stereo format. The first electroacoustic work was written in 1944 year by the student Halim El Dabh from Cairo, the capital of Egypt. This disambiguation page lists articles associated with the title Halim El Dabh. Taking part in the famous ancient mystical ceremony (“the ceremony of the mysterious purification”) under the name Zaar (Zaar), he recorded the sounds of the instruments and the singing sounds on a magnetic tape with the help of a large magnifying glass.

Electronic music. Electronic music (nem. elektronische Musik, visual effects electronic music) means music that is the acoustic result of the production, modification and reproduction of music in partial or complete electronic form. In this process, the internal organization of the voice takes the first place. The sound source can be natural or artificial (acoustic and electronic).

Until the last third of the twentieth century, electronic music was mainly associated with experiments in academic music (both in the former Union dalatlarıdaa and abroad). But this situation changed in 1970 year with the organization of mass production of sound synthesizers. Synthesizers were presented to the general public due to their reasonable price. This situation changed the appearance of the famous musical tradition - led to the widespread use of synthesizers by many jazz, rock and pop musicians. At the beginning of the XI century, electronic music included a wide range of styles and genres. From the unique experiences of avant-garde musicians to widely reproduced practical music.

Japanese electronic music. First work on the creation of the NHK studio and electronic music. Wataru Wenami is co-founder and director of the electronic music studio HNK. NHK studio Germany

Technische Hausmitteilungendes NWDRs studio in 1955 year-Sonderheft liber elektronische Musik (1954 N. ^) the statement on internal regulations was translated into Japanese by a team of NHK engineers and published in the form of a booklet.

Robert Bayer's two articles also spread among Japanese composers, officially published in the magazine Melos: Zur Geschichte der Elektronischen Musik (1953) and Elektronische Musik (1954). The first studies on electronic sound and experimental music were initiated by members of the NHK technical staff in 1954 year, and the first musical composition was the work of the Toshiro Mayo.

Three works of mayuzumi were dedicated to 1955 year. These are:” music for sine Waves by proportion of Prime Numbers "(Music for Sine Waves by Proportion of Prime Numbers“),” music for modulated Waves by proportion of prime numbers "(Music for Modulated Waves by Proportion of Prime Numbers“) and” invention for square Waves and Sawtooth Waves "(Invention for Square Waves and Sawtooth Waves"). These three etiologies formed a transition from a simple composition to a more complex composition.

The first study, consisting of the first, complete sine waves, is based on the work of Karlheinz Stochausen (1953) "Studi I" and is based on The Theory of Furye's analysis. However, it was noticed that the Japanese composer is officially using Western ideas, simply placing different sinusoidal signals on top of each other.

In the second work, meiosis uses modulation to enrich the spectrum, but does not even try to synthesize anything, but rather works with an elementary spectral unit - a sine wave. Despite the obvious influence of stokhauzen, it has always been almost completely ignored by Japanese colleagues, which is important theoretically - for German composers - researchers, and given importance only to its sound and acoustic effect.

In the third work, a keyboard controller is used for a monochord - saw gear signal generator. His task was to “add melodic parts” very simply. Simple tones, glissandos and impressionist effects give this work a distinctive “classic” character in the style of Western classical structures, and it is not surprising that this study was devoted to Bah because the title: “invention” was "Invention".

Here Comes the question of whether electronic music was not in Japan before the NHK studio. At the time of the establishment of the electronic music studio NHK in 1955 year, the equipment was as follows: meloxord (six-channel sinusoidal signal generator), monoxord (chainsaw gear signal generator controlled by the keyboard), various oscillators, 32 band filter, ring modulator and tape recorder.

The studio moved in 1968 year. At the same time, new devices have appeared. A photoformator (developed by the NHK technical team) and a six-channel tape recorder were used as its one-channel control for sampling from the ouvuzlu graph.

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ГОСУДАРСТВЕННОГО РЕГУЛИРОВАНИЯ И УПРАВЛЕНИЯ В СОЦИАЛЬНО-ЭКОНОМИЧЕСКИХ СИСТЕМАХ (pp. 30-32).

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MODERN APPROACHES TO TEACHING HISTORY

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Abstract: *Historical memory has been at the center of attention throughout human history. In this article analyzes the developmental characteristics of history teaching methods in line with human development on the basis of local and foreign sources..*

Keywords: *history, historiography, methods of teaching history, historical thinking.*

The past and historical memory have been in the spotlight throughout human history. As a result of this attention, many questions related to historical events, individuals, and processes have been sought through scientific research and studies. This process led to the emergence of historiography as soon as man began to write about what had happened in the past. History teaching is a process of educating students through historical material, educating them in the spirit of national independence and fulfilling their tasks of development, mental (internal) and educational activities of teachers and students (external).) process is understood. The content of the history course means, first of all, the scope of historical knowledge defined in the history program, the teaching material: its original content, the system of teaching methods, skills and competencies in the field of using students' knowledge of historical materials , including the simplest forms of their research work.

Until the 19th century, we see Mazi as a science of history, sometimes written, sometimes oral, and mostly literary. The changes that have taken place in the natural sciences in this century, as well as the historiography and positivist approach in the countries that have experienced the Industrial Revolution, have had an impact. During this period, historical data based on material sources became important due to the positivist understanding. As a result of the analysis, we can see that the science of history has been used for many different purposes from the past to the present. History has been used especially to increase interest in the past, entertainment, moral and religious education, and political and ideological interests. History was seen as an interesting field and was used to attract people's attention. In particular, historical dialogues have been used in every age as a means of propaganda to attract people's attention. History has also been a means of transmitting moral and religious knowledge and attitudes to new generations. Ethical and religious texts in particular have been used to achieve this goal. Moreover, history, like today, has served ideological and political purposes in every age. In each period, historical sources were used to prove by law the right to come to power. At the same time, history is seen as a powerful tool for personality development. In the past, in addition to being a field of science that sought to understand and interpret people's behavior, it was also taught as a subject in schools and universities.

By the nineteenth century, the science of history had emerged as one of the main directions of compulsory and modern educational institutions. history is the common memory of this nation, the memory of the past, but the memory of the past is no longer the past in the literal sense of the word. It is a past that is renewed and renewed according to modern norms, focused on the values and ideals of people's lives in the present, because the past exists for us and thanks for that. K. Jaspers expressed this idea in his own words: "History is directly connected with us ... and everything that interests us, is thus a modern problem for man."

When studying the reasons for the emergence of compulsory education, it can be seen that the history lesson played an important role in fulfilling the tasks assigned to education at that time. History lessons have played an important role in nurturing obedient and like-minded individuals needed by the military, government, and industrial institutions. In this context, the beginnings of teaching history as a systematic subject were taught in the early nineteenth century to achieve the goal of educating the general public in modern educational institutions. During this period, history was taught for a very long time, mainly for the purpose of developing national identity and educating obedient people. Prior to World War II, history lessons were conducted on the basis of cultural assimilation, with the aim of educating obedient and good citizens. However, during this period, the idea that education could play a role in democratization, the importance of human rights, and the prevention of wars changed the concept of teaching history. In addition, technological and economic changes have complicated life and diversified the skills and competencies that people need to have. These events necessitated a rethinking of the traditional history lesson. In the late 1960s, history lessons in England were criticized for being based on names, numbers, and elements. The debate has escalated to the point that some people have suggested that the history course should be removed from the curriculum because it would not prepare students for life in that day's environment.

In the late 1960s, especially in the UK, criticism led to a wide-ranging study of how history teaching could prepare a learner for everyday life beyond historical knowledge and attitudes. Public opinion polls were conducted. These studies have identified what skills learners can acquire through history lessons. In other words, research has played an important role in showing how history lessons can be linked to modern life. Research in the field of history teaching in England continued into the 1970s. The School Assembly History project was implemented in the UK and has played a particularly important role in imparting practical skills and competencies in history lessons to students. In schools, it has been found that students learn about the past effectively by conducting surveys based on questionnaires and evaluating evidence such as detective stories. Thus, students were able to acquire basic skills such as scientific reasoning and determining the scientific validity of the information given to them, as well as studying the past. years continued at a rapid pace. Research has been going on in Canada and the United States, especially in recent years, with the understanding that a history course should prepare students for daily life. Efforts to study historical events based on first-hand sources have brought "historical thinking skills" to the fore. By the 2000s, historical thinking skills, which had become increasingly important, had been used as one of the most effective, efficient, and creative ways to study history. Historical thinking skills are grouped into five categories based on the study of historical knowledge and an understanding of its essence.

- chronological thinking
- historical understanding
- historical analysis and interpretation

- historical research
- Historical issues, analysis and decision making.

As noted above, since the 19th century, there have been significant changes in the content and objectives of history lessons, which have begun to enter formal education institutions. As the well-known Methodist AI Strajev said: "The method of teaching history consists of these logical practices based on historical material." It is sometimes recommended to classify teaching methods according to the level of activity of students. This distinction is more about the general nature of teaching than about teaching methods. In the 1960s, the methods of teaching history and their classification were decided differently. Methodist AI Strajev says that "the organization, methods and means of teaching history serve to carry out certain educational tasks of history." However, it also leaves uncertainty in the issue by making the basic teaching methods a method of studying the historical process itself. AI Strajev recommends the following teaching methods:

- methods of studying historical facts;
- methods of studying chronology;
- methods of studying local historical events;
- methods of forming basic historical concepts;
- methods of studying cause-and-effect relationships;
- Methods of revealing the laws of the historical process.

It is well known that teaching history is the process of organizing teaching and learning. It is also clear from the classification of Methodist A. Strajev that it implies only that the teacher teaches the students, does not take into account the organization of the students' learning and the teacher's guidance in their learning. Prominent Methodist VG Kartsev takes a different approach. It includes a system of methods with characters of a learning nature ("narrative method", "inquiry method") and general didactic tasks ("material study method", "reinforcement method", "knowledge test method" and others) rather than students' laws of knowing historical events. The methodological basis of the theory of methods is the transition from live observation to abstract thinking and from it to practice.

As for the subject of history, it deals with events that have taken place in the past. Topics in the history program are usually far removed from students' daily lives and experiences. Although there are many historical relics and materials around us from the past to the present, history can be found as an abstract subject in its own right. Because of this feature of the history lesson, especially young students face difficulties in understanding events that took place long before their time. In other words, because of the attempt to teach history without connecting it to the present day, some students think that a history lesson is a boring, confusing series of numbers, figures, and objects.

One of the most important elements we use to bring our past to the present is the historical environment. The historical environment has many elements such as buildings, roads, towers, open spaces with historical events and historical objects. In addition, memories, letters, maps, newspapers, plans, postcards, stamps, coins, pictures, books, and historical objects are elements that contribute to the teaching of history. History lessons can be made more accurate and effective by making effective use of the historical environment and objects in history lessons.

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THE ROLE AND ROLE OF MUSIC IN THE FORMATION OF THE SPIRITUAL AND AESTHETIC PERFECTION OF YOUNG STUDENTS

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Annotation: *the article analyzes the status, problems and opportunities of using them in the spiritual perfection of the younger generation today, based on the views on the enormous educational-impresiveness characteristics of our ancestors in the formation of artistic-aesthetic and spiritual perfection of the student's personality in the art of music, scientifically based opinions. In this regard, scientific-based recommendations were put forward, which allow to achieve more effective results in the implementation of the educational and educational process.*

Keywords: *Folk Music Heritage, National idea, ideology, education, upbringing, personality spiritual perfection, secondary schools, lesson and extracurricular activity, pedagogical demand and Criterion.*

Today, the task of higher educational institutions is an indicator of the upbringing of society not only an educated, qualified specialist, but also a teacher-coach responsible for the upbringing of a spiritually and morally harmonious generation. In the realization of such a responsible goal, the science taught in higher educational institutions is not enough. It is necessary for the students to grow up as educated, cultured and highly spiritual educators in all respects, to enjoy the material and spiritual wealth created by mankind, works of art as widely as possible. Our great ancestors, who lived in the past, like Abu Nasr Forabi, Abu Rayhon Beruni, Abu Ali Ibn Sina, Muhammad Moses Khorezmi, Yusuf Khoshib, Mahmud Kashgari, Ahmad Yughnaki, Al Bukhari, at Termiziy, Mirzo Ulugbek, Abdurahman Jami, Alisher Navoi, enjoy the scientific and spiritual heritage of allomalama widely, as well as Abdulrauf Fitrat, Abdulhamid Chulpon, who lived in the near past and worked works of mahmudkhoja behbudiy, Abdulla Qadiri, Abdulla Avlani Kabilam on education and education, ideas put forward in them, a good result can be achieved by linking pedagogical thought and thinking to the content of modern education.

Historical and scientific sources of study, analysis of which are mentioned in kohsatadiki names great figures in their scientific and pedagogical views admitted that the art of music in the fullness of personality has a wide range of opportunities, many of them directly conducted special scientific research on music, shughllan with music and wrote many treatises and tractates on its theoretical, practical and educational basis. Chunanchi, on the list of scientific heritage of the great encyclopedic scientist Abu Nasr Farabi, saw many of his works related to the field of music. Works such as "great book about music", "book about the classification of tones", "word about music", "the word added to the melody" are from shular sentence.

As we know, pedagogical oily educational institutions mainly prepare specialist teachers-mentors for general secondary schools, academic lyceums, vocational colleges, pre-school

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educational institutions. Today's students are tomorrow's educators-mentors. Therefore, teachers of co-operative science operating in these premises will have to look at aesthetic education as the most responsible task among all parts of the education, while teaching and educating students in their field. After All, Our First President I. As Karimov rightly pointed out: "today's education and education can not be imagined without the art of music. Speaking of the spiritual perfection of Man, Of course, this goal can not be achieved without the art of music."

In our observations it became clear that in pedagogical higher educational institutions there are wide opportunities along with the problems of aesthetic education of students. Especially the circles of the art of music, the amateur gangs who are interested in artistic creativity organized around them.

Although it is very rare at the moment, it is proved that in higher educational institutions there are clubs such as singing, dancing, studying national musical instruments, national musical instruments, vocal bands, choir performance, drama, dance, ensemble of status. Students participate in such circles in the post-school period. In this process, aesthetic education harmonizes with various forms of musical art and has an effective influence on the artistic and aesthetic and spiritual education of students. This will appear more effective in the process of hoi Sessions, mastering the science, also plays an important role in ensuring the interaction of the printer.

Classes in artistic amateur Circles give youth a sense of beauty, an understanding of the environment and reality on the basis of aesthetic laws, an assessment and a sense of benevolence towards them. This in turn leads to an aesthetic taste dispute. And the argument is the law of development itself.

National nafosat and national morality, national ethics have a significant place in the spiritual prosperity of the Uzbek people, so aesthetic and moral education are also invaluable tools for the formation of age as a spiritually harmonious person. Therefore, it is necessary to radically change the attitude to artistic amateur clubs in higher educational institutions, to take measures to attract the student youth as widely as possible, if necessary in a mass, to form the cultural, spiritual and aesthetic perfection of the ulema in the process of systematic training in different directions of music and art, to work using effective pedagogical methods In our view, it is desirable to establish in this place, first of all, the interaction of artistic amateur circles in the system of higher pedagogical education with well-known singers, musicians and composers of cultural institutions.

The president of our country Shavkat Mirziyoyev writes about the art of music: "at present, the art of music has a greater and stronger impact on the education of young people than other types of art." The fact is that now it is impossible to imagine someone who does not communicate with art, in particular with the art of music every day. The invaluable service of Bunda radio, television and other mediators is endless. But, by simply listening to music, there is a huge difference between listening to it in the process of consistent training planned in a certain system and performing it, getting acquainted with the necessary information about it (the subject of the work, the genre, the ideological artistic content, the style of execution, traditions, what situation, the execution in situations, the authors, the period of its creation, Music affects the spiritual world of a person, the growth of artistic and aesthetic tastes and needs is not the same, although heightened. Such a positive effect will be several times stronger and more effective than that of ordinary listeners in the circle and the participants of the sets. Because the participants of the circle and the stalk actively participate in the creative process, feel the charm of artistic images, expressive features of music in a very close

communication and relationship with their inner feelings. Special works are carried out with them on artistic features of music, understanding of educational significance, artistic emotional understanding. The influence of the art of music, especially the legacy of folk music on the students' consciousness, willpower, intuition, emotional, musical perception is a complex psychological process, which can be explained by the tone, text, artistic skills of the work of music being studied or listened to.

For example, let's look at the work "UI selv gulru did not come" sung by Alisher Navoi Gazali in "Monacot". The melody of this song reflects the deep lyrical and melancholy of the text of the song. It seems in a melodic, melancholy expressive melody. The calm, rhythmic execution of the melody gradually develops to the side of a strong emotional excitement. In the tone of the work, the uniqueness of folk music, at the same time the extreme inclination to the ideological content of the text of the song, manifests itself and fascinates the listener.

As a poetic work, the text and rhythm of the melody harmoniously harmonizes with the composition of the melody, the artistic decoration of the melody also plays an important role in increasing the aesthetic significance and influence of the melody (nola, kaçırım, National Paints).

Analytical conversations of a specialist about the text, ideological content of the song play an important role in increasing the aesthetic and educational value of asam. As a result of the attention paid to these aspects in artistic amateur circles, a conscious attitude towards folk songs and melodies, in particular, classical and status patterns in young people, an understanding and appreciation of the content, essence, artistic value of the writer is formed. Therefore, in artistic amateur circles of musical art, along with the musical performance abilities of the student-youth, musical tastes, aesthetic outlook, thinking abilities develop. Bulma all as a pedagogical problem gives the expected result only when it is adjusted in a way that is kompleks.

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RESTORATION AND DEVELOPMENT OF THE STATUS GENRE AS THE MAIN PROBLEM OF UZBEK FOLK MUSIC PERFORMANCE ART

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Annotation: *this article will tell about the factors of restoration and development of the status genre in the art of Uzbek folk music performance and the work carried out for the purpose of development of the status art in our country.*

Keywords: *Music, status, melody, song, Instrumental, Performance, melancholy, conference.*

Restoration and development of the status genre in the art of musical performance in the XVII-XIX centuries, large works with detailed descriptions of musical instruments were not created. This is due to the fact that more feudal fragility. A huge state is divided into some-some khanates. (Bukhara, Khiva, Kokand khanates). And this was not reflected in the development of musical art. The Uzbek musical culture began to acquire local characteristics. Specific musical instruments were formed. From the types of music-the status has henceforth improved in each Khanate in its own direction. Status performers made changes on necessity. Nevertheless, they retained the general characteristics of the music.

Each performer took a creative approach to the performance of the status and introduced specific repetitions in the performance of music. The tradition of oral preservation of the instrumental is one of the main features of the status, without which it is difficult to imagine its survival and recent progress. In each Khanate, new types of folk music were created in one specific direction; festive, folk songs, folk performance tunes (drugstores, puppets) new types of dance tunes. These tunes differed from each other in their cheerfulness, sensuality and attracted a wide public. At the end of the XVII and beginning of the XIX century in the Uzbek musical culture began to improve the following many new types of folk and professional music art; great singing, great play, jubilation, Navruz, Mauritius, Shashmakom, Tsar status (it was entered into the Dugah, Hussaini, quarter, Bayot, Guly-Shahnaz). Different musical ensembles are formed depending on the music players and performers present in the venues. In most cases, the composition of the ensemble of Folk Instruments includes such musical instruments as fidget, tambourine, dutor, dust, flute, trumpet, circle.

In music, Shashmakom, consisting of six categories of works, was especially popular. It arose as a result of the long development of professional music in the form of syuita (category) of the peoples of Central Asia. I.Rajabov writes: Shashmakom consists of six different systems, each of which, in turn, consists of sections of mushkilot (instrumental) and prose (singing), is divided into the following statuses (parts): "true", "Buzrug", "Nevo", "Duquh", "Segoh", "Iraq" ... Each status

includes large-small parts from 20 to 40 soles. In total, the category has about 250 mushkilot and prose parts. The execution of one status lasted several hours. Folk musical instruments develop in harmony with folk oral creativity and classical literature. It enriches the imagination of folk singers with the expression of musical instruments in artistic works, the image of musicians in book miniatures. In the works of the Pharaohs, sa'di, Navoi and Dehlavi more than 60 people's musical instruments were mentioned. The statutes were performed mainly at a certain time or under certain conditions in the presence of Palace ayons. It is even known that a special competition of skillful singers is organized (especially in the performance of climbs, as well as in the pouring of new parts). The restoration and development of the status genre in the art of music performance continued.

The status was inextricably linked with folk songs according to the laws of its oxang and rhythm, and differed only in the breadth of its coverage. As a rule, each status is divided into two large parts. The first was called mushkilot, which was performed only in the instrumental, and the second was called prose, which was part of the singing, which was sung in the accompaniment of the instrumental. Prose also included a dance coupler. Among the musicians appeared a special system of characters, which showed the recording of musical sounds, striving to create a notation. This was achieved by the poet-musician Pahlavon Niyaz Mirzaboshi (Kamil Khorezmi 1825-1879).

Talented music performer mohir tanburchi and fiddler Pakhlavon Niyaz Mirzaboshi were surprised to see the musicians playing a song on the note during the trip. Mirzaboshi-Kamil Khorezmiy Khorezmiy Khorezm was inspired to write down the status of his intention, which ended up in his heart as soon as Khorezm returned. Pakhlovon noyoz Mirzabashi was the famous tanburchi of the Shogird of the Comil Muhammad Jacob Harratov (1867-1939). He perfectly mastered not only the art of pottery, but also the art of calligraphy. Muhammad Yakub Harratov (Matyakub Harratov), a musician of the palace folk instrument ensemble, headed by talented musician Kamil Khorezmi, took part in the compilation of the tanbur notation and the recording of Khorezm statuses. He received Khorezm status categories from his teacher and made a great contribution to their preservation.

The creative and executive activities of the famous tanburchi and singer Niyazkhuja Haji, who worked at the palace of Muhammad Rahimkhon (1806-1825), took place in Khiva. He paid great attention to the music culture of Khorezm. Matyakub Harratov said that Niyazkhoja went to Bukhara to study "Shashmakom". When he returned from Bukhara, the status of Bukhara began to expand in Khorezm, mastering from the Tamon of the Khiva herdsmen. Khorezm's famous musicians, Muhammadrahim Feruz, Kamil Khorezmi, Mirzo Muhammadrasul and others, in cooperation with Niyazkhuja, added new musical sections to the status and enriched them. In the second half of the XIX century, the city of Kokand became the center where the famous musicians gathered. Here, under the leadership of Master Khudayberdi, a special school for studying the school of Performing Arts was created in Uzbek folk instruments. Fergana began to master buxorocha masterpiecesomni active in the musical instruments. Father-Jalaliddin Nosirov (1845-1928) was a status performer, a well-known teacher, a musician, a master tanburchi. He initially studied music science from his mother, then received education from his father, who was a clever connoisseur of statuses and a master performer. Father-Jalal Nasirov for many years was the permanent leader and singer of the Uzbek ensemble of folk instruments in the palace of Amir Alimkhon (Bukhara), Amir Muzaffarkhon (Shahrisabz)," Amir Otajons (Karmana, now Navoi). Father Giyos Abdugani (1858-1924) was a scholar of Uzbek music, a steam tanburchi. He knew the melancholy part of the Masterpiece well and performed with each status maintaining its unique methods and characteristics.

Haji Abdulaziz Rasulev (1852-1936) was shocked by one of the famous performers of Uzbek and Tajik music, mohir tanburchi Haji Rakhimkul. He went to Steam in 1888 year. There, under the guidance of Father Jalaliddin Nazirov, Shashmakomni learned perfectly in a year. A.Rasulov actively promoted Uzbek folk music and status in Fergana, Samarkand and Tashkent. He made a significant contribution to the development of Uzbek folk musical performances as a tanburchi, duturchi and singer, and was awarded the love of the people and the music community. The musician-instrumentalists mentioned above names keltirib have matured creatively in their time starting their own creative path. They were all educators, masters of young musicians. Their pedagogical performances and teachings are a new source of pedagogical life in Uzbek folk musical instruments and are preserved as an immortal heritage.

After 1917, the art of Uzbek music began to develop rapidly and intensively. In the first decade, certain achievements were made in the fields of music education, folklore, Performing Arts. A lot of work was carried out in the branches of the people's Conservatory of Turkistan in Tashkent (1918) and its branches in Samarkand, Fergana (1919), Bukhara (1920). They were mainly taught to play Uzbek folk instruments, as well as some European musical instruments (fortepiano, scripka and damli). Although these musical institutions were not literally conservatories, however, those who did not have the opportunity to study the science of musical culture in the past period were taught both theoretical knowledge of simple music and Performing Arts. Thanks to this, in many cities of the young republic, music lovers have gained wide popularity.

Hamza Hakimzadeh, the founder of Uzbek art, playwright, composer, teacher, public figure, added a lot to the development of musical art. The traditions created by folk musicians and performers in the period until 1917 year included and continued in the work of the next generation of musical instruments. Musician-performers began to work in reconstructed cultural educational organizations. A well-known tanburchi and singer Shorahim Shoumarov formed an ensemble of folk instruments at the Saman school-boarding school in Tashkent in 1919. This ensemble later served as the basis for the Organization of the Tashkent music Technical School. In the 20-ies under the educational institutions, factories, factories, in rural areas such musical teams as "blue shirt", "artist girls", "Sanayi nafisa" were formed. As part of the established creative teams, naychi. there were also ensembles of folk instruments, which were changchi, dutorchi, tanburchi, Fiddler, Circassian, nagarachi and qashqar Rubab musicians. Ensembles of folk instruments are formed in Fergana, Andijan, Samarkand. They were led by the famous musicians master scientist Komilov, stop Jalilov, Ahmadjon Umirzakov, Yusufjon Shakarjonov, master Ra'zmat Isabayev, Matyusuf Harratov, Master Toyir Marufjon Tashpulatov, Muhiddin Mevlanov. Thanks to their fruitful work, many people enjoyed the Performing Arts in Uzbek folk musical instruments.

In connection with the Deka, which will be in Moscow in 1936 year, Kari Yakubov will be entrusted with the creation of the State Philharmonic, he will be appointed the first director of the Philharmonic. Due to the persistence of Kari Yakubov and other figures of musical art, a decision is made to establish the Tashkent State Conservatory. Broad musical social features of Enlightenment were characteristic of the creative activity of Yunus Rajabi (1897-1976), a continuation of Uzbek folk music traditions, the Tashkent mohir people's musician - dutorchi, tanburchi, naychi. Having written and prepared five volumes of Uzbek folk music for publication, Yunus Rajabi's creative activity for many years was the most remarkable result. In 1927, Yunus Rajabi organizes a national ensemble of folk instruments consisting of 12 singers (singers and musicians) under the auspices of the Uzbek radio station.

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To this ensemble he played famous musicians at that time in Tashkent - khayrulla Ubaydullaev, dutarists Abdusoat Vahobov, Orif Qosimov, tanburgers Rixsi Rajapov, Mahsudkhoja Yusupov, fiddlers Imamjon Ikromov, Nabi Hasanov, Mahmud Yusupov, naychilar Pa ali Saatkulov, Said Kalanov, changers Nigmatjon Dostmuhammedov, Fahriddin Sadigov, mahamatjon Rasulov attracted the circle Dadakhoja sottiyeu. In the repertoire of the ensemble, along with Uzbek folk tunes, there were works by the modern composer, including Yunus Rajabi such as "Quarter", "Street", "Bayot", "Unite", "factory", "victory", "all of us", "Progressive", "Mirzadavlat". Then the famous singers of the Republic worked in this ensemble such artists as Tashkent Mulla Toychi Tashmuhamedov, Bukhara domla Halim Ibadov, Samarkand dutorchi and singer Hajji Abdurahman Umarov, Khorezm tanburchi and singers Matyakub Harratov, Safa Mugani, Tashkent Nazira Akhmedova. At the same time, the repertoire of the ensemble's performance expanded on the account of such works as the difficult and prose parts of "Shashmakom": "Nasurulloi", "Navruz Sabo", "interpretation of children", "interpretation of Sarvinozi", as well as works of composers "awakening", "our village", "Yashasin", "Kolkhozimiz". In 1930 Tashkent Higher School of music, in 1936 The Tashkent State Conservatory of Higher Education was opened the first music institution in Central Asia. 1936-1937 academic year was a very important period for musical education in the field of performance in folk musical instruments. In the same period, in the Tashkent musical educational institution named after Hamza A.I. On the initiative of Petrosyans Yu. Rajabiy, A. Daroshev, A. Mansurov, B. Gienko, N. Krestyanin, V. Marsinkovsky, A. Maxsudov, O. Teachers such as Qosimov began to give lessons on the performance of Uzbek folk instruments on the basis of the universal system of notes. Sh. Shoakramov, A. Gofurov, M. Yunusov (powder), S. Companion, G. Kadyrov (tanbur), A. Ilyasov, M. Uzvamov vs became one of their first readers.

Musical education and master's active creative activity in the development of the culture of performing in Uzbek folk instruments, mastering of the works of World Classical Composers, creation of special works by Uzbek composers for folk instruments became an important ground for further development of Performing Arts in Uzbek folk instruments. At the same time, the issue of thorough and perfect training of highly qualified scientific pedagogical and executive personnel was also put on the agenda. The subsequent rise in the performance of Uzbek Folk Instruments is closely connected with the activity of the Tashkent Conservatory. Since 1948 year in the higher educational institutions of music in our country, including; M. At the Tashkent State Conservatory named after Ashrafi, the teaching of folk instruments began. Head of the Department of Uzbek folk musical instruments (as part of the Faculty of orchestra), collection of students, drawing up educational plans A.I. Carried out by Petrosyans.

At the Tashkent State Conservatory for professional education on the performance of Uzbek folk instruments V.A. Uspensky, M.A. Ashrafiy, A.I. Petrosyans, I.P. Blagoveshchensky, B.F. Gienko, G.G. Constants played a big role. In the first academic year of 1948-49, 13 students of the people's Philharmonic Orchestra of the State Philharmonic of Uzbekistan were admitted to the conservatory. 10 of these people: Nazir Nigmatov (kushnay), Abbas Bahromov, Alexander Evdokimov (primarubob), Layli Sultanova, Mirzaev, Buriboy Mirzaahmedov (qashqar), Mahamatjon Asilov, Obid Kholmuhamedov (fiddle), Anvar Liviev (circle) were admitted to the 1st course. Graduates of the Tashkent music knowledge institute named after Hamza Akhmadjon Odilov (chang), Valentina Borisenko (prima rubobi), Feoktist Vasiliev (qashgar rubobi) were admitted to the 2nd course. Muhammadjon Mirzaev (born in 1913 year) is the most famous of the Republic's rubobists, a singer-composer. In the class of qashqar rubobi of the conservatory A.I. Graduated under the leadership of

Petrosyans. In addition to working at the Philharmonic Orchestra in 1951, he also coached young performers on the study of Uzbek folk music heritage. People's artists X.Mevlonova, M.In creative cooperation with turgunboyeva, she created such lyrical dance tunes as "Spring waltz", "New tanovar", "Gulnoz", "charming", "Gulkhumor", "Dildor". Among the songs he created, "Shirmonoy", "Golden crate", "three girlfriends" are especially popular. M.Mirzayev is a people's artist of Uzbekistan, a member of the Union of composers of Uzbekistan and a host of awards.

Rubob is considered one of the first rubobbers who created the basis of emotional and bright style in the performance (later developed by young performers). Mirza Hakimovich Toirov (born in 1930 year). One of the first graduates who graduated from the conservatory in the specialty of nay (1956). He is his mentor A.I.In cooperation with Petrosyans, he created a training manual "School of flute". This guide made it possible to open flute classes in all musical institutions of Uzbekistan, as well as in the army Republics. M.Toirov from 1957 year worked as a teacher, and then as an associate professor before the performance. At the same time T.He also participated in the orchestra of folk instruments named after Jalilov. M.Toirov was the winner of the All-Union contest of music performers (1957) and the VI World Festival of young people and students (1957), and participated in the decads of Uzbek art held in Moscow, Estonia, Kazakhstan, Azerbaijan, Turkmenistan, Tajikistan. M.Toirov was able to train several talented philanthropists. So, proceeding from the above, we can say that the art of national status, which is an integral part of the cultural heritage of our people, occupies an important place in our spiritual life with its ancient history, deep philosophical roots, unique artistic style and rich creative traditions.

At present, the decision of the head of our state “on measures for the further development of the art of the Uzbek national status”on November 17, 2017 was a historical document expressing a high attention to our national art. According to him, since 2018, the international status art conference will be held once every two years in the city of Shahrisabz. On April 6, 2018, the next document of our president in this direction - ”on holding the international status art conference " was adopted. The decision of the head of our state on “measures for the further development of the art of the Uzbek national status”on November 17, 2017 was a historical document expressing a high attention to our national art. According to him, since 2018, the international status art conference will be held once every two years in the city of Shahrisabz. On April 6, 2018, the next document of our president in this direction - ”on holding the international status art conference " was adopted. At the same time, international cooperation on the promotion of the art of status and creation of non-traditional Expositions is being established in our republic.

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COMPOSER ANTONIN DVORZHAK ORIGINAL STYLE OF MUSICAL WORKS

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Annotation: *Antonin Dvojak, together with Bedřich Smetana, is a brilliant representative of the Czech school of composition. His work is notable for a variety of genres - symphonies (the most famous - in the minor "New World" op.95, 1893), string quartet, operas (the most famous - "Mermaid"), symphonic poems, songs, mass, piano works and instrumental concerts. Brahms once wrote of the cello concerto of the most famous author among music lovers, the minor op.103: "If I had known that a cello could do such a thing, I would have written it myself."*

Keywords: *Antonin Dvojak, symphonic poems, songs, mass, piano works, music lovers*

Antonin Dvorjak in combination with Bedřich Smetana is a bright representative of the Czech compositional school. His work is notable for its unusual genres - symphonies (the most famous - minor op "from The New World".95, 1893 y.), string quartet, operas (the most famous - "mermaid"), symphonic poems, songs, messages, works of piano and concerts of musical instruments. The most famous author's si - minor op in the framework of music push-ups. About 103 cello concert in his time I. Brahms had written: "If I knew that cello was capable of such a thing, I would have written this concert myself."

Indeed, A. Dvorzhak's great contribution to the world music culture is his unique symphonies, which he founded on national symphonism, a concert for cello and orchestra, and his works of chamber-instrumental (trio "thoughts"). Many works of Dvorzhak with a description of his cheerfulness, warm lyrics, soft musical humor harmonize with the images of Czech nature and everyday life. A peculiar Czech world of fairy tales and Legends was sealed in the poems "vodyanoy", "napivzoryanisiya" and other symphonic .

A. Genre and rhythm chords in the folklore Dvorjak Czech and Moravia widely used features. Features of originality in the comic opera "Shoh and Coyote", in the patriotic anthem "Heirs of the White Mountain "and in the vocal "Moravsky duet", written for the choir and orchestra; especially found a vivid expression in the "Slavic dances" (first, 4 Hands for the piano, then for the orchestra and other musical instruments) and "Slavic rhapsodies", which have a vivid national musical description.

Its proximity to National Music, Folk Traditions is associated with the places where it was born and grew up.

Antonin Dvorjak was born on September 8, 1841 in the village of Nelogezeves near Prague. They were the eldest children of Dvorjak who held 8ta in the family. The composer lived most of his life in Nelogezeves. His father Frantisek Dvorjak was a Avenger and at the same time a professional performer of zitlat. Seeing his musical talent in Dvorjak, his parents decided his talent was as early development as possible. At the age of 6, Dvorjak begins to go to a rural music school. His mentor was a local church organist. In 1854-1857, he studied piano, organ and alt playing as well as music theory from Zlunica. For several years Dvorjak studied at the Prague organist school, gradually becoming a performer of vertiosis mohir scripka and alt. Over the years, he has been working as a scripka performer in the orchestra of the Czech Theater.

And in 1871-th year he leaves the orchestra with the aim of fully engaging in music writing. At this time, the composer writes about the love of one of his masterpieces, dedicating one of the vocal collections “Kiparis” to Josephine Chermnyakova. In these years, Dvorzhak's composing talent is widely recognized, he begins to work as an organist in the Church of St. Petersburg. In 1875-th year he will work on 2 string quintets. In 1877, thanks to the critic Edward Hanslik, the composer gets the attention of Brams. Thanks to the impetus of Dvorjak creativity Brams and Zimrok nash etirib Slavic song collections, slowly gaining a peak of popularity. His first performance abroad will be this “Stabat mater”. This work was highly appreciated by English listeners. This work has gained fame for several years, having been performed in different countries.

The composer's work was usually conducted by himself. In 1891, he was awarded the honorary title of the University of Cambridge, where in the same year the premiere of his work “Rekviyem” was held. From 1892 to 1895 he worked as a director at the National Music Conservatory of New York. Here he met the 1st African composer Harley Berley. As a product of creative relations, in 1893-th year the composer writes one of his most famous symphonies 9 - th Symphony, which is called “From The New World”. Returning from Europe to the Czech Republic, the composer spends the last years of his life on writing opera and kamer musical works.

The language of the symphonic works of the composer is distinguished by its unique musical appearance and features. We would like to draw special attention to this within the framework of our article.

It is known that the composer in his work addressed various genres and forms. The influence of these found its expression in the interpretation of symphonic works. In particular, 9 symphonies belonging to the author's pen L. Like the works of Beethoven, it relies on classical andose, while in their composition the features of the symphonic poem, which began to form in the middle of the XIX century, are noticeable. In some works, the influence of the composer Richard Wagner is also felt.

A. with these aspects. While Dvorjak music covers on the one hand the elements of the Vienna Classical School, on the other hand the main facets of the formation of national schools, characteristic of the period of romanticism - Czech folk music and through its rhythms it is worth considering to prove its proximity to folklore.

In its early symphonies, the composer manifests his closeness to Mozart and Beethoven, the influence of national music in his symphonic works, created in the S'ng from 1873 year, is headed exactly in this regard two collections- "Slavic dances" and songs, which made the composer famous-are far from classical andoza.

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The interest of the composer in folklore in general in his time was manifested in his interest in the culture of Indians and blacks in America and took his place in the works he created. In the last moments of his life, the composer focuses mainly on writing programmed works, writing the opera "Rusalka" in 1900 year. In this regard, the composer added his share to the creation of national Czech music as a worthy successor to the work that Bedřich began Sour Cream. On the example of German Romantics, they can be seen at such a peak as Richard Wagner and Jøhans Brams.

It is known that many works of the composer are numbered and arranged by the author. However, the loss of the first symphony and A.Errors in the recording of Dvorjak symphonies by publishers have caused confusion in the classification of davriy them. For the first time All the works of the composer Ya in chronological sequence. "Antonin Dvorjak, who saw the face of the publication in 1960 year by the Burgher. Thematic directory. Took place in the book "bibliography" (Prague). At the moment A.In the publication form of Dvorjak works, when its data is given, an abbreviated directory name is given, depending on the surname of the author who compiled this list (B - nem, which begins with a Latin letter. Burghauser means. For example, Symphony No. 9 AP. 95-B.178). However, along with this classification, the traditional method of numbering Dvorjak works on opus designation, concert programs and posters is also encountered.

During his lifetime, the last five symphonies of Dvorzhak were published, the previous three were performed and directed to the attention of a wide audience. The first symphony was lost while missing.

Dvorjak's instrumental music is characterized by depth of content and artistic excellence. The richness of music and emotional simplicity, the persistence of the musical image at one time and the incarnation in the text of logical works are compared with a fiery temperament, a sincere interpretation of bright rhythms. The composer was able to show in his musical works a complete orchestral melody, accompanied by a colorful twist of the timbre paints of each instrument, demonstrating skillfully the use of polyphonic sounds, clarity, flexibility of the harmonic language, melodic characteristics of the instrument. During the long Watts, the composer did not resort to programmed works, creating the basis for the formation of the expressive power of his instrumental music, the edges of the image.

On the example of Compositor symphonies, sonata - the vitality of the symphonic category, at the same time, the artistic breadth characteristic of List - Wagner poems was expressed. In the application of the principles of Sonato allegro, the composer skillfully uses the ability to open a dramatic Konflikt, setting the path of extreme resourcefulness. This form is freely interpreted by the composer, often using symphonies on the edges. (This can be seen on the example of the Symphony No. 4 or the final of the Symphony No. 5). The circle of images of these parts illuminates the worlds of the same lyrical, epic and heroic, based on multifaceted and mostly dramatism. Both the inspired middle parts of the Sonata series and the kamer-musical works are characteristic of symphonic works. In these parts, the soul of the great composer and the description of humanity are revealed . Temperament, fervent intensity determines its skerso parts, Czech folk dances are based on furiant's methods of bright rhythm.

The composer writes 9 symphonies until 1865-1893 year. Although the first four are written in the initial ten years, the author, who is in demand for himself, refuses to publish them (published only after his death). In 1875 year the composer writes the siphon №5 (1879 year), but later under the

partially updated edition 1888 year the symphony F - dur op №3. Like 76, the publication saw his face. After that, the Symphony №1 D - dur op.60 (in fact, the symphony №6 was created (1880) and was performed a year later, the edition of which was presented in 1882 Year), №2 D - moll op. Symphony No. 70 (in fact №7 Symphony 1884, inscribed was performed in the next year and was published in the same year), Symphony No. 4 op.88 (actually №8 Symphony (1889) saw the face of the publication in 1890, which was executed in 1892), №5 Symphony e - moll op.95 (in fact, the Symphony No. 9 (1893) performed the same year on its own, was published in 1894 year).

It is known that the Symphony No. 1 is a do - minor, the composer was written for a special contest, which was held in Germany at the age of 24 years. This work is an experimental stage for the composer in mastering the symphonic genre, demonstrating his talent in unique aspects. In a certain sense, the symphony seems to be in harmony with the Symphony No. 5 of Beethoven. The scope of tonality of all parts of the example is the same (do-minor, lya - perfectly minor, do - minor and Do - major). The harmonic basis of the symphony and the aspects of sounding F. It stands close to the Schubert style. Then the composer gave this symphony a special name and called the village name of Bogemia "Zloniskie kolokola". The composer lived and lived in the same village in 1853 - th year. Op used as iqtibos in some "silhouettes" of the symphony.

Symphony №2 refers to the images of patriotism, heroic - dramatic in appearance. It is known that shortly before the writing of this symphony, the composer wrote "Nasledniki Beloy gori" kantatasi "Gusitskaya uvertyura", they are close in character to each other. In the first and last part of the symphony, we see that the theme of this ovary is iqtibos, the tones of the gusit hymns are also heard in the second part of the symphony. The symphony is renewed as a hymn to its homeland, pre-defining to the Symphony No. 5 of its exciting dramatic shiddati Dvojak. Against this background, the symphony №4 stands close to the Symphony №1.

In the content, symphonies №3 and №1 stand close to each other: glorifying a cheerful mood, emotionally open, lyrical simplicity and joy. But in the Symphony №3 pastoral, landscapes of nature and close thoughts to them take place and are especially noticeable in the first part of the symphony. And the Symphony №1 is relatively brave and brave. The Culture, National tones and bright rhythms of the Czech people are embodied in two works. In the second part of the Symphony №3 reminds of the "Slavic dances" of the humorous nature of skertson, taking place in such musical expression means as "fantastic push to think". In Symphony No. 1, for the first time in symphonic literature, 3 part is given under the name furiant. Also, the attempt to combine with gross tematism inherent in the creation of a mature Dvorzhak is noticeable.

The last years of the composer's life are full of new creative ideas. He made his way to non-programmed instrumental and symphonic music programmed music. Dvorjak is a captive to the specific poetry of the Legends of his native country, creating works no less heroic genre, which confirms the National originality of the Czech Symphony. He sees his victories as the success of Czech Art. It can not be overemphasized if we say that the Czech culture, its customs, traditions, the national image of the people's way of life are reflected in the Slavic songs of Opera, symphony, instrumental and vocal Slavic dances. Also in his works he will be able to revive the national events that took place in the Czech Republic. In the works of Dvorjak are interpreted such topics as historical plot, folk - heroes, lyrical - romantic character, sincerity, humanism. Therefore, the composer increasingly attached importance to the peculiarities of the Czech National genres in his Slavic and Czech songs, string quartet, quintet, symphonies. And the comedian was able to perfectly master the

National genre of the Opera. Dvorjak Czech paid attention to the tone side of folk art, the problem of folklore and Compositor caused the composer to rise to the world level in his work. We can also see jazz in its later symphonies.

Dvorjak Czechs, based on Folk Music, raised them to the level of Symphony. And he was so stressed that he was professionally at a high level that he was able to get acquainted all over the world, passing the Czech border.

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ISSUES OF DEVELOPMENT OF SOCIAL HISTORY IN UZBEKISTAN

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Annotation: *This article covers the development of social history in Uzbekistan. Also, in the work of the First President I. Karimov "There is no future without historical memory" it is widely stated that a person knows his history, he is a person of high spirituality. The state, which is the main reformer based on the ideas of independence, needs to make a radical change in the minds and thinking of the people, to carry out any reforms through the minds, thoughts and hearts of citizens.*

Keywords: *social history, "There is no future without historical memory", history, high spirituality, a radical change in thinking.*

A person with a historical memory is a person of will. I repeat, he is a man of will. No matter who they are, if a member of society knows his past well, it is impossible to deceive such people and influence them with different beliefs. History lessons teach a person to be vigilant and strengthen his will. The first President I. Karimov in his book "There is no future without historical memory" acknowledged that the knowledge of one's own history testifies to his high spirituality. In this play, the principle that "a man with a historical memory is a man of will" is deeply rooted and irrefutable.

In order to supplement this consideration, in the work of President Islam Karimov "There is no future without historical memory" we cite the following ideas: "Is it possible to achieve high spirituality without a good knowledge of history?" In order to revive spirituality, a person needs historical memory in order to be able to raise his head in the country where he was born and grew up. He is a child of this nation. how did it get up, recover, form? It is natural to ask himself the following questions: Why did this nation, which gave the world such great figures as Ahmad Fergani, Muhammad Khorezmi, Ibn Sino, Abu Rayhan Beruni, Imam Bukhari, Amir Temur, Ulugbek, Alisher Navoi, Babur, fall from the level of growth it had achieved in the XVII-XIX centuries? ? Why has our head not fallen backwards for the last 3 centuries? Did this backwardness play a role in the relatively easy conquest of our country by Tsarist Russia, despite the fierce opposition of our ancestors? A person who seeks his historical roots will one day face such questions and I am sure he will come to the right conclusions. A person with a historical memory is a person of will. I repeat, he is a man of will. No matter who they are, if a member of society knows his past well, it is impossible to deceive such people and influence them with different beliefs. History lessons teach a person to be vigilant and strengthen his will. A completely new historical period has begun in the destiny of our people. This period is coming to the world as a period of healthy, comprehensive life and human interests, which are just being formed through the ideas of independence. It is in this form of national independence, national idea, national philosophy that our relations are emerging. in the network. The new historical epoch is emerging as the epoch of enlightenment, the epoch of enlightenment. The state, which is the main reformer based on the ideas of independence, has chosen to make a radical

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turn in the minds and thinking of the people, to carry out any reforms through the minds, thoughts and hearts of citizens. This path will lead to the gradual development of people into enlightened, perfect human beings by changing their attitudes to the past, present and future, and by renewing the psychology of approaching certain interests. An enlightened society is built through the enlightenment of citizens. Historical thinking and historical philosophy serve as an important factor in building an enlightened society. After all, by understanding the past, by understanding it correctly, it is possible to make significant changes in people's psyche, thereby achieving a spiritual reform of life, lifestyle, and, ultimately, society. How can this be seen? First of all, understanding history, understanding life, understanding human nature.

Second, through historical thinking and the philosophy of history, the meaning of today's life is more deeply understood, and the philosophy of the future is born. It serves to create the phenomenon of personality as a person, the formation of character through the formation of a unique way of thinking of each person. Thirdly, through the study of history, a citizen who has lost his identity under the influence of colonialism and as a result of the ideology of communist violence, who has completely forgotten his dignity, can awaken, understand himself, defend his rights. encourages the formation of a competent person who can receive. Fourth, the awakening of national pride through the study of the past in the heart of a citizen whose ancestors were great, who made a great contribution to world civilization and human development, at a time when the country has chosen the path of independent development. 'serves as a navi power and a tremendous willpower. At the same time, the citizen, realizing the greatness of his past, once again realizes that he is indebted to the spirit of his ancestors and has a great responsibility to the next generation. It is this process of self-realization that leads to self-renewal, self-purification, self-reform. Fifth, through the spiritual and moral renewal of every citizen, a very deep, wide-ranging reform will be carried out, such as the renewal of society, the renewal of lifestyle. This will be valued as a key factor in the multifaceted changes taking place in today's era of reform. After all, political, economic and legal reforms will increase in value and effectiveness only if they are carried out directly through the human mind, thinking and heart. In addition, through the political level, economic knowledge, legal consciousness, a citizen of the period of spiritual renewal is formed. The truth of history is a set of concrete events, specific events and relationships. On the contrary, if it consists of an abstract set of events, it becomes a myth.

It loses its influence and status. That is not possible. The truth of history is directly the thinking and concrete logic of the people of a particular period. This means that it can be understood by studying the socio-political processes, events, phenomena that took place in a certain period, and the main factor that caused them by studying the goals, aspirations, interests and worldviews of the people of that period. There are no abstract events and concepts in history. History is perceived both logically and by nature in concrete terms, and it expresses its content, its philosophy, in other words, its judgment, through concrete reality. In this sense, what is abstract, or approaching events through abstraction, contradicts the truth of history. This means that we can think about the circumstances, causes and essence of their origin through concrete events, specific events. It is only through this approach that we can properly understand the thinking, philosophy, interests and attitudes that underlie a particular reality. Only this philosophy of history can express our conclusions about man and reality, humanity and development. The philosophy of history, in contrast to psychology, theology, political science, cultural studies and other sciences, has a concrete approach to events, a concrete assessment of events. It is on the basis of this concreteness that he thinks. Human destiny and reality in general are analyzed directly through concrete evidence. In order to approach history

correctly, to understand it correctly, to study it correctly, we need to integrate ourselves into the historical destiny, to live in it. Only then can we understand its vitality, its wholeness, its fullness and scope, its essence. We can turn it into a criterion of thinking, a factor of philosophy. The more we go through the process of historical destiny and destiny, the process of historical destiny through our minds, hearts and minds, and the feeling of inheritance, the brighter the destiny of a particular person, the image of time and space. The whole image of man, time and space, is fully embodied. Human spirituality, through its form and manifestation, determines a certain degree of historical reality and involvement in destiny. In studying history, our historians must not only analyze dates and events, but also live in the whirlpool of destinies, experiences, spirits, interests, and so on. Then our thoughts and conclusions about history will be sound, our words will be effective, and our ideas will be alive. When it comes to history, when you study it, you have to live with the idea that the whole historical process is my life, the whole human past is my past.

Historical destiny, the past of all human beings, must become my destiny, my life, my past, my experiences and my dreams. As a follower of that garden process, a great and boundless tree, I must understand and feel that all history lives in my blood, soul, spirit and cells. That's when I study the lives of people who lived 2,000 or 3,000 years ago, and I don't come to the conclusion that it's just a strange time, history. On the contrary, he understands that the past of distant ancestors is a complex, sacred and revered memory of human life, its path of development. is a product of philosophy. Only if we approach the issue in this way, historiography becomes a spiritual power, a high value, a spiritual need. Today's national identity, different administrative boundaries and human development are relative to history and life, regardless of the language and way of life of our ancestors, living in this sacred land, regardless of traditions and customs. We must approach the past with a deep sense and understanding that those who died are our ancestors.

The first President Islam Karimov said, “Any civilization is the product of the effective influence of the activities of many peoples, nations and peoples. In short, nomads and invaders will come and go, but the people will live forever, its culture will live forever, ”he said. It evokes a sense of destiny in history. Such a spiritual closeness to understand the truth of history, and especially to restore the truth of history, which has been falsified, deprived of its rich spiritual and cultural heritage, condemned to violence and dominant ideas, and served it it is necessary to carry out those processes directly through the heart. With this feeling, we can discover the inner essence of history, its mysteries. Discovering the great spirituality that affects the destiny of mankind Of course, in the study of history, as we have said before, there are different approaches, different ideas and currents. However, all of them are nothing in the face of a purely humane attitude, a sense of direct involvement and responsibility, and they are flaws that lead to scientific falsity, superficiality. From this point of view, the philosophy of true history is born as a product of a concrete connection between man and history, human destiny and historical process, human development and events. At the same time, the harmony between these two poles, the commonality between the two worlds is an important factor in the development of historical science and the formation of historical thinking based on the restoration of gradual memory.

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The geographical environment and the impact of humanity on it

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Annotation: *This article discusses the concept of geographical environment in the early stages of society, the geographical environment and the phenomena that affect it and the impact of humans on nature, how human beings make changes to nature.*

Keywords: *Parallel, Northern Hemisphere, Regions, Equator, Relief, Climate, Weather, Minerals, Components, Adaptation, Soil Fertility, Continent,*

Geographical environment and its impact on society. The geographical environment is the part of nature where human society exists, where all human life and productive activity takes place. Man gets everything he needs - water, air, food, housing and other building materials, raw materials for the whole industry - from the geographical environment. As society evolves, the geographical environment changes and expands. In the early stages of human development, people used mainly natural resources necessary for life (wild fruits and animals, fertile soil). Later, with the

development of productive forces, natural resources (metals, wood, heat sources) became the means of labor and became increasingly important. The geographical environment is one of the constant, necessary conditions for the development and well-being of society, it actively influences the division of labor and the correct placement of industries.

For example, due to the hot climate and fertile soil in Uzbekistan, Uzbeks have long been engaged in cotton growing and horticulture, while Kazakhs have been engaged in animal husbandry and grain growing due to their favorable pastures. In the next period, the development of mineral resources will also play an important role.

The geographical environment also influences people's culture, mood, way of life, customs, and dress, and plays an important role in their composition. Society, in turn, influences the geographical environment. New areas of nature and other natural resources are being brought into the economy to meet the growing needs of the people. The geographical environment changes significantly as a result of human activities.

For example, oases have sprung up in the desert, steppes have been turned into arable land, dozens of reservoirs have been built, and grasslands have replaced dry swamps. They also affect the local climate. If we take a closer look at the history of mankind, we can see that the geographical location of many civilizations that originated in different regions is favorable. It's not a coincidence, it's a law.

Over the centuries, great powers have emerged in Asia — Babylon, Sumer, Assyria, Harappa, Urartu, and others. If we pay attention to the geographical location of the regions where these cultures were formed, we can see that they lie in the northern hemisphere at approximately the same distance from the equator and in a straight line parallel to it. It should be noted that the region, where the centers of civilization are located, has a temperate natural climate. This suggests that the emergence of these cultures was not accidental, but formed under the influence of certain socio-historical and natural conditions. Ibn Rushd's Theory of Climates, a famous twelfth-century Arab thinker, is worth mentioning. According to this teaching, the world is divided into three zones - hot, temperate and cold. "In tropical countries, where there are always summers," he said, "there are enough food and living conditions, and people don't have to worry about food and shelter." In colder climates, they are forced to look for food and shelter from the cold and wild animals. Therefore, there is no socio-cultural development in these two regions.

This increase occurs only in temperate climates. The reason for this, says Ibn Rushd, is that the seasons change in these places. "People had to store hot things and build houses." It is this need that has driven civilization. As a result of scientific and technological progress over the past century, countries in the northern, cold, and hot regions have also achieved high levels of development in many areas.

The geographical environment, i.e. the natural environment such as climate, topography, water and water resources, minerals, soil, flora and fauna, has an impact on the life and social development of a society. It can be negative or positive. Take, for example, the climate, which is one of the main components of the geographical environment. Changes in it have repeatedly manifested themselves in the history of society both as a driving force for development and as a force that inhibits social progress. There have been several ice ages in human history, and it has served as a wake-up call for the human race to live in a favorable climate.

The lack of biological adaptation of humans to adapt to such conditions has led to the development of another unique trait, consciousness. This gradually became social.

Another important component of the geographical environment is fertile land. Land is an important resource for agriculture. The economy of the first civilizations was based on soil fertility. Civilizations such as Egypt, Mesopotamia, China, and India were rich in fertile soil. Naturally, this allowed agriculture to reap a bountiful harvest, leading to material prosperity and prosperity. The presence of various rivers and seas has created convenient water transport and has been an important factor in the growth of trade. The mineral wealth of the region is also a natural factor influencing the life and development of society. It was for the first time that the improvement of labor tools through metalworking led to the development of production. Naturally, civilizations existed in areas where such minerals were abundant. This means that each component of the geographical environment is an important natural factor in social development.

Geographical changes are not always a factor in development. We see this especially in the negative social consequences of today's natural disasters. There have been many such processes in the history of mankind. Historians point out that the Maya civilization and the Roman Empire were also affected by the ongoing drought. Productivity in agriculture has declined, and the economic foundations of society have been eroded, resulting in declining social welfare and various conflicts. A similar situation exists in Australia. The aborigines, who made hunting a source of livelihood, routinely used forest fires to hunt animals. As a result, the continent's forests have shrunk

dramatically, burnt soil has lost its fertility, and plant growth has accelerated, causing severe damage to wildlife. The Aborigines, meanwhile, have experienced a severe economic crisis and lost the opportunity to develop. Currently, hurricanes in the western Atlantic and Pacific regions, frequent tornadoes in the United States, various earthquakes, floods, volcanic eruptions, and epidemics reflect the negative impact of natural factors on society.

This means that the influence of geographical factors on the life and development of any society has always been significant and will continue to be significant. However, it should be noted that the view that the geographical environment is the only key factor in development, the desire to have a favorable geographical environment as a natural state has given rise to geographical deterministic currents. This is based on geographical policy.

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Ensuring the density coefficient in road foundation construction works***Kulmamatov Romazon Juma ogli,****teacher, Termez Engineering and Technology Institute, Termez.****Muhammadjonov Alijon Olimjonovich.****student, NamECI, Namangan**E-mail: ramazonqulmamatov@gmail.com****Article history:****Received: 10th March., 2022**Accepted: 11th March., 2022**Published: 12th March., 2022****Annotation:*** *There is talk of increasing the strength of the pavement using composite materials in the construction of the pavement and the study of foreign technologies.****Keywords:*** *Road, structure, subgrade, train, developed, vehicle, quality, factor, economy, price, methodology, elasticity, repair, safe, passenger, substrate, technology, reconstruction.*

Introduction. Road structures perceive various types of external influences, the main of which are the impacts from the vehicle load and weather and climatic factors. In addition to external influences, road structures must take loads (sometimes significant) from their own weight. The main elements of the road structure are pavement and subgrade. Road pavement is considered strong enough if, under the influence of all loads, it maintains continuity and the required evenness of the pavement for a given period. The subgrade is considered stable if the change in its bearing capacity, height and geometric parameters does not go beyond the calculated limits during the service life [1]. In recent years, with the advent of heavy-duty road trains, the vehicle wheel load has increased significantly, which causes extreme vertical and horizontal stresses and deformations in the structural layers of the road pavement and the upper layers of the subgrade [2]. This entails the need to build ever more powerful and expensive structures. To assess the effectiveness of the practical use of the developed road structures [3] and the methodology for designing cement-soil mixtures for the construction of structural layers under production conditions, sections of forest roads were built and tested on a pilot scale using local soils reinforced with composite low-cement binders [4].

Methodology. The aim of the work is to test the theoretical prerequisites and results of laboratory experiments to determine the strength and deformation properties of cement soils obtained by strengthening local soils with composite low-cement binders, as well as the transport and operational characteristics of the developed road structures of forest roads [5]. The purpose of using a structural layer of cement soil and reinforcing cage "geogrid-cement soil" is to create a reinforced layer of pavement with improved characteristics in relation to the layer of aggregate: - increased strength (increased resistance to emerging shear stresses) [6]; - increased rigidity (the elastic modulus of the layer increases with respect to the elastic modulus of the filler) [7]; - reduced temperature deformations with filler containing composite binders.

Analysis and results: To determine the modulus of elasticity of road structures made of cement soil (IV type) and the reinforcing cage "geogrid cement soil" (III AK type), three model

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sections 1.5 m long, 1.0 m wide and 0.5 m deep were laid on the soil channel, while the third section is the control, ground cover. The first section was a road structure (type IV) of layer-by-layer laid and compacted soil, brought to the maximum density at optimal humidity [12]. The top layer of the first section with a thickness of 0.15 m was obtained by strengthening the soil with a composite low-cement binder No. 1, consisting of Portland cement and micro-fillers - granitoid screenings and ground waste from asbestos-cement production. The principle of laying the second section is the same as in the first section, and the base of the road structure (type III AK) consisted of a reinforcing cage "geogrid-cement soil", obtained by backfilling the geogrid of the Belgeosot cellular structure with a cement-soil mixture. The mixture consisted of soil reinforced with composite low-cement binder No. 1, consisting of Portland cement, granitoid screenings and ground waste from asbestos-cement production. The third section is a control one, and reinforcement throughout the depth was not carried out. The model area was a soil compacted in layers at optimal moisture content. During the tests, after a certain number of passes of the bogie, the track depth was measured, and the nature of the formation of residual deformations was recorded. In the section with type IV and IIIAK road structures, the rut depth was fractions of a millimeter, i.e., with 40 bogie passes, rut formation practically did not occur. In the area with a soil coating, the most intensive rut formed during the first 17 passes, stabilized after 23 passes, and in the end its depth was 3.7 cm. Thus, the results of bench tests showed good agreement with the results of theoretical studies and confirmed the effect of the structural layer of cement soil and reinforcing cage for the strength and operational condition of forest transport routes.

Conclusion. In summary, road sections and their parameters correspond to category III and IV forest roads. The following parameters were adopted to calculate the consumption of components as an input: length of plots - 200 m; The width of the lower floor - 5.0 m and 4.5 m for III For IV; width of the carriageway - 3.5 m; shoulders - 0.75 m for III and 0.5 m for IV; pavement thickness - 0.2 m for III and 0.15 m for IV; transverse slope - 30 ‰. The total volume of the cement-soil mixture was 140 m³ and 105 m³ in the first and second cases, respectively. While the average density of cemented soil is 1800 kg / m³, the weight of reinforced soil is 252,000 kg and 189,000 kg, respectively.

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METHODS OF INCREASING THE STUDENTS ' COMPETENCE THROUGH THE CREATIVITY OF RUSSIAN COMPOSERS IN MUSIC LESSONS

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Annotation: *in this article, the lessons of “music culture ” are taught about the formation and upbringing of aesthetic tastes of students through the works of World Music, Russian classical composers. The positive effect of classical music on the education of students is very illuminated.*

Keywords: *music culture, classical music, composer, aesthetics, powerful gang, upbringing, competence, education.*

Music is one of the leading factors in the spiritual education of young people, in the formation of spiritual, moral perfection and spirituality of a person, being considered an important method of studying the human factor and mastering the world art in its essence.

The president of the Republic of Uzbekistan emphasized the position of the youth in Uzbekistan and said, " We will continue our state policy on youth without any deviation. Not only will we continue, but we will also expect this policy as our top priority to the highest level, which today demands. We will mobilize all the forces and opportunities of our state and society to ensure that our young people are independent - minded, have high spiritual and spiritual potential, grow up to their peers on a global scale as people who are not idle in any sphere, be happy."

It follows that the comprehensive training of future personnel is a distinctive sign of the acquisition of pedagogical, technical-technological, professional knowledge on the basis of their practice will focus on new learning, aspiration to knowledge, skills, qualifications, raising the level of skill, opening up important issues of production and society. To update the content of education, improve and improve the quality indicators, as well as to improve the skills of teachers and mentors, to improve their co - existence with the development of science, especially the methods of teaching Russian classical composer works in the system of continuous education, which is widely introduced and used in the entire educational system, and to prepare (retraining).

The importance of music education cannot be overemphasized in educating the younger generation as highly developed people with high cultural aesthetic tastes. The fact that the improvement of artistic and aesthetic education of today's students, who are our future, consists of important tasks set before the general education schools, academic lyceums and colleges is also expressed in the requirements of the “law on Education”, “National Program of Personnel Training”.

In this regard, on the basis of a number of works carried out in our Republic, the issue of raising children as real people lies.

Bringing students into the art of music by listening to classical music, izlash new ways of aesthetic education of music, ASOS giving it a theoretical basis, are the problems that music pedagogy is always in the center of attention. The wide range of possibilities of music to influence the human psyche has attracted the attention of musicologists, thinkers and scientists since ancient times. They tried to determine the characteristics of the art of music that influenced the formation of a person as a person. "Music expresses human feelings, dreams, desires in a specific artistic language and actively influences the feelings of a person. Music is both science and art."

The training of the subject "Music Culture" in secondary schools and the peculiarities of the organizational structure of the lessons require a large-scale and multifaceted set of pedagogical and professional training, knowledge and skills from a modern music teacher. During the same one-hour lesson, the teacher of music is a master educator, Methodist, theorist (The Theory of music, that is, the theory of the elemental of music, harmony, solfedgio, analysis of musical works), a musician (he must be ready for practical performance activities on a musical instrument), a dericor, demonstrate knowledge, skills and skills and experience as the head of the choir, constantly dictates. The level of knowledge, skills and qualifications gained in the process of education in the specialty of "musical education" of pedagogical higher educational institutions in the direction of training of music teachers in the formation of basic (basic) qualification training of music teachers who can meet such requirements serves as the foundation. As we know, listening to music in the lessons of music culture in secondary schools is one of the leading activities. The artistic, skilful execution of the works recommended for listening creates an artistic-emotional impressiveness at the expected level in the students, which is the most important condition for ensuring the quality and effectiveness of the lesson. In the formation of the younger generation as a perfect person, it is necessary to develop the formation of aesthetic competence in students by teaching the works of Russian classical composers in the lessons of music culture. If there is an aesthetic culture in the readers, then there is a desire for beauty and creativity, and creativity develops social activity.

Classical music-when we say, we can understand the attractive tunes created by talented authors called classical composers. Their works are unique reproductions, which have always been in demand by performers and listeners. Classic themes are characterized by excellent intonation, elegance, variety and harmony of colors. They have a positive effect on the emotional worldview of adults and children.

World classical music can not be imagined without the works of Russian composers. Russia, a great country with a talented people and a unique cultural heritage, has always been among the leading locomotives of World Development and art, including music. The Russian composer's school, the continuation of which was the Soviet and current Russian schools, began in the 20th century with composers who combined European musical art with Russian folk music, United the European form and the Russian spirit. Bi can tell a lot about each of these famous people, they are not all simple, and sometimes tragic, but we tried in this review only to briefly tell about the life and work of composers.

"Music creates a nation, and we artists give it only a gloss"

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The new Russian music school" the mighty Gang", or sometimes" the Russian Five " - this is the creative team of Russian composers, developed in St. Petersburg at the end of 1850-ies and at the beginning of 1860-ies. Members of this creative team are:

- Militia Alekseevich Balakirev (1837-1910);
- Modest Petrovich Mussorgsky (1839-1881);
- Alexander Porfirievich Borodin (1833-1887);
- Nikolai Andreevich Rimsky-Korsakov (1844-1908);
- Caesar Antonovich Kui (1835-1918).

Artistic critic, writer and archivist Vladimir Vasilyevich Stasov (1824-1906) was an ideological inspirer, consultant of the circle. For the first time the name" the mighty Gang "came across in Stasov's article" the Slavic concert of Mr. Balakirev "(1867):"poetry, sense, talent and skill of small but already powerful Russian musicians". The name" new Russian music school " themselves M.I.It was promoted by members of the circle, who considered themselves heirs of Glinka traditions and saw their goals in the realization of the Russian national idea in music. National roots izlash and the pursuit of his native culture attracted artists to folk themes. In the implementation of the national aesthetic prints published by the ideologists of the Commonwealth Stasov and Balakirevlar, M.P.Mussorgsky tried most consistently and Ts.A.GUI is less than others.

Participants of the "mighty Gang" regularly recorded and mowed samples of Russian musical folklore and Russian church songs. They reflected the results of their research in one form or another in works in the chamber and in a large genre, especially in operas such as "Tsar bride", "Snow Maiden", "Khovanshchina", Boris Godunov and Prince Igor. Intensive research on national originality in the" mighty Gang " continued Not only with the arrangement of folk and liturgical songs, but also with dramaturgy, genre, up to certain categories of musical language (harmony, rhythm, texture, etc.). Initially, the circle included Balakirev and Stasov, who very much wanted to read Belinsky, Dobrolyubov, Gertsen, Chernyshevsky. They inspired the young composer Kui with their ideas, and later Musorgsky joined them, leaving the post of officer in the Preobrazhensky regiment to study music.

In 1862 year N.A.Rimsky-Korsakov and A.P.Borodin joined the circle of Balakirev. If Rimsky-Korsakov was a very young member of the circle, whose vision and musical talent began to be determined, then Borodin was already a mature man, a well-known scientist-chemist, friends with such giants of Russian science. Such a profession as Mendeleev, Sechenov, Kovalevsky, Botkin, Vasnetsov were closely interacting with the members of the circle of great specialists. The meetings of the Balakirev circle were always held in a very lively creative environment. The members of this circle are writers A.V.Grigorovich, A.F.Pisemsky, I.S.Turgenev, the artist I.E.Repin, sculptor M.M.They often met with antokolsky. There was always a smooth relationship with Pyotr Ilyich Tchaikovsky.

It is known that today there is a significant need for classical music not only in Uzbekistan, but also throughout the world. Because now, under the name of mass culture, various new musical genres are emerging, the impact of which has negative consequences. Therefore, the integration of classical

music into the younger generation, the study of its educational and educational significance is one of the main issues. In the creativity of Russian classical music, too, there are different genres, which will be able to make full-fledged use of them, which will have a significant positive effect on the upbringing of young people. On the basis of the study, a positive solution can be obtained as a result of the development and implementation of a model for improving the aesthetic musical tastes of students of Secondary School in general.

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PSYCHOLOGICAL AND PEDAGOGICAL CHARACTERISTICS OF STUDENTS IN THE PROCESS OF DEVELOPING INDEPENDENCE

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Annotation: *The article deals with the pedagogical and psychological aspects of the development of independence among schoolchildren through the performance of independent work. Based on the views of scientists, the psychological possibilities and effectiveness of the organization of independent work are consecrated.*

Keywords: *student, independent work, independence, formation, independent activity, educational activity, educational material, self-control, self-assessment.*

Independent activity is formed by various means, of which the most common is independent work. Many scientists, teachers, psychologists and methodologists define independent work as a specific pedagogical means of organizing and managing students' independent activities.

Independent work is one of the main ways to increase the activity of students in the classroom, a means of lasting assimilation and consolidation of educational material. At each stage of the lesson, the teacher will find it possible to use such tasks that contribute to the development of students' independence.

In connection with the development of the student under the influence of training, the level of requirements for him should increase: the volume of independent tasks changes, their nature, the pace of the student's work, and the degree of independence increases.

The problem of organizing independent work is closely related to the question of the ability of students to self-organize learning activities.

The main factors of successful educational activity at school are increasingly moving from the sphere of reproductive education to the sphere of mental states and active consciousness, which are not accessible to either direct or indirect external coercion. In accordance with this, the student's control over his own actions, his full awareness of the goals and consequences of his activity, should be of decisive importance in the learning process.

In independent work, the application of the acquired knowledge in practical activities is most fully carried out.

One of the most important tasks is to develop the ability of students to work independently. The main part of independent work should be focused on the lesson. It is here that students master the methods and techniques of working with a book, with teaching aids, in a lesson under the guidance

of a teacher, children get used to learning meaningfully, observing, listening, talking about what they see and hear, not only gain knowledge, but also apply them in various conditions. In other words, in the words of K. D. Ushinsky, "Teacher" should teach children the ability to learn" (4).

In independent work, a combination of knowledge and skill, the work of the mind and hands, absolutely necessary qualities in the formation of an active builder of a democratic society, is ensured.

The purpose of independent work is to acquire fundamental knowledge, professional skills and activities in the profile, experience in creative, research activities. Independent work of schoolchildren contributes to the development of independence, responsibility and organization, a creative approach to solving problems of the educational and professional level, contributes to the optimal assimilation of educational material by students, the development of their cognitive activity, readiness and need for self-development.

The tasks of independent work are:

- systematization and consolidation of the received theoretical knowledge and practical skills of students;
- deepening and expansion of theoretical knowledge;
- formation of skills to use literature, use the Internet;
- development of cognitive abilities and activity of students: creative initiative, independence, responsibility and organization;
- formation of independent thinking, abilities for self-development, self-improvement and self-realization.

Speaking about the level of complexity of independent work, let's draw the teacher's attention to the fact that it should not be too simple, below the level of development of the mental abilities of students. The gradual increase in the difficulty of independent work takes place mainly in three directions:

- by increasing the volume of tasks and the duration of independent work of students;
- by complicating the content of the task;
- by changing the methods of instruction and gradually reducing the amount of assistance from the teacher.

1. As already noted, when organizing independent work in the classroom at school, it is necessary to take into account its volume. The discrepancy between the volume of work and the allocated time is one of the shortcomings of its organization. An overestimation of the amount of work causes a state of anxiety in schoolchildren, haste in actions, and dissatisfaction with the quality of assignments. When planning the amount of independent work, it is necessary to take into account the pace of work of students. Therefore, in order to save time in the lesson and better organize the work, V.K. Buryak suggests that the teacher preliminarily complete the task for students to work independently [1]. Then the time spent by the teacher to complete one task must be multiplied by 3 - this is how many minutes students will need to complete the task. During the task, the teacher will be able to understand what elements can slow down or speed up the work of students.

2. In order to exercise control and assist students, they suggest that the teacher prepare cards with samples of completing tasks offered to the student, or write down a sample solution on the board. After completing the task, the student will be able to check it independently according to the model [1]. An analysis of advanced pedagogical experience allows us to state that rationally organized independent activity of schoolchildren contributes to their mastery of deep and solid knowledge, the development of cognitive abilities for long-term intellectual activity, and teaching students rational methods of independent work.

One of the directions of development of the modern school is the rejection of the disciplinary model of education and the transition to a personality-oriented model. Thus, the teacher will have to solve the problem of assisting each student in organizing his personal independent activities at school hours. And this assumes that the teacher will take the position of coordinator, instructor of children's activities.

"The child needs amateur activity in order to know himself, to test his strength, to develop his abilities," said V^AD. Ivanov [2]. Indeed, the essence of self-activity should be sought in the semantics of the words - "I do it myself, actually my activity." This means that self-activity is an activity on one's own initiative, and independence is an activity performed on one's own, without outside help, this implies self-expression of the individual, is a means of its self-realization. The most favorable period for the formation of a child's readiness for self-activity and the development of independence is the age of 6-9 years. This age contains great potential opportunities for full-fledged versatile development. And due to the psychological neoplasms inherent in it, the features of social development, this age is sensitive for the development of self-activity and independence. The effectiveness of the development of amateur performance and independence in children of this age is ensured by the personality-oriented interaction of teachers and parents based on an individual approach.

The purpose of the recommendations is to make the child understand from an early age that everything is achieved by work, that there are no easy ways. So that the student does not lose interest in learning, it is very important for the teacher to organize an individual approach: to learn to work independently, develop imagination, creative thinking, the ability to observe, analyze, compare, generalize, take the initiative, differentiate one's interests, use time rationally. How consciously, with desire, creatively children will work in the classroom, even in elementary school, depends on how they will continue to think, reason, think independently and creatively, and apply knowledge in practical activities.

As you know, in recent years there has been a fact of a rapid growth in the total amount of knowledge that mankind has. The very process of acquiring knowledge, active, creative, does not come down to simple study, assimilation of information coming from the teacher, but so that students develop the ability to independently acquire knowledge from the very initial stages of education.

Independence, first of all, comes down to resolving contradictions between the familiar and the unfamiliar. The most effective solution to this contradiction is in the form of independent activity of students. As psychologists have established, self-solving the problem has a number of advantages:

It teaches to think logically, scientifically, creatively.

It makes the educational material more conclusive and convincing for students, forms not just knowledge, but knowledge - beliefs, which serves as the basis for the formation of a scientific, dialectical-materialistic worldview.

It contributes to the formation of solid knowledge, since the material independently obtained by students is firmly preserved, and if it is forgotten, it is very easy to restore it by repeating the course of reasoning and argumentation.

Forms elementary skills of search, research activity. In general, the student's independent work is based on the correct organization of his classroom learning activities from the point of view of educational activity. In particular, this refers to the connection and transition from the external control of the teacher to the self-control of the student and from external evaluation to the formation of his self-esteem. The ego, in turn, involves the improvement of its control and evaluation by the teacher himself. Accordingly, a positive answer to the question of whether a student can develop the ability for genuine independent work depends on the joint actions of teachers and the student, on his awareness of the features of this work as a specific form of learning activity that makes special demands on its subject and provides him with intellectual satisfaction. An analysis of the types of schoolchildren's educational work shows that independent work is characterized by their own cognitive need, self-control, their own mode of work, freedom to choose the place and time of this work.

To develop the skills of independent work of a student, it is necessary to fulfill the following conditions, these primarily include:

- the content of training tasks should combine practical, intellectual and emotional-evaluative activities in an inseparable unity,

- methods of managing the activities of schoolchildren should be aimed at creating problem situations that require students to independently navigate the task and find the necessary actions to complete it

- the system of educational tasks should be built on the basis of the gradual advancement of schoolchildren from actions in cooperation with the teacher to completely independent ones;

- in the classroom it is necessary to maintain an atmosphere that allows to give personal meaning to the search actions of students and provide them with positive motivation.

The independent work of a student should be as a purposeful, internally motivated, structured set of actions performed, aimed at achieving results.

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THE ART OF MUSIC IN THE EAST (IX-XII CENTURIES)

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Annotation: *this article describes the musical views of the existing musical instruments during the Arab invasion in Central Asia, the works of encyclopedic scientists who lived and worked during the first Renaissance, and their musical views.*

Keywords: *music art, renessans, Abu Nasr Forobiy, Maxmud Qoshg'ariy, Yusuf Xos Xojib, Abu Ali ibn Sino, Mahmud al Xorazmiy, Central Asia, BC, status, Raga.*

In Central Asia, the crisis of the first medieval elements and the slavery system began in the VIII-IX centuries. This in turn created an opportunity for the emergence of the first renaissance in the East. During this period, a large number of world-recognized personalities, scientists and scientists from our country reached and made their contribution to the development of the art of music.

Among the Great Eastern scientists: Muhammad al-Khwarizmi, Abu Nasr Forabi, Ahmad al-Fergani, Abu Ali ibn Sina, Pahlavon Mahmud, Umar Khayam, Mirzo Ulugbek, Zahiriddin Muhammad Babur, Abdurahman Jami, Alisher Navoi, Najmiddin Kavkabi, Darvish Ali Changi and other great-grandfathers in their treatises on the art of performing, music science and history, the structure of musical instruments, executive methods, the art of law-those who describe the information regarding the rules. The famous didactic work "Kabusnoma" also has a special chapter dedicated to the rules of memorization and artistry. Found as a result of the historical excavations conducted on our land, the paintings of dutora, sunray, Ney-like instruments of the law, the images of the musicians engraved in the stones, the carp in the works of minatyura and the hofiz are evidence that the art of performing in our country has been developing since ancient times. The status of the musical heritage of the peoples of the East, the complex series of such performances as Mogom, Raga, Kyu have passed from generation to generation verbally.

Another direction of our musical performance the art of dostonism is very developed in the areas of Surkhandarya, Kashkadarya, Khorezm and is loved and performed by people's Bakhshis. If we refer to historical sources, we will witness that our musical culture is plagued by a long history. This is evidenced by the fact that the musical instruments drawn on stone walls, and the pictures of the musicians show the image of the musicians on the pavements of the palaces of the horns in the form of minatiura, the sounds of our musical performance reached us for centuries. The fact that in the IX-XII centuries there was a period of changes in the musical culture of Central Asia is indicated in the sources. But in the X-XIII centuries, very little information about the names of musicians, memorabilia and composers, as well as about their creative activities, was preserved. Teacher musicologist todik should dwell on some of them based on the written sources of scholars. According

to the information about the Middle Asian Fakhlabad Borbad, who lived and worked in the VI-VII centuries, he is recognized as an artist who has no tenacity in terms of musicology and hafizlik. The master musician, who wrote about his possession of legendary performing skills, says that the scientist Ar-Roziy Borbad, together with his great performing skills, was also the creator of the musical instrument. The musical instrument created by Borbad writes that it was widely used in the X-XII centuries in Persia and turon, and it had 4 strings. In ancient manuscripts, the names of Abu Bakr Rubobi, Bunasr, Buamir and changchi Lukari and other musicians and hofizs, who worked in the X-XII centuries, are remembered. The fact that the great poet Abu Abdulla Rudaki, who lived in the IX-X century, was a master in the play of dust tunes of his time, especially the poem “Boyi Joyi muliyon”, which was sung in a real melody, is shown in ancient manuscripts.

Literary scientist N.Mallaev showed that in the X-XII centuries on the basis of ancient manuscripts, stringed, percussion and blowing musical instruments such as tanbur, Rubab, kubiz, tabl, tanburuk, zir, nay, Chag'ona, shaypur, sunray, trumpet, argunan, law were widely distributed in our country and twelve statutes were developed and supplemented. In the work of the great scientist of that time, Makhmud Kashgari, “Devoni dictionary Turkish”, samples of folk oral creativity and songs of the ancient Turkic peoples, songs of Labor on holidays and ceremonies, songs of heroism are given and show that the genre of singing was invented at that time.

Unique information about the art of music and singing of the X-XII century is also found in Joseph Khoshib's work “knowledge of the fire”. Abu Nasr Al Forabi (873-950), the great encyclopaedia of the X century, the great inventor of the science of musicology, created a number of works based on his works in the field of music. In his work, Farabi, along with studying the science of music, worked on the work of the physiological foundations and discovered new musical instruments such as “Law”, “fiddle”. One of his theoretical works in the field of music is Kitab ul musiqa al - kabir (the great music book), The Book fi ikhal ibko (the book on the classification of tunes), the book fi N naqra muzofa ilal ibko (the book on siljes to be added to the ritual). In the work “Forobi” by academician Muzaffar Khayrullaev valuable information is given about his musical work. Another great scientist Abu-Ali Ibn Sina(9803037) was also engaged in the theory of music, and in 1931 in the Book of Ibn Sina, published in Berlin by Maxmud al-danger, he gives information about Abu-Ali Ibn Sina, a great music theorist and his musical instruments, was also discovered. Again in this book the translation of the great scientist's work on music “book un salvation” from Arabic to German is given. Abu Ali Inb Sino wrote a number of works in the field of medicine, philosophy, music such as “Alqonun fit-tib” (“the law of Medicine”), “book ul Healing” (“The Book of healing”), “wisdom”,” treatise fial musical journey mofi al healing (“on music“,”another treatise on healing”). Ibn Sina's comments on the music are included in the book” Healing of the book us " as a separate part. In the above works, Ibn Sina focuses on the aesthetic significance and impact force of music and introduces some methods of healing physical and mental disorders with musical instrument in its practice. Ibn Sino uses the rich library of Somoni during his reign in Bukhara and tirelessly reproduces Greek books. After the fall of the state Ofnni by the Karakhanids in 999, he came to Urgench and took place among Khorezm scholars. Later, Makhmud dies in 1037 year in Hamadon, kezib, many cities under the pressure of the Treasury.

Muhammad Ibn al-Khwarizmi, who lived and worked in the X century, wrote a work on music and added it to his encyclopedic work called” Mafotix Ulum " as one of the main chapters. Alisher Navoi also gives horns to the fact that the khorezmians used to be music, dance and fun lovers. He

represents in the following Egypt that his” SABB'ai sayyor " friendonida has made a musician come from Khorezm.

Chun blessed, said farzona, Kie Dey afsona from his own kingdom,

Since getting mine chuzor Me, Property Khorezm erur diyor me,

In art, the work of Saz folkery. Don't be the man who does my job like me,

"Ilm advor" science was music Mendin ul ilm taxqiqiy.

It can be seen that since ancient times, Khorezm has been in a high place in the world of musical art. Chapter 36 of the work “Qobusnoma”, which was born in the XI century, is also devoted to the art of music, in which the author of the book Notes on how to choose and when, where to play, as well as on the artist's dobi and culture, shows that at that time the development of musical art was raised to a high level.

Since the XII century, a number of works on the subject of music in local languages began to appear in the Zamir of Al Forabi, Abu Ali Ibn Sina musical theory. Khorezm scientist Ar-Raziiy devoted one section of the Encyclopaedia “Jome'ul-ulum”, which he wrote in the XII century, to music. Such works of Muhammad Ibn Ma'sud ash - Sherozi (1236-1310) as “Dar scientific music”, Sayfutdin Abdul Mo 'min Al Urmawi (who died in 1294 year) as “Risolatun Sharafiya” were also devoted to music in the XIII century. The outstanding musicologist of our time, Doctor of art, Doctor of art, Isaac Rajabov (1927-1982), who was on the field in the XIII century, conducted experiments on turning the Ancient Music Notes written for ud sozu into a modern note with conditional signs, which was added to the works of Al Urmavi “Risolatun Sharfiya”, Ash-Sherozi “Dar scientific music”. It is important to note that in this study, the structure of Ancient Music, which was recorded in the XIII century, is very close to the present-day Uzbek tunes. Taking this into account, the history of the creation of our national musical norm, its content and essence to students serves as an important factor in increasing their knowledge of the musical theory and raising the literacy of the note.

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THE LIFE AND WORK OF MUHAMMAD AMINHOJA EXPLORE

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Abstract: *Studying Mukhimiy's life started while he was alive. Different discussions for his poems can be proof for that. Four years after the death of the poet, his initial completion was published by Nikolai Ostroumov in 1907 under the name "Devoni Muqimiy". In that completion consisted of not only his poems, there was his brief biography and creation. In 1910 in Portsev lithography was carried out the second edition of the works of the poet with the name "Devoni Muqimiy maa hajviyot". A number of articles were published in newspapers and journals. the auspicious work was carried out by the great poet Gafur Gulom. On his initiative, in 1938 was established and published the "Muqimiy bayozi". In "Bayoz" were given 27 poems of the poet, consisting of 800 lines, which were placed according to the features of the genre (satire-humor, lyrics) and they were given with the necessary explanations, dictionaries. In 1950 the works of the poet were issued in Russian in Moscow under the name "Lirika i satira". On the occasion of the 50th anniversary of his death in 1953 a number of studies were created about him and laid the foundation for his studies. H.Yagubov's "Uzbek poet Mukhimiy", A.Olimjonov's "Muhammad Amin Mukhimiy", H. Zaripov's "Muhammad Amin Mukhimiy", H.Razzakov's books "Mukhimiy and Zavkhy", a collection of articles" were published. This article covers the study of Mukhimiy's life and activities in the textbooks of literature in the pre-Independence period.*

Keywords: *Literary Heritage, Kokand madrasahs, Democratic literature " Muqimiy bayozi ", " Dorig'o mulkimiz ", " Dorig'o mulkimiz ", " Dar mardumi oqjar batariqi muxammas ", " Dar mazammati zamona ", " Ho'qandlik bir boyning sha'niga Muqimiy shoirning aytkon she'ridur", " Ho'qandlik bir boyning sha'niga Muqimiy shoirning aytkon she'ridur ", " Dar mazammati qurbaqa"*

Introduction

One of such artists is Muhammad Aminhoja Muqimi, who has a worthy place in the history of Uzbek literature. The poet was born in 1850 in Bekvachcha mahalla (now Muqimiy Street) of Kokand. His father was Mirzakhoja Mirfozil oglu, a baker, and his mother was Bibioysha Sayidolim Nodirshaykh's daughter. The role of the mother in the acquisition of poetic nature is invaluable. Because her mother had a great education and was very good at oral art.

Main part

It is thanks to this woman that poetic talent develops in Muqimi. He wrote his first poem at the age of ten. Muqimi had five children and a third child. Muhammad Aminkhoja graduated from

the Abduhalil Teacher's School in his neighborhood. He was also interested in calligraphy and learned calligraphy from the famous Kokand calligrapher Muhammad Yusuf. From the age of 15-16, the poet began to write poems under the pseudonym "Muqimiy" ("permanence"). Later, according to some sources, he studied at the Hokimoyim Madrasah in Kokand and the Bukhara Madrasah, where he mastered Arabic and Persian. After graduating from the Kokand madrasah, he went to Bukhara to continue his education. He was engaged in science and enlightenment there for several years and was known as a mature and leading poet of his time. Muqimi graduated in 1876 and returned to Kokand. He was received with caution by the Kokand nobility. The poet himself writes, "It was the disliked Kokand nobility that allowed me to reconsider my views and develop new moral and literary views. My frustration has helped me a lot." Apparently, the social environment has a special place in Muqimi's sharpening of his pen. Information about the author's life and work is also important in the study of literature. Where does this information come from? They can be taken from biographies written by the writers themselves, from sources mentioned or written by the author's contemporaries, peers, teachers or students, acquaintances and fans. We all know that enjoying the rare spiritual riches left to us by our Uzbek writers, knowing the spirit of each historical period, the way of life of our people, the social relations of this period will reach the hearts of readers through more writers. Another of the best factors in this regard is the materials preserved in the works of writers and writers. It is obvious that biographical information, with its content, plays a special role in educating young people in the spirit of understanding and feeling our national spirituality. For example, speaking about Muqimi, Nikolai Ostroumov, in his article, assessed his personality and said: indicates that. Acquaintance with the textbooks "Adabiyot" and "Uzbek adabiyati" of general secondary schools shows that the childhood and development of the writer are very short, and it is difficult to know his inner world and psyche. 'ladi. That is why the use of information and communication materials and the press in the study of the life and work of the writer is very important for every educator today. The use of the writer's own ideas in the analysis of a work of art is also effective. Based on the above, it can be said that, as the poet himself said, the development of new moral and literary views and his frustration greatly helped him because he was not well received by the Kokand nobility. The author's biography includes a variety of materials: an excerpt from the author's life, especially with the work being studied; creative image, an article describing the content; can be presented in the form of an extensive report on the writer's entire life and career. Of course, it is not possible to use such a wide range of materials in Uzbek literature classes. It makes sense to think of small pieces of this material. In general, the use of ideas and sentences uttered by the author allows the reader to get acquainted with the period in which the writer under study lived and worked. Getting acquainted with the history of the work, introducing students to the historical context allows to show the social situation of the period, to focus on the position chosen by the author.

Conclusion

It should be noted that Muqimi's work has been widely studied in the twentieth century. Although books, collections, and poems by the poet have been published, one-sided before independence, only in the interests of the former Soviet government studied his religious and mystical works have not been studied.

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**TO BE ABLE TO ANALYZE AND INTERPRET THE ARTISTIC VALUE OF
COMPOSITION IN WORKS OF FINE ARTS AND TO INCREASE STUDENTS'
KNOWLEDGE OF ARTISTIC PERCEPTION.**

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Annotation: *It is a responsible task for the science of pedagogy to master the concept of fine arts without lagging behind its modern examples, to share it with students and young people, and, of course, to solve this problem. In this context, the problems and requirements of the pedagogy of fine arts, including the focus on the scientific study of the theoretical foundations of fine arts as much as possible.*

Keywords: *Artist, sculptor, architect, potter, literature, music, theater, cinema, circus, architecture, fine, applied decoration.*

Since gaining its independence, the Republic of Uzbekistan has made great strides in all areas and is making progress in all areas. Great work has been done in the fields of art, science and education, as well as in many other areas. In particular, great work is being done in the field of folk crafts and ceramics. Tax incentives for national craftsmen were also considered at the national level.

The National Program of Personnel Training raises the issue of training competitive, highly qualified personnel who meet high moral and ethical standards and raise their quality to international standards.

It is very important to comprehensively study and analyze the history and culture of the Uzbek people.

Today we have such a historic opportunity, said the first President M.Sh. Mirziyoyev, - we must critically assess our path, determine the foundations of our national statehood, return to the roots of our great culture, our ancient heritage and apply the rich traditions of the past to build a new society! Therefore, the work of each representative of the industry is aimed at young people to analyze and interpret the new works of our ancient and modern artists. On this basis, it is necessary to focus on the creation of thematic compositions in painting. The concept of fine arts has its own purpose and reasons for addressing the scientific essence of the types and genres in the theoretical issues of fine arts in education.

First of all, it should be noted that this issue has not been studied and interpreted in detail in terms of scientific pedagogy, especially in the Uzbek language. Therefore, many representatives of science, our intellectuals, including educators, do not have the knowledge to distinguish the types, genres and specific forms of fine arts. This is especially true for our fine arts teachers and educators.

In general, the problems of art history and art criticism are one of the most important and topical issues in the training of teachers in almost all areas. We see that serious attention is paid to this area in developed foreign countries.

There are scientifically based aspects of education in America, and it is worthwhile to cite an example of such evidence relevant to our topic. "In addition to the core subjects they have chosen, future teachers will also study subjects such as teaching methods, educational psychology, music, and art history."¹ It goes without saying that in the United States, one of the most advanced countries, almost all science teachers are trained in art history. The issue of teacher training in fine arts in Uzbekistan cannot be ignored. The saddest thing is that even in the Institute of Art Studies, the types and genres of fine arts do not have a special pedagogical study of the problems of composition, the basics of the theory of art education. Therefore, there is no scientific literature in our country, especially in Uzbek. When it comes to the scientific study of this content of pedagogical science, it is impossible for teachers of fine arts to conduct education in this area without perfect theoretical knowledge.

Every nation has made its contribution to the development of world art. In return for new creative research, works of art are emerging.

Peoples, nations, as well as the art of the epochs merge and evolve, creating unique patterns. That is why new trends, directions and styles are being formed in art.

We need to master the concept of fine arts without lagging behind its modern examples, and share it with students and young people. Naturally, solving this problem is a responsible task for the science of pedagogy. In this regard, attention is paid to the scientific study of the theoretical foundations of fine arts, including the problems and requirements of the pedagogy of fine arts.

As a result of the development of culture, as the spiritual ties between nations develop, the demand for art is increasing day by day.

It is well known that as the general spirituality increases, the sense of consumption for art increases. As a simple example of this, let's take a look at how colorful objects and items in markets and retail stores are decorated with colorful images.

All this is the result of hard work and creative work of representatives of the fine arts. In fact, we face the work of artists every day, every step of the way. But almost not many are well aware of many aspects of the work of these artists.

Thus, the extent to which people strive to make all things and utensils widely used in people's daily lives elegant and beautiful is itself sufficient evidence of the necessity of this subject.

It is expedient to approach the issue of scientific and pedagogical interpretation of theoretical knowledge in the field of fine arts through the analysis of the concept of fine arts itself.

The skillful execution and rhythm of any work, thing, object, etc., by human beings means that human labor is done artistically. This means that the educator's careful, beautiful, flawless performance of his work is an example of fine art.

Works created by artists, sculptors, architects, potters, composers, writers and other artists are, without a doubt, works of art. A work of fine art, in any form, manifests itself as a spiritual beauty, a virtue that affects the feelings and psyche of people.

Every artist is uniquely sought after and works differently. That is why there are specific types of art.

There are literature, music, theater, cinema, circus, architecture, fine, applied decoration and other arts.

Mankind has always expressed practical, creative work and theoretical ideas about the concept of fine arts. Our goal is to study them more deeply and thoroughly by analyzing and interpreting them all.

¹ J.G.Yuldashev. "Study Abroad". Editor-in-Chief of Sharq Publishing House, Tashkent, 1995, 25 pages

It also requires a serious study of the history of fine arts in Uzbekistan.

Scientific and theoretical, practical substantiation of guidelines for practical application of the oldest sculptures, their level of workmanship, ie the analysis of the possible methodological aspects of the complete specimens in these sculptures;

Wide application in practice of works of applied art, as well as various other local materials, objects and objects that can be objects of art in the study of fine arts;

Problems such as the traditions of the past and the use of miniatures in books, the study of the secrets of fine arts in books, albums, the introduction of ideas about the advanced schools of each period into the pedagogical science of modern Uzbekistan are also relevant issues.

We quote the words of the European scholar José Ortega-n-Gasset, who expressed his objective opinion on the problem of fine arts and its new forms.

"There is a problem in the human heart, it is tragic. No matter what a person does, all his behavior is determined by this problem. They are all steps taken to solve this problem. This problem is so great that it is impossible to solve it at once, divide it into parts and rule over it." The first stage in the solution of the human problem is science, the second stage is morality, and art is an attempt to reach the most secret, the most honorable layer.

Indeed, so we see the urgency of a number of other tasks in the formation of art education and upbringing.

First, due to the current level of development in our society, a fair attitude to the various art mysteries and worldviews of the past, correct and radical scientific approaches have emerged. In this context, the visual arts and its historical examples play an important role in the comprehensive education of young people. It also encourages the study of the mysteries of art in all its aspects.

Second, it requires the ability to analyze and interpret the artistic value of works of fine art and to improve the content of education so that students have the knowledge of artistic perception, as well as the ability to distinguish works of art of excellent character.

Third, any work of art is a product of social thought, which largely reflects human values.

It is also important to achieve the full formation of the level of knowledge and understanding of future pedagogical artists in this context. It is well known that any art form has the laws of artistic maturity schools. The very existence of such laws is itself a key factor in the survival of the mysteries of art.

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**TRAINING OF PROFESSIONALS WITH POSITIVE HUMAN QUALITIES
IN THE LESSONS OF FINE AND APPLIED ARTS IN THE EDUCATION OF
THE MODERN SPIRIT**

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Annotation: *Today, a number of documents of the government of the republic are aimed at the development of our country in accordance with the requirements of comprehensive standards. In particular, great importance is attached in the education of young people to the use of culture, values, national art, the wonderful works of art created by our ancestors and famous all over the world.*

Keywords: *education, general methodology, methodology, pedagogy, psychology, art history, ethics, aesthetics, physiology, methodology, experiment, experimental method.*

The radical changes taking place in all spheres of socio-economic development of the Republic of Uzbekistan require the formation of a completely new man of spiritual, enlightenment, ideological and professional orientation. The problem of educating modern youth in the modern spirit, taking into account the national, oriental and historical values, as well as the training of professionals with positive human qualities is one of the most pressing issues of the period. Today, a number of documents of the government of the republic are aimed at the development of our country in accordance with the requirements of comprehensive standards. In particular, great importance is attached in the education of young people to the use of culture, values, national art, the wonderful works of art created by our ancestors and famous all over the world.

The most effective set of methods and techniques for the purposeful implementation of education and upbringing is called teaching methodology. Proper organization of lessons also depends on the goal set by the teacher. At the same time, if the lessons are conducted in accordance with the theoretical and practical rules, the level of mastery of students will be higher.

The word methodology itself is of two types, i.e., general and specific methodologies are divided into types. The general methodology is applied to all educational work carried out in professional colleges, and the special methodology is applied to a particular subject. The methodology of teaching applied arts is based on theoretical conclusions in the field of pedagogy, psychology, art history, ethics, aesthetics, physiology. There are three different methods in pedagogical theory, consisting of speech demonstration and practical work. Each of these methods is also divided into several separate methods. For example, speaking methods (there are methods such as explanation, conversation, storytelling, book work, question and answer). Demonstration method (divided into

methods such as observation, demonstration) is divided into practical work (there are methods such as exercise, drawing, creative work game). The word "style" is also used in the work of teachers. By "teaching method" we mean some aspect of teaching methods. "Teaching methods" consists of a teaching method. Method (Greek metodos-knowledge or research path, theory, doctrine) is a method of practical and theoretical acquisition, mastery, study, guidance for learning, a set of methods, the creation and substantiation of philosophical knowledge. The history of the origin of the method goes back to the practical activities of people. A person who has mastered the method of doing a job can do it easily, quickly and verbally compared to others. A person who does not master the method does not spend much time and effort to do it. The method can be practical or theoretical in terms of its content. Methods of human practical activity also depend on the understanding of the laws that correspond to reality.

The doctrine of methods is called methodology in science. Man first accumulated knowledge of reality on the basis of observing things and events around him, comparing them, likening them, distinguishing them. Reality is a guide applied in the sciences with the development of the sciences. Methodology (from the words method and logic) - a system of principles of organization, restoration of theoretical and practical activities of research, and such a system

The available methods are mainly:

Method of studying the literature.

Observation method.

Conversation method.

A way to explore children's creativity.

Method of analysis of school documents.

Experiment, experimental method.

Test method.

Method of statistical data analysis.

Methods of mathematics and cybernetics.

Sociological research method.

Although each method formed is the same in form, one teacher learns it from another teacher and does not apply it in the same way. Every teacher should take into account the material and technical conditions of their school, the level of knowledge and skills of children, the specifics of the subject and so on. Accordingly, a method used by another teacher and giving good results may not give good results in another teacher's activity. Therefore, it is advisable to test each method during the pedagogical activity. The test will need to be performed multiple times, not once. This is because a methodology designed for one class may give a different result in another class depending on the circumstances, as noted above at another time. Each method chosen and applied may change in content, even if the form does not change. Based on the teacher's constant research and experience, new aspects of his life will be revealed. There are different views among experts on the methods of teaching fine arts. A group of experts believes that teaching methods should meet a single system, a single requirement. According to them, each method should be applied in such a way that it is formed

during the development of society, without changing it. According to other group experts, the basis of the reading method should be the personal work experience of each teacher. In our opinion, such an approach to the issue is incorrect. Education is a method of teaching in the field of education, it is constantly evolving. The teacher's experience certainly plays a role in this.

Therefore, in pedagogical practice should be able to use both the basis of the formed methodology and the basis of the teacher's personal experience, taking into account the conditions in the classroom. The teacher does not automatically apply the teaching methodology in the work process. It is based on research in the course of work, conducting experiments, reading a lot of literature, studying best practices and drawing appropriate conclusions from them.

John Locke, Jean-Jacques Rousseau, Yোগanni Inrix Betsalossi, Petr Schmidt, A.Sapojnikov, G.Gippius, N.Kramskoylar and S.Bulatov, R.Hasanov, B.N. .Oripov, B.Boymetov, N.Tolipov, A.Inogomov, A.Sulaymonov, A.Turdaliev A.Amanullaev contributed to the development of fine arts by conducting research in the teaching of fine arts.

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GENERALITY AND DIFFERENCES BETWEEN SITUATION PROBLEMS AND CASE METHODS

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Annotation: *Situational problem-based learning, its essence. Pedagogical researches on PBL and Case study methods, their results. Strengths and weaknesses of situational problem-based teaching. The essence of the content of the Case study, the peculiarities and weaknesses of the Case study, the similarities and differences between PBL and Case.*

Keywords: *Situational Teaching, Case Method, Situational Creation, PBL Teaching Methodology, PBL Method Convenience, PBL and Case Similarity, Unique Aspects.*

Introduction General information about PBL and Case study. Both of these methods have been used primarily in medical students and are now used in almost all fields of teaching. Throughout my career, I have used these two methods for medical students, and have conducted various pedagogical studies to study the strengths and weaknesses of both methods. Through these studies, I have identified which methods are most effective in teaching the subject. The following are the main aspects of PBL and case studies.

- ❖ PBL is a method of in-depth study of a set of disciplines through the study and analysis of real-life situations. From a medical point of view, a single medical discipline is not enough to make a particular medical practice in real life. Through PBL, students do not have to study and analyze each subject separately. They study a set of sciences through a specific situation.
- ❖ Case research method - A type of research that collects in-depth data on a case, conducts research, and uses a variety of methods. Case can be widely used in medicine, security, law, psychology, and manufacturing. A case is an in-depth account of a particular situation, for example in medicine. We conducted a small study to see how these two research methods work in practice and to learn more about them.

Aim of the research: To study the effectiveness of PBL and CASE research methods, to develop practical skills in organizing research, to analyze similarities, differences, strengths and weaknesses of these methods.

Component of research: Small groups were formed from the groups 162 and 163 of Bukhara State Medical University. Each group was sent to a separate medical association for 2 weeks of practical training. In the first week, the students of the 162 group were sent to the first state medical clinic, the 163 group to the private clinic "AKFRN". The students of the 163 group were trained this week in a private medical clinic based on the case study method and the students were given the necessary directions.

Table 1. Component of research. For the 1 st week

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Groups	Number of the students	Deadline	Research methods	Organization for research
162	9	7 days	PBL	Public hospital
163	6	7 days	CASE	Private clinic

Table 2. Component of research. For the 2nd week

Groups	Number of the students	Deadline	Research methods	Organization for research
162	8	7 days	PBL	Public hospital
163	5	7 days	CASE	Private clinic

Practical recommendations for organizing problem situations for research

Requirements for the description of the problem situation:

- The situation should force the student to analyze his / her understanding in- depth;
- The situation is able to defend a reasonable solution and the conclusion presented by the student;
- The given situation should create a connection between medical disciplines and encourage the student to re-analyze the knowledge acquired in previous courses;
- The difficulty level of the given situation must be high; o Force the student to work in a group;
- Curiosity of the situation is the most important condition for involving students in the study of the situation;
- In order to find a solution to a given situation, the student must require a step-by-step conclusion, which, of course, determines the level of complexity of the situation

Organizing the Case research

Case studies are looking for an answer to the question of what are the properties of a situation?

Case research takes a long time and is being investigated on the surface of the case Components:

- Interviews will be conducted (formal and informal)
- The archive of documents will be reviewed
- Statistical data are collected
- Follow-up research will be conducted (individually or in groups)

The case study method consists of two major parts:

The first part is the study of the history of the case (when given in the Case assignment, the information is given at the beginning of the protocol). General information about the patient's condition, age, marital status, mental status, social status, abilities, goals, and even deficiencies. Patient problems are studied and described. External, internal, mental symptoms of the patient problems are described.

Student's Diagnosis: Basis for Diagnosis diagnostic analysis provides statistical data, which summarizes the main factors that led to the diagnosis. It describes the confusion and difficulty in the given conclusions.

The second part - The order of treatment: First of all, the reason for choosing this type of treatment, evidence of the effectiveness of treatment, the patient's attitude to the type of treatment, the problems encountered by the patient during treatment, psychological approach to the chosen type of treatment are displayed.

The pharmacological characteristics of the selected practice or drug as a measure of treatment, the cause of its use, the effectiveness, the results of its effect are indicated.

Table 3.The result of the research Groups

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Group	Accuracy of reports on the problem situation	The quality of the information studied in the medical	The accuracy of the study of the course of treatment of	Correctness of conclusions on the consequences of	Effectiveness from general academic disciplines	The number of the used literatur
162	89 %	78 %	85 %	79 %	87 %	6
163	85 %	95 %	83 %	63 %	68 %	11

The 2nd week

162	87 %	74 %	68%	70 %	87 %	9
163	88 %	94 %	80 %	88 %	68 %	4

Recommendations based on the results of the study:

Recommendations for teachers:

What to pay attention in a PBL?

Idea Clarity - Choose a clear principle for the student. Start the concept with concrete tasks ;

Accuracy of Learning Objectives-Define in advance the tasks that the student needs to know through the given task;

When creating a problem situation statement, enrich it with situations that force the student to deepen the concepts they already know;

Customize the problem for the student — avoid simple situational assignments as much as possible;

Denial of simple solutions - the more complex a student learns, the larger his field of study will be and the easier it will be to give conclusions from simple solutions;

When you give a problem situation, include steps and principles in solving the situation so that you give the student the right direction;

Set a time limit for students to study the situation;

When small groups are given a situation, get short reports from students and comment on the reports;

Organize short lectures in small groups so that students can work on their own and find the lectures they are looking for interesting and effective.

Based on your own knowledge and experience, prepare handouts for students on a set of special case studies. In such handbooks, give examples from the results of practical research with students and their reports. Another important task for us is to encourage students to go to the library when looking for a solution to the situation. Many students present simple conclusions, many of them use only internet sources. Introduce interesting and important inter-literary ideas as you listen to their reports. Students will consciously understand that the answers to the questions they are looking for

can be found in these publications, not through the Internet, and will learn to use the library's large database through volunteer interest.

Conclusions based on the results of the study

Conclusion 1.

Strengths of PBL training:

- Creates an exchange of views,
- Guarantees interdisciplinary coherence;
- From a medical point of view, in real life, one medical science is not enough to teach a particular medicine.

By teaching PBL, students do not have to study and analyze each subject separately, they study a set of sciences through a certain situation.

- Encourages the students to learn theoretical knowledge, through this, they develop their skills. The conclusion to a given situation is that as it requires proof, it motivates the student and builds confidence in his knowledge.

Another achievement of PBL is that teamwork and short reports which teach students to think critically. Independent research forces them to make independent decisions, which in turn play an important role in their future. PBL allows for the development of high-level skills without the need for more learning. It plays an important role in the formation of a skilled workforce for the modern medicine.

Ability to adapt in distance and traditional education. Situational learning, whether collective or individual, forces students to use a variety of resources, both online and offline, creating a wide flow of information. The findings provided by the student also provide a wide range of opportunities to assess the student's interests and opportunities, which is very important in directing the student to the field in the future.

Conclusion 2.

Different peculiarities to distinguish the Case method from the PBL method:

In medicine, the Case method was considered to be a method of teaching through in-depth study and analysis of a work, which can also be called a method of teaching through in-depth study of concepts. It allows to compile a large, in-depth database on a single topic. It provides practical skills in such situations, mainly through in-depth study, which is rare in medicine. Creating a personal hypothermia that arises through a student's independent research offers a great opportunity to prove it. The results of the case study are presented in chronological or biographical descriptions, not as a simple statement. Your conclusion must answer to the certain requirements for confirmation. It is very convenient to study a certain person or group.

Conclusion 3.

Weaknesses of the case study method:

Although some Case students have a deep knowledge of the disease and the disease itself, they have difficulty explaining the causes and consequences of the disease. In this method, the student has difficulty in scientifically interpreting the diagnosis, which is largely based on his own knowledge and creative thinking.

Conclusion 4.

General aspects of research methods:

- General aspects for small groups or individual work;
- Online and offline education also works in the system;
- Creates interdisciplinary connections
- Forms a wide flow of information in the study of the disease;

- Exchange of ideas, guarantees the diversity of ideas;
 - Teaches students to search independently, to make independent decisions;
 - Develops deep skills; Teach your student how to learn, he will learn throughout the day.
- Teach your student to explore he will learn throughout his life.

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INNOVATIVE METHODS IN TEACHING ENGLISH.

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Annotation: *After the independence of our country, the interest in teaching foreign languages has increased and many opportunities have been created for young people. New methods and requirements for foreign language teaching in the country have been developed in accordance with the Recommendations of the European Framework for Assessment of Knowledge and Skills of Foreign Language Teachers (CEFR). According to him, textbooks have been created for students of secondary schools and vocational colleges. In accordance with these requirements, classrooms are equipped with stands and new information and communication technologies. This article highlights the importance given to foreign languages in the Republic of Uzbekistan and the innovative technologies needed to study them.*

Keywords: *Foreign language, game, innovative technology, technological tools, methods, techniques.*

The demand for learning a foreign language is growing day by day. Foreign language science is divided into four aspects (reading, reading, listening comprehension and speaking), each of which provides specific concepts and skills. Educational technology is the effective use of modern information technology in the educational process. It also aims to improve the quality and effectiveness of education through the introduction of modern innovative technologies in the educational process. In particular, there are several advantages to using such information and communication technologies in learning a foreign language. The role of modern technology in language learning and teaching is invaluable. The use of technology is useful in every aspect of learning a foreign language (reading, reading, listening and speaking). For example, to listen and understand, of course, it is impossible to do this process without a computer, player, CDs. Listening is one of the most important parts of language learning. This requires the student to pay attention to the speaker's pronunciation, grammatical rules, vocabulary, and meanings at the same time. An important factor in the use of modern technologies in education is the ability of students to know and use information and communication technologies.

Teaching and learning a foreign language using modern technology is one of the most effective ways. In this process, including:

- When using computers, the student can watch and listen to videos, demonstrations, dialogues, movies or cartoons in a foreign language.
- It is possible to listen and watch radio broadcasts in foreign languages and TV programs;
- CD players are available.

The use of these tools makes the process of learning a foreign language more interesting and effective for students. Today, interactive games are becoming a tradition in schools. It is well known that a variety of play-based activities help students demonstrate their abilities, focus, increase their knowledge and skills, and become stronger. The basis of the use of game technology is the activity that activates and accelerates the student.

According to psychologists, the psychological mechanisms of playful activity are based on the fundamental needs of the individual to express themselves, to find a stable place in life, to self-manage, to realize their potential. At the heart of any game should be the generally accepted principles and tactics of education. Learning games should be based on the subjects. During the games, the student is more interested in this activity than in a normal lesson and works more comfortably. It should be noted that the game is, first of all, a way of teaching. Students are interested in playful lessons, they strive to win, and the teacher uses them to educate the student. The student is interested in believing that he or she can play, speak, listen, understand, and write in English.

We know that in the current educational process, the student must be a subject. Focusing on more interactive methods will increase learning effectiveness. One of the most important requirements for English lessons is to teach students to think independently. Today, English language teachers use the following innovative methods based on the experience of educators in the United States and the United Kingdom:

- "Creative Problem Solving" To use this method, the beginning of the story is read and the conclusion is left to the judgment of the students;
- Merry Riddles is an important part of teaching English to students, where they learn words they are unfamiliar with and find the answer to a riddle;
- Quick answers help to increase the effectiveness of the lesson;
- "Warm-up exercises" use a variety of games in the classroom to engage students in the lesson;
- "Pantomime" (pantomime) is a method that can be used in a lesson where very difficult topics need to be explained, or when students are tired of writing exercises;
- A chain story method helps to develop students' oral skills;
- Acting characters This method can be used in all types of lessons. Professionals such as Interpreter, Translator, Writer, and Poet can participate in the class and talk to students;
- "Thinkers meeting" It is possible to "invite" poets and writers such as W. Shakespeare, A. Navoi, R. Burns. At such times, using the wise words they say in class will help young people to become perfect human beings. As we have seen, each innovative technology has its own set of advantages. All of these methods involve collaboration between teacher and student, active participation of the student in the educational process.

In conclusion, the use of innovative methods in English lessons develops students' logical thinking skills, fluency, and the ability to respond quickly and accurately. Such methods stimulate the student's desire for knowledge. The student strives to prepare well for the lessons. This makes students active participants in the learning process. As the education system aims to nurture a free-thinking, well-rounded, mature person, in the future we will contribute to the further development of effective ways for future teachers to effectively use innovative technologies.

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Analysis of road construction works on vacant soils

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Annotation: *It is about the use of complex mechanized methods in the construction of the soil base of the highway.*

Keywords: *asphalt concrete, coating, material, laboratory, mineral powder.*

Introduction. Complex mechanized methods should be used in the construction of the soil base of the highway. Water pipes, small and medium-sized bridges should be completed before the road base is raised, and the ground base of the road should be constructed intermittently along the entire road. breakage of the roadbed is allowed only in soils of a special nature (swampy soils, landslides, deep rock carvings, etc.) with large engineering equipment and individually prepared, including technological or seasonal breaks. The soil base of the road, the areas of enterprises and agricultural enterprises should be constructed before the next works, except in the planned lands. the amount is determined as specified in the construction organization section of the project and ensures the continuous and even construction of the foundation and pavement of the road surface.

Methodology: The length of the finished part of the soil base should be determined in each specific case relative to the annual volume of road construction.

Table 1

Types of work	Annual construction volume of road surface, km		
	>20	20-50	50<
	Ready road foot		
Total work	50	75	100
Systematic work	30	50	75

When highways are built on re-arranged areas of industrial and agricultural enterprises, the road base is built directly before the road surface. In the finished part of the soil base, up to the design mark, the surface part should be leveled together with the slopes, the slopes should be strengthened and the good operation of the drainage devices should be ensured. When it is raining, the work on muddy soils is stopped. Construction of elevations of more than 3 m in height from dusty and loose

heavy soils, as a rule, should be completed one year before the construction of asphalt and cement concrete pavements, pavements and foundations reinforced with highly adhesive bitumen and cement materials. If the lifts are on loose foundations, the footing is over-moistened, ice-melted soils, and the footing is built entirely in the winter, a technological break shall be established until the road surface and foundation are established, as stated in paragraph. During the technological break, the movement of vehicles under construction is organized with limited speed and weight. At the end of the technological break, the surface of the soil is leveled, and additional soil is poured and compacted where necessary.

Analysis and results: When highways are built on re-arranged areas of industrial and agricultural enterprises, the road base is built directly before the road surface. In the finished part of the soil base, up to the design mark, the surface part should be leveled together with the slopes, the slopes should be strengthened and the good operation of the drainage devices should be ensured. When it is raining, the work on muddy soils is stopped. Construction of elevations of more than 3 m in height from dusty and loose heavy soils, as a rule, should be completed one year before the construction of asphalt and cement concrete pavements, pavements and foundations reinforced with highly adhesive bitumen and cement materials. If the lifts are on loose foundations, the footing is over-moistened, ice-melted soils, and the footing is built entirely in the winter, a technological break shall be established until the road surface and foundation are established, as stated in paragraph. During the technological break, the movement of vehicles under construction is organized with limited speed and weight. At the end of the technological break, the surface of the soil is leveled, and additional soil is poured and compacted where necessary.

When the moisture content of soils is compacted by pressure tire cathodes, their ratio to the optimum value is determined by Oz RST 786-97 and should not deviate from that shown in Table 2.

Table 2

Ground	Humidity at the required density coefficient		
	0,0-0,98	0,95	0,90
Dusty sands, large and light supeses	< 1,35	< 1,6	not standardized
Light and changsimo supes	0,8-1,25	0,75-1,35	0,7-1,6
Heavy powdery mildew. Light and light powdery mildew	0,85-1,15	0,8-1,2	0,75-1,4
Heavy suglinoks are heavy dusty muds.	0,95-1,05	0,9 -1,1	0,85-1,2
lyosslar	0,8-1,20	0,7-1,25	0,7-1,40

Conclusion. Soil lifting and compaction of the base of the carvings to the required thickness should be carried out in front of the layer laying on them. If the height of the layer required for compaction is greater than the compaction balance of the compaction guides under hand, excess soil

is removed and compacted by pushing it to another location or temporary cavity, then the compacted soil is laid back on the lower compacted layer and compacted until required. When re-paving roads, the surface of the slopes of the landfill will be softened, and on the side slopes of the hills with a height of more than 2 m, platforms with a width of not less than 2 m will be built.

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**DESCRIPTION OF ECONOMIC OUTLOOK AND SOCIAL LIFE IN THE BOOK
OF TANOBCHILAR**

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Abstract: *The conflict between the poet's worldview and aspirations and the environment has created a critical direction in his work. This was reflected more in his comedy. He has created about 30 comic works: "Tanobchilar", "Saylov", "Dar mazammati zamona", "Hajvi khalifa Mingtepa", "Devonamen", "Kosamen", "Hayron edi mud", "Pashshalar", "Shikoyati decoration", "Description oven", "Cart curse", "Clay".*

Keywords: *Tanobchilar, comic works, Sultanali and hakimjon, social injustice, tanob, population, land.*

One of the most famous satires of the writer is the comic book "Tanobchilar". In the play, the poet portrays the image of cunning local officials, such as Sultan Ali and Hakimjan, who exploited the labor of a poor quarter-farmer for their own benefit and deceived the ulema, causing sharp damage. The satirical story "Tanobchilar" begins with a complaint of a farmer who was oppressed by officials.

At the beginning of the work begins the description of the socio-economic life of the population of this period. The above verses describe the oppression of the common people. It is believed that the coming twelve months will bring new challenges for the population.

The above verses describe the relationship between Sultan Ali and Hakimjan, two local hypocritical officials and a cleric. Through this it is possible to observe the state of social and public administration during this period. These two officials used the people for their own interests and had a good brotherly relationship with each other to achieve these goals. Bulaming described one as very cunning and the other as stocky and very rude. Moreover, this cunning official is portrayed as a very eloquent and boastful person. The people under the leadership of such flats face great difficulties. By interpreting such a parable to the present day, it is possible to point out a flaw in which leaders have to walk a long way. Socio-economic development is questionable in a society with such defects.

It is difficult for a poet who does not have a deep knowledge of the life of the people, who is ignorant of the popular figurative expressions and subtleties, to create such an artistically highly popular poem.

The blind slaves of life found in the dark, the tanobis Sultan Ali Khoja and Hakimjan, are likened to a bride and groom in harmony, interdependent and interdependent at the level of a lamp and a pillow, so they eat soup. In the mutual manzirat, the "bone marrow between the two", the place where they kiss each other in the morning and in the evening, is very naturally, folkly skillfully typed in a simple and light style.

The turban is like a basket on the head, and under it there are three layers of blankets - look at the arrogant taste! However, one of them is multoninamo-yu cunning, and the other is in a pixie quilt and a donkey. Both are small, crumbly, feminine.

Then in the verses the writer is told how irrational the two local officials boasted to the people. It describes these hypocritical officials who tried to intimidate the people with their various rhetoric and boasting. They even tried to force the people to act in their own interests, showing themselves to be a few saints as relatives. If we apply this situation to today's life, it can be equated with the use of

various boasting and lies, the idea of iodine in socio-economic processes. These verses show how hypocritical your local official was during this period. This is another argument for drawing conclusions about the socio-economic situation of the period.

The comedy "historically accurately depicts the social injustices of the current system, the arbitrariness and violence of tsarist officials and local officials - such as taxation and levies under colonial rule."

In general, the word "TANOB" is derived from the Arabic word 10, which means "rope, rope." Tanob is, first of all, a unit of length used in Central Asia, especially in Uzbekistan. In the seventeenth century, the value was 39.9 meters. Second, in the Central Asian khanates, the sides were equal to the area of 60 gases, i.e., the unit of surface area used to measure the crop area. 1 tanob 60x60 kv. Gas = 3600 sq. M. gas = 0.08194 a = 900 sq. m. m (1 ha = 12 tanob). Thirdly, it also means measuring length, measuring the ground, drawing a line, and so on. Fourth, the line that shapes the pattern and forms the basis of the pattern sculpture; it also means a conditional image of a river and a road in nature. In the embroidery of the pattern, the rope has a different appearance: it continues continuously, sometimes starting from 2 points, facing each other and intertwining, sometimes starting from one point, going in 2 directions and going to the edge of the distribution can be completed. There are 2 ropes in the pattern, "Jesus, they are painted in different colors, one is the main rope and the other is the auxiliary rope. When a rope is made up of 2 parallel lines, it is called a "bird rope". In the embroidery, the rope comes first, so the work begins with drawing the rope, and then the branches, twigs, flowers, leaves, buds are placed in such a way that they never cross the rope. Tanob also distinguishes ground colors from each other.

"Tanob" is a unit of surface area used to measure the area under crops. Jcvadrat, which is 60 gallons in length, is the face (60 gases * 60 gases) of the area widely used in Central Asia. It was calculated at different lengths in different regions of Central Asia. For example, in Khorezm 1 tanob was equal to 4037-4097 sq.m., in Bukhara, Samarkand, Surkhandarya - 2731-28142 sq.m., in Fergana, Tashkent, Shymkent - 1821 sq.m. in areas with 400-900 sq.m.

The word "tanob" means not only a measure of the earth's surface, but also a measure of length. This is natural, because the word "tanob" in Arabic and Persian means "rope". In Muqimi's Tanobchilar, the tanob used to measure the area. That is, people paid land tax directly on the land they owned. Therefore, at that time, tanobchis collected taxes based on the population's land area. There is a line in the play: Which means it's about to be the most delusional time of the year, as well. In other words, it is intended to increase the amount of tax levied on illegal land. During this period, taxes were levied directly at the request of tax collectors. That is, every link in the tax system is run by people. As a result, it was almost impossible to determine whether the land was represented correctly or incorrectly. Therefore, the determination of the population's land area and the amount of tax levied on it depended directly on the tanobchis. Muqimi wrote "Tanobchilar" in direct connection with the tax system of this period. In other words, some of the unjust tanobchis of this period called for justice, whether they were human beings, especially the tanobchis of this system, by embodying them in their work and warning them of the wrongdoings they were doing.

In conclusion, it should be noted that with the help of this short critical-humorous work, Muqimi was able to shed light on the socio-economic situation of the period in which he lived. Especially during this period, the various hypocrisies committed by local officials, economic crimes, the various vices they have, and the various cases of corruption are sharply criticized. By analyzing Asami, it is possible to assess the economic situation of the population of this period. To a people who are unable to meet their basic needs, the commission of such injustices becomes an

excessive burden. From the fact that Muqimi also took this aspect into account, it can be concluded that he also expressed his economic views through this work.

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**IRRIGATION SERVICES AND LAND REHABILITATION MEASURES
MUTUAL BINDER EFFICIENCY INDICATORS**

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Annotation: *The article emphasizes that organizations engaged in irrigation services and reclamation activities on irrigated lands should take into account their specific features in the process of planning, design and effective use of these services and activities. Based on the views of foreign and domestic scientists, indicators have been developed that link irrigation services and land reclamation.*

Keywords: *uneven distribution of water resources, irrigation services, reclamation activities, efficiency of services, profitability of irrigation services and reclamation activities.*

As noted by the President, the fact that all the costs of irrigation and land reclamation in the country are fully covered by the state budget is an important factor in obtaining a rich harvest of agricultural crops. More than 2 trillion soums are allocated annually from the state budget to guarantee the water supply of agricultural lands, and more than 400 billion soums are allocated to improve the reclamation of irrigated lands. These data require special attention to the development of irrigation services and reclamation measures in the use of irrigated lands.

In this regard, organizations engaged in irrigation services and reclamation activities on irrigated lands should take into account the following characteristics of these services and activities in the planning, design and effective use of irrigation and reclamation funds.

The First, there is the complexity of taking into account the biological characteristics of the growth of agricultural crops i.e. the state of water consumption at different rates for growing the same crop in the same size area. This prevents the creation of an improved service system that adapts the composition of the source of water resources for all irrigated lands to the volume of water consumption of agricultural crops.

The Second, in the cross-section of irrigated lands, there is an uneven distribution of water resources and a variety of soil and reclamation conditions in one area. Therefore, the redistribution of water between water consumers and water users leads to the expenditure of budget funds for the systematic and systematic improvement of land reclamation.

Third, timely and necessary irrigation services and land reclamation are carried out at the expense of about 80% of transboundary waters, which forces these services and activities to be formed depending on the socio-economic relations of neighboring countries, the use of resource-saving technologies, prevention of water waste.

Fourth, the use of irrigation services and reclamation measures will affect the quality of natural resources (land and water). As a result, there will be a reduction in the possibility of using irrigation water and irrigated lands, which are among the limited natural resources, in economic activities.

Fifth, the location of water consumers and water users in relation to the irrigation network has an impact on the provision of irrigation services and reclamation measures, the efficiency of agricultural production. Because of this, it is extremely important to ensure fair and proper use of water resources.

Sixth, limited opportunities to apply market principles and mechanisms to irrigation services and reclamation activities on irrigated lands. Because there can be no competition in water supply, because water is supplied from a single canal or source, where market relations are limited, in other words, it is a natural monopoly, as well as water and irrigation and land reclamation funds are state-owned, and so on.

These specific features provide the basis for the interdependent development and cost-effectiveness of irrigation services and land reclamation, as well as their consideration in the provision of services and implementation of measures to increase the efficiency of land and water resources.

According to ZA Artukmetov, 92% of the total water used in Uzbekistan is used for irrigation, 5.5% for utilities and 1.5% for industrial purposes, 0.8% for fishing and 0.2% for energy purposes [5]. These indicators for Andijan region are given in Table 1 below.

Table 1.2.1

Structure of water resources use in Andijan region [12]

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Water consumer and water user	2015 year		2020 year		2020 year compared to 2015, %
	In fact, the water obtained, mln. m3	Percentage of total, %	In fact, the water obtained, mln. m3	Percentage of total, %	
networks	2465,0	91,43	2464,8	91,23	99,99
Irrigation	2,2	0,04	2,2	0,04	100,00
Industry	122,2	2,52	122,2	2,50	100,00
Utilities	211,1	5,33	229,8	5,41	108,86
Agriculture	32,8	0,68	32,8	0,82	100,00
Fisheries	2833,3	100,00	2851,8	100,00	100,65

The table shows that the largest share of water actually received from water sources in the region, or 92 percent, is spent on irrigating crops. Therefore, the current level of use of water resources for irrigation of crops, the limited opportunities for its reproduction make it a constant necessity to implement measures to improve the use of irrigation services and reclamation measures on irrigated lands.

This, in turn, suggests that the reasons for the lack of water for irrigation of agricultural crops, ways to use irrigation water efficiently and the conditions for the formation of effective irrigation services and land reclamation measures should be sought on irrigated lands, as well as its development.

In this context, the relationship expressed by scientists on the specifics of irrigation services and reclamation measures is of great value. In particular, UP Umurzakov, T. Rizaev believe that the development of these services and activities on irrigated lands depends on the real incentives of those involved in its management. Water consumers incur large expenditures to maintain water facilities and ensure their reliable operation. For this reason, they will be interested in the full justification of these costs. The main factor that motivates water consumers in such conditions is the guaranteed supply of water. Water consumers do not always focus on the cheapest water, more precisely, they are always willing to pay a higher price for water if water supply and services are guaranteed [7].

Z.Shokhodjaeva argues that regular maintenance and timely overhaul of irrigation systems in agriculture will increase the efficiency of irrigation services and reclamation

measures due to the increase in water use. It also emphasizes that the irrigation system is financially dependent anyway [9].

A.Abduganiev and A.Abduganiev noted that the deterioration of land reclamation, incomplete introduction of scientifically and practically based crop rotation, the decline in the working condition of irrigation facilities, the lack of incentives for efficient use of land and water hinder the development of irrigation services and land reclamation. add to the list of reasons [3].

The centralized management system and the financing of irrigated lands from the state budget do not provide effective services to water consumers. The main reasons for this are the deterioration of irrigation networks and land reclamation, the slow growth of economic efficiency of water, land degradation, environmental pollution, deficiencies in water distribution, high water waste and so on. Therefore, the most optimal way is to entrust the economical use of land in irrigated agriculture and increase their efficiency to the entities operating on irrigated lands.

Resolution of the President of the Republic of Uzbekistan dated November 27, 2017 No PP-3405 "On the State Program for the development of irrigation and reclamation of irrigated lands in 2018-2019" Improving the regulatory framework for assessing the water supply and reclamation of irrigated lands, rational management of water resources and to ensure the timely and quality implementation of irrigation and land reclamation measures [1].

One of the important conditions for the interdependent development of irrigation services and reclamation measures is the analysis and evaluation of this activity. Accordingly, the task of achieving the determination of the effectiveness of irrigation and land reclamation services in water management using interrelated indicators is crucial. It is known that efficiency in the field of services is the coverage of the costs of resources (material, labor, natural, etc.) spent on services. First of all, let's look at the views of scientists on the effectiveness of irrigation services and land reclamation measures provided in this system. It should be noted that they did not study the effectiveness of irrigation services and reclamation measures together, but most of our scientists did not address the issue of the effectiveness of water use, reclamation measures and their interaction.

In particular, among the scientists of the CIS M.F. Kudin [10], V.S.Dmitriev, A.K.Zaikina, V.B.Yabloshinskaya, V.P.Shtyka, O.A.Lazutina [11] Z.Ya. According to Khudoiberganov, the efficiency of water resources is determined by the amount of water consumed per unit of irrigated area, costs per unit of water consumed, output per unit of water consumed, net income and profit, etc. [8].

A.Abduganiev, A.A.Abduganiev argue that the efficiency of the irrigation system is expressed in terms of the efficiency of the irrigation system, the coefficient of use of irrigation water, the efficiency of water use [3].

VS Dmitriev, ZA Syromyatnikova, NS Putyato [10], MM Farzaliev, AM Musaev, IM Askerov [11], scientists from the CIS countries on the effectiveness of reclamation measures According to scientists A.S.Sultanov and others, the unit of reclaimed land and the unit of capital invested in it consists of the yield, output and net income [6]. S.Avezbaev and S.N.Volkov cited the increase in productivity on reclaimed lands, the cost per unit of reclaimed land, additional net income per unit of capital expenditure, the coverage of capital expenditures relative to the norms as the effectiveness of reclamation measures [4].

In terms of the above and the impact of irrigation services on land reclamation, we propose the following performance indicators for these services and activities:

→ The ratio of water actually given to 1 hectare of arable land to the norm, %

→ 1 m³ of water can be saved:

- product, soums

- profit, soums

→ Share of water-saving technologies in total irrigated areas, %

→ Additions due to the use of water-saving technologies:

- harvest, ts

- product, thousand soums

- profit, a thousand rubles

→ weight of irrigated lands with groundwater depth of 0-2 meters, %

→ weight of irrigated lands with salinity of groundwater 0-3 g / l, %

→ weight of non-saline lands in total irrigated lands, %

→ weight of lands with good reclamation condition on irrigated lands, %

→ Additional 1000 soums for irrigation and land reclamation:

- harvest, ts

- product, thousand soums

→ Profitability of irrigation services and reclamation measures, %

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BIOLOGY AND HISTORY OF CULTURE OF POMEGRANATE (PUNICA GRANATUM L.). Pomegranate GROWING COUNTRIES AROUND THE WORLD

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Annotation: *This article analyzes the plant pomegranate (punica granatum). In addition, information is provided on the history, origin, biological characteristics of pomegranate (punica granatum), as well as species, in which regions they grow.*

Keywords: *Pomegranate, pomum, granatus, Punica granatum, Patiala, flower, gen.*

Biology of Pomegranate Pomegranate (*Punica granatum* L.) is a subtropical plant species belonging to the family Punicaceae Horan and *Punica* (*Punica*), 2 species (*P. granatum* L. and *P. protopunica* Balf.) consisting of 1 generation (*Punica* L.) containing. Also, the family Punicaceae was originally called Lythraceae. From the point of view of pomegranate taxonomy, Myrtales was probably assumed to belong to the Saxifragales type. The scientific name of pomegranate by K. Linney - *Punica granatum* - is derived from the Latin words "pomum" - "apple" and "granatus" - "selected".

Morphological and molecular research over the past decade has also led to attempts to make some approximate clarifications to the taxonomic classification of pomegranate (*Punica granatum* L.). The botanical collection of pomegranates collected in the Nikitin Botanical Garden on the Crimean peninsula during the former Soviet Union is estimated to contain 340 varieties. In particular, the collection includes "Halva", "Sharodi" from Iran, "Punicagra natumvar" from Japan, and "Vanderful" pomegranate from America. Pomegranate is a shrub-like, woody plant with a height of 2-10 m, with bright red bisexual flowers ($\varnothing = 8$ cm) with 1-5 flowers at the end of the branch, which bloom in summer and autumn.

In a cup-shaped flower, the seeds are normally developed, and the bell-shaped or shock-shaped flowers do not bear fruit. Pomegranate flowers are pollinated from the outside, the fruit (250-1000 g) has a white, reddish-brown outer skin. On the inside of the fruit (~ 29-50% of the total dry weight), seeds (10-20%) are formed in 6-12 cells, the outside of which is covered with a white-red skin². The upper part of the 2-3-year-old pomegranate branch is smooth, gray-green, and the non-woody branches are usually quadrangular. The leaf-forming buds of the pomegranate are usually located in pairs on the branch, of the opposite type. During the growing season, the pomegranate plant produces several buds and a new branch from the central bud. In some cases, the central bud stops growing and may form a thorn.

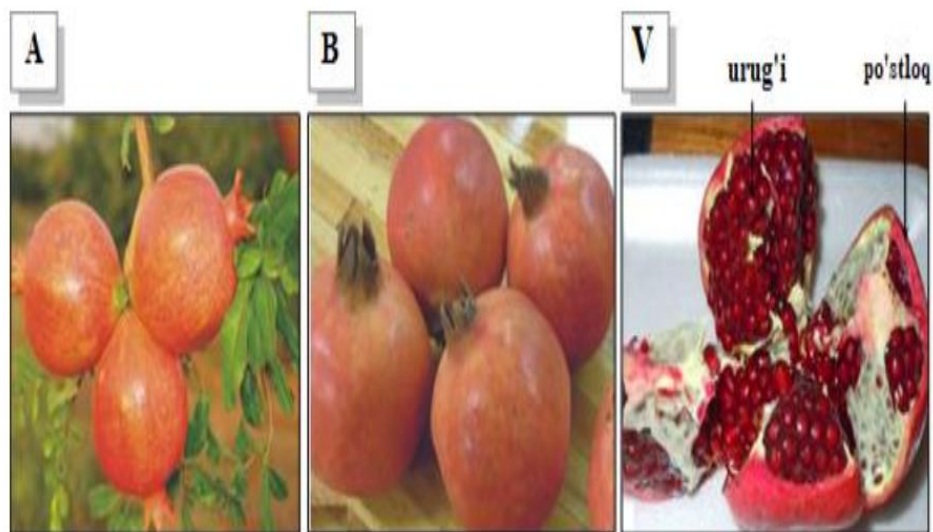
Pomegranate (*Punica granatum* L.) tree appearance (A) and flower structure (B). Pomegranate flowers are large, beautiful, solitary or in balls, dark red, orange-red (4-5 cm long, 2-2.5 cm in diameter), bright red. lib is usually formed from buds located at the end of the rod. In one pomegranate there are two different elongated petals in the shape of a cup

The bell-shaped and intermediate-type flowers are shed. The normal flowers are composed of 4-8 toothed petals and petals of hard flesh, seeds with a large number of nodules, and a large number of pollen grains. After flowering, up to 300-1000 seeds are formed, which are covered on the outside with a skin full of juice.

Pomegranate begins to turn green in early April when the temperature rises to 12-14 °. In autumn, when the temperature drops to this level, it stops growing. The growing season of pomegranate lasts 180-215 days, depending on the navigation and climate. Pomegranate blooms in early May, the first winter buds bloom, and 10-15 days later all of them begin to bloom. A single pomegranate can have up to 5,000 flowers, depending on its navigation and weather conditions. But 96-98% of them are infertile (male) flowers. When different varieties of pomegranate are pollinated freely, the fruit is larger and larger. The most common pollen is bees.

Therefore, it is advisable to use bees to increase the yield of pomegranates. Pomegranates ripen in 120-160 days, depending on the navigation. Pomegranate leaves are elliptical, short-banded, of the opposite type at the base. The pomegranate is a multi-seeded syncarp, the seeds of which are covered on the outside. The fruit of the pomegranate is round, hexagonal, up to 600 seeds, 5-12 cm in diameter, with a reddish outer shell and a white-red cellulose shell on the inside. are located.

Some researchers have studied the biology of pomegranate (*Punica granatum* L.), the composition of the fruit, its beneficial properties, the influence of environmental factors on the morpho-physiological, physicochemical properties of pomegranate fruit. Pomegranate fruit and peel are used in the food industry in a variety of fruits and in various processed forms. Also, pomegranate fruit growing conditions, vegetation period and fruit ripening period differ significantly in different geographical and climatic zones. For example, in the Northern Hemisphere, the fruit of the pomegranate (*Punica granatum* L.) ripens in September-October, while in the Southern Hemisphere (South Africa, etc.) it ripens in March-May. Pomegranate peel contains anthocyanins (which determine the red color), flavonoids, fructose and sucrose complex (10%), pectin, organic acids, lipids and polyphenols in pomegranate fruit. Pomegranate fruit weighs an average of 250-1000 g, and the shape and color of the fruit varies from variety to variety. (Figure 1.1.3).



Pomegranate (*Punica granatum* L.) fruit appearance (A, B) and internal fruit structure (V) The average weight of 1 pomegranate fruit is 229-350 g. Pomegranate fruit produces 300-1000 seeds 3. Pomegranate (*Punica granatum* L.) is a shrubby plant with an average height of 3-5 m, the main stem is brownish-gray, covered with a rough bark . According to the color of the stem of pomegranate species, A.A. Popov divided them into 2 types: 1) yellow-brown Bukhara pomegranate; 2) gray Turkmen pomegranate. The leaves are small, lanceolate, the thorns form thorns and bloom in June-

July in Uzbekistan. Pomegranate is a long-lived tree that can live up to 300 years if properly cared for.

Information about the biological properties of pomegranate is characterized by its molecular genetic properties. *P. granatum* type has $2n = 16$, 18 chromosomes, and *P. protopunica* L. chromosome set is recorded as type $2 = 14$. For example, in the varieties of pomegranate "Dolka", "Ganesh", "Kandahori", "White Muscat", "Patiala" the set of chromosomes is $2n = 16$, and in the variety "Kashmiri" - $2n = 18$. The structure of the genome of the pomegranate (*Punica granatum* L.) (30,903 genes) has been described in detail by some researchers. The nucleotide sequences in the DNA structure of individual genes in the pomegranate genome have also been studied.

The studies examined the structural function of genes encoding enzymes involved in the synthesis of tannins in the structure of the pomegranate genome, and the biosynthesis cascades of tannins. The study identified the genes responsible for the biosynthesis of tannins in the genome of pomegranate (*Punica granatum* L.), as well as a genome map scheme that could be used to clarify the taxonomic classification of pomegranates.

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