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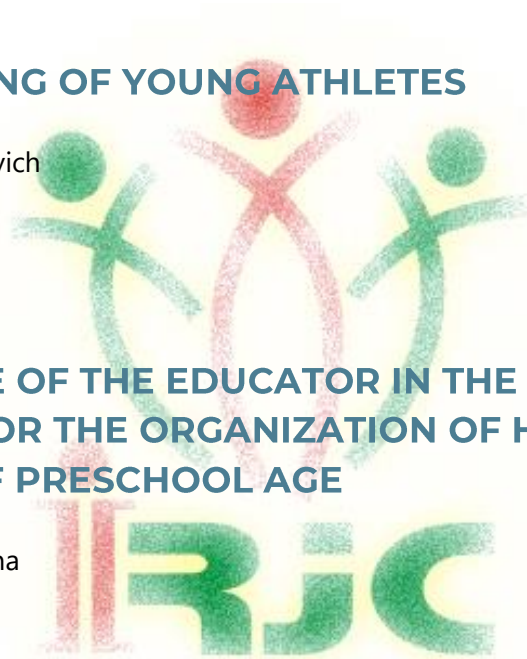
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Some problems in lending to energy efficient projects and solutions

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Abstract: *Social and environmental development of the country is impossible without the active participation of commercial banks, credit support for both large businesses and small businesses, and private entrepreneurship. The process of developing the system of lending to energy-efficient projects affects the environmental interests of all entities operating in various market segments without exception. The banking system acts as an important market component and is a flexible tool for implementing macroeconomic goals. At the same time, the banking system is one of the main parts of the market infrastructure that connects all sectors of the economy and serves its sustainable social and environmental development.*

Keywords: *commercial bank, energy efficiency project, international financial institutions, green development, energy efficiency, investments, environmental investments.*

Despite all the diversity of countries and their multi-variant economies, environmental degradation has a common component and is associated with the development of an industrial society with its inherent value orientations to increase growth rates. Solving environmental problems is important not only for ensuring environmental sustainability, but also for maintaining long-term economic growth. This raises the question of the need for developing countries to move to a new model of “green development”, which is defined as an eco-industrial revolution.

Credit lines of international financial institutions (IFIs) are the main source of long-term financing for green investments, especially in the field of energy efficiency. Commercial banks can become an important source of financing for environmental investments, but the role of commercial banks in this process remains limited.

Energy efficiency projects can be financed from various sources. The main sources of funds for implementing energy-saving measures are:

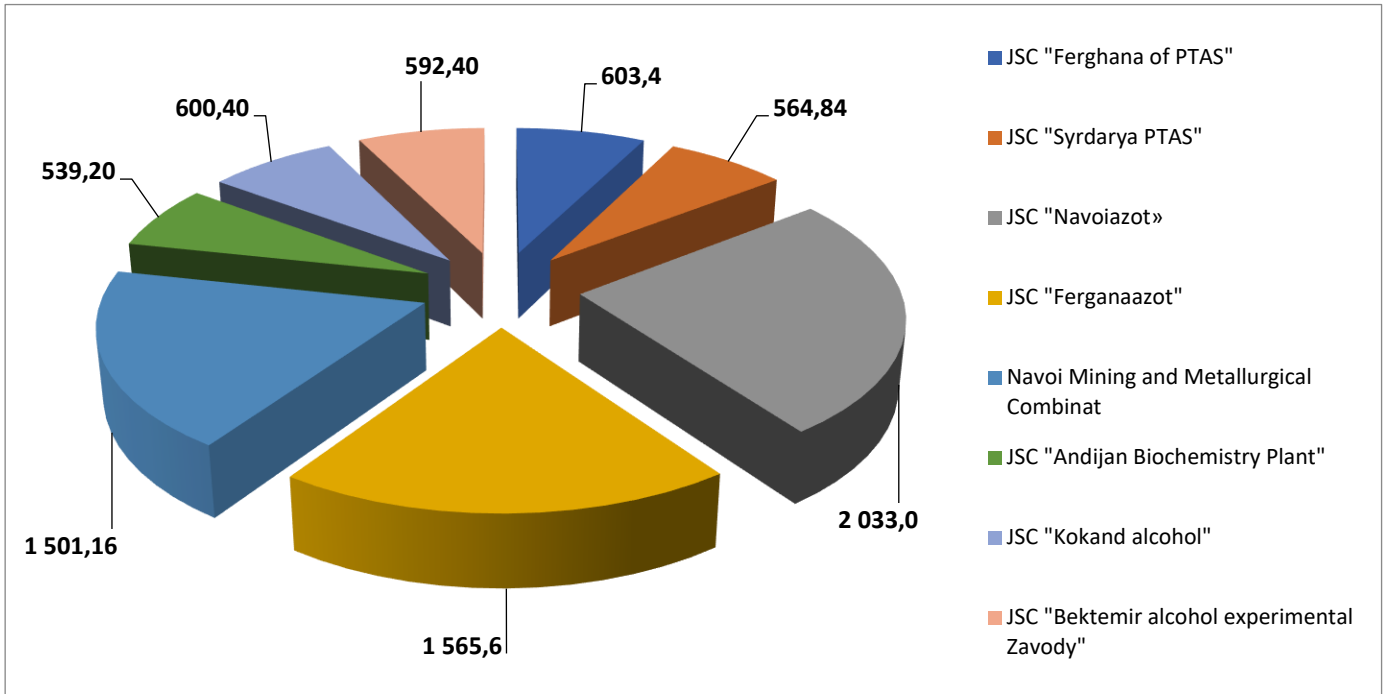
- own funds of organizations and enterprises involved in the implementation of energy saving programs;
- funds received from the cost of energy resources saved as a result of investment energy-saving projects;
- credit facilities of commercial banks;
- obtaining capital through the market of credit resources (funds of IFIs) and funds of leasing companies in the implementation of program investment energy-saving measures;
- funds raised in the implementation of international and interregional energy and environmental programs and projects related to improving energy efficiency;

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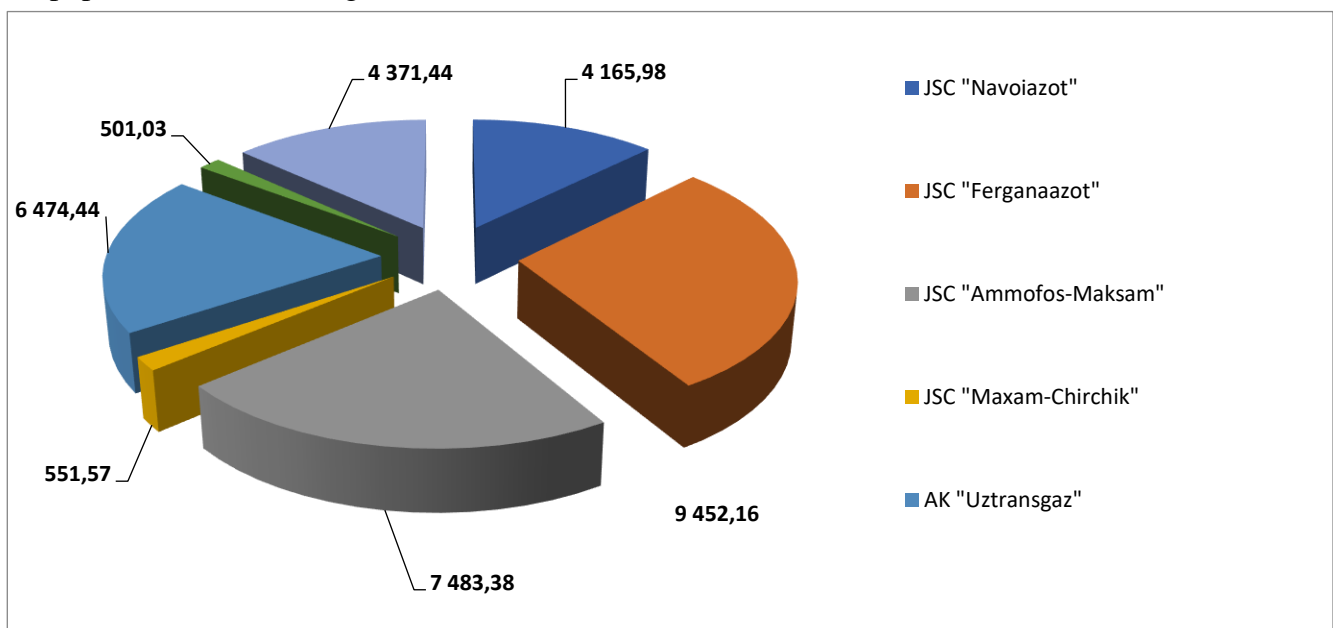
- external investment.

With the example of Uzpromstroybank, you can view and analyze energy-efficient projects funded by the World Bank.

**Placement of raised funds in the amount of 8.0 million USD dollars
(I-stage of raising funds by the Bank)**



The diagram shows that the funds raised by the World Bank were mainly used for the modernization of large state-owned enterprises. Initially, the World Bank's financing program itself was focused on modernizing state-owned enterprises, thereby providing employment for the population and reducing environmental, social and environmental risks.



**Placement of raised funds in the amount of 33.0 million USD dollars
(II-stage of raising funds by the Bank)**

Also in this chart, you can see that the funds raised by the World Bank were mainly used for the modernization of large state-owned enterprises.

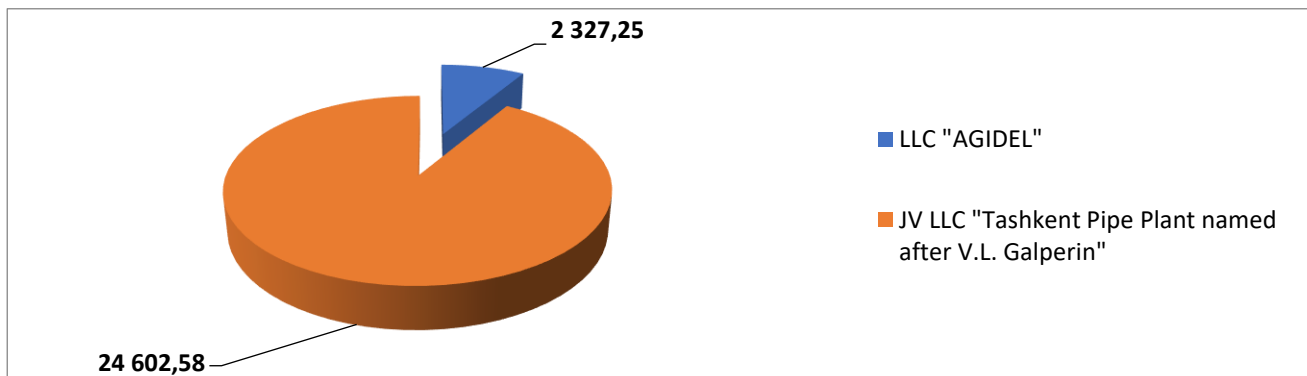
**Placement of raised funds in the amount of 50.0 million USD dollars
(III-stage of raising funds by the Bank)**

In this diagram, you can see that the funds raised by the World Bank were mainly directed to the modernization of the private sector of the economy, LLC "AGIDEL" whose activity is the production of cardboard products, JV LLC "Tashkent Pipe Plant named after V.L. Galperin" activity is the production of metal products.

After analyzing the charts, we can conclude that the World Bank's policy is gradually shifting from financing large state-owned enterprises to financing the private sector of the economy. This is evidence of the increased confidence of the World Bank in commercial banks for their funds in the joint implementation of social and environmental projects.

This is where some problems arise in financing energy efficiency issues, these are mainly related to the main activities of borrowers, the availability of own funds in the implementation of a new project, etc. Also, the main problems in the organization of Bank lending to energy-efficient projects are insufficient or limited cheap resources from commercial banks, the complexity and significant complexity of the process of analyzing economic activity and the implementation of comprehensive measures in accordance with the requirements of the social and environmental standards of the IFI and the relevant guidelines for environmental protection, a certain system of environmental and social risk management of the Bank. Using the example of Uzpromstroybank, the system of which is currently being transformed with the help of the IFC, we can look at some ways to solve the problems of financing energy-efficient projects. Together with IFC, the Bank is creating an independent Green banking Department whose main task is to become one of the first green banks, to develop green Finance steadily, improving together with clients and partners, reducing the impact on the environment. In order to further improve the management activities, IFC have developed a policy and procedure for the management of ENVIRONMENTAL and social risks in the Bank's credit and investment activities. They are aimed at ensuring the long-term sustainable development of the Bank and its clients through the management of environmental and social impacts and risks, and establish mandatory environmental and social requirements of the Bank for funded projects.

In our opinion, the main problems of lending can be solved by such measures as:



- development of separate regulations in the Bank for consideration and assessment of environmental and social risks associated with the activities of borrowers;

- improve and expand the credit risk insurance system by offering various options to the borrower;
- ensure transparency of information, in particular, the commercial Bank's internal and external sources of small business lending, the cost of the proposed resources, and the procedure for calculating the interest rate, so that the potential borrower clearly understands how much the loan will cost him;
- encouraging clients to conduct business in accordance with the requirements of national legislation in the field of environmental protection, labor relations, occupational health and safety, and social aspects, as well as the application of best international practices in the field of environmental and social impact and risk management;
- compliance with legislation, State standards and regulations in the field of environmental protection, health, safety, occupational health, labor relations, protection of human rights and freedoms and other social aspects;
- ongoing measures to minimize environmental risks, reduce the negative impact on the environment, prevent possible accidents, as well as increase energy efficiency and resource conservation of enterprises, including through the introduction of modern technologies, equipment and materials that reduce the negative impact of activities on people and the environment;
- implementation of work aimed at preventing and reducing social risks and increasing social responsibility;
- implementation and application of best environmental and social practices in the implementation of activities and projects on the recommendation of the Bank.

We believe that the solution to the problems discussed above and the measures proposed by us will contribute to the effective organization of the credit process in commercial banks in the future.

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Image Skills in Iqbal Mirza's Poetry

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Abstract: *This article analyzes the lyrical experience and artistic imagery in Iqbal Mirza's poetry on the basis of poetic examples.*

Keywords: *folk melody, lyrical experience, fine art, allegory.*

When a human being is the greatest of all creatures, his emotions and feelings have a miracle in understanding his psyche. It is from these miracles that life is created, and poets are the creators who breathe and draw strength from the roots of the great tree called the heart.

Poetry is destiny. The pain of the poet, the cry of the poet's heart, has the power to understand and feel not only his inner world but also the rebellion of others. The poet chooses a word from which he works miracles. Each word creates pearl particles. The most interesting thing is that if a particle is useless, the defect is obvious. That is why it contains heart-wrenching lines that cause tiny pearls to fall out of the clouds. Poetry is an example of a fruit cut from a tree called the heartbeat. If the work finds its reader over the years, then the artist has achieved his goal.

At the end of the twentieth century, poetry began to express an international tone. The tradition of "experimenting" with this method of expression has taken on a special character. It's more of a tradition. Especially in the works of such artists as Muhammad Yusuf, Sirojiddin Sayyid, Mahmud Toir, and Iqbal Mirza, there is a methodological "closeness", a new spirit, a new mood. At the beginning of this line, Muhammad Yusuf distinguishes the emotions of thousands of poets from the subtle secrets of the heart with the singing of light, kindness, and fidelity. The international style and patriotism in his poems led to the entry of the next generation into the creative world.

Literary scholar Kazakboy Yuldashev said: "Poetry has become a leading form of our national literature since independence. Poems by Rauf Parfi, Halima Khudoiberdiyeva, Iqbal Mirza, Bahrom Ruzimuhammad, Muhammad Yusuf, Fakhriyor, Zebo Mirza, Tursun Ali, Askar Mahkam, and Halima Ahmad show that the perception of the world has reached a new level. In the poetry of this period, the emphasis is not on sharp speech, wise expression, exhortation, or teaching of the mind, but on the depiction of complex, anonymous scenes of the human soul. The study of the layers of emotions, the poetic attempt to discover the rich and colorful climates of the human psyche, is intensifying.

In this study, we focus on the expression of lyrical experience and artistic means in Iqbal Mirza's poetry. In Iqbal Mirza's poetry, the lyrical experience includes three periods: yesterday, today, and tomorrow. Experience is the essence of every poem. In particular, in the poems of Iqbal Mirza about the Motherland, created in recent years, the lyrical experience is reflected in the examples of historical figures and historical monuments. In the poems of the poet, the ideas of understanding and appreciating the Motherland are expressed in harmony. For example, in the poet's poem

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"Margilaniylar", the harmony of yesterday with today is, in a sense, the contribution of history to today:

They are all craftsmen,
Complaining about time and space.
Take the Great Silk Road,
The king gave the atlas to the people of Margilan.

In this poem, he describes the hard work of the people of Margilan today, glorifies the world-famous atlases, and connects them with the Great Silk Road, which is one of the historical monuments. The most basic feature of a lyrical experience is also its sincere expression. The more sincere the feeling, the closer it is to the heart. The diversity of such sincere feelings in Iqbol Mirzo's poetry can be conditionally divided into three:

The first is feelings of love;

The second is a socio-political issue;

The third is the unique, vibrant, unique colors that glorify the Motherland;

In his autobiography, the poet said, "Love touched me, and later this country became the love of the motherland." The author's love songs attract everyone and show an invisible but heart-warming supernatural intimacy. In particular, in the poet's poem "Smile,

"How sweet is this happiness, this purity!

Love dice from head to toe.

It is as clean and pure as a summer morning.

Love begins with a smile.

When the creator describes love, he simply tells the reader that it is very sweet happiness, that it is as clear as a summer morning, and that it all starts with a smile, but the lyrical protagonist in the second verse analyzes these verses as a head or a human member. :

So how sweet is this happiness,

This purity, So bitter is this pain,

This suffering. It ends with tears,

Though Love begins with a smile.

If in the first verse of the poem he says that happiness is sweet, now he uses its synonym, the word sweet. The meaning of the verse "Love from head to toe" is proved in the third and fourth verses. Since the end of a love affair with a smile is a tear, it has to be interpreted as "the first thing that hits you in the head." Through this poem, Iqbal Mirza, with his sincere, simple, melodic lines about love, instinctively puts a "Smile" on the face of a person as the subject of a poem.

The quartets of the poet's work also deserve special recognition. Although this genre occupies a small part of the creative work, it differs from other poems in terms of meaning:

I was sick and the doctor said I was going to die.

In the evening, I went to dig a grave for myself.

But the doctor was interrupted in the morning,

I left my doctor in that grave.

In this "Patient" quartet, the poet's visual skills play a leading role. In this poem, the poet invites the reader into a whirlpool of spiritual experiences. In particular, in a number of poems, such as "Let's see," "To the star," "A look," and "Local," we see that the poet's lyrical experience is described in a very attractive way. Iqbol Mirzo's poetry is diverse. Sometimes it is a combination of nature and love. The rhymes are dark, the melody is fluent, and the lines are so full that they complement each other. For example, in the poem "Souls" the tone and meaning form a whole:

On a round earth balloon

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Light as air particles
 In the presence of a billion people,
 He has a heart, but no heart.

In the poem, the poet uses the art of rhyming the earth like a balloon. It leaves a very nice image, especially in the last paragraph. Although the words "heart" and "soul" form a whole, in the eyes of the poet, these qualities contradict each other. Tashbeh is one of the most widely used forms of poetry in Iqbol Mirzo's poems. In each verse of the poem "Seni deb," we see the use of metaphors:

Cruel, obstinate teen trades that soften
 Trading that sets prices in the market.
 A string of beads made of black pearls,
 Heart-wrenching trades.
 Eshan is obsessed with chickens and black game,
 He has drums, drum, and a mouth full of corn.

In the fourth verse, the creator again uses the image of a balloon. In the poem "Hearts" he likens the earth to a balloon, and in the above verse he compares the heart to a balloon, and in the next verse he makes an even more beautiful analogy:

When the ant spreads, you set the table,
 You break rat nests in search of food.
 Wrap the moon around your skirt like a cake,
 You hang the body of a swallow on a rose.
 Make the eyes black and white, black and white,
 Make rice soup from baby milk teeth.

In the last stanza of the band, the poet uses the art of non-traditional metaphor, likening babies' milk teeth to rice. The fourth line, "Hang the Swallow's Body on a Rose," invites the poet to reflect on the second verse of the poem:

As I saw the reflection of my God in the pool,
 it was like seeing clouds and fish dancing.
 Green sun, blue stone, purple eyes,
 It's like seeing the lust of man and Eve.
 I hit my face with water, I wronged my face,
 I wronged myself, I wronged my eyes.

In the second line, the movement of clouds and fish resembles a dance. In the third line, we see the "green sun", the earth turning green as a result of the rays of the sun, the "blue stone," the underwater state of the rock, and the "purple eye," the heart of the lyrical hero. 'points to the lines you wrote. In the fourth verse, there is a reference to the story of Adam and Eve. In general, every poem is born on the basis of the poet's experiences, life lines, and life lessons. As the image becomes more sincere and beautiful, the poet grows taller and his pen sharpens. Whether it is Iqbol Mirza's poems on love, homeland, life, or social issues, all of them are full of lines and events born of the poet's feelings. The ideas of patriotism, respect for human feelings, and, most importantly, human self-awareness are the basis of his creative poems. As the teacher Ozod Sharafiddinov said: "In order to understand the discovery made by the poet, one must, of course, rise to the heights of that discovery." Only when the human heart beats with the poet's heart, when the human heart is thirsty for the delicacy of the poet's heart, can the author realize the sublime beauty that develops only when he opens the door to beauty like the heart. That's the decent thing to do, and it should end there. "

In sum up, Iqbal Mirza's poems are by a highly skilled poet who was able to combine the personal pains of man with the pains of humanity and humanity into his personal pains. It is important to

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discover the beauty that sprouts like a poet's heart in order to understand the poet's delicate emotions, lyrical experiences, and visual means.

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Plastic surgery of defects in the bones of the cranial vault with a carbon implant

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Abstract: The analysis of the results of surgical treatment of 67 patients with defects of the bones of the cranial vault previously operated for traumatic brain injury. Indications for surgical treatment are indicated depending on the size of the bone defect. Carbon composite material was used as a bone-plastic material. In most cases, a good result was obtained - 86.5%.

Keywords: skull fracture, bone defect, primary, delayed cranioplastics, reconstructive surgical operations.

Relevance. Surgical interventions for the removal of brain tumors, traumatic brain injury are characterized by the formation of postoperative defects of the bones of the cranial vault. Despite the continuous creation of new techniques and materials for the reconstruction of cranial arch defects, the problem of cranioplasty is still relevant. To date, there is no consensus and algorithm for choosing materials and deadlines for cranioplasty.

There are a number of requirements for modern materials:

1. Biological compatibility;
2. No carcinogenic properties;
3. Plasticity;
4. The possibility of sterilization and combination with adaptive technologies;
5. Compatibility with neuroimaging methods;
6. Resistance to physical and mechanical loads;
7. Low level of thermal and electrical conductivity;

8. Optimal cost;

9. Low risk of infectious and inflammatory complications.

The purpose of the study. The aim of this study is to improve the results of surgical interventions using carbon implants for cranioplasty.

Material and methods of research.

This work is based on the analysis of the results of surgical treatment of 67 patients with traumatic brain injuries treated in the neurosurgical department of the Andijan branch of the RNCEMP from 2013 to 2019. By gender distribution: men – 53 (79.1%), women - 14 (20.9%). The age of patients is from 25 to 55 years. According to the mechanism of the injury received: road – 34 (50.7%), beatings – 21 (31.3%), household – 9 (13.4%) and industrial – 3 (4.5%) patients. Decompressive bone resection trepanation of the skull was performed for all patients due to the injury. According to the location of the skull arch bone defect: frontal – 5 (7.4%), temporal – 21 (31.3%), parietal – 39 (58.2%) and occipital – 2 (2.9%) patients. The reasons for the repeated treatment of patients were: persistent headaches, epileptic-like seizures, fear of repeated traumatization of the brain, the presence of a cosmetic defect.

All patients underwent a comprehensive clinical and instrumental examination, craniography, and multispiral computed tomography (MSCT) was performed in 62 (92.5%) patients. According to the size of the skull bone defects are divided into: small (up to 10 cm²) — in 25 (37.3%) patients, medium (10 to 30 cm²) — in 36 (53.7%), large (30 to 60 cm²) — in 6 (8.9%). Reconstructive surgical interventions for skull bone defects were carried out within a period of 24 days to 3 years from the moment of injury. Primary cranioplasty was performed in 3 (4.4%) patients, 48 (71.6%) were operated on within 6 months after the injury, 13 (19.4%) from 6 to 12 months, and 3 (4.5%) patients were operated on later than 12 months after the injury.

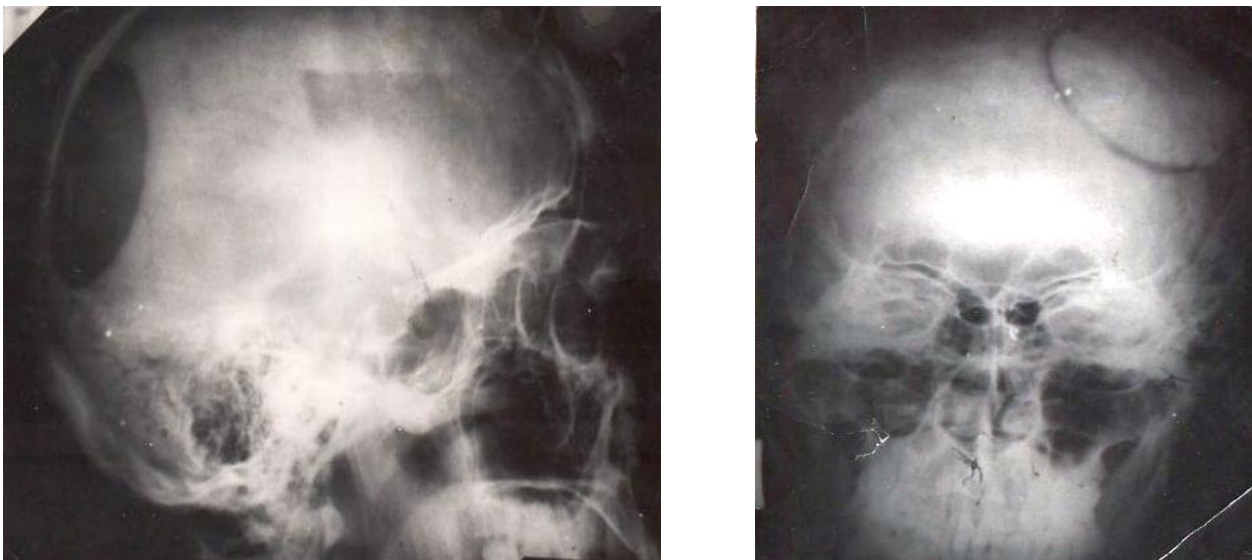


Fig.1 X-ray of a patient with a defect in the bones of the cranial vault (before and after surgery for defect repair).

Primary cranioplasty was performed under the condition that there were no signs of significant damage to the brain substance and pronounced cerebral edema. The rest of the patients underwent repeated surgical interventions to eliminate defects in the bones of the cranial vault within the specified time frame.

In order to eliminate defects in the bones of the cranial vault, carbon implants of 2 types were used:

- 1 non-contrast carbon composite implants;
- 2 contrast carbon composite implants.



Fig.2 Types of carbon implants used.

All surgical interventions were performed under general anesthesia. Surgical technique for performing cranioplasty in all patients is standard. Initially, external meningeolysis was performed with subsequent implantation of the plate: the carbon implant was installed in the defect joint to joint and fixed with bone sutures; The sutures were removed 8-10 days after the operation.

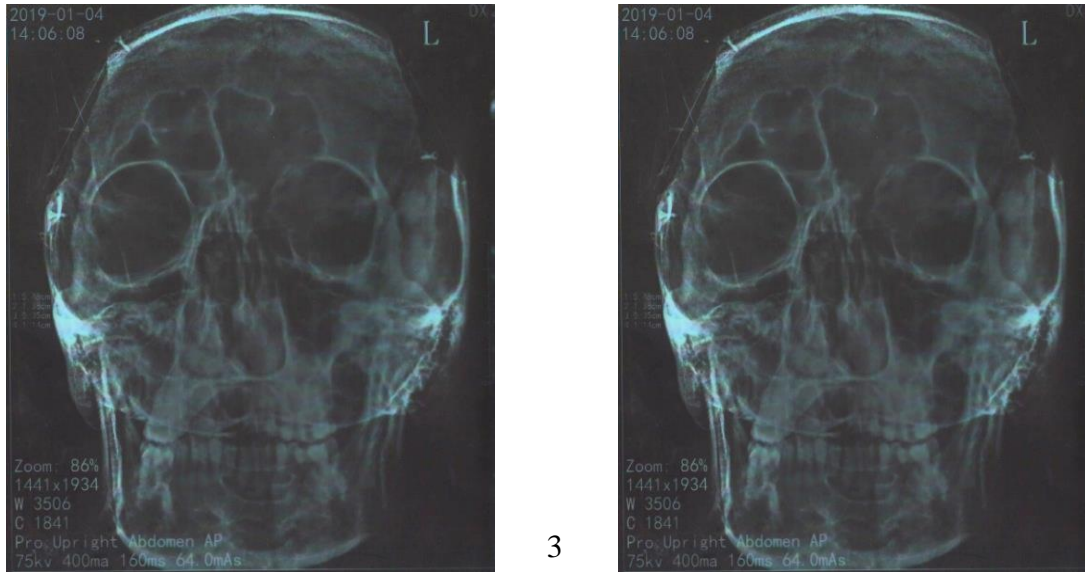


Fig.

3

Radiograph of the patient after surgery (fastening with titanium screws)

Results and their discussion.

When analyzing the effectiveness and advantages of using implants, attention was paid to the possibility of intraoperative modeling of the implant shape. The biological compatibility of carbon materials is high, which has been proven in clinical and experimental studies. The clinical efficacy of cranioplasty was evaluated by analyzing the quality of life of patients using a unified, generally accepted for patients in the intermediate and long-term period of TBI, the Glasgow outcome scale. Taking into account the single pathogenetic mechanism of the effect of the closure of the skull bone defect on the patient's condition, the clinical response to surgery was evaluated in all patients. Consequently, the restoration of the tightness of the skull and the elimination of the cosmetic defect.

Consequently, the restoration of the tightness of the skull and the elimination of the cosmetic defect caused the elimination of the “trepanned” skull syndrome. The cosmetic result of 58 (86.5%) patients was subjectively assessed as good, 9 (13.4%) — satisfactory, due to pronounced scarring of soft tissues. Reactive seroma occurred in 6 (20.6%) patients 3-7 days after surgery, single or double percutaneous aspiration was performed. The tissue reaction was caused by a significant area of the wound surface and the need to mobilize extensive muscle-fascial flaps, manipulations in the area of basal venous collectors of the integumentary tissues of the head. After surgery, complications were observed in 4 (5.9%) patients, including hemorrhagic — in 1 (1.4%), infectious and inflammatory - in 3 (4.4%). Superficial wound infection was eliminated in 2 (2.9%) cases with the help of antibacterial therapy.

Conclusions 1. Analysis of the results of neurosurgical treatment of 67 patients for post-traumatic defects of the skull bones indicates the possibility of using carbon composite materials for cranioplasty.

2. The use of implants is not indicated for patients in the presence of infectious and inflammatory complications with lesions of the soft tissues of the head, skull bones, central nervous system in the anamnesis, regardless of their prescription.

3. The inclusion of antibacterial agents in the structure of carbon materials will allow the use of these implants at a high risk of inflammatory complications. The introduction of carbon composite material will create conditions for the use of this material in emergency and elective neurosurgery.

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On the issue of surgical methods for the treatment of dislocation syndrome in supratentorial brain tumors.

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Abstract: *In this work, we present the results of our own retrospective studies, the material for which was the case histories and the results of surgical treatment of 43 patients with supratentorial brain tumors with dislocation syndrome. The surgical approach varied depending on the location, volume of formation, general condition of the patient and the degree of dislocation of the brain.*

Key words: *supratentorial brain tumors, dislocation syndrome, surgical treatment, outcome.*

Relevance.

Neuro-oncology is one of the most complex areas of modern neurosurgery. Among all neoplasms of the human body, brain tumors range from 1.6% to 2.5%. Among brain tumors, glial tumors of the large hemispheres range from 37.3% to 56.5% [1]. By localization, tumors of the frontal lobe – 19.7%, temporal lobe - 21.1%, parietal lobe - 9.3% and cerebellar tumors - 15.1%, brain stem tumors - 2% of cases.

Treatment of glial brain tumors is one of the most difficult problems not only in modern neurosurgery, but also a social problem. This is due to the fact that this pathology occurs most often at a young, able-bodied age - from 20 to 45 years. The choice of therapeutic tactics for brain tumors of various histological structures is considered quite difficult [3]. The choice of therapeutic tactics, method and method of surgical intervention predetermine the biological properties of the tumor. The choice of the method and method of surgical intervention, the postoperative state is also influenced by the stage of the clinical course of the tumor process [2]. In order to improve the results of surgical treatment, scientists have developed combined methods of treatment, including chemo- and radiation therapy [4]. Despite this, the postoperative mortality of patients with brain tumors remains high and amounts to 2.7 - 11% of cases. Postoperative survival of patients ranges from 1 to 5 years [1].

The aim of the study is to improve the results of differentiated surgical treatment of patients with dislocation syndrome in brain tumors.

Material and methods of research.

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A retrospective analysis of the results of surgical treatment of 43 patients with brain tumors who were in the neurosurgical department of the Andijan branch of the RNCMP from 2014 to 2018 was carried out. The age of patients is from 20 to 60 years. In the distribution by gender: men - 14 and women – 29 patients.

In the preoperative period, all patients underwent clinical neurological and instrumental research methods. In all the examined patients, general cerebral symptoms and signs of damage to the corresponding hemispheres of the brain were revealed by the type of hemisymptomatics.

According to the stage of the disease in the compensated state - 29 patients, subcompensation - 10 and decompensation – 4 patients.

MSCT and MRI studies of the brain were performed, which made it possible to accurately determine the localization, size, depth and relationship of the tumor with the surrounding brain tissues before the operation. Also, in 11 cases, signs of brain dislocation were revealed.

Based on the obtained research data, an operation plan was drawn up before the operation, taking into account the stage of the disease and the degree of dislocation of the brain:

1. Bone-plastic trepanation of the skull, total /subtotal removal of the tumor (compensated stage of the disease) - 29 patients.
2. Decompressive bone resection trepanation of the skull, total/subtotal removal of the tumor (subcompensation stage) - 10 patients.
3. Decompressive bone resection trepanation of the skull (decompensated stage) – 4 patients.

Results and their discussion.

When patients were admitted to the hospital in a compensated stage and without signs of brain dislocation, total removal of the hemispheric tumor was performed in 23 patients, subtotal removal in 6 patients. In patients admitted at the stage of subcompensation and with the presence of initial signs of brain dislocation, all 9 patients were treated. In patients at the stage of decompensation and the presence of gross signs of dislocation and infringement of the trunk, only decompressive trepanation of the skull was performed. The purpose of the operation in this case was to eliminate the signs of brain injury.

The results of the surgical treatment showed that the degree of compensation has a significant impact on the outcome of the operation and on the further quality of life of patients. In patients of group 1 operated at the compensation stage, regression of neurological symptoms was observed in 78% of patients, the postoperative period proceeded without complications.

In group 2 patients admitted at the subcompensation stage, good and satisfactory clinical results were registered in 63% of patients.

In patients operated at the stage of decompensation with pronounced signs of brain dislocation, a satisfactory result was noted only in 1 (25%) patient, the remaining 3 patients had a fatal outcome.

Conclusions.

1. Based on the conducted research and treatment of patients, it can be concluded that obtaining good and satisfactory results depends on the time of treatment and the stage of the disease.

2. Localization, size and degree of tumor growth have a significant impact on the severity of cerebral, focal symptoms and brain dislocation.

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SPECIFIC FEATURES OF DEVELOPMENT OF CREATIVITY OF BACHELOR STUDENTS OF PEDAGOGICAL EDUCATION

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Abstract: *This article describes the content of the educational process, the signs of creativity, the stages and stages of development of creativity, aimed at the development of creative competence in university students. The importance of a set of skills and effective methods and tools that allow teachers to organize creative activities is also highlighted.*

Keywords: *student, creative competence, creative thinking, development of creative competence, signs of creativity, skills, methods, tools.*

It has not yet been so long since the concept of “creative pedagogy” began to be used in modern pedagogy. However, the need to decide innovative and creative approaches to the teaching process ensured the formation of “creative pedagogy” as an independent subject among the pedagogical category subjects. The basis of this subject is the history of pedagogy, general and professional pedagogy, psychology, methodology of teaching private subjects, educational technology and methodological ideas of such subjects as professional ethics. The general basis of the science of “creative pedagogy” serves to create the necessary conditions for professional development of specialists, including future specialists. The professional development, development of an individual as a specialist, in its essence, is manifested in a process manner. Professional maturity important periods of human ontogenesis begin with the discovery of professional perfection, the decision-making of the ideas of development (14-17 years), the process of the completion of professional activity (55-60 years). The formation and development of a creative person depends on the mutual compatibility of changes in his internal and external world, socio-economic conditions, as well as on the human ontogenesis-continuity from birth to the end of his life, the content of activity that dictates succession. It is known that professional experience is reflected as the integration of knowledge, skills and skills. However, mastering the skills of professional activity requires not only the integration of practical skills and skills, the development of methods and tools for effective organization of activities as a specialist, but also the awareness of the methodology of professional creativity, the development of creative thinking and the adequate assimilation of personal qualities of creative character. 4 the formation of a creative person can be defined as the development of an individual in the field of creative activity and the creation of creative products, performed in a mutually appropriate manner. The pace and coverage of this process depends on biological and social factors, the activity and creative qualities of the individual, as well as the existing conditions, vital and professionally conditioned phenomena. In modern conditions, it is necessary for a teacher to have creative qualities. In recent years, special, serious attention has been paid to the formation of creative qualities in students and students in the educational system of the leading foreign countries. I do it Bronson, Merryman (2010 y.), Ken Robinson (2007 y.), Fisher, Frey (2008 y.), Begetto, Kaufman (2013 y.), Dead (2011 y.), Treffinger (2008 y.) and b. many studies conducted by their results can be seen. The

only one prepared by Ken Robinson in 2007 year “does the school destroy creativity?” the title video footage has been watched over 5 million times on YouTube. It remains to be noted that teachers have seriously entered into the study of the basics of creativity (Begetto, Kaufman, 2013 y.). Creative approach to pedagogical activity in teachers formation of skills, skills and development literature is published, non-traditional lessons are organized based on video footage prepared by the Department of Education (Ali, 2011; Department of Education, 2013.). Despite the fact that a lot of practical work is being done, many teachers are still not yet able to master the experience of how to effectively formulate the qualities of creativity in themselves and in students. Management bodies of the educational system annually focus on achieving high productivity in educational institutions. For this purpose, a training program will be developed, new textbooks will be created. This will help both students and teachers to grow professionally. The practical actions carried out will bring about the achievement in the students, the need for the pursuit of progress in a particular tool, the development of their learning and cognition skills to some extent will help. However, by the end of the academic year, higher education institutions have seen positive results in the higher level of students ' science acquisition. The interest of many students towards learning has been lost. As a result of this, teachers do not even think about organizing professional activities with pleasure enthusiasm as before. The situation remains unchanged, although the governing bodies of the educational system have established new measures to change the activities of students who do not have the desire or desire to receive education, teachers who do not want to train such educators. What is the reason for this? Perhaps the pre-thinking and planning of the lessons will not be of interest to the students, but the fact that the content of education is put into a certain template will not give any incentive for the students, not an incentive. Abandonment of the pre-planning of educational activities, the formation and development of critical, creative thinking in students, their creative thinking, forcing them to think about new ideas have been the main factors in changing the attitude to education, encouraging them to achieve achievements. The missing factor in training is creativity. In order to fully understand the general essence of the process of developing the qualities of creativeness in a person, initially it is required to understand the meaning of the concept of “creativity”. According to Ken Robinson “ ” creativeness is a set of original ideas that have their own value” (Azzam, 2009 y.) counted. And Gardner explains the concept in his research as follows: “creativity is a practical action carried out by an individual, which must reflect a certain novelty in itself and have a certain practical value.” Emebayl (1989 y.)if expressed from the point of view of the approach, creativeness means “having a high level of unusual skills, along with a thorough knowledge mastered in a particular field”. In many studies, there is a link between intelligence and creativeness, especially with different views. While a group of researchers estimate that there is no correlation between them, representatives of the second group argue that the level of creativity and intelligence is interconnected (Kim, 2005 y.). The concept of “creativity” reflects cultural diversity in itself. For Western men, creativeness is generally considered a novelty. They draw attention to the fact that on the basis of creativeness there is unconventional, curiosity, imagination, a sense of humor and freedom (Myordok, Ganim, 1993 y.; Sternberg, 1985 y.). And the Orientals, on the contrary, understand creativeness as the process of Re-Birth of goodness (Hui, Sternberg, 2002 y.; Rudovich, Xui, 1997 y.; Rudovich, Yue, 2000 y.). Although the views of Westerners and Orientalists on creativity are different, however, representatives of both cultures highly appreciate this quality and ownership (Kaufman, Lan, 2012.). Many teachers believe that they do not have the ability to creativeness in themselves. This can be motivated by two different reasons: firstly, most teachers are also not able to adequately explain what actually means the concept of “creativity”; and secondly, they are unaware of what attributes are reflected directly on the basis of creativeness. At the same time, it is worth noting that

each person has the ability to creativeness by nature. Well, how can teachers show that they have the ability to creativeness in themselves. In this place Patti Drapeau gives such advice: “If you think that you are not creative, then I advise you to start organizing lessons that have already been focused on creative . In fact, the point is not when you are creative and creative or not, but when you organize classes in the spirit of creativity and strive to try new ideas in practice. 5 according to Patti Drapeau's point of view, creative thinking is primarily a comprehensive thinking on a particular issue. Comprehensive thinking requires students to rely on many ideas in carrying out their teaching tasks, issues and tasks. In contrast, one-sided thinking represents the justification for the only correct idea. One can not deny one of the unilateral and multilateral views on the issue in the proceedings. Consequently, one and all-round thinking is equally important in the formation of creativity. That is, to complete the task, when solving the issue, the student looks for several variants of the solution (multilateral thinking), and then stops at the only correct solution that guarantees the most optimal result (one-sided thinking).

Creativeness of a person is manifested in his thinking, communication, feelings, certain types of activities. Creativeness characterizes an individual as a whole or as its specific characteristics. Creativeness is also reflected in the essential factorifidor. It remains to say that creativeness determines mental acuity,”it ensures active involvement of students ' attention in the educational process." Teachers, like specialists from all fields in foreign countries, determine the presence and degree of creativeness in themselves. For this they E.P.It is based in 1987 year by Torrens and passes the test, which determines the creative thinking of the individual. This test provides an opportunity to assess personality creativity and its level on such criteria as activity in the organization of creative activity, quick thinking, specific (orginal) and improvement. The answers to the questions recommended by the reader should be satisfied exactly these four criteria. E.P.Torrens believes that on the basis of the concept of “creativeness” the following is covered.

The teacher's potential for creativity is reflected as its common feature. He is the first condition and the result of creative activity. This quality expresses the self-worthiness and readiness of the individual to manifest himself. It remains to say that on the basis of creative potential, the individual abilities, natural and social capacities of each Specialist are manifested holistically. Creative potential is closely related to creativity, oriented to the process of cognition. The creative potential of the educator is manifested in the following, in contrast to traditional thinking: - quickness and elasticity of thinking; i - the ability to create new ideas; - lack of thinking in one mould; - originality; - initiative; - tolerance to uncertainty; in order for the educator to have the potential of creativity, it is necessary to pay attention to the following in his professional activity: - creative approach independent study of experiments; - exchange views on pedagogical achievements with colleagues. The self-development and self-presentation of each educator is directly related to his or her creative abilities. Usually, the ability of educators to be creative is provided by the desire to solve pedagogical problems, carry out scientific research work or scientific projects and achieve mutual creative cooperation. The pedagogue does not remain creative in itself. His creative ability is shaped by consistent reading and learning, working on his own, over a certain period of time, and he gradually improves and develops. As in any specialist, the foundation is laid in the student's years so that future teachers have the ability to be creative, and consistent development is achieved in the organization of professional activities. It is important that the educator himself directs creative activity and can effectively organize this activity. In the organization of pedagogical creative activity, it is necessary to pay special attention to solving problematic issues, analyzing problematic situations, as well as creating products of creativity of pedagogical character. When solving problematic issues and situations, the teacher's creative

approach to finding a solution to the issue contributes to the development of emotional and will qualities in it. The educator confronts himself with evidence that contradicts his existing knowledge and life experiences by putting problematic issues before him. As a result of this, work on its own, it feels a need in relation to independent reading learning. Teachers should be able to provide students with free thinking in the lessons. In the same situation, their thoughts acquire creativeness. "In the lessons of creativity, it is worthwhile for students to feel free and memorable instead of izlash the only "correct" answer and to look for different solutions to the problems that have arisen. The more ideas and ideas they reveal, the more ideas will be creative (Simonton, 1999). Students may experience uncertainty when they use the "Smart attack" method. Directing students to the right path and then putting them on an independent "journey" in them is creative and, even more so, the aspiration to think about different ideas . As Chuck Djons said "" the occurrence of fear anxiety is present in any work based on creativeness; anxiety is a servant of creativeness " (Goleman, Kaufman, & Ray, 1992). Orientation of students does not depend on the teacher in the students form the ability to act in them automatically . High-grade students or qualified students of Higher courses take the process into small separate sections and stages, inspiring young and inexperienced students, which in place will have their own impact on the formation of Cretaceous skills (Amabile, 1998). Teachers serve as mentors in the development of criteria in providing resources to students, providing advice, providing guidance, determining their progress and success. Also, high-school students are interested not only in forming inner creativity, but also in working in small groups, giving creativity and comments (m: journey of consciousness, the limit of imagination, solving future problems, opening up and discovering innovation)". A teacher with a potential for creativity can demonstrate the following skills: - to determine the essence and significance of the task to be performed; - to be able to analyze the issue; - to make a plan for the solution of the issue; - effective methods for solving the issue (analysis, synthesis, induction, deduction, comparison, etc.- selection of methods of solving the problem; - justification and re-examination of the correctness of the decision made; - conducting a small research (research)in solving the problem; - formalization of evidence on the situation of the settlement of the issue, the course of the process and the generalization of the results of the settlement of the issue.

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SUBSTANTIVE (CONTENT-RELATED) CHARACTERISTICS OF DEVIANT BEHAVIOR AS A SOCIAL AND PSYCHOLOGICAL PHENOMENON

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Annotation. *The article is devoted to an important social problem of modern society - deviant behavior in the system of social relations. The article discusses the results of a theoretical analysis of deviant behavior. An overview of the development of this concept is given from ancient times to the present day. Conclusions were made on the substantive features of deviant behavior as a socio-psychological phenomenon. The materials of the article are of practical importance for psychologists, social workers and employees of educational institutions.*

Keywords. *Deviant behavior, reformation and correction of the personality, domestic and foreign researches on a problem of deviant behavior, personality and society*

The influence of deviant milieu on society, distribution of its morals, increase in number of different manifestations of deviance (criminal behavior, suicide behavior, dependent behavior), all this is a reality of a contemporary social situation. With respect to this, the study of problems of forming a deviant personality an impact of social relations on manifestation of deviations is of great importance. At the same time it is important to consider that the analysis of such a complex problem as deviant behavior is impossible in a separation from real interrelations of the personality with the milieu, taking into account only a limited set of factors.

Deviant behavior as a social phenomenon creates a set of problems of contemporary society and issues connected with it, the search for answers of which is very important. The solution of problems connected with the diverse forms of the person's behavior deviations lies not in one plane — it is multidimensional, and it explains the interest in this perspective by the scientists of all humanities. In the history of studying a problem of deviant behavior there were attempts of an unambiguous decision within one approach, however behavior of the person, and, therefore, and deviant behavior is the systemic phenomenon, dependent both on the intrapsychic determinants, and on a situation and a context (Zmanovskaya, 2004). Therefore, researches of behavioral deviance are conducted in psychology, sociology, pedagogics, philosophy, culturology, criminology, and many other disciplines. In the long term the systemic solution of various problems connected with deviant behavior is seen in a complex interaction of a set of disciplinary approaches. In case of such formulation of the question, in our opinion, the deviant behavior as an object of research appears not

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as a one-aspect phenomenon, and as a difficult, complex phenomenon, and the most promising, considering the nature of deviations of the person, will be a consideration of deviant behavior from positions of the social and psychological approach. To this end, to clear out the specifics of studying deviant behavior as a social and psychological phenomenon, it is necessary to address a more detailed analysis of various points of view on a problem of deviance of the person.

In modern science the problem of deviant behavior is well studied as there is a set of empirical researches and the developed composition of approaches explaining this phenomenon from various points of view (Durkheim, 1994; Zmanovskaya, 2004; Clayburgh, 2004; Kudryavtsev, 1989; Myasishev, 1998; Lorentz, 1994, etc.). There is a set of definitions of this concept within the most different theoretical orientations. At the same time, the process of knowledge of deviant behavior has not stopped: new researches arise that aim to look even more deeply into the essence of this object of study stimulating the emergence of new aspects of understanding this reality. Therefore, the development of a subject of deviant behavior continues, represented as the process of developing this knowledge, and as a process, having the history of its own and prospects. In this regard, to gain an insight into the essence of such difficult phenomenon as deviant behavior, it is also necessary to consider the development of studying various forms of manifestation of deviance in a historical retrospective, to retrace how the understanding and a concept of deviant behavior were taking shape, to reveal the tendencies which had established in researches of deviance in behavior and to plan the prospects of further studying the essence of the considered subject.

The interest to various sorts of violations of social and cultural norms by a person associated with issues of a substantial character of morality and immorality as well as with a possibility of preventing the formation of negative mindsets in an individual has been present in works of many thinkers, beginning with ancient times. Looking back upon the history of explaining deviant behavior it is important to note that earlier perceptions of deviant behavior are determined by generalized understanding of the world — a characteristic holistic perception of external reality peculiar of that period was not capable of understanding the variety of interrelations between people. First understanding of deviant behavior deals with person's acts that are disapproved of by society members which are disgraceful of the human's being from ethical points of view. Correspondingly, the first forms of social regulation were oriented towards the perceptions of what is good and appropriate and what is forbidden and rejected any deviations from the rules and customs established in the society.

The first philosophers who made a contribution to understanding the issue of deviance from the virtue were Socrates (V century B.C.) and his disciple Plato (V century B.C.). They believed that a man committed an evil act unintentionally, not knowing what the good was, if he knew what the virtue was then he was capable of big-hearted deeds (Skripnik, 1992). According to Aristotle (IV century B.C.) manifestations of moral evil acts are associated with the violation of the golden mean principle: the vicious deeds are those which were committed in each certain case “with outrunning

the ones in an excessive way or in a defective way” (Guseinov, 2002). The position like that in the issue of deviance in behavior represents the first rudiments of the category “norm”.

Theocentric understanding of the world was characteristic of the Medieval period since religion was a dominant factor of social and moral outlook of that time. That is why the major problem connected with man’s behavioral deviations was the problem of theodicy caused by a conflict between the absolute virtue of the Lord and real existence of the evil in the world. G.V. Leibnitz (1646-1716) in a self-named treatise explains the moral evil by an imperfection of things and deviant behavior is recognized as a sin, as a punishment for which the man endures physical sufferings that fell upon him because of the God’s will. The most significant philosopher of earlier Christianity — Augustin Aurelius (IV century B.C.) made an attempt to drive out the evil from the ontological environment that gave a conclusion that everything that came from God is good and deviant behavior of the person as well (Rabinovich, 1992).

In the epoch of New Time the problem of deviant deeds of a person from moral norms acquires a socially determined character. The first social thinkers in the framework of such understanding of deviant behavior was an English philosopher T. Gobbs (1989) who set his foot on a true scientific path, having turned down the idea of external divine power as a source of man’s behavioral deviations and a moral duty in the society. T. Gobbs (1989) asserted that by nature people wish what they like and under the influence of fear they try to avoid the evil that threatens them. The wishes themselves which come from living nature are not malicious but the actions that come from them and when they are in conflict with people’s duties.

After the Great French Revolution and the bourgeoisie started playing the dominant roles, German philosopher M. Stirner (1806-1856) went down in history as a clearly defined apologist of egoism — self-sufficiency of the person was in the centre of attention. In order to reveal the character of this self- sufficiency the philosopher considers the spirit as the most important factor of social and individual life. In the process of formation the spirit becomes separate from the flesh. Separation is perhaps Stirner’s central studied process. Denying all norms of behavior M. Stirner asserted that the primary source of right and morals was power and might of a separate person and consequently the problem of deviant behavior as such can not exist (Titarenko, 1984). The similar pattern of thoughts was refuted by the supporters of Marxism.

According to Marx (1818-1883) deviant behavior is caused by social injustice, associated with private property and exploitation of one class by the other. According to historical and materialistic doctrine it is the conflicts of material life, the existing conflict between production forces and production relations that can explain various forms or public conscience and its pathology. Notions of freedom, justice, right and politics, morals and religion and other superstructural phenomena and ideological forms (consequently, all range of relations, views and institutes in the field of socio-normative regulation and social deviations) are, according to Marxism, a product of historical development that is why their characteristics should be made up from certain historical positions.

Historical materialism refutes an approach to moral, legal, political and other ideas and norms as abstract “eternal truths”. This, of course, does not imply the denial of universal human values, “simple norms” and rules of human life (Kudryavtsev, 1989). Correspondingly, deviant behavior is the product of an individual epoch and it should be considered in the context of economic, political and socio-cultural peculiarities. The further history of studying deviant behavior is associated with the rise and development of capitalist relations in the XX century. The society in this period is in a great need for such knowledge which can be used in practice for the purpose of improving production processes. Such need for applied knowledge but not for speculative philosophic schemes gave a strong push to the development of natural science and science on the whole. The analysis of current processes and phenomena comes to the foreground with a systematic division of an object into separate objects for a more detailed study of the considered phenomena’ essence. That is why the XIX century became a starting stage for the development of disciplinary knowledge — in a number of scientific problems which were solved in previous years in the framework of philosophical speculations new objects start being identified for specific studies by separate disciplines. In particular, sociology, psychology start being distinguished in the field of philosophy, the fundamentals of biological researches are established.

The development of knowledge about deviant behavior was in the framework of these processes which starts being developed in the XIX century in the field of biologic and sociologic approaches. Scientists in this period consider deviance in human behavior not only as a moral —morality reality but as a phenomenon which was determined by a number of factors- on the one hand, by biological nature of the man on the other hand by events taking place in the society. Within the framework of the biologic trend of researches in the XIX century connected with the study of deviant behavior the works of an Italian doctor-psychiatrist Ch. Lombroso (1835-1909) should be noted first of all, who offered the biosociological theory that linked criminal behavior of the man with his anatomical organization. However, some time later, British doctor Ch. Goring (1870-1919) proved the incorrectness of Lombroso’s theory since there is a similar anatomical organization both in criminals and in people who never committed crimes.

A prominent place among biological theories is occupied by the evolution approach offered by Charles Darwin (1809-1882) on the basis of the natural selection and heredity. From the point of view of this approach, scientists consider various aspects of human behavior as a manifestation of hereditary programs of species. In the framework of the biologic trend the idea of Darwin’s evolution approach gained further development in K. Lorentz’s ethological conception who explains various phenomena of human behavior, for example, aggression first of all, by an inborn instinct of struggle for existence (Lorentz, 1994). V. Efroimson (1971), a genetic scientist is also a supporter of the evolution theory who proves that thousand years of evolution have created the prerequisites of successive vertical transmission for hereditary ethical reactions. In the framework of bio-criminology in the middle of the 1960-s in the XX century W. Pierce’s (1839-1914) studies were conducted. His studies lead to the conclusion that the presence of criminal chromosome in men identifies their predisposition to criminal behavior (Baron, 2000). At the same time the critics of this approach point

out that deviance of criminal chromosome carriers may not be the consequence of the chromosome abnormality but individual peculiarities associated with it.

Anatomical theory also gained development in the XX century explaining the nature of deviant behavior. In particular, W. Sheldon (1917-2007) substantiated a link between the types of somatic and physical constitution of a human and forms of behavior as well as between the types of temperament and behavior (Gippenreiter, 1982). Apart from traditional biologic theories new approaches arise linking deviant behavior with various factors. The influence of hormones is identified among other biologic determinants of deviant behavior. Dabbs (1917-2007) and Morris (1834-1896) on the example of 4 thousand war veterans came to the conclusion about the connection between the level of testosterone and inclination to anti-social behavior (Baron, 2000). The study of convicts in 1970 led G. Eisenk (1916-1997) to the conclusion that genetically laid individual and psychological characteristics of the personality correspond to an advantageous orientation of the personality that is an extraverted type of the personality characterized by his being turned towards the environment is more apt to commit crimes than an introverted one — concentrated on his own interests (Selchenok, 2000). Other researchers point out a stable link between a chemical dependence and such characteristics as elevated sensitivity and a declined ability to endure stress (Nelson-Jones, 2000). Additional biological factors of deviant behavior can be: brain injuries, organic brain diseases, certain properties of the nerve system.

In the framework of the sociological field of studying deviant behavior in the XX century E. Durkheim's Lorentz (1994) anomie conception within which deviant behavior is considered as a consequence of normative and axiological disintegration of the society (Durkheim, 1994). E. Durkheim's ideas got further development in the works of V. Pareto (1848-1923), R. Merton (1910-2003) recognizing contradictions between groups and various social forces for example, innovators and conservatives as key causes of deviant behavior (Kravchenko & Dobrenkova, 1996). Another conception that became wide spread in the XX century was a conception connected with the analysis of the interaction types between the society and a deviant. Sociologist G. Bekker's theory is referred to such kind of theories which is called "the stigmatization theory" since it explains deviant behavior by the capability of influential society groups to brand members of less influential social groups as a "deviant" (Becker, 1961). Another representative of the stigmatization theory I. Hoffman (1984) distinguishing three types of stigmas divided dichotomically into "normal" whose behavior coincides with socially expected and "stigmatized" whose appearance and way of life deviates from commonly accepted norms of one or another social community (Hoffman, 1984).

According to another sociological theory — investing, the essence of deviant behavior consists in the absence of any values in the life of a person (Ritzer, 2002). Attachment theory or differential communication defines the essence of deviant behavior as a loss of the tendency by the people to show affection or even to love those whom they are attached to (Ritzer, 2002). The essence of deviant behavior can be described by means of a notion "social role". So, according to the role theory of social behavior people can assume various roles including as deviants (Dobrenkova, 1996). On the

whole, in the XX century further differentiation of deviant behavior goes on which is expressed in the development of a great number of approaches in the framework of various disciplines. In this regard, one of the most fruitful areas of studying deviant behavior in the XX century was a psychological one aiming to find the causes of behavioral deviances in the mind of a person, in changes of the personality structure, a special organization of various spheres of consciousness, that is in the inner world of a person.

Psychodynamic theories that came from the psychological analysis of Z. Freud (1856-1938) reveal the origin of deviance in the man's behavior as a result of a constant conflict between unconscious inclinations. A substantial role in the pattern of internal conflicts is played by bad object relations (relations with parents who are the major objects in the child's world) having an influence on behavior of a person throughout the entire life and arising in the form of various psychic pathologies (Kernberg, 2001). Further studies of essential characteristics of deviant behavior in the framework of the psychoanalytical orientation are developed by neo-freudians through the nature of aggressiveness which is viewed as the major cause of violent crimes in psychoanalytical works. Aggressive energy of destruction is caused by inborn, unconscious inclinations: Z. Freud (2005) — libido; A. Adler (1991) — attaining the purpose of superiority over the others; E. Fromm (1998) — masochistic aspiration to death, sufferings; K. Horny (1942) — longing for security, the need for pleasure; V. Shutz — the need for support and approval from closest environment (Zmanovskaya, 2004).

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ORGANIZATIONAL ISSUES OF SOCIO-PSYCHOLOGICAL SERVICE DELIVERY IN HIGHER EDUCATION

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Annotation. *This article is devoted to the organization of socio-psychological service in higher education. The article discusses the scientific and methodological foundations of the psychological service, its organizational issues, ensuring the effectiveness of educational activities in universities, comprehensive support for students, psychological support for students in the development of professional knowledge and skills, creating a positive psychological climate in the educational process. Also, issues such as learning and overcoming problems, as well as issues related to mastery using advanced psychological methods, are widely covered.*

Key words: *Psychology, psychological service, higher education, university, student, psychological mammoths, group cooperation, psychological climate, learning activities, learning motivation, life values, optimization, professional qualities, abilities, qualifications, personal maturity.*

It is known that the organization of psychological service in higher educational institutions and its methodological foundations are one of the important issues facing the science of psychology so far. So far, in all higher educational institutions, along with laboratories that provide psychological assistance to students, there are special socio-psychological centers within the educational and methodological departments. Each educational institution determines its organizational structure itself, depending on the main functions of the psychological service. In addition, the Center for Psychological Service in higher education should be established in such a way that it is able to solve a wide range of tasks.

Researcher M.M.Gadjieva said that the psychological service center should, as a rule, be a structural unit of the University, working on the basis of the University Charter, the rector's orders and instructions. The staff of the psychological service center should be the head of the center, psychologists working constantly, Methodist staff, as well as educators [1, 66]. On a scientific and practical basis, the psychological service center at the university should have the necessary modern equipment for solving various tasks according to its organizational aspect, including a computer room, an individual counseling room, rooms for performing group work, and an office room for performing group psychodiagnostic work, etc.

Such a serious approach to the organization of psychological service in higher educational institutions is of particular importance, first of all, at the present stage of the development of psychological knowledge, with a focus on professional development of the individual and improvement of his professional training. I.V. According to dubrovina, as a necessity for socio-psychological service in higher education, the following are distinguished [2, 34]:

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- Negative attitude of students towards educational activities as well as problems associated with educational activities and limited time resource;
- The need to provide paid services in the field of higher education and the growing number of students;
- Increased requirements for the training of a modern specialist;
- Motivational reluctance of students in their teaching duties, conflict situations between them and inconsistencies in the relationship between teacher and student;
- Problems of young people related to university activities, issues related to the activities of professors and teachers, etc.

In addition to the above, the organizational aspect of providing psychological services in universities mainly requires regular coordination of scientific, methodological, organizational and methodological aspects. That is, for the effective organization of psychological support in educational institutions, it will be necessary to understand what processes we are trying to support. The psychological support system in the university should be established not only on the basis of the educational process, but also on the basis of the characteristics of adaptation of students to the University and preparation for future professional activities and spiritual and spiritual development of the individual.

Foreign researcher, YU.V. According to ukke, since the student period is a period of transition from youth to adulthood, on the one hand, it is necessary to identify the characteristics of age-specific development, on the other hand, to cover the issues of continuing education, which were established in the earlier stages of support in the upbringing of the individual[3,91]. It is noted in modern literature that the practice of psychological service at the university is a system of scientifically based organizational activities on the introduction of the achievements of psychological science into the life of the University.

M.A. According to spijenkova's description, psychological service should be guided by psychological support of the educational process at the University. In other respects, the provision of psychological services in universities and the increase in its effectiveness is aimed at optimizing the activities of all departments and individuals in it. All the achievements of the University are inextricably linked to the activities of the psychological center and the psychological climate in it, the activity of employees, independent and responsible activities, the opportunities of the intellektual, emotional and willful spheres of the leader's personality[4,22]. It is worth noting that one of the most important tasks is the development of the student personality in each higher educational institution, the conduct of research on the professional choice, the Prevention of inability to master, the development of ways to eliminate it, the rapid provision of adaptation of the 1st year students, and the formation of the readiness of the higher In addition, psychological service should also cover teaching methodology, computerization of education and other psychological issues. Also included in the competence of providing psychological services are works on psychological-pedagogical provision of educational process in faculties and departments, development of its methods and introduction into practice. He said that the purpose of Psychological Service is to help the student fully realize his opportunities in all aspects of his life, including professional activity, to educate himself on self - development, timely awareness of the prospects of professional activity. E. I Izotova introduces the following to the tasks of providing psychological services in higher education[5,101]:

- To help students increase their responsibility for their lives and the changes that are taking place in it;
- Development of motivation in professional activities, self-improvement and self-expression;
- Development of self-regulatory skills;
- Development of communicative competence;
- To enhance the role of psychological support practitioners in solving the problems of students and staff;
- To contribute to the formation of a favorable socio-psychological environment in the academic and student community of the University.
- To improve the professional skills and competences of the students, to help them to develop the psychological knowledge, skills and competences necessary to achieve success in life;
- Assist applicants and students in identifying their opportunities based on their abilities, inclinations, interests, state of Health;
- Promotion of psychological knowledge and introduction of psychological achievements in the faculties and departments of the University;
- To help professors, teachers, mentors and parents in the upbringing of young people, mutual assistance, as well as in the formation of such abilities as tolerance, compassion, responsibility and self-confidence in students, social cooperation.
- Analyze the socio-psychological situation in the University, identify the main problems and identify the causes of their occurrence, ways and methods of their solution;
- Conducting psychological, psychophysiological and socio-psychological research in groups of students;
- Psychological counseling to university professors, teachers, staff and students;
- Assist primary school students in socio-psychological adaptation to their educational activities;
- Development and implementation of psychological corrective measures, etc.

This means that the above mentioned objectives, ensuring the success of the educational process in higher education, lead to the good functioning of all structures of the University, contribute to the formation of a favorable socio-psychological environment in the group of students. In our view, as a necessity of the practice of psychological service in higher education, three important goals are currently being pursued:

- First, the situation of filling the priority areas of development of society with real, meaningful initiatives;
- Secondly, the need for psychological support of educational and educational tasks in the activity of modern advanced universities;

- Third, the need for professional training of qualified specialists, that is, practical psychologists, working in the educational system, including secondary special and higher education, and others. The scientific and methodological aspect of the organization of the psychological service system in the university should also cover the implementation of scientific research, scientific grant competitions, etc. related to the practice of psychological service in its content.

V.M. According to Rozin, the main purpose of providing psychological services in universities is to help students to successfully study at the University and adapt to the new conditions of life as soon as possible, since the praise consists in the rational solution of psycho - emotional, mental and physical excessive problems that arise in the subjects of Education [6,94]. Therefore, in science, the motivational sphere of a person is recognized as one of the most important factors determining the internal state and external behavior of a person.

The problems of the subjects who resort to the psychological service and its content not only, psychological support of the educational process, but also the correction of professional dignity, allow to extensively study some of the peculiarities of the development of students as a person. The study noted that student age is distinguished by the desire to have a high position in the society, the acceptance and approval of one's profession by others. In the student period, all aspects of human relations are very important. Their multiple actions are also characterized by the need for communication, the desire to maintain good relations with others. For some students, the direct result, rather than the process itself, is considered important in the activity. Also, motivation such as personal well-being, personal preference, desire for prestige are more predominant in primary school students. One of the main goals and aspirations of first year students is to build a strong relationship with teachers, students, friends, etc. In the student period, on the one hand, the change in motivation, the change in the direction of values, on the other hand, is of particular importance with the rapid formation of special abilities.

The student period is characterized by the desire for social rapprochement, the choice of directions of the meaning of one's life, the object of circumstances and personal value, as well as the acquisition and selection of life plans. Hence, the practice of psychological service in education is considered to be of paramount importance. As a practical work, conducting trainings with academic groups, organizing profilactic sessions on a healthy lifestyle, conducting lectures and seminars on the problem, individual psychological counseling, diagnostic work is carried out in the same way. R.V. Ovcharova said that the methods of psychological counseling at the university include:

- Issues of education or special education;
- Interpretation of circumstances, problems;
- Clarification of thinking, positions, facts or emotional state;
- Give advice, support, be empathetic;
- Conduct interviews, psychological tests, group discussions, etc.

In addition to the above, in the work of facilitating psychological services in higher education, the first-year requirements of all faculties undergo a number of socio-psychological trainings during the academic year, that is, dating training, communicative training, self-awareness training, self-confidence training, training on prevention of various offenses, etc. are also included. Also, on the orders of the group or curator, trainings are conducted with high-school students. Training will help

a more effective process of adapting first-year students to new learning conditions. Prevent major conflict situations within the group and between university administration and students. To reduce the risk of developing various types of drug abuse in students. Conducting profilactic Sessions, Sessions and seminars on lexical lifestyle.

In conclusion, the main goal of the organization of psychological service in higher educational institutions is the formation of motivation for a healthy lifestyle in students and timely stimulation of it, further optimization of the educational process at the University, the formation of important professional qualities in the introduction and solution of new tasks to students, the creation of a positive psychological

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IMPACT OF PLAY ON PRESCHOOL CHILD DEVELOPMENT

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Annotation. *This article is devoted to the topic of the impact of the game on the development of a child of preschool age. Also in the text of the article, the content of some research on the scientific and methodological foundations of the development of cognitive processes in children of preschool age through play activity is widely covered.*

Keywords: *attention, game activity, perception, memory, imagination, contemplation, plot-role-playing, leadership, interest, communication.*

The Researcher A.V.Yarmolenko studied the mutual comparative classification of attractive things in semi-young infants. Judging by the information received by the author, the infant began to distinguish a person (older people) more accurately, more clearly among the overwhelming bodies. At the same time, the accumulation of attention to the inactive sight pathogen to the person who does not move from 26 seconds to 37 seconds, the sewing of the child, from 34 seconds to 38 seconds, the look at the active sight pathogen from 41 seconds to 78 seconds, the attention to the person in the movement increased from 49 seconds to

In the experiment, it was found that the concentration of attention of the baby to the moving person increased by 4 marotaba.

The fact that the infant is more stable in attention to a person than inanimate objects is not because of the change in his attitude towards adults, but because he actively occupies the place of the inactive receptor when they enter into contact. An important tool is the improvement of the distinction in the perception of sentences in the coloring of the space tassel in the beak. With increased life experience, as a result of exercise, signs and character readings of the body appear.

According to the scientist, a child from 3 to 6 months has a selective relationship with older people. If a three-month-old baby is able to distinguish a mother who gave birth to a stranger, and from a half-year-old, he also begins to distinguish relatives in strangers. M.No, it's not. According to Kistayakovskaya, in 5-6 months she will sew a little on the unfamiliar person she is treating, then either laugh or turn away from him, even, afraid, will cry. It happens that the child becomes attached to a close person who is taking care of himself. For this reason, when he sees his mother or her nanny, he is tortured, strained to her, involuntarily sneezing his hand and foot. When he is half a year old, he becomes accustomed to connecting (studying) close people around him, relatives, even Aries-Aries. The provider starts the initial game activity with an adult from 8-9 months.

Smile, vivacity, cheerfulness, feelings in the game activity will be namayon first only with the participation of adults, over time the house itself will bring joy to the child. In addition to consistent observation of the behavior of adults, as the infant approaches a certain age, a gradual desire to support them is born in it. As a result, the child also begins to engage in collaborative activities from the individual type of activity. Ma'lum the scale of communication in a specific, collaborative activity helps.

The period of pre-school education is also such an important period for the fact that the person has a period of actual content (adulthood). During the first year of life, the child's attitude to the environment changes seriously. As a result of the fact that the child is in contact with the floors, he begins to act independently, depending on his instruction, with something that satisfies his discretion. At first he acts together with adults, and then in their leadership, after which he can independently carry out all the actions associated with eating and work on self-service. In the 2 year of life, a change occurs in relationships with adults. At the pre-school age, the child considers an adult as an example of his own behavior. The game will help to develop the child's behavior and to be able to cope with things from the age of 1 to 3 years, with which the child will be able to behave. At the age of preschool education, various types of children's activities develop activities that are associated with the performance of the game, cocktail mode. Children from the age of 2 will be able to play. Preschool is a creative game, in which children of preschool age (from the age of 4 years) become engaged in leading activities. In the process of the game, the child undertakes to perform certain roles, as well as recall the activities and attitudes of people in the game environment. Games that can be played together in 3-4-year-old children will not be without exception. Initially, the piece will be remembered for the role of a toy in a fur coat, the sungra boy will receive a certain role in the game, which he will assume in an optional photo. At the pre-school age, the creative activity of the child, organized by adults, aimed at a particular goal, has a significant impact on his development. At 2-year-old age the child begins to pose for a picture and throws a picture with a soul soul. When determining its perception in the process of painting, it begins to better distinguish between the color and shape of the workpiece, the observability develops. The child deliberately distinguishes the signs of what should be reflected in the picture in order to simulate what he is imagining.

As the child crawls the picture, fills the picture with words and actively tries, it is possible to create pictures on the basis of his own drawings, and later on the basis of the words of older young people-in which the images of certain things are formed. With the drawing, loy makes shapes from plastic, and as a result, in addition to the fact that the child develops analyzers, as well as the composition of the adapted and differentiated behavior, his perception of The Shape of something, its volume, its presence in one dimension and its relationship goes to perfection. A 3-4-year-old child distinguishes the connection between things and plans his activities, this activity gradually turns into creative activity.

The leading activity of preschool children is this game. The issue of children's play activities in the kindergarten age has been attracting the attention of many scientists for centuries. Children of kindergarten age strive to reflect on all aspects of our sermazmu life, which is progressing forward with the steps of progress in their game activities.

In the process of knowing the world of things around a child of kindergarten age, he seeks to be in direct practical connotation with these things. The same thing in this place is

that harakterly child tries to be in a practical relationship not only with the surrounding objects that are beyond their limits, but also with objects that do not exceed their own power, which belong to adults, which do not fit into the Khaddi.

It should also be noted that science-technology has developed incomparably what is now being created in our time, which leaves in the imagination seems to the children a miracle of fur. As a result, they also marry all sorts of fantastic things (like a flying horse, a machine man, a talking tree) by doing the same (that is, analogically) in the process of their different games. In addition, the fact that children think about different fantastic things, again, it means that they reflect not only what they have around them in all their different game activities, but also what their needs require in the same chog.

From the creation of various fantastic and mythical images in children's play activities, one can draw such conclusions: the processes of reflection of a person (including children's) objects and objects in the external environment are not a passive process, but an active and creative, creative, transformative process.

Another remarkable feature of children's play activities is that the behavior and the roles that the child performs during the game process often have a harakter in common. Bunda child is familiar not only with the behavior of a yolgiz chauffeur, doctor, policeman, educator, pilot who is familiar to him in his various games, but also reflects the behavior of chauffeurs, doctors, educators and pilots in general. Of course, the circle of life experiences and activities is very limited small children (sometimes even small group children) reflect concrete people and their actions in their games. (For example, Bear, Island, brother, educator and the like). And in the games of children of middle and senior kindergarten age, such images begin to have a harakter in common.

The games of children of kindergarten age have a high social significance, along with the fact that it is a weapon of knowledge of what is around and the employees. In other words, the game is a powerful training weapon. Through children's games, it is possible to educate in them socially useful, yah highly human characters. Children of small preschool age usually play themselves yolgiz. Through predictive and constructive games, children at this age develop their own perception, memory, imagination, thinking and ability to act. In the plot, role-playing games, children mostly reflect the behavior of adults who see and watch themselves every day. The game of children 4-5 years old begins to gradually get a collective harakter.

It is convenient to observe the individual characteristics of children, in particular through their collective games. In these games, children reflect not only the attitude of adults to the subject, but also more interaction. Also in the collective game, Children reflect the complex life activities of a group of people.

At the age of the senior kindergarten, syujetli-Roller Games develop, but now these games differ in the wealth and variety of their mazus. Leadership in children in the process of these games begins to occur, as well as the development of skills and skills of Transportation.

Among the creative activities that preschool children are engaged in, the importance of Fine Arts is also great. Depending on the character of the child's imagination, one can judge how he perceives the surrounding life, the characteristics of memory, imagination and

contemplation. Drawing pictures of children of senior kindergarten age reflect both their inner senses, mental states, dreams, hopes and needs. Children of kindergarten age are also incredibly interested in drawing. Drawing is considered to be a specific form of game activity for children. The child first draws what he sees, and then what he knows, what he has in his memory and what he himself thinks.

For children of senior preschool age, competition is of great importance, achieving success in exactly such games is formed and strengthened.

At the age of the senior kindergarten, the construction game is gradually becoming a labor activity. In the game, the child begins to master the skills and skills of elementary labor, begins to understand the properties of subjects, practical thinking develops.

Speaking about the game activities of children of kindergarten age, of course, it is also necessary to stop on the issue of their toys. When giving toys to children, it is necessary to take into account their age characteristics, their level of development, and at the same time what makes them interesting to the bridegroom.

It is known that 1-3 young children still very little mastered the external environment. They still do not distinguish well the color, size and other aspects of things. Therefore, it is necessary to give them, along with the doll, various colored felt, as well as cotton fabrics. Ayriksa, the girls train their breasts by wrapping them in different colored fabrics and wrapping them in a handkerchief. And the boy is useful to give children toys in a box that fit into each other in different colors.

Game activities prepare children for educational activities, which are an active form of mastering the social experience of mankind. A person can not suddenly begin to master the social experience. In order to actively master social experiences, a person will first have to master sufficient speech, acquire certain skills, erudition and elementary concepts. These are achieved through child play activities.

In children of kindergarten age, the development of intuition, perception, attention, memory, imagination, thought, speech, fantasy, emotion and willpower is accelerated. The child can not distinguish colors well from each other. It is necessary to give him toys that will help him to know the difference in colors. Although children at this age are guided by eye-catching signs (color and shape) in the perception of different things, but do not conduct in-depth analysis.

Attention is a constant companion of every kandai activity. Therefore, the importance of attention in a person's life is also incomparable. The attention of children of kindergarten age is largely involuntary. The game is of great importance for the growth of voluntary attention in children of kindergarten age. During the game, children gather their attention in one place and advance their specific goals with their own initiative.

The memory of the child at this age goes to perfection, based on new activities and new demands placed before the child. Children of the kindergarten age are candied for their activities, which are of great importance, they have a strong impression on them and they take away all that is of interest to them in their subconscious memories. Children of kindergarten age have a special feature of thinking and its growth. Contemplation begins to develop very

quickly in the period of the child's kindergarten age. The reason for this is a relatively large increase in the life experience of children of kindergarten age, and secondly, during this period, the speech of children is well-grown, and the third is that children of kindergarten age have the opportunity to do a lot of free independent actions. The birth of questions about each sphere in children of kindergarten age is a sign that they are thinking. If the child does not find the answer to his question, or adults do not attach importance to his question, then the curiosity in it begins to fade.

, what is wrong. what kind of movement is right, the kandai are trying to determine if the movement is wrong. It is necessary to support their Such actions that the children of the ishd should always be helped.

Children play games in the kindergarten, which are mainly plot and divided into roles. In games in which roles are divided and played, Children reflect on the environment in which they are taught. They reflect events, labor activities, major historical events, interpersonal relations of communication, traditions, holidays related to the family life conditions of adults in their various games.

Often the phenomena of the external environment, which children reflect, they form the plot of gaming activities. The wider and more diverse the environment in which children reflect, the wider and more diverse the plot of the children's game will be. That is why in itself it is known that the plot of children's games in a small kindergarten age will be incredibly narrow. As children grow up, the plot of their game becomes increasingly rich and diverse.

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THE ROLE OF ADIPONECTIN IN THE DEVELOPMENT AND PROGRESSION OF METABOLIC SYNDROME

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Annotation. *Metabolic syndrome (MS) is a complex interrelated pathogenetic symptoms and metabolic disorders that increase the risk of developing atherosclerosis and coronary heart disease (CHD) among which highlight violations such as obesity and/or abdominal fat distribution, insulin resistance (IR), atherogenic dyslipidemia, arterial hypertension (AH), hyperuricemia, and several other manifestations [2,3,5].*

Keywords: biologically active, increase in cholesterol, smooth muscle.

Currently, more and more attention is paid to the role of adipokines, biologically active proteins expressed and secreted into the blood by adipose tissue, in the genesis of this complex of disorders [1,3]. For example, there is evidence of a positive relationship between MS manifestations and the expression and plasma levels of such substances as tumor necrosis factor- α (TNF- α), interleukin-6 (IL-6), resistin, and leptin, and a negative relationship with adiponectin [1,6,7,13]. The latter is interesting because, according to the results of studies on transgenic mice, it has an antiatherogenic and antidiabetogenic effect. The antidiabetogenic effect of adiponectin is associated with an increase in the sensitivity of tissues to insulin under the action of this substance, while the antiatherogenic effect is explained by a number of adiponectin effects [6]. These include a decrease in triglycerides (TG), increase in cholesterol, high density lipoprotein (HDL cholesterol), improving endothelial function, inhibition of transformation of macrophages and smooth muscle cells of the vascular wall in foam cells, migration and proliferation of smooth myocytes media, production of cytokines in the vascular wall, adhesion of monocytes to the endothelium of blood vessels, reduction of free fatty acids (FFA) [11,12,13].

Despite the active interest in the study of this adipokine in the world, its role in the development of MS remains unclear.

The aim of the study was to study the parameters and role of adiponectin in the development of clinical and metabolic disorders in metabolic syndrome.

Material and methods

40 MS patients (18 men and 22 women) aged 35-67 years (mean 48.7 ± 5.6 years) were examined. The control group (volunteers) consisted of 20 people of the same sex and age.

Metabolic syndrome was diagnosed according to the criteria proposed by experts of the US National Cholesterol Education Program. The criteria for MS were waist circumference greater than 94 cm in men and more than 80 cm in women; blood pressure 130/85 mm Hg and above, fasting

plasma glucose level 5.6 mmol / l or more. Body mass index (BMI, Quetelet index) was calculated using the formula $BMI = \text{body weight (kg)} / \text{height (m}^2\text{)}$.

Glucose-insulin homeostasis was determined by the level of fasting blood glucose (GN), the level of insulin in the blood by the enzyme-linked immunosorbent assay in the radioimmune laboratory of the Republican Center of Endocrinology (Tashkent), and by the Beckman Coulter kits» (Czech Republic). The HOMA index was calculated (fasting insulin mcEd / ml x fasting blood glucose mmol / l: 22.5). Hyperinsulinemia was diagnosed when fasting insulin levels were higher than 12.5 UED/ml. If the HOMA index was higher than 2.27, patients were considered insulin resistant.

Indicators of blood lipid composition-total cholesterol(TC), HDL cholesterol, TG were determined using a rapid analyzer "Reflotron plus" manufactured by "Roshe" (Germany) with reagent kits "Biocon" (Germany). The content of LDL-C, VLDL-C was calculated by the formula W. Friedwald. The integral indicator-the coefficient of atherogenicity (CA) - was calculated by the formula $CA = (TC - HDL / HDL)$.

The FFA concentration in blood serum was determined using the Ne FAFS test system from company «Disus(Germany).

The level of adiponectin was determined using a competitive version of the enzyme-linked immunosorbent assay on kits made by Bio Vender-Laboratorni medicina E..S.(Czech Republic), in the laboratory "Immunogen-test" at the Institute of Immunology of the Academy of Sciences of Uzbekistan.

Statistical data processing was carried out using the variational system method using tStudent's t - criteria. The results were processed using the Statistica software package Statistica. Pearson correlation analysis and regression analysis were performed to identify the relationship between adiponectin levels and various parameters.

Results

The main clinical and metabolic parameters are shown in Table 1. When comparing the adiponectin (ADN) content in MS patients and controls, it was found that the ADN level was significantly reduced in MS patients. In addition, changes in a number of biochemical, anthropometric, hormonal, and hemodynamic parameters were observed in patients with MS. So, among the biochemical parameters in patients with MS, there was an increase in the levels of insulin, glucose, HOMA index, TG, FFA, CA, as well as a decrease in HDL cholesterol. In addition, MS patients were characterized by an increase in BMI and OT, as well as a greater increase in DBP and SBP compared to the control group.

Table 1.

Adiponectin content and clinical and biochemical parameters in patients with metabolic syndrome

Indicator	Control (M±m)	MS (M±m)
Absolute number	20	40
Age, years	47.5±6.6	48.7±5.6
Floor (m / w)	10/10	18/22
BMI, kg /m ²	23.5±4.7	31.2±4.6

FROM, cm	80.0±5.5	99.1±13.6
SBP, mmHg	122.5±10.2	191.6±16.4
DBP, mmHg	80.3±7.6	103.4±13.2
Glucose, mmol / l	5.0±0.5	6.5±1.9
Insulin, mcEd / ml	8.5±3.1	16.3±5.2
HOMA index	1.81±0.92	3.43±1.05
FFA, mmol / l	0.42±0.15	0.87±
0.49 TC, mmol / ml	4.2±0.9	6.5±1.7
TG, mmol / L	0.94±0.1	2.76±0.7
HDL cholesterol, mmol/L	1.12±0.18	0.85±0.11
LDL CHOLESTEROL, mmol/L	2.2±0.8	5.11±1.45
KA	4.5±0.9	6.1±1.9
Adiponectin, mcg / ml	10.2±4.1	5.79±2.2

In a detailed study, the group of patients with low ADN was mostly dominated by men. There was a direct relationship between the level of ADN and the age of patients. With an increase in the level of ADN, there is a decrease in the values of such indicators as BMI and OT. There is an inverse relationship between ADN levels and glucose and insulin levels, the HOMA index. As the ADN content increases, FFA and TG levels decrease. The relationship between the level of ADN and the concentrations of LDL and HDL cholesterol is significantly less pronounced.

For a more detailed study of the relationship between the level of ADN and clinical and metabolic parameters, a correlation analysis was performed (Table 2).

Its results confirm the data on the positive relationship of ADN level with age and negative-with BMI, OT, glucose, insulin, HOMA index, FFA and TG concentrations. The strongest correlation was found with the level of TG in ADN ($r = -0.46$). In addition, significant correlations of ADN level with HDL-C and DBP concentrations were revealed.

Comparison of MS patients by gender and age led to a slight decrease in the correlations of ADN content with BMI, OT, FFA, and TG levels, and correlations of ADN concentration with glucose - insulin homeostasis and HDL cholesterol levels were no longer detected (Table 2). Comparison by gender and age did not affect the relationship of ADN plasma levels with DBP, while the correlation with SBP became slightly higher and became reliable.

Table 2.

Correlation of adiponectin levels with clinical and metabolic parameters in patients with metabolic syndrome

Indicator	Adiponectin (without equalization of indicators)	Adiponectin (after gender and age adjustment)
Age	0.28*	-
BMI	-0,37*	-0,28*
FROM	-0,33*	-0,25*
SD2	-0.03	-
Glucose	-0.26*	-0.18
Insulin	-0.27*	-0.17

NOME Index	-0,34*	-0,23*
SZHK	-0,27*	-0,24
OHS	*OHS-0.00	-0.12
TG	-0,46*	-0,4*
HDL-	C 0.27*	0.21
LDL	-C 0.19	0.13
KA	-0,12	-0,25*
GARDEN	-0,23	-0,26*
DBP	-0,33*	-0,35*

Note: * - correlation is significant ($p < 0.05$)

During regression analysis, it was shown that only the TG content ($r = -0.33$, $p = 0.04$) and gender ($r = -0.28$, $p = 0.04$) are independent factors associated with the level of ADN ($r = 0.36$, $p = 0.04$). The levels of ADN ($r = -0.31$, $p = 0.02$), FFA ($r = 0.44$, $p = 0.04$) and HDL-C ($r = 0.26$, $p = 0.04$) from all the above indicators were independent factors associated with the concentration of TG in the blood. There was an independent relationship between gender, age, and BMI, as well as an association between ADN and TG levels.

Discussion

In recent years, the role of ADN in the genesis of many disorders in MS has been actively discussed in the literature [2, 10]. The associations of reduced ADN with abdominal fat distribution and IR, hypertriglyceridemia, hypocholesterolemia, and hypertension revealed by various authors support the increasing role of this substance in the genesis of MS [2,3].

Our analysis revealed a number of relationships between the level of ADN and some gender, age, clinical and biochemical parameters in patients with MS.

We were able to show that the level of ADN is lower in men than in women, and also that it increases with the age of patients. These data are consistent with the results of studies conducted by foreign authors [12]. A decrease in ADN levels in men may be one of the factors predisposing them to an increased incidence of MS [1-2]. Also, the data on the negative relationship of ADN level with obesity, OT, glucose, insulin, HOMA index, TG, FFA, blood pressure levels and a positive relationship with HDL cholesterol were once again confirmed.

The mechanisms responsible for reducing ADN in MS patients remain poorly understood. It is suggested that TNF- α and IL-6, whose expression and secretion in adipose tissue increases with obesity, may play a major role [14]. Thus, these cytokines are known to reduce ADN expression [7]. In addition, a decrease in ADN levels may be mediated by hyperinsulinemia, since insulin also reduces ADN production [10]. In addition to the effect of insulin on the level of ADN, the literature describes the opposite effect - a decrease in the level of insulin under the influence of ADN. Thus, in mice transgenic for ADN, as well as in mice that were administered ADN, a decrease in insulin levels was observed, and this effect was explained by an increase in tissue sensitivity to insulin. However, despite the association of ADN level with insulin content and the HOMA index, it decreased and became unreliable after comparing patients by gender and age.

In general, our data do not confirm the conclusions of foreign researchers about the direct effect of ADN on glucose-insulin homeostasis in animals [11]. Of all the indicators, the level of ADN was associated with the level of TG. According to the results of regression analysis, this relationship did not depend on gender and age parameters, lipid and carbohydrate metabolism. At the same time, the level of ADN was also an independent determinant only for TG. The mechanisms by which ADN

is associated with TG independently of these factors are still unknown. However, literature data suggest that this relationship can be realized through the direct effect of ADN on the formation of TG in hepatocytes, resulting in reduced liver production of VLDL [6]. Thus, ADN transgenesis of leptin-deficient mice (ob/ob line) resulted in a decrease in TG accumulation in the hepatocytes of these animals.

This effect is realized through activation of the intracellular target ADN-AMP-dependent protein kinase, an enzyme that reduces the formation of intracellular TG in hepatocytes. These data are also confirmed by foreign colleagues [6].

Conclusion

Thus, data on the association of ADN levels with a number of clinical and metabolic manifestations of MS were confirmed. Negative correlations were found between the level of ADN and abdominal obesity, insulin resistance, FFA level, hyperlipidemia, A/D level, and a positive relationship with the content of HDL cholesterol. However, regardless of gender, age, and BMI, only TG and DBP levels are associated with ADN. It is once again confirmed that ADN, in turn, is an independent determinant only for TG.

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DEVELOPMENT OF INSECTICIDE PREPARATION "ENTOVANT"

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Abstract: *The article presents the results of the development of the insecticidal preparation Entovant 15% c.s. by mixing the active substance with surfactants and other components.*

Key words: *indoxacarb, S-isomer, active substance, powder, melting point, solubility, mixture, component, dispersion, grinding, insecticide, larvae.*

In the world of varieties of insect pests, there are several thousand species. The main harm to agricultural crops is caused by both insects and their larvae. In favorable conditions, insects actively reproduce, for which global warming of the world contributes. An important factor in this is that insects can give at least two to three generations per year. Scientists have estimated the loss of world agriculture from insect pests, the activity of which will increase due to global warming. Annual loss of wheat harvest reaches 59 million metric tons with the current production volume of 749.4 million metric tons. Together with rice and corn, the losses will amount to about 213 million metric tons. To combat pests of agricultural crops, chemicals are widely used - insecticides.

Insecticides are divided into the following main groups for penetration and insect damage:

- a) contact - the insect dies upon contact with a certain part of the body;
- b) intestinal - the insect enters the body with food and poisons the intestines;
- c) systemic - spreads through the vascular system of the plant and is poisoned when eaten by insects.

Fumigants - insects enter the body through the respiratory tract. Some insecticides often have physical effects, causing insect suffocation and death by blocking the respiratory tract. Mineral oils and crushed silica gels have this effect.

Fungicides generally fall into two main groups: fungicides for growing plants and fungicides for seed treatments. Before sowing seeds, they are treated to prevent various diseases.

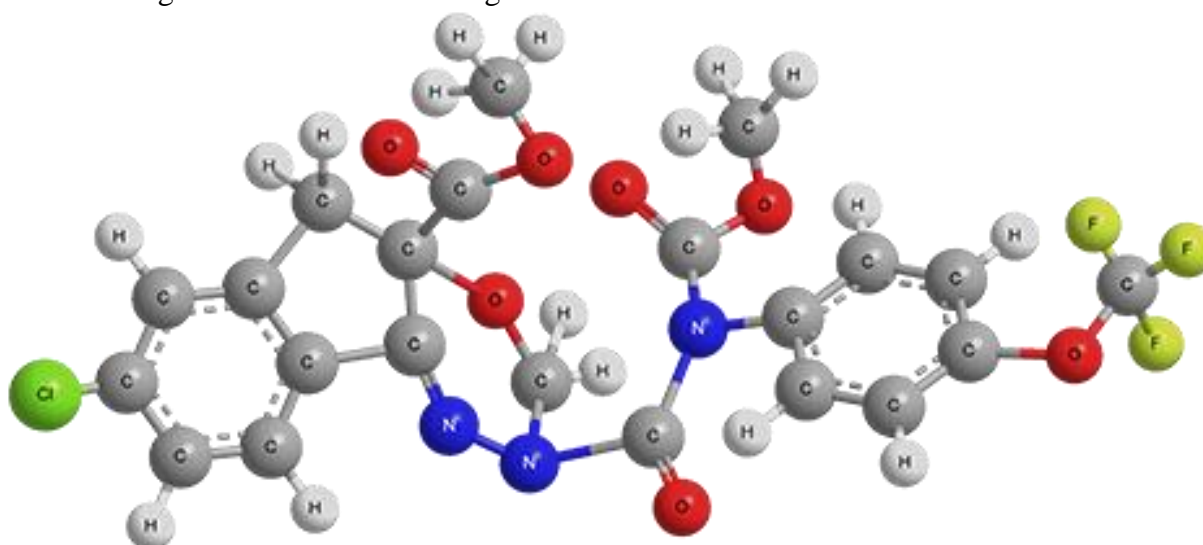
More than 1000 types of pesticides are used in the world, and only more than 300 of them are widely used in practice. It is believed that for the effective use of pesticides in agriculture in some industries and in the health care system, in addition to a strong physiological effect on various pests, they must have certain sets of properties, that is, their use should not have a negative effect on cultivated plants. Plant protection products against parasites must not adversely affect the plant, and products used against parasites in domestic animals must not adversely affect domestic animals. When used, chemicals should not have a negative effect on humans and household organisms.

When choosing pesticides and determining the rational way of their use, it is necessary to evaluate all the ways they enter the human body. Highly toxic substances (LD₅₀ 50 mg/kg) can enter the human body through the skin and inhalation and can be highly toxic. Industrial products and materials should be treated with relatively stable pesticides. They prevent pests from decaying over a long period of time. Other requirements for pesticides: maximum biological effectiveness against pests, low corrosion of equipment and low cost.

One of the promising insecticides is indoxacarb, a chemical active ingredient of pesticides from the oxydiazine class, used in agriculture and personal subsidiary plots to combat harmful insects, the empirical formula of which is C₂₂H₁₇ClF₃N₃O₇.

Indoxacarb - [Methyl (R, S) - 7 - chloro - 2, 3, 4a, 5 - tetrahydro - 2 - [methoxycarbonyl (4-trifluoromethoxyphenyl) carbamoyl] indeno [1,2-e] [1,3,4] oxadiazine - 4a (3H) - carboxylate.

Consists of mixtures of S:R-isomers in a ratio of 3:1 or 1:1, the S-isomer is active. The S-isomer of the active ingredient is a white powder with a melting point of 140-141 ° C. Solubility in water <0.5 mg / l. The substance belongs to the chemical class oxadiazine.



Spatial structure of indoxacarb

Indoxacarb exhibits contact and gastric toxicity and is effective for larvae of all ages. The insect stops feeding within 0-4 hours, followed by paralysis.

Indoxacarb blocks the sodium channels of nerve fibers. Pest insects stop feeding. Their coordination is disturbed, then paralysis and death occur.

The drug based on indoxacarb has an ovicidal effect on some Lepidoptera. Studies have shown high oviciform activity in relation to the codling moth. Insect larvae do not hatch or die during hatching. The main factor for the manifestation of the ovicidal effect is moisture.

The insecticidal mechanism of indoxacarb is unique in that there is no cross-resistance to other insecticides. Indoxacarb is naturally toxic to mammals, livestock, fish and birds. It has a low residue in cultures and can be harvested on the second day after administration. This is especially true for crops such as vegetables or herbs, which will be harvested several times. Indoxacarb can be used for integrated pest management. The preparation based on indoxacarb is a highly toxic insecticide against harmful entomofauna.

However, the drug has clearly pronounced selective properties in relation to a certain group of phytophages, which necessitates a differentiated approach to its use. The duration of action of the

drug is 10-15 days. "Ifoda agro kimyo himoya" LLC (Uzbekistan) has developed an indoxacarb containing an insecticidal preparation - Entovant 15% k.s.

The drug will help effectively control various pests on crops such as grain, cotton, fruits and vegetables. The drug, the active ingredient of which is indoxacarb, is not phytotoxic for the treated crops. Has a high rain resistance. The drug "Entovant 15% c.w." are used against pests of apple (leaf rollers, codling moth), grapes (leaf rollers), rapeseed (rape flower beetle, cruciferous fleas), open field tomatoes (cotton scoop), onions (gnawing scoops). When used in personal subsidiary plots, Entovant 15% c.s. is very useful against pests of apple (leaf rollers, codling moth), grapes (leaf rollers), onions (gnawing scoops), open field tomatoes (cotton scoops).

The half-life of the active ingredient "Entovant 15% c.w." in the soil is 4-5 days. The drug "Entovant 15% c.w." has a positive temperature coefficient, an increase in ambient temperature increases activity. Oral LD50 for rats > 5000 mg / kg; LD50 cutaneous > 2000mg / kg. Does not irritate the skin and mucous membranes of the eyes of rabbits. The drug "Entovant 15% c.w." Harmful by inhalation and if swallowed.

Skin contact may cause sensitization. Acute poisoning is characterized by intoxication, impaired coordination of movement, tremor, hypothermia, irritating effect on the mucous membranes of the eyes and nose. The drug "Entovant 15% c.w." belong to the 3rd class of danger to humans and the 1st and 2nd classes of danger to bees.

Technological process for obtaining the drug "Entovant 15% c.w." consists in mixing the active substance indoxacarb with surfactants and other components in accordance with the recipe developed by "Ifoda agro kimyo himoya" LLC (Uzbekistan). The mixture of components is dispersed and crushed at a temperature not exceeding 40 ° C.

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The scientific features of simultaneous translation (conference translation) and the current role in the process of translation

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Abstract: *Today in our country great attention is paid to the teaching and learning of foreign languages. In the framework of the implementation of the Decree of the President of the Republic of Uzbekistan dated December 10, 2012 No PP 1875 "On measures to further improve the system of learning foreign languages" a lot of effective work is being done in our country. In addition, the organization of international conferences, symposiums and seminars in Uzbekistan, which are attended by many scholars and delegates from leading countries, will certainly increase the need for translators who have a thorough knowledge of foreign languages and have sufficient knowledge and skills.*

Key words: *simultaneous translation, headphones and blocks, pre-translated.*

It is noteworthy that in Uzbekistan we can also note significant research in the field of simultaneous translation. In particular, O. Muminov, I. Gafurov, G. Several textbooks on translation studies by Salomov, N. Qambarov and other scholars describe simultaneous translation, its features and methods, problems and difficulties that arise during the process. However, it should be noted that to date, these problems have not been considered as a conceptual problem, that is, as a whole system. Well-known scientist N.A. Shermammedova describes the conceptual problem as follows: to eliminate. " Therefore, in studying these problems, it is advisable to analyze the data obtained earlier and to cover the issue in a logical sequence. As you know, there are several criteria for classifying a translation. Well-known scientist Z.G. The following classification of Proshina classifies translation types based on several criteria:

- 1) depending on who performs the translation: a) human translation; b) computer translation;
- 2) according to the form of speech: a) written translation; b) on-sight translation; c) oral translation of oral speech;
- 3) according to the method of understanding the source: a) visual translation; b) listening comprehension;
- 4) according to the value of time between the perception of the source and the translation: a) sequential translation; b) simultaneous translation;
- 5) depending on the number of languages used: a) one-sided; b) two-way translation;

6) according to the direction of translation: a) directly (in the native language); b) reverse translation (into a foreign language);

7) according to the application of translation methods: a) written translation; b) literal translation;

Simultaneous translation (Greek "sunkhronos", "sun" - "together", "khronos" - "time"), which is the subject of our study, is a type of translation related to time. It is a type of translation in which the interpreter translates the speaker's speech to one or two people at a time. The interpreter now sits in a booth, listens to the speaker through special hearing aids, and then translates through a microphone. Participants will listen through hearing aids in the conference hall. This type of translation is also called "conference translation" because it is widely used in conferences.

In addition to being widely used in international conferences, simultaneous translation is also widely used in diplomatic activities, negotiations, meetings, trade events, media, training and education courses, television, international arbitration and many other fields. Unlike this type of translation, the consistent translation method is widely used in events that use only two working languages, such as diplomatic meetings, bilateral negotiations, expeditions, small field discussions, correspondent interviews, court proceedings, banquet speeches. used.

At the UN, only six different languages are officially used: Arabic, Chinese, English, French, Russian and Spanish. All six languages are equally effective, and delegates can choose any one language they want to speak. The daily working languages of the UN Secretariat are English and French. All official UN conferences are held in six languages, and official documents as well as important speeches are published in six languages.

When talking about simultaneous translation, it is first necessary to have an idea of the whole system that makes it up. headphones) and a microphone for the interpreter, as well as a set of headphones or portable receivers, depending on the number of participants in need of translation. During the conference, simultaneous interpreters sit in a separate small room wearing sound-insulating headphones so that their voices do not overwhelm the speaker's voice. With the help of a loudspeaker, the translation is delivered to the listeners' ears. Simultaneous translation using technology is usually organized with the participation of a large number of people and in a large conference hall or auditorium, such as a conference, seminar, presentation.

In practice, there are three types (variants) of simultaneous translation:

1. Simultaneous translation of Yoda (hearing). In this case, the interpreter receives the continuous speech of the speaker through headphones and blocks the translation as the information is received. This is the most common and most complicated condition.

2. Simultaneous translation of the text with or without prior preparation. The simultaneous interpreter receives the text of the speaker's written speech in advance and translates according to the materials provided.

3. Simultaneous reading of pre-translated text. The simultaneous interpreter reads the pre-prepared text after the speaker's speech. In some cases, if the speaker deviates from the original text during the speech, he will make the necessary corrections.

Simultaneous translation has the following advantages over the sequential translation method:

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– The speaker's speech is uninterrupted. This, in turn, allows the speaker to capture the audience's attention and sense the reaction and mood of the audience.

– Event time is almost halved compared to using consistent translation.

Qulay For the convenience of the participants, learning a foreign language is not uncommon nowadays, and many participants prefer to listen to the presentations in their original language. Such participants are annoyed when the speaker pauses in a consistent translation and continues with the translation.

As a type of simultaneous translation method, its biggest feature is its high efficiency, the average time between the original text speech and the translated speech is 3-4 seconds. It lasts a maximum of 10 seconds. Therefore, the speaker's uninterrupted speech is guaranteed to have no outside influence on the speaker's opinion and does not interrupt the speech. This allows the listener to fully understand the speech. For this reason, simultaneous translation has become the most common method of translation in the world today. Today, simultaneous translation is used in 95% of international meetings and conferences around the world. At the same time, simultaneous translation has a great scientific and professional character, and because it is usually used in official international conferences, the requirements for simultaneous translation are extremely high.

Simultaneous translation requires the interpreter to be able to quickly predict, comprehend, memorize, and direct information in the original language in a short period of time, based on their thematic knowledge, as well as to differentiate between listening and speaking in the original language. At the same time, you will need to have the ability to “think like lightning” from a simultaneous interpreter at various international conferences and meetings, as well as high speaking skills. According to the decision of the International Association of Interpreters (IACI – International Interpreters), a simultaneous interpreter is considered successful if he can translate only 80% of the content of the participant-speaker (90% -100% simultaneous translation is not possible). Most people are usually very fast-paced and are always concerned about the content of their speech, even when they are speaking. On top of that, they make it difficult to speak in different local accents. In these cases, the simultaneous interpreter will have to mobilize all his knowledge and work with all his strength, based on his experience. There aren't many speakers who can take care of a simultaneous interpreter by speaking slowly. This puts a lot of pressure on the nature of the specialist.

Today, even with the widespread use of computer translators, there is a great need for simultaneous interpreters and their delivery facilities. Because simultaneous translation is a very complex process. It is important for the interpreter to pay attention to the tone and speed of the speaker's speech, as well as the stylistic elements used in the speech and many other (non-computer) aspects. Otherwise, there will be a lot of misunderstanding between the speaker and the listener.

Two schemes for the organization of simultaneous translation at international conferences

there is. The first scheme is the direct translation scheme, which is used in the United Nations and its special agencies. In this scheme, the number of booths corresponds to the number of working languages of the meeting or session. For example, the following language booths operate in the five official languages adopted at UN meetings: English, French, Russian, Spanish, and Chinese. Each booth is staffed by a team of translators who must provide translation from the remaining four languages into the language of their booths at each meeting. It is assumed that this rule is not always tolerable in practice, meaning that simultaneous translation is performed by a translator into their

native language. Usually 2 interpreters are attached to the booth. Their common language combination is that they both translate directly from the four languages into their mother tongue. This means that, for example, an interpreter in one Russian booth must know English, French, Spanish, and the other must know English and Russian. The same rules apply to all other cabins.

The second scheme of organizing simultaneous translation is called translation schemes through the leading language or "with the chief interpreter". This scheme has been used mainly in socialist countries. According to this scheme, one of the working languages of the conference (English) will be declared the leading language. These booths are for conference or congressional working languages

always less than one. There will be five working languages - Russian, English, French, Spanish, and German, while the conference will have only four booths: Russian, French, Spanish, and German. If the speaker is in English, a team of translators (usually three people) in each booth will translate from English into their booth, and if the speaker is speaking in that foreign language, they will translate from a foreign language into English. In the second case, the remaining three booths translate into the language of his booth not directly from the speaker's speech, but from his English speech, which is done by the first, i.e., the "arrow" or "lead" booth. The leading booth interpreter becomes the "main interpreter". Thus, in all cases, a two-stage translation into other foreign languages is performed when the speaker does not speak in English. Any booth, that is, any translator, can become the "main interpreter" at any time of the conference. They take turns translating either from their own foreign language into English or from English into a foreign language. Before we move on to a comparative comparison of this or that scheme of simultaneous translation, we will introduce the concept of language combination in simultaneous translation. By combination, we mean a translation performed by a synchronist from one source language (AT) to another specific translation language (TT). For example, translation from English into Russian. In this case, the translator is working in an Anglo-Russian combination. One of the official requirements for simultaneous translation at the UN is to be able to work in more than two language combinations. As a rule, the translation of these two foreign languages into the native language must be compatible. The interpreter works in convergent combinations in accordance with the scheme adopted by the UN. In the second scheme, the interpreter works in reciprocal or reversible combinations.

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**THE INFLUENCE OF IDEOLOGICAL PROCESSES ON THE NATIONAL IDEA IN
THE CONTEXT OF GLOBALIZATION**

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Annotation: *This article separately highlights the moral threats directed at Uzbekistan in the process of globalization and the influence of ideological processes on the national idea, the issues of preserving the consciousness of the young generation from various harmful ideas and ideologies.*

Keywords: *globalization, idea, spirituality, national idea, ideological processes, information, Internet, modern technology, moral threats, mass culture.*

The current stage of human history is characterized by the intensity and integration of international relations in all spheres of social, political, economic, spiritual and cultural life. In particular, due to the development and improvement of the technical and technological means of the space and television and radio communication systems, computer, e-mail and the Internet, ideological processes have become global and the possibilities of ideological influence have expanded. Emerging in a certain territory or in a certain country, ideologies spread rapidly around the world. According to experts, humanity is currently experiencing a new information revolution, and this is not the first revolution in the history of human society. If the formation of speech expanded the possibilities of transmitting information, then the appearance of writing opened up ways to preserve it for a long time and transmit information over great distances, even through time, separately from its creator. The publication of newspapers and magazines further increased the efficiency and expanded the scale of the transmission of written information. And radio and television, providing the transmission of information through sound and image, raised it to a new level. The level of media coverage, in other words, the implementation of activities on a local, national, regional or international (global) scale, further expanded its circle of influence. The Internet has become an important link in today's information habitat. In the development of human society, there have been serious changes in the national-spiritual life of an individual and society in a new capacity. The pace of cultural development of mankind is also increasing. Namely, the rapid growth of scientific inventions, the amount of information and people employed in the field of science is clearly shown in the doubling of the volume of scientific activity every 10-15 years. Despite this, it is impossible to imagine the development of spirituality and culture of mankind as a smooth process.

The Renaissance in Central Asia resulted in the greatest achievements in the political, economic and spiritual life of society. During this period, political and legal sciences, new literature and art, medicine, philosophy, and a new aesthetic consciousness were created.¹

The article examines the most important issues of the formation of the rule of law and civil society in modern Uzbekistan. Uzbekistan has a rich experience of political life, features of political consciousness and develops in unique and difficult conditions. Thus, it turned out that it is wrong to copy a simple copy of the political experience of the Western world.²

The paper investigates the essence of spiritual potential as well as its role in modern society.³

Founded as a statesman in the history of the Baburi dynasty, he became one of the world's most famous historians with his book "Boburnoma" written in Uzbek.⁴

The future of mankind, its face in the new millennium is also largely determined by modern features of development. From this point of view, speaking about the features of the progress of today's national idea, it is necessary to note the emergence of negative phenomena such as the widespread elements of ignorance, the manifestation of aggression in culture in a new form. Including cases leading to the destruction of values that have been formed over the centuries of traditional societies, relying on ideological pressure, organizational foundations and material and financial resources, they are trying to instill a model and standard under the guise of universalism and globalism. At the same time, it should be noted that under the influence of the general strengthening of the national spirit, which is taking place in different parts of the world, there is a growing sense of desire to restore traditional values, preserve the originality of national culture. In the globalization of ideological processes, two completely different directions, two trends are outlined:

1) Internationalization and universalization of universal human values, spiritual and educational benefits that have arisen in a certain place, going beyond the historical framework;

2) Absolutization of ethnic, cultural, confessional, class, racial, territorial, regional identities at the level of social, economic, political, spiritual and educational development leads to an ideological globalization of negative events that seriously threaten humanity.

“The mutual struggle of various old and new ideologies is as never before taking on a swift tone. Friction between different, sometimes contradictory worldviews, political, national, religious movements, sects become the causes of bloody clashes, mass exterminations”. In the same way, ideological globalization prepares the ground for the wide distribution of "works of art" that promote baseness, villainy, immorality. Young people show high communicative activity due to their desire for something new and the availability of free time. Such their features can lead to negative consequences, this is natural. This is determined by the existing danger of them falling under the influence of aggressive ideologies in various forms and in a “beautiful” form, combining “from light eroticism” to “open pornography”, from violence to open cruelty, which have a strong impact on human consciousness. Of course, such cases can lead to serious negative consequences in the education of comprehensively developed highly spiritual personalities, which are the basis for the progress of the national idea.

¹ Tolibjonovich, M. T. (2021). EASTERN RENAISSANCE AND ITS CULTURAL HERITAGE: THE VIEW OF FOREIGN RESEARCHERS. *ResearchJet Journal of Analysis and Inventions*, 2(05), 211-215.

² Nasriddinovich, A. A. (2021). STRUCTURE, MODELS AND CHARACTERISTICS OF CIVIL SOCIETY. *STRUCTURE*, 7(4).

³ Talantbek, M., & Omonillo, E. (2022). SPIRITUAL POTENTIAL AND ITS ROLE IN MODERN. " *Yosh Tadqiqotchi*" *jurnali*, 1(2), 58-62.

⁴ Madumarov Talantbek Tolibjonovich, & G'ulomjonov Odiljon Raximjon o'g'li. (2020). The place of the Baburian dynasty in world history. *INTERNATIONAL JOURNAL OF DISCOURSE ON INNOVATION, INTEGRATION AND EDUCATION*, 1(2), 57-60. Retrieved from <http://summusjournals.uz/index.php/ijdiie/article/view/94>

So times pass and change. Only the worldview of the people, the spiritual face, the meaning and content of the nation, passing from generation to generation, continue in new colors. This eternal and continuous process as a national phenomenon expresses the feelings, worldviews and attitudes, the spiritual world of a citizen. If the idea of national independence in the period of globalization of ideological processes takes into account the spirituality of the people, this duration, continuity and inalienability in the cultural development of the nation, relies on it, combines the national spirit and national mood, will be tenacious and influential. When national state issues, the planned goals of society turn into dreams of ordinary people, socio-political processes will acquire an irretrievable feature. And this trend calls on members of society to build a life based on healthy thinking, to live with their own mind, to stand on their own feet.

The globalization of ideological processes, having accelerated the increase in people's material and moral needs, has changed their traditional mentality. In view of the fact that changes in the national mentality of people today occur under the influence of the emerging "mass culture", they develop not positive qualities, but such negative features as individualism, the desire for fame, the accumulation of wealth by any means, neglect of others, greed, cruelty, alienation from each other. The direction of the globalization process in the formation of universal human spirituality, which plays a big role in preventing negative qualities in people, has become the most important task facing today's civilization. Building a legal democratic state, civil society in Uzbekistan, based on a market economy, is associated with participation in the universal processes taking place in the world today. Therefore, the analysis of the content and meaning of the globalization of ideological processes in the world and the peculiarities of their influence on the life and development of our people is very important¹⁰⁶. To date, the globalization of ideological processes, covering all countries and regions on earth, shows the following features:

Firstly, integration on a global scale, covering all spheres of socio-economic, political and spiritual life, makes national borders conditional.

Secondly, being an objective process, the peculiarity of the globalization of socio-political relations is now characterized by its influence on all spheres of society, without exception.

Thirdly, the general laws of the development of society, expressing the processes of differentiation in the models of national development, concretize at the national level the general laws in the development of mankind.

Fourth, it is characterized by the intensity of ideological relations as a result of the development of means of communication, technical, technological, intellectual foundations, international social, economic, political, spiritual and cultural relations.

In the implementation of the priority ideologies of national development, the socio-political situation within the country and abroad is of great importance. Each ideology expresses desires, public opinion, a certain political benefit of a social group, as the embodiment of political consciousness and serves as a guarantor, the basis of socio-political sustainable development. Each ideology as a political mind that combines certain political interests of a social group in society, expressing the desires and thinking of the public, corresponds to the spirit of the people, and also serves as a moral basis, a guarantor of socio-political stable development in society.

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**PREVENTION OF EMERGENCIES IN THE REPUBLIC OF UZBEKISTAN AND
THE STAGES OF DEVELOPMENT AND PROBLEMS OF IMPROVEMENT OF THE
STATE SYSTEM TO ACT IN SUCH SITUATIONS**

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Annotation: *The article describes the stages of formation of the FVDT system for the protection of the population and the territory from emergencies, the consequences of emergencies, the stages and processes of reforms, as well as the prospects for further improvement of the system.*

Keywords: *emergency, prevention, action, response, civil protection, competent authority, public system, governing bodies, functional and territorial subsystems, Ministry of Emergency Situations, SSES.*

From the first days of Uzbekistan's independence and sovereignty, the creation of a reliable and effective national system for the protection of the population and the territory of our country from natural disasters and man-made disasters has become one of the priorities. The safety and protection of the population has been identified as a key principle of public policy [1]. In this regard, one of the first steps in the field of protection of the population and territories from emergencies was the establishment of the Department of Civil Defense and Emergency Situations under the Ministry of Defense, and then on March 4, 1996 the Ministry of Emergency Situations of the Republic of Uzbekistan.

The Ministry of Emergency Situations is responsible for the establishment of an effective system of protection of the population and the economy from natural disasters, prevention and response to natural and man-made emergencies in the country - the State System for Prevention and Management of Emergencies was tasked with organizing and maintaining its operations [11]. Accordingly, based on many years of experience gained in our country and advanced foreign countries at the end of 1997, a completely new, well-thought-out, modern complex program, radically different from the old approaches and stereotypes of civil defense, was developed to prevent new and emergencies. a state system of action was established [15]. The State System of Emergency Situations (SSES) has combined the forces and resources of its governing bodies, state and economic administration bodies, local state authorities, and other organizations that have the authority to address issues of protection of the population and territories in emergencies. The main activities of the system are aimed at organizing and implementing measures in the field of prevention and response

to emergencies, ensuring public safety, environmental protection and minimizing damage to the state economy in peacetime and wartime [3].

Summarizing the effective measures taken by the SSES over the past period, a solid foundation has been laid for the protection of the population and the regions, the sustainable operation of economic facilities, the lives of citizens, peaceful labor and peace [17]. Over the years, this system includes more than 40 different ministries and departments, all territorial units of the country, the coordination of public administration and citizens' self-government bodies, forces and means to prevent natural disasters and their consequences. provides cooperation. Analyzing the stages of development of the system, it is important to determine the future development of the system in order to further improve the efficiency and effectiveness of the Republic. Therefore, it is expedient to cover the stages of development, improvement and development of the target complex national state system to date, as well as the expansion of areas of activity.

The stages of development of SSES can be studied conditionally in 3 periods, ie the initial (establishment and operation), intermediate (improvement) and current (new reforms) periods. In order to ensure the implementation of the Decree of the President of the Republic of Uzbekistan No. PF-1378 of March 4, 1996 "On the establishment of the Ministry of Emergency Situations of the Republic of Uzbekistan", the Cabinet of Ministers of December 23, 1997 Resolution No. 558 was adopted, which approved the Statute of the SSES and its structure, main tasks and activities. According to its organizational structure, the SSES consisted of territorial and functional subsystems, as well as three levels at the national, local and facility levels.

SSES functional subsystems to monitor and control the state of the environment and highly hazardous facilities in ministries, state committees, corporations, concerns, associations and companies, as well as to prevent and eliminate emergencies related to their production activities at subordinate facilities was formed for the state control (inspection services) of the subsystems, concentrated from the bodies, forces and means. Territorial subsystems of the system were created within the territory of the Republic of Karakalpakstan, regions and the city of Tashkent to prevent and eliminate emergencies within their administrative territories and consisted of districts, cities, towns, villages and auls, respectively.

The functions of SSES functional subsystems in the field of monitoring and control of the environment are determined by regulations developed taking into account the nature of production technologies at high-risk facilities and approved by the heads of relevant ministries and departments in coordination with the Ministry of Emergency Situations. was found. The functions of the territorial subsystems of the SSES, their organization, composition of forces and means, the order of operation are determined by regulations developed taking into account local geophysical and natural climatic conditions, the presence of strong hazardous objects and in coordination with the Ministry of Emergency Situations. , approved by the khokims of the regions and the city of Tashkent.

Each level of SSES (republican, local and facilities) - to the governing bodies, day-to-day management bodies, emergency response forces and means, financial and material resources for emergency response, as well as automated reporting, communication systems, management and information systems. The implementation of the specific tasks of the governing bodies, day-to-day management bodies, emergency response forces and means at each level of the SSES has been established. The order of composition, organization, concentration, subordination and interaction of forces and means of emergency response of the Emergency Situations Ministry and their involvement in the prevention and response to emergencies has been determined. SSES as information management subsystem - Crisis Management Center of the Ministry of Emergency Situations, information and analysis centers of regional and functional subsystems, information centers of

monitoring and control of environmental and high-risk objects, reserve out-of-town and city control points , provided an information-management function, including mobile points of control of emergency response forces and means, communication and information means, including an automated system of control and information provision.

Depending on the state and scale of the forecasted or occurring emergencies, the head of the Civil Defense of the Republic of Uzbekistan and the heads of the relevant territorial civil defense of the Republic of Uzbekistan and the system functioned in accordance with this procedure. It was decided to create a reserve of financial and material resources of state, departmental, local authorities and facilities, which will be used by the SSES to eliminate emergencies.

Population of ministries and departments of the Republic of Uzbekistan and the functions of protecting the territories from emergencies, which were then clearly defined for each of the 28 ministries and departments that were part of the system when it was newly established. SSES operated in the mentioned order and composition until August 2011. By 2011, the country had adopted a number of laws and regulations to prevent emergencies and ensure civil protection, and during 1998-2010 they were amended, supplemented and revised - to update the regulatory framework of the system and radically change the system itself. created the need for improvement. At the same time, there is a need to further expand the composition of the ministries and departments of the Republic, which are part of the existing SSES, and to allow them to operate within the system, defining their specific functional responsibilities.

In accordance with the "Roadmap" for improving the activities of the Ministry of Emergency Situations for 2019-2021, approved by the President of the Republic of Uzbekistan on April 10, 2019 No PP-4276 "On organizational measures to further improve the activities of emergency structures" It is planned to develop a draft of the relevant normative and legal document on improvement [9]. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan 2011 Resolution No. 242 of 24 August approved the activities and functions of the state and economic administration bodies, local state administrations and other organizations in the system of protection of the population and the territory from emergencies. Due to the reorganization of a number of ministries and departments in 2011-2020, changes in the tasks and functions assigned to them and the reorganization of a number of ministries, the SSES has a number of problems in the effective organization and coordination of emergency prevention and response. caused the surface. In particular, due to heavy rains and strong winds on April 28, 2020 in Alat, Karakul and Jondor districts of Bukhara region, as well as on May 1, 2020 in the Sardoba reservoir in Sardoba district of Syrdarya region. imbalances and deficiencies were clearly observed [10]. Therefore, the protection of the population and the territory from natural and man-made emergencies, the development of an effective mechanism for their prevention and mitigation and the creation of a new regulatory framework for its regulation. On this basis, based on the existing problems and shortcomings, the SSES on August 26, 2020 to fill the legal and organizational gaps regulating the activities of the SSES in order to create and implement a legal framework for the implementation of measures in this area on the basis of a unified system. The new resolution was adopted with a number of changes and additions [15]. In particular, the resolution redefined the tasks and functions of state and economic administration and local authorities in the direction of analysis of the problems encountered in the response to emergencies and assistance to victims, and included a number of ministries and departments in the SSES , they have been assigned certain functions and tasks. It is known that volunteering plays a special role in the prevention and mitigation of the consequences of emergencies [5].

Therefore, in the draft of a new normative legal act of the Republic of Uzbekistan "On volunteering" 2019 According to the Law of December 2, the functions of local public authorities

include the organization and coordination of volunteer activities in emergencies. At the same time, the experience of foreign countries in the field of prevention and response to emergencies, in particular the United States, Japan, Russia and Belarus, will be studied, based on the experience of the Russian Federation and the Republic of Belarus and a new system for coordinating FVDT activities has been established. Including:

- The tasks of the SSES include the provision of assistance to the citizens of the Republic of Uzbekistan affected by emergencies in foreign countries, as well as the implementation of measures to evacuate them and the dead;

- Territorial Emergency Departments and Units, subdivisions of organizations responsible for solving tasks in this area have been included in the local authorities of the Emergency Situations Ministry;

- The composition of the operational and administrative bodies of the SSES was strengthened by the operational management centers of the emergency departments of the Republic of Karakalpakstan, regions and the city of Tashkent, operational management teams of emergency departments of cities and districts;

- Civil protection structures, including the "Mahalla Civil Protection" assembly groups under the citizens' self-government bodies, as well as the volunteers involved were recognized as the forces of the territorial subsystems of the SSES;

- The decisions of the Cabinet of Ministers of the Republic of Uzbekistan, the Chairman of the Council of Ministers of the Republic of Karakalpakstan, governors of regions and the city of Tashkent, heads of relevant facilities, as well as issues to be reflected in these resolutions were identified.

The adoption of this decision, along with the establishment of new functions and responsibilities of state and economic management bodies and local authorities of the state system of prevention and response to emergencies in the Republic of Uzbekistan, will ultimately lead to the daily, high contributed to the creation of an effective mechanism for coordinating the activities of the preparedness and emergency regime, the quality of the system and its regulation [15].

Based on the analysis of emergencies in the world and in our country, global climate change and the rapid development of technological processes are leading to an increase in various natural and man-made emergencies. This, in turn, requires the development of an effective mechanism for the protection of the population and the territory from natural and man-made emergencies, their prevention, mitigation of their consequences and the creation of a new regulatory framework [10]. Major natural and man-made disasters in recent years, the risk of earthquakes, floods and landslides in the mountains and foothills of the country, as well as the persistence of cross-border threats in the territory of neighboring countries are effective and threatening. elimination requires a clear and coordinated action of all rescue services and civil protection structures, each rescuer to perform his service duties responsibly.

It is known from world experience that it is better to prevent the consequences of emergencies than to prevent them. For this purpose, first of all, the preparation of the population, the forces and means of the SSES services for emergencies, training them to act correctly when they occur [13]. Because a person who is ready to act properly in an emergency is a semi-rescued person. The state system of emergencies is an integral part of the Armed Forces of the country, and as a provider of civil defense training of the republic, imposes a great responsibility on more than 40 ministries and departments of the SSES in the implementation of clearly defined prospects.

The strength of a society depends on its spiritual-enlightenment, socio-economic criteria. But there will be no stability, no development, unless there is peace, tranquility and tranquility in the first

place. Therefore, the protection of the population and the territory of the country from emergencies, the provision of civil protection remains one of the constant and priority tasks of the Republic of Uzbekistan [2, 3].

At present, the role and importance of SSES is high and necessary in the prevention of emergencies that may occur in the territory of the republic and the elimination of their consequences. The existing problems in all systems and the solutions to them will serve for the improvement and further development of this system. Therefore, it is important and necessary to pay attention to some of the problems observed in the SSES today [10] and to identify issues for their solution, including:

- The plans, normative-administrative and other working documents to be developed and implemented (implemented) in the field of prevention of emergencies and civil protection by the services, organizations, departments and institutions that are part of the SSES are not clearly regulated. As a result, they have inconsistencies in the organization, implementation and interaction of activities in the field, and lack clear perfection. Also, the lack of implementation of internal regulations and working documents in this area by the supreme governing bodies (ministries and departments) of services, organizations, departments and institutions, as a result of which vertical and horizontal management and executive control are not established;

- Lack of normative documents clearly defining financial support in the planning and organization of measures in the field of prevention of emergencies and civil protection, no provision for allocations from the state and local budgets, the mechanism of self-financing of facilities, as well as other sources not prohibited by law. and the lack of a clear procedure for reserve arrangements has led to material and technical constraints on the SSES [14];

- There are not enough staff units in the field of civil protection in the services, organizations, departments and facilities of the SSES, only 10 (ie 23.8%) of the 42 organizations and agencies that are part of the SSES have staff units. In the rest, even the procedure for assigning employees to perform duties on emergencies and civil protection, the procedure for appointment as a specialist is not clearly defined. Due to the lack of additional remuneration or incentives for assigned and assigned employees to perform additional duties, the reluctance of those responsible to do so, even for a long period of time, leads to the appointment of those responsible for these tasks without appointment;

- Insufficient training of existing staff meeting the requirements of the industry in the services and facilities of the SSES, the main reason for this is the fact that they are appointed inappropriately in their specialization, ie mainly in the field of economic affairs, personnel department and the fact that accountants are assigned to positions, are not in a specific position (position) or are not trained in training institutions, are replaced by other categories of employees, and trained employees do not work in the field;

- The most effective way to prepare all segments of the population for emergencies is to take measures to eliminate any shortcomings identified in the analysis of the exercises and to address existing problems the quality, level and goals of the training are not the same affects;

- Early identification, systematic monitoring and control of potential sources of emergencies by public administration bodies, business associations, local authorities and other organizations that are part of the SSES are not organized at the required level;

- Problematic issues such as the lack of a fully automated system of full notification and information delivery to the population in a timely manner in the event of a threat or occurrence of emergencies.

Conclusion

The above-mentioned problems are only relevant in SSES activities, and more and more serious problems can be identified if a more in-depth study of SSES activities and preparations is conducted

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[16]. These problems will be gradually resolved, which will have a positive impact on the further improvement and effectiveness of the SSES in protecting the population and regions of the country from natural and man-made emergencies.

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Annotation: *The article provides a scientifically based analysis of the analysis of terms in the field of agriculture and botany in the Uzbek language and why this analysis is necessary. In particular, the need to study the field as a separate system, as well as the interrelationships of terms in the field with foreign terms were discussed. The relevance of these terms through theoretical studies has been analyzed across sectors.*

Keywords: *agriculture, botany, science, opinions, terms, analysis.*

Introduction: Today, our country is carrying out socio-economic reforms in all areas. In particular, in the field of agriculture, in recent years, extensive reforms have been carried out in modern technologies, systems and terminology. In the analysis of these processes, the analysis of the terms used in the field in the Uzbek language is also of great importance. Because in order for the work in the field to be promising, it is necessary to have a deep understanding of the terminology.

The analysis of imported agricultural products in the Uzbek language will ensure the proper and efficient use of imported products. Fertilizers that increase productivity in agriculture and crop production contain new terms, the analysis of which in the Uzbek language is a key factor in ensuring economic growth in this area.

At the same time, the introduction of modern technologies and systems in our country for the better development of agriculture shows the importance of terms in this area.

In order to form an integrated system of state management of agriculture, to introduce market mechanisms for public procurement of agricultural products, as well as in accordance with the Action Strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021:¹

- encourage the creation of a value chain of agricultural and food products by expanding modern cooperative relations in the production, storage, processing and sale of agricultural and food products;
- practical work is planned to implement measures to widely introduce the cluster model of agribusiness, to improve the organizational and legal framework of the clustering process, to assist in the implementation of investment projects for the organization and development of clusters in the agricultural sector.

For now, we can cite a cluster as a change in agriculture. A cluster is a group of activities. For example, cotton was grown. In order to produce a product, it must now be converted to fiber. In the

¹ <https://qalampir.uz/uz/news/k-ishlok-khuzhaligi-so%D2%B3asida-davlat-boshk-aruvi-tizimini-takomillashtirish-buyicha-prezident-farmoni-2539> Prezident qishloq xo'jaligi sohasida davlat boshqaruvi tizimini takomillashtirish bo'yicha farmoni imzoladi

next step, the fiber is turned into yarn and the yarn into fabric. In the last step, a fabric product is made.²

A cluster is the formation of this whole system. By properly analyzing the significance of this term within the sector, we will be able to implement important reforms in agriculture.

The cluster model of agricultural production organization is being widely introduced, as a result of which in recent years the area of land allocated to cotton and textile clusters has accounted for 52% of the agricultural land allocated for this type of crop.³

The launch of the Republican Terminology Committee under the Cabinet of Ministers of the Republic of Uzbekistan in connection with the adoption of the Law of the Republic of Uzbekistan on the State Language, the holding of several scientific-practical, scientific-theoretical conferences on terminology are clear evidence of our opinion.

The term is derived from the Greek word terminus, meaning border. It is a term used in science, technology, agriculture and culture. Terminology is the study of terms and a set of terms.⁴

Terminology is a very large part of the vocabulary of any language. It's not for nothing that it develops so fast, because it allows you to create new words. The terminology of a language consists of a system of many terms. A word or phrase in a particular field of knowledge, industry, or culture is called a term. The meaning of a word that a term refers to is interpreted by interpreting it in a relevant literature. The phrase can be considered a linguistic term, wrote Z. Harris and I.F. Frieses.⁵

Terms are sometimes replaced by terms. But this is not true. The term refers to a narrower term than the term. The word is Arabic. Terminology has always been one of the most important issues in linguistics. This is because defining the place and function of terms in the lexical layers of the field allows us to understand the meaning of the concept.⁶

Botany is one of the main branches of agriculture, which is used for growing food products for the population, fodder for livestock and raw materials for many branches of light industry. 'is an area dealing with the use of wires. This industry has its own characteristics.⁷

Botany is the study of the cultivation of plants and plants. Botany in agriculture is a technically advanced and cost-effective doctrine of continuously increasing crop yields and high quality products.⁸

Agrobiological bases of botany:

- know the requirements for the living conditions of cultivated plants and plants;
- to study the external environment and find a way to manage the universe;
- to know the genetic characteristics of the plant, to develop and improve the technology of creation and cultivation of new species and varieties.

The analysis of terms in botany in the Uzbek language has been proved in the encyclopedia of this field in our country. This is an important factor in further increasing agricultural productivity through proper analysis and interpretation of terms.

² . <https://kun.uz/46557673> «Кластер»: У Ўзбекистон қишлоқ хўжалигини ўнглай оладими? – «Ўзтўқимачиликсаноат» раҳбари билан суҳбат.

³ <https://qalampir.uz/uz/news/k-ishlok-khuzhaligi-so%D2%B3asida-davlat-boshk-aruvi-tizimini-takomillashtirish-buyicha-prezident-farmoni-2539> Prezident qishloq xo'jaligi sohasida davlat boshqaruvi tizimini takomillashtirish bo'yicha farmoni imzoladi

⁴ Akobirov S. Til va terminologiya. -T., 1968. Begmatov E.Hozirgi o'zbek tilining lek sik qatlamlari. – T., 1985.

⁵ “ANALYSIS OF SCIENTIFIC RESOURCES ON TERMINOLOGY” Janona Javlieva Jumanazarovna. "Science and Education" Scientific Journal Volume 1 Issue 2

⁶ Akobirov S. Til va terminologiya. -T., 1968. Begmatov E.Hozirgi o'zbek tilining lek sik qatlamlari. – T., 1985.

⁷ <https://fayllar.org/x-n-at-abayeva-j-b-xudayqulov.html>

⁸ X.N. Atabayeva, J.B. Xudayqulov O'simlikshunoslik. -T .: «Fan va texnologiya», 2018, 408 bet.

Analysis and Methodology of Research: Research shows that the Uzbek interpretation of the analysis of terms in this article is a key factor in determining the prospects of the research areas. Because the correct analysis of the database is important for the introduction of modern modules in the use of available resources in our country in agriculture, which will ensure future economic and social growth.

The concept of priority development of the system of knowledge and innovations in agriculture in 2021-2025 was approved.⁹

Within the framework of the concept, the National Center for Knowledge and Innovation in Agriculture was established, which interconnects an integral system of education, science, production and provision of modern agro-services to agricultural entities. Responsible for the activities of the projects:

ensuring the integrated integration of education, science and industry in agriculture;

establishing mutually beneficial scientific and production cooperation with farms, agricultural clusters and cooperatives, as well as advanced foreign research institutions, introduction of new scientific developments, innovations and digital technologies;

coordination of research activities in the field of agriculture of all types of state scientific and higher education institutions;

provide retraining and advanced training of personnel, taking into account the current and future needs of the agricultural sector in qualified specialists;

Conclusions: The accuracy and rigidity of the terms indicate the level of the field. The development and regulation of terms vary in different parts of the industry and depend on the development of a particular industry. As this development continues, so will the emergence and regulation of new terms. In general, the careful development and regulation of terms in the Uzbek language is a necessary resource for the development of manuals in the field, as well as for their use in the Uzbek language. Therefore, the importance of terminology in today's Uzbek linguistics is improving from year to year. This is because the lack of processing and regulation of terms also affects the style of speech.

Terminology is one of the channels of intellectual communication, expressing a certain defined system of understanding reality. According to Vinogradov, "there are two sides to the creation and definition of terms, two views: the structure of language and comprehension, the development of a system of semantic conditional understanding in science" (V. Vinogradov, "Questions of language" 1961, p. 3-10).

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PARTIALLY REMOVABLE DENTURES

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Anotation: *As it follows from the practice of dentists and podiatrists a sufficiently large percentage of patients applies for rehabilitation after partial or total tooth loss. The article describes the types of dentures, though it is better to try to save one's own natural teeth and not to bring the situation to critical state.*

Keywords: *removable dentures, clasp dentures, mini implants, denture-treatment.*

Unlike a complete removable denture, prosthetics with a partial denture are used to restore a fragment of the dentition. These constructions make it possible to restore partially lost teeth both in the upper and lower jaws. Partial dentures are a cost-effective way to restore lost teeth. The prosthesis consists of a base imitating the gum and artificial teeth. The material of the prosthesis is selected based on the clinical indications and financial capabilities of the patient. Types of partial dentures

Butterfly prosthesis:

This method of prosthetics got its name due to its shape. Suitable for restoring 1-2 adjacent teeth. The basis of the prosthesis may consist of acrylic or nylon. Fixation of the structure is carried out by clasps, fixed on adjacent teeth.

Lamellar prosthesis:

Partial removable lamellar dental prosthesis provides for various types of fixation. Clasps or attachments are most often used to fix a denture on the lower jaw. For prosthetics of the upper jaw, suction cups can be used. Partially removable lamellar dentures are made in a dental laboratory. This type of construction is distinguished by a voluminous basis that provides reliable fixation.

Acrylic prosthesis:

A partial removable denture made of acrylic has the lowest price among analogues. Often used as a temporary method of prosthetics. It is less comfortable to use and can provoke an allergic reaction.

Nylon prosthesis:

Differs in flexibility and high esthetics. Nylon removable dentures in case of partial absence of teeth are convenient to use and aesthetic. However, when using them, the process of loss of bone tissue, which is inevitable when installing removable dentures, and not permanent ones, goes faster.

Clasp prosthesis:

Partially removable clasp dentures have excellent reliability and durability characteristics, which explains the rather high price.

Partial loss of teeth is the most common clinical situation in patients applying to the orthopedic departments of dental clinics. Therefore, the need for orthopedic treatment of patients with partial loss of teeth with removable dentures remains high and amounts to 33-65% . The integrity of the dentition is broken in 70% of the Russian population aged 20-50 years. The number of persons in

need of removable prosthetics is increasing from year to year and tends to rejuvenate. According to a number of studies, up to 30-40% of patients have unfavorable conditions for prosthetics and up to 20% of patients cannot use remanufactured removable dentures due to poor-quality preliminary orthopedic treatment.

The study of symptoms, methods of diagnosis and treatment of patients with partial loss of teeth is the subject of research by many domestic and foreign scientists. Despite the great achievements in dental science and practice in recent years, restoring the functional and aesthetic integrity of the dentition in patients with partial loss of teeth is an urgent task of orthopedic dentistry. Most patients in need of restoring the integrity of the dentition have formed a biased negative opinion about prosthetics with removable types of prostheses, due to the problems of insufficient restoration of chewing function and aesthetics, unreliable fixation of prostheses. Most patients with partial loss of teeth (86.1%) prefer fixed dentures to removable ones, which are more functional, durable, and aesthetic. It is known that the effectiveness of orthopedic methods of treatment with bridges is much higher than with removable structures. In case of untimely prosthetics in patients with partial loss of teeth, the adaptive capabilities of the body are disrupted, which leads to the emergence of pathological processes in all components of the dentition, preventing adaptation to dentures and disrupting the harmony of the interaction of all its elements. Currently, there are various methods for fixing removable dentures used in the treatment of patients with partial loss of teeth. They can be conditionally divided into methods of fixing prostheses with clasps and without clasps. In our country, clasp-retained removable dentures are most widely used due to the fact that their manufacturing technology is simpler, known to everyone, and does not require expensive equipment and materials. The technology for manufacturing prostheses with clasp fixation and the design features of clasps are described in detail by V. Yu. The types of solid cast clasps of the Ney and Bios systems are widely known. However, the use of all types of clasp systems, especially in the anterior dentition, violates the aesthetic integrity of the dentition and does not always satisfy the ever-increasing aesthetic requirements of patients.

In recent years, interest in prostheses that do not have clasps in their design has increased significantly. These methods of fixation include: beam fixation of prostheses, using magnetic elements, using telescopic systems, and finally locking methods of fixation. The use of removable dentures with locking fixation in the prosthetics of patients with partial loss of teeth has its own history. The first information about the use of locks in removable dentures dates back to the beginning of the last century. According to Yu. V. Chizhov (1983) and E. JL Teologiva (1992), for the first time a removable prosthesis with beam fixation was used by Gilmor in 1913. Later, this problem was dealt with by Schroder (1928) and Rumpel (1930). In dental prosthetics, edited by B.N. Bynina (1941), the Chais system was first described, where chewing pressure is transmitted by means of a removable prosthesis to natural, supporting teeth through a system of locks (attachments), which simultaneously serve to fix the prosthesis. However, these prostheses have not received wide distribution due to the imperfection of their manufacturing technology.

A removable plastic prosthesis, which can replace completely or partially lost teeth, has become widespread in everyday practice. Such prostheses are made of low-quality plastic, and they are supported by the alveolar ridge of the upper or lower jaw, as well as the remaining teeth (with partial prosthetics) for which the prosthesis is held with metal "hooks" (clasps). Due to the presence of a chemical component (monomer) in these prostheses, patients often experience allergic reactions, which makes it impossible to continue using the prosthesis, and the use of metal inclusions leads to fairly rapid wear of the supporting teeth. Prostheses made from nylon-containing materials will help eliminate the previously mentioned negative consequences. The great advantage of these prostheses

is the absence of possible allergic manifestations when they are worn, since they are devoid of residual monomer, as well as a cosmetic perception factor. The latter includes the absence of metal inclusions (clasps), which are used for fixation on the abutment teeth. The retaining elements have the same structure as the prosthesis itself and do not differ in color from the natural color of the gum or tooth. The material is absolutely non-hygroscopic, which completely eliminates the development of microorganisms. Prostheses made from this material are successfully used both for partial defects and for the complete absence of teeth. This type of prosthetics, especially the replacement of partial defects, has increased plasticity, which is less effective when chewing food, but at the same time does not violate the taste sensations.

Clasps (hooks) accumulate food residues that are difficult to remove with a toothbrush. This method of fixing the prosthesis also negatively affects the supporting apparatus of the teeth, since in this case the teeth on which the prosthesis is attached begin to be subjected to lateral loads, while in the natural state, the teeth are subjected to loads mainly in the axial direction. This aesthetic disadvantage can be eliminated by using a different design of the clasp prosthesis on micro-locks (on attachments). These attachments are located under artificial crowns, which are located on the teeth adjacent to the defects. This arrangement makes them completely invisible. But this type of prosthesis is not without drawbacks. The fundamental, negative factor in the manufacture of these prostheses is the processing (preparation) of the teeth adjacent to the defect for fixed structures (crowns) and a metal arc that runs on the lower jaw from the side of the tongue and on the upper jaw along the hard palate. The metal arc often causes discomfort when talking and eating. The disadvantages that were mentioned above can compensate for removable dentures on telescopic crowns. This type of prosthesis is characterized as a conditionally removable structure. This prosthesis allows you to achieve maximum comfort, the highest accuracy of fit and create the appearance of a natural dentition. And, of course, it is impossible not to mention removable dentures fixed on mini-implants. On mini implants, clasp, lamellar prostheses, as well as removable sectors and segments that restore partially lost teeth, can be installed. The benefits of such types of prosthetics are undeniable, which is confirmed by long-term results and positive feedback from patients.

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**APPROACHES TO THE CHOICE OF METHOD FOR THE RESTORATION OF
ABUTMENT TEETH IN PROSTHETICS WITH PARTIAL REMOVABLE DENTURES**

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Annotation: *Complete edentulism is a worldwide, widespread problem and is the predominant diagnosis in patients over 65 years of age. Complete loss of teeth has a significant impact on the physiological and social parameters of human life, so this problem requires the closest attention. Orthopedic treatment with traditional full dentures is not an ideal treatment for complete edentulous, due to some of the difficulties that arise when using them. The study of this issue led to the introduction of intraosseous dental implants into the practice of orthopedic dentistry. The advantages of this technique are: a significant improvement in function, prevention of bone resorption, a significant increase in patient satisfaction with treatment.*

Key words: *complete removable denture, intraosseous implants, occlusal-gingival distance.*

The options and possibilities for treating a patient with complete edentulism, of course, should be based on the principles of the most individual approach, since the state of the edentulous oral cavity is a prognostic factor that determines the complexity of the design and the possible result of prosthetics. The most important factors that should be considered in the treatment of patients with this diagnosis are: the duration of the adentia, as well as the patient's awareness of the need for regular visits to the dentist to identify the risk of complications after orthopedic treatment . It has been clinically proven that in modern conditions, when treating patients with complete edentulism, the doctor must motivate him, firstly, to make complete removable dentures based on implants, and, secondly, to maintain a high level of oral hygiene, since the formation of dental stone around the abutment and the prosthesis itself can lead to the development of reimplantitis, so it is necessary to undergo annual dispensary examinations. The conducted studies show that the success of such implant-supported prosthetics for 5, 10, 15 years is observed in more than 90% of cases. Treatment with intraosseous implants should be discussed in terms of potential improvement in prosthetic outcomes . Implant-retained complete dentures are the minimum standard of care for a fully edentulous mandible. This type of prosthetics has a physiological interaction with the remaining alveolar bone, improves chewing function, provides a positive result in improving social adaptation and creates conditions for rational oral hygiene.

The indications for choosing a restoration method now overlap (for example, veneers, crowns and bridges have become common indications for direct restorations). Currently, a ten-year service life is used for all types of restoration, and no differences between different methods have been established. Indirect restoration of teeth is the restoration of the shape, color and function of the tooth with the help of orthopedic structures. Indirect methods include veneers and lumineers, inlays and crowns. The most commonly used material for indirect restorations is ceramic. She is meets all aesthetic requirements, perfectly imitating a natural tooth, has high strength characteristics, which is

also important. Indirect restorations are made in a laboratory and therefore take several days. The manufacture of indirect restorations involves a number of clinical and laboratory stages, the stages differ from each other depending on the chosen prosthetic design.

The most widely used in the technology of manufacturing both direct and indirect restoration of teeth are materials such as composites and glass ionomer cements - traditional and modified. The last decades of widespread use of composites, along with high adhesion strength, strength and aesthetics, have revealed a number of problems associated with polymerization shrinkage, lack of antibacterial properties, degradation of the organic matrix under the action of oral microorganisms, and a shift in the spectrum of plaque microbes towards anaerobes. The problem of restoring dentition defects with partial removable dentures at the present stage of development of orthopedic dentistry remains relevant. Along with the classic clasp prostheses with a rigid frame, clasp prostheses with the so-called "flexible frame", saddles and clasps made of thermoplastics are increasingly being used in the clinic. Such clasp prostheses are made by injection molding.

Some authors believe that thermoplastic clasp prostheses are much lighter than metal ones, do not cause allergic reactions, patients get used to them faster, they are easier to process and fit, less laborious to work, since there is no metal casting stage; due to clasp elements made of thermoplastics, they surpass metal ones in aesthetics, do not damage the enamel of supporting teeth, and judging by

According to our 7-year observation, direct composite restorations can also be used, therefore, there is no need to cover the teeth with crowns. Thus, the use of thermoplastic clasps provides a good aesthetic result due to the possibility of matching the color of the clasps to the color of natural teeth. Minimizes periodontal trauma due to the "softness" of the clasps, and therefore, their sparing effect on the periodontium; this quality also provides a sparing effect on the hard tissues of the teeth, which prevents the formation of defects in the hard tissues of the tooth in the area of the clasp load and makes it possible to use these clasps when using direct composite restorations of the hard tissues of the abutment teeth Photocomposites have a thermal expansion coefficient (CTE) of $F 28 \text{ ppm}/^{\circ}\text{C}$, which is almost 2 times higher than the CTE of enamel and 3 times that of dentine. All these negative aspects contribute to the appearance of marginal permeability, staining, the development of secondary caries and, as a result, lead to the replacement of the restoration.

The problem of restoring dentition defects with partial removable dentures at the present stage of development of orthopedic dentistry remains relevant. Along with the classic clasp prostheses with a rigid frame, clasp prostheses with the so-called "flexible frame", saddles and clasps made of thermoplastics are increasingly being used in the clinic. Such clasp prostheses are made by injection molding. Some authors believe that thermoplastic clasp prostheses are much lighter than metal ones, do not cause allergic reactions, patients get used to them faster, they are easier to process and fit, less laborious to work, since there is no metal casting stage; due to clasp elements made of thermoplastics, they surpass metal ones in aesthetics, do not damage the enamel of supporting teeth, and judging by According to our 7-year observation, direct composite restorations can also be used, therefore, there is no need to cover the teeth with crowns. Thus, the use of thermoplastic clasps provides a good aesthetic result due to the possibility of matching the color of the clasps to the color of natural teeth. Minimizes periodontal trauma due to the "softness" of the clasps, and therefore, their sparing effect on the periodontium; this quality also provides a sparing effect on the hard tissues of the teeth, which prevents the formation of defects in the hard tissues of the tooth in the area of the clasp load and makes it possible to use these clasps when using direct composite restorations of the hard tissues of the abutment teeth.

Removable designs have a base that mimics natural gums. Therefore, they look natural, like natural teeth. In the case of complete dentition, a removable denture is attached directly to the gums. The prosthesis fits snugly to the soft tissues, without displacement and loosening.

The prosthesis is fixed with the help of clasps, hooks or implants. The lower part is attached to the roots of native teeth, and the upper part is inside the base of the structure. If the prosthesis replaces the entire dentition, then fixation occurs only on the gums.

As follows from the practice of orthopedic dentists, a fairly large percentage of patients apply for rehabilitation after partial or complete loss of teeth. And, as a rule, many of them would not like to use removable dentures in everyday life. In the arsenal of modern dentistry, such a type of prosthetics as implants has long been positively proven, but, however, this is not always commensurate with the financial situation of the patient, and sometimes clinical conditions in the oral cavity do not allow the use of this technology. Then the question arises whether it is possible to make a prosthesis.

A removable plastic prosthesis, which can replace completely or partially lost teeth, has become widespread in everyday practice. Such prostheses are made of low-quality plastic, and they are supported by the alveolar ridge of the upper or lower jaw, as well as the remaining teeth (with partial prosthetics) for which the prosthesis is held with metal “hooks” (clasps). Due to the presence of a chemical component (monomer) in these prostheses, patients often experience allergic reactions, which makes it impossible to continue using the prosthesis, and the use of metal inclusions leads to fairly rapid wear of the supporting teeth.

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HIGHER EDUCATION AND TEACHING MODERN PHYSICS IN IT

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Annotation: *In the article some topical issues of teaching modern physics are analyzed about exactly what new courses should be introduced as a special subject for bachelors, masters and teachers of retraining and advanced training courses for teachers of "Physics", theoretical analysis and solutions of issues such as the scope of teaching selected disciplines, what criteria are used in their selection, its name, in particular, the term "modern physics", its content and differences from "classical" physics.*

Key words: *education system, reforming the system of higher education, requirements of the state educational standard in the direction of "Physics", curricula, areas of training of pedagogical personnel, the introduction of new special courses, the study of modern physics in a pedagogical university, physics and its development, modern physics, the basics of modern physics, relevant trends in modern physics, "classical" physics, "modern physics", "Physics on the threshold of the third millennium", the main achievements of physical science in a decade, theoretical principles for choosing the main directions of modern physics.*

This work is devoted to modern physics and some topical issues of its teaching in higher education which is the series of previously published works [1. 4]

Great attention is paid to science and education in Uzbekistan alongside with the ongoing socio-economic reforms. For instance, PD of President of the Republic of Uzbekistan Sh.M. Mirziyoyev dated on 20th of April, 2017 "On measures to further develop the system of higher education" and PD-5032 dated on 19th of March 2021 "On measures to improve the quality of education and research in physics" took the reforms in science and education to a new level. A great number of topical assignments were identified in this article about the development of material and technical base of higher education institutions of the republic in special programs aimed at ensuring the implementation of the above decisions, improving the quality of teaching and methodological teaching staff, improving the quality of teaching physics, to introduce modern teaching methods in the educational process, the selection of gifted students, the training of competitive professionals in the labor market, the development of scientific research and innovation and the practical effectiveness of these tasks. In this regard, the development and implementation of practical measures to support fundamental scientific research in physics, increase the efficiency of the system of training scientific personnel and deepen the integration of "science - education - industry - region" are among the current issues is one of the current issues of today. This is in turn, contributes to the development of fundamental sciences, especially the physical sciences.

It should be noted that physics is one of the fastest growing sciences of nowadays. The highest level of physical discoveries has been made in the last few decades. This has led to the emergence of new powerful theoretical ideas and methods on the one hand and to the creation and use of new scientific instruments, techniques and technologies on the other hand.

Although the results of serious discoveries in the world of physics, science news, research have been widely discussed and debated, they have been partially included in higher and secondary education standards, curricula and plans moreover this process is continuing. In fact, if we talk about physics, schoolchildren and even students study physical phenomena that were discovered before the early 1960s. Only from time to time, it becomes known quickly to the general public, including students and schoolchildren when an open physical phenomenon leads to a technological discovery. Such as ,an example of this is laser physics, which was introduced into the educational process very soon after its opening. However, this is no exception to the rule.

Thus, the broad ideological, experimental, and technical knowledge in which modern physics resides is not known to those who are “assimilators” that knowledge in the future. In schoolchildren and students’ point of view, physics seems to be a frozen system in which even small changes are very rare. The worst one is that the idea of physics is created for teachers, present and future generation and they are passed on to school children. The current situation is one of the main factors leading to a decline in young people's interest in the natural sciences, firstly in physics.

There are several objective and subjective reasons for the lack of sufficient information about modern physics in university and school curricula. The most important objective reason is the complexity of the physical phenomena in the space in which modern science lives. The process of its development shows that the deeper we understand and comprehend nature, the farther we go from it through our own emotions. This fact was noted by Aristotle and in the last two thousand years this situation has never changed. The development of the universal mind and the complexity of the tasks facing humanity are in dynamic balance allowing the civilization of knowledge about nature.

This situation inevitably leads to a delay in teaching a particular subject from its research base. Overall, this is not surprising. This has been the case in the history of science and the only thing we can claim is that this deferment is not too great. However, the relationship between science and education at different stages has allowed this gap to be narrowed.

The difference between scientific and pedagogical ideas about physics is growing again at this stage in the development of physics. In our opinion the reason for this is that the methodology of teaching students and schoolchildren the basics of modern physics is not sufficiently developed.

It’s true that recent publications have appeared [5. 18], a methodology for teaching students through seminars on some issues of modern physics is being developed. However, the use of other traditional teaching methods, primarily lectures related to modern physics is almost non-existent. In addition, the issue of general principles of organizing the teaching of modern physics to students of pedagogical universities in the scientific and methodological literature is almost not studied. Thus, there is appearing a contradiction between the issues of evolving physics and its teaching. It is impossible to implement such training fully through the needs of teaching students the basics of modern physics to create an emotional environment that stimulates their interest in physics at school and to teach modern physics in lectures on special courses, as well as in special internships and through course and diploma work. This contradiction determines the relevance of the research being conducted. How to solve this problem? For example, you can do as the following:

-by adding modern physics issues to the content of the core courses and increasing its volume, this takes more time and is very problematic in the current trend of reducing the number of hours allocated to the observed natural sciences

-implementation of "modern physics" in the schedule. It can also be observed that it currently leads to great difficulties due to the lack of free hours, methodological manuals, trained teachers, etc .;

- introduction of additional elective courses provided for the second generation standards, maintenance of the rest of the system of teaching general and theoretical physics. To our mind this stage is the right choice and the most optimal variant. After all, we do not rule out the other two possibilities but in these cases it takes a relatively longer time to prepare.

The purpose of the research is the process of training physics teachers in pedagogical higher education institutions . The research topic is a method of knowledge formation of physics students of pedagogical higher education institutions in the field of modern physics. The aim of the research is to improve the system of teaching the basics of modern physics by introducing special courses for future physics teachers, taking into account the requirements of the state standard of higher pedagogical education, as well as to develop a model program of one of such special courses (for example, "Physics on the threshold of the third millennium") and to form its methodology. The research is based on the following hypothesis: if you add pedagogy to the system of teaching modern physics in a higher education institution as a key component of teaching special lecture courses on this topic, it will help you:

to form a broad understanding of students about the modern physical picture of the world (a single physical view of the universe), reflecting the latest scientific discoveries and hypotheses that describe, explain and predict the behavior of physical systems in the micro-world, macro-world and mega-worlds;

readiness to teach students lessons which helps to increase the level of scientific readiness of students and stimulate their interest in the natural sciences;

permits students to create competencies that interest them in learning physics for themselves and their future students.

The main objectives of the study are:

- analysing the degree to which modern physics is reflected in the educational process of secondary schools and pedagogical higher education institutions on the basis of the study of scientific and methodological literature ;

-conducting relevant surveys on the topic;

-you will develop criteria for selecting the content of teaching materials, taking into account the importance of certain areas of physics for the development of fundamental science, technology and the whole of humanity, as well as psychological and pedagogical features of education based on the analysis of the current state of physical research.

-development of the content, program and methodology of conducting special courses for students of pedagogical universities of modern physics, in particular, a special course on modern physics, in particular, "Physics on the threshold of the third millennium" for students of pedagogical universities.

Introduction of the course developed in the practice of teaching students in several pedagogical higher educational institutions of the Republic of Uzbekistan allows to conduct pedagogical surveys, pedagogical examination of the effectiveness of students' study of the nature of physical phenomena related to modern physics. Additionally, it will be possible to determine the possibility of experimental verification of the research hypothesis in the processes.

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IDENTIFYING VARIOUS FORMS OF LANGUAGE LEARNING ACTIVITIES IN TEACHING LANGUAGE SKILLS

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Abstract: *The article is about identifying various forms of language learning activities in teaching language skills and there are given some activities.*

Key words: *mechanical, meaningful, and communicative activities, functional communication activities, information gap or solve a problem.*

The distinction between mechanical, meaningful, and communicative activities is similar to that given by Littlewood (1981), who groups activities into two kinds:

Pre-communicative activities

Communicative activities

Structural activities

Functional communication activities

Quasi-communicative activities

Social interactional activities

Functional communication activities require students to use their language resources to overcome an information gap or solve a problem. Social interactional activities require the learner to pay attention to the context and the roles of the people involved, and to attend to such things as formal versus informal language.

Information-Gap Activities are important aspect of communication in CLT. This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing, they will draw available vocabulary, grammar, and communication strategies to complete a task. The following exercises make use of the information-gap principle:

Students are divided into A-B pairs. The teacher has copied two sets of pictures. One set (for A students) contains a picture of a group of people. The other set (for B students) contains a similar picture but it contains a number of slight differences from the A-picture. Students must sit back to back and ask questions to try to find out how many differences there are between the two pictures.

Students practice a role play in pairs. One student is given the information she/he needs to play the part of a clerk in the railway station information booth and has information on train departures, prices, etc. The other needs to obtain information on departure times, prices, etc. They role-play the interaction without looking at each other's cue cards.

Jigsaw activities are also based on the information-gap principle. Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing, they must use their language

resources to communicate meaningfully and so take part in meaningful communication practice. The following are examples of jigsaw activities:

The teacher plays a recording in which three people with different points of view discuss their opinions on a topic of interest. The teacher prepares three different listening tasks, one focusing on each of the three speaker's points of view. Students are divided into three groups and each group listens and takes notes on one of the three speaker's opinions. Students are then rearranged into groups containing a student from groups A, B, and C. They now role-play the discussion using the information they obtained.

The teacher takes a narrative and divides it into twenty sections (or as many sections as there are students in the class). Each student gets one section of the story. Students must then move around the class and by listening to each section read aloud, decide where in the story their section belongs. Eventually the students have to put the entire story together in the correct sequence.

Many other activity types have been used in CLT, including the following: *Task-completion activities*: puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

Information-gathering activities: student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.

Opinion-sharing activities: activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.

Information-transfer activities: These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

Reasoning-gap activities: These involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class timetables.

Role plays: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

Most of the activities discussed above reflect an important aspect of classroom tasks in CLT, namely that they are designed to be carried out in pairs or small groups. Through completing activities in this way, it is argued, learners will obtain several benefits:

- They can learn from hearing the language used by other members of the group.
- They will produce a greater amount of language than they would use in teacher-fronted activities.
- Their motivational level is likely to increase.
- They will have the chance to develop fluency.

Teaching and classroom materials today consequently make use of a wide variety of small-group activities.

Since the language classroom is intended as a preparation for survival in the real world and since real communication is a defining characteristic of CLT, an issue which soon emerged was the relationship between classroom activities and real life. Some argued that classroom activities should as far as possible mirror the real world and use real world or "authentic" sources as the basis for classroom learning. Clarke and Silberstein (1977, 51) thus argued:

Classroom activities should parallel the "real world" as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message and not the

medium. The purposes of reading should be the same in class as they are in real life. Arguments in favor of the use of authentic materials include:

- They provide cultural information about the target language.
- They provide exposure to real language.
- They relate more closely to learners' needs.
- They support a more creative approach to teaching.

Others (e.g., Widdowson 1987) argued that it is not important if classroom materials themselves are derived from authentic texts and other forms of input, as long as the learning processes they facilitated were authentic. Critics of the case for authentic materials point out that:

- Created materials can also be motivating for learners.
- Created materials may be superior to authentic materials because they are generally built around a graded syllabus.
- Authentic materials often contain difficult and irrelevant language.
- Using authentic materials is a burden for teachers.

However, since the advent of CLT, textbooks and other teaching materials have taken on a much more “authentic” look; reading passages are designed to look like magazine articles (if they are not in fact adapted from magazine articles) and textbooks are designed to a similar standard of production as real world sources such as popular magazines. Certain activities, exercises, and games can teach children to communicate better. In most settings, adults decide the communication style and social norms. The rules of etiquette are also decided by adults. These days, it is revolutionary to teach communication skills in “kid terms” with room to advance the skills as children develop. Imagine a world where every adult practiced their face-to-face communication.

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MULTIMEDIA TECHNOLOGIES IN THE EDUCATIONAL PROCESS OF A HIGHER EDUCATION INSTITUTION

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Abstract: *As we know at present, one of the promising areas of educational process improvement is the application of multimedia technologies. The article is about the analysis of the literature on the problems of the study that shows that there are many different definitions of the concept of "multimedia".*

Key words: *educational process, multimedia technologies, problems of the study, poll, text, sound, video image, graphic representation and animation.*

At present, one of the promising areas of educational process improvement is the application of multimedia technologies. The analysis of the literature on the problems of the study shows that there are many different definitions of the concept of "multimedia". It seems expedient in the context of our research to adhere to the following definition of multimedia - it is "modern computer information technology, which allows combining text, sound, video image, graphic representation and animation (animation) in a computer system". This definition is largely of a "technocratic" nature. If we look at the didactic aspects of the phenomenon in question, it is appropriate to recall that technologies of learning, which are part of social technologies, are understood as "a way of implementing the content of learning provided by the curriculum, representing a system of forms, methods and means of learning that ensures the most effective achievement of the goals.

Among modern learning technologies, computer technologies have occupied a special place in recent decades. Multimedia technologies of education are rightfully positioned as a new stage of development of computer technologies of education, since they are based on the teaching capabilities of the computer and imply the use of modern programming technologies. In this study, we define multimedia learning technologies as multi-media learning technologies that allow for the effective design and implementation of content, methods and forms of learning to achieve the goals of the educational process, involving the use of technical and software multimedia and interactive software.

The relevance of the introduction of multimedia technologies in the learning process is due to a number of advantages that allow the use of these tools: stimulation of cognitive interest of students, integrated use of audio and visual effects in the learning process, increasing the level of individualization of learning, increasing the information capacity of classes without compromising the quality of learning material, the involvement of more channels for the perception of learning information.

The peculiarities of the educational process in a higher education institution, which significantly differ it from school, determine the demand for multimedia technologies in almost all the disciplines studied. Let us consider these features in more details.

For educational process in higher education it is characteristic studying of great volumes of the scientific information that is a necessary condition of preparation of competent experts. The student has a task not only to assimilate educational material, but also to conduct analytical research of considerable volumes of information, because among the formed types of activities of future specialists a significant place is occupied by research, which involves working with large amounts of information.

A special role in the educational process is played by students' independent work. The modern educational paradigm considers the ability to self-education as the priority symbols of learning, which implies the formation of skills and abilities of independent search for knowledge, self-acquisition. A modern graduate, who should become a competitive specialist in demand on the labor market, capable of effectively solving non-standard professional tasks, is unthinkable without these skills and abilities. In this connection, the university should create the necessary psychological and didactic conditions in which a gradual transition from the independent work of a student under the guidance of a teacher to his or her own independent work would be made. The formation of skills and abilities for independent work should certainly take place simultaneously with the acquisition of professional knowledge, the development of cognitive interest, and the mastering of methods and techniques of scientific cognition.

The specifics of the educational process at a university may also include a combination of training and research activities. Preparation of a competent specialist capable of self-development and participation in innovative activity is impossible with the use of only reproductive methods of education that imply elementary transfer of ready knowledge to students and reproduction of the obtained information. It is necessary to reduce the share of passive knowledge consumption and increase the degree of students' activity in independent creative search for new knowledge, discoveries and non-standard solutions to problems. The share of a student's independence in a competent formulation of a research problem, vision and analysis of possible ways of its solution, competent search for the most rational way to achieve the goal of research, critical and objective evaluation of the results of the research work should gradually increase.

The need to bring the content and organization of the learning process as close as possible to the future professional activity causes a pronounced professional orientation of the educational process in a higher education institution. This peculiarity of education is manifested in the specifics of the pedagogical means used, which allow not only to form the necessary professional competences, but also a value attitude to the future profession, sustainable interest in the chosen type of activity, personal qualities demanded in the profession. Among these means should be mentioned active methods of education (business games, case solution, project method, simulation modeling method, etc.), different types of practice (introductory, training, production, pre-diploma), stimulation of different directions and forms of research, creative, independent work of students. The professional orientation of the training process in turn contributes to the development of professional orientation of the future specialist. Being a complex motivational education that reflects a person's attitude to professional activity in general, the professional orientation of a student's personality largely determines the success of achieving the goals of study at the university.

In a number of didactic means used in the process of education at the university a large proportion of control. The importance of control increases as the share of classroom activities decreases along with the increase in independent work of students. The role of a teacher in this situation is undergoing transformation: in the conditions of huge information flows he ceases to be only a source, a carrier and a distributor of knowledge, performing to a greater extent the role of a leader [2], a subject of management of students' cognitive activity, which necessarily implies the

implementation of functions of control over the process and learning outcomes. It seems to be important to form students' abilities to self-control, ability to independently evaluate and timely correct their learning process, which is an important component of the readiness of young people for constant self-education. Without considering the didactic foundations of the procedure for controlling the educational process in a sufficiently deep way, we will only note the importance of its motivational and diagnostic functions. In other words, the control should not only provide the necessary information for an objective assessment of learning outcomes and identify gaps in the training of students for timely correction, but also stimulate cognitive interest, the need for systematic work, self-control, student activity. Therefore, it is necessary to apply methods and forms of control over the process and results of study at the university, which would really allow achieving these goals.

The above described features of the educational process at the university explain to a great extent the relevance of using multimedia technologies. Application of the above technologies creates conditions for transition from passive to really active variant of educational process organization, in which a student becomes an active subject of educational activity, interested in achievement of professional education goals. The possibility of interactive interaction, a high degree of implementation of the principle of visibility, rationalization of the use of teaching time, expansion of opportunities to visualize complex teaching material, a wide range of areas of influence on the process and content of training and much more are certainly the advantages of multimedia technologies, the use of which can significantly improve the efficiency of the learning process.

In order to improve the learning process, we have developed a multimedia didactic complex in the discipline "Economics", designed for students of technical specialties and areas of training of full-time education. The didactic complex includes presentations of lectures with control tests, interactive books on each topic and training simulators (exercises in game form). Presentations of lectures and books were made in the PowerPoint program, using the program for creating electronic resources iSpringSuit.

Presentations were created with the use of animation elements, which made it much easier for students to understand the graphic interpretation of economic regularities and to focus on key points of the lecture content. This option provides an opportunity to visually build a chronological sequence of events describing certain economic phenomena in front of the students and helps to remember them more successfully. Multimedia capabilities allowed to include in the content of some presentations videos illustrating certain economic laws and principles, which certainly have a positive impact on the processes of perception, attention, and memorization. The system of hyperlinks, used in the development of presentations, creates convenient conditions for users to search for necessary information, placed on different slides.

The possibilities of this program allowed to accompany each presentation of the lecture with a control test of the corresponding content, which students had to perform within a strictly limited time frame set by the teacher. In our program, three days after the lecture were allocated for this purpose. This option allows students to discipline their work by motivating them to repeat the lecture material until it is forgotten. Within the framework of the rating system of evaluation of the results of training, it is possible to provide penalty points for the late performance of this task, or reduction of the point for the work.

When performing tests, the student has the opportunity to repeatedly refer to the content of the presentation, updating the memory of educational material. Since the priority task facing us during the testing was to consolidate the passed material, and the secondary task was to control the assimilation, the students were given the opportunity to perform test tasks indefinitely. If the purpose

of the test is to evaluate learning outcomes, the program allows the instructor to significantly limit the time required to complete the test assignments and the number of attempts to answer questions.

At the same time, the program provides an opportunity to quickly assess the work of students: after the completion of the tests, the results are automatically sent to the teacher's e-mail (we chose this option of notification from the list of possible), which has the ability to see a detailed report on the work of the student - the time of the test, the number of attempts to answer each test question, the errors made in the test. Such information allows not only to quickly assess the work of the teacher and the student, but most importantly - to make the necessary adjustments to the content of classes, including practical and seminar classes, which follow the lectures. The instructor can determine which questions should be discussed in more detail, which points in the course material need further clarification and analysis, with which of the students and which questions should be considered more carefully.

The content of any discipline always includes topics that are intended for self-study by students; lectures on such topics are not read in the classroom, and students are forced to independently search for literature recommended by the instructor, study it and report on the work done. In order to control the learning of such material, we have also developed and offered students presentations with control tests. The time for these tests was determined much longer, and the number of attempts to answer questions was reduced, which is due to the purpose of testing independently studied material.

Thus, multimedia technologies do contribute to the efficiency of the process of higher education, integrate powerful educational potential, and provide an enabling environment for the formation of competencies necessary for future specialists.

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COMMUNICATIVE LANGUAGE TEACHING IS ONE OF SIGNIFICANT APPROACHES
IN DEVELOPING LANGUAGE SKILLS

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Abstract: *The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. Millions of people today want to improve their command of English or to ensure that their children achieve a good command of English. There are a number of teaching methods in the literature and articles on new pedagogical technologies. These methods are presented as innovative methods. Here are some of the methods that can be used in foreign and even native language lessons.*

Key words: *English teaching, communicative competence, teaching ways and methods, interactive, education, pedagogy.*

The use of learning methods plays an important role and receives special attentions for a learner's life. We live in digital era, where everyone wants something efficient, effective, dynamic, fast and interactive [1]. The term 'interactive' appears in two distinct strands of educational research discourse: one concerning pedagogy and the other concerning new technologies in education. Teaching learners with traditional method where there is only one way of communication is no longer effective. The word 'interactive' is the key to have an effective [2] and efficient teaching and learning process where the teacher can grab learners' attention and learners can learn more in comparison to that of the traditional method.

Traditionally, most of the learners have been acquiring information and knowledge through less involvement of learners whereby learners only sit and listen to the unfaltering lectures. In addition, learners will copy down the endless indescribable notes that have been written on the whiteboard. Based on a research conducted by Atiyah, El Sherbing and Guirguis [3] results showed that the teacher is the most dominant person in a classroom and the teacher is responsible for all learners. Furthermore, learners only acquire the knowledge but do not know how to apply it in real-life situations as they are not indulged in inquiry-based education and problem solving. Thus, learners have less opportunity to contribute in the lesson which is leading to unsupportive classroom environment and passive learners.

Moreover, English language acts as second language learnt in school after native language. Many of these learners faced difficulty communicating in the target language and eventually gave up speaking in English language. Learners tend to shy away from using the target language when they find it hard to relay their points in English and they continue to express their ideas by using native language [4].

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Consequently, it affects their level of confidence to communicate in English language. If situation to the like of the above persisted, learners' self-confidence will deteriorate, and many will shy away from communicating in English language [5]. In addition, the limitation of learners' vocabulary is one of the many factors that affect the learners' confidence level [6]. When learning and teaching take place, wide vocabularies are used in order to deliver the knowledge. Both teachers and learners need to have similarities in words so that they have the same understanding of a conversation. Learners hesitated to involve themselves in the learning and teaching process as they are not confident to share their ideas due to the lack of vocabulary [7]. Due to this, lessons will be affected and limited exchange of productive communication to take place between learners and teachers.

In overcoming the unsupportive classroom environment and passive learners, Interactive Language Learning Activities (ILLA) is implemented in current language teaching as it helps to improve learners' English-speaking ability. Speaking skills need to be enhanced with language activities through interactive learning as interactive learning activities provide opportunities for improvement are highly importance [8]. In addition, interactive language learning activities encourage learners to speak their thoughts and ideas in many ways. Learners have the chance to learn from their teachers and peers, enhance their language, process of acquiring knowledge as well as gather their thoughts and creating logical thoughts [9]. Therefore, teachers need to implement the best way to enhance the learners' English-speaking ability. Specifically, teachers need to fully use the interactive learning environment as it encourages learners' engagements and participation in the lesson that lead to active learners and effective learning. Putting in mind that interactive classrooms are not limited to technology-based teaching spaces alone.

Education today has changed over time. With the ever growing of Generation Z, born between 1995 and 2012, are more Internet savvy compared to their Generation Y counterparts. Thus, there has been a dire need for new teaching and learning model that suit this "Digital Natives" yet penury generation to explore.

The most important skill in self-expression and gaining knowledge is learners' speaking ability [10]. To emphasize the importance of speaking among the learners, teachers implement a series of methods that help to engage the learners and encouraging them to speak better. As a human being, communication plays a vital role in our lives. We communicate to deliver messages, convey and changing information as well as reporting things that are happening in our lives. To communicate, it is not necessarily to speak but you can have it in easier by sending messages through the usage of technology. However, people need to master speaking skills in order to communicate effectively and speaking is highlighted as the major component in fulfilling the target in communication [7]. In addition, speaking is said to be significant language skill in education and personal life [10]. Speaking is defined as a process that involves the thoughts and expressing it verbally. It means, the thoughts will first appear in our brain then only we articulate what we think [9].

It is seen that there are a number of learners from primary schools, secondary school and tertiary level who are not proficient in speaking regardless the language [11]. When the learners cannot grasp the basic skills of speaking at early age, it affects their performance in many ways. In relation to the statement stated, foreign language learners have to acquire the fundamental language skills due to its importance usage in communication [7]. The ability to use and speak a world-wide language gives them nothing but benefits as they can indirectly enhance their knowledge and skills as well as assists them in terms of job- wise; having said that, speaking skills need to be improved among the learners. As learners spend most of their times in school acquiring knowledge and enhance their skills, teachers and their effective teaching and learning method play a vital role. A vary learner-

centered and interactive method of teaching need to be implemented in order to improve the learners' speaking skills [9]. Besides, he mentioned that speaking is a learner-centered activity due to the language production activities implementation and had, thus, proposed the enforcement of interactive teaching strategy in improving learners' speaking skills which the focus is on enhancing the second language. Compared to other language skills, speaking is emphasized as the important component in achieving the purpose of communication [8, 12-15]. With the implementation of interactive teaching method, teachers eventually will conduct interactive language learning activities to complement their method of teaching.

What Is Communicative Language Teaching?

Perhaps the majority of language teachers today, when asked to identify the methodology they employ in their classrooms, mention "communicative" as the methodology of choice. However, when pressed to give a detailed account of what they mean by "communicative," explanations vary widely. Does communicative language teaching, or CLT, mean teaching conversation, an absence of grammar in a course, or an emphasis on open-ended discussion activities as the main features of a course? What do you understand by communicative language teaching?

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Let us examine each of these issues in turn.

Communicative language teaching sets as its goal the teaching of communicative competence. What does this term mean? Perhaps we can clarify this term by first comparing it with the concept of grammatical competence. Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity which is understood by the term communicative competence.

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**DEVELOPMENT OF SKILLS AND ABILITIES OF SPEECH COMMUNICATION
OF STUDENTS**

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Abstract: *The article discusses issues related to the development of skills of speech communication. The author in a lively, accessible manner helps to systematize and deepen his knowledge on this issue. In addition, the article deals with difficulties in teaching speech communication. And also the author gives examples of different methods for teaching foreign students speech communication in Russian.*

Key words: *interaction, mutual understanding, speech activity, personal communication, audio materials, video clips, didactic games, stylistic coloring, word usage, skills, abilities.*

Currently, interest in studying the Russian language in our country has increased. The greatest difficulty for a foreigner is the development of grammatical categories, since it is in this area that the Russian language is most different from the native one. The maximum number of grammatical errors is in the field of choosing the correct case, the correct form of the genus, the correct form of the verb. Of particular importance is not a systematic and in-depth study of the Russian language, but the practical orientation of mastering the Russian language by the student, therefore, a functional and communicative approach to its teaching is the development of the skills of speech communication of students.

Speech communication is a complicated process. It begins with the establishment of psychological contact - interaction. But at the same time, it is a gradually developing process of interaction, impact, mutual understanding in the course of the formation of a single meaning. When psychological contact is established, open the way to social contact and impact, and then to semantic contact - mutual understanding. Speech communication is a combination of three concepts - speech activity, the communicative process and the interlocutor's relations. Speech communication is carried out both in oral and in written forms of speech. The form of verbal communication is a dialogue or monologue.

The monologue in the lesson is logically consistent and cohesive, sufficiently fully and correctly linguistically express your thoughts verbally. At the same time, students should be able to speak logically and consistently in accordance with the educational situation, make oral messages on the topic, and convey in their own words the contents of the text they have read. Students are required to be able not only to report facts, but also to express their attitude to the above. The volume of statements is at least 10 phrases, correctly framed in a linguistic sense. Consequently, there is an improvement in the ability to verbally speak with messages in connection with what they saw, heard, read. The student must be able to tell about himself, his surroundings, his plans, talk about facts and events, describe the features of life and culture of his country and the country of the language being studied. The volume of the monologue should be 12 to 15 phrases.

Unlike dialogic speech, monologue speech is characterized by consistency and logicity, completeness, completeness and clarity of thought. In the lesson, the forms of communication are closely intertwined. So, individual remarks in a dialogue can be spontaneously expanded into a rather independent monological statement, and a monologue can develop into a dialogue or a polylogue.

The dialogue in the lesson is communication on the models: teacher - student, student - student, teacher - students. In a word, being the most common form of social-speech communication, dialogue is simple and convenient when learning a language. Its constituent parts — replicas — are short, simple in composition and syntactic structure.

The level of verbal communication depends on the level of language proficiency. Training should be aimed at a gradual transition from academic communication to personal communication. This is possible if the topics and situations proposed for discussion in the process of communication are of interest to students and bring new information to them. The basis on which the skills of speech activity develop is phonetic, lexical, and grammatical knowledge. The mastery of this foundation takes place, firstly, in the process of educational communication, and secondly, through the subsequent use of acquired skills in real speech communication. A person experiences the greatest difficulties in foreign language communication, perceiving speech by ear. Oral communication, whose role has now become particularly significant, is impossible without understanding the interlocutor's speech. Because, in the process of verbal interaction, everyone acts both as a speaker and as a listener. In order for a student to be prepared for foreign language communication in natural conditions, it is necessary to recreate in the classroom situations that he will have to face in real life. It is necessary to pick up situations close and familiar to him. Language mirrors the world in a person's perception, and at the same time, "the person himself, his lifestyle, his behavior, relationships with other people, the value system, culture and the world in a man are reflected in the mirror of the language." In a word, language is a reflection of the human soul. Speaking in his native language, a person uses the rules of grammar spontaneously, pronounces the words unconsciously and does not pick up a rule or a suitable word in his mind. And also when mastering a language, native or foreign, a great role is played by linguistic intuition. Therefore, a person uses familiar words, phrases, sentences that he read or heard somewhere before. And the more you read, listen to audio materials, watch video clips in the language you are studying, the better linguistic intuition will develop, the faster you will learn and remember pronunciation norms, lexical units, grammar, etc. When reading aloud, a mechanism of logical understanding is formed, at the same time as perception, there is an understanding of the perceived information. Therefore, the work on the development of communication skills will be successful if it is carried out systematically, the lexical material is increased gradually, the texts studied are adapted to the level of students' knowledge. In order to teach students, the practical knowledge of the language in its oral form, one should turn to live spoken language and select lexical material in accordance with the topics and situations of communication borrowed from real everyday life. And students should also be introduced to folklore. Need to read proverbs, sayings, riddles, tales.

A didactic game is a very effective method for the development and improvement of cognitive, mental and creative abilities taught by a very effective method. The use of didactic games contributes not only to an increase in interest in learning, but also improves the quality of training itself, and increases the strength of acquired knowledge. In the game, the student with great interest and willingness does what he thinks is very difficult and uninteresting.

The game helps the formation of the phonemic perception of the word, enriches with new information, activates mental activity, attention, and most importantly - stimulates speech. As a

result, there is an interest in the Russian language. Not to mention the fact that didactic games in the Russian language contribute to the formation of spelling vigilance of students.

But any person who falls into a foreign language environment and wants to communicate with native speakers must master the communicative norm of the language. Since, for people to adequately understand each other during speech communication, in the consciousness of each of its participants there is a certain communicative norm of the language, which allows them to jointly build a communicative space. As you know, such a norm is a complex concept that includes both the language norm itself and extralinguistic elements. Otherwise, no communication is possible. The main purpose of which is to increase the level of communicative competence, the formation of sustainable skills and abilities that allow the correct use of language tools in various communication situations in accordance with the norms of the modern Russian literary language.

The substantive and methodological aspects of studying the course of speech culture in a foreign audience has its own specifics. The work on the study of lexical norms of the language has the same special specificity. The listener or the reader may misunderstand it, distorted because often the problem of foreign use is connected with the inability of foreign students to adequately express their thoughts. The presence of a large number of polysemantic words is a feature of the Russian lexical system. In such situations, to clarify the meaning of the word allows its contextual use. But in some cases, different Russian tokens are translated into their native language with the same word, which leads to violation by foreign students of the norms of usage in the Russian language. Therefore, when working with such words, the difference in their meaning and usage should be explained and students should be asked to compose phrases and sentences with each word.

It is important to constantly increase the vocabulary and skillfully use all the riches of the Russian language vocabulary: synonyms, antonyms, phraseological units that reflect linguistic consciousness in order to achieve maximum expressiveness of speech. Foreign students need not only to know the listed language tools, but also to use them appropriately, to take into account the specifics of a particular communicative situation: the degree of its officiality, the degree of acquaintance of students, psychological, age, national characteristics of partners, place and time of communication, and much more. Therefore, when teaching non-Russian students, the Russian language, it is necessary to ensure such a correlation of grammar and speech practice so that students learn not only to mechanically repeat typical models, but also create their own according to the laws of the language being studied, since "a person uses the language in his speech to express not only the former, how many new thoughts that first arose in him.

The communicative orientation of learning involves creating conditions that stimulate students' desire for speech in Russian, a comprehensive mastery of language elements at different levels, a comprehensive mastery of listening, speaking, reading and writing skills. Grammar knowledge should contribute to the development of skills in the practical use of oral and written speech, and grammar in the learning process should serve as the organizing basis for speech development work.

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Effectiveness of ecological laboratory work in the teaching of physics in connection with labor education

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Abstract: *This article aims to conduct environmental education through interdisciplinary links.*

Key words: *Ecological education, upbringing, interdisciplinary communication, technological education, laboratory work, efficiency.*

The process of socio-economic globalization taking place in the world is reflected in the education system. Particular attention is paid to technological education, which is an important step in equipping with basic knowledge and increasing literacy. Different countries have different approaches to the problem of individual approach to the process of technological education. During the growing season of cotton, the temperature is high in the topsoil during the day and the same in the identified soil layers at night. First, when the air is cold, it is important to maintain the same specific heat capacity and temperature of the soil in different layers of the soil, i.e. at certain depths. Second, the thermal conductivity of the soil is of great importance for plant life, as the soil cools down after a long time, and vice versa, cooling can be rapid.

The indicated laboratory work can be done by students in class and in extracurricular activities, as well as in production practice.

We will see below how some of the lab work is done in different classes.

Investigate the effect of an electric field on a seed

Purpose. To acquaint students with the quality of germination of seeds sown under the influence of electric fields, to acquaint students with the research work of Uzbek scientists working in the field of electric field effects on seeds and other plant seeds.

The content of the work. It is known that dry seeds are dielectric. If a seed is introduced into an electric field, it is polarized under the influence of an electric field. As a result, the germination of seeds is qualitative and the yield is high.

No	The subject of laboratory work	Classes		
		VII	VIII	IX

1.	Determination of soil and seed moisture.		+	
2.	Determination of soil and seed capillaries.		+	
3.	To study the effect of electric current on cotton.		+	
4.	Ultrasound treatment before sowing the seeds.			+
5.	Experimental determination of the effect of electromagnetic waves and isotopes on the seed.			+

Researchers from the Tashkent Institute of Experimental Plant Biology and Nuclear Physics conducted a series of laboratory studies on the effects of electric field radiation and X-rays on different varieties of seeds.

Under the influence of an electric field on the seed, germination is accelerated. It turns out that the seeds of the plant in a stimulated dose in the electric field will be more fertile.

It has been shown that seed growth and development are accelerated under the influence of an electric field. For example, up to 6 ts of wheat seeds in an electric field or 25 percent higher in quality and yield of seeds sown than in controlled wheat depends on the direction and how long the electric field is affected.

Accelerating seed germination is of great economic importance. Early germination of seeds, in turn, saves seeds economically. An electrophore machine, an anode battery, can be used as an electric field to irradiate the seed in a school setting. The electrophoresis machine generates an electric field between the flat capacitor plates.

The potential difference between the capacitor plates using an electrophore machine is measured using a C-96 kilovoltmeter. It is found that the voltage is close to 18 kV when the distance between the conductor balls of the electrophore machine and the discs with a diameter of 40 cm is 3 cm.

To process a seed in an electric field, it is necessary to place the seed on the bottom of the plate of the electric machine, and then create an electric field. It is environmentally friendly to have a normal electric field value.

To achieve high accuracy, each experiment should be performed three times at different times on the seeds standing in 3 packs in an electric field of the same voltage.

The seeds intended for the experiment must be of the same variety, of the same mass, and of the same shape. During the preparation of the experiment, the student learns that the electric field strength acting on the seed is 1-6 (kV / cm) and the field exposure time is 1-5 (s).

Equipment. Electrophore machine flat capacitor, paper bag with seeds, scales and stones, 2 identical pole breakers.

Practical part

1. Make 6 paper bags with 100 pieces of seeds of different sizes in each.

2. Construction of an electrical circuit consisting of capacitor plates and switching device of the electrophore machine. To do this, the wire from the conductor ball to the electrophore machine, to the capacitor plates is placed in a single-pole switching device.

3. Record the number of seeds on the bottom condenser plates. The balls are placed at a distance of 3 cm from the capacitor. The electric field strength is $E = 6 \text{ kV / cm}$. By connecting the switch, it is necessary to record with a stopwatch how long $t \leq 10 \text{ s}$ is in the electric field of the seed.

4. Put the seeds in the bag in the electric field and write down the magnitude of the electric field strength (E and t).

5. Repeat the experiment at $E = 6 \text{ kV / cm}$, $t = 5 \text{ s}$ and $t = 2 \text{ s}$ for the seeds in the other bag.

Perform the experiment at an electric field voltage of $E \leq 10 \text{ kV / cm}$ and complete the table.

Questions for self-examination

1. How does the electric field affect the seed?
2. What should be the magnitude of the electric field voltage acting on the seed?
3. How can the seed be processed in an electric field?
4. What physical properties of seeds change when they are processed in an electric field?
5. How can the results of the experiment be verified?

In short, it would be expedient to develop this laboratory work in practice and to integrate science and production so that farms and dehqan farms could achieve productivity.

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HAJ PILGRIMAGE OF MUSLIMS OF CENTRAL ASIA DURING THE YEARS OF SOVIET AUTHORITY

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Abstract: *This article covers the issues of pilgrimage of Muslims of Central Asia during the years of Soviet power of the 20th century. The period was studied through comparative analysis of primary sources and literature and relevant scientific conclusions were made.*

Keywords: *Hajj, pilgrimage, religion, Turkistan governorate –general, Russian empire, “Vatan” society*

Introduction. After independence, the attitude to religion in Uzbekistan has radically changed. Thanks to independence, our compatriots go to Hajj and Umrah-to visit Mecca and Medina, to fulfill the religious obligation.

Until the establishment of Soviet power, the pilgrimage of Muslims to Turkestan was inextricably linked with the policy of the Russian Empire. This is due to the multifaceted relations of the whole Russian empire with the army countries, especially Iran, Turkey, Afghanistan, British India – the Turkistan general-governorate, the Emirate of Bukhara, the Khiva Khanate. Secondly, this process was inextricably linked with the economic factor, with a large amount of money flowing to the Eastern countries, mainly Saudi Arabia.

The deputationists will be deemed to be on duty hours during the entire period of deputation. The services of deputationists will be at the disposal of the Hajj amenities, Jeddah during their deputation. They will be deployed by CGI, Jeddah for rendering appropriate services to the Central Asian Haj pilgrims for specified duration depending on functional requirements. The tasks allotted inter-alia includes assisting pilgrims in performing their Haj rituals, in their daily activities and attending to their grievances.

Main part. True, in the name of Saudi Arabia, one whole state was formed in 1932 year, but in historical literature this term was used before this date. It was also important that the moral and spiritual worldview of the Muslim representatives, who fulfilled the pilgrimage, began to perceive the world and life differently. Studies show that the number of pilgrims to Mecca and Medina during the period of the Turkestan general – governorship was high. The Russian Empire was forced to reckon with Islam. The people's uprisings, which were raised 2-3 times every year in the country, prompted the rulers of the Empire to conduct policies with caution.

Religious faith and devotion is considered to have been viewed as an fanaticism stalactite. Under the rule of communist ideology, the Muslim population fell into difficult living conditions. Prohibition of religious ceremonies, closure of madrasahs and mosques, destruction of Islamic architectural monuments, military clashes in 1917-1924, 1925-1935 gave irreparable blows to the spiritual and cultural development of the Uzbek people. Persecution and repression were carried out

by the Bolsheviks both to religious scribes and to the Muslim population. The material and spiritual monuments of the Muslim period of awakening remained unattended and were brought to half-ruined state.

While studying the history of the peoples of Central Asia, it is observed that in 1920 – 1930 years 2 – 3 people from the Fergana Valley, Bukhara regions went on pilgrimage in some years¹. In the years of Soviet power, the activist of the “Vatan” society Ahmadjon Lukmonov, who existed in 1976-1992 years, noted that every year from the USSR an average of 20 to 30 people, Muslims go on pilgrimage. Some of the persons with the finger, who had reached Mecca and Medina for the pilgrimage, did not even return to their homeland, he or she lived in one of these Eastern countries.

Many of them used to choose the Republic of Turkey as the second Vatan. The former pilgrims were engaged in trade and Commercial Affairs, craftsmanship, solidarity and other services in Turkish cities. In the years of the Second World War (1939-1945 century.) the Soviet government took the path of “softness” in relation to religion. The aim was to achieve the unity of society in the struggle against fascism with religious scribes and Muslim population standing on their side. By the way, the USSR was approached by Muslim countries. From 1943 year, religious official offices were established².

Muslim departments of Tashkent, Ufa, Baku and the Buynaksk regions were organized. In particular, the Religious Department of Muslims of Central Asia (later the Religious Department of Muslims of Central Asia and Kazakhstan, the Religious Department of Muslims of Movarounnahr) was established. This religious department and the government of the Republic of Uzbekistan under the Ministry of education were officially allowed to apply for a pilgrimage to “religious affairs office”. To go on a pilgrimage, it was necessary to go through a lot of artificial obstacles. Therefore, the average number of visitors per year, was still numbered with a finger.

In 1944, the number of those who went on pilgrimage from the Soviet Union amounted to 6 people. And in 1953 year, 23 people returned to Mecca and Medina during the pilgrimage. In 1944-1953, the number of Muslims visiting on average every year did not exceed 15-18 people. 50-60 percent of the Muslims who returned to visit Uzbekistan were Muslims. Of course, for the inhabitants of the multi-million-year state of the USSR, the above figures indicate that for that period, insignificant, nominal pilgrimage was allowed.

Soviet authorities paid great attention to the social origin of persons (citizens) who applied for Hajj pilgrimage. The main part of those who were allowed to visit were religious scribes, store managers, guards. Members of the government were afraid of accusations of backwardness and fanaticism, the threat of separation from their occupations, they would not apply for a pilgrimage. It was forbidden in practice to give pilgrims food, to make a Koran, and to express oneself to those who returned from pilgrimage.

The servants of the 2-3 madrasahs and mosques, who were working namigly, were included in the general list of those who went on pilgrimage. In fact, those who expressed a desire for a pilgrimage and applied with an application to the authorities of the government would actually be countless. The Muslim population continued to apply despite any obstacles, prohibitions. In 1961, 100 Muslims (from Uzbekistan) applied with the desire to visit Mecca and Medina for Hajj. After long inspections, only 6 Muslims were allowed for pilgrimage.³

Sending to the pilgrimage was not at the disposal of the Religious Department of Muslims, this process was controlled by the government and the Office of State Security (KGB) of the USSR. Work

¹ Odilov A. Sovet hukumronliginning dastlabki yillaridagi diniy siyosat tarixidan // O'zMU xabarlar. 2008. - № 2. B. -62 .

² Hayitov Sh. O'zbek muhojirligi tarixi. T.: “ABV MATBVOT KONSALT”; 2008. – 208 b.

³ [http. WWW. Pegmum.ru / news / 1162979. html.](http://www.Pegmum.ru/news/1162979.html)

related to the implementation of the Muslim rule was subjected to more rigorous persecution in the late 1970s – 1980s. For the Uzbek people, traditions and traditions, which have been living for centuries, have been condemned as remnants of oldness, religious fanaticism, and are practically forbidden. The feast of the fasts, the Feast of the Kurban Hayit, was declared a religious holiday, even “Navruz”.

In the early 1980s, Muslim customs and rituals were banned, even funeral ceremonies were not held. Especially the members of the compartments and the heads of government could not even afford the funeral of their loved ones. The Prohibition of Muslim traditions through violence had its negative impact on Hajj pilgrimage. Historical data show that an average of 25-38 Muslim pilgrims returned to Mecca and Medina during the 1960s-1980s⁴.

Representatives of the “Special Services” were included among the population who were on pilgrimage and they were carrying out the visiting carts on the basis of a strict schedule. Historical evidence also confirms the fact that the main part of the pilgrims was organized by religious institutions and those operating in religious organizations. Protection from ideological power and influence in government policies has created many challenges and spiritual suffering for the Muslim population.

Conclusion. So, in the years of Soviet power, the former Union, including the holy cities of Muslims in Uzbekistan: Mecca and Medina, was aimed at making the USSR a Union of free and free peoples before the eyes of the world community, with the aim of not completely banning pilgrimage to Mecca and Medina. The Soviet government in relation to the religion of Islam, the Muslim population and the scribes of religion were also several times more negative than the Russian Empire. If the number of Muslim pilgrims in the years when Turkestan was under the influence of the Russian Empire was about 5 – 7 thousand people each year, the fact that in the years of Soviet power their number did not exceed several tens in a year proves our opinion above.

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⁴ Sayid Mansur Olimiy. Buxoro – Turkiston beshigi. – Buxoro: “Buxoro” nashriyoti, - 2004.(fors-tojik tilidan t.f.n.dos.H.H.To‘raev tarjimasi) – 106 b.

European Anthropology

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Abstract: *In the new era, the XVIII-XIX centuries included the views and research of scientists of European antiquity on the ancient world.*

Keywords: *“History of Greece”, Karl Gotfird Myuler”, monuments of ancient art“, GustovDrayzin” history of Ellinism“,” natural geography of the Black and Mediterranean Sea“, Filipp Leba” essays of Roman history”.*

Introduction. About the antiquity, German historians took the first place in Western Europe in the development of historical science. German historiography continued the traditions of German Enlightenment in the second half of the XVIII century interest in the cultural and historical philosophical problems of antiquity and world history was strong. German thinkers used to see antiquity as the ideal of civil society, and *buhol* was a distinctive feature of the character of German historical science. This period brought up many famous scientists who had a great influence on the further development of the science of the activity of German antiquity.

The main part. The great scientist of the XIX century, Wolf's ring was August Beck (1785-1867). The greatest service of Bek, a professor at the University of Berlin, was the publication of the “Greek writing Corps”, the work of which was based on the epigraphic Greek. As an object of his own research, he chose at that time a subject poorly studied from the scientific side – the Athenian financial finance farm. As a result, in 1817, the work “Athens State economy” with 3 drops was published. Using the information recorded in the Beck records, he collected information on wages, prices, ordinary and extraordinary taxes, allied contributions, judicial percentages, some aspects of government expenditure. The novelty of the subject, its study on the basis of epigraphic materials, its in-depth analysis from the point of view of the aspiration to study the everyday life of the Greeks, Bek's work was a major contribution in the 19th century historiography, putting an end to the idealization of the Greek society that existed until that time. Beck is also the author of studies on ancient metrology (1838) and calendar (1855-1859) as well as his work “encyclopedia and methodology of Philological Sciences” (1877). M. Bek's professorial activity is Karl, Miller, Belgel, Drayzer, Ernest, Kursus, Max Dunker and other scientists are his shogirts1.

Bek's son Karl Gotfird Myuler (1797-1840) was one of the first to study separate Greek tribes and cities. He is the author of books on the history of the Ishna Islands (1817), the history of the city of Arhomena (1820) and especially the history of the 2-tailed Dorian tribes (1824). He believed that the drugs were the founders of the Greek genius. Myuler deeply studied Greek mythology, the work “introduction to scientific mythology” (1825), written by him, quickly attracted the trust of scientists.

His research, titled "Guide To Art archeology", written in 1830 and "monuments of Ancient Art", written in 1832, was of great importance in the development of classical archeology. It was written by Müller in 1828 and later O. The 2-track study on ishlanganetrusklar by Deek has so far lost its relevance.

As a philologist, Mueller wrote a generalizing work on the problems of ancient Greek literature, A History of Greek Literature (1841).

Another of Beck's most famous students, Johann Gustov, introduced Dreisin (1808-1884) to the three-volume History of Hellenism (1833-1843), which greatly influenced the subsequent development of ancient Greek historiography. Taking advantage of his historical critical achievements, Alexander the Great studied in depth the confusing and poorly studied period of Greek history, beginning with his march to the East and ending with the conquest of the Eastern Mediterranean. Many historians did not pay attention to this period during the crisis of Greek culture. Even the famous Nibur admitted that he did not understand the period well. Dreisin called this period the "Hellenistic" period, pointing to the unification of the foundations of Greek and Eastern culture. Despite some shortcomings, Dreisin's work is one of the major achievements of nineteenth-century historiography. In the first half of the nineteenth century, English history was of great interest to Greek history. It is no coincidence that England created the three most complete and systematic works on the history of ancient Greece. The first of these was William Mitford's 8-volume History of Greece (1794-1804) 3.

Between 1835 and 1838, another eight-volume work by Felloull, entitled History of Greece, was published. The most famous work of antiquity in nineteenth-century English historiography was George Groth's 12-volume History of Greece, published in 1846-1856, which became popular throughout Europe and was published five times in England. Originally a banker, Grot took advantage of all the achievements of European thought to create this work. From the beginning of the first Olympics (776 BC), the grotto is divided into six periods. In this chronology, mainly the events of Athenian history are taken into account, as follows: I. The beginning of the reign of Pisistratus at the Olympics (776-560 BC) II. The period from the reign of Pisistratus to the formation of the 1st Athenian Naval Union (560-479), III. 2nd Athens Maritime Union Period (479-404), IV. The period from the end of the Peleponess War to the Athenian naval alliance (404-379), V. The 2nd Athenian naval alliance and the struggle against Macedonia (371-338), VI. From the Battle of Heronia to the Battle of Lomia, which ended Athens' independence (338-323). Grot is also the author of a three-volume work on Plato's philosophy, published in 1865, and a two-volume work on the unfinished work of Aristotle. "

During this period, attention to Roman history was low in England. A significant event took place in Thomas Arlnord's History of Rome, published in 1838-1841. In 1830, George Lewis August Beck's Athens State Farm and Carl Mueller's History of Medicine were translated into English.

When talking about French historiography of this period, it is necessary to pay attention to the work of the great historian Jules Michele (1798-1874). In 1831, Michele published two works, Introduction to World History and History of the Roman Republic. In these centuries, Michel made effective use of Gogol's historical-philosophical conception and Nibur's method of historical criticism. Another major French anthropologist, Durodela Moll (1777-1857), focused on aspects that were rarely overlooked by experts. The names of his works indicate this: "Natural Geography of the Black and Mediterranean Seas" (1807), "On the location of the Torgey Rock" (1816), "The Art of Siege of Ancient Cities" (1819), "History of Africa in Ancient Times" research "and so on. However, his most famous and most important work, which contributed to the development of nineteenth-century French historiography, was Capital Politics of the Romans (1840), written under the influence of the English School of Economics. The author collects a great deal of factual information on many

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of the problems of the Roman economy. Provides in-depth information on units of measurement and monetary system, commodity prices, slave prices, and land cadastre. According to him, during the reign of Augustus, half of the Italian population was enslaved.

Another expert in the field of ancient history was Philippe Leba (1794-1861), an educator of Louis Napoleon and a member of the Academy of Writing, who led an expedition to Greece and Asia Minor from 1843 to 1844. He also compiled a collection of Greek and Latin inscriptions collected during a French expedition to LebaMorea. He is also known for his Essays on Ancient History and Essays on Roman History.

Between 1824 and 1830, Louis Philippe Siur published a detailed history of the ancient world in 33 volumes.⁴ Along with the official nobility-monarchist trend in Russian historiography, the historical concept of the Decembrists emerged in the early 1920s. The concept of antiquity played a significant role in the political struggle of both directions.

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Legal bases of labor migration in Central Asia.**Saidov Azambek Rayimjon o`g`li***Bukhara State University, 2nd year master's degree in History***Article history:***Received: 16th April., 2022**Accepted: 17th April., 2022**Published: 18th April., 2022*

Annotation. *In this article, the countries of Central Asia in the years of independence, the emergence of migration processes, their legal basis and integration with world labor legislation.*

Keywords. *Central Asia, Migration, Eurasian Economic Union (EEU), Voluntary Return and Reintegration Assistance (IQRY).*

Introduction. The scale of migration in Central Asia is enormous: 2.7 million to 4.2 million people (10% to 16% of the economically active population) work abroad - in the Russian Federation, Kazakhstan, Turkey, the Republic of Korea and many other countries. More and more people are returning to their homelands because of different situations, bringing with them knowledge, experience, skills, money and of course good lessons. The above labor migrants form the basis of them, and migrants make a significant contribution to the development of human capital and economic resources of Central Asian countries.

From the point of view of national migration legislation in Central Asia, we will consider it in more detail.

1. Numerous international instruments defining human rights and freedoms, establishing mechanisms for their promulgation and protection have been adopted and are in force in international law. Most of these documents apply to migrants, including labor migrants. The countries of Central Asia are parties to the Universal Declaration of Human Rights, adopted on December 10, 1948, which states that «everyone shall have the right to freedom of movement and residence within the borders of each State."

The right to leave the country and return to one's own country is enshrined. The signing of the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families on 18 December 1990 plays an important role in regulating return migration in the countries of the region. According to the document, «States Parties are obliged, in accordance with international human rights instruments, to respect and ensure the rights of all migrant workers and their families in their territory or in their jurisdiction" (7-article), as well as «migrant workers and members of their families have the right to leave any State, including the State of their origin. except those necessary to protect public order, public health or morals.

Migrant workers and their families have the right to come and stay in their home country at any time" (8-article).

Central Asian countries have signed major international human rights instruments: the International Covenant on Civil and Political Rights (New York, December 16, 1966), the International Covenant on Economic, Social and Cultural Rights, Children Convention on the Rights of the Child (New York,

November 20, 1989); Convention on the Elimination of All Forms of Discrimination against Women (New York, 18 December 1979), the United Nations Convention Relating to the Status of Refugees (Geneva, 28 July 1951) and others.

In addition to the main international documents to which all Central Asian states participate, it is worth noting some international documents signed by some of them.

Kazakhstan is one of the signatories to the Global Compact on Safe, Orderly and Legal Migration, which was approved by the UN Intergovernmental Conference on December 12, 2018 in Morocco. Kazakhstan, Tajikistan and Turkmenistan ratified the Convention on Slavery, signed in Geneva on September 25, 1926, amended by the Protocol of December 7, 1953, according to which the Parties ... they must prevent and put an end to it; they must continue to achieve the complete abolition of all forms of slavery gradually and as soon as possible»(Article 2)," transportation of slaves from one country to another or any transport carrying or attempting to do so shall be considered a crime under the laws of the States Parties to this Convention, and those found guilty of such crimes shall be severely punished "(Article 3).

Kyrgyzstan has ratified the UN Convention against Transnational Organized Crime of 15 November 2000, and Uzbekistan has ratified the Convention for the Protection of All Persons from Enforced Disappearance, adopted on 20 December 2006.

Turkmenistan signed ILO conventions: No. 29 on Forced or Conditional Labor (Geneva, 28 June 1930); No. 105 on the Prohibition of Forced Labor (Geneva, June 25, 1957); No. 182»On the Prohibition of the Worst Forms of Child Labor and Rapid Response" (Geneva, 1 June 1999); No. 138»On the Minimum Age for Recruitment" (Geneva, June 26, 1973).

Bilateral and multilateral agreements in the interests of the countries of the region play an important role in the legal regulation of migration in Central Asia as a basis for further development of the Voluntary Return and Reintegration Assistance (IQRY) plays. The set of international agreements concluded between the Central Asian countries has a different meaning, but in general reflects the desire of states to address important political and legal issues related to migration processes.

The main agreements that determine the migration policy of the Central Asian countries are as follows.

First, the Treaty on the Eurasian Economic Union (EEU) of May 29, 2014 (Belarus, Kazakhstan, the Russian Federation, Armenia, Kyrgyzstan), which provides for freedom of movement of goods, services, capital and labor.and the implementation of coordinated, agreed or unified policies in the areas of the economy. The Union is an international regional economic integration organization with an international legal entity. Article 4 of the Treaty states that "the main tasks of the Union are: to create conditions for the sustainable development of the economies of the member states in order to improve the living standards of their populations; striving to form a single market for goods, services, capital and labor resources within the union; comprehensive modernization of the national economy in the context of the world economy, cooperation and The Union has created favorable conditions for migrants to work in a single economic space. For example, after Kyrgyzstan became a member of the Eurasian Economic Union, workers will have a number of benefits in working in the Russian Federation. Idilar, for example:

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- workers and their families can be in the territory of the Russian Federation for up to 30 days without registration;
- registration is carried out during the term of the employment contract or civil law contract;
- work permit (patent) and examination is not required;
- When hiring, an employment contract or civil contract is concluded with the employee;
- Recruitment is based on the information and qualification documents provided in the countries of the Soviet Union, etc. Second, the Agreement on Long-Term Neighborhood, Friendship and Cooperation of the SCO Member States of August 16, 2007 (Kazakhstan, China, Kyrgyzstan, Russian Federation, Tajikistan, O 'zbekiston). The main tasks of the organization are to strengthen stability and security, economic cooperation, energy cooperation, development of scientific and cultural cooperation, fight against terrorism, separatism, extremism and drug trafficking.

Third, the Agreement on the Establishment of the Commonwealth of Independent States (Minsk, December 8, 1991) covers all Central Asian countries, among other participants. The following documents on the regulation of migration within the CIS have been developed and are in force: Agreement of 9 October 1992 on the Restoration of the Rights of Deported Persons, Minorities and Peoples; Agreement on Cooperation between the CIS Member States on the Return of Minors to Their Permanent Residence, October 7, 2002; Declaration on the agreed migration policy of the CIS member states (2007).

2003-year august 1 Agreement of the CIS member states on combating illegal migration. At the CIS level, the issues of forced migration and the status of refugees and internally displaced persons, optimization of the legal regulation of labor migration and the fight against illegal migration are the most pressing issues that need to be addressed.

As an associate member of the CIS, Turkmenistan participates in certain agreements and treaties in the field of migration, including: Agreement on guarantees of the rights of citizens of the Commonwealth of Independent States in the field of pensions (Moscow, March 13, 1992).); Agreement on Assistance to Refugees and Internally Displaced Persons (Moscow, 24 September 1993); Agreement on cooperation in the field of labor migration and social protection of labor migrants (Moscow, April 15, 1994). Kazakhstan, Kyrgyzstan, Tajikistan and Turkmenistan are actively involved in the Almaty process, a regional consultative platform for dialogue and cooperation in the field of migration and refugee protection.

Uzbekistan is taking measures to cooperate with countries that receive migrant workers from these countries. In December 2017, the Agreement on cooperation in the field of external migration with the Russian Federation -»On the organized recruitment and involvement of citizens of Uzbekistan to work in Russia" was adopted. A detailed roadmap for the implementation of planned work in the field of labor migration in cooperation with the Russian Federation was approved. Today, the Agency for External Labor Migration has signed agreements with the Russian Federation, some European countries, Japan and the Republic of Korea.

Uzbekistan has signed a number of bilateral international agreements governing cooperation in the provision of legal assistance in various categories of cases: with the Republic of Turkey (June 23,

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1994); with the Republic of Latvia (May 23, 1996); With the Republic of Lithuania (February 20, 1997); With the People's Republic of China (December 11, 1997); With the Republic of India (May 2, 2000); With the Czech Republic (January 18, 2002); With the Republic of Korea (April 25, 2004); With the Republic of Bulgaria (April 30, 2004); Between the Prosecutor General's Offices of the Republic of Uzbekistan and the Kyrgyz Republic (October 3, 2006) and others.

Among the international agreements in the field of migration concluded by Kyrgyzstan should be noted: - Law of the Kyrgyz Republic»On the Legal Status of the Representation of the Ministry of Labor, Migration and Youth of the Kyrgyz Republic in the Russian Federation between the Government of the Kyrgyz Republic and the Government of the Russian Federation" of July 27, 2015 No. 197 Law»On Ratification of the Treaty signed in Moscow on April 15".

- Resolution of the Government of the Kyrgyz Republic of May 11, 2004 No. 65»On labor activity and social protection of labor migrants between the Government of the Kyrgyz Republic and the Government of the Russian Federation" of March 28, 1996, 2003 Law»On Ratification of the Protocol on Amendments and Addenda to the Agreement, signed in Moscow on September 22, 2006".

- Resolution of the Government of the Kyrgyz Republic of August 1, 2003 No. 186»On labor activity and social protection of migrant workers engaged in agriculture in the border areas between the Government of the Kyrgyz Republic and the Government of the Republic of Kazakhstan" Law on Ratification of the Agreement signed in Bishkek on July 9, 2006.

- Ratification of the Protocol of the Kyrgyz Republic dated September 19, 2004 No. 30»On Assistance to Refugees and Internally Displaced Persons" signed on February 10, 1995 in Almaty, September 24, 1993 on the»Law.

Tajikistan has signed a number of intergovernmental agreements in the field of migration regulation, in particular the agreement of May 8, 2012»On the establishment of the Council of Heads of Migration Authorities of the Commonwealth of Independent States"; These include the Agreement between the Republic of Tajikistan and the Russian Federation on the Procedure for Staying of Citizens of the Republic of Tajikistan in the Territory of the Russian Federation, signed on February 8, 2013.

Turkmenistan's international legal framework in the field of migration consists of bilateral and multilateral agreements and treaties, including cooperation with specialized international organizations. Agreement between the two countries on the settlement of civil matters (Ashgabat, December 23, 1993); Protocol on the Abolition of the Agreement on the Settlement of Dual Citizenship Issues between Turkmenistan and the Russian Federation (Moscow, April 10, 2003); Agreement between Turkmenistan and the Russian Federation on the legal status of Russian Federation-political citizens permanently residing in the territory of Turkmenistan and citizens of Turkmenistan permanently residing in the territory of the Russian Federation (Moscow, May 18, 1995). Agreement on Cooperation with International Organizations, Agreement on Cooperation between the Government of Turkmenistan and the Office of the United Nations High Commissioner for Refugees (Ashgabat, March 4, 1998) and the Agreement between the Government of Turkmenistan and the United Nations High Commissioner for Refugees Agreement (Ashgabat, June

10, 1998) was signed between the migration organizations. In accordance with these agreements, the relevant offices of these international organizations have been opened in Turkmenistan.

All of the following Central Asian countries are equal in migration law and international legal relations. Now the further development of the migration process depends on the extent to which the ratified laws of the country's governments are confirmed in practice. In particular, ensuring the rights of migrant workers in migration, and protecting them from modern slavery, should be a top priority for the government.

In conclusion, it can be said that the labor laws of the Central Asian states are well-designed in all respects. We must now make the available legislation available to the general public and make a worthy contribution to raising the legal literacy of our people.

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THE DEPICTION OF THE TEENAGERS`
SOCIAL LIFE IN “HARRY POTTER”

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Abstract: *The given article deals with the psychological characteristics and depiction of teenagers` social life of the main hero in J.Rowling`s “Harry Potter and the Philosopher's Stone”. The characteristic features of modern children`s literature and specificity of children's literature are discussed. A vivid respond of modern children`s literature to the changes that society is now experiencing, and the depiction of realities in works of modern writers is investigated. A positive effect of children`s science fiction and fantasy literature on young generation is considered, the examples from the work are analyzed.*

Key words: *modern children`s literature, psychologism, escapism, frightening reality, fairy-tale characters, optimistic ideas, society changes.*

Introduction. Many publishers are of the firm opinion that our teenagers do not read books at all. They supposedly have something else in mind - discos, girls, computers, etc. And the exceptions only prove the rule. Therefore, when publishing books, they say, it is necessary to focus only on the “younger” age. In general, a real best-selling book for children is one that both children and adults read with pleasure. Literature often provides us with opportunities to gain new insights into our world, and J. K. Rowling's Harry Potter series is no different. Harry and his cohort of wizards and muggles (nonmagical people) have taken our world by storm and, in the process; have brought the joy of magical literature to many children and adults. Rowling's work has also presented a new avenue for literature study. Everyone is aware of the numerous analyses of her work; however, after careful consideration, one perspective above all is perhaps the most appropriate is that when working with a children`s book, one cannot but take into account the psychological characteristics of the perception of children`s literature.

Main part. Our analysis shows that the psychological characteristics of the literature perception of children are identification - identifying oneself with a literary hero. This is escapism - leaving in the imaginary world of the book. Actively condemned in real world (“why go to an invented world when you have to live in nature, building future?!”), and completely deservedly received in the statement of J. P. Tolkien: “Is it really necessary to despise a person who come back home? Or who,

unacceptable opportunities to escape, and talking about something not related to the prison and the jailers?" [1] By adding to his real world the world of the books he has read, the reader thereby enriches his life, his spiritual experience. Especially prone to escapism are fans of fantasy literature, and in particular of the same J. P. Tolkien: arranging "hobbit games", distributing roles, making swords and chain mail, they often plunge so deeply into this world that it is not easy to return to the real one. So, here, in many respects, you need to know the measure, so as not to play too much completely.

A huge role in the selection and perception of fiction is played by its compensatory function. By what kind of books a person prefers, it is perfectly clear what he lacks in reality. Children, and then teenagers and young people, trying to overcome the everyday life around them, longing for a miracle, first choose fairy tales, then fantasy and science fiction. Women, tortured by everyday life, children and family, while reading women's romance novels, identify themselves with the heroine, satisfy the dream of a "handsome prince", a bright and happy ending (despite the stereotyped plot, images, etc.). Thus, at the expense of literature, a person gets what is missing in life and thereby also enriches it!

The orientation of the personality affects the selection of books of certain genres: young people, aspiring to the future, prefer science fiction; people of the older generation, on the contrary, are books about the past, historical genres, memoirs, etc.

Returning to children's literature, it should be noted that traditionally it is divided into children`s literature itself (books written specifically for children) and children`s reading, including works that were not originally addressed to children, but included in the circle of children`s reading (A.S. Pushkin`s fairy tales, books by J. P. Tolkien).

Is there a reverse process? Among the books addressed to children, we can name at least two that have become both a fact of adult culture, a source of inspiration, a subject of research and controversy. These are "Alice in Wonderland" by L. Carroll (a classic example) and the "Harry Potter" books by J.K. Rowling (a modern example).

The question of the specifics of children's literature arises, so, how does "literature for children" differ from "literature for adults", and are there any fundamental differences here? The question of the specifics of children's literature is still open. Not all researchers recognize this phenomenon as the right to independent existence: children's literature appeared much later than literature in general, and to a certain extent relied on the achievements of the latter.

Nevertheless, it is impossible not to notice the thematic, stylistic and functional differences between works addressed to children and works intended for an adult reader. These differences are all the more pronounced the more the works are addressed to a younger reader, therefore it seems appropriate to talk about the age specificity of children's literature and single out several groups based on the reader`s age:

- 1) books for the little ones,
- 2) books for children 4-7 years old
- 3) literature for younger readers,
- 4) works for teenagers.

The specificity of literature for younger readers is determined by the growth of consciousness and the expansion of the range of interests of readers. Yesterday`s preschoolers become school children; they are even more actively mastering the world around them. Works for children of seven to ten years old are saturated with new information of a more complex order, in connection with this, their volume increases, plots become more complicated, new topics appear. Poetic tales are being replaced by fairy tales, stories about nature, about school life. Their heroes are usually peers of readers, these books tell about the world in which the life of a small person takes place.

At the same time, the young reader is also interested in what is happening in the big world, so all kinds of children`s encyclopedias are addressed to him, presenting new knowledge in an entertaining way. In general, entertainment remains the main feature of literature for children of primary school age: they have recently learned to read, reading for them is still work, and making it interesting is one of the author`s tasks. Hence the dynamic plots, travel plots and adventure plots, full of events, and the means of characterizing the hero is often not a description, but a dialogue.

“What`s the use of a book,” says ten-year-old Alice from Lewis Carroll`s fairy tale, “without pictures or conversations?” (*Carrel L. “Alice`s Adventures in Wonderland”*) But at the same time, the little person`s value system begins to take shape, so entertainment is combined with an instructive element: the work is structured in such a way as to lead the reader to the conclusion about what is possible and what is not, what is good and what is bad. At best, this “morality” is not formulated directly, but follows organically from the plot of the work. Humor plays an important role here: negative characters are portrayed in a funny and ridiculous way.

The main feature of adolescence is the formation of a unique personality, awareness of one`s place in the world. A teenager is no longer just getting information about the world; he is trying to determine his attitude towards it. Literature for teenagers puts before the reader a number of global questions about the nature of man and the meaning of his life, and by answering these questions, he learns to live in the world of people.

Human relations come to the fore in works for teenagers; the plot is based not only on travel and adventure, but also on conflicts. The images of heroes become more complex, psychological characteristics appear. The evaluative component, instructiveness and edification fade into the background: a teenager learns to think independently, he is not inclined to trust ready-made truths, preferring to check them on his own mistakes. Therefore, books and their heroes at this age become no longer teachers and advisers, but interlocutors helping the grown reader to understand their own thoughts, feelings and experiences.

A characteristic example of prose addressed to adolescents is the stories of V. P. Krapivin, which tell about the difficult period of growing up and the conflicts of a grown-up child with the world of adults.

So, we can talk about the specifics of children`s literature on the basis that it deals with the emerging consciousness and accompanies the reader during his period of intensive spiritual growth. Among the main features of children`s literature, one can note informational and emotional richness, entertaining form and a peculiar combination of instructive and artistic components.

Modern children`s literature has vividly responded to the changes that society is now experiencing, and the realities of today`s reality quickly entered the works for children. As a rule, these are signs of adult life, with which the modern child is familiar firsthand. So children`s literature reflects a characteristic feature of our time - the blurring of boundaries between the children`s and adult worlds and the rapid maturation of a small person.

Here, for example, how a modern fairy tale begins - the story (genre-fantasy) of Emets D. “The Queen of Mutants”: “*The Mutant Country is spread at the exploded old nuclear power plant, from which only one foundation and several dilapidated blocks remained. Its territory is huge, and no one knows where it ends. There were cases when mutants sent expeditions to explore distant lands, but no one ever returned, and in the end they were no longer sent.*” [7.352] This is how modern reality enters children`s literature - the reality of catastrophes, crime, and bad news and market relations. However, different authors use the signs of modernity in a literary text in different ways. Some play on the craving of a young reader for everything dangerous and unknown and literally transfer the

atmosphere of frightening reality to the pages of their works; others create a parody picture of our time, thereby emphasizing the abnormality of the world in which today`s children live.

At the same time, literature for children also turns to chamber themes, and familiar situations reappear on the pages of children`s works: a child at home, in kindergarten, at school. Among the fairy-tale characters, one can meet not only monsters and mutants, but also ordinary pets: “A *white foal with large lilac eyes, a thick ash-colored mane and long grayish eyelashes of the same color, woke up far after midnight in an unfamiliar place*” (L. Nikitina, “About white foal”).[2]

Gradually, normal reality returns to children`s literature, what should surround a small person in childhood: a cozy home, loving parents, cheerful friends. But this is only one side of modern reality, and therefore the works written today are so diverse and multifaceted.

We should mention that, despite the fact that the action of modern works for children often takes place in the adult world; the main characters of these works are still children. These can be the most ordinary children: they go to kindergarten, do not obey their parents, and argue with their peers. However, completely different heroes are very popular with the modern reader - Harry Potter and his domestic counterparts. It is no coincidence that a superhero with the appearance of an ordinary schoolboy arouses such increased interest: he is endowed with fantastic abilities and easily solves the problems that every child faces in everyday life.

The world of secondary characters in modern works for children is very diverse: here are living household items, and talking animals, and absolutely fantastic creatures, for example, housewives and mutants. Along with the heroes of the new time in children`s literature, there was a place for fairy-tale characters from the past: fairies, dragons, princesses and kings. But even these familiar images are often filled with modern content, behave in accordance with today`s standards and are well acquainted with colloquial speech.

Modern children`s literature has its own stylistic originality. Together with new realities and new articles, literature for children also includes a new language. The stylistic originality of modern children`s literature occurs in the blurring of the lines between literary and colloquial language, or rather, active. Vocabulary changes first of all: with the advent of new concepts. Unfortunately, this is often a term with a negative connotation.

Here is how the adventures of the protagonist are described in E. Grachev`s book “Lupate Mittens”: “*Minka was returning from the market somehow, he sold the remnants of honey, it was evening, he dozed off in a cart, he opens his eyes, and in front of him are five racketeer robbers. One with a knife, the second with a pistol, and the rest with brass knuckles.*” [2] Together with neologisms and foreign borrowings, colloquial and slang words and expressions appear in books for children. As well as syntactic constructions characteristic of colloquial speech: incomplete sentences, inversions, repetitions appear in children`s literature. Here we have some examples of repetition from J.K Rowling “Harry Potter and Philosopher`s stone”: “*Shooting stars all over Britain? Owls flying by daylight? Mysterious people in cloaks all over the place? And a whisper, a whisper about the Potters...*” [6.255]; “*Harry had never even imagined such a strange and splendid place. It was lit by thousands and thousands of candles that were floating in midair over four long tables, where the rest of the students were sitting.*” [6. 262]

This borrowing did not begin today, but if earlier children`s literature included elements of children`s speech and children`s folklore, now the language of many children`s books is approaching the colloquial speech of adults. On the one hand, this phenomenon reflects certain processes in the public consciousness, and on the other hand, it changes the mind of the reader: modern children have long been speaking an adult language, and children`s literature of recent years has played an important role in this.

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Children`s books have a very strong influence on people, up to a defining one. The Russian list of “school reading” has expanded over the past 25-30 years due to good translated literature, but has not fundamentally changed. Take, for example, J. Rowling with her phenomenal - and well-deserved - popularity. What do the books of the “Potter cycle” talk about, what do they teach? They teach that honor is higher than fear, friendship and devotion means more than obedience and success, the mind can help out almost everything.

Childhood in “Harry Potter” is not a magical world that adults want to return to, but a difficult period of a person`s life, with a lot of its own problems. The children`s characters created by Joan Rowling are striking in their psychological complexity. So the book about Harry Potter not only allows children to find themselves in a magical world, to be observers of wonderful adventures, but with all its content tells about the ups and downs and complexities of their children`s world, the features of children`s subculture.

The enchanting success of J.K. Rowling`s books about the wizard boy was not in vain. Our publishers, as if waking up from a lethargic sleep, vied with each other to produce children`s science fiction and fantasy. In Soviet times, there was a fairly clear age gradation in children's literature, which is still used today. There are books for preschool age, for school (junior, middle and senior) and, finally, for youth. In the West, there is also a division into “children`s books” and “young-adults books” (i.e. children's and youth).

Russian publishers practically do not use such a classification when publishing science fiction. As a result, in the series declared as children's, books are published for children, teenagers, and youth. But the younger generation has a couple of years - already a whole eternity. A book enthusiastically received by a 10-year-old child evokes boredom at 12, and causes irritation at 14. And vice versa - what is interesting at 14-15, not to mention 16-17, will seem too complicated, boring and even scary for a ten-year-old. [2] The changes in the life of society that have taken place in the last decade have significantly changed the situation in literature. It is no exaggeration to say that the 1990s 20th century became a crisis for literature in general, and for children`s literature in particular. The circulation of books for children has fallen significantly, some children`s magazines have closed, and children`s libraries have been emptied. Only in the last few years has the situation begun to change.

In addition, the tradition of literary competitions is being revived, revealing more and more new names of authors writing for children. However, another problem arises here - children stop reading books, the culture of reading, the level of reading is falling. Various factors contribute to this, including the development of new information technologies and the revolution in telecommunications.

In an effort to attract the attention of the reader at any cost, the authors use a variety of means, including those that are not at all childish. However, there are also examples of a successful combination of entertainment and artistic merit, when writers are looking for new ways to convey to the child ideas about eternal values and moral standards. On the whole, modern children`s literature is a mobile, contradictory phenomenon in the process of formation, and it will be possible to draw conclusions about which trends will prevail only after some time, when the situation stabilizes.

British doctors have found that thanks to Harry Potter, many children escaped the fate of getting into hospital emergency departments. Studies have shown that hospital emergency departments received half as many child patients during the weekend when the next book about the young wizard was published.

Since the release of the first Harry Potter book in 1997, the series of books about the young wizard has sold over 270 million copies in 62 languages in many countries around the world. This

summer, the sixth book about the young wizard, The Half-Blood Prince, set a sales record, selling more than two million copies in the UK alone in 24 hours. [3]

In terms of other positive aspects of the Potter effect, 84% of teachers said that Harry Potter had a positive effect on children's desire to read. 83% of children believe that the noble hero Harry Potter is a good role model. [4]

Conclusion. At the end of the 20th century, as well as at the turn of the 19th - 20th centuries, society is experiencing great upheavals, and the process of social transformation has not yet been completed. Certain shifts are taking place in the public consciousness, which cannot but influence the course of the entire literary process. Children's literature, like literature in general, is trying to master a new reality, which means that it inevitably turns to new topics and looks for new artistic means to reflect the changing reality.

But at the same time, modern literature for children continues to develop in the direction that took shape throughout the 20th century, and modern children's writers rely on the achievements of their predecessors. As has been noted more than once, the main discovery of children's literature of the twentieth century was the image of the inner life of the child in all its complexity and completeness. Like many generations of children's writers, modern authors also rely on folklore traditions. As before, one of the most popular genres of children's literature is a literary fairy tale, in which folklore plots and images are played out. The main characters of children's books are still the children themselves. The themes that entered children's literature in the 20th century are also preserved, primarily the theme of the relationship of children with adults and with peers.

However, in our time, children's literature not only preserves the traditions of the twentieth century, but also acquires features that were not at all characteristic of works for children in the last century. Although they say that, modern children's literature has a bad effect on young readers, revealing all the hardships of the world to an undeveloped personality, this is not so, because the main goal of modern children's literature is not to intimidate the reader, but to prepare for a difficult life.

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How does economic development affect environmental health?

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Abstract: *The change of the environment to the negative side is closely related to economic development from the following three changes the higher level of pollution, global warming and the potential loss of environmental habitats, and the emergence of diseases.*

Key words: *global pollution, economic growth, natural resources, change of ecosystem, food security, environmental threats, the emergence of diseases.*

Introduction

In the 21st century, people are living while economic development is growing steadily. As a result of this, the way of life of mankind, technology, and in general every sphere is developing. However, as if the second side of the coin, there are negative consequences of this, especially to environmental health. According to NASA (n.d), “Scientists use observations from the ground, air and space, along with theoretical models, to monitor and study past, present and future climate change. Climate data records provide evidence of climate change key indicators, such as global land and ocean temperature increases; rising sea levels; ice loss at Earth’s poles and in mountain glaciers; frequency and severity changes in extreme weather such as hurricanes, heatwaves, wildfires, droughts, floods and precipitation; and cloud and vegetation cover changes, to name but a few”. It is fact that ensuring totally the demand of humankind, the wealth of our planet is being lost or completely changing to the negative side, which is a great danger to humanity. The change of the environment to the negative side is closely related to economic development from the following three change higher level of pollution, global warming and the potential loss of environmental habitats, and the emergence of diseases. As it is global and first issue that the effects of economic fast activities have negative side to environmental health is higher level of pollution. Precisely, economic growths continue to go up, it is also showing sufficiently impact to the global pollution, which is giving a huge negative effect to the environment. Yet, this does not mean all forms of economic development can damage to the nature. Even, the reason of economic development cause to improve technology which can enable to do less pollution. However, it is not important key to decrease global pollution. Tejvan Pettinger (2019) writes in his article “Environmental effect of economic growth”, he writes “The pace of global economic growth in the past century has led to a decline in the availability of natural resources such as forests (cut down for agriculture/demand for wood), a decline in sources of oil/coal/gas, loss of fishing stocks – due to overfishing, loss of species diversity – damage to natural resources has led to species extinction”. The interaction with economic growth, the mutual need of

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people for a lot of things also continues to increase. This will continue to reduce their amount as a result of the use of not only renewable but also non-renewable resources. And this shows its negative consequences on nature. Additionally, the pollution of water, land and air can cause to health problems of human and improper crop rotation damage the productivity of land. Overview, that to some extent, economic growth poses a great danger to the future.

Global warming is the second issue to environmental quality which related to economic development. The consequences of this global warming in developed and developing countries are leading to an increase in natural disasters and the destruction of many living things by burning large forests or losing their habitat in general. According to National Aeronautics and Space Administration (2020) the global warming that the long-term heating the Earth's climate system has been observing since 1850 the cause of human activities related to economic evolvement by burning fossil fuel. The fact that Industrial Revolution had been beginning for that time and it also brought to be economic growth of countries. For 200 years the population of the world has been increasing day by day. Therefore, the demand of fresh water is one of the most essential social issues in some areas of the world. This causes to be global degradation because of overpopulation and the evolvement of economic, the fact that in order to supply the demand of human, some natural forests are being chopped down for making human habitation or other aims. Additionally, excessively amount of water are using to grow up foods or other things which causes to change environmental health. Kimberly Amadeo (2021) states in his article "Climate change is the disruption in the long-term seasonal weather patterns caused by global warming. Data released in 2020 shows that the average global surface temperature has risen over 1 degree Celsius—about 2 degrees Fahrenheit—since the pre-industrial 19th century. That's faster than at any other time in the Earth's history—roughly eight times faster than the global warming that occurred after the ice ages". Therefore, the rising level of global temperature cause to the extreme droughts, wildfires, floods, tropical storms and other such as disasters which can damage human life.

The consequence of the fact that economic growth has a negative impact on many things is the emergence of new diseases not only for humanity, but also for all living things. It is the third effect of economic growth to the environmental health. In the economic development century the world is facing several infection diseases such as the Ebola virus and The Covid-19 virus which spread globally. This is completely connected to food security of economic perspective. It means that most of economic development countries grow up Genetically Modified Food in order to supply the demand of populations. Moreover, pre-packed food is also dominant in some places while it causes to be various illness such as obesity, asthma, and so respiratory diseases. One of the most important aspects of food security is food access that having sufficient resources. However, due to poverty of country or population in some countries, the access of food is more difficult cause of other economically development countries, meaning that there is no equal distribution. According to resent statistics (2021) nearly 2 billion people worldwide are, on a regular basis, unable to grow or get enough food to eat- and a staggering 75% of that most lacking food security live in the most rural areas in the least developed countries of the world. Whether due to conflict, drought, flooding or disease, food security and sustainable agriculture are unstable realities for most of the world's poor. It means that the problem with access food production in various areas.

Conclusion

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In today's, economic development can be observed in any sphere and state. The fact that people can do together with the survival of people is improved, as well as the whole world is modernized and able to use the resources that a person has. However, we must also pay attention to the negative effects of this on the global nature, in general, on the whole living thing and creature. Here is interesting fact that environmental degradation has a huge threat to human health worldwide. The harmful consequences of this degradation on human health have already begun to be felt and can significantly worsen in the next 50-100 years, even to the extent that we cannot imagine. Because of economic development, environmental health and human health are linked totally each other.

I want to mention a thing that to solve this problem, measures should be taken to improve the quality of the environment in developing and developed countries.

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Abstract: *In this article, a brief analysis of the methods of formation of pedagogical skills of teachers is described. Proposals were developed on the basis of analytical conclusions.*

Key words: *Knowledge, skills, qualifications, pedagogical technical characteristics, mimics, pantomime, speech techniques, personal qualities of the teacher, professional knowledge, professional characteristics, personal pedagogical oddity, organizational skills, communicative skills, Gnostic skills.*

Introduction

The appearance of the teacher is one of the important characteristics that demonstrate the pedagogical technique. It is necessary to remember that the appearance of any person acquires aesthetic meaning and pleasure to those around him, constantly paying attention. The appearance of the teacher, in principle, is a manifestation of important qualities, kindness in his face, seriousness, imprudence in his walk, naturalness. As soon as the teacher enters the class, wordless becomes in the attention of students, they begin to communicate with them.

His positive or negative behavior, which is performed on the classroom scene, begins to affect the pupils. Especially young teachers should feel their emotions, fear before they enter the lesson for the first time, keep themselves free, do not lose themselves from any failures that may occur during the first lesson.

In the external appearance of the teacher, in the system of pedagogical techniques, mimic, pantomime situations are important, the expression of Mimic and pantomime, which directly demonstrates the behavior of the teacher, manifests itself in the teacher's gestures, meaningful views, stimulating, or, sarcastic smile, and they provide a thorough Foundation in the pedagogical influence of the teacher-educator, in the effective and meaningful

Mimicry is the art of explaining one's own thoughts, mood, condition, sensation by the movement of the muscles of the eyebrows, eyes and face. Sometimes the expression of the teacher's face and eyes have a great influence on the students.

MIM the emotional significance of mimic actions, expressions information. it gives them the opportunity to deeply master. Students quickly "read" their mood, attitude, depending on the behavior

and behavior of the teacher. Therefore, some trifles in the family, giving in to feelings, grief and anxiety can not be expressed in the teacher's countenance and mimic signs. Because, these trifles have their own negative effect on the teacher's pedagogical activity in the excellent performance of lessons. In the teacher's face, mimic signs should be expressed only those that are characteristic of the lesson, can help students to solve educational and educational tasks.

The expression, speech in the teacher's face, the interaction with the students should correspond to his individual character. The teacher can express features such as mimic expression in the form of a face, confidence in accordance with the laws of Education, approval, prohibition, discontent, joy, pride, curiosity, indifference, duality. Bunda, various changes in voice, it is important that the speech is understandable. In the demonstration of the main signs of mimic expression, the appearance of eyebrows, eyes, faces is involved.

Eyebrow, eye, face along with expressing satisfaction, joy, pride or confession, discontent, dissatisfaction, resentment and other signs from the response of the pupils, it also helps to carry out educational work efficiently without distracting the attention of the pupils, interfering with others. It is worth noting that mimic expressions freely demonstrate the character, inner world, spirituality, individual characteristics of pedagogical activity of the teacher. The expressed vision of the teacher's mimicry will be directed at the students, or some student. It is simply impossible to namoish mimic expressions by throwing a glance at the whiteboard, door, window, sight gun, or wall.

Pantomime is a technique that regulates the Gav of the teacher, the movement of the hands, feet. It is known to all that teachers communicate with students in educational and educational activities, play an important role. However, in communication with students, the pantomime of the teacher, that is, in Gav, the movement of the eyebrows, legs is not correctly expressed, education - based communication may not give a result. If the teacher "chiza" the image of any pedagogical reference through the state of his Gav, eyebrow, leg movements, the pupils will enjoy it, they will be united by their inner feelings, external feelings, and the whole mind will focus on mastering the content of educational materials. Pantomime is the ability to keep the Gava true, the compati bility of the movements of the hands and feet, clearly and completely explaining their thoughts, the expression of the hand, head in different movements, expresses the confidence of the teacher in his knowledge, strength. Therefore, the teacher should educate the situation of being able to behave in front of the students. (legs 12-15 CM. on the width, one leg slightly forward to stand). The teacher's gait, gestures through the hands and feet should be avoided by excessive movements. For example, in the auditorium often walk back and forth, as a rule, make different gestures, throw the head on all sides, etc. Such a situation will become the attention of students during the lesson, cause irritation and arouse a mood of disrespect towards the subject under study, the teacher.

It is recommended that the teacher walk only forward in the process of training transition. Students who walk from the nest to the neck will have Comics. When he walks to the side, the teacher can explain important events, because in this the students are listening to the teacher with all their attention.

It is important that the teacher is able to manage his emotional state in the system of pantomime movements. The teacher is under intense observation in the process of communication with the students. Changes in his mood are manifested in pantomime movements. Due to this, it is necessary to have the ability to manage one's emotions, be serious, Be Optimistic, be in a benevolent mood in the process of providing educational and educational influence to the students (during lessons and extracurricular activities, in the process of educational work). The system of pantomime movements is not a skill that can arise suddenly to the teacher. To do this, the teacher should be able to work tirelessly on himself, quickly find and eliminate his shortcomings during the period of his first pedagogical activity. Because, over the years, the teacher can adapt to each of his actions and become a habit. A teacher with excellent pantomime skills will be able to self-control. During his many years of activity, he is able to train the nervous system and keep himself from becoming nervous, emotional and mental stress:

- > regularly engaged in sports;
- > constant study of knowledge of youth psychology;
- > having compassion and optimism towards students;
- > control your own movement (muscle tension, eyebrows, legs, and head);
- > to regulate movement, breathing while maintaining the pace of speech in a rhythm;
- > proper organization of cultural leisure (rest, constant attention to one's own health, love of lyrics, music, humorous satires and reading);
- > being in a self-critical relationship and being able to influence.

In order to improve the effectiveness of teaching and to have a positive, educational effect, the acting and directing skills in the teacher's actions should also be embodied. In particular, teachers of the humanities should have the ability to act. Speaking about known subjects, images, historical heroes, acting, directing skills are necessary. They help the teacher to master the experience of being in the influence of the feelings of the students, in the emotional attitude towards the heroes of the subject.

Pedagogical technical skills are carried out on the basis of acquisition of knowledge in special subjects of the teacher, striving to improve pedagogical skills, interest in his profession, duty and sense of responsibility. They contribute to the work of educating, educating, organizing, promoting young people, obtaining independent knowledge.

In the external appearance of the teacher, the technique of speech, the management of feelings. when mimic and pantomime skills are perfectly carried out in one mold, the intended goal is definitely achieved. In this case, it is worthwhile to look at the tone of speech, speech, gestures, oddity in unexpected pedagogical situations, to get out of the conflict with calm, to foresee the reality and to base it on a fair analysis. These consonants are formed on the basis of the personal, individual psychic,

physiological qualities of the teacher. Even in the management of pantomime movements, individual pedagogical techniques, age, sex, client, Fe, health and anatomical-physiological characteristics of the teacher are important.

The teacher must first of all formulate the above skills in himself as an educator, deeply mastering their content and taking advantage of the opportunities for mastering pedagogical texni - kani. Then, he leads towards teaching - chin pedagogical skills. Thus, the external appearance of the teacher is also one of the important features of pedagogical technique - it gives the educators the opportunity to independently, without fear, convey their thoughts to the teacher through free thinking of what they see and hear. "The educator must know how to organize, walk, joke, be cheerful, or angry, he must behave so that every action, walk, dress should educate the children"" wrote the well-known educator A.S. Makarenko.

The appearance of the teacher is one of the important characteristics that demonstrate the pedagogical technique. It is necessary to remember that the appearance of any person acquires an aesthetic meaning and pleasure to those around him, being in constant e't borda. The external appearance of the teacher is mainly a manifestation of important qualities: kindness, seriousness, imprudence in walking, naturalness in his face. The teacher will be in the classroom with the help of Shia in the attention of unconditional students, will begin to communicate with them.

Whether his positive or negative behavior, which is performed on the classroom scene, begins to affect the pupils. In particular, young teachers need to overcome their emotions, fears, feel free before entering the class for the first time, not to lose themselves from any failure that may occur during the first lesson.

Conclusion

In the teacher's appearance, mimicry, pantomime situations are important in the system of pedagogical techniques. Mimic and pantomime expressions that directly demonstrate a teacher's behavior are reflected in the teacher's gestures, meaningful looks, motivating or sarcastic smiles, and they are reflected in the teacher's pedagogical influence, prepares the ground for an effective and meaningful training session.

The goal is certainly achieved when the teacher's appearance, speech technique, emotional control, mimicry, and pantomime skills are perfectly executed in one mold. In this case, it is expedient to rely on words, tone of voice, looks, gestures, resilience in unexpected pedagogical situations, calmness, anticipation of reality and a fair analysis. These features are based on the personal, individual mental, physiological qualities of the teacher. The individual pedagogical technique, age, gender, client, character, health and anatomical-physiological characteristics of the teacher are also important in the management of pantomime movements.

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PEDAGOGICAL OPPORTUNITIES FOR THE EDUCATION OF PHYSICAL QUALITIES IN PRESCHOOL CHILDREN

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Abstract: *In this article, the use of moving games as a means of physical education in the upbringing of physical qualities through the application of moving images in preschool children and on this basis to determine the theoretical basis and methodological ways of technology of development of children's movement activities in the conditions of preschool institutions, in the process of achieving the goal, it is envisaged to organize and conduct research on physical education and mass health activities carried out for the development of children's mobility activities in the conditions of pre-school educational institutions.*

Key words: *preschool education, moving game, movement activity, quality of movement, physical education, physical development, physical quality, recovery, ability, physiologic factors, muscle, activity of vegetative organs.*

Introduction

At the meeting chaired by the President of the Republic of Uzbekistan Sh.M.Mirziyayev on August 16, 2017, the important tasks of radically reforming the system of preschool education, the full coverage of children in these institutions put. As a result of the analysis, three major documents were issued in a short period of time, the Resolution of the President of the Republic of Uzbekistan No. PQ-3261 of September 9 "On measures to radically improve the system of preschool education." Decree PF-5198 of 30 September "On measures to radically improve the management of the preschool education system" and PQ "On the organization of the Ministry of Preschool Education of the Republic of Uzbekistan" - Resolution 3305 was adopted.

LITERATURE ANALYSIS AND METHODOLOGY

From the introduction of the above-mentioned decisions and decrees, the goal is to lay the groundwork for him to be healthy so that the future generation can grow as a mature person. A healthy generation means a healthy country, and the task of raising a healthy generation is primarily the responsibility of pre-school educational institutions.

Humanization of preschool education is the basis of the process of its renewal. Scientists have come to the conclusion that an increasingly large number of practicing specialists believe that the system of physical education of preschool children should have a complex, human impact on the individual, ensuring that every child has the right to regular and full physical development. The

environment surrounding children is changing. Simple, simple games came into play instead of computer games. Mental, aesthetic development of the child is a priority. Without denying them the importance, it should be said that the time of the child to communicate with moving games, Says, peers is gradually decreasing. With the game, other types of child activity, a violation of the balance between different types of games (moving and sitting, individually and in combination) is reflected negatively both in the health of preschool children and in the level of development of movement abilities.

New ways of solving the problems of physical development of preschool children izlash, firstly, with the need to solve the specified contradictions, and secondly, with the need to study the laws, methodological and methodological conditions of improving the process of projection of physical training of the growing younger generation.

A serious feature of the first infancy is the health of the child, the interaction of the state of physical development and interdependence.

Accordingly, it is an urgent issue to seek and substantiate the effective means of improving the health of children of preschool age, the development of the child's sphere of movement, his interest in movement on the basis of vital needs, such as being enthusiastic, strong, brave. The solution of this problem can not be overestimated if we say that we are creating a unity of socio-pedagogical conditions that ensure a holistic educational process, a comprehensive proportion of the child, including physical and personal development. Bunda is considered the most valuable of the game forms of the organization of children's movement activities. However, on the basis of moving games, some work on the issue of the targeted development of physical qualities and psychological processes of preschool children has not been mentioned in detail, although some work has been touched on. Therefore, the purpose of carrying out work on this topic is an expression from the definition of theoretical bases and methodological ways of technology for the development of children's mobility in the conditions of preschool institutions on the basis of the use of moving games as a means of physical education. In the process of achieving the goal, the organization of physical education and mass health activities carried out for the development of children's mobility activities in the conditions of pre-school educational institutions creates a basis for the solution of the above-mentioned treatment.

Updating the content, Form, tools and methodology of the theoretical basis for creating the technology of development of children's movement activities in the conditions of preschool institutions is carried out on the account of the subject of the work. In the process of applying the same subject, it is desirable to put forward the following hypothesis, in particular, based on the assumptions about the theoretical justification of the process of development of children's mobility in the conditions of pre-school educational institutions adi. Also, the implementation of this direction in the physical education of children can help to seriously improve the effect of traditional means, in particular, the use of moving games for the purpose of developing children's mobility activities.

Age features of improvement of physical training of preschool children were determined, development of them in the conditions of preschool educational institution is based on theoretical and experimental methods, for this purpose the following were determined:

1. Physical attributes on the basis of the use of moving games in the physical education of preschool children age characteristics of the age of development of processes;
2. Legislation on the interdependence between the main physical attributes of preschool children;
3. Means and methods on the principle of influence on physical qualities and development of preschool children.

The practical and theoretical significance of the work is that the scientific data obtained in the course of the study clarify the legalities of the theory and method of educational physical education to the problems of improving the educational process in the conditions of preschool institutions. In the conditions of pre-school educational institutions, the technology of development of children's mobility activities is developed and theoretically based.

The features of the upbringing of physical qualities in preschool children are largely determined by the fact that as soon as the child is born, the corresponding sum of the physical capabilities placed in his blood by the hereditary programs of individual development is assigned. During the biological maturation of organs, structures of the organism, individual opportunities develop, which determine the different physical characteristics of a person. E.A Pimonova, L.V Karmanova and others, during the last 20 years, the overall positive trends noted in the physical development of children (the increase in all dimensions of gawda) are observed in their preparation for movement, an increase without sensation, while a number of indicators (speed, speed-power options) are significantly reduced. Nevertheless, experts believe that the upbringing of physical qualities should begin exactly in the preschool period.

The physiological factors of the development of qualitative aspects of movement activity in children and adolescents are manifested in the improvement of the functioning of muscles and vegetative organs. More importance is attached to improving the management of the nervous and muscular system activity in short-term, fast-acting and strength movements. In some long-term activities, in addition to improving the functions of Movement, Coordination of vegetative functions is also of serious importance. However, the most important place in improving the physiological management of the functions of the body of children and adolescents, which determines the improvement of the indicators of strength, speed and endurance, is occupied by the formation of connections that ensure the improvement of the functions of the body in the nervous system, especially in muscle tension. Thus, in childhood, the physiologisms that determine the various forms of interdependence of strength, speed and endurance are also diverse. Conditional-reflex factors are important. During training, certain forms of programming of the work of muscles and vegetative organs occur in the central nervous system for movements that develop strength, speed or endurance

in one direction. Action games have the ability to move Kompleks development maximizes the implementation of the task, since their content is focused on the formation and replacement of action programs. It is known that the experience of movement, which a person occupies in the process of development, is manifested in the occurrence and strengthening of programs of action of different degrees. The more diverse the skills of the movement, the more opportunities to master new movements, it is natural. Motion games are characterized by the frequent alternation of states of the body and its parts, movements and movement activities, which are complex systems.

DISCUSSION AND RESULTS

In pedagogical practice, plot, action and didactic games with subjects are distinguished. In the physical education of children, moving games are of great importance, moving games can be of small, medium and large degree of mobility. Children of small preschool age master natural movements with the help of games (stepping, running, jumping, jumping, climbing). Moving games are one of the main means of educating children jismonan. They can be used from the age of two. During this period, children begin to master the skills of movement necessary for life, such as running, jumping, throwing, climbing.

Children of the senior preschool age will be able to assess their actions and opportunities, as they compete in the section of strength (traction in the hands), speed (running for a short distance, mokisimon running) and other adjectives. In addition to physical development, moving games help to educate such qualities as willpower, courage, perseverance, endurance, courage in children. Children try to satisfy their enormous needs for their movement, as a rule, through games. For them the game-primarily activity, action. During the action games, children's movements improve, their qualities such as Initiative and independence, confidence and perseverance develop. They learn to coordinate their actions, and even observe certain rules (initially, of course, in a simple form). Children under the age of three, as a rule, are very impressionable, emotional, cases are unstable, they become restless, but quickly get tired of one different movement, can not walk (run) for a long time without breaks. Therefore, it is necessary to control extremely active children: not to allow them to hang in their hands, jump from a large height, draw their attention to a slightly sluggish pace game. Gradually, the content of the Games also changes. Children initially perform actions according to the instructions of adults: for example, they depict a chicken or a hare - "grain crumb", "fly". At the age of three, children switch from imitating the actions of adults to games that will be different "pictorial" or by roles. They play a role-playing or fictional Game, describe a doctor, a seller, a driver, a cook, etc. Children actively repeat what they see, not what they are familiar with. The game will last longer, its plot will become more diverse and understandable. Then the game becomes more complicated. Three roles appear in it, for example, one child describes a sheep, the other - a wolf, the third - a shepherd.

Independent action games, which are held with different toys, are very useful. Children can be grouped into two, three. The movements of the child are usually determined by the types of toys, for example, running with flags, rings, walking machines, rolling balls, throwing, hanging.

Children are interested in such toys and are engaged. In some independent games, children can not immediately show activity and initiative, their actions are the same and limited. But in games related to the performance of an adult's task, the actions of children will be aimed specifically, they will repeat the actions several times, strengthen the skills of movement, develop dexterity, dexterity. It is very important for children to be guided by them even when they themselves are engaged in the game. It is worthwhile to complicate the game of some of them, teach others to bring the beginning to the end of his work, while the third, if he is quietly playing, will be able to talk. Often in Independent Games, children perform wrong and even dangerous actions. They jump with almost straight legs, leaning on the entire foot palm over the chair or rafters; from the ground they are pushed and run with the entire foot palm. In such cases, different ways are used. The older man himself enters the game, reminds the children of a familiar and close image in which they can imitate (how the cat jumps softly, how the birds fly without noise). The first games that should be taught to children will not have a certain plot and rules. The child will perform simple, interesting tasks, come and take the toy in his hands, run to the adult and see what they are hiding in their hands. "Take the flag", "run to my side", "find the Flag" games can be an example of this. When teaching games, it is necessary to adhere to a certain consistency. For example, the game "Catch Me" is simpler than the game "catch you". In the first case, the child should catch an older person from himself, in the second game there is a risk of catching, so the child will have to spend more physical effort. It is necessary that the games become increasingly diverse in content, containing more complex tasks. If the child initially ran at the pace that he wanted to get the toy, then the pace of running should be determined by the adult after the game is well mastered.

In the process of carrying out the research, we carried out work on the following objectives::

1 .To study the age-related features of the development of children's mobility activities in the conditions of preschool institutions, as well as to determine the specific features in the interdependence of the indicators of children's physical training.

2 .Development of children's mobility in the conditions of pre-school educational institutions, reasoning through experiments and identification and theoretical justification of the technology of development of children's mobility activities.

Planning of experiments on physical education of children of preschool age was carried out according to the scheme presented in Table 1. For five weeks, preschool children consistently performed special stratified motion games for this purpose, which were adapted depending on whether one of the five physical qualities was strongly developed by one or more of the indicators of psychic processes. For example, strength and attention, strength and imagination. In addition to power capabilities, improvements in speed, agility, endurance, and resilience have also been studied, taking into account age and gender, in harmony with psychic processes. Within five weeks, the children performed one of five different psychic qualities at least 12 times in action games aimed at developing strongertirishga.

Expert assessments (from 5 points) for the stronger development of physical qualities for moving Games small preschool children (3-4 years)

	Name of games	Physical attributes				
		Power	Rapidity	Quickness	Elasticity	Durable
1	Gum to the line	2		3		
2	Who will throw away	5				
3	Walk over the bulges	2		3		
4	Baseball	3	2			
5	Jump over the stick	3		2		
6	Pass the ball on to the partner	2	1	2		
7	Jump down and down	3		2		
8	Chickens in the Tamar		1	2	2	
9	The White Rabbit is sitting	2		3		
10	Distant horse	3		2		
11	Grass on the rope	3		2		
12	Marksmanship	2,5		2,5		
13	Sparrows	2	1	2		
14	Take the ball	2,5		2,5		
15	One foot along the sidewalk	2	1	1		1
16	From ring to ring	2,5		2,5		

As a result of statistical processing, 14 tests were selected for each of the four age groups consisting of girls and boys to assess their physical fitness according to the requirements of the theory of testing the performance of control exercises by children aged 3-6 years. In each age - sex group, the content of the tests had individual characteristics. For example, to characterize the endurance of 3-year-old girls, the following tests were used: running to 60 and 120 m; running to 70 and 120 m for 4-year-olds; running to 90 and 120 m for 5-year-olds; Up to the first stop and running to 120 m for 6 young people. So, for all age groups, only one test is repeated - running to 120 m. About the application of these or that tests will be detailed below. The materials of the pedagogical experience conducted in the educational institution № 25 in Urgench City are presented. The experiment and control group consisted of peer children, 61 teaching classes, 244 different action games were used in the experiment. The planning of pedagogical experience was carried out as follows. Before starting the experiment, all children were tested for physical qualities and psychological processes with the aim of determining the initial state of development. Then, during the 25 training days, the children of the experimental group performed differentiated motion games on the development of more than one of the five physical qualities according to the scheme presented in Table 2. After the end of the 25-

day experimental period, the children again switched to performing control exercises, the goal of which is to evaluate the results of the pedagogical experiment in relation to the initial indicators. The next physical quality was studied in the same technique for the next 25 days. In this way, a total of 5 different physical quality checks were carried out during 75 training days.

There were no clear differences in the initial indicators of the state of 3-6-year-old children in the control and experimental group. Therefore, in further analysis of the results of pedagogical experience, we only compare the final results.

To examine the capacity of power in the process of development of physical qualities in children during the experimental period. Three-year-old children. In the first studies conducted before the beginning of the experiment, there were obvious differences in the development of the right and left paw in three-year-old boy children. Differences in Bunda showed that the advantage of the right hand is reliable (tq3, 29). At this time, there was no serious discrepancy between the forces on the right and left paws of the girls. After 25 training days, during the final study, it became known that both the boy and the girl had increased strength in the right and left arm paws and wrists (Table 2).

Table 3

Indicators of the development of physical qualities of children 3 years old

Tests	Gender	Control group				Experimental group				t
		M	±m	C,%	M	±m	C,%			
Power										
Claw strength (right) kg	M	3,6	0,2	0,85	20,7	4,2	0,8	0,8	16,7	1,9 R<0,05
	W	2,64	0,27	0,67	30,5	3,2	0,19	0,8	22,0	1,7 R<0,05
Panja kuchi (chap) kg	M	2,72	0,19	0,80	29,0	3,6	0,14	0,6	16,45	3,5 R<0,05
	W	2,36	0,28	0,72	32,6	2,61	0,2	0,72	2,46	0,71 R>0,05
	M	0,78	0,08	0,19	18,2	0,72	0,09	0,12	18,9	1,3 R<0,05
	W	7,4	0,2	0,9	15,2	9,2	0,33	1,4	14,25	4,8 R<0,05
	M	7,2	0,3	1,18	19,3	7,6	0,26	0,97	10,2	0,75 R<0,05
Endurance										
Running 60 m., P.	M	23,9	0,31	1,18	3,9	21,1	0,28	1,6	4,8	6,9 R<0,05
	W	21,7	0,32	4,96	20,8	20,2	0,3	1,6	5,83	3,02 R<0,05
Running 120 m., P.	M	45,1	1,26	5,83	13,0	42,0	0,6	2,8	6,2	1,38 R<0,05
	W	43,9	0,96	6,19	13,6	41,1	0,8	2,4	5,85	1,97 R<0,05
Speed										
Running 10 m., P.	M	3,43	0,18	0,52	12,0	3,21	0,12	0,37	9,9	1,83 R<0,05
	W	3,59	0,10	0,38	11,2	3,3	0,20	0,3	11,3	2,1 R>0,05

10 s. bend the fingers during writing	M	5,23	0,12	0,42	8,1	4,85	0,18	0,3	6,3	3,3 R<0,05
10 s. sit down	W	9,98	0,28	0,97	9,6	8,60	0,05	0,4	2,8	4,4 R<0,05
	M	1,0	0,42	1,23	12,8	11,4	0,3	1,2	12,6	0,9 R>0,05
Jump 10 times while standing, p	W	4,72	0,18	0,36	9,1	4,16	0,06	0,4	6,8	3,75 R<0,05
Agility										
Throwing the ball (times)	M	0,8	0,01	0,1	9,6	1,6	0,02	0,17	8,8	9,2 R<0,05
	W	0,95	0,2	0,6	79,8	1,8	0,2	1,4	67,4	2,56 R<0,05
Hands sideways (gr.)	M	5,94	0,36	1,8	21,2	2,95	0,08	0,38	16,9	8,6 R<0,05
	W	6,46	0,8	5,8	82,5	2,25	0,8	0,94	91,2	10,2 R<0,05
Complex balance exercises MMM (points)	M	2,40	0,08	0,3	17,9	3,98	0,1	0,35	5,4	14,6 R<0,05
	W	2,7	0,4	0,7	13,9	4,8	0,2	0,93	15,8	16,5 R<0,05
Elasticity										
Bridge, CM	M	48,6	3,9	16,8	40,6	45,6	1,0	4,0	11,5	0,8 R>0,05
	W	46,6	1,9	6,8	1,49	41,8	1,7	5,1	12,4	1,9 R<0,05
Bending, CM	M	2,04	0,5	1,7	69,0	3,8	0,8	1,6	51,2	2,7 R<0,05
	W	2,9	0,7	2,0	54,4	3,5	0,6	1,3	38,9	1,5 R>0,05

The experimental group for the final control tests showed that the children of the boys were significantly surpassed by their peers in the control group according to all the tests of strength training. At this time, the girls, as a result of their pedagogical experience, passed ahead of their peers in the control group according to the results of two Tests from four to seven (Table 3). In all cases, the experimental group on the level of development of strength, the boys themselves came out superior to all the girls in ten. Four-year-old children pedagogical experience has led to a serious increase in the capacity of power both in boys and girls in relation to the control groups. For example, in relation to the control group, the experimental group consisted of 38,5% of the absolute values of the right paw power of the son children, and 44,2% on the left paw.

Conclusion

Thus, in our final word, we can firmly say that the results we receive during the pedagogical experience are not one-literal. In 4 - year-old children, at a time when he or she or this muscle group is making stronger improvements at that or that stage of ontogenesis-the heterochron aspect of strength development is considered natural, and therefore we can not say that our indicators, which

are not so adacent at all, are the result of a planned experiment. The development of children's mobility in the conditions of pre-school educational institutions was determined by experiments conducted on age-related characteristics of the NMG and was theoretically justified. The use of moving games in physical education classes in the conditions of preschool institutions helps children develop mobility opportunities, physical training, as well as increases the quality of their preparation for the transition to a junior school age.

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PEDAGOGICAL OPPORTUNITIES FOR THE UPBRINGING OF PHYSICAL QUALITIES BY PURPOSEFUL DEVELOPMENT OF ACTION POTENTIAL IN PRESCHOOL CHILDREN

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Abstract: *One of the most important tools in the upbringing of a healthy child is physical exercises, moving games and sports entertainment. When performing physical exercises with children, it is very important to monitor their health, pay attention to their appearance, mood, fatigue, appetite, posture. It is desirable that every even absolutely healthy child has a medical examination 2-3 times a year. Development of the necessary and sufficient level of development of physical qualities, movement skills and skills of the child in accordance with the nature and individual - appropriate way, giving information on physical general education to children of preschool age, achieving the assimilation of intellectual, technological, moral, ethical and aesthetic values related to their physical education, relevance of knowledge at the level of initial skills.*

Key words: *exercise, movement skill, qualification, action games, physical attributes, Strength, Agility, agility, elasticity, endurance, technological, mental, moral, boots, aesthetic.*

Introduction

Resolution of the President of the Republic of Uzbekistan dated September 30, 2017 No PQ-3305 "On the organization of the Ministry of Preschool Education of the Republic of Uzbekistan" and the Decree of the President of the Republic of Uzbekistan dated December 29, 2016 In accordance with the Resolution No. 2707 "On measures to further improve the system of preschool education in 2017-2021", the ongoing socio-economic reforms in the country, the best practices of foreign countries and scientific achievements and The education of a spiritually perfect and intellectually developed person in the system of preschool education, taking into account modern information and communication technologies, is the introduction of pedagogical and modern information and communication technologies in the educational process.

It is an integrated process aimed at the comprehensive development of preschool children, taking into account their interests, abilities, individual mental and physical characteristics, cultural needs, as well as the formation of spiritual norms in the child, life and social experience.

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A healthy generation means a healthy country. The task of educating a healthy generation is first and foremost the responsibility of preschool institutions. The humanization of preschool education is the basis of the process of its renewal. Scientists and practitioners are increasingly concluding that the physical education system for preschool children should have a complex, human impact on the individual, ensuring that every child's right to regular and full physical development is realized.

The environment around children is changing. Simple games have been replaced by computer games. Mental and aesthetic development of the child is a priority.

Without denying their importance, it should be noted that the child's time for active games, walks, communication with peers is declining. The imbalance between play and other types of children's activities, between different types of games (moving and sitting, separate and joint), has a negative impact on the health of preschool children, as well as on the level of development of motor skills.

The need to find new ways to address the problems of physical development of preschool children, firstly, the need to resolve these contradictions, and secondly, the need to study the laws, methodological and methodological conditions for improving the physical fitness and mental development of the younger generation related to.

A serious feature of early infancy is the interrelationship and interdependence of the child's health, physical and neuropsychological development. A healthy, physically fit child is less likely to get sick and develops better mentally.

The implication is that preschools need to create a "bridge" of mental and physical readiness for school so that first graders can cope with the serious stresses of the school day schedule.

Accordingly, it is important to find effective ways to improve the physical and mental health of preschool children, to develop the child's range of motion, to increase interest in action based on vital needs such as agility, strength, courage. The solution to this problem, in our opinion, lies in the creation of a holistic socio-pedagogical conditions that ensure a holistic educational process, balanced in all respects, including the physical and personal development of the child. In this case, the most valuable forms of organization of children's movement activities are games.

LITERATURE ANALYSIS AND METHODOLOGY

As soon as the child is born, an appropriate accumulation of physical capabilities, placed in his blood by hereditary programs of individual development, will be endowed. During the biological maturation of organs, body structures, individual capacity develops, which determines the different physical characteristics of a person.

E.A. Pimonova, L.A. Karmanova to information given by Vovaova and others, against the background of the general positive trends (all-dimensional magnification of gavda) recorded in the physical development of children over the last 20 years, there is an increase in their movement

preparation without sensation, while a number of indicators (speed, speed-power options) significantly decrease.

Nevertheless, experts believe that the purposeful upbringing of physical attributes should begin exactly in the preschool period (E.N. Vavilova, M.Yu.Kistyakovskaya, A.V.Volkov, E.S.Vilchkovskiy).

The physiological factors of the development of qualitative aspects of movement activity in children and adolescents are manifested in the improvement of the functioning of muscles and vegetative organs. More importance is attached to improving the management of the nervous and muscular system activity in short-term, fast-acting and strength movements. In some long-term activities, in addition to improving the functions of Movement, Coordination of vegetative functions is also of serious importance. Age dynamics of the development of the main physical qualities of a child V.S.Farfel, F.G.Kazaryan, L.V.Karmanova, N.A.Fomin, V.P.Filin it is revealed in the works of Filin and others.

According to scientists, the sixth year of the life of the child is the strength (G.M.Kasatkina, V.N.Novoxatko), including speed-strength skills and agility of movements (N.A.Notkina, M.N.Koroleva) is a sensitive period of upbringing.

At the age of 6, the ability to rapidly develop these qualities is preserved and opportunities for general endurance training appear (N.V.Zimkin, V.G.Frolov, G.P.Yurko, A.V.Yashchenko, V.V.Beloyartseva N.A.Notkina va o.). According to T.Yu. Logvina, in children aged 5-6 years, such qualities as strength, endurance, elasticity, obtaining a landmark in space are most strongly manifested, mainly in boys, these indicators are higher than in girls.

At the age of 7 years, the movement coordination in regular training remains the leading quality. (A.I.Kozlov, L.I.Penzullaeva, G.M.To the tape). There are also data that the most rapid development period of different coordination abilities is between 4-5 young people (T.I.Asakina L.T.Mayorova (V.M.Zoev and o.)

In this case, the gender differences between boys and girls in terms of their ability to repeat, classify and measure movements are insignificant. In other respects (ability to quickly change movement activities in time constraints, spatial targeting), seven-year-old boys begin to outperform girls of the same age. However, according to many indicators of motor coordination skills, the clear advantage of boys is seen only at the age of 13-14 years (V.S. Farfel et al.). Scientists who have advanced the problem of the integrated study of man in ontogenesis place great emphasis on the interdependence of mental and motor development.

The unity of psychic and somatic features was noted by many specialists (A.Ts.Puni, A.V.Zaporozhets, A.T.Ketkin and o., Yu. F. Zamanovskiy va o.).

It has long been known that the action has an effective effect on all psychic activities without beistisno. A.S.Vigotsky, M.M.Koltsova, G.M.Kasatkina's research confirmed the presence of a direct

link between the features of movement activity in children and the manifestation of perception, memory, thinking and feelings.

RESULTS

Interdependence of physical training and indicators of psychological processes in preschool children. While investigating the dynamics of physical training and psychological processes of preschool children in the natural conditions of preschool education institutions, we tried to determine the correlation link between these indicators. A comparative analysis of the correlation coefficients was carried out on the basis of their integration, taking into account the tests used to characterize the physical attributes. The results of such analysis are presented in Table 1.

Among the integral indicators of physical training in preschool children and the perception of the continuation of the age periods we are examining, positive correlations are noticeable. However, reliable gardening was found only among the perception and resilience in four-year-old boys, among the perception and resilience indicators in five-year-old girls. In other cases, this bond did not have a reliable magnitude of the correlation coefficient. The smallest indicators of the coefficients of variants were manifested among the integral indicators of quickness and perception in six-year-old boys and three-year-old girls.

It is observed that the level of development of visual memory often positively affects the rise in physical readiness of children 3-6 years old. But serious interaction is known only in girls at the age of three among the indicators of visual memory as well as elasticity, and among the indicators of agility at the age of four.

(Table 1)

Interaction of indicators of physical training and psychological processes in preschool children

Psychological processes	Gender	3 years old					4 years old					5 years old					6 years old				
		Power	Durable	Rapidity	Quickness	Elasticity	Power	Durable	Rapidity	Quickness	Elasticity	Power	Durable	Rapidity	Quickness	Elasticity	Power	Durable	Rapidity	Quickness	Elasticity
Perception		75	38	03	23	09	76	25	19	27	92	50	19	15	42	00	59	95	9	58	7
		22	29	2	86	78	19	55	07	47	65	62	06	82	59	1	51	21	37	46	41
Visual		98	80	80	9	69	57	65	95	36	05	40	12	82	60	96	2	85	5	8	29

memory		82	45	50	05	69	46	31	93	70	50	10	61	38	52	90	60	09	52	59	96
Attention Thought		79	10	75	30	9	6	85	5	2	75	10	02	83	25	80	19	3	45	61	78
		65	94	36	48	51	19	13	79	70	90	78	03	90	88	42	56	64	30	55	49
		20	58	18	19	30	24	69	2	8	20	90	56	38	27	17	32	7	1	8	95
Concepti on		12	30	19	29	49	46	2	59	70	5	72	94	99	99	08	89	50	78	95	70
		16	00	5	58	01	98	58	25	55	40	6	19	60	34	56	75	26	06	3	4

A relatively high percentage of the coefficient of variants among the indicators of visual memory and strength is determined by the fact that the boy is five years old in children, and the girl is four and six years old, respectively, in the indicators of endurance - the boy is three and six years old in children, the girl is three and five years old; The lowest coefficients of the variants are among the indicators of visual memory, the boy is known to be three and six years old in children, in agility and strength, and in girls only four years old among the indicators of strength.

The interdependence analysis between physical training and integral indicators of attention did not reveal any significant differences. This is clearly seen in Table 3.1. A reliable bond between the values of attention and endurance was observed in boys only five years old, and in girls only six years old.

A relatively high degree of attachment in boys at the age of three is determined among the indicators of attention and endurance, with elasticity at the age of four, five and six, respectively, in girls at the age of three, endurance at the age of four - speed and elasticity, at the age of five and six - occurs only with indicators of elasticity. The lowest coefficients of options among the analyzed parameters were determined in boys at the age of three (with indicators of elasticity), and in girls at the age of five (with indicators of endurance).

Among the values of contemplation and resilience in three - year - olds children were noted relatively robust garden fluidity, four - year-old-endurance, five-year-old-all five different physical attributes, six-year-old-strength and agility. Respectively, such a direction was manifested in girls by three-year-old dexterity, four-year-old elasticity, five-year-old dexterity and six-year-old strength and dexterity. The lowest coefficient of dependence (correlation) was determined in boys (rapidity) and girls (strength) at the age of four.

In this case, only in girls, two reliable coefficients of options between agility (three years), endurance (four years) and integrated indicators of imagination were known.

In other cases, the magnitude of interaction between physical attributes and psychic processes was not reliable. But if we take into account that the indicators of children 3-6 years old, who are experiencing a period of rapid development, we are examining, have gone through statistical

processing, then even a positive correlation can at least give information about the direction of the interaction of physical and psychological processes.

Among the indicators of imagination, strength and agility in three - year-old boys and girls, only strength indicators were observed in boys at four years old, and in girls at five years old boys-strength, agility and elasticity in girls, in boys at six years old boys-agility, agility and elasticity, and in girls-relatively strong positive correlations were observed with the indicators of strength The lowest coefficients of the variants were noted in boys at the age of four (endurance), and in girls at the age of three (agility).

Thus, the analysis of the statistical materials of the research according to the interdependence made it possible to determine the specific characteristics of the interdependence between physical qualities as well as psychological processes in children developing in the natural environment in a preschool institution. These properties are due to the fact that the level of development of psychic processes in children aged 3-6 years, different indicators of physical preparation certainly influence. But the magnitude of these effects is not yet manifested in the form of yakkal expressed (reliable). We did not notice any legitimacy in the interdependence between the physical qualities of children of different ages and genders, as well as the processes of the psyche. It is possible to speak with full confidence about the presence of an age factor in the manifestation of the interaction between these indicators and sexual dimorphism.

In our work, moving games were selected as an external factor that clearly influenced the process of improving the physical qualities and psyche of children aged 3-6 years with a specific goal.

DISCUSSION

I have installed pedagogical experimental materials aimed at determining the level of effectiveness of the use of differentiated motion games in order to further develop the physical qualities and psychological processes of preschool children. Research has shown that experimental modality seriously affects the development of psychological processes in three-year-olds, to a lesser extent four-year-olds and girls. After pedagogical experience, the strongest growth of the indicators of psychic processes was as follows: in children of a three - year - old son - attention, imagination, vision memory; in four-year-vision memory and attention; in five-year-vision memory and imagination; in six-year-vision memory and imagination.

In such a comparison, it is not difficult to make sure that vision memory occupies the first place. The highest values of growth in three - year - old girls were attributed to the memory of vision, perception and attention, at four - to the memory of vision, contemplation and imagination, at five-to the memory and perception of vision, at six-to the memory of vision and imagination. So, even in girls, the memory of vision took the first place. It is interesting that the pedagogical experience was at least: in children 3 - year - old son - perception, in four-year-old age-perception, in five-year-old age-imagination and attention, in six-year-old age-hearing affected the growth of the level of memory

development. In girls in a suitable way - 3 and 4 years old - to imagination, 5 years old - to attention, 6 years old-to the memory of hearing.

Pedagogical studies conducted in different age - sex groups of children aged 3-6 years allowed to determine not only the characteristics of the pedagogical experience, but also the age characteristics of the changes in them, the process of improvement of various physical qualities. If, on the basis of a special selection of moving games, the effectiveness of the indicators of the targeted development of physical and psychological qualities is analyzed, one can draw such conclusions: such exercises seriously improve the development of all physical qualities. Pedagogical experience has shown that it is possible not only to preserve the natural age characteristics inherent in the changes of all physical attributes, but also in some cases to accelerate these processes. This is due to greater agility and elasticity, minimum endurance, strength and agility. Data were obtained that indicate a pronounced heterochron reaction of the movement apparatus to the effects of separate physical exertion. This is manifested in the fact that even in the analysis of changes in this or that physical quality on the basis of various test assignments, the degree of reliability was very different, in exceptional cases the coefficient of variability reached 80%: this allows us to talk about the strong influence of the range of functional systems, which often limits the importance of physical It is clear that the neuromuscular nature of children aged 3-6 years has not yet been established, and it is at the stage of rapid formation. Further it is necessary to pay attention to this phenomenon: children of this age will have a special age-gender trait, expressed in yakkal. This gives way to confirm the views of a number of scientists not only children of different sexes, but also representatives of different ages, about the need for a different approach - in the process of physical education in this period.

Analyzing the interaction of physical qualities and psychological processes in the garden, it was possible to gain a deeper understanding of the essence of the changes that occurred as a result of pedagogical experience. If we draw a straight line under these studies, we can say with high confidence that thanks to pedagogical experience it is possible to seriously increase the amount of reliable connections between the psychological processes and physical qualities of preschool children. For example, in the 3-6-year-old boys of the experimental group, such correlations were recorded 2.8 times more than in the control groups, and in girls 2.1 times more than in all groups of children 2.4 times more.

Conclusion

At the present time, additional Important Scientific and theoretical bases of improving the process of physical education of preschool children are the following::

- conflicts between the actual (existing) state of physical training and the objectives of physical education expressed in the official documents of the Khorezm region and the physical education of preschool children, which have arisen today in connection with the specific climatic and ecological characteristics of the Khorezm region;

- in the system of physical education of preschool children, the use of a multivariate action game is carried out taking into account the age and sex of physical attributes on the principle of priority development of psychological processes in the hmda without categorizing them clearly.

Analysis of literature sources shows that in the current research, however, the territorial characteristics inherent in the children's mobility opportunities under the conditions of pre-school educational institutions today are not sufficiently taken into account.

As a result of the analysis of the characteristics characteristic of the age changes in the indicators that characterize the level of development of physical qualities and psychological processes in the age dynamics of children aged 3-6 years, the following legislation is established:

- the annual dynamics of the level of development of physical training indicators in children varies both in the getexron way and on the basis of sexual demorphism. Even physical attributes in elderly children are not the same manifestations of the peculiarities of changes in absolute indicators. Sexual dimorphism was especially pronounced in the study of strength capabilities at 4 and 5 years old, endurance at 5 years old, agility at 3 years old, elasticity;

- elements of sexual dimorphism in the dynamics of age are reflected in the growth rates of indicators of physical readiness of children;

- the average group of indicators of the dynamics of the age of psychological processes also indicates the presence of sexual dimorphism in preschool children - 3-4 years old in memory, attention and thinking, 5-6 years old in the manifestation of perception and imagination. In this age period, girls are superior to boys in terms of the degree of development of psychological processes (except imagination);

- psychological processes undoubtedly affect the development of physical attributes, but in all cases when the interdependence is analyzed, sexual dimorphism is manifested between the physical attributes and the psychological processes.

On the basis of theoretical analysis, pedagogical and psychological testing, it was found out that there is a need to make changes in preschool institutions in Khorezm region with emphasis on the development of opportunities for movement of children in physical exercises and practices. To this end, the technology of targeted development of physical and psychological qualities of children aged 3-6 years was developed. The proposed technology implies the use of blind stratified mobile games on the characteristics of children of preschool age to influence the psychological processes.

Pedagogical experience shows that it is not only to preserve the natural age characteristics of all changes in physical qualities, in some cases, even acceleration of this process has been achieved. This is due to the development of greater agility and elasticity, less endurance, the development of strength and agility.

The most pronounced increase in the indicators of psychological processes after pedagogical experience: in boys from 3 years to 4 years - attention is paid to the memory of imagination and

vision, from 5 years to 6 years - memory of vision, thinking and imagination; in girls: from 3 years to 4 years - memory of vision, thinking and imagination; from 5 years to 6 years - memory

The leading psychic process in both girls and boys is the memory of vision. The analysis of the interaction of physical qualities and psychological processes with each other, as a result of pedagogical experience, has revealed a number of reliably related aspects. For example, in the 3-year-old boy children of the experimental group, such aspects of the garden were 2,8 times higher than in the control groups, in the girls-2,1 times, and in the entire contingent of preschool children 2,4 times.

The technology of using differentiated motion games in physical education exercise in preschool institutions helps children 3-6 years of age to develop mobility opportunities, physical training and psychic abilities, as well as improve the quality of their preparation for the transition to a junior school age.

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SPIRITUAL TRAINING OF YOUNG ATHLETES

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Abstract: *In this article, the results of the research carried out on the importance of training of young athletes in addition to the training of athletes are described.*

Key words: *Permission, psychological impact, physical conditions, preparation, "water body", "ice body", "tusik body", physiologic preparation, technical preparation, tactical preparation, theoretical preparation, mental preparation, willpower preparation.*

Introduction

In order to purposefully formulate the consent of young athletes, it will be necessary that the coach regularly apply a system of psychological influences, which includes all sections of the training - physical, technical, tactical and theoretical. The reliability of the activity of adolescents in sports requires skill from the coach in taking into account the individual psychophysiological features of them, observing their condition during classes and competitions, the regulation of mental and physical conditions and individual selection of self-management methods, as well as conducting special pedagogical effects and their positive effect. Monitoring their condition during training sessions and competitions, individual selection of methods of regulation and self-management of mental and physical states, as well as providing special pedagogical effects. During the preparation for the competition, athletes and coaches should know what techniques they will shade by setting a clear goal to their team. Preparation for competitions is carried out in 2 stages:

1. physical and general psychological counseling;
2. special psychological preparation.

General psychological preparation. A.S. Punn's moral training in general psychological training (formation of the individual orientation of the athlete, development of discipline, organization, collusion, ability to manage oneself in competitive conditions) is the improvement of intellectual qualities; (analytical - synthetic criticism of the mind, depth, stability, flexibility of

thinking creative imagination (voluntary training), tempering of the will (improvement of the structure of the will qualities inherent in some kind of sport, preparation for overcoming obstacles, development of the ability to behave); improvement of the activity of preparation for the performance of exercises, conducting ideomotor exercises, exercises. ability to concentrate attention before execution, determine the factor of motivation, critically evaluate the exercises performed and plan the accuracy of subsequent actions); development of accuracy of behavior, accuracy of vision, hearing and other qualities formation of such perceptions as special “water feeling”, “ice feeling”, “tusik feeling”. Increase the ability to analyze data during exercise and make adjustments to movements, arm yourself with internal posture, self-regulation methods (getting used to self-regulation, mastering the methods of voluntary release of muscles, regulation of breathing, changing the focus);, restoration of nerve-sparing States (mastering the technique of self-exposure, performing warm-up exercises depending on the individual characteristics of the athlete) is conditioned not by the individual individuality of the object, but by the object (specific difficulty of the sport type. Such a difficultchiliklar can be the following: fear of attachment with the memory of darozatn, ignorance of the reaction of the team-mates of the audience eki, fear of the opponent, his lack of interest in this competition (for example, on a small scale and composition), contestants, etc.

Methods of persuasion in overcoming subspecies difficulties demonstrate the will power to interact with the word, to self-regulate, to command oneself, to control oneself. These and other means bring the athlete's nervous system to a condition that is acceptable for him to correct the problems facing him, educating him to calmly react to external factors. Overcoming difficulties in the process of sports competitions requires, first of all, willpower training. This is one side of the psyche, which allows you to control the feeling with the mind. The main will qualities include: purposefulness, perseverance, initiative, independence, perseverance and self-control. A.S.Punn the willpower characteristics in the opinion of the pony will help the coach to bridge the gap in the training of young athletes.

The technical expenditure of willpower in Sport includes methods of self-control and self-love. In this, first of all, it is necessary to regulate the activity of the athlete, save strength, attract attention to the desired point, concentrate on the technique of movements, control breathing. Secondly, self-confidence, self-support, remind yourself of his duty, be able to give orders to Uzi, etc. In order to achieve high results in the process of trinirovka poured before him, it is necessary to formulate the willpower characteristics to overcome obstacles. In particular, such loads are necessary in overcoming obstacles, difficulties (of course, under the supervision of a teacher). A. the cause of dividing the appearance of toxins. C. The Pony assesses the health of a young athlete as a lack of physical, technical, tactical, theoretical, mental and willful self-determination, that is, it does not correspond to his activity. Meet obstacles and overcome them. one of the main conditions for training is the formation of the willpower of the coach and the ability to show it.

Conclusion

In such a situation, the coach does not have to think for shogirdi, but should educate him in every possible way and try to think independently, to make decisions, to find solutions to any kind of situation in the sport. The coach must be able to understand the young athlete himself, control the upbringing of his will. Unity of the whole team depends on how far nurturing a person "I" in the uktiradi. From the first step of children in sports, the coach should conduct training on the condition of his nervous system and mental state in order to formulate their willpower qualities. One of the most important conditions in sports is self-control.

The fact that the coach pays attention to the dynamics of the figure of young athletes during general psychological training is a guarantee of achieving high scores in the future.

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**THE COMPETENCE OF THE EDUCATOR IN THE APPLICATION OF
TECHNOLOGIES FOR THE ORGANIZATION OF HEALTH CARE WORK FOR
CHILDREN OF PRESCHOOL AGE**

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Key words: *perfect man, education, upbringing, technology, dynamic pause, communicative games, eye gymnastics, breathing gymnastics.*

Introduction

Today, the organization of quality preschool education organizations is one of the main and urgent issues before the education system. Our goal is to create a quality education in the field of preschool education, introducing innovations and covering children who are not involved in preschool education on the basis of new peer-to-peer basis. With this, to bring preschool education to higher heights. Without the introduction of new ideas and new technologies of peer-to-peer, it is impossible to carry out quality education in all preschool organizations.

In order to ensure the healthy growth of children in pre – school educational organizations and their development as a spiritual, rational and morally perfect person despite the existing problems, the new process of education on the basis of preservation, preservation, strengthening the health of the boas requires strength, perseverance, intelligence and patience from all of us. Therefore, below we recommend health-preserving educational technologies for pedagogical workers of pre-school educational organizations.

Modern health-preserving technologies:

Such technologies have therefore been developed, from simple treatment and disease prevention to the transition to mustaham independent health, which is valuable for human life.

The purpose of health-preserving technologies - to bring the health of educators to a high level, to formulate in them the culture of a healthy lifestyle (valeology), the concepts of the child's protection of human health and life, to teach the child to move independently and effectively in the

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solution of issues of a healthy lifestyle and to move safely in the first medical and psychological care, to

Forms of health-preserving technologies:

- physical education classes
- independent activities of children
- moving plays
- morning Physical Education(traditional, respiratory, sound)
- health-improving-haratli jimoni training minutes
- physical education after daytime sleep
- physical education included in conditioning activities
- physical education tours
- physical activities
- sports holidays
- health-improving treatments in ponds
- physics

Health care technologies are conditionally divided into the following three groups:

1. Health and restorative technologies:

Stretching - at least 30 minutes after eating, 2 times a week for 30 minutes in middle-aged groups, special exercises under the music in sports, music halls or well-ventilated group rooms. Loose slender and flat compensation is recommended for children.

Dynamic pause - during training, 2-5 minutes are recommended to all children to prevent children from getting tired when they are tired. Depending on the type of training, these exercises include eye Gymnastics, elements of respiratory Gymnastics and other gymnastics.

Action and sports games - as part of physical education classes, hiking, in the group rooms - low-mobility, medium-mobility and high-mobility are held every day for all young groups. In the kindergarten, we use elements of sports games.

Relaxation (relaxant) - in the desired room, children choose pedagogical - intensive technologies, depending on the situation and purpose. Can be conducted in all age groups. Bunda

uses calm classical tunes, sounds of nature. Or it is recommended to arrange special relaxation rooms in kindergartens.

Gymnastics of fingers - It is held every day, starting from small age groups. It is recommended to apply to all children, conducted individually or with half a group. Especially useful for children with speech problems. It is possible to spend it in the desired part of time (at the time of our own desire, at the time that suits us)

Eye Gymnastics - from a small age period, it is held daily for 3-5 minutes at a time of rest. Visual materials are used on the basis of display.

Respiratory Gymnastics - in physical-health activities of different forms. it is held in a cleaned, ventilated room. Before the conduct of pedagogical treatment, children are introduced to the nasal cavity giana with a certificate (before the exercise, clean the nasal cavity from the hilts, like a thorough floss).

Refreshing Gymnastics - every day after daytime sleep, 5-10 minutes are spent.

Corriginal Gymnastics (elimination of defects) - it is carried out in all types of physical-health-improving work. The form of transfer is transferred depending on the intended purpose and the number of children.

Orthopedic Gymnastics - in all types of physical-health activities. Yassitovon is carried out with children and with the aim of preventing defects in the musculoskeletal system.

1. Technology of teaching a healthy lifestyle:

Physical education classes - 2-3 times a week in the gym or Music Hall. The first young group is held in the room 10 minutes, the younger 15-20 minutes, the middle 20-25 minutes, the older 20-25 minutes. Before training, the room should be thoroughly cleaned and ventilated.

Problematic games (game training, game therapy) - in free time, the day can be spent in 2 half. Without time limits, according to the task of training. Training is conducted in the process of the game on an unconscious level to the child.

Communicative games - from young children older than 1-2 times 30 minutes per week. The training will be conducted according to a clear scheme and will consist of several parts. These include conversations, Etudes of various game actions, drawing and loy training.

Exercises on the basis of parts “Health” - once a week from a young age older than 30 minutes. It can be included in the training schedule as the development of cognitive activity.

In the morning, dotted self-scrubbing is performed. Before the increase in infectious diseases, it is held in spring and autumn at the time of exacerbation. It is passed strictly on the basis of a special methodology. It is recommended for children with respiratory diseases and prone to rapid edema. Visually, weapons are used. (based on custom modules).

3. Correction technologies

Technology under the influence of music - all types of physical-health exercises are carried out or individual exercises 2-4 times a month, depending on the set of tables, are used as an auxiliary tool: to prevent fatigue in children and to raise the emotional mood.

Fairy tale therapy - starting with a large young group of people 2-4 times a month for 30 minutes of training, the training is stemmed for psycho - therapeutic development. A fairy tale can be told by an adult or given as a story with a group, in which all the children tell a fairy tale, the rest of the children carry out the necessary action from behind the fairy-tale narrator.

Conclusion

Only healthy children are attracted to all kinds of activities, they are cheerful, optimistic, are engaged in open communication with peers and educators. And this is a successful pledge to develop the personality of the child, all its features and qualities.

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The importance of critical thinking in the education of junior school age students

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Abstract: *In this article, an example of the importance, method and use of pedagogical technology in developing free, independent, critical thinking in the educational process is presented.*

Key words: *free, independent, critical thinking, learning, knowledge, method, INSERT method.*

Introduction

The main criterion of the reforms carried out in our country, the main directions of renewal in the spiritual and educational sphere, the national and universal values, the important factors shaping the modern world outlook, directly testify to the fact that morality occupies an important place in the spirituality system. After all, “educating educated young people with high spiritual, modern knowledge and professional views in the spirit of national and universal values is one of the most important issues for us.”[1] - that is not said surprising.

At a time when society is developing rapidly, it is one of the most important tasks facing the system of upbringing and education of young people with creative, independent thinking.

In the process of education, students multiply their knowledge reserves by mastering the system of Knowledge, Educational Skills and skills, the fundamental meaning of scientific concepts is that they are absorbed into their consciousness. As a result of the consistent, smooth implementation of all this, it is necessary that the students have mastered a certain level of knowledge and skills, and, if not, have mastered the rules of thought forms and independent, logical reasoning.

People who have an independent mind, a personal worldview, not only provide for the development of society. It is therefore also important in the educational process that students from Primary School in School Education Learn effective teaching and critical thinking.

Critical thinking is the result of teaching, not the subject of learning. It is necessary to regularly introduce critical teaching of students into the learning experience. Critical thinking is the base point for a person's thinking. And this is a natural tool for the interaction of information with thoughts, that readers can deny, misrepresent, collect, reproduce, adapt or ignore information. This case is by the

students: "what is the significance of this information for me?", "How can I use this knowledge", "how does this knowledge enter into a relationship with the knowledge I have mastered", " what consequences can they have for me and for others to realize these thoughts " arise when questions are asked. It is good for the primary classes to be taught critical thinking, this method should be tested as a tool for the study of the content, which is part of the result of which the teaching is expected from daily planning.

Many students come to school as dumb listeners, because they think that only the teacher is forced to teach the students. They think that knowledge should only be memorized and re-stated at the request of the teacher. Such students may not participate in critical thinking until they are motivated. Developing critical thinking is not an easy thing. But there is a certain set of teaching conditions, with the help of which it is possible to educate critical thinkers. For this, the following conditions are necessary:

1. Giving time and opportunity to enhance critical thinking experience.
2. Giving students the opportunity to think.
3. Adopt different ideas and ideas.
4. To enable students to participate actively in the learning process.
5. The desire of the readers over them to who would not be smitten by xech.
6. To convince each reader that he is capable of critical reasoning.
7. Appreciate the emergence of critical thinking.

Any thinking will not be useful either, therefore, it is necessary to demand that students consider their thoughts to be true and genuine, as well as to be honest with others in their thinking. In order to develop critical thinking, it is necessary to create such an opposition in the classroom that the more ideas and thoughts come out of them, the more applause will be received from them, which should lead to the emergence of the imagination. Questions posed by the teacher in the course of the lesson are a powerful tool in the development of critical thinking of Primary School students. Questions that motivate students to think, think, master, fantasize, create raise the level of thinking of students. The research conducted shows that 75 percent of the questions posed by the teacher are questions based on formal or verbal. Fakt in cases where information based on it is important, there is a risk of serious limitation of students ' knowledge. First of all, it is not uncommon to assume that even in the current period, where increasingly knowledge and information is easy to obtain, students can fully master the program by adequately mastering the Fakt-based information. Secondly, knowledge of phagatgina Fakt is not useful in practice, because in order to make it useful and used in practice, students must have the ability to analyze and synthesize, master and reconstruct information. Thirdly, a low amount of answering questions at the official level does not require the use of words and, of course, does not lead to a serious and in-depth discussion of the problem. To answer questions on the official level jpvob, it is enough to superficially know the science, to know from the text only what words and

sentences are written. Many students do not even try to memorize information based on Fakt and understand the main points explained in them. It is clear that memorization contributes very little to the increase in knowledge of students. In order for students to be able to think about new information and learn to incorporate it with their previous knowledge and imagination, they must participate in meaningful conversations and express their thoughts in their own words, thereby learning new words. To add knowledge to the previous one, consciously conducted communication is necessary.

For example, in the study of the topic "birds" with the help of these techniques for the development of critical thinking in primary schoolchildren, it is possible to use the following method for the development of an independent and critical thinking in them with the help of the III-graders. This is how the teacher appeals to all students: [4]

"Readers, now we all read a story called (tours). Then you will explain your thoughts. Before reading the story, let's talk a little about the tours. Please choose yourself a partner to discuss. Make a list of what you know in the circle of cranes with your partner for 3-5 minutes. It does not matter if what you write is true or not. The main thing is to write as much as possible, think about what you think or think about what you think about the tours. Please, you can start making a list. After the partners have finished the discussion, students are asked to share their knowledge about the tours. The teacher writes all the thoughts on a paper that is glued to the blackboard, while the students are exchanging ideas with their knowledge. The desired compromise will be brought to the discussion. From time-to-time readers, "is everyone involved in what is said?" that is to be asked. For example, if we take the above story as an example, the reconciliationchiliklar can often end in terms of what they eat, to what degree they grow, how many eggs they pour. If such questions do not arise, they will help the readers in their possession of the point of view. Taking into account the content of the story, it also raises questions that direct thinking to situations that are ignored by readers. During the lesson, the teacher should be able to speak as little as possible and allow the students to speak more. The main task of the teacher as a guide is to motivate the students to think, thereby giving him the opportunity to listen carefully to the thoughts of the students. After a little discussion, the teacher announces the following: "now it's time to prepare for reading the article. From the time you read it, you should mark the edges of the article." It explains the method (INSERT) that helps to carry out reading and writing effectively:

Students of 1-4 classes are recommended to use 2-th type of character.

"V" - I know it, "?" - I do not know that.

Teacher: "readers, when you read the story, let the "V" character go to the edge of your thoughts that are known to you, that you know, "?" put it in that place if the character you're reading is news for you." After that, the story " cranes " is distributed for reading. Students after reading the story put the necessary characters and then the teacher will turn to them:

"Now, when you read the story, then stop for a while and think about what you read. Please discuss what you read with your partner. What knowledge was confirmed? What cross-section confirms? What new information did you meet? What questions were completed? Draw a table below and write down your thoughts"quot;

What knowledge was confirmed?	What cross-section confirms?	What new information did you meet?	What questions were asked?

Conclusion

Then, at the time of the attack on the mind, returning to the thoughts written on the paper on the blackboard, the story is discussed. At first, the question of unanimous opinion is considered. Then do you need a solution to the disputes in this article or another source to solve them? the question "What is the difference?" is discussed and the teacher concludes the discussion.

Today's requirements the ultimate goal of the teacher and the teacher is to educate young people who are able to deeply absorb and apply the knowledge given to life.

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PRESERVATION OF NATURE IS A NATIONWIDE ISSUE

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Abstract: *This article is about the situation of forming ecological culture and problems was analyzed among students and its historical process was described.*

Key words: *ecology, ecologic culture, ecologic education, society, students, people, the Earth, the air, cleanness, history.*

Introduction

“In order to find solutions to a number of environmental problems in today's global era, conscious attitude towards nature, rational use of Natural Resources is becoming an urgent task,” said Narzullo Oblomurodov, chairman of the state agency for Ecology and Environmental Protection of Uzbekistan[1]. A cruel attitude towards nature, time has shown that the existing problems associated with the ecological situation can not be overcome by the decision and laws of states in a short time. In particular, when a state adopts the most stringent laws to prevent environmental problems on its territory, and even when it is fully implemented, attempts are considered natural if the side-surrounding countries do not take such measures. After all, President SH.M.Mirziyoyev's decision “on measures to organize the activities of state bodies in the field of Environmental Protection and environmental control” on December 30, 2021 plays an important role in improving the process of environmental education and training.

Academic A.Pokrovsky believes that “the person of the present time has always been in a state of war with respect to nature. Its devastating consequences are felt stronger from year to year. If we do not educate the culture of a person's attitude to nature, it can lead to tragic consequences” [2; 117-b.]

Environmental problems have remained a mystery to no one at this time. If we offer the desired person to list the environmental problems of our time, we will almost certainly hear the answers that have something in common. Boisi is currently regularly reporting on global environmental issues

through the media, social networks. The fact that citizens have knowledge of environmental problems is another matter, their struggle to overcome these problems is another matter.

Evidence proving the lack of unanimity of people in solving problems in the field of ecology is unfortunate. Such cases form the basis for the demand of people to raise their culture in the future or the future of society. In this regard, the science of history of Uzbekistan has great potential. Our President SH.M.Mirziyoyev says about this: "in great history, nothing goes without a trace. It is preserved in the blood, historical memory of the peoples and manifested in their practical work. Therefore, it is also powerful. Preserving, studying and leaving the historical heritage from generations to generations is one of the most important priorities of the policy of our state" [3; 29-b.].

Therefore, the study of the science of history of Uzbekistan in a consistent, inseparable sequence and interrelated with the category of Sciences contributes to the revival of such thoughts as critical observation in education recipients, protection of the environment on the basis of analytical approaches, non-delivery of Azores to the world of plants and animals. Formation of ecological culture in the process of teaching students the history of Uzbekistan is one of our most important tasks today. Because training a person, spiritual interaction, requires a lot of great skills.

The establishment of the TV channel "History of Uzbekistan" in the system of mass media of Uzbekistan and the importance of this channel in highlighting the rich historical heritage of our ancestors are increasing. Round-the-clock conversations on the TV channel, the results of the research conducted by researchers, shows glorifying the history of the country and our people, artistic and documentary films give impetus to the development of historical and ecological knowledge of our people.

With the rise of the Internet system, social networks are gaining wide popularity among our citizens, especially among our students. We do not hesitate to convey to students the history of Uzbekistan through networks such as Telegram, Instagram, Facebook, Whatsapp, Zoom. And the internet is often perceived as a means of disrupting the education of young people. We pay little attention to the use of the opportunities of social networks for ourselves. Life itself has proved that the future is connected with digital technology. To do this, we are required to abandon the old shells and move to a new one, to adapt to the time, taking advantage of the circles of interest of students.

If the students are proud of their native land, history, the feelings of patriotism in its heart will increase. He is a person who cares about the future of the country, the prosperity of the country and the well-being of the people.

There are opportunities to hold conferences, seminars and online meetings on the history of Uzbekistan, and the wide application of this practice in the educational process provides an opportunity to learn more about environmental problems. In such events, conferences on such topics as the construction of the Aral Sea, the ecstatic method of development of Agriculture in the middle of the XX century, the course of collective farming, the downfall of cotton monoculture, the economy in the preservation of historical and cultural monuments, the mistakes and shortcomings in the assimilation of new lands, the provision of drinking water to the population, , kengaytiradi an overview of the ecology of meetings held with mature scientists and experts. There is also no doubt that it will have a serious impact on the attitudes of educational students towards environmental hazards.

The method of research in pedagogical education is one of the effective ways to develop an ecological culture. Therefore, it is necessary to provide students with the opportunity to prepare articles and abstracts and present their own creative work at conferences, seminars and various meetings.

This is the same provision that the research is organized on problems not included in the subjects of the educational course of the history of Uzbekistan. After all, the course work given to the students and the qualification work on graduation will pave the way to study the unexplored aspects of our history. Bunda requires professors and teachers to provide students with themes focused on the development of environmental culture. Information about ecology kengaytiradi students ' imaginations. Topics related to environmental culture in the history of Uzbekistan begin with our ancient history. In particular, the Uzbek people have been paying attention to the preservation of ecology since ancient times. Environmental education in raising children in the family is integrated into the younger generation through hadiths, Proverbs. The scientist who surrounded us, the concepts and theoretical views that formed and developed during his historical development, are reflected in our most ancient written source "Avesto" and in the works of our thinkers who lived in the period of Eastern Awakening. The study of the views of thinkers on ecology also serves to enrich knowledge on the history of Uzbekistan.

Examples in the history of the peoples of Uzbekistan that call for the protection of the natural environment and the preservation of the surrounding existence are also found as desired. Unlike the West, in the works of Eastern thinkers, honesty, purity, purity of the environment and love of nature are given importance [4; 34-b.]. If we look at our ancient history, then such ideas and views are known

to us from the religion of Zarathustra. According to the religion of Zarathustra, each Zarathustra was washed five times a day, purified, looked at The Sun, applauded and was obliged to worship it. This tradition has passed from zardushtiylik to Islam in the form of five-time prayers [5; 28-b.]. Zardushtiylik dinida four elements are considered sacred, and in Avesto a special place is allocated to the rules on the use of land, its protection from pollution, the legal consequences of non-compliance with them. Also, the spread of various diseases and their harm through birds, animals and poultry is noted. At "Avesto" it is addressed to take care of domestic animals, when they are called upon to eliminate animals and insects that spread the disease. In particular, it is noteworthy that the example says that "for the whole life of Man, water, soil, fire, in general, the whole of the world is committed to pure and bus-the whole leap of good." The main idea of the natural and scientific works of Central Asian thinkers and other scientists was interest in the issue of the environment, responsible attitude towards it. The ideas of preserving the natural environment were widely followed by the artistic and scientific works of such thinkers as Yusuf Khoshib and Abu Rayhon Beruni. In their spiritual heritage, along with a living being, the ideas of caution reflect elements such as the plant world, land, water, air. These ideas and views affect the development of students' environmental culture.

The fact that students did not have a deep understanding of the concept of environmental culture was evident in the course of our research. During the experiments, an attempt was made to study the original causes of the situation. Educational plans in the higher education system, science programs, communication with students helped to draw conclusions on this problem. In our opinion, taking into account a number of the following aspects in the teaching of the history of Uzbekistan will greatly contribute to the development of environmental culture of Higher Education recipients:

1. To pay special attention to the formation in the minds of students of the science of history of Uzbekistan of information about the concepts and views on ecology in the past.

The fact that the impact of mankind on the natural environment has been increasing has led to the fact that the fight against the emergence of evazi environmental mummies, measures to prevent the emergence of such problems, in the current period, set before each state a huge task. In such circumstances, apart from getting acquainted with environmental problems in the system of the subjects taught in education, information on the need to establish human activities in order to prevent them, will somewhat ease the functions of the state. In this regard, along with the political situation in the period under study in the education of the science of history of Uzbekistan, it is desirable to give knowledge on the relevance of the population to the natural environment. Bunda the use of the

science of the history of Uzbekistan in connection with other natural and humanities yields good results.

2. To pay serious attention to the issue of Organization of activities on ecology in the plan of moral and moral and educational work organized in a higher educational institution.

The inclusion of topics serving the rise of the environmental culture of students in the composition of events, lessons, meetings held by the Departments of spirituality and enlightenment of higher education, as well as the newly established position – tutors, ensures the facilitation of the tasks to be performed. To do this, it would be appropriate to organize a creative study of aspects related to avesto from the cultural heritage of the past, Turkish inscriptions, Devonu lexicon Turkish, Politnama, Temur tuzukları, Bburnama, with reference to sources such as the natural environment in them.

3. Improving the quality and efficiency of lectures and practical classes of teachers of the history of Uzbekistan by raising theoretical knowledge of Ecology.

Teaching on the subject of the history of Uzbekistan is not limited to commenting only on the realities of our history. Professors and teachers are responsible for ensuring the effectiveness of education in their pedagogical activity. They should not only provide theoretical knowledge, but also educate educators in the spirit of patriotism, humanism, labor, self-sacrifice. After all, the adult generation should be able to boast and convey to its followers the national and cultural heritage, manifested in the traditions, values of its ancestors. Including, it is mandatory to have the necessary knowledge for the development of ecological culture. The fulfillment of this task, in many respects, is a link to the problem-solving knowledge of the educators. For this purpose, it is desirable to include hours of lessons related to ecology in the qualification centers.

4. To ensure active participation of students in organizational-methodical, spiritual, moral and cultural activities aimed at raising environmental culture.

Mass activities organized in the educational process will help to increase the social activity of students. It is expedient to cover a large contingent of students in the organization of activities such as Essay Competition on Environmental Protection in higher education or painting competition. Attention should be paid to measures for the material stimulation of participants in the project. The organization of the awarding process of the winners in front of the student team increases the status of the event.

5. Establishing ecological education in order to raise environmental culture, using the interaction of the science of the history of Uzbekistan with other sciences.

The Professor-teacher will have the potential to convey knowledge that will shape the wide world view in the students as a result of his / her work, experience and enrichment. In the process, it will be important to provide the professor-teacher with the necessary textbooks, teaching and methodological manuals. Therefore, it is essential to seek out sources that are relevant to environmental problems and bring them to the students in a regulated manner.

6. Expand the use of social networks, media, and e-learning resources opportunities.

Conclusion

The inclusion of topics serving the rise of the environmental culture of students in the composition of events, lessons, meetings held by the Departments of spirituality and enlightenment of higher education, as well as the newly established position – tutors, ensures the facilitation of the tasks to be performed. To do this, it would be appropriate to organize a creative study of aspects related to avesto from the cultural heritage of the past, Turkish inscriptions, Devonu lexicon Turkish, Politnama, Temur tuzukları, Bburnama, with reference to sources such as the natural environment in them.

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**DEVELOPMENT OF ECOLOGICAL CULTURE ON THE BASIS OF MODERN
PEDAGOGICAL TECHNOLOGIES**

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Abstract: *The article talks about the formation of ecological culture in students, reflection of issues of Ecology and nature protection, its historical development processes and future prospects.*

Key words: *ecology, environmental culture, Environmental Education, Society, Students, people, land, air, cleanliness, histor.*

Introduction

To date, it is required to provide deep ecological legal knowledge to the population, to achieve the rise of ecological legal culture in the course of improving the system of ecological education, propaganda and upbringing on the basis of modern requirements, in other words, to form literally ecological legal consciousness [1; 14-th page]. This in turn requires the development of the educational system at the level of modern requirements. After all, our President SH.M. Mirziyoyev said, “We have set ourselves a great goal to restore the foundation of the third renaissance in our country, for this we need to create an environment and conditions that will educate the new Khorezmids, Berunids, Ibn Sina, Ulugbek, Navoi and Babur. Bunda should serve as the main pillars of our national idea, first of all, the development of education and education, the decision-making of a healthy lifestyle, the development of Science and innovation.”[2] in addition, the president's decree “on measures to organize the activities of state bodies in the field of Environmental Protection and environmental control” of December 30, 2021 plays an important role in improving the process of environmental education and training.

The development of the ecological culture of educators should not be limited within the framework of educational objectives. The educational process should also cover educational objectives. After all, education and training will succeed only when there is a mutual dialectical connection.

“The possibilities of man's adaptation and adaptation to environmental changes come true through the means of social relations” [3; 14-b.]. Psychological observations show that the physiological and mental state inherent in today's youth differs from the older generation in that it is

also noticeable in the influence and attitude to our past heritage. A high level of sensitivity to social reality does not mean a wealth of contemplation. The narrowness of worldly thinking brings out the indifference in the sphere of influence over the past inheritance, the careless attitude. The narrowness of thinking can be explained by the fact that free time is not occupied. In our society, the inability of young people to spend their free time in sports or cultural activities, the defects in the employment of minors to a certain extent bring about indifference.

The leadership of our country has created sufficient conditions for the positive transformation of youth education. In particular, now there are conditions much more free from such manifestations as old, crisis ideologies, management in the form of administrative orders, gross violation of human rights, forced labor. Democratic changes, the provision of freedom of speech, the rise of the human factor, the escalation of the fight against corruption, etc., led to the implementation of plans in the field of Education. By teaching our rich history, opportunities have been increased to educate young people in the spirit of understanding our national identity.

There are a number of aspects in teaching the history of Uzbekistan that lack of attention has a negative impact on the qualitative completion of the tasks for the development of the ecological culture of students. To do this, it is necessary to take into account the following:

1. Taking into account the interest of students in teaching the history of Uzbekistan;
2. Establishing efficient use of Information Communication Technologies in educational process;
3. Organization of lectures and practical sessions providing information on environmental problems in our country to professors and teachers teaching on the history of Uzbekistan in the training centers;
4. Preparation of textbooks and manuals on environmental problems in the history of Uzbekistan;
5. Research materials on Written and material sources related to the history of Uzbekistan;
6. Taking students to the areas and steps where historical monuments are located;
7. Organization of the study of materials on the views of our ancestors on ecology during archaeological research;
8. Organization of conferences, round tables on environmental problems in our country;
9. To organize the preparation of materials about the environmental situation of students in the places where they live;
10. The use of new elements of increasing their activity in the development of students ' environmental culture and improving teaching methodology.

The above-mentioned aspects are important factors in the development of students ' environmental culture. In their implementation, it is necessary to use modern methods of conducting new work, organizing educational and educational processes. Already, recent studies show the need for new approaches to education. The level of effectiveness of traditional techniques is decreasing. In particular, the organization of the lesson by telling the topic in the lecture sessions is considered an outdated method.

Pedagogical technologies, which showed its positive features in the second half of the last century, encouraged the search for new ways of giving knowledge, in addition to bringing a new spirit to the sphere of education and training. At present, it is not necessary to give evidence-proof about the importance of modern pedagogical technologies.

Pedagogical technology is an approach to the educational process as a whole. The essence of the approach will be to systematize the learning process. And systematization represents the disassembly and design of the subject under study into parts. In order to achieve efficiency even in the development of ecological culture, it is necessary to introduce a new approach to the whole process.

In the formation and development of the ecological culture of students, the limitation of the lesson itself is not entirely correct. The theory is able to give its expected effect only if it harmonizes with practice. In the scenario of spiritual and moral and educational meaningful activities to be organized, it is required to reflect ideas that contribute to the rise of the ecological culture of educators. For this purpose, examinations, seminars, round tables should be organized with students on topics such as “ecology – the basis of a healthy future”, “healthy environment – the guarantee of human health”, “Nature Preservation – our duty”, “nature and youth”, “views on ecology of ancestors of the past”.

The period itself dictates that the development of ecological culture of the educated on the basis of modern pedagogical Technologies is carried out with the promotion of such actions as saving, careful attitude to the natural environment. Such actions should be set out during the lessons and at extra-curricular time.

Topics, contests and other form of activities built on the basis of research on environmental problems contribute greatly to the development of ecological culture in students. The carrying out of the research will enable students to understand the importance of ecology more deeply. The research will ensure the development of the creative abilities of the educators. Creativity dictates the correlation between the educator and the student. The method chosen by the teacher should encourage the students to the activity, ensure the rapid attainment of the objective pursued by the study.

Attitude to ecology has a historical basis, it is worthwhile to turn to historical sources in the development of ecological culture. From Avesto, in all sources that speak of our history, there are enough ideas that urge us to be cautious about the natural environment. Historical sources themselves store information about the ecology at this or that level. Their study should become one of the structural attributes of the education carried out for the development of students' environmental culture.

Even in all times, mankind had its own attitude towards nature [4; 33-b.]. Each of the people has individual views on nature, which is improved on the basis of life experiences of the individual. Members of society also influence others based on their experiences. It is a simple process of

propagating actions, such as not to spill the wastes in a society where they are encountered, not to damage the flora and fauna that surrounds us, to keep the accommodation tidy, to observe the cleanliness so that the apartment is delightful.

Each age will have a romantic imagination about their future, how clear the plans are in their minds, the meaning and aspirations of their life will be accordingly.

The younger generation grows up with the inheritance left from their ancestors. The surrounding social environment, together with family, neighborhood and educational organizations, makes it possible to strengthen this heritage. Traditions and traditions, values that are respected by members of society affect the formation of an individual as a person on a fundamental basis. Young people will continue and update the legacy of the past in an environment that is changing as a result of globalisation and technological growth during the use of material and spiritual wealth left by the older generation.

The development of ecological culture begins with the provision of ecological education to the younger generation. Children receive imagination associated with nature in their own homes. Then this process is transferred to a kindergarten, a general secondary educational institution, and then to a professional educational institution. In the period from pre-school education to higher education, environmental education is continuous and consistent. Environmental education is regularly conducted by the state and society in social processes, as well as through the media, radio, television, internet networks.

Conclusion

A person with a high ecological culture is brought up in the means of realizing the goals and objectives of environmental education and training. To do this, the following tasks are required:

- formation of a person capable of wide observation by deep education of the laws of dialectical development of nature and society;
- adult education of young people who can create technologies that do not cause great harm to nature and plans to improve ecology by forecasting the legislation of socio-economic development;
- to create a community of people who can understand that it is necessary to praise the natural environment to the next generation, that the Life, Health and future of a person depend on it.

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***THEORETICAL AND METHODOLOGICAL BASIS OF TRAINING OF
MANAGEMENT PERSONNEL IN THE PROCESS OF HIGHER PEDAGOGICAL
EDUCATION***

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Abstract: *This article covers the tasks set before the process of management personnel training in the reforms carried out in the process of higher pedagogical education, reforms aimed at raising the life of society to a new level of quality, the requirements set for the sphere of management of preschool education.*

Key words: *management personnel, pedagogical processes, interpersonal communication, professional competence, modern approaches, quality of Education.*

Introduction

In order to ensure the implementation of the “national program of Personnel Training” in the Republic of Uzbekistan, in the reforms carried out in the process of higher pedagogical education, management personnel training process is also put forward Special Tasks. Reforms aimed at elevating the life of the society to a new level of quality are also setting several requirements in the field of preschool education management.

Qualitative improvement of preschool education requires critical analysis and updating taking into account the requirements imposed on it, as well as enrichment of the system of organization and management of pedagogical processes in these educational institutions in terms of content. Because, the conditions created in pre-school educational organizations today, modern changes are following the need for leaders who can take advantage of all opportunities, are in demand in relation to themselves and their work, are able to establish cooperation between the preschool and parents, are masters of their own right, know the secrets of their sphere in every way, are self-developing and

Among the requirements for the qualitative improvement of preschool education are: preparation of future educators for individual communication in pedagogical processes, introduction into Subject-subject relations; competence diagnostics; arming preschool education with knowledge on the application of modern technologies of management to practice; development of their professional competence; the creation of conditions for the adoption of modern approaches to the

management of the quality of preschool education and ensuring the assimilation of methods of regular improvement of preschool educational institutions can be included in such.

In this way, it will not only provide problems in the direction of improving the quality and effectiveness of preschool education, but also enable future teachers to master innovative methods.

Reforms in the field of preschool education require the improvement of the management of this process, that is, to abandon the traditional methods of this process, to master the educational management experience based on democratic principles, corresponding to the requirements of socio-professional development. It sets out the tasks of not only management problems, but also the organization of the activities of the subjects of the preschool education process and the identification of the consequences of improving the quality management of education on the basis of their coordination, coordination and implementation on the basis of compensatory approaches.

The science of pedagogical management studies the processes of carrying out tasks towards the organization and management of a particular activity. It also provides knowledge about the need to carry out management functions in different pedagogical situations due to the existing conditions, what factors can influence the successful implementation of certain functional tasks. Students should initially be provided with information on theoretical and methodological basis of management.

It is also important to convey to the minds of students historical information about the fact that initially management practice was established, then theoretical approaches to management were put forward. Accurate information, knowledge and experience about management have been put forward by our ancestors. Our ancestors in this area were those who had a great experience. An example of this can be cited "Timur regiments". In this game, valuable ideas about the peculiarities of management are described. Such valuable ideas were also put forward by Abu Nasr Forabi, Alisher Navoi, Zahiriddin Muhammad Baburlar. With the effective use of valuable ideas of our ancestors in management pedagogy, the future educators have a special importance in the integration of knowledge on the fair management of preschool education processes, ensuring the quality and effectiveness of this process. Because our ancestors perfectly mastered the art of managing any team, and in this area, too, left a worthy inheritance to the next generations. It is desirable to use the same inheritance effectively in the system of higher pedagogical education.

The fundamental changes in education are due to the transition to a new paradigm of governance. A number of definitions have been given to management in the existing literature.

A group of scientists, including E.A.Klimov, V.S.Lazarev, V.A.Lektorsky, N.V.Nemovas interpreted management in the way that one system "affects" the other, the second person or group of people. Supporters of this direction believe that management is a process consisting in the change of the object as a result of the directed influence on the Max, the influence of the subject on the object.

M.Sharifxujaev, Yo.Abdullaev lost in Test match In the textbook “Management” of abdullaevs, the meaning of the word management is presented in the manner of activity. Also, the management of specialists is a process of selection, decision-making and control over its implementation.

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.

President of the Republic of Uzbekistan of Sh.M. Mirziyoyev № PQ-2707 “On measures for further improvement of the pre-school education system in 2017-2021” of December 29, 2016, as well as the organization and management of the educational process in educational institutions due to the state requirements for pre-school education is envisaged to raise to a new level of quality.

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.

Accordingly, taking into account modern pedagogical technologies and methods, it is necessary to prepare pedagogical and managerial personnel for preschool organizations and achieve a regular increase in their professional knowledge.

The analysis of the educational process aimed at training pedagogical staff for pre-school educational organizations shows that in this process, students are not sufficiently informed about the knowledge and concepts necessary for the activities of the preschool educational organization. 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.

It is important that knowledge is provided, skills are generated, pedagogical and managerial conditions are created for the implementation of a single and differentiated approach to the selection of educational programs, through the use of effective and appropriate methods to the vital needs of the educators. The advantages of this technology are as follows:

- there are favorable pedagogical conditions for educators to help educators, support children with special needs;
- the pace of education and development of educators increases;
- children's interest in education, needs, inclinations.

It is necessary to manage the organization of preschool education on a scientific and methodological basis, to provide pedagogical support, encouragement of educators and educators, to ensure the participation of educators, educators, family and non-governmental organizations of the educational institution. This, in turn, is an expression from the implementation of the basic principles of public policy in the field of preschool education to the establishment of a system of preschool education in harmony with state and public administration.

The main essence of the new approach to the organization of the preschool education process is to abandon the processes based on the old approach, which does not give the results envisaged in traditional education, and to change it:

- Organization of preschool education process on the basis of advanced pedagogical technologies;
- preparation of children for independent cognitive activity;
- it is necessary to carry out educational and educational processes on the basis of modern requirements for pre-school education.

The emergence of new pedagogical relations in relation to preschool education requires a comprehensive development of educators, a differentiated and individualized approach to them. In the organization of pre-school education process on the basis of these principles:

- to take into account the interests of educators and their level of development separately;
- to identify and develop the positive qualities and abilities of each educator, to identify their interests, needs, abilities, personal qualities, mental characteristics;
- selection of assignments according to the needs, interests, abilities and abilities of each educator;

- it is necessary to take into account the personal characteristics of the educators in the process of preschool education.

As an important aspect of the organization of the process of preschool education on a scientific and methodological basis, it is necessary to formulate professional qualifications that will allow future educators to work in the process of modernized preschool education to improve their professional knowledge, skills, qualifications and skills.

Conclusion

Taking into account the main directions, principles, requirements of scientific and methodological management of pre-school educational organizations, the methodological basis of the use of pedagogical and information technologies in the educational process in order to determine the laws and principles of training the employees of the future preschool organization, in order to increase the effectiveness of their training, the components, levels, indicators of ensuring, it is envisaged to achieve the training of highly qualified, competitive, creative and socially active, spiritually rich, ideologically and politically mature pedagogical personnel that meet the requirements of the period by improving the content, tools, forms, methods of modernization on a scientific basis and developing pedagogical practice of the employees of the future preschool education organization. To do this, it is required to modernize the content of training of employees of the future preschool organizations.

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THE ROLE AND IMPORTANCE OF AGRICULTURE IN THE DEVELOPMENT OF THE NATIONAL ECONOMY OF THE REPUBLIC OF UZBEKISTAN

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Abstract: *This scientific article focuses on the analysis of a certain level of contribution of agricultural production to the positive changes in the national economy of the republic in 2018-2019. There is a general approach to the role of the industry in strengthening the food security of products, as well as in the supply of raw materials for light industry and solving the problem of unemployment in the country.*

Key words: *agriculture, food, raw materials, light industry, production efficiency, gross domestic product, employment, population, natural population growth, agriculture, animal husbandry, investments and loans, farms, dehqan (personal assistant) farms, other enterprises and organizations.*

Introduction

It is known that from time immemorial in our country special attention is paid to the development of agricultural production. This is due to the fact that the various products created in the industries are recognized not only as an important source of food, but also of great importance in providing other sectors of industrial production with raw materials. The role and importance of agriculture in the economy of the republic is characterized by the following:

agriculture provides the population with food, food is the basis of people's spiritual life and material production;

agriculture is a source of raw materials for the light and food industries. The products of these industries are also used directly to meet the needs of the population. The level and efficiency of the use of existing opportunities in agriculture determines the volume and efficiency of production of certain industries. Agricultural raw materials account for 40% of all material costs in the textile industry, 70% in the sugar industry, and about 80% in dairy and oil products. Currently, 3/4 of the country's consumer fund consists of direct agricultural products or industrial products made from agricultural raw materials;

agricultural production has an effective impact on the pace and level of development of the country's heavy industry. While agriculture consumes a large amount of means of production, it has

an active influence on the production of tractors, reclamation and agricultural machinery, the chemical industry, especially mineral fertilizers. At present, the main part of material costs for the production of agricultural products is the means of production supplied by industry (fuels and lubricants, spare parts, mineral fertilizers, mixed fodder, depreciation of fixed assets, etc.);

is of great importance as an attraction of labor resources to agricultural production, as 40 per cent of the active workers are employed in this sector. Agriculture contributes greatly to the reproduction of the labor force in other sectors of the economy by relocating part of the workers to other sectors;

the role of agriculture in the country's economy is further defined by the fact that it is an important source of savings needed to address national issues. In agriculture, a high share of value added is formed in the national economy of the country.

Therefore, in assessing the role of the agricultural sector in the national economy of our country, we can pay attention to the following statistics:

Table 1

Information on some socio-economic indicators of the Republic of Uzbekistan

Name of indicators	2018	2019	In 2019 as a percentage compared to 2018
Permanent population (at the end of the year), thousand people	33255,5	33905,2	102,0
Number of births, thousand people	768,5	815,0	106,1
Number of dead, thousand	154,9	154,6	99,8
Natural population growth, thousand people	613,6	660,4	107,6
The average annual number of employees in the economy, thousand people	13273,1	13541,1	102,0
Including in the private sector	10846,1	11077,8	102,1
Number of unemployed, thousand people	1368,6	1335,3	97,6
Unemployment rate, in percent	9,3	9,0	96,8
Gross domestic product, total, billion soums	406648,5	511838,1 ¹⁾	125,9
Per capita, thousand soums	12339,1	15242,0 ¹⁾	123,5

Industrial production, billion soums	235340,7	322535,8	137,1
Agriculture, forestry and fisheries, bln	195095,6	224265,9	115,0
Of which: agricultural products	187425,6	216283,1	115,4
Including farming	98406,4	111904,8	113,7
Livestock	89019,2	104378,3	117,3
Investments in fixed assets, billion soums	124231,3	195927,3	157,7
Foreign investments and loans, billion soums	30154,8	85437,2	283,3

According to Table 1, the number of permanent residents in our country is growing by an average of 2.0% annually, naturally increasing by an average of 660.0 thousand people, due to the annual increase in food and other natural needs of the population. In this regard, a number of Presidential decrees have been adopted to radically reform the country's economy, and great measures have been taken to modernize its sectors. In particular, the main focus has been on the financial supply factor, which plays an important role in the future development of our economy. In particular, in 2019, compared to 2018, the total volume of investments in the development of fixed assets in the economy increased by 157.7% and amounted to 195927.3 billion soums. In particular, the volume of foreign investments and loans in 2019 increased by 283.3% compared to 2018 and amounted to 85437.2 billion soums.

In 2019, the country produced a total of 511838.1 billion soums of gross domestic product, which is 105189.6 billion soums more than in 2018, or an increase of 125.9%;

The share of agricultural products in the gross domestic product is growing. For example, in 2019, all categories of farms and organizations engaged in agricultural production produced a total of 216283.1 billion soums, which is 28857.5 billion soums or 133.4% more than in 2018. In terms of economic categories, the share of farms in the total volume of agricultural production in the corresponding period amounted to 60394.7 billion soums or 27.9%, and the share of dehkans (personal assistant) farms amounted to 147625.9 billion soums or 68.3%. and other organizations and enterprises engaged in agricultural production with a share of 8262.5 billion soums or 3.8%. Compared to 2018, the number of farms increased by 11,727.7 billion soums, or an increase of 19.4%, while dehkans (personal subsidiary) farms produced 14091.6 bln. soums, or an increase of 9.5%, as well as other agricultural organizations and During the same period, enterprises produced goods worth 3038.2 billion soums, or 36.8% more.

Table 2

Development of agricultural products in the Republic of Uzbekistan by economic categories information on output indicators

Years	Farms of all categories	Farms	Dehkan (personal assistant) farms	Organizations engaged in agricultural activities
Agricultural products, total				
2018	187425,6	48667,0	133534,3	5224,3

2019	216283,1	60394,7	147625,9	8262,5
In 2019 as a percentage of 2018	115,4	124,1	110,6	158,2
Hence, agricultural products				
2018	98406,4	44542,8	51408,3	2455,3
2019	111904,8	55077,8	52393,8	4433,2
In 2019 as a percentage of 2018	113,7	123,7	101,9	180,6
Livestock products				
2018	89019,2	4124,2	82126,0	2769,0
2019	104378,3	5317,0	95232,0	3829,3
In 2019 as a percentage of 2018	117,3	128,9	116,0	138,3

According to Table 2, the share of farms engaged in the production of gross agricultural output against the background of a relative increase in total output in the sector, the share of dehqan (personal helper) farms still averaged 71.2% in 2018 and 68 in 2019. The share of farms with the main state support is 26.0% and 27.9%, respectively. It can be seen that the rest of the products fell to the contribution of organizations and enterprises engaged in agricultural activities. If we look at the share of industries, the ratio between dehqan (personal assistant) farms and farms in the production of agricultural products in 2018 was 52.2% and 45.3%, respectively, while in 2019 the ratio slightly increased the share of farmers, ie 46.8% and can be seen to have changed by 49.2%. However, we see that dehqan (personal helper) farms play a key role in the production of livestock products. In 2018, about 92.3% of livestock products were produced directly by dehqan (personal subsidiary) farms, this year the share of farms will be 4.6%, respectively, in 2019 the ratio will change slightly to 91.2% and 5.1%. can be seen.

The industry is also a leader in the economy of the country in providing employment for the able-bodied population. In particular, in 2019, the total number of official jobs in the national economy amounted to 13541.1 thousand people, compared to 2018 the number of jobs increased by 268.0 thousand people or the growth rate of employment was 102.0%. It can be seen that the number of people employed in production in 2019 was 3544.6 thousand people, or a leading position with a share of 26.2% of the total number of employees, or an increase of 7.4 thousand people compared to 2018. The share of those employed in other industries and sectors is as follows: industry - 13.5%, trade - 10.6%, construction - 9.8%, transportation and storage - 4.8%, accommodation and catering services - 2.3% , in the field of information and communication - 0.5%, in finance and insurance - 0.6%, in education - 8.4%, in health and social services - 4.6%, in the field of art, entertainment and recreation - 0, 5% and other activities - 18.2%, and the trend in these indicators in these sectors and industries in 2018 was almost the same.

Table 3

Information on the number of items by type of economic activity in the Republic of Uzbekistan

Indicators	A thousand people		Percentage of total	
	In 2018	In 2019	In 2018	In 2019

The total number of jobs in the economy	13273,1	13541,1	100,0	100,0
Including sectors Agriculture, forestry and fisheries	3537,2	3544,6	26,6	26,2
Industry	1802,9	1821,5	13,5	13,5
Construction	1205,5	1324,6	9,1	9,8
Trade	1401,8	1436,4	10,6	10,6
Transportation and storage	645,2	646,1	4,9	4,8
Living and eating	301,9	315,3	2,3	2,3
Information and communication	62,7	62,2	0,5	0,5
Financial and insurance activities	73,5	75,8	0,5	0,6
Education	111,7	1134,4	8,4	8,4
Health and social services	604,0	616,7	4,5	4,6
Art, entertainment and recreation	65,6	66,0	0,5	0,5
Other activities	2461,1	2497,5	18,6	18,2

As can be seen from Table 3, the agricultural sector is the leader in employment in the country, covering more than 26.0% of the total number of employees. In employment, industry - 13.5%, trade - 10.6%, construction - 9.8%, education - 8.4%, transportation and storage - 4.8%, and in health care and social services - 4.6%. they employ less than one percent of the population in the remaining industries and sectors. 18.2% of the population is employed in other activities. - As in the world community, the population of our country is growing every year, and the demand for food is growing. According to the above, the country pays more attention than ever to the reform of agriculture, modernizing the industry and applying the latest achievements of science in the industry. As a result of these measures, the volume of agricultural production in our country is growing. The volume of production of the main types of agricultural products in Uzbekistan in 2019, including the indicators of all categories of farms, was as follows: grain - 7437.8 thousand tons, wheat - 6093.5 thousand tons; cotton-2691.7 thousand tons; potatoes - 3089.7 thousand tons; vegetables - 10215.1 thousand tons; nutritious melons - 2068.7 thousand tons; fruits and berries - 2752.7 thousand tons; grapes-1603.3 thousand tons; meat (live weight) - 2473.6 thousand tons; sut-10714.3 thousand tons; eggs-7771.2 mln.dona; wool (physical weight) -35.1 thousand tons; karakul leather - 1150.7 thousand pieces and cocoon products - 21.4 thousand tons. Accordingly, the increase in production by type of products compared to 2018 can be seen from the following: grain +902.3 thousand tons or 12.1%, wheat +682.7 thousand tons or 11.2%, cotton +406, 1 thousand tons or 15.1%, potatoes +177.8 thousand tons or 0.6%, vegetables + 454.8 thousand tons or 0.4%, edible melons +231.7 thousand tons or

11.2%, fruits and berries +46.5 thousand tons or 0.2%, grapes +13.5 thousand tons or 0.08%, meat (live weight) +43.1 thousand tons or 0.02%, milk +247.9 thousand tons or 0.02%, eggs +311.9 thousand pieces or 0.04%, wool +0.5 thousand tons or 0.01%, astrakhan skin +65.5 thousand pieces or 0.06% and cocoons +3, Increased by 5,000 tons or 0.16%.

Table 4

Information on the volume of production of basic types of agricultural products in the Republic of Uzbekistan (in all categories of farms, thousand tons)

Product name	In 2018	In 2019	% In 2019 compared to 2018
Don	6535,5	7437,8	113,8
Including Wheat	5410,8	6093,5	112,6
Cotton	2285,6	2691,7	117,8
Potatoes	2911,9	3089,7	106,1
Vegetables	9760,3	10215,1	104,7
Nutritious melons	1837,0	2068,7	112,6
Fruits and berries	2706,2	2752,7	101,7
Grapes	1589,8	1603,3	100,8
Meat (live weight)	2430,5	2473,6	101,8
Sut	10466,4	10714,3	102,4
Eggs, mln	7459,3	7771,2	104,2
Wool (physical weight)	34,6	35,1	101,4
Karakul leather, thousandth	1085,2	1150,7	106,0
Pilla	17,9	21,4	119,6

The figures in Table 4 show that during 2018-2019, the production of grain, the main food source, will increase by 113.8%, cotton - by 117.8%, melons - 112, while the average annual population will increase by 2.0% . , 6%, potatoes - 106.1%, vegetables - 104.7%, eggs - 104.2%, milk - 102.4%, meat - 101.8%, fruits and berries - 101,101 , By 7% and grape cultivation by 100.8%.

The issue of share in the production of basic types of agricultural products by economic categories was studied. According to the study, in 2019, the share of farms in the production of grain (including wheat) and cotton was large, reaching 85.2 (92.6%) and 92.6%, respectively. Milk (94.8%), meat (90.2% by live weight), potatoes (82.2%), vegetables (66.7%), fruits and berries (58.2%), eggs (mln. farmers (personal assistants) play a key role in the production of many products, such as melons (55.8%), grapes (55.8%) and grapes (55.3%).

Table 5

Information on the volume of production of the main types of agricultural products grown in the Republic of Uzbekistan by economic categories (as a percentage of the total volume)

Product name	2018	2019	Shares by economic categories, percent		
			Farms	Dehkan (personal helper) farms	Organizations engaged in

							agricultural activities	
			2018	2019	2018	2019	2018	2019
Don	100,0	100,0	78,9	84,2	18,6	11,8	2,5	4,0
Cotton	100,0	100,0	96,2	92,6	-	-	3,8	7,4
Potatoes	100,0	100,0	14,1	16,2	84,6	82,2	1,3	1,6
Vegetables	100,0	100,0	27,0	31,1	71,8	66,7	1,2	2,2
Nutritious melons	100,0	100,0	36,7	42,7	62,5	55,8	0,8	1,5
Fruits and berries	100,0	100,0	38,3	39,0	59,8	58,2	1,9	2,8
Grapes	100,0	100,0	43,5	42,7	54,7	55,3	1,8	2,0
Meat (live weight)	100,0	100,0	4,5	5,1	92,0	90,2	3,5	4,7
Sut	100,0	100,0	3,8	4,3	95,5	94,8	0,7	0,9
Eggs	100,0	100,0	14,5	14,7	58,1	57,8	27,4	27,5

It was found that the share in other parts of the balance of production is mainly due to farmers, dehkan (personal assistant) farms or other organizations engaged in agricultural activities. The results of the research show that the previous trend in the share of products grown by economic categories has not led to such changes in recent years.

Table 6

Information on the production of basic types of agricultural products per capita in the Republic of Uzbekistan (in kg)

Product name	2018	2019	2019 will be more + / less than 2018
Don	198,3	221,5	+23.2
Potatoes	88,4	92,0	+3.6
Vegetables	296,2	304,2	+8.0
Nutritious melons	55,7	61,6	+5,9
Fruits and berries	82,1	82,0	-0.01
Grapes	48,2	47,7	-0.5
Meat (live weight)	73,7	73,7	0
Sut	317,6	319,1	+1.5
Eggs, pieces	226	231	+5,0
Fish	2,8	3,6	+0.8

According to the results of our research (see Table 6!), it can be said that the volume of agricultural production per capita in the country is growing from year to year, and positive results are being achieved. At the end of 2019, per capita grain production averaged 221.5 kg, an increase of 23.2 kg compared to the previous year, or an increase of 10.5%; respectively, potatoes - from 92.0 kg or per capita production increased by 3.6 kg, the growth rate was 3.9%, vegetables - from 304.2 kg, the average per capita increased by 8.0 kg or production increased by 3.9%, food melons grew by an average of 61.6 kg, an increase of 5.9 kg or a growth rate of 9.6%, egg production - by 231 units, an increase of 5 units. An increase of 0.8 kg or 22.2% and an average of 319.1 kg per capita or an increase

in production of 1.5 kg due to an average of 2.2% and fish production of 3.6 kg as a result, growth per capita production increased by an average of 0.5 percent. While production per capita remained at the level of 2018, with an average of 82.0 kg of fruits and berries per capita and an average of 73.7 kg of meat (live weight), only grape production in 2019 was 47 per capita. At 7 kg, per capita production decreased by 0.5 kg or 1.0% compared to the previous 2018.

Conclusion

In short, given the important role of agriculture in the development of the national economy, we need to pay attention to the provision of the necessary legal and economic framework for further improvement of existing socio-economic relations and ensure our overall development by further accelerating the development of this sector. we think that Based on the experience of the world's leading countries, it can be said that "... first of all, the development of the agricultural sector can be achieved by further improving the existing socio-economic relations in the country" (author's opinion).

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**SOLVING SOME ISSUES RELATED TO PLATO POLYGRAPHY DESIGN IN
COMPUTER GRAPHICS**

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Abstract: *In a scientific article called “Solving some problems on the design of Platonic solids on a computer graph”, the processes of solving some problems on the design of regular polyhedral on a computer graph are described.*

Key words: *regular polyhedral, tetrahedron, hexahedron, octahedron, dodecahedron, icosahedron, computer graphics.*

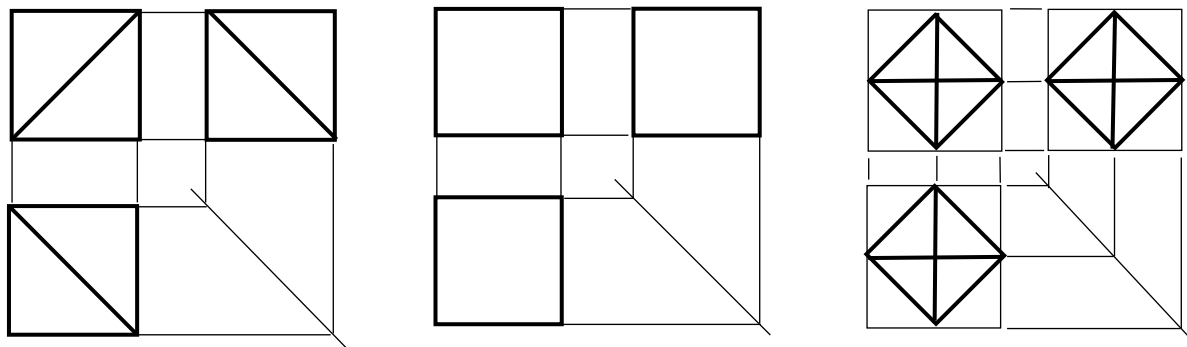
Introduction

A large group of issues related to the design of various geometrical images constitute the issues of graphic representation of these images in drawings consisting of rational projections and the formation of their obvious (spatial) images on the basis of rational images. Clear images can also be called irrational images. Because although such images have a high degree of visibility, the dimensions associated with the distances and angles to the parts of the object are described in them, doomed to sharp changes.

The creation of drawings made from highly rational proxies, the execution of clear images based on drawings made from rational pro-Axies is very interesting on the example of regular multiples (Plato multiples) [2], [3]. If the process of such work is carried out on a computer graph, the process will receive a more interesting tone.

The first written information about the regular plural is the ancient Gresia thinker Plato (m. avv. 4248 3) recorded in the works. Therefore, they are referred to as Plato (Plato) multiplicity in science. The following is the polygon Polygon: tetr regular polygon consisting of 4 identical triangles ;eks regular polygon consisting of Hexa 6 (one square of the cubes); qav regular polygon consisting of 8 same regular polygons; qav regular polygon consisting of 8 same regular polygons; qav regular polygon consisting of 12 regular polygons ;od regular polygon consisting of 12 regular polygons; d regular polygon consisting of; ikosaedruvki is a closed convex Polygon consisting of 20 identical regular triangles.

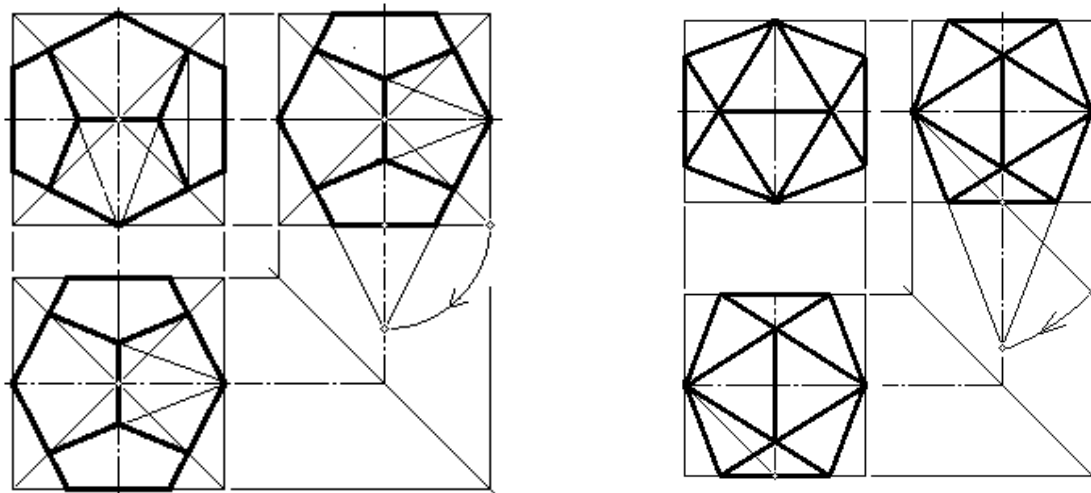
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Tetraedr

Geksaedr (kub)

Oktaedr



Dodekaedr

Ikosaedr

Picture 1

The goal is quickly achieved if the creation of a drawing consisting of extremely rational projections of regular polygons is made out of the imagination in the style of “each of them is conveniently placed in a cube” [1]. On the basis of such a picture, the Figure 1 shows the five regular polygons formed by the rasi-onal horizontal, rational frontal and rational profile projections. When creating these drawings, the following procedures and conditions are used::

– in frontal, horizontal and profile projection areas, draw one square of one of the same size by means of 0,5 pt creamy lines, and the introduction of a proexion compatibility between them is

achieved. Bunda will represent a cube of square-shaped projections in each drawing.

– in square-shaped proxies, shapes are placed as in Figure 1 by means of lines with a thickness of 1,5 pt. As a result, the Aflo-tun polygons are divided into having drawings that meet the requirements of the science of engineering geometry.

Another remarkable feature of these drawings is the appearance in them of exactly the same shape as the three proxies belonging to each plural.

In proxies, the edges are dotted, and the plane is a straight line, and cases such as symmetrical collars having the same shape being superimposed on the proxies make it difficult to imagine regular polygons through their Rasi-onal proxies drawings. Axonometric proxies are of great importance when it comes to visualizing regular polygons through their images.

In the literature on engineering geometry, there are many schemes for constructing axonometry of an object on the basis of rational projections gu-ruhi [4]. Which of the existing schemes to use is in the compact of the designer, and his choice is expressed in the definition of the exact name of the optimal axonometry.

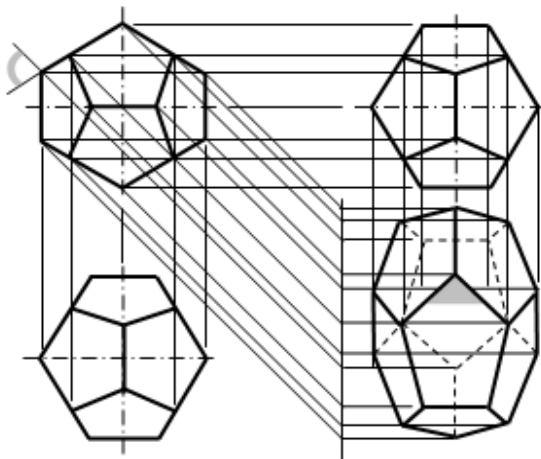
As you know, axonometries are initially divided into rectangular and oblique angular-li axonometries. Axonometry in both categories depends on what ratio the coefficients of change in the arrows are relative to each other: trimetry, dimetry and isometry. In order to ensure the wider application of axonometrics in practice, all types and types of axonometrics are listed and standard types are also available.

On the basis of the three rational projections available in our example, the Monte-zam is a relatively acceptable concomitant construction of a profile isometry with a bevel corner of a polygon. In this type of isometry, the lengths of lines parallel to the X, u and z coordinate axes of space are described in their actual magnitude. In Figure 2, the processes of formation of profile isometries with bevel angle of theedraedr using rational frontal and rasi-onal profile projections, in Figure 3, the processes of formation of profile isometries with bevel angle of the octahedr using rational frontal and rational profile projections.

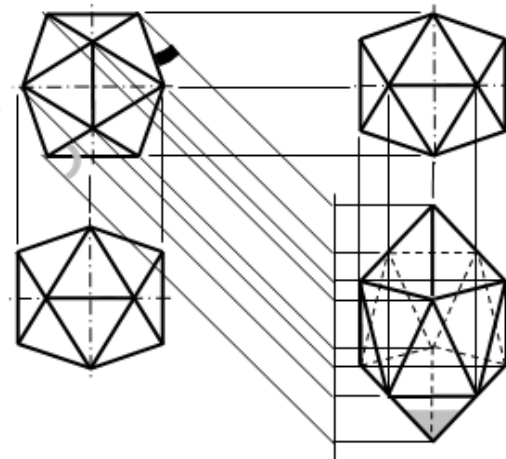
are painted with gray are marked with the help of a triangle.

In Figure 4, the processes of forming a profile isometry with a bevel angle of the dodecahedron with the help of rational frontal and rational profile projections, in Figure 5, the processes of forming a profile isometry with a bevel angle of the ikosaedr with the help of rational frontal and rational profile projections are described.

In the process of forming profile isometries with a bevel angle of Dodekaedr and ikosaedr, several remarkable features can also be observed. In particular, there are also actually 108° poles, and some of these are equal to 60° poles, and some are equal to 90° poles, which are called pro angles. The fact that they have such a size ensures that the angle between the collars holding the same angles with the direction of inclination is equal to the angle of inclination of the auxiliary 76° pro. In pictures 4 - and 5-This Corner is marked with a creamy arc painted in gray.



Picture 4. Isometry of the profile of the dodekaedr with a bevel angle.



Picture 5. Profile isometry of ikosaedr with bevel angle.

Conclusion

The conclusion is that the completion of the work on the design of geometric objects in computer graphics ensures that the drawings turn out to be accurate and qualitative. Such quality level drawings contribute to the il-hating of the unique laws and regulations observed in the processes of image formation.

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DEVELOPMENT OF THE COGNITIVE ACTIVITY OF FUTURE TEACHERS IN INNOVATIVE EDUCATIONAL CONDITIONS AS A SOCIAL PEDAGOGICAL NECESSITY

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Abstract: *This article provides an insight into the theoretical basis for the development of future teachers' cognitive activities in innovative educational settings. The article explains the theories of famous philosophers and didactics on cognition. The importance of using active learning methods in the development of cognition activities in future teachers has been touched upon.*

Key words: *innovative education, future teacher, cognitive activity, personality-oriented education, the process of cognition of an individual, methods of active education.*

Introduction

The system of measures aimed at forming a harmonious generation in our country, educating young people spiritually and morally, turning them into an active participant in the ongoing reforms is being implemented consistently. Until recently, there were a number of problems in determining the content of education in higher educational institutions in Uzbekistan, taking into account the influence of the material on students, their cognitive activity, as well as the formation of compensations in them as a future teacher. As a legal basis for the elimination of these problems, a system of measures was developed in Uzbekistan with the participation of a number of Rrezidentimiz and authorized bodies. In particular: "14" August 2018 № PQ-3907. In the course of measures to educate young people spiritually, morally and physically competent ethnics, to raise the quality of their education and training system from the ground up to a new level, the speech of the president of the Republic of Uzbekistan at the 75th session of the UN General Assembly on September 23, 2017[176] sheds light on the issue of youth: "Tremendous work is being carried out in our republic on the worthy role of every young man and girl in society and the manifestation of its potential. In Uzbekistan there are youth parliaments, Youth Affairs Agency. In August, under the auspices of the United Nations, the Samarkand international forum on the rights of young people was successfully held. I would like to take this opportunity to once again call on the world community to support the

initiative of Uzbekistan in the adoption of the United Nations Convention on the rights of young people”. Five important initiatives of the president of the Republic of Uzbekistan Shavkat Mirziyoyev, which he put forward on March 19, 2019, also play a very high role and importance in educating socially active students and young people. Because, the tasks put forward in this “five most important initiatives to increase attention to young people, their wide involvement in culture, art, physical education and sports, the formation of skills in the use of Information Technology in young people, the promotion of reading among the youth of our country, the employment of women” occupy an important place for the country's tomorrow, the development

In the history and theory of pedagogy, there are various theories about the activity of cognition, the theory of cognition manifests itself in the teaching of Greek philosophers as the first theories of cognition. Aristotle does not doubt the existence of the outside world, and considers - the basis of emotional experience, knowledge of emotions. Aristotle notes that mistakes in cognition are caused by wrong thinking, that is, in the wrong interpretation of the emotional experience. [1.290] Didactic cognition theory is explained by the Greek philosopher's note Mark Fabius Quintilian “ the desire to know depends on the will, it is impossible to train forcibly”. According to the doctrine of quitilian cognition, cognition is manifested as a product of will. [2.268]

The great didaktikshunos Yan Amos Komensky also seeks to develop the theory of cognitiontrib the enthusiasm of students for knowledge in the cultivation of cognition kuchaytirishga and the enthusiasm for the work of science. Komeensky insists that cognitive activity should be directed to the natural characteristics of the educator, and that the cognitive activity of the child should be directed from simple to complex.

Shveysar pedagogue Iogan Henry Pestalotsi begins to perceive cognition activity through the organs of perception and by processing the imagination rises to the level of ideas, while ideas ,although not being obvious, exist as a content-finding force in the mind of a person, but for its manifestation and revival, senses insist that the supplier needs the material [1.310]

In order to provide quality and effective education to the students in higher educational institutions, didactic literature was created, aimed at achieving increasingly high results of pedagogical didactics of the Republic and developing students ' cognitive activity.

After independence in Uzbekistan, the idea of personality-oriented education was considered a

leading idea and on the basis of this theory, the humanistic foundations of the formation of cognitive activity in students developed. According to this theory, the content of education should be based on the position of unity of the parties, and in its meaning, not only educational activity, but also new theories arise. The theory of humanistic education has been one of the leading theories of American pedagogy since the end of the 60s. The main objectives of this theory:

1. nurture a self-controlled and self-conscious free personality;
2. to educate a person who can love the process of self-education, feel deep, create and continue;
3. the creation of the necessary conditions for the development of all opportunities inherent in

a person is the desire for learning and self-development inherent in any ordinary person.

The theory of functional analysis developed a position on the inseparable link between cognition and activity. The main criterion in the selection and construction of educational content should be a worldview approach.

One of the extreme modern theories of the justification of technologies for the content of education was, above all, the “theory of freedom pedagogy”, one of the important topics of this discussion in which he tried to make meaningful the discussion about formal and material education, as is known, the concept of “single School of Labor”.

To these theories, the army can be cited as an example of a personality-oriented educational theory developed by the Russian Academy of Education. According to this, it proposes to abandon the educational model adopted for the construction of the educational model and move to the construction of an individual-oriented model of the content of Education.

On the basis of contemporary pedagogical theories, the theory of Organization of education takes a leading place, taking into account the characteristics and capabilities of the individual's cognitive abilities.

The actual peculiarity of the problem is that the process of cognition of an individual is a complex psychological process. The development of the cognitive activities of future teachers who are responsible for the education of the younger generation in finding a solution to such a complex problem is considered one of the complex problems in the educational system. Cognition is a product of perception, perception of existence and interest. Therefore, it is desirable to organize and develop the cognitive activity of future teachers on the basis of active educational methods in innovative educational conditions. The use of active methods of education in innovative educational conditions not only increases the cognitive activity of future teachers, but also results in mastering the content

of education, the result and factorization of education on the basis of its purpose.

Based on the above considerations, since perception and perception constitute the basis of cognition, it means that in the development of the cognitive activity of future teachers, it is necessary to apply regularly to forms of practical activity together with active methods of Education. Students have a category of auditory, visual, genetic senses in the human person, and exactly the same genetic senses can induce cognitive activity in the individual at an orthymal level. The opportunities of the future teachers knowledge activities in practical and laboratory lessons and in the course of educational practices will develop positively.

Conclusion

In conclusion, I would say with the president's explanation that “our fate is in the hands of teachers”. This means that the development of the cognitive activities of future teachers can create tremendous changes in the educational system in our country.

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Some research on the Terminologies of Physics in Uzbek language

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Abstract: *The article deals with the issue of terminology of physics, its forming stages in Uzbek language and functioning in language. The application of terms is given, an attempt is made to clarify the appearance of terms in the language.*

Key words: *terminology, physics, scholars of Central Asia, dictionary of scientific terms, linguistic terms, meaning, translation, word-for-word, international language.*

After the declaration of independence of the Republic of Uzbekistan, the situation in the field of terminology has completely changed. External relations have further developed. A wide range of contacts, especially scientific ones, has been opened with many countries of the world. These factors led to the emergence of new terms in Uzbek language. Among these new terms, physical terminological system also occupies a special role. Therefore, at the current stage of development of science and technology, the study of physical terms from a linguistic point of view has also a great importance. In order to solve practical, especially theoretical problems, it became necessary to organize a number of issues, such as the system of physical terms, the laws of their formation, sources of formation, scope of application in general, shortcomings in this system and ways to overcome them.

At the present stage, that is, during the high-level scientific and technological revolution, new things, objects and concepts have begun to emerge in all spheres of production, science and technology. This leads to a significant enrichment of the content of the language dictionary. Consequently, the problem of terminology has become one of the main problems of modern lexicology. It should be noted that the solution of this or that problem and terminology is great importance not only for the relevant fields of production, science and technology, but also for linguistics.

The great scholars of Central Asia, such as Beruni, Fergani, Ibn Sino, Khorezmi, Ulugbek, wrote a few works in Arabic. In XVIII and XIX centuries, physics and the natural sciences in general were not taught in Uzbek language and therefore, there was no terminology of physics (only Arabic-Persian terms were used). Even in the leaked books published between 1921 and 1922, Arabic-Persian terms predominated.

Historically, in the late XIX century, Muslim schools in our country provided only a small amount of basic information in the field of wisdom (hikmatshunoslik) (physics). New schools were established in 1890, first in Tashkent, Bukhara, Kokand, Samarkand, Fergana, and then in other cities of the country. These schools began to teach science and physics, chemistry, biology, geology, and the humanities. Physics was taught in these schools based on the textbook of Abdullah Shunasi. It provided information on the operation of mechanical, thermal, electrical and steam engines. Kori-

Niyazi's short pamphlet *A Piece of Nature* was published in 1919. It explained the changes in the state of the body based on simple life experiences, which was a great innovation for physics teachers of that time. It was not until 1919 that the emphasis on teaching physics and other natural sciences in schools increased.

A physics teacher from Kokand Husainkhan-Niyazi created the first textbook «Wisdom-Chemistry» in 1922, and a physics dictionary containing 1140 terms was published only in 1932, long after it was written. In 1929, Abdullah Shunasi's physics textbook appeared. This book served as an important textbook for Uzbek schools of that time. On current issues in physics education, G.P.Shuppe, A.V.Muravyov, T.N.Kori-Niyazi, B.P.Weiber and others conducted scientific research. They have done a great affair in training physics teachers, compiling a dictionary of scientific terms of physics in Uzbek, quality translation of physics textbooks for schools with Uzbek language of instruction. Due to the efforts of these scientists, the number of publications on physics in Uzbek language has increased year by year.

Mallin Rahmatulla Kholmurodovich (1906-1986) - professor, physicist, honored scientist of Uzbekistan (1965), the second direction of the scientist's research work is a dictionary. He conducted extensive research in the creation of a Russian-Uzbek dictionary of terms in physics, and in 1952, in collaboration with M.D.Yagudayev he created an expanded and improved version of the dictionary, which became a basic guide for every school teacher and physicist. The history of compiling a dictionary of physics in Uzbek language was compiled by R.H.Mallin, E.N.Nazirov, R.M.Kadirov extensively covered in the preface of his book.

The book Russian-Uzbek short dictionary of physics, published in 1984, created by R.B. Bekjanov and O.I. Ahmadjanov, contains important terms widely used in the literature of physics.

In this regard, the need for physics terms in Uzbek language is growing. At the same time, there is a need to regulate terminology in physics and other fields.

Of course, a lot of researches have been done on linguistic terms in linguistics to date. Since scientific research is devoted to physical terms, the main source of research is the word. Although the concept of words is the most controversial in linguistics, the concept of words for literal languages is generally clear, for example, A.Hodjiev's definition of the word in the Explanatory Dictionary of Linguistic Terms we can find.

In the rapidly evolving field of physics, completely new physical terms (gluon, laser, holography) have emerged, which should have found their alternatives in language. On the other hand, the increasing use of physics in technology, the emergence of new terms and concepts in the field of science (Physical chemistry, Biophysics, etc.), which emerged in a continuous convergence with other sciences.

The most important step in the creation of any such scientific work is the translation of English terms into Uzbek. There is a completely new physical phenomenon for Uzbek language, if it does not have a term in this language, then the name of this phenomenon is formed by word acquisition, for example, anode anod and etc. Sometimes it is copied from another word on the basis of the vocabulary of Uzbek language, that is, a new word is formed that corresponds to the meaning and function of the word being translated into Uzbek. Although this method is widely used, it is not always justified. There may be situations where word-for-word translation is the process by which the meaning of a term or phrase that is being translated is distorted.

For example, the word degeneracy is translated in some dictionaries as *aynish - addle*. In fact, the first, most common translation of the word in the basic dictionary is *aynish - addle*. However, it emphasizes that the physical meaning of the word is completely different. In particular, the term degeneracy is interpreted in quantum mechanics as a **term referring to the fact that two or more**

stationary states of the same quantum-mechanical system may have the same energy even though their wave functions are not the same.” So, continuing the idea and following the first translation, we can use the words degeneracy of a level or degenerate level, degenerate distribution as added levels, added distribution (which have no physical meaning) would be formed. Now, if we examine these compound terms on the basis of the physical meaning of the word degenerate mentioned above, we will have compound terms with physical meanings, such as added levels, added distribution.

Therefore, it is not enough to say that literal translation is always appropriate. Here it is important to be able to choose the most appropriate translation, taking into account the linguistic sense and the different possibilities of language. Indeed, the above idea should be followed when translating words such as coincidence, anticoincidence, and voltage drop. For example, coincidence is translated as proportionality, conformity or voltage drop is translated as degression of voltage. In our opinion, it would be more appropriate to say coincidence as a concordance, voltage drop as a decrease of voltage. In this work, a similar translation has been used critically from previous work and dictionaries in selecting the translation of controversial terms or phrases.

There is another way to choose a term or phrase from a foreign language in Uzbek. The main goal is to ensure that the term of Uzbek translation is concise and corresponds to the original with the accuracy of the transition task. For example, translations such as key ochqich (clef), perforator teshkich (pierce) are appropriate. Although this method, which is available in the translation of languages, gives good results in its application, it should not exceed the norm from a linguistic point of view. Indeed, there are international physical terms those are used in many languages in scientific fields that can be distorted when replaced with another term. As a result, terms with a special order, which have found their place in the international language, when translated into Uzbek, may become different terms and do not correspond to the names adopted in most languages. Therefore, this method has some limitations.

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