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**VARIOUS ECOLOGICAL IN THE CIRCUMSTANCES LIVING SCHOOL OF ARCHERS  
PHYSICAL ABILITY TO WORK AND HEMODYNAMIC PARAMETERS.**

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**Abstract:** PWC<sub>170</sub> test was used to determine students' physical work ability. Anfilov's correction chart was used to monitor mental performance. Changes in hemodynamic indicators were determined for the physiological classification of the effects of physical activity.

**Keywords:** hemodynamic indicators, physical activity, industrial enterprises.

The development of industrial enterprises and vehicles causes negative changes in the ecology of the cities of the Fergana Valley. As a result of such negativity, some undesirable results may occur in the growth, development, activity and productivity of the human and animal organism, and in the effectiveness of vegetative functions. There have been insufficient studies of the functions of the main vegetative systems involved in ensuring the physical activity and physical movements of a person living in a different ecological situation. However, such work is very necessary for the development of effective measures and activities to ensure the proper growth, development and mental and physical performance of the organism.

Our research is devoted to the physical development of schoolchildren living in different environmental conditions, mental and physical work ability, and the determination of the laws of reactions that ensure the adaptation of the organism to the ecological situations that provide them. Physiological observations and studies of student performance are devoted to determining whether there may be differences in vegetative functions, the laws of reactions that ensure the adaptation of the organism to ecological situations. Physiological observations and determination of students' performance were carried out in the morning before the beginning of classes and after the end of classes in the academic shift. Observations were carried out in the fall and winter months in the 3rd, 8th and 11th grades of schools No. 2, 1 and 4 in Kuvasoy, Fergana and Vodil [1,2,3,4,5,6,7,8,9,10,11,12,13].

The PWC<sub>170</sub> test was used to determine the physical work ability of students. Anfilov's correction chart was used to monitor mental performance. Changes in hemodynamic indicators were determined for the physiological classification of the effects of physical activity. Heart rate, systolic and minute conditions of blood, average dynamic pressure, aging in poriferial vessels piovmotax. appropriate methods were used to determine indicators, maximum oxygen intake, etc. The parameters of the students' physical fitness, assimilation of educational materials and changes in attention were regularly taken into account. A total of 165 boys and 175 girls participated in the observations. The received evidence was analyzed using the Student's method in the method of mathematical statistics [14,15,16,17,18,19,20,21,22,23,24, 25,26,27,28,29,30,31,32,33,34,35,36,37].

Determining the physical development of students living in different environmental conditions of the Fergana Valley showed that there is a certain difference between boys and girls living in Vadil, Fergana and Kuvasoi, but these differences are not statistically significant. Heart rate, systolic and minute blood volume of schoolchildren living in different cities do not differ from those of children in the morning and when they are at rest. As the amount of work performed on the cycle ergometer increases, heart rate and maximum arterial pressure increase proportionally.

According to experimental evidence (Table 1), physical work ability of school children living in Vodil is higher than that of students living in Kuvasoy and Fergana cities. Physical work capacity always decreases after the end of the classes in the morning shift [38,39,40,41,42,43,44,45,46,47,48.

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Table 1. Decrease in physical performance of 11th-grade students living in different environmental conditions after shift classes. N = 20

Cities	Situation s	PWC 170 kgm / min / kg weight					
		Boys			Girls		
		X	SX	SX	X	SX	SX
Kuvasooy	Dol	12.5	1.85	0.41	5.7	0.66	0.15
	Dn	10.0	2.00	0.45	5.0	0.85	0.19
Conductor	Dol	15.4	1.26	0.36	11.6	3.26	0.80
	Dn	11.6	0.95	0.27	8.7	1.32	0.29
	R	< 0.01			< 0.01		

Dol- before classes, DK- after classes.

The study of the maximum amount of oxygen changed by the human body showed that it is not the same in students living in different environmental conditions (Table 2). The maximum amount of oxygen received by children living in Vodil region, where the atmosphere is considered clean, is 23% more than the amount of oxygen received by children living in Kuvasooy. After giving birth in the morning shift, both the maximum oxygen intake and the child's physical capacity are reduced. This situation can only be explained by the boredom that develops during the study and the state of exhaustion that appears because of it [49,50,51,52,53,54,55,56,57,58,59,60,61,62,63,64,65,67,68,69,70,71,72,73].

Table 2

Decrease in the maximum amount of oxygen received by 11th-grade students living in different environmental conditions after the end of classes. n=20

Cities	Status	Maximal oxygen uptake, ml/min/kg body weight					
		Boys			girls		
Kuvasooy	Dol	43.8	5.01	1.25	32.8	3.25	0.56
	Dk	39.7	5.62	1.33	32.1	3.65	0.66
Conductor	Dol	51.6	3.98	1.32	43.9	7.94	1.35
	Dk	45.6	3.54	2.09	38.6	3.80	0.72
	R	< 0.01			< 0.01		

Reactions that occur due to the performance of work of the recommended volume for students are characterized by an increase in maximal oxygen uptake. The amount of oxygen taken during maximum physical activity is 18% higher in 11th grade boys living in Vodil region and 34% higher in girls ( $r < 0.01$ ). As a result of standard work, the pulse of boys living in Vodil increases by 97%, maximum arterial pressure by 24%, systolic blood volume by 36%, and minute blood volume by 72%. These changes are 79%, 23%, 12% and 98% in Kuvasooyli students. With these differences, it is possible to explain the relatively low performance of Kuvasooy students [74,75,76,77,78,79,80,81,82,83,84, 85,86,87,88,89,90,91,92,93,94,95].

Thus, students living in Vodil and Kuvasooy do not differ from each other in terms of physical development and cardiovascular activity. So the environmental situation is not important for human growth and development. Our evidence shows that students living in Kuvasooy have limited hemodynamic capabilities, and therefore their performance is low.

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**PEDAGOGICAL CHARACTERISTICS OF THE DEVELOPMENT OF PHYSICAL QUALITIES OF ADOLESCENTS**

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**Abstract.** In this article, experts have different opinions on which of them should be preferred in the development of physical qualities. A group of experts has provided information such as emphasizing speed, quickness-strength qualities and coordination ability.

**Keywords:** qualified athletes, speed - strength, technical-tactical preparation, psychological preparation, gymnastic elements.

Physical education and sports are related to the laws of change of physical qualities, functional and psychological capabilities in the ontogenetic development of human physical development.

Physical adjectives development process different qualified athletes preparation system priority and indispensable to the part belongs to Many studies that's it shows that this adjectives development efficiency movement qualifications to teach The deadline is the qualifications appropriation the pace determines [1,2,3,4,5,6,7,8,9,10,11,12,13].

The last in years of elements complicated to go or athletes physical qualities development and improvement to the issue separately attention is being directed.

Physical to exercises initial to teach in the process children coaches mostly cases to problems face coming observed stands \_ Including even \_ the most to the simple element technique in teaching certain physical of adjectives development level is relied upon. But often of these qualities development level gymnastic elements, effective mastery enable does not give So in the situation usually two in the direction organize to be done special from training use recommendation will be done. This type of training from directions one this movement ability formation, the second movement skills education \_ Q \_ done tasks separately independent and together solution reach from possible strictly nazar, according to physical too one on the way development necessary will be Modern exercises efficient assimilation priority in terms of economized physical preparation depends. Physical preparation common and special physical adjectives development includes [14,15,16,17,18,19,20,21,22,23,24].

Specialist scientists to his opinion according to initial preparation stage engaged in in students at this age comfortable passing physical qualities, including speed, strength, agility, agility and separately coordination adjectives to develop it is necessary.

This physical adjectives in development their which to one superiority with approach in the matter of specialists opinion different. A group specialists qualities of speed, quickness - strength and coordination ability accent to give that it is necessary they emphasize. They are like that superiority of these qualities to be given to the age characteristics of children proportionate the fact that with they explain. Other one group scientists physical adjectives between organic dependence attention received without this age in children all adjectives equal to development importance attention they look [25,26,27,28,29,30,31,32,33,34,35,36,37].

With that one in line students physical of preparation main physical qualities different direction, including physical \_ to the elements suitable in the direction learning according to held studies free no the fact that observed.

Strength and quickness - strength qualities education \_ Modern sports training quality of power in practice incomparable important has \_

Sportsman how movement if he does, this action efficiency with power depends. In addition, the force is technical and tactical psychological preparation in the process main factor being service does \_ Strength training of students with complicated physical elements appropriation between organic connection presence confession done [38,39,40,41,42,43,44,45,46,47,48].

Some researchers bring up more difficult has been relative technical results of force positive effect that it will those who identified

Note done from the data apparently qualities of strength to develop directed exercises classified way children and teenagers in training full shed apply can.. With that one in line considerate place is 6-9 years old athletes son qualities of strength in children which in the direction development necessity enough level proof not done

The majority scientists speed - strength skills learning as a result their intense growth from 9-10 years starting from 13-14 years old continue is enough said to the conclusion came. School in their students agility strength skills certain movement qualifications execution in reaching maximum muscle of strength short time between manifestation to be with explained [49,50,51,52,53,54,55,56,57,58,59,60,61].

Physical preparation formation within promptness quality development separately important has \_ Because exactly movement quickness with only in athletes in top sports too own expression finds \_ According to a number of experts, the most favorable period for developing the quality of speed is 9-13 years old. It is known that one of the effective means of developing movement speed is running. VP Filin offers a running tool from 20 meters to 60 meters for developing maximum and near-maximum speed. Some researchers have come to the conclusion that running at maximum speed does not always have a positive effect on children's bodies [62,63,64,65,67,68,69,70,71,72,73].

Many experts said that it is desirable that the speed exercises should be similar in terms of their amplitude and nature to the movement skills being taught. According to them, it is possible to use games with movements that are close to or suitable for the movement techniques being taught in this regard.

The quality of endurance is also considered very important in the preparation of students [74,75,76,77,78,79,80,81,82,83,84].

In recent years, due to the growing age of the athlete, static elements in free physical combinations are losing their place.

V.M. According to Smalyovchki's point of view, the disappearance of such elements or the fact that athletes do not have the skills to skillfully perform static elements is explained by their physical immaturity [85,86,87,88,89,90,91,92,93,94,95]. Experience shows that trainers, in most cases, start training in static exercises during the training period of a candidate for master of sports program. But as mentioned, it is necessary to pay attention to strength training, including static strength exercises, from childhood. According to these expert scientists, childhood athletes can successfully master complex static elements.

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FEATURES OF THE DEVELOPMENT OF PHYSICAL EDUCATION TOOLS IN STUDENTS

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**Abstract.** This article provides information on the means of physical education for school-aged children and systematic physical exercises, mainly on developing children's strength, strengthening their elasticity, improving breathing, blood circulation and heart system work, metabolism in organs.

**Key words:** school, physical education, skills, exercises, practical skills, competence, physical abilities.

The healing forces of nature, hygienic factors and physical exercises are of great importance in the physical education of school children. In addition to the effects of the above, the child's daily activities (daily movement, taking pictures, various games, music, physical work) should be planned in such a way that all this creates an opportunity for his development.

It is desirable to develop the quality of endurance by using all organs and systems and processes in children of preschool age. This quality will develop if you increase the amount of exercise such as walking, jogging, swimming and cycling. This, in turn, means that one should not forget to take into account the age of the participant.

At this age, the musculoskeletal system is flexible, in order not to lose its ability, physical exercises should be used well by all those who are appropriate for their age.

Kindergartens and kindergartens are organized in state institutions, courts are organized in public institutions as enterprises, private kindergartens and kindergartens are organized as pre-school children's institutions. Physical education is mainly carried out in state institutions [1,2,3,4,5,6,7,8,9,10,11,12].

Physical education in state institutions. The director leads the process of physical education in kindergarten and kindergarten. The physical education work is carried out by the educator, the teacher organizes the activities with the musician and the doctor. The doctor helps the educator to choose physical exercises, to determine its norm.

For the implementation of the physical education process in kindergartens and kindergartens, educational activities are organized in the form of morning gymnastics, physical culture minutes, training procedures, active games, excursions, trips, holidays, one-on-one and independent activities. In addition to these, physical exercises, games and dances are used as tools for solving physical education tasks in music lessons. Educational physical activity activities play a key role in teaching children to move. These classes are held in all groups of kindergartens and kindergartens. Each child up to the age of 1 is given some physical exercises combined with massage.

It is held 3 times a week for children from 1 to 3 years old and older groups (6 to 12), 1 time a week for children from 3 to 7 years old and together with all groups. As the age increases, the duration of training increases to 10-45 minutes. Trainings are conducted in 4 parts, from organizational preparation, to main, final, parts, and in each of them, their specific tasks are solved. Physical exercises are facilitated, "trip to the forest" is carried out in action and plot and other forms, the educator first chooses physical exercises, and then chooses a plot [13,14,15,16,17,18,19,20,21,22,23,24].

Morning gymnastics is held in preschools and kindergartens before breakfast, and in children's homes after waking up. For children under 2 years of age, morning gymnastics is held individually or in

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groups of 5-10 people, and for adults, all children are in groups, and for adults, all children are held together. Morning gymnastics is completed with various walking, running and performing various exercises and jumping. In some cases, the exercise is performed with songs adapted to the plot and rhythm.

Systematic physical exercises mainly strengthen children's strength and flexibility, improve breathing, blood circulation, and the work of the heart system, the process of metabolism in organs. In addition, if the morning gymnastics is organized and starts with a good mood, the impact of daily physical exercises will lead to the formation of the initial elements of knowledge about the health benefits of physical exercise.

At a young age, physical exercises should include imitation of someone or something and scenes that occur in life. Exercises are from 3 to 6, as they grow older, up to 8, one complex is planned for a week, and after 3 - 4 days, it becomes more difficult, it takes 7-12 minutes. Physical exercises close to the material of the school program are recommended for 6-7 year olds. The dose of physical exercise is determined depending on the severity of its performance. Exercises of shoulder and neck muscles are repeated 6-12 times, abdominal and back muscles are repeated 4-8 times. In addition to daily and vital training in preschools and kindergartens, rehabilitation procedures include special air and sun baths, water immersion with children, and there are other procedures that are effective only when combined with physical exercises [25,26,27,28,29,30,31,32,34,35,36,37,38,39,40, 39,40,41,42,43,44,45,46].

Minutes of physical education are spent in drawing classes, during work with plasticine, during calculation, speech development activities. 2-3 physical exercises are selected for this training and they are performed while standing and sitting.

Games are held in the morning from 10.00 to 12.00 and after lunch. Its purpose is to develop physical qualities known to us in children . When choosing action games, attention is paid to children's physical fitness, the field and its conditions. After choosing a game, the teacher carefully thinks about how to use it, and then conducts it. Playing unfamiliar games for a child causes more difficulties, and adults are given independent tasks, games last 7-15 minutes and are repeated 5-7 times. Trips are organized 1-2 times a week, and for children under 2 years old, 1-2 times a week. In it, the place to go, the scenario of the training is created, the conditions are taken into account, and the necessary equipment is prepared. Depending on age, the journey can be extended from 20 minutes to 1.5 hours. Holidays of physical culture are dedicated to holidays (New Year, Nowruz, Independence, Constitution days) or in the form of observation from kindergarten to school, graduation party, etc. Various games, dances, physical exercises with music can be included in the scenario of the holiday program [47,48,49,50,51,52,53,54,55,56,57,58,59,60,61,62,63,64,65,67,68,69].

Individual exercise classes are conducted with the help of a doctor, taking into account the physical fitness of children. There are convenient opportunities for those with physical disabilities or those with chronic and cardiovascular diseases to participate in these classes. The duration of its continuation depends on the level of physical fitness of the patients. Doctor's advice plays a key role during training.

Independent exercise classes give children the opportunity to engage in physical activities they love. For this, the educator has prepared for them a gymnasium or a special playground, a swimming pool, sports equipment and supplies. During the training, the teacher gives the children the effect that it is necessary to separate the roles [70,71,72,73,74,75,76,77,78,79,80,81,82,83,84,85,86,87].

A general work plan is drawn up in kindergartens and kindergartens, and physical education activities are defined in it. In this section, the main purpose of physical education is highlighted and specific tasks are defined for its implementation. Tasks can be different : teaching swimming, teaching a bicycle, scooter, roller skating, etc. For this, educators must consult in advance, the pool will be filled or a place to throw a racquetball will be made [88,89,90,91,92,93,94,95]. The educator plans the



program in quarters, months and weeks and manages the physical education process based on that plan. Plans must take into account the physical fitness of children. 3-4 times a year in kindergartens and kindergartens, systematic accounting of physical fitness, games, and bookkeeping is carried out, and control of the development of physical qualities is established. Based on that, the educator writes a report about the child who has been sent to school.

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IN A NEW STAGE OF DEVELOPMENT  
OBJECTIVE NEED TO REFORM PUBLIC SERVICES

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**Abstract:** *Based on the general purpose of this research, important theoretical and practical issues of public service, state-service relations, problems in this area and ways to solve them, ways to form and improve knowledge about foreign experience and practice, professional ethics of a public servant, influence on it the study of the indicators was analyzed according to the purpose.*

**Key words:** *rational attitude, reasonableness, social responsibility, legal consciousness, social attitude.*

In the new stage of development of Uzbekistan, there was a need to upgrade public services to a modern level that can meet international standards and thereby ensure the priority of people's interests, to form a civil society and to improve the system of building a legal democratic state. Because public service is an important element of the public administration system. From this point of view, the need to "form a unified personnel policy aimed at attracting qualified specialists to the public service in order to increase efficiency in public administration" requires large-scale reforms in our society [1,2,3,4,5,6,7,8,9,10,11,12,13,14].

The efficient organization of public service and the effectiveness of this activity mean the priority and appreciation of people's interests. Therefore, modernization of public services and development of professional culture of civil servants, development of ethical rules and continuous reform of this process are of urgent importance. For this, first of all, training of potential and competitive personnel, provision of public service with personnel with modern knowledge and skills is becoming one of the main tasks. After all, "constitutional principle regarding the priority of human rights and freedoms must be unconditionally ensured in the daily activities of state bodies. The principle that "the people should serve the people, not the state bodies, the state bodies should serve the people" should become the main rule in the activities of leaders at all levels". In fact, as a civil servant, the formation of the professional ethics of every leader on the basis of high ethical standards is manifested as a social necessity.

Based on the general purpose of this research, important theoretical and practical issues of public service, public-service relations, problems in this area and ways to solve them, ways to form and improve knowledge about foreign experience and practice, professional ethics of public servants, factors affecting it research is appropriate.

According to the "State Service" training manual, "the state cannot exist without a specially organized apparatus. The state apparatus will need a civil service system. For this reason, the reforms carried out in the state apparatus, first of all, assume the correct organization and effective implementation of the public service. The functioning of the state, the state of the state apparatus and the state service creates perceptions about it in the population of the country. Depending on the employee acting on behalf of the state, the state or state apparatus is evaluated. Therefore, how the public service is formed in each country is very important".

So, how the state works, the attitude of the population to the government depends on how well the public services are organized. That is, if public services are organized in a professional manner, the trust and respect of the population towards the government will increase. However, if there are situations that conflict with people's interests and goals in the mechanism of public service

organization and implementation, if bureaucratic obstacles arise, the population will conclude that the state is not doing its work properly and mistrust is formed [15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30].

One of the priority tasks of the state power is to train qualified personnel for state bodies, to improve their knowledge and skills, as well as to modernize and consistently develop the system of public service trainers, to train specialists who quickly adapt to changes. The head of our state Sh. According to Mirziyoev, "today we have to recognize a simple truth. There is a lack of qualified and mature personnel in state agencies ". That is why public services serve bureaucratic obstacles and red tape rather than the full use of rights and freedoms of the population. By establishing professional public services, the government will make its work easier and more efficient. Because strong and capable personnel and modern civil service have a positive effect on work productivity and reduce time consumption. In this process, "provision of state authorities and management bodies with highly qualified personnel, continuous work with them, improvement of their qualifications, formation of the reserve of effective civil servants are among the first tasks facing any state".

Therefore, reforming the public service system, modernizing it, and applying the experience of developed countries are considered a factor in ensuring proper communication with the people and achieving the priority of people's interests in the new development of Uzbekistan.

Also, the correct establishment of the state authority depends on the adopted legal documents and legal foundations. According to the famous Greek philosopher Aristotle, "whatever the majority strives for and there is something worth competing for, those are also considered blessings, and the concept of the majority of people and the majority is considered equal to the concept of "all people". So, the duty of the state is to offer its services at a high level in order to provide the well-being that many aspire to [31,32,33,34,35,36,37,38,39,40,41,42,43,44,45].

The professional performance of the civil service shows the extent to which social relations are established on legal grounds. The efficiency of the public service was influenced by how well the legislation was developed and how well it was implemented. That is, if the legislation in every field has a perfect basis, the service will be of high quality. Because civil service regulates relations between members of society and between the state. After all, "one of the appropriate activities of people, as well as the state and society, is service. This concept can be used in different senses: the type of human activity, socio-legal institution, special system of state bodies. Service consists of management, implementation of state activities, provision of management, provision of social and cultural services to the population". Therefore, the development of socio-cultural services to the population

and thereby ensuring the rights and freedom of people remains an important condition for building a civil society.

Since the state is considered the leading element of the political system of the society, the diligence, initiative, attitude to duties and responsibilities, honesty, moral image of the public servants have a strong influence on the reputation of the state and through it on the sustainable development of the society. Public service is such an activity that its results cannot be measured by the amount or volume of documents prepared and accepted by the employees, by the time spent on their work. Public service is a unique social relationship in which the state authority performs its function of organizing and managing social processes, people's activities and behavior. Because "every person and every family living in our country should feel the results of our reforms in their lives today. For this, leaders at all



levels must work for every citizen, to ensure his vital interests, without chasing after interest, numbers, and paper. Then our enlightened elders, our respected fathers and mothers, our respected women, our dear children, our little grandchildren, and the whole nation of many nationalities will be satisfied with us". Therefore, providing people with their vital interests, regulating relations, and bringing service to a high level are important future tasks [46,47,48,49,50,51,52,53,54,55,56,57,58,59,60].

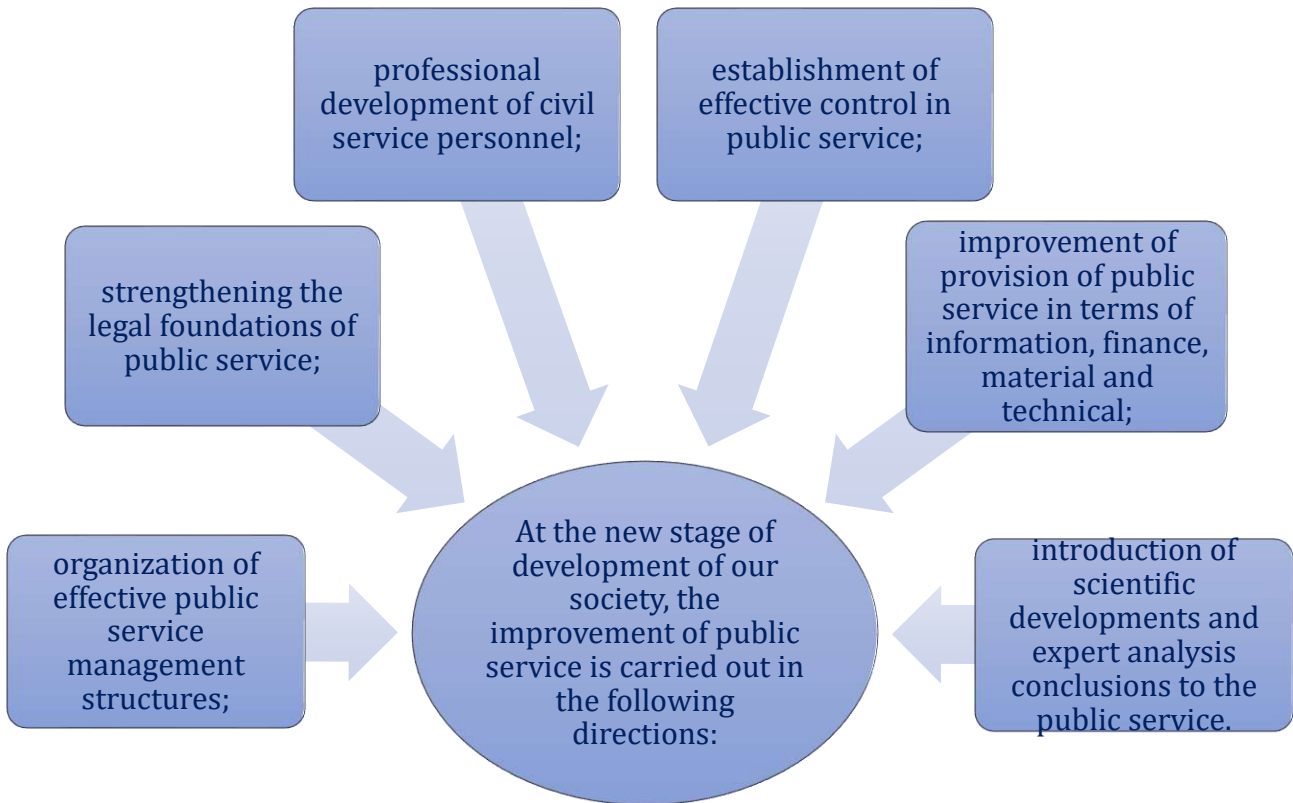
In the opinion of the head of our state, there were many shortcomings in this system because "the status of civil servants was not defined, and mechanisms for public service recruitment were not developed." As a result, the rights and interests of citizens were devalued at the threshold of some office. That is why it was necessary to reform public services, develop its legal framework, expand its rights and powers, and liberalize from centralization. In the "**Model rules of conduct of employees of state administration bodies and local executive authorities**" approved by the decision of the Cabinet of Ministers No. 62 of March 2, 2016, as the obligations of civil servants "strictly comply with the principles and requirements of the state in the performance of service duties, conscientiously perform their duties, execution at a high professional level, timely and high-quality execution of decisions made by high state bodies and officials within their powers.

Justice should be an important criterion in public services, it is required to be able to ensure social justice in providing the interests of different layers of the society. In the society, there are mutually different strata and social groups depending on their position, profession, education, income and other characteristics. Their interests are often different, and in some cases they may even conflict. In order to coordinate and effectively manage the activities of these different groups and layers, justice and honesty should be among the main principles in the work of civil servants.

According to the researcher Behzod Malikov, "There is such a problem and tradition in the public service system and labor market of Uzbekistan that many qualified specialists want to work in the business sector rather than in the public service." The main reason for this is the low monthly salary of the employees working in the state administration offices and the social benefits created for them are not at the required level". In our opinion, such factors, together with their negative impact on the performance of functions and tasks of the state, lead to the strengthening of elements of corruption among civil servants. Based on this, in some countries of the world, determining the wages of civil servants is approached on the basis of market principles [61,62,63,64,65,67,68,69,70].

Head of State Sh. Mirziyoyev repeatedly emphasized the need to "first of all introduce an effective system for objective assessment of the activities of civil servants to solve the problems in the regulation of public services", reforms in this system were started and the system was launched. In order to successfully manage the tasks assigned to the public service, it should be organized on the basis of a correct and clear mechanism.

In the new stage of development of Uzbekistan, the task of continuous improvement of public services is becoming more urgent. The civil service should be reformed in accordance with the reforms taking place in the society and before them. Because reforms in society begin with reforms in the administrative apparatus. The administrative reforms carried out in our country are being carried out from the same point of view. If the reforms in the civil service do not go ahead of the reforms in the society, or if it lags behind the reforms in the society, it will be a hindrance to development. With this in mind, the improvement of the public service is given first-class importance in our country ( see Figure 1.1 ). After all, "state bodies have not yet formed a system that predicts what tasks will be relevant tomorrow, in the future, in simple words, what problems will be facing us in five, ten, twenty years". To do this, it is necessary to take into account the requirements of modern times for the development of public services, to study the effectiveness of the organization of public services in developed countries.

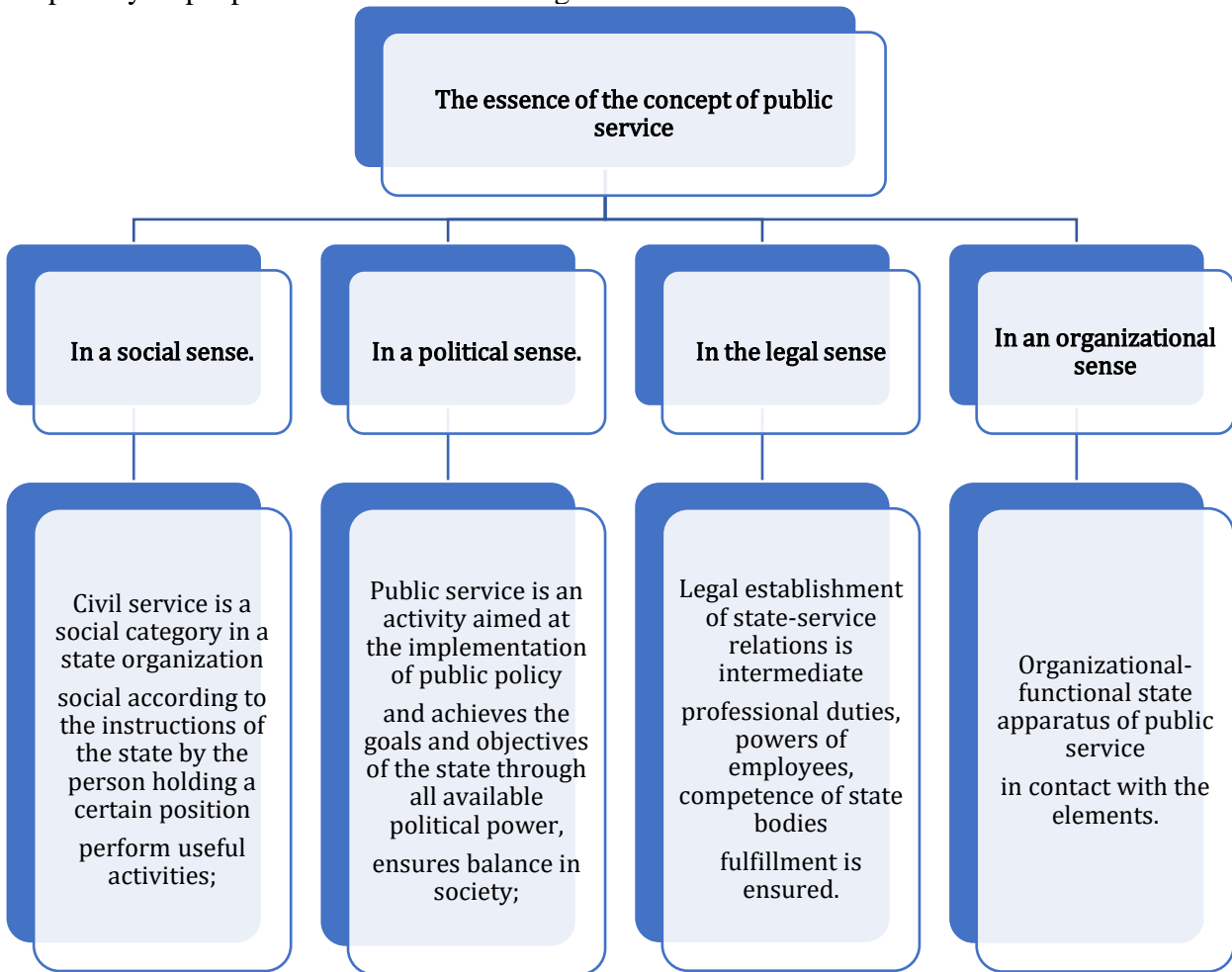


**Figure 1.1. Priorities of improvement of public service at the new stage of development of our society**

In the current era, the development of countries, security, and protection of citizens' interests cannot be imagined without the state. Therefore, it is natural that institutions, concepts, and elements related to the state should always be in the spotlight. Creating an opportunity for their development, establishing proper communication between different structures is an important issue. Undoubtedly, such a task is carried out by state services. However, in the last quarter of a century, public services in Uzbekistan served not to lighten the burden of the people, but to increase the influence of the authorities. People could understand how complex the structure of the state is through public services. Therefore, Shavkat Mirziyoyev strongly criticized public services, like all other sectors, from the first days of the new reforms and emphasized that its reform is an urgent task. For example, "in all cities and districts of our country, for example, there are offices that provide public services to the population, even in distant Chimboy or Kurgantepa districts. They are formed to serve the people. But, unfortunately, in most cases, it is correct to say that they are cut off from the people". This is a confirmation that the formation of state services based on high requirements and ensuring the interests of citizens, establishing the functions of the state and society is one of the priority tasks [71,72,73,74,75,76,77,78,79,80].

In today's information age, in the era of advanced information and communication, ensuring speed, accuracy and universality of public services is one of the important social requirements. In this regard, the head of our state also expressed the following thoughts: "Actually, in the 21st century - in the era of the Internet and information communications, it is possible to do all these things without leaving home, using a computer or a mobile phone!". In fact, only the government that can adequately respond to the demands of the state today for the speed of service will be recognized by its citizens. Civil service remains an important institution during the formation of market relations and after it.

Because regardless of the size of the public sector in any conditions and industries, the state has a certain position and plays an important role in the economy and development of human resources. Even in the conditions of the formation of market relations, the humanitarian task of the public service is comprehensive, it is manifested through the health care, culture, social security and protection, science and education system. Therefore, the humanization of public services and thereby ensuring the priority of people's interests becomes urgent.



**Figure 1.2. Definition of the concept of public service**

As Imam Bukhari said in a blessed hadith quoted in his books, "All actions are based on intentions." Indeed, good deeds started with pure intentions will surely be rewarded. Therefore, through the humanization of public services, it is necessary to aim to form a commonality of honest relations in the society and to train a professional civil servant through it. The importance of the humanitarian function of the public service is that its impact is not limited to public sector employees, but also to private sector employees. That is private in the sector employees too state of service humanitarian from the task enjoy takes \_ Therefore, in the current conditions, the correct organization of public service in our country leads to the solution of many political, economic, social, national problems, the problems faced by individuals, ensures democratic development and the establishment of political and social stability in society, and prevents political extremism and other unconscious situations in any form. will be an obstacle.

In any country, public administration bodies are assigned an important task, and the successful performance of this task will ensure the functioning of the state in this period and in the future. Therefore, by performing the relevant tasks in the state apparatus, civil servants ensure the effective



functioning of the state apparatus and the constitutional guarantee of the interests of the country's citizens [81,82,83,84,85,86,87,88,89,90].

As we aim to make Uzbekistan one of the developed countries in the new stage of development, we can achieve this only through rapid reforms, education and innovation. For this, first of all, it is necessary to educate new generation personnel who will be proactive reformers, who think strategically, and who will be educated and qualified". Such enterprising, enlightened and qualified personnel will be able to develop both public administration and public services, literally direct them to public service. If one observes the stages of development of countries on a global scale, in any democratic society there is a conflict of different interests in the interests of social groups and political parties. This is a natural situation. That is why there is a need to have an independent state service. Because only the public service free from any groups, movements and parties can realize the interest of the society and the state in the way of the common good, only a highly qualified state apparatus will be able to take into account the interests of different groups, movements and parties in the criterion of justice. Only if there is a public service free from political views and different groups and movements, citizens can trust that the state apparatus does not serve the interests of any group or party and does not put any interest above any other [91,92,93,94,95,96].

In conclusion, civil servants are required to take their duties seriously and be loyal to their country. Two conditions must be met for this to happen. First, it is necessary to fully ensure the effective functioning of the state civil service, and secondly, it is necessary to trust qualified civil servants to implement public administration.

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## CALCULATION OF THE EXACT INTEGRAL BY THE MONTE CARLO METHOD

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**Abstract:** The most important aspect of constructing Monte Carlo methods is to reduce the problem to the calculation of mathematical expectations. Since mathematical expectations are often simple integrals, the central place in the theory of the Monte Carlo method is occupied by methods of calculating integrals.

**Key words :** Definite integral, random variable, mathematical expectation, Chebyshev's theorem, statistics of experiments, surface bounded by lines, unit square, uniformly distributed, curved trapezoidal surface, random points.

1. In solving many problems in nature, it is difficult or impossible to obtain an exact solution. The Monte Carlo method is a numerical method for studying many problems and obtaining results. The essence of this method is as follows: the process is described by a mathematical model using a generator of random variables, the model is calculated many times, and based on the obtained data, the probability characteristics of the considered process are calculated.

The Monte Carlo method is used to solve problems related to various fields of physics, chemistry, mathematics, economics, optimization, control theory, etc.

$\int_0^1 \varphi(t) dt$  we use the Monte Carlo method to calculate the exact integral. Here  $t$  is a uniformly distributed random variable whose density function is  $P(t)$ :

$$P(t) = \begin{cases} 0, & t < 0 \\ 1, & 0 < t \leq 1 \\ 0, & t > 1 \end{cases}$$

let it be The mathematical expectation of a random  $\varphi(t)$  function is defined as:

$$M(\varphi(t)) = \int_0^1 \varphi(t) \cdot P(t) dt$$

$P(t)$  based  $0 \leq t \leq 1$  on the value of

$$M(\varphi(t)) = \int_0^1 \varphi(t) dt \quad (1.1)$$

We calculate the approximate value of the mathematical expectation. Let  $N$  experiments have  $tN$  random variables  $t_1, t_2, \dots, t_N$  values. These values can be obtained from the table of random numbers [10]. In this case, the  $M(\varphi(t))$  mathematical expectation value is found from the following equation based on Chebyshev's theorem.

$$M(\varphi(t)) \approx \frac{1}{N} \sum_{i=1}^N \varphi(t_i) \quad (1.2)$$

(1.2) and (1.2) on the basis of equations

$$\int_0^1 \varphi(t)dt \approx \frac{1}{N} \sum_{i=1}^N \varphi(t_i) \tag{1.3}$$

2 . Let's see the general case.  $\int_a^b f(x)dx$  be required to calculate an integer.  $x = a +$

$(b-a)t$  with equality  $t$  we pass to the variable. In this case

$$\int_a^b f(x)dx = (b-a) \int_0^1 \varphi(t)dt \tag{1.4}$$

here  $\varphi(t) = f(a + (b-a)t)$ . Based on the formula (1.3), we calculate the right side of the formula (1.4).

$$\int_a^b f(x)dx \approx \frac{b-a}{N} \sum_{i=1}^N \varphi(t_i) \text{ or } \int_a^b f(x)dx \approx \frac{b-a}{N} \sum_{i=1}^N f(x_i) \tag{1.5}$$

here

$$x_i = a + (b-a)t_i, (i = 1, 2, \dots, n).$$

We make a table for calculating the integral.

Table 1

$i$	$t_i$	$x_i = a + (b-a)t_i$	$f(x_i)$
1	$T_1$	$x_1$	$f(x_1)$
2	$t_2$	$x_2$	$f(x_2)$
...	...	...	...
$N$	$t_N$	$x_N$	$f(x_N)$

In this method, calculation of the exact integral based on the formula (1.5) by the **Monte Carlo method** is calculated in simple methods of statistics of experiments.

**We will see how to calculate the exact integral based on the Monte Carlo method:**

$$I = \int_a^b f(x)dx$$

The geometric meaning of the definite integral: is  $x = a, x = b, y = 0, y = f(x)$  equal to the surface bounded by the lines, if  $f(x)$  the function  $[a, b]$  is continuous and positive.

Now  $x = a, x = b, y = 0, y = M$  ( $M \geq \max f(x), [a, b]$ ) let's see the quadrilateral, (Fig. 1). If the  $f(x) \geq 0$  inequality  $[a, b]$  does not hold at all points of , we use the following expression:

$$\int_a^b f(x)dx = \int_a^b [f(x) + h]dx - h(b-a)$$

's choose  $f(x) + h \geq 0$  for  $h > 0$  that  $x \in [a, b]$ .

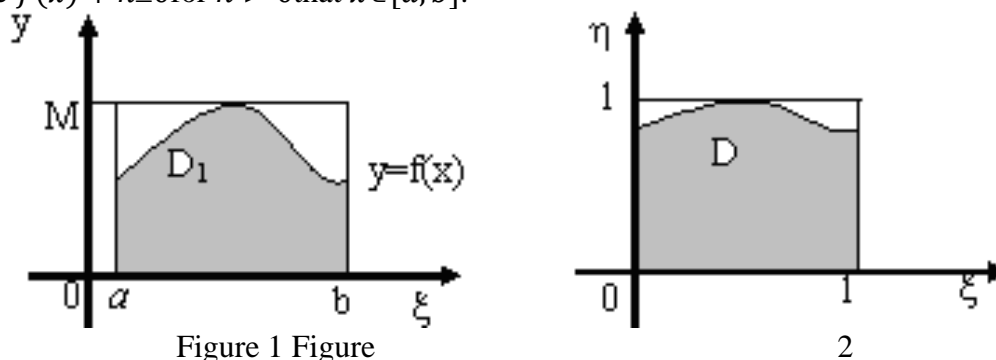


Figure 1 Figure

This method is [0,1]based on a table of random numbers, which also belongs to the cross section. Therefore, it is necessary to switch from variables  $x, y$  to variables such  $\xi$  that the unit  $\eta$  area  $0 \leq \xi \leq 1, 0 \leq \eta \leq 1$  is replaced by area  $D$ , which is a square (Fig. 2). for this

$$x = a + (b - a) \xi, y = M \eta$$

we will exchange. Where  $dx = (b - a)d \xi$  and  $x \in (a, b)$  is  $\xi \in (0, 1)$ . The given integral is:

$$I = (b - a)M \int_a^b \varphi(\xi) d\xi \tag{1.6}$$

in this

$$\varphi(\xi) = \frac{1}{M} f[a + (b - a)\xi] \tag{1.7}$$

From equation (1.7)  $f(x) = M \varphi(\xi)$ .

$(\xi_1, \eta_1), (\xi_2, \eta_2), \dots, (\xi_N, \eta_N)$  with unit square uniform distribution  $\xi$ . Suppose that  $n$  points fall into the sphere  $D$ . Since the random points are uniformly distributed

$$\frac{n}{N} \xrightarrow{\text{ehtimollik}} \frac{\int_0^1 \varphi(\xi) d\xi}{1}$$

where the value of 1 unit square area. In this case

$$\int_0^1 \varphi(\xi) d\xi \approx \frac{n}{N} \tag{1.8}$$

Based on equations (1.7) and (1.8):

$$\int_0^1 f(x) dx \approx \frac{(b - a)nM}{N} \tag{1.9}$$

**This is the formula for calculating the exact integral using the Monte Carlo method.**

From the formula (1.9) we can write the following:

$$\frac{\int_0^1 f(x) dx}{M(b - a)} \approx \frac{n}{N}$$

the curved trapezoid  $D_1$  to the surface of the rectangle (Fig. 1) is approximately equal to the ratio of the number of random points falling on the area  $D_1$  to the number of random points falling on the four corners.

We write the table of approximate calculation of the definite integral with the formula (1.9).

Table 2

$I$	$\xi_i$	$\eta_i$	$x_i = a + (b - a) \xi_i$	$y_i = M \eta_i$	$U_i = f(x_i)$
1	$\xi_1$	$\eta_1$	$X_1$	$y_1$	$f(x_1)$
2	$\xi_2$	$\eta_2$	$x_2$	$y_2$	$f(x_2)$
·	·	·	·	·	·
·	·	·	·	·	·
n	$\xi_N$	$\eta_N$	$x_N$	$y_N$	$f(x_N)$

From  $Y_i (i = 1, 2, \dots, N)$  it is necessary to choose those that satisfy the condition  $y_i < Y_i$ . The number of these will be  $n$ .

**1 :  $I = \int_2^3 (x^2 + x^3) dx$  we calculate the integral by formula (1.9).**

Here  $a = 2$ ,  $b = 3$ ,  $\max_{2 \leq x \leq 3} (x^2 + x^3) = 36$  will be From this  $2 \leq x \leq 3$   $x=2+\xi$ ,  $y=36\eta$ . From the table of random numbers ( $\xi, \eta$ ) we get 20 ( $N=20$ ). The calculation table will be as follows.

I	$\xi_i$	$\eta_i$	$x_{i=2+\xi_i}$	$y_{i=36\eta_i}$	$x_i^2$	$x_i^3$	$Y_i = x_i^2 + x_i^3$
1	0.857	0.457	2,857	<u>16,452</u>	8,162	23,319	31,481
2	0.499	0.762	2,499	27,432	6,245	15,606	21,851
3	0.431	0.608	2,431	25,128	5,910	14,367	20,727
4	0.038	0.558	2,038	20,088	4,153	8,464	12,617
5	0.651	0.573	2,653	<u>20,628</u>	7,038	18,672	25,710
6	0.609	0.179	2,609	<u>6,444</u>	6,807	17,759	24,566
7	0.974	0.011	2,974	<u>0,396</u>	8,845	26,305	35,150
8	0.098	0.805	2,098	28,980	4,402	9,235	13,637
9	0.316	0.296	2,516	<u>10,656</u>	6,330	15,926	22,256
10	0.149	0.815	2,140	29,340	4,618	9,924	14,542
11	0.070	0.692	2,070	24,912	4,285	8,870	13,155
12	0.696	0.203	2,696	<u>7,308</u>	7,266	15,595	26,863
13	0.350	0.900	2,350	32,400	5,523	12,979	18,502
14	0.451	0.318	0,451	<u>11,448</u>	6,007	14,723	20,730
15	0.798	0.111	2,798	<u>3,906</u>	7,829	21,906	20,736
16	0.933	0.199	2,933	<u>7,164</u>	8,602	25,230	33,832
17	0.183	0.421	2,183	<u>15,155</u>	4,765	10,402	15,167
18	0.338	0.104	2,338	<u>3,744</u>	5,466	12,780	18,246
19	0.190	0.150	2,190	<u>5,400</u>	4,706	10,503	15,299
20	0.449	0.320	2,449	<u>11,520</u>	5,998	14,689	20687

We see from the table that the number of values (points) satisfying the condition  $y_i < Y_i$  is equal to  $n=13$ . (1.9) according to the formula:

$$I \approx \frac{36 \cdot 13}{20} = 23,4$$

One of the first ways to use random numbers was to calculate the integral. Let us generate uniformly distributed random numbers  $x_1, \dots, x_n$  in the interval  $a$  and  $b$ , then the approximation of the solution is found as follows:

$$\int_a^b f(x) dx = \frac{b-a}{n} \sum_{i=1}^n f(x_i) \tag{1.10}$$

This method is usually called Monte Carlo integration. We can express the expression (1.10) as a subroutine:

```
import random as random_number

def MCint (f, a, b, n):
s = 0
```

```

    for i in range (n):
x = random_number . uniform(a, b)
s += f(x)
I = ( float (b - a) / n) * s
    return I

```

Usually, n is given with a large number so that the method achieves sufficient accuracy, so the vectorized version is more convenient:

```

from numpy import *

def MCint_vec ( f , a _ b , n ):
    x = random . uniform ( a , b , n )
    s = sum ( f ( x ))
    I = ( float ( b - a ) / n ) * s
    return I

```

Let's consider Monte Carlo integration on the example of a simple linear function  $f(x)=2x+3$ , we take the limits of integration from 1 to 2. It is more interesting to see how the method can solve the problem for different n. We see the evaluation in the following MCint method, slightly modified:

```

def MCint2 ( f , a _ b , n ):
    s = 0

    I = zeros ( n )
    for k in range ( 1 , n + 1 ):
        x = random_number . uniform ( a , b )
        s += f ( x )
        I [ k - 1 ] = ( float ( b - a ) / k ) * s
    return I

```

It appears that k' varies from 1 to n. Given that n can be very large, the array I can occupy or fill memory. Therefore, only every Nth approximation value should be recorded. This can be solved using the familiar residue detection function:

```

for k in range ( 1 , n + 1 ):
    ...
    if k % N == 0 :
        # store

```

Thus, every time k is divided by N without a remainder, we write the value (in our case from each hundred). The corresponding function is shown below.

```

def MCint3 ( f , a _ b , n _ N = 100 ):
    '''Stores every Nth approximation of the integral in array I
and k
writes the corresponding value of
    s = 0

```



```

I_values = []
k_values = []
for k in range ( 1 , n + 1 ):
    x = random_number . uniform ( a , b )
    s += f ( x )
    if k % N == 0 :
        I = ( float ( b - a ) / k ) * s
        I_values . append ( I )
        k_values . append ( k )
return k_values , I_values

```

We now have a tool to see how the Monte Carlo integration error changes as n increases. The finished program looks like this, the output of the program (randomness may vary slightly) is shown below:

```

import random as random_number
import matplotlib.pyplot as plt
from numpy import array

def MCint3 ( f , a _ b , n _ N = 100 ):
    '''Stores every Nth approximation of the integral in array I
and k
writes the corresponding value of
    s = 0

    I_values = []
    k_values = []
    for k in range ( 1 , n + 1 ):
        x = random_number . uniform ( a , b )
        s += f ( x )
        if k % N == 0 :
            I = ( float ( b - a ) / k ) * s
            I_values . append ( I )
            k_values . append ( k )
    return k_values , I_values

def f1 ( x ):
    return 2 + 3 * x

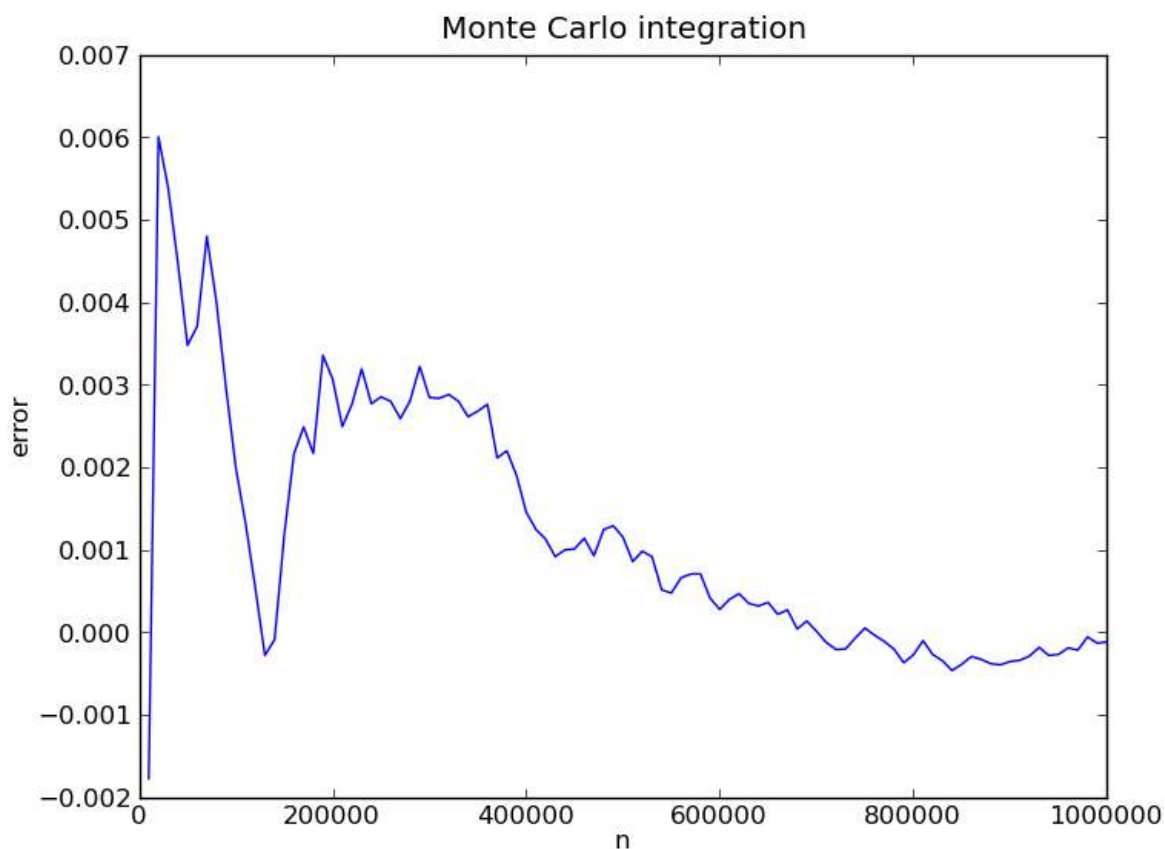
k , I = MCint3 ( f1 , 1 , 2 , 1000000 , N = 10000 )
error = 6.5 - array ( I )

plt . title ( 'Monte Carlo integration' )
plt . xlabel ( 'n' )
plt . ylabel ( 'error' )
plt . plot ( k , error )

```

```
plt . show ()
```

The result:



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**GENERAL CHARACTERISTICS OF THE FLUTTER AND ITS INFLUENCE ON THE STABILITY OF THE AIRCRAFT**

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**Annotation:** This article explores the general characteristics of the flutter phenomenon and its effect on aircraft stability in flight. The main goal of this work study the main problems of the mechanics of composite materials, problems of the aerospace industry, such as deformation, durability, vibration and dynamic stability of structures made of composite materials.

**Key words:** flutter, composite materials, viscous-hard, blades, continuity deformation, aerodynamic forces.

Air instabilities, which can be catastrophic, result from the relationship between aerodynamic forces, structural (elastic, viscoelastic) forces and inertial forces. Wing, panel and aileron flutter, buffeting, aileron divergence and reversal are, among many others, typical cases of aeroelastic phenomena in aeronautical engineering. Such examples include vibrations of long-span bridges, cable jumps, and impacts on buildings.

The first aircraft were very far from rigid structures, but it is inevitable from the outset that the theory of aircraft dynamics must be based on the assumption of rigidity. This was adequate in many cases, but inadequate in others. Thus, the failure of aircraft due to the oscillation and separation of the wings and tails was found to be mainly dependent on the elasticity of the structure. In general, structural elasticity is important when airspeed is high and structural rigidity is low. Therefore, in any application in which this highly desirable relationship between airspeed and stiffness is maintained, aeroelastic calculations must be performed.

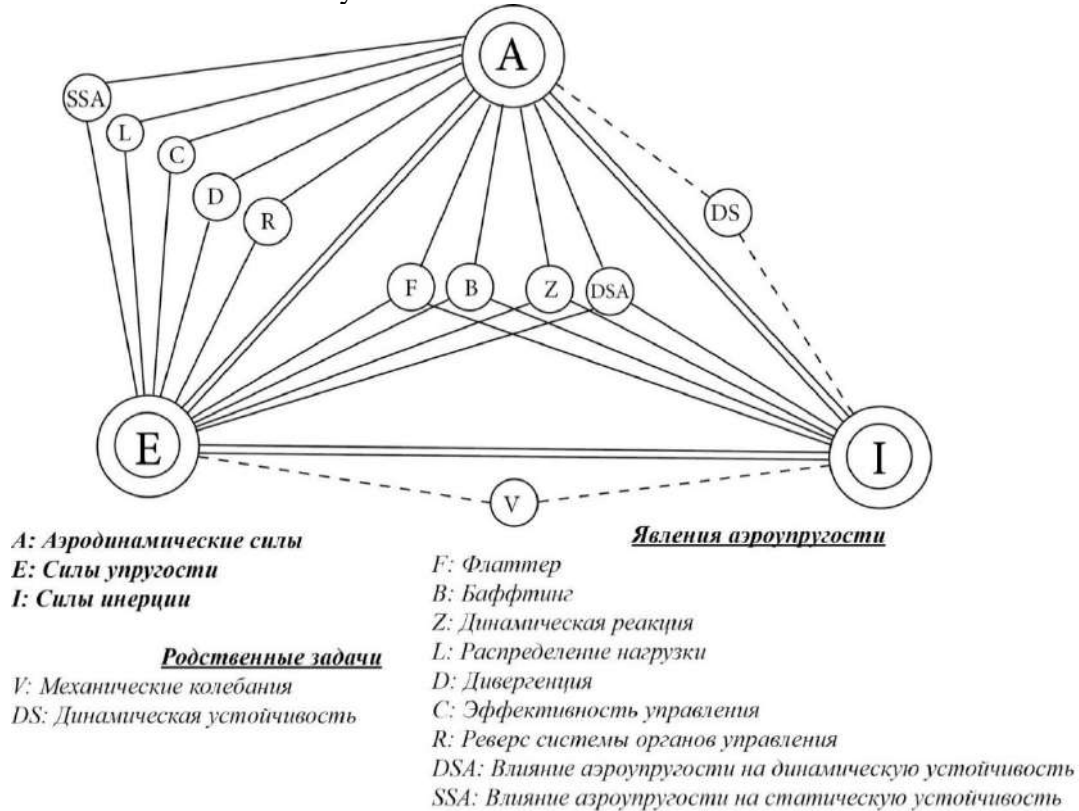
Aeroelasticity is a branch of applied mechanics that deals with the interaction of aerodynamic, inertial and structural forces. It is devoted to the behavior of an elastic body in an air flow, in which there is a significant feedback interaction between deformation and flow. The main problems of aeroelasticity are the determination of both the response and the stability of an elastic body. Aeroelasticity plays an important role in many industrial problems such as the flow of liquids or gases past plates in nuclear reactors. This is important when designing airplanes, helicopters, rockets, suspension bridges, power lines, tall buildings, chimneys, and even brake lights. Galloping power lines in icing and wind conditions is currently a classic aeroelastic problem. As a preliminary discussion of the problems studied by aeroelasticity, it is convenient to consider what forces are involved in this subject. The name itself defines in meaning two forces, namely, aerodynamic forces and elastic forces; and only they appear in studies of non-accelerated motions, such as problems of stable rolling or aileron reversal. However, flutter fields and shock fields introduce a third and no less important type, namely inertial forces. Some of the problems associated with the three types of forces mentioned above are highlighted; For this purpose, we will use the famous "triangle of forces" [1], shown in Fig. 1. Three types of forces are placed separately at the vertices of an equilateral "triangle of forces", where the initials indicate the corresponding forces. Each item is connected to the corresponding vertices and is placed inside the triangle when connected to three vertices. So flutter (F) and buffering (B) are located inside the triangle. On the other hand, aileron reversals ( R ) and divergences (D) occur outside of the triangle since they are not related to inertial forces.

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By divergence, we mean an infinitely slow movement that occurs at a critical rate of divergence, although we can make a connection between divergence and flutter.

Aeroelastic analysis methods differ depending on the time dependence of the involved inertial and aerodynamic forces. For the analysis of flight performance and maneuvering loads, when aerodynamic loads change relatively slowly, quasi-stable methods are used. The rest of the problems are dynamic, and the methods of analysis differ depending on the time dependence of the course or simply the fluctuation in the steady state.



Rice. 1. Triangle of aeroelastic forces

The redistribution of air loads caused by structural deformation will change the lifting efficiency of airfoils compared to a rigid vehicle. Simultaneous analysis of the equilibrium and compatibility between external air loads, internal structural and inertial loads and the total flow disturbance, including the disturbance resulting from structural deformation, leads to the determination of the equilibrium aeroelastic state. If the air loads tend to increase the overall flow disturbance, the lifting efficiency is increased, if they decrease the total flow disturbance, the efficiency is reduced. In the limiting case of increasing lifting efficiency, there is a critical rate at which the rate of change of air loads with deformation is equal to the rate of change of the structural response, and there is no statically stable equilibrium state; at higher speeds, the deformation will increase to the point of failure of the structure. This critical speed is called the divergence speed. The divergence problem can be viewed either as a special case of flutter, or as a relatively simple problem per se. There is a limit, a wing approaching its diverging speed will quickly change its lift.

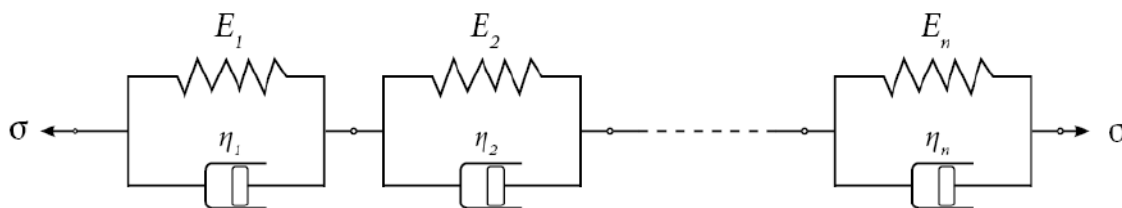
The degree of change in efficiency and load distribution on a straight wing depends on its torsional stiffness and the distance along the chord between the aerodynamic center of the wing and the center of its twist. Divergence can occur on a straight wing if the aerodynamic center of the airfoil is located ahead of the center of twist. Sweep has a significant effect on efficiency and load transfer to the extent that it is also determined by the bending stiffness of the surface, while the effectiveness

of the stabilizers also depends on the stiffness of the fuselage. The camber of a swept-back wing has a significant stabilizing effect on divergence, to the point that only a slight sweep is required to eliminate the possibility of divergence. This effect can be explained by noting that, for example, an upward deflection of the wing due to, say, a gust of wind tends to reduce the angle of attack or unload the wing and thus tends to counteract the response to the gust.

Thus, to prevent flutter, the designer has the ability to change the stiffness and placement of masses (included in the design) or special balancers. If it is not possible to provide sufficient rotational rigidity, the prevention of flutter of controls is associated with their balancing, i.e. with the location of additional weights to change the inertial links [1].

Many works in this direction are devoted to cantilever wings in bending and torsion around its elastic axis. Bending in the direction of the chord is neglected due to the high rigidity. Nonlinear effects and bowing in the chord direction are often included in the aeroelastic study of rotorcraft. Discussions about aeroelasticity with a rotational wing can be found in Dowell [1], Crespo da Silva and Hodges [2]. Hauenstein et al. [3] show how structural non-linearities can lead to complex motions, including chaos. This formulation does not include material, geometric, and inertial non-linearities, and it is assumed that the wing is in an extensional state. The deformation of the wing is presented in the form of generalized coordinates and mode shapes. Modes can be found using experiments, analytical tools, energy methods, or finite element methods. For complex geometries or anisotropic materials, it is advantageous to use the finite element directly with fluid dynamics equations to determine strains. The use of composite materials has opened up many possibilities in the field of aeroelastic material design. It is well known that composite materials exhibit anisotropic behavior and exhibit a relationship between different modes of structural deformation. As a consequence of this anisotropic property, the stiffness of the composite structure can be effectively controlled, resulting in an aeroelastic fit of aircraft wings.

To construct the constitutive relation of the rheological medium at uniaxial deformations often use the simplest structural elements that clearly and simply represent the qualitative behavior of the material. There are various models of viscoelasticity [4]. For example, the Kelvin model consists of several rows of nodes interconnected in series (Fig. 2).



Rice. 2. Generalized Kelvin model

The full one-dimensional deformation of the Kelvin model consists of the sums of deformations at individual nodes.

In this case, the equation  $\dot{\epsilon} = \frac{\dot{\sigma}}{E} + \frac{\sigma}{\eta}$  takes the following form

$$\{\partial_t / E + 1 / \eta\} \sigma = \{\partial_t\} \epsilon,$$

and the equation  $\sigma = E\epsilon + \eta \dot{\epsilon}$  takes the form

$$\sigma = \{E + \eta \partial_t\} \epsilon$$

where the corresponding operators are in brackets.

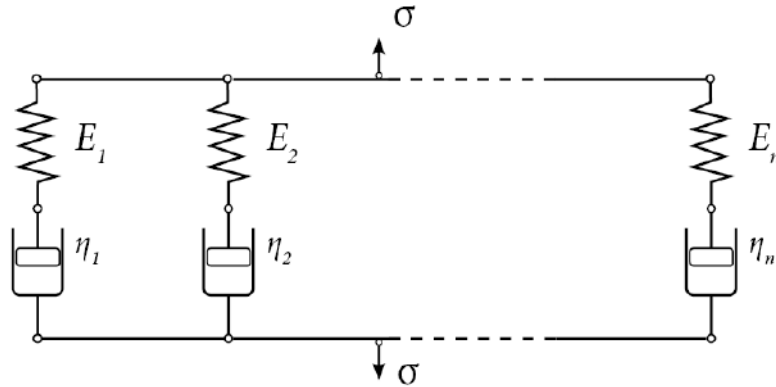
With these relations, we can write the model defining the overall deformation of the structure

as follows:

$$\varepsilon = \frac{\sigma}{\{E_1 + \eta_1 \partial_t\}} + \frac{\sigma}{\{E_2 + \eta_2 \partial_t\}} + \dots + \frac{\sigma}{\{E_n + \eta_n \partial_t\}}. \quad (one)$$

Similarly, for the generalized Maxwell model (Fig. 3), in which the nodes are connected in parallel, we can write the following relationship:

$$\sigma = \frac{\dot{\varepsilon}}{\{\partial_t / E_1 + 1 / \eta_1\}} + \frac{\dot{\varepsilon}}{\{\partial_t / E_2 + 1 / \eta_2\}} + \dots + \frac{\dot{\varepsilon}}{\{\partial_t / E_n + 1 / \eta_n\}}. \quad (2)$$



Rice. 3. Generalized Maxwell model

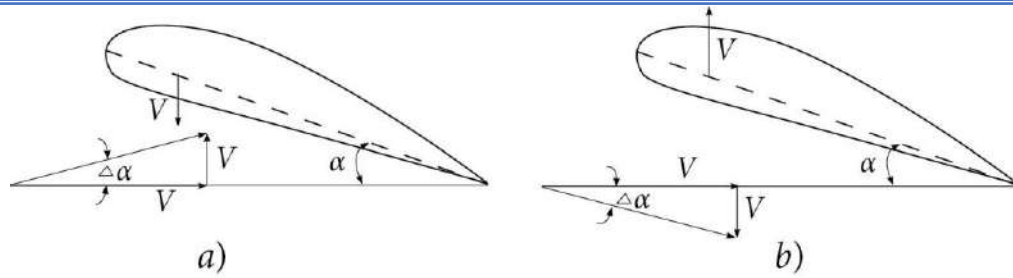
Many works have been published on various aspects of the viscoelastic behavior of composite plates [5, 6, 7, 8, 9].

The destabilizing effect of internal friction is considered in detail in [ 10,11 ]. An analysis of the loss of stability of viscoelastic plates under dynamic loading in a nonlinear formulation with a weak singular relaxation kernel is presented in [12, 13]. The dynamic stability of fiber-reinforced multilayer rectangular plates using the first-order shear deformation theory was carried out in [14]. The viscoelastic body model used to describe material damping was discussed in [14]. This connects the problem of stability of elastic systems with the problem of viscoelastic systems [13, 14]. To solve such typical problems, the Bubnov-Galerkin method is usually used. It is important to study the instability of a viscoelastic system, taking into account the lateral compressive force.

The problem of flutter has been studied most fully in relation to the wings and empennage of aircraft, for which flutter is of great importance. The so-called classical flutter with small angles of attack (<15°) takes place here.

For the blades of steam and gas turbines and axial compressors, a stall flutter with large angles of attack plays the role. This type of flutter has been studied much less. The problem here is further complicated by the presence of aerodynamic interaction between oscillating neighboring blades.

The flutter phenomenon is closely related to the flexural-torsional mode of oscillation. Consider a wing whose line of flex centers lies closer to the leading edge than the line of centers of gravity. When the wing moves down, the relative flow velocity is the sum of the horizontal velocity of the flow and the vertical velocity due to the lowering of the wing. This increases the angle of attack. When the wing moves up, the angle of attack decreases accordingly (Fig. 4)



Rice. 4. Ratio of speed to angle of attack

The lift force of the wing is approximately proportional to the angle of attack (Fig. 5). Thus, for purely flexural vibrations of the wing, the additional lift is directed against the motion and causes damping of the vibrations.

wing

Fig. wing when

the

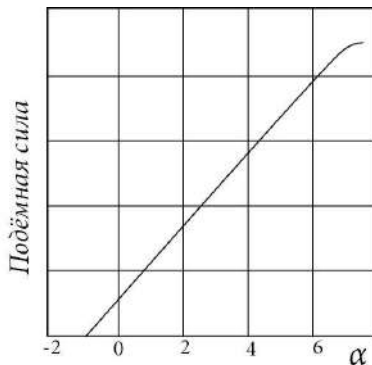
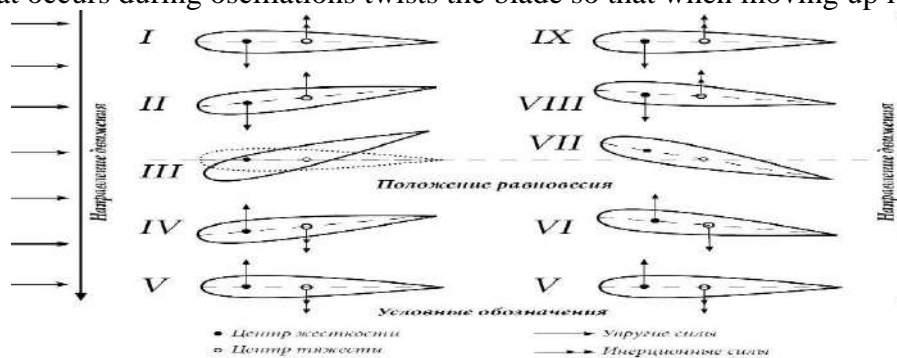


Рис. 5. Отношение подъёмной силы к углу

In

center of pressure usually lies approximately  $\frac{1}{4}$  of the profile chord from the leading edge. If the center of the bend lies farther from the leading edge than the center of pressure, then the additional moment of lift that occurs during oscillations twists the blade so that when moving up it increases.

With bending-torsional vibrations of the we are considering, the elastic restoring force applied to the center of the bend and the inertial deflecting force applied to the center of gravity create a moment. This moment, as can be seen from 6, the wing is twisted in such a way that when the moves down, the angle of attack decreases, and the wing moves up, it increases. In this case, the additional lifting force is directed in the direction of motion. Consequently, the flow imparts energy to oscillating wing. In addition, the point of application of the aerodynamic force (center of pressure) may coincide with the center of the bend. In this case, a moment of lifting force arises. The



Rice. 6. Directions of elastic and inertial forces when changing the state of the wing

Thus, the exciting forces increase. To avoid the appearance of flutter, it is necessary to determine the critical velocity of oscillations that occur in the structure under study. For calculation, aerodynamic forces and moments should be introduced into the equation of bending-torsional vibrations.

Based on the above analysis, it seems interesting: the development of a mathematical model and methods for solving in viscoelastic formulations of all those problems of aerostability that are now solved in an ideal elastic approximation, the development of methods for solving the flutter problem, which make it possible to study experimentally determined numerical values of bending,

torsional stiffness and masses along the span of the wing, and the study of the flexural-torsional flutter of the hereditarily deformable wing of the aircraft. These studies are very important when the center of gravity and the axis of rigidity in each section of the wing do not coincide.

**Conclusion and recommendations.**

The development of specific recommendations for designers to ensure that structures do not break and are safe when exposed to various types of static, dynamic and aerodynamic loads in all modes of operation during a certain period of operation is today a very relevant, global problem. To solve this problem, it is recommended:

1. To develop and substantiate numerical methods for solving the problem of aeroviscoelastic stability based on the vortex theory based on the hypothesis of "replacing the wing with a vortex surface".
2. On the basis of the modern apparatus for the numerical solution of weakly singular integral and integro-differential equations [ 43 ], to investigate the phenomenon of divergence and flutter of hereditarily deformable elements of orthotropic thin-walled structures according to the piston theory of Ilyushin A.A.
3. Develop and substantiate a numerical method for solving singular integro-differential equations (1.14), and also, in possible cases, construct an analytical form of its solutions, which is very important when solving the dynamic problem of aeroviscoelastic stability using methods based on the hypothesis of "small distance asymptotics".
4. Develop a clear recommendation to designers so that the aircraft structures do not collapse, the flight is safe under the influence of various kinds of static, dynamic and aerodynamic loads in all operating modes during a given period of its operation.

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**Key words:** physical inactivity, innovative pedagogical technologies, sociological research, physical culture, questioning, health-saving technologies.

**Annotation:** The article presents the results of a stating pedagogical experiment to identify the need for a healthy lifestyle of student youth, their relationship and knowledge, compliance with the rules and their practical application.

**Substantiation of the research topic:** at the present stage of development of society in the context of the active introduction in the life of young people of the process of automation of production and their release from physical activity, there is a need to eliminate the factor of physical inactivity, which increases the role of specialists with high physical and moral culture of the individual with sufficient theoretical knowledge and practical skills and skills of their application in profiled professional activities in the field of physical culture and sports. In this regard, it is of great actual interest in revealing theoretical knowledge about a healthy lifestyle and related physical activity among future specialists - graduates of the Faculty of Physical Education.

The purpose of the study is to study the level of theoretical knowledge of students of a higher educational institution about a healthy lifestyle and physical activity, skills and abilities to observe and apply them in the process of professional activity [1,2,3,4,5,6,7,8,9,10,11,12,13].

During the experiment, the method of questioning was used. Organization of the study. To achieve this goal, a pedagogical experiment was conducted, consisting of two stages. During the first stage of the pedagogical experiment, a questionnaire was developed, the answers to the questions made it possible to study the possibility of studying the level of theoretical knowledge about a healthy lifestyle of students. The second stage of the experiment was devoted to the collection of experimental data, statistical processing and analysis of the information received.

Experiment results. In the course of the pedagogical experiment, 615 students of 1-4 courses studying at the faculties of FerSU were interviewed by the method of questioning.

The level of knowledge of a healthy lifestyle and hygiene of students was assessed according to the developed questionnaire containing 24 questions. The results of the student survey are presented in Table 1.

The level of knowledge about a healthy lifestyle of students of the Ferghana State University [14,15,16,17,18,19,20,21,22,23,24].

№	Questionnaire sections	Number of students	Number of students in %
1.	Healthy lifestyle	168	27,32
2.	Partial healthy lifestyle	79	12,85
3.	Unhealthy Lifestyle	458	74,47
4.	Irrational nutrition	584	94,96
5.	Excessive study loads	199	32,36
6.	stress	269	43,74
7.	Insufficient physical activity	582	94,63
8.	Irrational organization of the daily routine	162	26,34

9.	Bad habits	512	83,25
10.	Lack of knowledge about healthy lifestyle	553	89,92
11.	Poor material and living conditions	213	34,63

Monitoring obtained during the research revealed that among the factors that do not allow calling their lifestyle healthy, 94.96% put irrational nutrition, insufficient physical activity 94.63%, insufficient knowledge about a healthy lifestyle 89.92%, bad habits 83.25%. Among the main reasons for malnutrition were named: lack of time, poor catering in a higher educational institution. During this period, many students experience negative emotions, self-doubt, excessive excitement, fear, etc. A characteristic feature of a healthy lifestyle of modern students is the desire and desire for regular physical education and sports, which contribute to an increase in the level of physical activity. According to the data of the conducted experimental studies, the factor of lack of physical activity of students was revealed, about which 582 respondents (94.63%) of the respondents expressed their opinion [25,26,27,28,29,30,31,32,33,34,35,36,37].

Analytical monitoring revealed that one of the main reasons for the low physical activity of students is the lack of need and motivation for regular physical exercises formed during the period of study in educational institutions. Sociological studies have shown that among the students who took part in sports sections 20.16%, the factor of self-exercising was revealed 11.22%, they do not systematically engage in physical culture 36.91% and do not engage in physical culture at all - 36.26% (Fig. 1)

The research revealed a high need for students to receive information on personal hygiene and knowledge about a healthy lifestyle. Sources of obtaining information about the personal hygiene of students, and the results are shown in Figure-2. The analysis revealed that when asked what forms of obtaining information on personal hygiene are the most accessible to students: from educational and other scientific and methodological literature 20.16%, from parents 18.37%, friends 13.33%, doctors 6.50%, faculty 12.70% , from the media 15.93% and physical education 13.01%

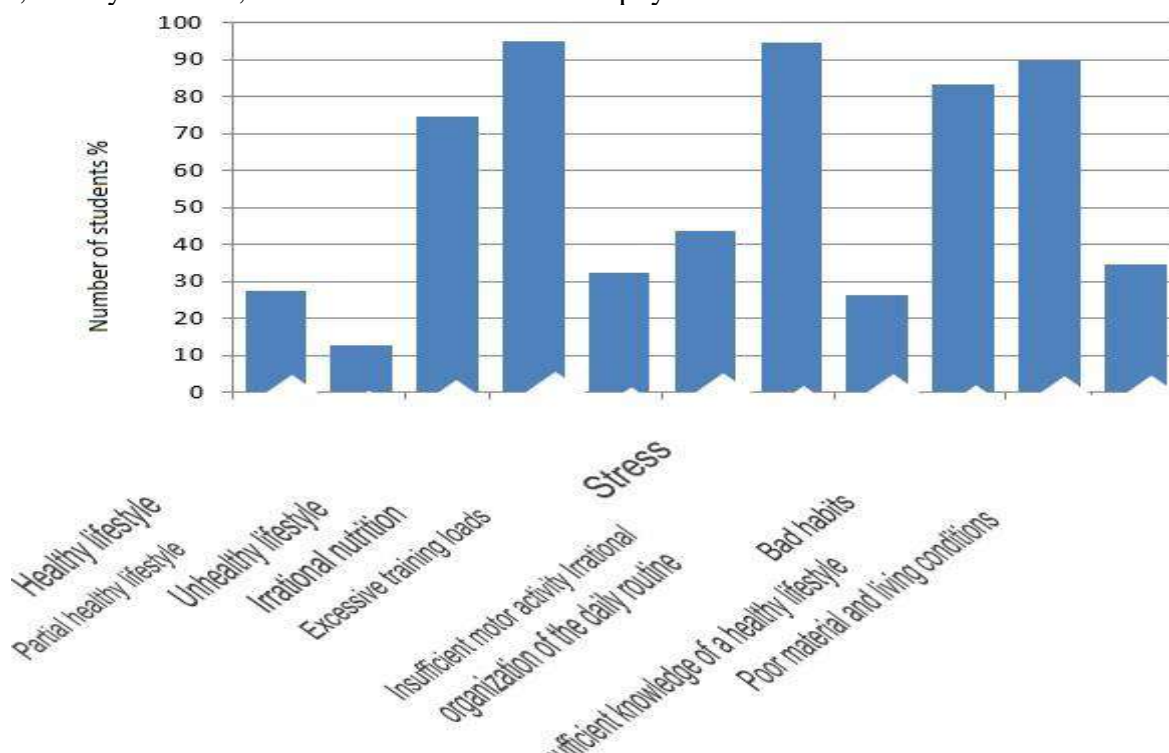


Fig. 1. Characteristics of the regularity of physical education classes of pedagogical University students

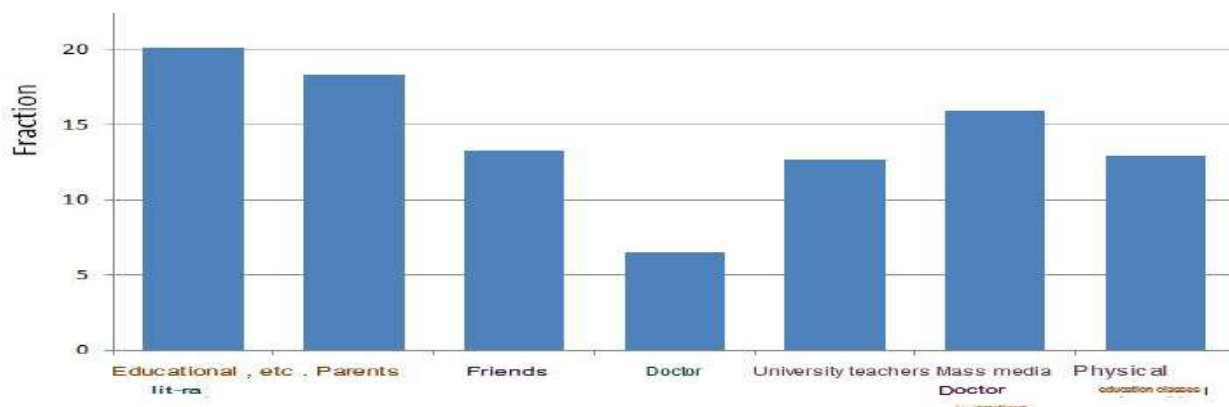


Fig.2. Sources of information about personal hygiene of students

It is well known that the Teacher is the main link in teaching students the basics of a healthy lifestyle and hygienic factors, as a source of scientific and reliable information in the field of health care. The level of theoretical literacy on issues of hygienic culture, the introduction of innovative health-saving pedagogical technologies in the educational process contributes to improving the quality of the pedagogical process in a higher educational institution [38,39,40,41,42,43,44,45,46,47,48,49,50,51,52,53,54,55,56,57,58,59,60,61].

In order to assess the competence of the teaching staff on the basics of a healthy lifestyle and hygiene of vital activity, a sociological survey was conducted in which 53 teachers of the Department of Physical Education of Fergana State University took part, of which 4.76% were doctors of sciences, 16.67% were candidates of science, PhD, 78.57% of teachers without a degree (Fig. 3).

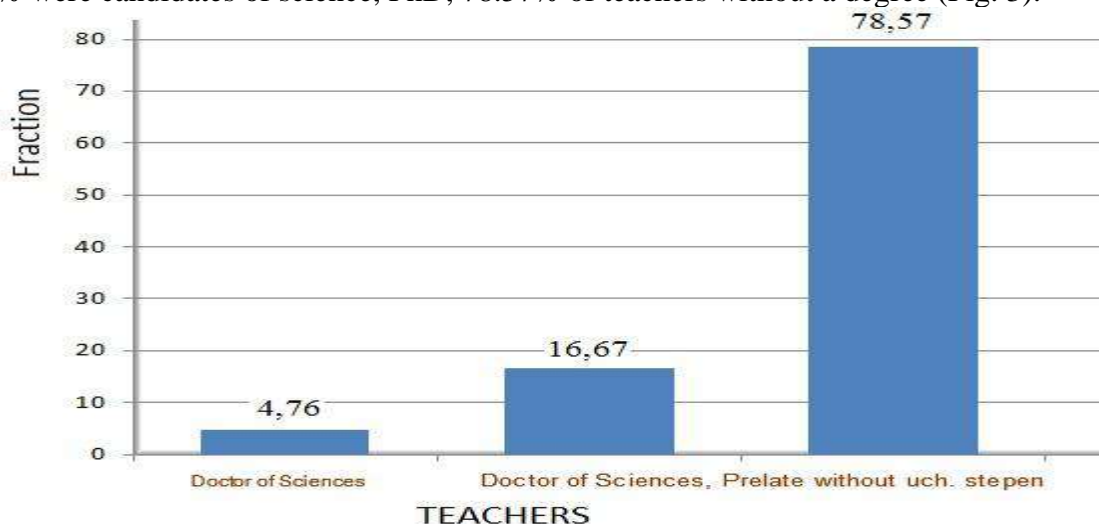


Fig.3. Monitoring analysis of the teaching staff who participated in sociological research

The results of the survey conducted by the questionnaire method revealed that 73.81% of the interviewed teachers of the higher school constantly observe sanitary and hygienic standards in the organization of the educational and pedagogical process, 22.62% sometimes adhere to hygiene rules, and 3.57% do not comply with them at all (Fig. 4) [62,63,64,65,67,68,69,70,71,72,73].



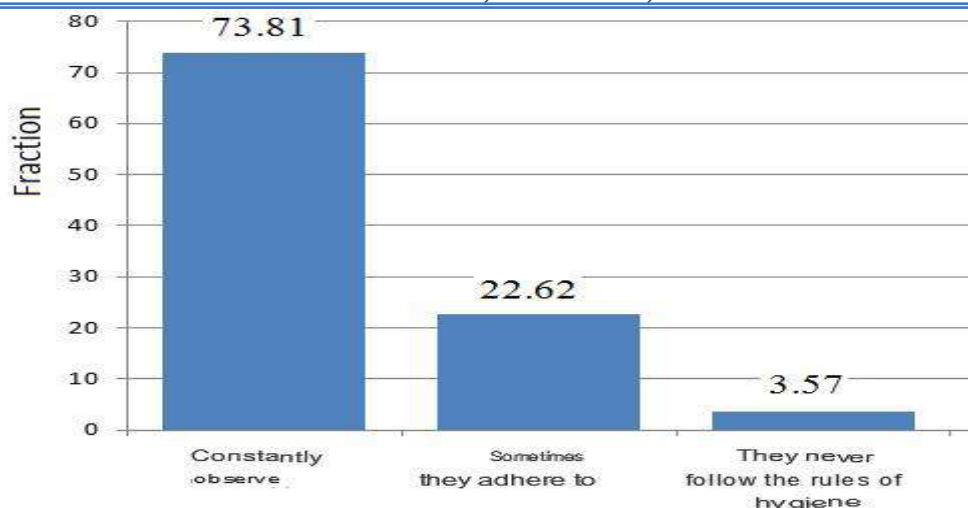


Fig.4. Compliance with sanitary and hygienic requirements by university teachers in the organization of the educational and pedagogical process [74,75,76,77,78,79,80,81,82,83,84,85,86,87,88,89,90,91,92,93,94,95].

It is revealed that in the process of implementing the content of the curriculum in physical culture, it does not have a significant impact on the consciousness of students on the formation of beliefs, attitudes and value orientations aimed at health-saving pedagogical technologies and does not affect the formation of a healthy lifestyle. The current curriculum for physical education does not provide a positive change in the motivational and value attitude to practical activities in the field of health-saving technologies and requires a serious correction in the educational process in order to increase the health potential of students.

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PSYCHOLOGICAL ANALYSIS OF AGGRESSIVE BEHAVIOR IN ADOLESCENCE

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**Abstract:** The article is about some kinds of aggressivity, appearing at teenagers during the period of their forming, and becoming of personality.

**Keywords:** features of identity of character, state, hormonal phenomenon, aggressive behavior, autism, uneasiness, reaction, disadaptation, psychotherapeutic state, relaxation exercises, role – playing games.

The problem of the individual and his maturity is the most urgent issue for the society that is developing and striving for the highest level of its development. In the Republic of Uzbekistan, which is on its way to independent development, the spirituality, personal development, maturity, and morality of each young generation are considered more important than ever. It is not a secret to anyone that the issue of education of the perfect generation and its excellent education is rising to the level of state policy.

Instilling spirituality and moral purity into the minds of young people, respecting the national and cultural heritage of the Uzbek people, forming the spiritual worldview of the growing young generation, the formation of mental maturity, and the issue of both mental and spiritual maturity of the individual remains one of the urgent issues of psychology today.

Taking into account the development periods of a person and the laws of his psychology and change, we have chosen this age period as the object of our research, taking into account the most sensitive and favorable period for the formation and formation of mental and behavioral changes.

Adolescence is one of the most complex periods in human development. Although it is relatively short, it almost determines the individual's later life in many ways.[4] It is during adolescence that character and other personality traits are formed. These circumstances: the transition from childhood to independence from the care of adults, the transition of the usual school period to other types of social activities, as well as the rapid hormonal reconstruction of the body - make the teenager especially vulnerable and susceptible to the negative effects of the environment. In the same period, there is an increase in aggressive behavior in adolescents. The problem of aggression in the behavior of teenagers is an actual issue even today. School teachers say that aggressive students are increasing year by year, it is difficult to work with them, teachers often do not know how to manage them. Because in the same period, teenagers often use force, and it takes the form of "cruelty", "quarrel", "belligerence", "anger". In psychology, the term "aggression" is interpreted differently. Most authors who have studied aggression prefer to evaluate it negatively. Also, aggressiveness is viewed from a positive point of view, in which it is emphasized that the child will be strong, resilient, strong-willed, and energetic. But in many cases, the aggression of a teenager causes anger, unkindness, disrespect for parents and others, inability to get along with them, a desire to be "free", and cases of autism (indifference to others). In this regard, we can see the degree of aggression in adolescents, whether it is intentional or unintentional, as a result of necessity. Aggression in such a situation is characterized by the fact that it appears at the time of danger and has a protective nature. Intentional aggression of teenagers to their peers and others is a deliberate act of causing harm or damage. A.R. Ratinov also agrees with this opinion, he believes that an immoral individual belongs to a certain level and a clearly based structure characteristic of an aggressive person.[2]

A. Bandura believes that the cause of aggression is one of the manifestations of acquired morality in the process of socialization.[1] The model of morality is considered as a means of interpersonal influence, and it is emphasized that it is the factor of parents teaching their children to aggressive morality. In the process of studying the characteristics of an aggressive teenager, he distinguishes three important components:

- methods of mastering aggressive actions;
- factors that ensure the manifestation of aggressive behavior;
- conditions under which aggressive behavior is reinforced.

Another view of aggression as an act of annoyance and destruction (moral organization): For example, A. A. Rean defines: [3] aggression is any form of morality aimed at insulting or harming another living being who does not want to be treated in this way. In other words, aggression can be considered as a morality that involves harming or harming living organisms. For example, this refers to students who have a negative impact on the trees and flowers growing in the school yard, and the animal world. In fact, we can see students harming plants and animals not only in the school yard but also in other community areas.

In psychology, a teenager is considered as an ordinary child. He acquires the characteristics of aggression as a result of shortcomings in educational work, mistakes, and the complexities of the environment that surrounds him. During this period, not only the previously formed psychological structures are radically reshaped, but also new ones appear, the foundations of conscious action begin to emerge.

Adolescent period of ontogeny is a difficult stage of transition to maturity, in which the opposing trends of development are closely connected. As a result, many teenagers use aggressive forms of behavior.

In such a situation, pedagogues, psychologists and parents are required to be highly responsible in performing their duties. It is especially necessary for psychologists and teachers to conduct psychodiagnostic and psychocorrective work with such teenagers during their activities. The following must be followed:

- to carry out social-psychological diagnosis of maladaptation that occurs in adolescent behavior;
- to study qualitative changes in mental and personality development characteristic of youth;
- control of hormonal maturation during youth and "crises" that occur as a result;
- organization of cooperation of pedagogues and parents aimed at eliminating the factors that cause aggressive behavior;
- taking into account the individual characteristics and easily injured nervous system and mental processes of adolescents who have not yet fully formed;
- the pedagogue in the methods of interaction and relationship with the teenager, i.e. establishing an emotional connection, encouraging his achievements, even if they are few;
- relaxation consisting of methods and techniques of psychotherapeutic effects (deep breathing, relaxing muscles, moving freely to the sound of music, etc.), forming and developing means of influence such as exercises, continuous role-playing.

In the organization of psychological correction, the activity of a psychologist is considered as the main tool of psychological influence. The psychological correction process takes place in the psychologist-client pair. There are four main strategies that reflect this correction process:

- 1) change the situation;
- 2) self-awareness to change the situation;
- 3) getting out of the situation;
- 4) to pay attention to new aspects of lifestyle in this situation.

The final tasks of psychocorrection are to achieve the desired changes in the three main areas of cognitive, emotional (feeling), and subjective control.

Taking into account the characteristics of individual psychocorrection, specific tasks specific to each of the above-mentioned areas can be set.

In the cognitive domain:

- 1) understanding the reason for one's behavior, attitude, reaction;
- 2) awareness of emotional and behavioral stereotypes;
- 3) understanding the relationship between psychological factors and somatic disorders;
- 4) to feel his role and responsibility in the origin of conflicts and emotionally traumatic situations;
- 5) methods of interpersonal relations, understanding the conditions of formation of one's own relations.

In the emotional sphere:

- 1) emotional support of the client by a specialist;
- 2) the client understands and expresses his feelings;
- 3) forming a more sincere attitude towards oneself;
- 4) change the ways of emotional relationships.

In the field of self-control, behavior:

- 1) correction of inadequate reactions in the client;
- 2) mastering affective methods of behavior.

Conditions for psychocorrection:

- 1) voluntary consent of the client to receive psychological help;
- 2) the client's trust in the psychologist;
- 3) increasing the client's activity in the process of researching the client, forming a correctional program and implementing it.

Instruction for psychocorrection:

- 1) client's desire;
- 2) problematic nature of the client (personal problem)
- 3) refusal of the client to work in the group or inability to participate in the group for some reason (physical condition, illness);
- 4) high level of client anxiety;
- 5) acute sad state.

The effectiveness of individual psychocorrection is determined by:

- 1) characteristics of a psychologist as a person (social origin, attractiveness, intellectual development, will, character traits);
- 2) the relationship formed between the client and the psychologist (trust, reputation of the specialist, dependence of the client on the specialist);
- 3) the appropriateness of the situation chosen by the psychologist in relation to the client (the path taken by the psychologist, the management strategy adopted by him in relation to the client; this choice is made by the psychologist taking into account the personal and situational characteristics of the client.
- 4) Methods of formation of information by an expert (level of proof, mutual harmony of logical thinking, re-approach to feelings).

There are three criteria for professional training in corrective action:

1. To know the theoretical basis of theoretical criterion-corrective works.
2. Practical criteria - knowledge of specific corrective methods and methods.
3. Personal readiness - the fact that the psychologist has solved problems similar to the client's problem in his experience
4. A psychologist conducting separate correctional work should have basic fundamental training and know the methods of correctional influence.

The theoretical criterion means knowing the general laws of psychological development in ontogenesis, having knowledge about the periods of psychological development, education and development, knowing the comparative similarities and differences between them, ideas about personality theory, models and types, and knowledge about the socio-psychological characteristics of groups.

There are 3 main approaches to professional training:

1) Work based on one theory, the same approach, 2) eclectic approach to different theories, 3) general approach.

The developed psychocorrective program focuses on eliminating aggressive behavior problems typical of adolescence.

The number of scientific works on aggressive behavior problems specific to adolescence is increasing, but only some of them present methods of its prevention and correction. It is a cognitive-behavioral therapy that consists of a 12-step program and expressive art therapy.

Taking into account certain difficulties in the social adaptation and interpersonal relations of aggressive teenagers, it is the type of work with groups that is more effective in eliminating it.

Tasks of group therapy:

- Increase self-esteem and self-awareness;
- Strengthen control over impulses;
- Improvement of interpersonal relations;
- Social adjustment.

Family psychotherapy is also very effective, and in many cases, computer addiction is caused by an unhealthy family environment, negative relationship of parents to the child. Based on the obtained clinical and psychological results, we offer the following system of psychocorrective steps.

**taged system of psychocorrection of adolescents with aggressive behavior.**

Stages	Purpose	Psychotherapy methods
Stage 1: diagnostic	Overcoming resistance	Individual
Stage 2: teaching with information	Understanding the problem	Individual, group
Stage 3: behavioral strategy modification	Modification of the behavioral action plan aimed at changing aggressive behavior	Individual, autogenic training, cognitive-behavioral
4th stage: correction of family and social relations	Support of behavior to change the aggressive situation (state)	Cognitive-behavioral, group psychotherapy
Stage 5: Overcoming levels of aggressiveness in adolescent behavior	Making a plan for the transition to the stage of rehabilitation in the social environment	Group and individual psychotherapy

It should be said that the role of the family environment in the formation of aggressive behavior in adolescents is extremely important. Situations such as cruelty in the family, suffering from cruelty, failure to satisfy the need for affection by parents, i.e. deprivation, failure of the adolescent to understand his inappropriate behavior during punishment, and lack of a moderate psychological climate in the family lead to the development and formation of aggressive behavior.

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**THE CONCEPT AND ESSENCE OF THE LAW "ON THE PUBLIC CIVIL SERVICE"  
AND ITS SIGNIFICANCE IN LABOR RELATIONS**

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**Abstract:** *This article describes and construes the adoption of the Law "On State Civil Service" by the President and the Law on recruitment to the State Civil Service, rights and obligations in labor relations, personnel rotation, their working hours and specific features of State Civil Service, business trips as well as the social protection of the civil servant which is carried out by the government*

**Keywords:** *Law, State civil servant, state registry, rights and obligations, rotation.*

**Introduction.** On August 8, 2022, the President of the Republic of Uzbekistan signed the Law "On State Civil Service", which defines the legal status of more than 118 thousand state civil servants' services for state bodies and organizations and regulates their activities based on unique rules.

This Law was adopted by the Legislative Chamber on March 2, 2022, approved by the Senate on May 28, 2022, and after being signed by the President, it was registered with the number O'RQ-788 by the Register of Laws of the Republic of Uzbekistan and put into force on November 10, 2022.

The law consists of 10 chapters and 64 articles.

If we talk briefly about the background of this law, the adoption of this law has been eagerly awaited for almost 30 years. It is a programmatic normative legal document that will make life easier for 35 million people, and will directly affect their mood.

The purpose of this Law is to regulate relations in the field of state civil service.

Labor relations of state civil servants, which is not regulated by this Law is regulated by the Labor Code of the Republic of Uzbekistan.

**Resources and methods.**

**Who does this law apply to?**

The state registry of civil service occupations is maintained, and the Law applies to the activities of state civil servants in the occupations included in this registry.

It is applied to the activities of state civil servants in occupations included in the state registry of state civil service employments.

The state registry of civil service employment consists of groups and categories of occupations classified on the basis of qualification requirements established on the level of state bodies and organizations (national, republican, regional and district).

The state registry of civil service employments is approved by the President and maintained by the Civil Service Development Agency.

**This law does not apply to the following?**

The President, members of the legislative chamber and members of the senate, members of the Supreme Council and Councils of People's Deputies of the Republic of Karakalpakstan, employees of the offices of the Parliamentary Chambers, members of the Central Election Commission, judges and employees of the judicial system, members of the Central Bank Board, Prosecutor's Office, internal affairs, defense, emergency situations, customs and state security bodies and employees of



the National Guard, technical, production and service employees of state bodies and organizations of state bodies.

First of all, we need to know the basic concepts of the Law on State Civil Service.

**The following basic concepts are used in this Law:**

**state body** - an organizationally separate structure that has the powers of state power and is included in the list of state bodies and organizations where the state civil service is implemented;

**public civil service is a type of public service**, which represents the paid professional activity of citizens of the Republic of Uzbekistan to ensure the implementation of the powers of state bodies in the occupations of public civil service;

**professional competence of a state civil servant** - a set of knowledge, skills and abilities necessary for the proper implementation of the powers of a state body;

**state civil service employment** – an occupation included in the state registry of State civil service employment for the implementation of the powers of a state body;

Code of conduct of civil servants of the state is a set of norms of conduct that must be observed by civil servants of the state;

**qualification requirements** - work experience and professional competence requirements determined by the state body for candidates applying for a certain qualification level of the state civil service and (or) to occupy a specific occupation of the state civil service.

**The legal status of the state civil servant**

The legal status of a state civil servant is the sum of his rights and obligations.

Citizens working in the occupations included in the state registry of civil service occupations are considered state civil servants.

A citizen has the legal status of a state civil servant from the moment he is appointed to a position in the state civil service and loses it upon termination of his activity.

**Results. Article 12 of the law defines the obligations of the State Civil Servant, according to which the State Civil Servant shall:**

Compliance with the Constitution, laws and other legal documents of the Republic of Uzbekistan;

conscientiously fulfill his service obligations, comply with the rules of etiquette established by the state body, the procedure for working with information related to the service, as well as other rules related to the performance of state civil service;

to comply with the restrictions related to the completion of state civil service established by this Law;

not to allow conflict of interests, to be unbiased and impartial;

from actions (inaction) that may bring down the authority of the state body or raise doubts about its conscientious performance of its service obligations, including any form of discrimination, partiality or special treatment towards someone while performing its service obligations abstinence;

not to use his official position for personal or other illegal purposes, as well as not to allow illegal influence on his service activity, the activities of state bodies, their officials and citizens;

to comply with the requirements for the protection of information constituting state secrets or other secrets protected by law, as well as not to disclose such information received during the performance of his service obligations, including the activities of a state civil servant non-disclosure after completion;

to submit a declaration of income and property within the terms and procedure established by law;

to ensure the proper preservation of state property, to use state property entrusted to him only for service purposes;

must regularly improve his professional competence.

State civil servants may have other obligations in accordance with the law<sup>1</sup>.

In the regulation of labor relations, there are also restrictions related to the completion of state civil service, which is specified in Article 13 of the Law.

**A state civil servant is not entitled to:**

with persons who are closely related or related by god (parents, brothers, sisters, sons, daughters, spouses, as well as parents, siblings of spouses) , sisters and children) to serve together in exactly one state body, if their service together means that one of them is directly subordinate to the other or occupying a state civil service position under his control, except for the cases stipulated by the law;

to engage in paid activities other than pedagogical, scientific and creative activities, with the exception of the cases provided for by the laws of the Republic of Uzbekistan and the decisions of the President of the Republic of Uzbekistan;

to engage in business activities;

to organize business entities, to be their founder (participant), to perform organizational-management, administrative-economic tasks in the business entity, except for the cases of ownership of freely traded shares of joint-stock companies within the requirements established by law;

to receive shares, stakes and shares in organizations that are under the control of the state body he serves or have relations and interests with, directly or through representatives;

to receive any rewards, benefits or gifts from them in exchange for performing or not performing their service powers in the interests of individuals and legal entities;

to acquire the citizenship of a foreign country;

to use benefits, preferences or advantages not provided for by law in connection with their service position;

Accounts opened for the purpose of opening and owning accounts outside the territory of the Republic of Uzbekistan, owning real estate and other property, for the purpose of education, internship and medical services in a foreign country, as well as state citizenship excluding property received and disclosed before entering the service;

to exercise his authority in the interests of political parties, other public associations and their bodies.

The procedure for suspending entrepreneurial activity after a person engaged in entrepreneurial activity is accepted into the state civil service is determined by legislative documents.

The list of types of remunerated activities that cannot be engaged in by a state civil servant is determined by specially authorized state bodies for fighting against corruption and state civil service.

Non-observance of the restrictions stipulated in the first part of Article 12 shall be the basis for bringing the state civil servant to disciplinary and other responsibility in accordance with the law.

If we talk about entering the state civil service, it is done in the following order. Entry into the civil service of the state is carried out by appointment on the basis of competition<sup>2</sup>.

**Discussion. The following persons are not admitted to the State civil service:**

persons under the age of eighteen;

persons found to be incompetent or have limited legal capacity;

is deprived of the right to hold public civil service occupations for a certain period of time;

persons found guilty of corruption-related crimes;

<sup>1</sup> Law of the Republic of Uzbekistan. On the state civil service. August 8, 2022. ORQ-788.

<sup>2</sup> Law of the Republic of Uzbekistan. On the state civil service. August 8, 2022. ORQ-788.

persons who have been convicted of serious and extremely serious crimes;  
 persons whose state of health does not allow them to hold a position in the state civil service.

**The following persons are admitted to the State civil service:**

Citizens who know the state language and meet the relevant qualification requirements and other requirements for holding civil service occupations are accepted.

Candidates for public civil service occupations are guaranteed equal rights, regardless of gender, race, nationality, language, religion, social origin, faith, personal and social status.

The term of public civil service covers the period from the moment of appointment to the date of termination of the activity of the civil servant.

**How is an employment contract concluded with a person entering the state civil service?**

According to Article 30 of the Law, the employment contract is concluded in the following manner

An employment contract with a person entering the state civil service is concluded in writing for a specific or indefinite period based on labor legislation.

An employment contract will not be concluded with state civil servants belonging to the political group of state civil service occupations.

The employment contract specifies the principles and conditions of public civil service, the rights, obligations and responsibilities of a public civil servant, restrictions related to public civil service, as well as provisions related to its legal and social protection.

Model requirements for the employment contract concluded with a state civil servant are determined by a specially authorized state body<sup>3</sup>.

**Determining the working hours of state civil servants is carried out in the following manner.**

**Working hours of state civil servants.**

A five-day working week is established for a state civil servant in a state body. In this case, the duration of working hours should not exceed forty hours per week.

One of the parents who are civil servants of the state with children under the age of three (a person who replaces the parents) is assigned a working time of no more than thirty-five hours per week.

Depending on the specific characteristics of the service activity of a state civil servant, a six-day work week may be established, taking into account the length of working hours specified in the first part of Article 34, and observing the rules of the internal labor procedure.

Work beyond the duration of working hours established by the state body for civil servants is considered overtime work.

In the case of natural and man-made emergency situations, the state body may engage the state civil servant to work outside working hours without his consent.

Engagement of state civil servants to work outside of working hours and on weekends and non-working holidays is carried out on the basis of the decision of the head of the state body, in compliance with the requirements of the labor legislation.

Compensation for overtime work of a state civil servant is carried out by paying at least two times the amount of hours actually worked outside of working hours or by giving additional rest time corresponding to the duration of overtime.

**Job description of the state civil servant.**

The job description of a state civil servant is a document that defines the authority, service obligations and responsibilities of a state civil servant.

<sup>3</sup> Law of the Republic of Uzbekistan. On the state civil service. August 8, 2022. ORQ-788.

The job description of the state civil servant is approved by the head of the state body or determined by legislation.

Before signing the employment contract, the state civil servant must be familiarized with the state civil servant position instructions by signing.

In addition, Article 36 of the Law specifies the procedures for evaluating the effectiveness of the civil servant's activity, Article 37 for promotion in the State Civil Service, and Article 38 for transferring to another state civil service position.

**Features of public civil service:**

Performance evaluation is a system of evaluating the performance of a state civil servant based on the most important indicators in order to motivate him and ensure that he is promoted on the basis of objective and fair criteria.

Service promotion is the appointment of a civil servant to a higher position or a higher level of qualification based on the efficiency of his service activities due to continuous improvement of his professional competence.

Rotation - transferring with one's consent to another position equal to the one held in order to develop personal and professional qualities, increase efficiency, form a reserve of managerial personnel, and prevent corruption risks.

Continuous improvement of professional competence - retraining, professional development and independent education in order to acquire the knowledge, skills and qualifications necessary for the effective functioning of a civil servant.

Compensation - base salary, seniority bonus, skill level bonus, key performance bonus, and year-end incentive payments.

Incentive measures include additional increases in salary, monetary award, award of extraordinary qualification level, announcement of appreciation, valuable gift, souvenir or reward with a badge or label.

Disciplinary punishment - non-observance of job instructions and rules of conduct, restrictions established by the Law is the basis for applying disciplinary punishment measures. Disciplinary measures are carried out in the following forms: fine, not more than thirty percent of the average monthly salary, reduction of qualification level, demotion, dismissal from the position held.

**The rotation of the state civil servant is carried out in the following order.**

**Rotation of State Civil Servant.**

The rotation of the state civil servant is carried out in order to develop his personal and professional qualities, to increase the efficiency of his activities, to form a reserve of managerial personnel and to prevent corruption risks.

The rotation of the state civil servant is carried out by transferring him to another position equal to the position of the state civil service held by him with his consent.

In order to prevent crimes related to corruption in the state civil service, a list of occupations of the state civil service that must be rotated is determined. The rotation of state civil servants holding these occupations is carried out without their consent.

**The following public civil servants are not rotated:**

undergoing training, retraining and professional development;  
pregnant women, as well as women with children under the age of three;  
based on a medical report, the health status of themselves or their family members living with them does not allow them to fulfill their service obligations in the position of the state civil service that is being rotated.

The terms of rotation of the state civil servant are stipulated in the employment contract.

If a state civil servant is dissatisfied with the decision on rotation, he has the right to appeal to a higher state body or a specially authorized state body or to a court.

The order of rotation in the state civil service, the list of occupations of the state civil service that must be rotated, as well as the period of being in the occupations to be rotated are determined by the President of the Republic of Uzbekistan.

**Business trips of civil servants.**

A state civil servant is sent on a business trip for a certain period of time in accordance with the decision of a state body to perform official duties. A business trip can be made within the territory of the Republic of Uzbekistan or outside its territory.

The duration of the duty trip of a state civil servant is determined by the head of the state body, taking into account the scope, complexity and other aspects of the duty.

When sending a state civil servant on a business trip, his position and average salary are kept, living expenses, transportation expenses, as well as other expenses related to the business trip are covered by the state body.

The procedure for organizing a business trip of a state civil servant to foreign countries is determined by the President of the Republic of Uzbekistan.

**Conclusion.** The fact that the social protection of the state civil servant is also determined by the law is an extremely urgent issue. In today's dangerous times, it is definitely necessary to protect the state civil servant from the social side<sup>4</sup>.

**Acknowledgement. Social protection of state civil servants is carried out by the state and is provided through:**

when giving labor leave and social leave, the civil servant of the State shall be given annual basic leave of not less than twenty-seven calendar days.

The civil servant of the state is given annual additional work holidays for many years of service and special working conditions.

The procedure for granting annual additional vacations for long-term service and special working conditions and their duration is determined by the Cabinet of Ministers of the Republic of Uzbekistan.

Depending on the category of the state civil service position, the legislation may specify different durations of annual basic and additional work holidays.

Social holidays are granted to state civil servants in accordance with the procedure established by the labor legislation.

In addition, mandatory insurance of their life and health, compensation for damage to life, health and property, state pension provision and all types of social allowances paid to citizens on the grounds and amounts established by law are applied to civil servants of the State.

**The civil servant of the state is guaranteed the following social protection measures:**

providing medical services;

reimbursement of expenses related to the transfer to the civil service position of another state in the order of rotation;

provision of service housing, service transport or monetary compensation for housing and transport costs.

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<sup>4</sup> Law of the Republic of Uzbekistan. On the state civil service. August 8, 2022. ORQ-788.



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**Annotation:** Recently, the issue of using innovative technologies in working with children has been increasingly raised in education. The teacher today faces new challenges and new opportunities open up, taking into account their application.

**Key words:** innovation, pedagogical technologies, methodological approaches, health-saving technologies, project activity technologies, student-centered approach.

Recently, the issue of using innovative technologies in working with children has been increasingly raised in education. The teacher today faces new challenges and new opportunities open up, taking into account their application.

The concept of "innovation" in domestic and foreign literature is defined differently, depending on different methodological approaches.

- Technology is a tool for the professional activity of a teacher.
- The essence of pedagogical technology lies in the fact that it has a pronounced phasing (step by step).
- Innovative activity is a special kind of pedagogical activity.
- Innovations define new methods, forms, means, technologies used in pedagogical practice, focused on the personality of the child, on the development of his abilities.
- Innovative technologies are a system of methods, ways, methods of teaching, educational means aimed at achieving a positive result due to dynamic changes in the personal development of a child in modern socio-cultural conditions. The use of modern educational technologies ensures the flexibility of the educational process, increases the cognitive interest of students, and increases creative activity.

Thanks to the introduction of modern learning technologies into the educational process, children with disabilities have a greater chance of acquiring the necessary skills for later life and successful adaptation in society, and increase the level of motivation for learning. The following innovative educational technologies are used in pedagogical practice:

- health-saving;
- technology of project activities;
- developing;
- corrective;
- information and communication;
- technologies of research activity;
- personality-oriented;
- gaming;
- teacher portfolio technology. Now let's look at each technology separately.

Health-saving technologies: their main goal is the formation of a conscious attitude of the child to the health and life of a person, the accumulation of knowledge about health and the development of the ability to protect, maintain and preserve it.

The forms of work are:

- gymnastics (morning, eye gymnastics, breathing exercises, finger and dynamic gymnastics);
- physical education classes;
- sports holidays;
- physical education minutes between classes, dynamic pauses;

- walks;
- relaxation;

Project activity: its meaning is to create a problematic activity that is carried out by the child together with the teacher. The knowledge that the child receives in the course of working on the project becomes his personal property and is firmly fixed in the existing system of knowledge about the world around him.

The main goal of the project method is the development of a free creative personality, which is determined by the tasks of development and the tasks of the research activities of children.

Projects vary:

- by the number of participants: individual, pair, group, frontal;
- by duration: short-term, medium-term, long-term;
- according to the priority method: creative, game, research, information;
- by topic: include the child's family, nature, society, cultural values and more.

Information and communication technologies have received their natural development in our "advanced" age. A situation where a child would not know what a computer is is practically unrealistic. Children are drawn to acquiring computer skills. With the help of exciting programs for teaching reading and mathematics, for the development of memory and logic, children can be interested in "sciences".

The computer has a number of significant advantages over the classical lesson. Animated pictures flashing on the screen attract the child, allow you to concentrate. With the help of computer programs, it becomes possible to simulate various life situations. Depending on the abilities of the child, the program can be tailored specifically for him, that is, to focus on his individual development.

Visualization lesson - the presentation of the content is accompanied by a presentation (demonstration of educational materials presented in various sign systems, including illustrative, graphic, audio and video materials).

A practical lesson in the form of a presentation is the presentation of the results of project or research activities using specialized software. Examples of forms of classes using information and communication technologies:

Tasks of teachers: to keep up with the times, to become a guide for the child in the world of new technologies, a mentor in the choice of computer programs, to form the foundations of the information culture of his personality, to improve the professional level of teachers and the competence of parents.

Information and communication technologies in the work of a modern teacher are:

- selection of illustrative material;
  - exchange of experience, acquaintance with periodicals;
  - preparation of group documentation, reports - selection of materials for classes;
  - Familiarity with scenarios;
  - creation of presentations
- Correctional technologies: their purpose is to relieve the psycho-emotional stress of schoolchildren.

Kinds:

- technology of musical influence (music therapy);
- art therapy;
- logarithmics;
- fairy tale therapy;
- color therapy;

Cognitive and research activity: the main goal is to create an experimental activity, in which the child is an active participant. The direct participation of the child in the course of the experiment allows him to see the process and the results with his own eyes. When organizing these technologies, pupils

are offered a problematic task that can be solved by researching something or conducting experiments.

Methods and techniques for organizing this activity are:

- conversations;
- observations;
- modeling;
- fixing the results;
- Didactic games, game training and creatively developing situations;
- Job assignments, actions.

Personality-oriented technologies are technologies that put the personality of the child at the center of the educational system, providing it with comfortable, conflict-free, safe conditions for development. Provides for the preparation of individual educational programs that meet the needs and abilities of each individual child.

The purpose of this technology is to create democratic partnership humanistic relations between the child and the educator, as well as to provide conditions for the development of the personality of the pupils. With a student-centered approach, the personality of the child is placed at the head of learning. Morning gathering as a way of organizing free verbal communication Goals and tasks of the morning gathering:

- develop skills (communication, planning one's own activities, etc.);
- learn to explain your emotional state in words;
- develop cultural communication skills (greetings, compliments, etc.);
- to teach to formulate judgments, to argue statements, to defend one's point of view;
- choose from personal experience the most significant, interesting events, talk about them briefly, consistently and logically;
- learn to make choices, as well as plan your own activities.

Game technology. Practice shows that a lesson using game situations contributes to the emergence of an active cognitive interest of schoolchildren. In such classes, a special atmosphere develops, where there are elements of creativity and free choice. The ability to work in a group develops: its victory depends on the personal efforts of each. At the same time, games have many cognitive, educational functions.

In this case, the use of computer technology becomes especially appropriate, as it provides information in an attractive form, which not only speeds up memorization, but also makes it meaningful and long-term. The use of innovative pedagogical technologies contributes to: - improving the quality of education; - improving the qualifications of educators; – application of pedagogical experience and its systematization; – use of computer technologies by pupils; - maintaining and strengthening the health of pupils; – improving the quality of education and upbringing.

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**Statement of the problem of development in the context of the relationship "subject-environment".**

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**Annotation:** Based on the relations of opposition between the subject and the environment, two scientific directions are distinguished: endogenous, where the subject is considered the main driving force, and exogenous, where the environment is considered the driving force. Exogenous means arising as a result of external factors, endogenous - arising, developing due to internal causes. Endogenous is usually understood as hereditarily determined. The terms exogenous - endogenous are used to characterize the sources of mental illness and the reasons for the individual originality of their course.

**Key words:** Exogenous, endogenous learning, mental illness, formation, socialization, preschool education, sources of preschool pedagogy, subject of preschool pedagogy, object of preschool psychology.

In the late 1930s, N. Miller, J. Dollard, R. Sears, J. Whiting, young scientists at Yale University made an attempt to translate the most important concepts of the psychoanalytic theory of personality into the language of C. Hull's learning theory. In 1941 they introduced the term "social learning" into scientific use.

N. Miller and J. Dollard were the first to build a bridge between behaviorism and psychoanalytic theory. In their opinion, the psychopathological personality differs only quantitatively, and not qualitatively, from a normal person.

The American psychologist R. Sears developed a variant of combining psychoanalytic theory with behaviorism. In active behavior, he singled out action and social interactions. Action is called motivation. The constant reinforcement of specific actions leads to new, secondary impulses that arise as a result of social influences.

He introduced the dyadic principle of studying child development: since it takes place within a dyadic unit of behavior, since adaptive behavior and its reinforcement in an individual should be studied taking into account the behavior of another, partner.

Sears identifies three phases of child development:

- 1) the phase of rudimentary behavior - is based on innate needs and learning in early infancy, in the first months of life;
- 2) the phase of secondary motivational systems - is based on the study within the family (the main phase of socialization);
- 3) the phase of secondary motivational systems - is based on learning outside the family (goes beyond early age and is associated with entering school).

Each child has a repertoire of actions that are necessarily replaced in the course of development. Successful development is characterized by a decrease in autism and actions aimed only at satisfying innate needs, and an increase in dyadic social behavior.

According to Sears, the central component of learning is addiction. Between the ages of four and twelve months, addiction and the dyadic system are established. Physically, the child depends on the mother from birth. Psychological dependence appears a few months after birth and persists to some extent into adulthood. But addiction peaks in early childhood.

The child's expectations are a mediated internal reaction to signals from the mother; they are essential. Reward and Punishment as Conditions for the Formation of New Behavior Children will behave better if their good behavior is encouraged by their parents. Reward, unlike punishment, does not



have an immediate effect, but it has a more lasting effect and does not cause negative emotional states.

The role of imitation in the formation of new behavior

Punishment can have a quick but short-lived effect. Therefore, punishment quickly becomes a habit of the one who punishes, but does not have a lasting effect on the offender.

A lot of human behavior arises from observing the behavior of another. Learning by observation is important because with its help, you can regulate and direct the behavior of the child, giving him the opportunity to imitate authoritative models.

Bandura criticized radical behaviorism, which denied the determinants of human behavior arising from internal cognitive processes. For Bandura, individuals are neither autonomous systems nor mere mechanical transmitters animating the influences of their environment - they have superior abilities that allow them to predict the occurrence of events and create the means to exercise control over what affects their daily lives. Given that traditional theories of behavior could be wrong, this provided an incomplete rather than an inaccurate explanation of human behavior.

From the point of view of A. Bandura, people are not controlled by intrapsychic forces and do not react to the environment. The causes of human functioning must be understood in terms of the continuous interplay of behavior, cognition, and environment. This approach to the analysis of the causes of behavior, which Bandura called reciprocal determinism, implies that predisposition factors and situational factors are interdependent causes of behavior.

Human functioning is seen as a product of the interaction of behavior, personality factors and the influence of the environment.

Simply put, internal determinants of behavior, such as belief and expectation, and external determinants, such as rewards and punishments, are part of a system of interacting influences that act not only on behavior, but also on various parts of the system. Bandura's triad model of reciprocal determinism shows that although behavior is influenced by the environment, it is also partly a product of human activity, that is, people can have some influence on their own behavior.

For example, a person's rude behavior at a dinner party may cause the actions of the people present to be more of a punishment rather than an encouragement for him. In any case, behavior changes the environment. Bandura also argued that due to their extraordinary ability to use symbols, people can think, create and plan, that is, they are capable of cognitive processes that are constantly manifested through overt actions.

Each of the three variables in the reciprocal determinism model is capable of influencing the other variable. Depending on the strength of each of the variables, then one, then the other, then the third dominates. Sometimes environmental influences are strongest, sometimes inner forces dominate, and sometimes expectations, beliefs, goals, and intentions shape and guide behavior. Ultimately, however, Bandura believes that because of the dual nature of the interaction between overt behavior and environmental circumstances, people are both the product and the producer of their environment. Thus, social-cognitive theory describes a model of mutual causation, in which cognitive, affective and other personal factors and environmental events work as interdependent determinants.

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**Problems of the psychoanalytic direction of mental development as the formation of personality.**

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**Abstract:** The main idea of depth psychology (psychoanalysis) - Unconscious aspirations serve as the force that stimulates and directs the development process. Since this energy is innate, development is considered, in fact, as self-development, the transformation of those drives that are naturally inherent in a person (aggression, libido, anxiety, feelings of inferiority) and are not recognized by him. Also in these theories we can see the first attempts to create an age periodization.

**Key words:** Social environment, learning, principles, society, critical thinking, social factors, social influence.

Developmental psychology is primarily a fundamental theoretical discipline, but the knowledge gained in it and the methods developed are used in applied areas. L. Montada proposes to single out 6 main tasks related to the scope of application of developmental psychology in practice:

1. Orientation in the life path, i.e. determination of the level of development. The sequence of age-related changes in the form of a description of the quantitative functions of development or qualitative stages of development. On this basis, statistical age norms of development are built, thanks to which it is possible to give a general assessment of the course of development both in individual cases and in relation to various educational and educational issues. So, for example, knowing what tasks children of 7 years old independently solve, it is possible to determine whether a particular child is below, above or on par with the norm. At the same time, it is possible to determine whether the educational and educational requirements correspond to this norm of independence.

2. Determining the conditions for development and change. Explanatory models of developmental psychology are focused primarily on the analysis of the ontogenesis of personality traits and its disorders, taking into account the settings of the development environment, interaction with educators, special events, and also, as an ideal case, the interaction of all these variables. At the same time, psychologists are interested not so much in short-term as long-term influences of developmental factors. Knowledge of the conditions makes it possible to delay developmental disturbances (prevention) and make appropriate decisions to optimize the course of development.

3. Forecast of stability and variability of personality traits. Many activities in the practice of educational and educational work - explicitly or implicitly - suggest a forecast of further development. Thus, for example, the right to care for a child after the divorce of the parents is retained by the mother only if it is considered that this will be best for the further development of the child. To make such predictions, knowledge is needed about the stability or instability of the properties and conditions for the development of both the personality itself and the personality in the group. Due to the numerous factors involved, such psychological forecasts are often erroneous.

4. Explanation of development and correction goals, i.e. determines what is possible, real, and what should be excluded.

5. Planning for corrective actions, i.e. what needs to be done to get the desired effect from the intervention. So, corrective measures are needed only if the set development goals are not achieved, if the development tasks are not mastered, or if there is a fact that the development conditions lead to its undesirable course. Here one should distinguish between: 1) the goals of development of the individual himself; 2) development potentials of the individual himself; 3) social requirements for development; 4) development opportunities. Accordingly, corrective measures should be differentiated according to their purpose. Often there is a discrepancy between these goals, which

should be the object of correction. The purpose of the planned correction may be the prevention of developmental disorders, the correction of development, or the optimization of developmental processes. In any case, informed decisions must be made about when the intervention promises to be successful, where it should be applied, and which method should be chosen.

6. Evaluation of developmental correction, i.e. that the corrective action has taken. Modern developmental psychology refrains from a hasty assessment of the effectiveness of certain corrective actions. She believes that a real assessment can only be obtained as a result of long-term observation of the individual, during which both positive effects and side effects should be established. It is also believed that the evaluation of effectiveness is largely determined by the scientific paradigm that the psychologist adheres to.

In psychology, there are several methodological principles that have a great influence on the tasks it solves and on the methods of studying the spiritual life of people. The most important of them are the principles of: Determinism Systemic Development. The principle of determinism implies that all mental phenomena are connected according to the law of cause-and-effect relationships, i.e., everything that happens in our soul has some reason that can be identified and studied and which explains why exactly that and no other consequence. What example can you give? (For example, a person made a mistake with the choice of profession and in his future professional life is maladjusted, he has a low mood background, etc.)

Even in antiquity, scientists first spoke about determinism, about the existence of a universal law, the Logos, which determines what should happen to man, to nature as a whole. Democritus, who developed the detailed concept of determinism, wrote that people invented the idea of chance in order to cover up ignorance of the matter and inability to manage.

Later, in the 17th century, Descartes introduced the concept of mechanical determinism, proving that all processes in the psyche can be explained on the basis of the laws of mechanics. This is how the idea arose about the mechanical nature of human behavior, which obeys the law of reflex. Echoes of mechanical determinism can even be found in early 20th-century psychology, such as the theory of energyism, which was accepted by many well-known psychologists, and also in some postulates of behaviorism, such as the idea that positive reinforcement enhances the response, and negative reinforcement weakens it.

But an even greater influence on the development of psychology was exerted by biological determinism, which arose with the advent of the theory of evolution. In this theory, the development of the psyche is determined by the desire for adaptation, i.e. everything that happens in the psyche is aimed at ensuring that the living being adapts as best as possible to the conditions in which it lives. The last kind of determinism, which can be called psychological, proceeds from the fact that the development of the psyche is explained and directed by a specific goal. However, unlike the understanding of the goal in antiquity, when it was considered a given force external to a person, in this case the goal is inherent in the very content of the soul, the psyche of a particular living being and determines its desire for self-expression and self-realization - in communication, cognition, creative activity. Psychological determinism also proceeds from the fact that the environment is not just a condition, a zone of human habitation, but a culture that carries the most important knowledge, experiences that largely change the process of becoming a person. Thus, culture is considered one of the most significant factors influencing the development of the psyche, helping to realize oneself as a bearer of unique spiritual values and qualities, as well as a member of society. Psychological determinism, in addition, suggests that the processes taking place in the soul can be aimed not only at adapting to the environment, but also at resisting it - in the event that the environment interferes with the disclosure of the potential abilities of a given person.



The principle of consistency describes and explains the main types of communication between different aspects of the psyche, the spheres of the mental. He assumes that individual mental phenomena are internally interconnected, forming integrity and acquiring new properties due to this.

The systemic nature of the psyche presupposes its activity, since only in this case both self-regulation and compensation are possible, which are inherent in the mental even at the lowest levels of development of the psyche. Consistency in understanding the psyche does not contradict the awareness of its integrity, since each system is unique and integral.

So, for example, the theory of HMF is based on the principle of consistency. And the zone of proximal development is a logical consequence of the law of the formation of higher mental functions, which are first formed in joint activity, in cooperation with other people, and gradually become internal mental processes of the subject. When a mental process is formed in joint activity, it is in the zone of proximal development; after formation, it becomes a form of actual development of the subject. The principle of development states that the psyche is constantly changing, therefore the most adequate way to study it is to study the patterns of this genesis, its types and stages. No wonder one of the most common psychological methods is genetic.

The English psychologist G. Spencer for the first time identified the stages of development of the psyche. He studied the genesis of the psyche. Proceeding from the fact that the human psyche is the highest stage of development.

Which did not appear immediately, but gradually, in the process of complicating the living conditions and activities of living beings. The original form of the psyche - sensation, developed from irritability, and then from the simplest sensations, diverse forms of the psyche appeared, representing diverse forms of the psyche, representing interconnected levels of consciousness and behavior. All of them are original tools for the survival of the organism, particular forms of adaptation to the environment.

The principle of development says that there are two ways of development (genetic-biological and social) of the psyche in the process of the formation of the human race and in the process of a child's life. Studies have shown that these two types of development have a certain correspondence with each other. So, for example, in the theory of recapitulation (G.S. Hall), that is, a multiple repetition in ontogenesis of the main stages of phylogenetic development.

Theories that appeared later proved that such a rigid connection does not exist and development can accelerate or slow down depending on the social situation. And some stages may disappear altogether. Thus, the process of development is non-linear and depends on the social environment, on the environment and upbringing of the child. Many scientists have come to the conclusion that the logic of the formation of the psyche, its self-deployment, is the same in the development of the human race and the development of an individual.

In addition to these principles, developmental psychology and developmental psychology relies on such principles as:

Unity of consciousness and activity. The principle of the unity of consciousness and activity states that consciousness and activity are in continuous unity. Consciousness forms the inner plan of human activity. If we put the principle of the unity of consciousness and activity as a basis, then we can trace the development of a number of branches of psychology that study specific types of human activity. In developmental and differential psychology, three groups of tasks are solved: research, diagnostic, and correctional.

Research tasks consider the object of science at different levels: Consideration of the problems of the age dynamics of individual aspects of the psyche (psychophysiological functions, processes, properties), as well as their relationships throughout the entire life cycle of a person, belongs to a more specific level. Research tasks of developmental and differential psychology are aimed at a more complete and deeper understanding of the object and subject of science.



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**Difficulties in organizing the education and upbringing of visually impaired children of preschool age.**

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**Abstract:** Blindness and low vision from the point of view of special pedagogy is a category of psychophysical disorders, manifested in the limitation of visual perception or its absence, which affects the entire process of formation and development of personality. In persons with visual impairments arise specific features of activity, communication and psychophysical development.

**Key words:** Tiflopedagogy, upbringing, training, development, formation, socialization, preschool education, sources of preschool pedagogy, subject of preschool pedagogy, object of preschool pedagogy.

Typhlopedagogy (from Greek typhlos - blind) - the science of education and education of persons with visual impairments. Depending on the degree of visual impairment, they are divided into blind and visually impaired. Blindness and low vision from the point of view of special pedagogy is a category of psychophysical disorders, manifested in the limitation of visual perception or its absence, which affects the entire process of formation and development of personality. In persons with visual impairments arise specific features of activity, communication and psychophysical development. They are manifested in the lag, violation and originality of the development of motor activity, spatial orientation, the formation of ideas and concepts, in the methods of subject-practical activity, in the features of the emotional-volitional sphere, social communication, integration into society, adaptation to work. Blind (blind) - a subcategory of persons with visual impairments, in which are completely absent visual sensations, there is

light perception or residual vision (up to 0.04 on a better seeing eye with corrective glasses), as well as faces with progressive pain and narrowing of the visual field (up to 10-15°) with visual acuity up to 0.08.

According to the degree of visual impairment, persons with absolute

(total) blindness in both eyes, in which visual perception is completely lost, and persons who are practically blind, in which have light perception or residual vision, allowing you to perceive light, color, contours (silhouettes) of objects. Visually impaired - a subcategory of persons with visual impairments, having a visual acuity of 0.05 to 0.2 in the better seeing eye with correction with ordinary glasses. In addition to reduced visual acuity visually impaired may have deviations in the state of other visual functions (color and light perception, peripheral and binocular vision).

Tiflopedagogy is a part of special pedagogy. How section of special pedagogy, it develops on the basis of the principles of humanistic education and taking into account the originality of development children and adults with visual impairments. The task of typhlopedagogy as a science is the development of the following main problems: psychological, pedagogical and clinical study of vision and anomalies mental and physical development in these disorders; way and

conditions for compensation, correction and restoration of disturbed and

underdeveloped functions in blindness and low vision; study of the conditions for the formation and comprehensive development of personality under different

forms of visual impairment. An important place is occupied by: the development of content, methods and organization of teaching the basics of science, polytechnic, labor and vocational training the blind and visually impaired; determination of the types and structure of special institutions for their training and education; development of scientific foundations for the construction of curricula, programs, textbooks, private methods. Much attention is paid to the creation of special

technical means that contribute to the expansion of the cognitive capabilities of persons with visual impairments, increase the effectiveness of their education and preparation for work in modern society; development of a system of hygienic measures for the protection and development of defective vision, illumination standards, visual load mode, etc.); designing special buildings for education, upbringing and labor training. Deaf pedagogy (from lat. surdus - deaf) - an integral part special pedagogy, which is a system of scientific knowledge about the education of persons with hearing impairments. The normal function of the auditory analyzer has a special importance for the overall development of the child.

The state of hearing has a decisive influence on his speech and psychological development. With violations of the auditory analyzer, speech suffers first of all and to the greatest extent, and there is a general underdevelopment of cognitive activity. The primary defect of the analyzer gives rise to secondary deviations in development, which, in turn, cause other deviations. Interaction of various manifestations of a hearing impairment third, fourth, etc. order more and more distort and impoverish the structure of the development of the cognitive activity of a deaf child. Both domestic and foreign statistics show that that the number of children with no or reduced organ function hearing is constantly increasing. The percentage of persons with impaired hearing in the population group after fifty years is increasing. Conducted mass studies of hearing in various countries have shown that approximately 4 -6% of the total population of the globe have hearing impairment to a degree that makes social communication difficult.

At the same time, about 2% of the population has bilateral significantly severe hearing loss and perceives colloquial speech in distance less than 3 m, and up to 4% suffer from severe unilateral hearing loss. In the education system, the number of children with along with hearing loss and other developmental disabilities. In this regard, the need for the existence and development of the scientific and pedagogical field, the subject of which is theory and the practice of educating people with hearing disabilities is evident.

The tasks of deaf pedagogy are: pedagogical study of persons with hearing impairments and the patterns of mastering their education, depending on the individual characteristics and characteristics of hearing impairment and

speech; development, scientific justification and practical implementation

special education for different categories of people with hearing impairment;

development of scientific foundations for the content of education, didactics and special methods of teaching people with hearing impairments; development of various subsystems of special education persons with impaired hearing, special educational technologies for the development of residual hearing, teaching sign, Russian (native) language, oral speech, pedagogical rehabilitation in the postoperative period (with cochlear implantation), etc.; improvement of technical means of correction and compensation of violations of the auditory analyzer;

improvement of the system of pedagogical work aimed at social adaptation and socio-professional rehabilitation of persons with hearing impairment; interaction and cooperation with general pedagogy for the dissemination of special pedagogical knowledge, the development of integration ideas and their implementation. Medical studies of the causes of hearing impairment indicate infectious diseases, toxic lesions, vascular disorders, mechanical, acoustic or contusion injuries, etc. For its reason, hearing loss and deafness are divided into hereditary, congenital and acquired. Hearing loss results from diseases that affect outer, middle or inner ear, auditory nerve. In list causes a significant place is occupied by the consequences of acute inflammation of the middle ear. Persistent hearing loss often occurs in as a result of inflammatory and non-inflammatory diseases of the nose and nasopharynx (chronic runny nose, adenoid growths and

etc.) and the obstruction of the Eustachian tube associated with these diseases. These diseases most seriously affect hearing when they occur at an early age.

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With meningitis, hearing impairment occurs due to damage to the sound-perceiving apparatus, with other childhood infections, auditory function may suffer both as a result of damage to the middle ear and as a result of a disease of the nervous perceiving apparatus. Sound-receiving disease apparatus leads, as a rule, to more severe impairment of auditory function than diseases of the middle and outer ear. Among the relatively rare causes of violation hearing can be attributed to the defeat of the central parts of the auditory analyzer resulting from damage or diseases of the brain (encephalitis, traumatic brain injury, hemorrhage, swelling). With such lesions, there is either a slight decrease in hearing, or the so-called cortical deafness, when the ability to analyze, synthesize, and, therefore, understand what a person hears is lost. Specialists draw attention to the pronounced dependence of the prevalence and causes of various types of hearing loss on the belonging of children to a particular age group. So, if in the first year of life hereditary and congenital nature of deafness or hearing loss, then in the future the role of acquired hearing loss factors increases.

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**General questions of the module of special pedagogy: categories of children in need of special support.**

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**Abstract:** There was a need to clearly define the place of defectology in the system of sciences, namely in the structure of pedagogy. Development of contacts with the world scientific community and foreign pedagogical practice since the beginning of the 90s. clearly showed "diagnostic" in the context of the humanistic paradigm.

**Key words:** upbringing, training, development, formation, socialization, preschool education, sources of preschool pedagogy, subject of preschool pedagogy, object of preschool pedagogy.

Special pedagogy is the theory and practice of special (special) education of persons with disabilities in physical and mental development, for whom education in ordinary pedagogical conditions, determined by the existing culture, help of general pedagogical methods and means, it is difficult or impossible.

In international pedagogical theory and practice, the concepts of "special pedagogy" and "special education" are generally accepted: in English - Special education, in in French - education speciale, in Spanish - pedagogia especial, education especial, in German - Sonderpädagogik. The name "special pedagogy" is used as a generally understood international pedagogical term, as it is consistent with the modern humanistic guidelines of the world education systems: correctness, absence of a degrading label.

The English root of the name is special (special, individual) emphasizes personal orientation this area of pedagogy, its ability to solve complex individual educational problems of a particular person. Unlike European countries, in the United States the concept of special education covers the problems of education of all children who differ from the generally accepted norm, including gifted ones.

However most specialists (including specialists from Western Europe) understands special pedagogy, special education only the sphere of education of persons weighed down by themes or other violation, lack of psychophysical development. Indeed, the pedagogy of gifted children is a rather narrow area of pedagogy, designed for pedagogical assistance. a certain category of children only for a limited period. AT In the future, the problem of a gifted child develops into the problem of the formation of the personality of a professional, master, scientist and etc. Special Pedagogy covers the entire life cycle a person with a disability, which the range of educational problems is immeasurably wider than in a gifted person.

Since special pedagogy is an integral part of pedagogy, it uses the majority of general pedagogical terms. At the same time, special pedagogy has its own conceptual apparatus, its own terminology, which reflect its specificity as a scientific discipline. The range of concepts and, accordingly, the terms of special pedagogy is wide. There is a group of concepts denoting those to whom special pedagogy is addressed; conceptual the apparatus of its goals and objectives, principles, methods, means and organization of the process of special education, the system of special educational technologies. The body of knowledge of special pedagogy was formed and accumulated in a long process of development of the practice of teaching and educating children with various physical or mental deficiencies.

Initially, in the absence of their own pedagogical terminology, the generally accepted medical terminology was used, denoting pathological anatomical and physiological differences between persons with developmental disabilities from other people. Accordingly, the starting point in the

construction conceptual apparatus of special pedagogy and pedagogical approaches to children with disabilities have become etiology and symptoms.

Gradually accumulated knowledge was consolidated in specific language forms reflections - scientific concepts borrowed in medicine: "diagnosis", "correction", "anomaly", "defect", "demented", "deaf-mute", "deaf", "blind", etc. With the development of psychology, special pedagogy comes psychological concepts and terms, which are also often are essentially "diagnostic", for example "children with temporary mental retardation (TDA)".

In the absence of proper pedagogical names for this or that pedagogical phenomenon medical and psychological terms took root in the conceptual field of special pedagogy; lost for teachers their diagnostic, negative meaning in the sociocultural context. The set of concepts of special pedagogy as a system of scientific knowledge, organizing the existing knowledge, is a mobile, developing system. Pedagogical reality each historical period, each era added its own concepts, influenced by the development of other sciences (medicine, philosophy, cultural studies, psychology, sociology, etc.). This process was not smooth, not always a new stage in the development of special pedagogy coincided with the timely clarification and enrichment of its terminology, although some terms and designations over time ceased to reflect the totality of scientific and practical knowledge of this area of pedagogy. As the history of the development of science shows, conceptual and terminological problems become especially acute during periods of formation or "revolutionary" development. It is at this time that there is a huge need to achieve the purity and accuracy of the scientific language.

The development of scientific knowledge during a certain historical period often leads to the fact that new knowledge is found in the shell of old concepts adapted to explain only past experience. Such a shell may be too narrow to include a new experience. Change or shift of methodological attitudes, change of scientific concepts increase the ambiguity and uncertainty of the interpretation of scientific concepts, sometimes the correctness in handling terms disappears.

Currently, pedagogical terminology in the field special education is going through just such a period: it has a place of indiscriminate use of terms from related fields of knowledge (psychology, medicine, other sciences), as well as terms which no longer fully reflect the essence of the designated objects and phenomena.

Many of the branches of knowledge related to special pedagogy (medicine, psychology, pedagogy, jurisprudence, social defense, etc.) today have their own well-established conceptual and terminological apparatus, which is used in communication between are specialists in this subject area (for example, doctors, psychologists, school administrators). It is known that each scientific field is the same object or the phenomenon denotes by its term.

The transfer of the term of one scientific sphere into the terminological apparatus of another (into a special pedagogy, for example) to refer to the same object often leads to the fact that in the context of a different subject area this term loses its informational, essential meaning in relation to the scientific field in which it is transferred. For example, three specialists from different subject areas can characterize the same child in different ways, and this characteristic will be satisfactory only within the framework of of your area.

The clinician will say, for example, that the child has "minimal brain dysfunction"; the psychologist will designate the child's condition as "mental retardation"; the teacher will characterize such a child as "having learning difficulties"; school the administrator will call him "lagging behind", "underachieving". If a the clinician will use the following terms when making a diagnosis: "a child with learning difficulties", "lagging behind", then in order to build possible medical care for such a child, such the diagnosis will not make sense: the medical context has disappeared from it. Likewise, a teacher, calling a child a "student with mental retardation" ("defective", "abnormal", "sick"), uses someone else's (and alien for special pedagogy) professional terminology. Not knowing a

professional language, he does not express his pedagogical subject area in this name, and therefore, the designations he uses are not suitable for determining the nature of pedagogical assistance.

Specialists are now conducting a scientific analysis of the conceptual and terminological heritage that special pedagogy has. They determine the correspondence of the conceptual and terminological apparatus of special pedagogy to the modern conceptual foundations on which this branch of pedagogy

knowledge will develop in the 21st century; are looking for ways to overcome the existing barrier between the domestic conceptual language and the conceptual language of the world pedagogical community, taking into account the fact of Russia's inclusion in international integration processes in the field of education; are working to streamline conceptual and terminological dictionary of special pedagogy.

The path to streamlining the conceptual and terminological apparatus special pedagogy lies through the comprehension of the fact that: a number of concepts used are gradually ceasing to accommodate the new experience inevitably accumulated with the development of a special pedagogy gogics and related branches of knowledge, a change of terms is required based on discussion and agreement in the scientific community; new facts and phenomena can come into special pedagogy with the designations that they have already received in other branches of knowledge related to special pedagogy;

the task of special pedagogy in this case is to find their own pedagogical terms that would reflect the specific educational essence of this object or phenomena;

In this regard, one can speak of the objective existence parallel terminology in special pedagogy and related with her subject areas (see, for example, the above characteristics of the same child, given by specialists different subject areas);

the use of a particular term must be problem-subject context (i.e., to which subject this problem relates to medicine, special pedagogy, special psychology, law, social assistance, etc.).

The last decade in the development of special pedagogy passes under the sign of revision of the title name of this pedagogical branch. For seventy years in our country, the term "defectology" was used for this as the title name of the theoretical and practical field of special education for people with developmental disabilities.

Parallel to the term "defectology" and to a greater extent in relation to science has also used two closely related terms "special pedagogy" and "special psychology". The appearance and consolidation of the term "defectology" was due to certain events in the history of pedagogy. Formation and scientific design of domestic defectology fell on that historical period when general pedagogy experienced a rapid development of pedology.

Entering the structure of pedagogical knowledge and pedagogical practice, Soviet defectology could not but be influenced by this process. Today, the merit of pedology is seen in the fact that it has enriched pedagogy with a systematic vision of the developing personality of the child, providing for the need for a comprehensive study of a growing person in the physiological, psychological and social aspects and taking into account these features in the pedagogical process. These conceptual foundations were also laid in the foundation emerging scientific and practical branch - defectology.

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**THE MAIN PROVISIONS OF THE SPECIAL-MOTOR  
TRAINING IN GYMNASTICS**

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lecturer at the Department of  
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**Annotation.** In this article, gymnasts striving for the highest sports achievements at all stages of training should master only those elements and technical parts of movements that can and should be used for a long time, and information is highlighted for longer technical training.

**Key words:** physical development, physical fitness, abilities, flexibility.

Artistic gymnastics, according to the definition of leading theoreticians and practitioners of sports with complex coordination of movements, namely, is the most striking and material-rich - variety of "technical and aesthetic" sports, the subject of which is the art of owning one's own body. The first of the defining features of all such sports is the artificial nature of movements (in contrast to natural locomotions - walking, running, jumping, everyday, working movements, etc.). Makes gymnastics (as well as acrobatics, rhythmic gymnastics, diving, trampolining, figure skating, freestyle jumping, etc.) not only different from other sports, but and in many other ways determines the specifics of training athletes, especially if they are focused on long-term improvement and high achievements.

The second, no less important feature of technical and aesthetic sports, and in particular, artistic gymnastics is a huge abundance of structurally diverse and infinitely different in complexity and difficulty movements. In this regard, the entire long-term process of preparing a highly qualified gymnast (gymnast) is a continuous work on mastering and improving new, as a rule, increasingly complex exercises. As soon as this process - in application to a particular athlete - stops, the - progression of the gymnast also stops, and the decline of his sports career begins [1,2,3,4,5,6,7,8,9,10,11,12,13,14,15].

At the same time, according to, one, even the most talented athlete, is not able to master all the huge potential gymnastic material. Thus, an extra-class gymnast in his entire sports career is able to satisfactorily master no more than 200-300 elements that require training. Meanwhile, studies show that at least 2000 elements (from group A and above) are fundamentally feasible only on the crossbar and bars of different heights. In general, in all types of men's and women's all-around events, it is possible to perform at least 12-15 thousand exercises of the modern type, including elements that have not been performed by anyone before, but biomechanically quite real [16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31,32].

The above means that in the process of training promising athletes, specialists and coaches must be able to confidently, professionally and accurately select the working material of special technical training, presenting a number of requirements to it.

The main ones are:

At all stages of training, gymnasts oriented towards the highest possible sports achievements should master and further improve the performance of *those and only those* elements and technical components of movements that can and should be used for a long time (practically - the entire sports career), becoming *the basic basis for* long-term technical training. Accordingly, "weedy" elements should be decisively eliminated from the *training* program for gymnasts, which include not only those exercises that turn out to be useless in the future (and thus divert the athlete's working resources), but especially those, which may be further *harmful* in terms of negative motor skill transfer [33,34,35,36,37,38,39,40,41,42,43,44,45,46,47,48,49,50,51,52,53,54,55].

Primary attention should be paid to the *timely and high-quality mastering of basic exercises, which* are key in relation to the perspective improvement of the gymnast. A special role is played by the mastering of basic exercises, which are the core of entire families of structurally related exercises, i.e. *profiling exercises*. \_

Mastering the basic exercises involves a thorough study of training and competitive exercises of all levels of complexity. It:

- "school" - elementary skills related to the basic basics of technique and performance style in all types of all-around events, and, in particular, in floor exercises, balance beam combinations, with a sufficiently high level of choreographic training;

- profiling elements - holistic basic movements representing families of structurally and technically related exercises and the most effective in terms of positive transfer of skill to other exercises of this family

At the same time, as it is rightly believed, the concepts of “basic” and “profiling” exercises should be distinguished. In their unanimous opinion, any profiling exercise is basic, while not every basic element is profiling. So, a high level of mastery of somersaults, straightening up on the crossbar (profiling "blanche") opens the way to the successful development of a number of structurally related movements, the number of which is in the dozens - somersaults with turns, double, combined somersaults and others. At the same time, a well-mastered acrobatic back flip is the most important basic, but not a profiling skill, because it is, in fact, unique, since the “flyak family”, which is of interest in terms of basic training of gymnasts, acrobats, does not actually exist [56,57,58,59,60,61,62,63,64,65,66,67,68,69,70,71,72,73,74,75,76,77].

Improving complex basic skills, according to especially profiling, requires the fulfillment of not only the formal conditions of learning, but also special, including parametric conditions associated with the speed of movement, altitude or flight range, the number successful control repetitions, the ability to perform an exercise in various connections, in different physical conditions and, most importantly, with the ability to consciously *vary the movement* according to parametric and structural features, which is the basis for *the reliability of performance* and a guarantee of maintaining the plasticity of the skill necessary for its improvement, modernization, etc. In other words, the basic skill is not only what should be mastered, but also how the given exercise should be performed [78,79,80,81,82,83,84,85,86,87,88,89,90,91,92,93,94,95].

Improving and maintaining the skills of performing basic exercises should include *regular repetition and reinforcement* of not only those basic elements that correspond to the level of the current fitness (qualification) of the gymnast, but also previously mastered elements of relatively low difficulty that retain their basic value. Thus, a gymnast who has reached the level of introducing a triple somersault into a free program should regularly resume, “refresh” in training the skill of performing simpler, but *basic* somersaults - a double (in a semi-tuck, etc.) and even a single - somersault straightening up.

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**INFORMATIONAL AND ORGANIZATIONAL AND LEGAL BASIS FOR PROTECTING  
YOUNG PEOPLE FROM DESTRUCTIVE IDEAS**

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***Abstract:** In this article, information in the world is of great importance in inter-national and inter-state relations.*

***Key words:** violence, terrorism , student, internet, press.*

5 of 2018 of the Cabinet of Ministers of the Republic of Uzbekistan The decision No. 707 of September "On measures to further improve information security on the World Wide Web" prohibits the following:

– Calling for forceful changes to the existing constitutional system and territorial integrity of the Republic of Uzbekistan;

– promoting war, violence and terrorism, as well as religious extremism, separatism and fundamentalism;

– disclosure of information that is a state secret or other secret protected by law;

– dissemination of information inciting national, racial, ethnic or religious enmity, as well as harming the honor and dignity of citizens or business reputation, allowing interference in their private life;

– promotion of narcotic drugs, psychotropic substances and precursors;

– cases such as promoting pornography.

In the globalizing world, information is of great importance in inter-national and inter-state relations. That is, it can appear as both a positive and a negative force in the life of the world community. In this sense, countries with great opportunities in the technical and technological sphere will have favorable conditions. Because of this advantage, they can and are promoting values, viewpoints, ideas, and opinions that are in line with their personal interests. Accordingly, anti-globalization movements are emerging in many countries, which refuse to create a single global harmonized information space. At this point, it is worth noting that the anti-globalization movement itself is increasingly becoming a global movement [1,2,3,4,5,6,7,8,9,10,11,12,13].

As the first President of the Republic of Uzbekistan, I.A. Karimov, said: "Our people are open-minded, simple and trusting, they trust what is printed in the press, what is said on television and radio. The information centers that are working against us from the outside are also trying to take advantage of this"

As a result of the rapid development of information and communication technologies, while the processes of globalization are taking place among different nations and peoples of the world, the whole of humanity, including our nation, lives on the basis of various ideological threats that can negatively affect the spirituality of our people [14,15,16,17,18,19,20,21,22,23,24].

There is a great meaning behind every opinion that is said about the extent to which the Internet affects the minds of students who are always interested in news and various information. Some vandals, who are well aware of students' interest in the Internet , use it very skillfully and are escalating the "information attack". "At the end of the 20th century and the beginning of the 21st century, the globalization processes taking place at the world level at the present time created



unprecedented opportunities for the development of all mankind, all peoples and nations of the earth, especially for the young generation coming into life. First of all, today we all witness that the advanced achievements of science and technology, modern information and communication technologies, in particular, the Internet system, open the borders between different countries and regions, and make a great contribution to the development of mutual cooperation and integration, said Islam, the first President of the Republic of Uzbekistan. Karimov. But it cannot be ignored that "such achievements, which are a high and bright manifestation of human thinking, are used as an ideological weapon in the implementation of malicious intentions of some political forces with great power and financial opportunities. Today, it is becoming extremely important to understand the true essence of such attempts to derail the consciousness and spiritual world of people, first of all, the youth, their long-lasting, negative consequences, and prevention of such dangers [25,26,27,28,29,30,31,32,33,34,35,36,37]."

At this point, President Sh. Mirziyoyev said, "Today, I don't sleep at night, thinking that young people are wasting their lives by falling for fake deceptions. After all, only yesterday these young people were our neighbors, our neighbors, our sons, our daughters or nieces! When did they go astray, when did they go astray? Why are we oblivious? When and where did we make a mistake? When did our children fall into the hands of strangers? What the hell happened, they became enemies of their parents and their country?" - calls us all to think deeply.

As the information attack is primarily aimed at young people, it is necessary to sharply eliminate the factors that form negative political views of this attack from a pedagogical and psychological point of view [38,39,40,41,42,43,44,45,46,47,48, 49,50,51,52,53,54,55,56,57,58,59,60,61].

It requires knowing the nature of the motives of political processes and the political education of a person, the formation and development of immunity against information attacks, and active influence on them. That is why our country is paying great attention to directing the political and social activity of young people, forming their political, legal and ideological consciousness.

An information attack is a beneficial information effect on the mind of a person and society, aimed at changing its behavior or stabilizing it. The sources of information attacks are diverse. Mass media, the Internet, non-governmental non-profit organizations, public organizations, foundations, ordinary books, films, sculptures, paintings, etc., can also appear as their subjects. Information attack object and this is it an individual or social group, state. Today modern in the world society of the fields improvement of people's intellectual level increase information attack mechanisms improvement too demand is enough Because this certain society over rule of installation comfortable and efficient method that is considered. Own in turn information safety issue becoming relevant is going on, political, social institutions by of citizens spiritual the world to strengthen attention to strengthen reason is happening Information attack appearances being diverse \_ therefore, their each one learning and potential analysis reach and meanwhile \_ to them against immunity formation it is necessary [62,63,64,65,67,68,69,70,71,72,73, 74,75,76,77,78,79,80,81,82,83,84, 85,86,87,88,89,90,91,92,93,94,95].

This kind of threats of a person social mind wrong formation and thus \_ to himself have didn't happen the crowd content to find looks \_ Information ta hd ids information attack as too interpretation will be done and person himself wanted in the style of forms and problems to the vortex throws \_ As a result of citizens social consciousness poisoned in society social illness to the body will come.

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**METHODOLOGICAL FOUNDATIONS OF THE DEVELOPMENT OF HUMAN PHYSICAL QUALITIES**

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**Abstract.** In this article, the movement skills being taught are close to each other in terms of the amplitude and nature of the exercises, and information on the use of movement games that are close to or suitable for the movement technique being taught in this regard.

**Key words:** technique , is many preparation , preparation pressure , training , speed - strength , maximum and near-maximum speed.

Physical education and sports are related to the laws of change of physical qualities, functional and psychological capabilities in the ontogenetic development of human physical development.

The process of developing physical qualities is a priority and integral part of the training system of various qualified athletes. Many studies show that the effectiveness of development of these qualities determines the speed of acquisition of motor skills.

In recent years, special attention has been paid to the issue of increasing the complexity of the elements or developing and improving the physical qualities of athletes [1,2,3,4,5,6,7,8,9,10,11,12,13].

Physical to exercises initial to teach in the process children's coaches mostly cases to problems face coming observed stands \_ Including even \_ the most to the simple element technique in teaching certain physical of adjectives development level is relied upon. But often of these qualities development level of gymnastic elements that are effective mastery enable does not give So in the situation usually two in the direction organize to be done special from training use recommendation will be done . This type of training from directions one this movement ability formation , the second movement skills education \_ Note done tasks separately independent and together solution reach from possible strictly nazir, according to physical too one on the way development necessary will be Modern exercises efficient assimilation priority in terms of economized physical preparation depends. Physical preparation common and special physical adjectives development includes [14,15,16,17,18,19,20,21,22,23,24].

Specialist scientists to his opinion according to initial preparation stage engaged in in students at this age comfortable passing physical qualities, including speed, strength, agility, agility and separately coordination adjectives to develop it is necessary

This physical adjectives in development their which to one superiority with approach in the matter of specialists opinion different. A group specialists qualities of speed, quickness - strength and coordination ability accent to give that it is necessary they emphasize. They are like that superiority of these qualities to be given to the age characteristics of children proportionate the fact that with they explain. Other one group scientists physical adjectives between organic dependence attention received without this age in children all adjectives equal to development importance attention they look

With that one in line students physical of preparation main physical qualities different direction, including physical \_ to the elements suitable in the direction learning according to held studies free no the fact that observed.

Strength and quickness - strength qualities education \_ Modern sports training quality of power in practice incomparable important has \_

Sportsman how movement if he does , this action efficiency with power depends. In addition, the force is technical and tactical psychological preparation in the process main factor being service does \_ Strength training of students with complicated physical elements appropriation between organic connection presence confession done[25,26,27,28,29,30,31,32,33,34,35,36,37,38,39,40,41,42,43,44,45,46,47,48,49,50].

Some researchers bring up more difficult has been relative technical results of force positive effect that it will those who identified

Note done from the data apparently qualities of strength to develop directed exercises classified way children and teenagers in training full shed apply can. With that one in line considerate place is 6-9 years old athletes son qualities of strength in children which in the direction development necessity enough level proof not done

The majority scientists speed - strength skills learning as a result their intense growth from 9-10 years starting from 13-14 years old continue is enough said to the conclusion came.

School in their students agility strength skills certain movement qualifications execution in reaching maximum muscle of strength short time between manifestation to be with explained [51,52,53,54,55,56,57,58,59,60,61,[62,63,64,65,67,68,69,70,71,72,73].

Physical preparation formation within promptness quality development separately important has \_ Because exactly movement quickness with only in athletes in top sports too own expression finds \_ According to a number of experts, the most favorable period for developing the quality of speed is 9-13 years old. It is known that one of the effective means of developing movement speed is running. Offers a 20- to 60-meter sprint to develop maximal and near-maximal speed. Some researchers have come to the conclusion that running at maximum speed does not always have a positive effect on children's bodies.

Many experts said that it is desirable that the speed exercises should be similar in terms of their amplitude and nature to the movement skills being taught. According to them, it is possible to use games with movements that are close to or suitable for the movement techniques being taught in this regard.

The quality of endurance is also considered very important in the preparation of students [74,75,76,77,78,79,80,81,82,83,84,85,86,87,88,89,90,91,92,93,94,95,96].

In recent years, due to the growing age of the athlete, static elements in free physical combinations are losing their place.

According to S.R. Uraimov's point of view, the disappearance of such elements or the fact that athletes do not have the skills to skillfully perform static elements is explained by their physical immaturity. Experience shows that trainers, in most cases, start training in static exercises during the training period of a candidate for master of sports program. But as mentioned, it is necessary to pay attention to strength training, including static strength exercises, from childhood. According to these expert scientists, childhood athletes can successfully master complex static elements.

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FORMS OF ORGANIZING AND HOLDING CLASSES.

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**Abstract.** The peculiarity of the sports training in this article is that the content of some trainings contains information on the tools of some section of general physical training.

**Key words:** physical training, educational training, complex training, independent training, industrial gymnastics.

Group training sessions are the basis of all educational work on physical education. A wide range of tasks are solved in training sessions: special knowledge is imparted, students' physical abilities are determined and improved, a sense of love for physical education and sports is instilled, movement skills are formed.

The successful application of all forms of physical education depends on the quality of group training. Here, it is necessary to develop the method of training, taking into account its connection with other forms of organization of physical education. Forms of organization of physical education are training sessions held according to the schedule of the school day, independent training on the teacher's assignment and production gymnastics (introductory gymnastics and physical education breaks). Additional classes can be organized under the guidance of a teacher for students with free physical training [1,2,3,4,5,6,7,8,9,10,11,12,13].

Educational activities can be complex, specific to types, special according to their pedagogical direction.

The best form of training in general physical training is complex training, the unique feature of which is the comprehensive use of physical education tools provided in the program. The purpose of conducting complex training is to ensure that physical training tools have a comprehensive effect on the body in each training, to form and develop various movement skills and competencies according to its characteristics, to prepare the body of students to successfully fulfill the requirements of the program in the next cycle of training. The integration of the program material is carried out according to the signs of "positive transfer" of movement skills and movement qualities.

The peculiarity of training in sports is that the content of some training is limited to the means of a single section of general physical training (athletics, gymnastics, swimming, etc.), the sequence of training in these types depends on the season or sports facilities (playground, swimming pool). ) are determined by the periods allocated for use. From the point of view of solving the tasks of general physical training and wellness, training in sports is relatively less effective, because with the means of one type (department) of the program, it is impossible to provide the necessary training for students to successfully pass the requirements of the program [14,15,16,17,18,19,20,21,22,23,24].

Separate training by types is justified in cases where it is impossible or inappropriate to integrate several types in one lesson according to organizational (training in the pool) or methodical (negative "migration" of movement skills or physical qualities) characteristics.

Independent training on the assignment of the teacher is an important addition to mandatory training, includes studying theoretical issues based on literature sources, creating hygienic and

industrial gymnastics complexes, performing special exercises aimed at eliminating existing deficiencies in physical development or physical training.

Independent training according to the teacher's assignment has great educational value, helps to incorporate physical education and daily life of students.

One of the mandatory forms of physical education is a tourist trip. A tourist trip can be planned during "health days" or during non-study hours. In the process of tourist trips, practical movement skills, skills and physical qualities are formed in travel conditions

Industrial gymnastics solves general fitness and practical tasks in the order of the training day [25,26,27,28,29,30,31,32,33,34,35,36,37,38,39,40,41,42,43,44,45,46,47,48].

Forms of extracurricular physical education are organized by physical education teams and students themselves on the basis of volunteering. It includes such activities as physical training, fitness running, sightseeing, excursions, training in sports sections. They are aimed at providing healthy and cultural recreation, meeting the needs of students for sports and helping their physical development.

Physical education has its own characteristics compared to other pedagogical disciplines, which imposes special requirements on physical education classes.

The correct organization of the educational process requires that the gender, state of health and physical fitness of students be the same. These requirements must be taken into account when grouping.

One of the most important issues of physical education methodology is to determine the structure of training. Pedagogical, psychological and physiological laws should be taken into account when organizing classes [49,50,51,52,53,54,55,56,57,58,59,60,61].

Taking into account pedagogical and psychological laws implies the following:

- orderly start of training sessions;
- comfortable situation, working mood and desire to do physical exercises;
- to have a clear idea about the goals and tasks of the upcoming training;
- establishing the necessary connections in the content of previous and current trainings;
- compliance with the principles of education and training methods;
- those who are engaged in d a to complete the lesson by increasing the desire to engage in physical exercises.

Physiological laws are also important: reaction of the organism to physical load, development of working capacity during training (pre- start condition, workability, stable condition). In accordance with them, to prepare the body 's organs and systems for upcoming activities ; alternating work and rest, gradually increasing the physical load, taking into account the level of functional fitness of the body ; After the training, the body is relatively calm status to to bring creating favorable conditions for transition to other activities [62,63,64,65,67,68,69,70,71,72,73].

Taking into account the pedagogical, psychological, and physiological laws, the general structure of physical exercise was developed and it includes preparatory, main, and final parts, which differ from each other by their pedagogical tasks.

Pedagogical tasks of the preparatory part include: announcement of organizational minutes and lesson tasks, preparation of movement apparatus, cardiovascular and respiratory systems for future physical loads.

Pedagogical tasks of the main part: formation of the necessary movement skills and competencies, imparting knowledge related to the field of physical education; education of physical, mental and other qualities.

In the final part: to complete the training in an organized manner, to make a conclusion, to strengthen the desire for the next training, to give a task for independent training in free time [74,75,76,77,78,79,80,81,82,83,84,85,86,87,88,89,90,91,92,93,94,95].

In theory, there are very convincing opinions about the need to conduct independent training, but they are It can be effective if the teacher is able to monitor individual training based on control data. First, it is necessary to assess the comprehensive readiness of the student, and then scientifically based tools are used, and then again, the model is compared to the specifications, and the necessary adjustments are made to the preparation process.

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**DUE TO ANTHROPOGENIC CHANGES IN THE ECOLOGICAL CONDITIONS, THE NEGATIVITY THAT OCCURS IN THE AEROBIC CAPACITY OF STUDENTS.**

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**Annotation:** In Vodil and Kuvasoi, the physical and work abilities, maximum breathing with oxygen, and heart activity of students with different environmental conditions were studied. It was found that the ability of a boy living in anthropogenic conditions is lower, pupil fatigue is in Kuvasoi.

**Key words:** School, Fergana, Kuvasoy, Vodil, Cycle ergometer, Student, Ecological.

Teaching the issue of adaptation of the organism to the increase in intensity of mental and physical work of schoolchildren, improving the daily routine for schoolchildren, clearly defining the mental and physical work capacities or volumes that are acceptable for them depending on the biological age and gender of the students, at the same time, 6-8 hours of classes for students gives an opportunity to find measures not to harm health. The issues of whether school lessons are appropriate for the age of students, adaptation of the body to lessons, the state of hypodynamia during the study shift, the level of difficulty of lessons and other educational and pedagogical activities on the physiological state of the body and its working capacity have not been sufficiently studied [1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24].

Our observation work is devoted to the research of changes in the physical and mental abilities of schoolchildren living in Fergana, Kuvasoy and Vodil, the functions of the cardio-respiratory systems that support them, and the aerobic capacity of the body due to hypodynamia associated with classes in the morning shift and fatigue that gradually develops during classes. Observations are conducted on boys (166) and girls (172) studying in 3rd, 8th and 11th grades. The physical performance of students and the functions of the cardiovascular and respiratory systems that provide it, maximum oxygen intake, attention indicators are determined at 8:00 a.m. before the beginning of the lessons and at 2:00 p.m. after the end of the lessons.

Pupils' physical activity is determined by means of the PWC<sub>170</sub> test, and their attention is determined by the correction table. Appropriate complex methods are used to monitor hemodynamic changes occurring in the body (Korotkov, 1905; Khikem, 1948; Starr, 1954).

Observations of schoolchildren show that the mental and physical performance of students decreases after the end of morning shift lessons. The reduction was 3.1 kgm/min/kg in 11th grade boys, 1.3 kgm/min/kg in girls, 2.4 kgm/min/kg in 8th graders, and 2.2 kgm in girls. /min/kg, 2.6 kgm/min/kg in 3rd grade children, and 3.3 kgm/min/kg in girls (Table 1) [25,26,27,28,29,30,31,32,33,34,35,36,37,38,39,40,41,42,43,44,45,46,47,48].

**Table 1. Changes in physical performance and maximal oxygen uptake of students of different classes after the completion of the training shift. n = 166**

Students	PWC <sub>170</sub> kgm/min Max O <sub>2</sub> intake, ml/min/kg				
	classes	Before classes	After classes	Before classes	After classes
Children	11	819	531	48,29	42.36
	8	547	543	57.52	52.60
	3	396	339	69.41	62.15
Girls	11	423	327	35.97	33.98



	8	360	279	48,51	43.72
	3	296	217	65.35	62.48

Observational evidence shows that the heart rate of students increases under the influence of maximal physical work performed on a bicycle ergometer. This increase is further increased after the end of the study shift. Changes will depend on the age and gender of the students. Differences in physical development of students living in Vodil and Kuvasoi are very small, but physical and mental performance of students living in Kuvasoi city is convincingly reduced [49,50,51,52,53,54,55,56,57,58,59,60,61,62,63,64,65,67,68,69,70,71,72,73].

After 10 minutes of exercise performed on a bicycle ergometer, systolic arterial pressure increased by 12-23%, and diastolic pressure decreased by 5-23%. In proportion to the increase in the power of the performed work, the increase in heart rate leads to an increase in the systolic minute of blood (Table 2). [2,3] These changes are not so much in children living in different conditions.

**Table 2. Changes in systolic and minute volumes of blood due to the effect of the work done after the end of the classes. n=166**

Students	Systolic volume, ml		Minute volume, ml		
	classes	Quiet until class	After classes	Quiet until class	After classes
Children	11	69.40	89.67	5620	13719
	8	65.89	83,88	5620	13719
	3	51.35	72.07	4652	11603
Girls	11	72.41	92,33	6227	12557
	8	66.01	78.09	5657	11011
	3	60,68	68,62	5787	10362

Changes in heart activity due to the physical work performed after morning shift classes depend on the child's age and gender. Thus, due to morning shift classes, hypodynamia and fatigue, both the physical and mental performance of the student decreases [74,75,76,77,78,79,80,81,82,83,84,85,86,87,88,89,90,91,92,93,94,95]. As a result, adaptation of the body to physical work occurs due to increased changes in cardio-respiratory functions. In order to eliminate the negativity that appeared during the lessons, a physical education lesson is needed. It is determined that a child living in relatively good environmental conditions has a high physical and mental capacity.

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**PEDAGOGICAL FEATURES OF THE DEVELOPMENT OF PHYSICAL ABILITIES OF YOUNG STUDENTS**

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**Abstract.** In this article, the works aimed at forming the skills and competencies of developing physical abilities of young students, the effectiveness of exercises are not only related to the organizational style of the pedagogical process, but also the information related to the individual characteristics of the students.

**Key words:** physical education, skills, exercises, practical skills, competence, physical abilities.

Answers to questionnaires were received in order to find out the opinions of physical education teachers about the use of exercises focused on military skills and qualifications.

16-19-year-old students used basic exercises, approachable and developmental exercises.

of the teachers reported that they do the basic exercises in lessons 1-3 and 4-6.

38% of teachers do pull-up exercises in 1-3 lessons. 47% in 4-6 lessons, 15% in 7-10 lessons, 58% of teachers in 1-3 lessons, 23% in 4-6 lessons, 19% in 7-10 lessons, 18% of teachers in 7-10 lessons. teachers in 1st grade, 12% in 4th-6th grade. 7% in 7-10 lessons, 32% of teachers used rope climbing exercises in 1-3 lessons, 27% in 4-6 lessons, 16% in 7-10 lessons, 12% of teachers in 1-3 lessons, 16% in 4-6 lessons, 6% commented on their deviation in 7-10 lessons [1,2,3,4,5,6,7,8,9,10,11,12,13].

36% of teachers do 60-meter running exercises in 1-3 lessons. 49% in 4-6 lessons, 15% in 7-10 lessons, 17% teachers in 1-3 lessons, 17% teachers in 4-6 lessons, 11% in 7-10 lessons, 34% teachers in 1-3 lessons, long jump exercises. 46% in 4-6 lessons, 17% in 7-10 lessons, 12% teachers in 1-3 lessons, 12% teachers in 4-6 lessons, 9% in 7-10 lessons, 41% teachers in 1-3 lessons, throwing exercises % of those who expressed an opinion that they pass in 4-6 lessons, 18% in 7-10 lessons.

24% of teachers teach cross-country running in lessons 1-3, 49% in lessons 4-6, 26% in lessons 7-10, 18% of teachers teach hurdles in lessons 1-3, 12% in lessons 4-6, 7% in lessons 7-10, 42% of teachers use 4x10 meter shuttle running exercises in lessons 1-3, 34% in lessons 4-6. 22% said that they will pass in 7-10 lessons.

From the answers given, it is clear that many teachers conduct basic exercises during lessons 1-3 and 4-6.

Basic exercises such as push-ups, barbell exercises, 100-meter run, high jump, and hurdles are not allowed in the gym. These exercises, which are basic, do not work well in this order. For the formation of movement skills and competence of students, exercises should be carried out during 8-12 sessions [14,15,16,17,18,19,20,21,22,23,24].

The skills acquired in the classes are essential. Different movement elements are analyzed by increasing the number of repetitions in the acquisition of movement activity.

It is clear from the given answers that teachers' answers about doing exercises are not scientifically based. If the exercises are performed effectively in each lesson, if the next number of lessons are repeated regularly with a certain interval, the learning of the exercises will be done quickly and a positive atmosphere will be created for it to be retained in the memory.

Any misappropriation of the conditions of performance of actions will lead to negative consequences. Long-term physical training between repetitions causes the elements created in the imagination to be forgotten.

developing military practical skills and related physical qualities of pre-draft students was developed and piloted at Angren Pedagogical College [25,26,27,28,29,30,31,32,33,34,35,36,37].

In the experiment, students' acquisition of practical military skills, skill-oriented exercises, growth dynamics of physical abilities were studied.

The formation of stable skills and competencies was taken into account when the exercises were conducted in 8-10 lessons.

In the standardization of exercises, it was approached on the basis of the following requirements: individual characteristics of students, functional readiness. attention was paid to the content and intensity of exercise.

Training in the control groups was conducted in a traditional manner based on the program of physical education lessons of the Republic of Uzbekistan I, II, III year. Twice-a-week physical education classes for technical school students do not allow for sufficient development and strengthening of military practical skills and qualifications of students, as well as physical abilities related to them. Therefore, extracurricular and independent activities were organized. At the end of the experiment, tests were taken from students to determine the effectiveness of exercises in different directions, and the results were determined [38,39,40,41,42,43,44,45,46,47,48].

*Efficiency of development of physical abilities.*

In our studies , the program developed for the development of practical military skills and qualifications for 16-19 -year-old students gave positive results.

The effectiveness of the experiment was determined using the final pedagogical tests.

The effectiveness of activities and exercises aimed at forming movement abilities, skills and qualifications depends not only on the organizational style of the pedagogical process, but also on the individual characteristics of students.

**Effectiveness of strength development**

1 6-19-year-old college students have performed exercises with small and large resistances in the development of strength skills.

Weight (resistance) limits	In one attempt recurrence number of possibilities	Severity (cardio-con narrowing of the vein number of beats/minute
The highest limit	1	190-200
Near the top (near the border)	2-3	180-190
Big	4-7	170-180
Medium size	8-12	160-170
Average	13-18	150-160
Small	19-25	140-150
Very small	Above 25	130-140

In this method, the main training effect is observed in the last movements, because it is in the last "exhaustion" attempts that many motor units are involved. In this case, the occurrence of fatigue is considered a mandatory condition. Repetitive stress methodology is not without some drawbacks. The main disadvantage of this method is determined by the following conditions [49,50,51,52,53,54,55,56,57,58,59,60,61]:

a) working "until exhaustion" is not acceptable in terms of energy expenditure, because the exercise is repeated many times.

b) the last, especially valuable attempts correspond to the background of exhaustion of the central nervous system. Conditional-reflector activity takes place successfully in the optimal state of the central nervous system. But despite this, the method of repeated training has a number of advantages. This method can be widely used, especially for students, in elementary sports and mass sports

The positive aspects of this method are as follows:

a) a high level of energy consumption, leading to a significant shift in the body's metabolism, is very useful for fitness training

b) when using the method of repeated tension, excessive tension is reduced, the possibility of controlling the movement technique is increased.

c) Unnecessary excitation magnitudes are reduced when exercising with small weights. This allows for the coordination of movements and prevents injuries [62,63,64,65,67,68,69,70,71,72,73].

In order to develop strength in students aged 16-19, using the method of repeated tension is possible only when the resistance values are at least 35-40% of the maximum value. In this case, large and medium-sized exercises are used. attempts consist of 4-7 or 8-12 repetitions. Using low-resistance range of motion exercises is usually ineffective. For example, a student is doing a handstand exercise while leaning on a gymnastic wall. When his strength increases and he can perform the exercise 10-12 times, it is necessary to make the exercise more difficult so that the student can perform the exercise only 4-7 times (for example, with a change of the initial position, leaning on the floor, etc.). The maximum tension method is mainly used by athletes who have sufficient training. In the process of training, it is done with weights that are close to the limit and the limit. These exercises are performed 1-2 times, maximum 3 times without emotional excitement. Such exercises, which are at the limit and heavier, are used almost once every 7-14 days [74,75,76,77,78,79,80,81,82,83,84].

The type of exercise does not play a leading role in the training of strength, because resistance values can be the same in this case. when the exerciser performs a barbell, kettlebell, or bodyweight exercise. However, when the methodical, organizational, pedagogical approach is different, the exercises will have their own characteristics. For example , exercises performed by lifting weights are universal, affect small and large muscle groups, and are moderately moderated. But since the initial conditions during the exercise are statically holding the load, the movement is mandatory. Equipment is difficult to move and requires special conditions.

Breathing is the most important component of strength training. A condition of holding the breath is observed during strong tension.

When performing strength exercises, it is recommended to follow the following methodological rules:

a) exercises related to maximum tension should last for a short time;

b) It is not recommended to give large amounts of exercise to beginners [85,86,87,88,89,90,91,92,93,94,95].

One of the unique features of strength training is the ability to selectively affect and develop certain muscle groups. It is known that the human body 600 rahas muscles in close proximity. These



muscles, divided into several groups, are divided into the following depending on their practical importance:

- a) writing muscles of the spine;
- b) flexor muscles of the spine and hip joint;
- c) writing muscles of arms and legs;
- g) large muscle of the chest.

Strength training is most effective when performed in the main part of the training. In practice, this is not always possible. Because at this time it will be necessary to solve other tasks of the lesson. For example: after strength training, there was a decrease in the efficiency of speed and exercise technique. Therefore, some strength exercises are forced to be given in the middle or at the end of the training. In this case, exercises that are not close to the limit were used with the tarory exercise method.

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PHYSICAL QUALITIES OF STUDENTS

LEARN.

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**Annotation:** The article describes the results of pedagogical experiments conducted on the ability of students to quickly re-adapt to sudden changes in their movement activity during physical education classes and to improve their health and physical qualities.

**Key words:** physical exercise, movement activity, adaptation, health, indicator, circular exercises, relative stereotyped movements, nonstereotypical movements, correction of exercises.

**Relevance of the topic.** In addition to preparing the human body for the changes in the external environment, as well as the complex processes taking place in the world today, great attention is paid to strengthening the physical activity of all layers of the population, especially students, in order to strengthen the body's immune system. Some components that make up innovative educational technologies in the educational process of students studying in the higher education system of the Republic of Uzbekistan, that is, the organization of the educational process taking into account the physical fitness of students, the level of practical qualifications and skills, its adaptation to dynamic and rapidly changing living conditions, and the increasing level of health, makes all-round increased requirements to achieve high work capacity and further increase movement activity. In such conditions, it is especially important for the individual to realize the importance of the effects of physical exercises, which allow each person to maximize their interests and abilities and physical activity. allows to ensure effective training level [1,2,3,4,5,6,7,8,9,10,11,12,13].

It is not for nothing that students pay great attention to physical education. Because representatives of this segment of the country's population should have the greatest physical and intellectual strength for the further development of the society during their education in higher educational institutions. However, many years of work experience and results of scientific research have shown that a certain part of students do not have the required level of physical education and physical preparation during their studies. Therefore, the coordination complexity of x actions is the first measure of agility. If the space, time, force characteristics of the movement correspond to the task of the movement, the movement is sufficiently accurate, the tasks of the movement give rise to the concept of the accuracy of the movement. Accuracy of movement is the second measure of agility. Accordingly, we divide all actions that can be encountered in life and in sports into two groups: - relatively stereotyped actions, non-stereotypical actions.

**The object of research** is the physical of students of higher educational institutions education process i.

**The subject of the research** is physical education of students of higher educational institutions qualities.

**The purpose of the research is to** study the physical agility qualities of students of higher educational institutions.

In accordance with the purpose, the tasks of the research were determined to determine the physical qualities of the students of higher educational institutions, their interest in physical training and sports. In the course of research, research methods were used, such as studying the physical qualities of agility in physical education classes and evaluating them using rotational exercise methods.

**Organization of the research:** the research was conducted at Fergana State University, in which a total of 236 1-2 stage students aged 17-21 years participated. university experimental studies on

improving physical qualities of students were organized. Experiments were carried out in the physical education classes of students, in the training sessions of students with different levels of physical qualities, in two phases of three months. At the beginning of the academic year, control tests were conducted in order to find out the state of development of physical qualities of students. Based on the information obtained from control exercises aimed at the development of physical qualities, changes in comparison with previous training were hypothesized. Therefore, these experimental works were planned on the basis of a differentiated training methodology, aimed at developing the physical qualities of the students in the experimental group [14,15,16,17,18,19,20,21,22,23,24].

Also, students of the physics-mathematics and history faculties of Fergana State University, which are non-specialist faculties for physical education, were selected for the experiment. Of the total 161 students selected for the experimental group, 81 were girls and 80 were boys. A total of 75 students (37 girls, 38 boys) were selected for the control group.

The indicators of students in terms of initial physical qualities are presented in the following tables.

**Table 1**

**At the beginning of the experiment, the indicators of the quality of agility of the students of the control and experimental groups with different physical development**

Control Tests	Experimental group Girls n =81 , Boys n =80			Control group Girls n = 37, Boys n =38			Relative growth, %	t	P
	$\bar{X}$	$\sigma$	V %	$\bar{X}$	$\sigma$	V %			
<b>Girls</b>									
Jogging, 3 x 10 (seconds)	13.70	1.49	10.88	13.50	1.39	10.30	1.46	0.71	>0, 0 5
Catching the bar falling from above (cm)	24,30	2.62	10.78	24.70	2.57	10.40	1.65	0.78	>0, 0 5
"Snake" 10-meter hurdles run (seconds)	4.30	0.52	12.09	4.48	0.53	11.83	4.19	1.72	>0.05
<b>Boys</b>									
Jogging, 3 x 10 (seconds)	9.70	1.06	10.93	9.46	0.98	10.36	2.47	1.21	>0, 0 5
Catching the bar falling from above (cm)	21.80	2.34	10.73	22.04	2.28	10.34	1.10	0.53	>0, 0 5
"Snake" 20-meter sprint between hurdles (seconds)	5.70	0.73	12.81	5.51	0.67	12,16	3.33	1.40	>0.05

Before the experimental study, the difference between the experimental and control group female students in control tests on the quality of agility was as follows. jogging, 3x10 experimental group female students averaged 13.70 seconds, control group female students averaged 13.50 seconds (difference 0.2 milliseconds). The average of female students of the experimental group to catch the downward bar was 24.30 centimeters, and the average of female students of the control group was 24.70 centimeters (the difference was 0.4 centimeters). The "snake" 10-meter run between hurdles showed an average of 4.30 seconds in the experimental group of female students, and an average of 4.48 seconds in the control group

of female students (a difference of 0.18 milliseconds) [25,26,27,28,29,30,31,32,33,34,35,36,37,38,39,40,41,42,43,44,45,46,47,48].

Moximon running 3x10 was an average of 9.70 seconds in the experimental group of male students, and an average of 9.46 seconds in the control group of female students (a difference of 0.24 milliseconds). The mean of the drop bar grip was 21.80 centimeters in the experimental group and 22.04 centimeters in the control group (difference 0.24 centimeters). Running "snake" between obstacles for 20 meters was 5.70 seconds on average in the experimental group and 5.51 seconds in the control group (difference 0.19 milliseconds).

It was found that the indicators of the experimental and control group students on all physical qualities before the study were almost the same in female and male students (see Table 1).

generally accepted structure of basic physical education training with students consists of three parts, and in this process, interrelated tasks defined in the physical education program are solved.

The first part is the preparatory part (20-25 minutes), which includes a set of alignment, warm-up exercises, strength and quick-strength corrective exercises.

The second part is the main part (40-45 minutes) and was conducted in the form of circuit training aimed at developing basic physical qualities and general endurance correction training.

The third part is the final part (5-10 minutes), in which it is envisaged to perform movement tasks of reduced volume and intensity with the implementation of physical exercises that help to transition to a state of relative rest [49,50,51,52,53,54,55,56,57,58,59,60,61,62,63,64,65,67,68,69,70,71,72,73].

A motivational principle supporting students was implemented in the course of rotational and corrective training, which included training in methods of self-control of the functional state of one's body during training, willpower to overcome subjective difficulties, and relaxation exercises after physical exertion.

For each constitutional type of the development of the body of students in the field of pedagogy, the introduction of the rotational training method, the process of solving the tasks of the main part of the training included 10-12 stations.

During the pedagogical experience with students, personal body weight, exercises with various objects, exercises in pairs were widely used. In each session, the students' functional status was monitored according to objective and subjective indicators.

During the period of experimental observations, the number of people who considered physical education as a means of passing the "test" in a higher educational institution decreased by 4 times, while the number of students who wanted to show creativity and initiative increased by 2 times.

The effectiveness of the observed changes was that the content of physical exercise classes was determined taking into account the individual characteristics of students, and this ensured the rapid development of general physical fitness of students studying at a pedagogical higher education institution [74,75,76,77,78,79,80,81,82,83,84].

**Table 2**

**The dynamics of changes in the quality of agility indicators of experimental and control group students with different physical development during the pedagogical experience (%)**

Control tests	At the beginning of the experiment			At the end of the experiment			Relative growth, %	t	P
	$\bar{X}$	$\sigma$	V %	$\bar{X}$	$\sigma$	V %			
<b>Experimental group girls n=81</b>									



3 x10 squats (seconds)	13.70	1.49	10.88	12.96	1.35	10.42	6 , 35	3.31	<0.01
Catching the bar falling from above (cm)	24,30	2.62	10.78	25,38	2.67	10.52	5.4 0 _	2.6 0	<0.05
"Snake" 10-meter hurdles run (seconds)	4.30	0.52	12.09	4.03	0.47	11.66	6.28	3.47	<0.01
<b>Control group girls n=37</b>									
3 x10 squats (seconds)	13.50	1.39	10.30	12.95	1.31	10,12	5 , 64	1.75	>0.05
Catching the bar falling from above (cm)	24.70	2.57	10.40	25.74	2.67	10.37	4, 07	1.71	>0.05
"Snake" 10-meter hurdles run (seconds)	4.48	0.53	11.83	4.28	0.46	10.75	4.46	1.73	>0.05

**The dynamics of changes in the quality of agility indicators of experimental and control group students with different physical development during the pedagogical experience (%)**

Control tests	At the beginning of the experiment			At the end of the experiment			Relative growth, %	t	P
	$\bar{X}$	$\sigma$	V %	$\bar{X}$	$\sigma$	V %			
<b>Experimental group boys n =80</b>									
3 x10 squats (seconds)	9.70	1.06	10.93	9.17	0.96	10.47	5, 23	3.34	<0.01
Catching the bar falling from above (cm)	21.80	2.34	10.73	22.76	2.32	10,19	4.40	2.62	<0.05
Running "snake" between obstacles for 20 meters (seconds)	5.70	0.73	12.81	5.34	0.65	12,17	6.32	3.31	<0.01
<b>Control group boys n = 38</b>									
3 x10 squats (seconds)	9.46	0.98	10.36	9.08	0.92	10,13	4, 48	1.72	>0.05
Catching an object falling from a height (cm)	22.04	2.28	10.34	22.94	2.31	10.07	4.08	1.71	>0.05
20 meter zigzag hurdle run (seconds)	5.51	0.67	12,16	5.25	0.61	11.62	4.72	1.77	>0.05

As can be seen from this table, the experimental group of students, in terms of the **quality of their agility**, ran on the spot in front of the starting line in the first half of the week on Monday, Wednesday, Friday for 15-20 seconds, 6-8 series, 3-4 times. If repeated, high jump from a sitting position for 15-20 seconds, 3-4 series, 3-4 times, and 100-meter run for 1-2 minutes, 4-6 series, 3-4 times. , this exercise routine allows for 50-60 milliseconds improvement in 3 x 10 meter sprint time after 5 months [85,86,87,88,89,90,91,92,93,94,95].

**Conclusion:** The motivational principle supporting the students was implemented in the course of rotation and corrective exercises conducted in the experimental group, which included methods of self-control of the functional state of the body during the training, willpower to overcome subjective difficulties, and relaxation exercises after physical exertion every five months. then a positive result was achieved in the changes in physical qualities.

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PRINCIPLES AND CONTENT OF ENGLISH LANGUAGE TEACHING  
METHODOLOGY IN ANDRAGOGIC EDUCATION

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**Abstract:** The article talks about the methodology of language teaching, in particular, the andragogic approach to the methodology of teaching English. The content, principles and methods of androgogic education are studied in the case of teaching English. The issue of implementing foreign methods into national methods is also highlighted.

**Key words:** andragogic education, methodology, Common European Framework Reference for languages, acmeological approach, didactics.

Introduction. Knowing a foreign language is an important factor in mastering any science, profession, and acquiring qualifications and skills. The process of language teaching and learning takes into consideration vast knowledge, experience and cognitive, psychological and pedagogical factors. "The age characteristics of the learner, the process of reception, processing and delivery of it in the brain are also necessary factors. Each stage of the educational process is characterized by the fact that it has acquired its own characteristics and importance. These processes are especially important in language learning and teaching processes"<sup>1</sup>.

On the initiative of the European Union, in the last thirty years, teaching standards, models and teaching methods in foreign countries of the reprocessed and polished world languages which has their own writing, alphabet and literary language have been developed. This standard is called CEFR (Common European Framework Reference for languages), and it reflects international requirements for foreign language study, learning and assessment.

"The Common European Framework of Reference provides a common framework for the development of language programs, curriculum guidelines, exams, textbooks, etc. across Europe. It describes in detail what learners need to learn to use language to communicate and what knowledge and skills they need to develop to be able to act effectively. This description also includes determining which cultural context should be used in language teaching."<sup>2</sup>

Experiment technique. Languages of the whole world adopt this standard as a standard in teaching as a foreign language and adapt it to the cultural context, national characteristics and national methods of that nation. The CEFR standard has been kept as the most perfect standard because it has been tested by more than 3000 teachers, and the scientific-methodical standards created on this basis are recognized all over the world.

Bekzod Khodjaye, Doctor of Pedagogical Sciences, Professor, recommends several methods that can be used in the process of language teaching in andragogy. "Adult learners can be given tasks related to reading practice or writing a short story about the video shown during the lesson. They can also be assigned to work on various graphic organizers. Adult learners should be given tasks that are difficult to complete but should not take much time. Because they may have limited time, but they can do well with exercises that require intelligence"<sup>3</sup>.

The results of the research on foreign language teaching showed that the difficulties faced by adult language learners in the course of the lesson can be eliminated by the educational environment,

<sup>1</sup> Xodorova M. Mahmudova L. Axborot texnologiyalari yordamida chet tiliga jadal o'rgatish. –Toshkent . 2008. –B

<sup>2</sup> CEFR. 2008. –B 10.

<sup>3</sup> Xodjaye B. Abdiyev A. Andragogik yoshdagilarga chet tilini o'qitishning..... –Toshkent. 2018.–B 6.

the combination of educational materials with the characteristics of the age period and on the basis of developing an effective teaching methods.

1. From the acmeological point of view, self-management competence is highly developed in adult learners. The task of the teacher is not only to deliver knowledge to them, but also to attract the audience to use methods such as data analysis and decision-making.

2. Relying on the practical experience of adults is an important source of foreign language learning. Pre-planned training sessions, discussions, case assignments and tasks related to creative research should form the basis of the methodology of teaching foreign languages to adult learners.

3. It is desirable to teach foreign languages to adult learners in connection with their interests. Because they have already developed clear life goals, needs and a system of values.

4. Adults are competency approach based learners who quickly try to apply what they learn to real life. An approach based on practical work and a teaching system suitable for the field of pedagogical activity of the learners has a number of advantages over the traditional educational paradigm.<sup>4</sup>

It is known from the research carried out by C. Keillor and J. Littlefield that the following criteria should be taken into account in order to prepare adult learners to learn foreign languages:

1. Creating a calm, peaceful and friendly environment.
2. Establishing a culture of naturalness, tolerance, respect and consensus.
3. Collaborative work on diagnosis of knowledge and skills that are necessary to study.
4. Development of a plan for learning a foreign language in a mutual collaboration.
5. Ensuring the suitability of the studied practical activity experience to the existing needs.<sup>5</sup>

In order to create an effective learning environment in the process of andragogic education, according to Lee Bash, it is very important that adult learners must connect the scientific landscape of the world they know well with the world of knowledge that is not yet known to them.<sup>6</sup>

**Results and Discussion.** The general didactic principles of the English language are almost the same as the rules used in teaching any subject. The most important of them are *the principle of awareness, the principle of activeness, the principle of systematically, the principle of developmental education, the principle of communicativeness, the principle of existence, the principle of strength*<sup>7</sup>, and others.

Specific principles describe and define specific features of foreign language teaching in more detail. It is necessary to distinguish and apply the following principles in teaching English as a foreign language:

- communicative principle, taking into account the peculiarities of the mother tongue;
- the principle of interdependence for all types of speech activity;
- principle of functionality;
- the principle of developing oral speech, as well as a number of other principles formulated by the authors, are used based on the selected approach to teaching.

Specific principles serve to purposefully organize the learning process as a whole. If one of them is drawn away from the process, it affects the system. The following specific principles are distinguished in andragogy education.

1. Cognitive principle
2. Emotional-psychological principle
3. Linguistic principle

<sup>4</sup> Xodjayev B. Abdiyev A. yuqoridagi maqola. –B 7.

<sup>5</sup> . Keillor, C. & Littlefield, J. Engaging Adult Learners with Technology. Library Technology Conference: Macalester College. 2012.

<sup>6</sup> . Bash, L. Adult Learners in the Academy. Bolton, Ma.: Anker Publishing Company. 2003.

<sup>7</sup> Sakayeva L. , Baranova A. Metodika Obuchenie Insatrannom yazike. Kazan 2018.



Teaching material is also significant in foreign language teaching.

“The material part of the teaching content consists of small parts called lexical, grammatical and pronunciation. The curriculum lists vocabulary and grammar as material for each grade. Each grammar categories are shown name by name. Even active and passive grammar is described separately.”<sup>8</sup>

In teaching a foreign language, importance is attached to the acquisition of skills such as reading comprehension, listening comprehension, speaking, and writing, and these four skills are also taken into account in the evaluation process. However, when organizing the content of teaching these skills, it is necessary to take into account the following seven forms: vocabulary, reading comprehension, grammar, listening comprehension, speaking, writing, culture.

The conditions of relations in a foreign language, which is considered a means of communication, knowledge, information acquisition and gathering, determine the need to know all types of speech activity: speaking and understanding speech in this foreign language, as well as reading, writing, the level of knowledge of one or another type of speech activity, it is manifested directly in the practice of communication in a foreign language, in reading authentic and high-content literature, in the form of books, annotations to them, theses for conferences, and practical writings.

Practice shows that in order to create a very high level of listening skills, the user needs to acquire a vocabulary equal to about 6 thousand words. This is a special type of vocabulary, knowledge of which is achieved not only at the expense of real, familiar, initial words, but also at the expense of knowing the rules of word formation. This happens due to the creation of contextual awareness skills in the user, with the creation of the internal structure of the foreign language being studied, which includes many unfamiliar words, and at the expense of the overall communication experience of each of the communication participants. Participating in communication involves knowing oral speech in a foreign language that is, creating the ability to speak.

In addition to the word and grammatical material, this minimum assumes that a number of basic extra linguistic tools of this language, for example, the absolute pace of speech, the nature of pauses (their duration and location), take over the characteristics of this language and gestures. Studies have shown that this foreign language can be learned using the tools of standard grammar and certain tools of word formation and stylistics.

It forces the user to select and summarize the necessary communicative blocks, to refer to the comments for understanding, that is, to perform meaningful, understanding work. The conclusion of such a research is recorded in written or verbal form. Written assignments teach the use of language materials, forms, and certain grammatical phenomena. Lexical-grammatical review is the basis for independent systematization of language material of users. Since the phenomena explained in user comments are all based on user experience, familiarization is suggested after many repetitions by them in speech.

All this indicates the success of using intensive methods at different stages of foreign language learning and in different conditions. It's time to systematize and highlight the most convenient methods. We will consider the intensive methodology in three “dimensions”. 1) state standard on intensive methods; 2) to different models of education; 3) it is necessary to determine the compatibility of education with the requirements and goals of the general program.

A successful solution to this issue requires the use of accelerated educational technologies, and the intensive method is one of them. In order to enable the activator and accelerator functions of intensive method, the base is used which constituting the opportunity that should be activated and it was obtained by user in a previous year before the final stage. When learning a second foreign

<sup>8</sup> Jalolov J. Chet tili o'qitish metodikasi. –Namangan. O'qituvchi. 2012. –B 64



language, the situation is somewhat different: users have experience in acquiring the first foreign language, which allows them to learn the second foreign language in a shorter time.

The experience of the first foreign language also helps to actively remember and use of vocabulary and grammar in speech. An intensive method can speed up this process. At the beginning of teaching a second foreign language, the introduction and consolidation of large volumes of educational materials becomes of primary importance. The possibility of solving the problem of maintaining motivation and support is another serious reason in favor of the intensive method in teaching a second foreign language.

Due to the democratic restructuring of the social life of the country, changes are also taking place in the field of education. One of them is the complete replacement of software in all disciplines.

In computer-assisted language teaching, the conditions for teaching foreign languages according to the intensive method, as in high school, are primarily related to taking into account the characteristics of the social age of users. Experiments have shown that the methodology can be used to work with all age groups. However, higher education offers the most opportunities. This is due to: the high level of personal development of the person, a wide stock of information, the desire to learn about the world through relationships with other people, and the existence of a primary language base. When choosing topics and situations of relationships, it is necessary to take into account age characteristics, ensuring the meaningful side of the educational process, expressing the communicative task.

The peculiarities of the organization of the educational process in the secondary school are also taken into account: a foreign language is included in the general schedule of hours and studied along with other academic subjects. However, distance learning involves a certain increase in study hours. At higher levels, it is appropriate to allocate hours at the expense of school components of the curriculum. They should be divided into three sessions of two hours each. If necessary, the hours can be reduced to three times and three sessions of one hour each. Another option is four hours: two sessions of two hours each or four sessions of one hour each. In addition to activating previously acquired skills and mastering a large volume of educational materials in a short period of time, broader educational goals are also a feature of the intensive foreign language course. The extended feature of the accelerated course allows you to expand the learning goal.

Conclusion. The goal of the distance learning course in the most general way is determined primarily by teaching listening and speaking to the oral form of communication in the language being studied. In addition, the extension of the course allows to pay serious attention to the written forms of communication. Written communication involves mastering such types of speech activity as reading and writing (written speech). Expanding the educational goals in the distance learning course envisages the activation of previously acquired speech skills, the formation of a higher level of communicative skills, and the deeper systematization of users' grammatical knowledge.

**Initial stage:**

- creating a stable communicative framework
- maintaining deep interest, which serves as an incentive to continue learning a foreign language at the middle and higher levels, organizing active speech relations.

**Middle stage:**

- activation of previously acquired skills within the framework of oral communication
- organization of active speech relations
- practical assimilation of linguistic and local studies and socio-cultural factors by creating communicative conditions that are close to natural
- restore and support interest in learning a foreign language and confidence in one's own strength and abilities.

**Upper stage:**

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- improvement of speech communication skills;
- to expand the topics, scope and situations of relations studied with a foreign language for active use
  - expanding users' communicative vocabulary, activating the use of communicatively significant grammatical constructions
  - deepening of language and local studies and socio-cultural knowledge by practical introduction to "live" dialogues;
  - creating motivation for further improvement of the foreign language being studied.

At the higher levels, the intensive system of education becomes especially important, and in this context it is very suitable for the following conditions:

a) completion of the basic course of teaching a foreign language, because most users complete the secondary education course in a foreign language at the basic school; later, if they have not planned targeted in-depth foreign language courses as part of their education in major field, they can study only in a two-year support course;

b) there is a major field education that is, learning a foreign language in a professionally oriented way, the main task of which is to ensure a smooth transition to the education of a humanitarian or natural-mathematical higher education institution.

In independent distance education - based on didactic and some special methods, formation and improvement of speaking skills of users through teaching foreign language and independent work, development of speaking skills in a certain order of learning process methods with a given didactic assignment. We understand the implementation of independent work and operations. Independent actions and operations can be performed based on specially developed didactic materials.

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## OPTIMAL QUADRATURE FORMULA FOR THE APPROXIMATION OF THE RIGHT RIEMANN-LIOUVILLE INTEGRAL

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**Abstract:** In the present article, the problem of construction of the optimal quadrature formula in the sense of Sard is discussed for numerical integration of the right Riemann-Liouville integral in the Hilbert space of real-valued functions. Initially, the norm of the error functional is found using the extremal function of the error functional of the quadrature formula. Since the error functional is defined on the Hilbert space, the quadrature formula that we are constructing is exact for zeros of this space, that is, we have the conditions that the influence of the error functional on these functions is equal to zero. Then, the Lagrange function is constructed to find the conditional extremum of the error functional. Thereby, a system of linear equations is obtained for the coefficients of the optimal quadrature formula. The existence and uniqueness of the solution of the obtained system are studied.

**Keywords:** optimal quadrature formula, the extremal function, the error functional, optimal coefficient, Lagrange function.

### 1. Introduction.

It is known that calculus means integration and differentiation. Fractional calculus, as its name suggests, refers to fractional integration and fractional differentiation. Fractional integration often means Riemann-Liouville integral. But for fractional differentiation, there are several kinds of fractional derivatives. In the following definition is introduced [1, 3, 4].

*Definition 1.* (Definition 1 in [7]) The left fractional integral (or the left Riemann-Liouville integral) and right fractional integral (or the right Riemann-Liouville integral) with order  $\alpha > 0$  of the given function  $\varphi(t)$ ,  $t \in (0,1)$  are defined a

$$D_{0,t}^{-\alpha} \varphi(t) = \frac{1}{\Gamma(\alpha)} \int_0^t (t-x)^{\alpha-1} \varphi(x) dx, \quad (1)$$

and

$$D_{t,1}^{-\alpha} \varphi(t) = \frac{1}{\Gamma(\alpha)} \int_t^1 (x-t)^{\alpha-1} \varphi(x) dx, \quad (2)$$

respectively, where  $\Gamma(\alpha)$  is Euler's gamma function.

The study of fractional integrals (1) and (2) is a two hundred year old subject that is part of a branch of mathematical analysis called Fractional Calculus [1, 2, 4]. Recently, due to its many applications in science and engineering, there has been an increase of interest in the study of fractional calculus. Fractional integrals appear naturally in many different contexts, e.g., when dealing with fractional variational problems or fractional optimal control. And also at the present time researchers pay attention to study partial differential equations including fractional differential operators and problems related to these equations. For more information we note works [8], [9] and references therein. While studying problems for mixed type equations one has to solve some integral equations including fractional differential equations (see [10], [11], [12],[13]). As is frequently observed, solving such equations analytically can be a difficult task, even impossible in some cases. One way to overcome the problem consists of applying numerical methods, e.g., using Riemann sums to approximate the fractional operators.

In this work we construct a quadrature formula for approximation of the right Riemann–Liouville integral (2). We consider a quadrature formula of the following form

$$\int_t^1 \frac{\varphi(x)dx}{\sqrt{x-t}} \cong \sum_{\beta=0}^N C_{\beta} \varphi(x_{\beta}) \tag{3}$$

where  $h = \frac{1-t}{N}$ ,  $t \leq 1$ ,  $x_{\beta} = h\beta + t$ , and function  $\varphi$  belongs to the linear space

$\varphi(x) \in L_2^{(1)}(t,1)$ , which is defined as (see [1, 2]).

The following difference is called the error of the quadrature formula (3)

$$(l, \varphi) = \int_t^1 \frac{\varphi(x)dx}{\sqrt{x-t}} - \sum_{\beta=0}^N C_{\beta} \varphi(x_{\beta}) = \int_{-\infty}^{\infty} l(x) \varphi(x) dx$$

The error functional for quadrature formula (3) has the following form

$$\ell(x) = \frac{\varepsilon_{[t,1]}(x)}{\sqrt{x-t}} - \sum_{\beta=0}^N C_{\beta} \delta(x - x_{\beta})$$

Here, are coefficients of quadrature formula (3),  $\varepsilon_{[t,1]}(x)$  is the characteristic function of the interval  $[t,1]$ , and  $\delta(x)$  is Dirac’s delta-function.

The inner product of two functions  $\varphi(x)$  and  $\psi(x)$  in the space  $L_2^{(1)}(t,1)$  is defined as

$$\langle \varphi, \psi \rangle = \int_t^1 (\varphi^{(1)})(\psi^{(1)}) dx$$

And norm of the function in this space is determined as

$$\|\varphi\|_{L_2^{(1)}} = \sqrt{\int_t^1 (\varphi^{(1)}(x))^2 dx}.$$

The error of the quadrature formula is a linear functional in  $L_2^{(1)}(t,1)$ , where  $L_2^{(1)*}(t,1)$  is the conjugate space to the space  $L_2^{(1)}(t,1)$ .

It is natural to evaluate the quality of the quadrature formula (3) using the maximum error of this formula on the unit ball of the Hilbert space  $L_2^{(1)}(t,1)$ , that is, using the norm of the functional

$$\|\ell\|_{L_2^{(1)*}} = \sup_{\|\varphi\|_{L_2^{(1)}}=1} |(\ell, \varphi)|$$

Obviously, the norm of the error functional depends on  $C_{\beta}$  coefficients and  $x_{\beta}$  nodes.

If

$$\|\ell\|_{L_2^{(1)*}}^{\circ} = \sup_{C_{\beta}, x_{\beta}} \|\ell\|_{L_2^{(1)*}}$$

then the functional  $\ell$  is said to correspond to **the optimal quadrature formula** in  $L_2^{(1)}(t,1)$ .

Problem above in such a general formulation is quite difficult. Minimizing the norm of the error functional with respect to the coefficients  $C_{\beta}$  is a linear problem, and with respect to the nodes

$x_\beta$  it is actually non-linear, complicated problem, therefore, for simplicity, we consider this problem with fixed nodes  $x_\beta$ .

The main problem, in this work, is as follows.

**Problem 1.** Find the coefficients  $C_\beta$  that give minimum value to, and calculate

$$\|\ell\|_{L_2^{(1)*}} = \inf_{C_\beta} \|\ell\|_{L_2^{(1)*}}.$$

For solving this problem, firstly, we must find the norm of the error functional. For this we need an extremal function of the error functional  $\ell$ . General form of the extremal function in  $L_2^{(1)}(t,1)$  space was found in works [2, 4, 5] and [10]. In particular, we get the following

$$\|\ell\|_{L_2^{(1)*}}^2 = (\ell, \psi_\ell) = \int_{-\infty}^{\infty} \ell(x) \psi_\ell(x) dx \tag{4}$$

here  $\psi_\ell$  is the extremal function and it is defined as follows

$$\psi_\ell = \ell(x) * G_1(x) + P_0(x) \tag{5}$$

herein

$$G_1(x) = \frac{|x|}{2}$$

Using (5) from relation (4) we get the following

$$\|\ell\|_{L_2^{(1)*}}^2 = (\ell, \psi_\ell) = \int_{-\infty}^{\infty} \ell(x) [\ell(x) * G_1(x) + P_0(x)] dx \tag{6}$$

It should be noted that since the error functional  $\ell(x)$  is defined on the space  $L_2^{(1)}(t,1)$ , it satisfies the following conditions

$$(\ell, 1) = 0. \tag{7}$$

The equalities (7) mean that the quadrature formula (3) is exact for any polynomial of degree  $m = 1$ .

Then, from equality (6), taking into account the expression (7), we have the following

$$\begin{aligned} \|\ell\|_{L_2^{(1)*}}^2 &= \int_{-\infty}^{\infty} \ell(x) (\ell(x) * G_1(x)) dx = \\ &= \int_{-\infty}^{\infty} \left( \frac{\varepsilon_{[t,1]}(x)}{\sqrt{x-t}} - \sum_{\beta=0}^N C_\beta \delta(x-x_\beta) \right) \left( \int_t^1 \frac{G_1(x-x_\beta)}{\sqrt{y-t}} dy - \sum_{\gamma=0}^N C_\gamma G_1(x-x_\gamma) \right) dx. \end{aligned}$$

From here we get

$$\begin{aligned} \|\ell\|_{L_2^{(1)*}}^2 = (\ell, \psi_\ell) &= \left[ \sum_{\beta=0}^N \sum_{\gamma=0}^N C_\beta C_\gamma G_1(h\beta - h\gamma) - \right. \\ &\left. - 2 \sum_{\beta=0}^N C_\beta \int_t^1 \frac{G_1(x - (h\beta + t))}{\sqrt{x-t}} dx + \int_t^1 \int_t^1 \frac{G_1(x-y)}{\sqrt{x-t}\sqrt{y-t}} dx dy \right] \tag{8} \end{aligned}$$



The expression (8) is a multivariate function with respect to coefficients  $C_\beta$ . Given the condition (7), we consider the Lagrange function to find the minimum of the expression

$$\Phi(C, \lambda) = \|\ell\|^2 - (\ell, 1) + P_0(x)$$

here  $C$ , and  $\lambda$ .

Also, we have

$$(\ell, x^k) = \int_t^1 \frac{dx}{(x-t)^{1-\alpha}} - \sum_{\beta=0}^N C_\beta x_\beta^k = 0, \quad k = 0, 1, \dots, m-1.$$

In that case, equating to 0 the partial derivatives of the function  $\Phi$  by  $C$  and  $\lambda$ , we get the following system of linear equations

$$\sum_{\gamma=0}^N C_\gamma G_1(h\beta - h\gamma) + \lambda_0 x_\beta^0 = f_1[\beta], \quad \beta = 0, 1, \dots, N, \tag{9}$$

$$\sum_{\gamma=0}^N C_\gamma x_\gamma^0 = g_0 \tag{10}$$

Here,

$$f_1[\beta] = \int_t^1 \frac{G_m[x - (h\beta + t)]}{\sqrt{x-t}} dx, \tag{11}$$

$$g_0 = \int_t^1 \frac{dx}{\sqrt{x-t}}. \tag{12}$$

Thus, we calculate the above integrals and we get the following expressions

$$f_1[\beta] = \frac{4}{3} \sqrt{(h\beta)^3} + \frac{1}{3} \sqrt{(1-t)^3} + h\beta \sqrt{1-t},$$

Likewise,

$$g_0 = 2\sqrt{1-t}.$$

In this way, we have redefined the system of linear equations (11)-(12).

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**Abstract:** Nowadays the knowledge of English and being fluent in it is deemed as a major factor of success not only in everyday life but also in the sphere of education, since it opens new vistas for students and helps with their future career. However, since there is insufficient for Uzbek students with foreigners and exposure to the English language, this situation presents difficulty for the learners to master the language on a high level. Consequently, learners tend to use their mother tongue due to their inadequate vocabulary. We think that much more attention should be paid on teaching vocabulary and developing of their lexical competence.

**Keywords:** lexis, minimum, colloquial, active, passive, interlinguistic, fluency, collocation, semantics.

### Introduction

The passive minimum is selected basing on fragments taken from the written literature. Active lexicon is received from live speech, i.e. from student's oral speech, and passive one is from written sources selected and intended to be used by the student in his written speech.

Foreign language vocabulary is an active part of the school minimum. It consists of 1000 lexical units. On this basis again passive lexical units are selected in accordance with the educational conditions of the school. The amount of vocabulary is directly related to the amount of study hours depends.

When choosing an active dictionary, it is in the first and second group criteria and demarcation of synonyms from the third, of words combination, word formation and polysemy criteria will be the basis. The criteria of the first group when choosing a passive vocabulary and the possession of semantic value and the ability to form words, criteria of ambiguity and thematic relevance are used. The dictionary is shown in the process of forming the minimum the criteria must be interrelated.

The unit of choice has been the cause of continuous debate in science is a methodological concept. Methodological requirements for this unit are put: first, the selection unit criteria and selection must be relevant to the event, and secondly, they are objective it is necessary to distinguish based on actions. So, the unit of choice words, lexical-semantic and lexical-phraseological options and speech cliché (pattern-sentence) in a certain sense is taken. A word with the same meaning or a stanza that is equivalent to a word the combination is considered a selection unit of the lexicon (the meaning is in the dictionary it is shown that the meaning of the word is in the speech activity of this meaning is to emerge, and the concept is formed in thinking).

The distribution of vocabulary is carried out in two stages: 1) divided into active and passive lexical minims, i.e. verbal Speech teaching is one of the goals of education and active in the second stages, for studying at the higher stage passive lexicon is different, half of passive lexicon is verbal is also presented in speech; 2) reproductively and receptively the minimum of classes when creating a textbook to be acquired is separated in the form.

According with the **CEFR**, learner of B2 level must be able to:

- Understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.
- Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Reaching B2 is generally considered by most people as having basic fluency. A learner will have a working vocabulary of around 4000 words.

Methodological classification (in Russian literature "методическая типология (классификация)"), in the acquisition of language units due to the difficulties that occur, they are divided into different categories is understood as isolation measures. Hence the classification the term is associated with the phenomenon of involuntary difficulty.

American foreign language teaching psychologist in the 1930s H. Hughes had an idea of dividing foreign language lexicon by comparison with the native language into easy/difficult categories. The classification of H. Palmer, one of the famous Methodists, is widely known in science and is popular with many people has studied the difficulties of application. Another one the great Methodist Ch. Friz is the function of the word in the sentence and based on the nature of the combination, the total vocabulary is divided into four groups classified by 2: auxiliary words, substitute words, negation words that indicate presence or absence and thing, action, quality expressive words.

The first two groups, according to Friz, the asset is under development are the most complex words. Famous Methodist R. Lado classified the lexicon according to **interlinguistic interference**.

Frequency plays the role of being basic principle in selecting words. The most famous dictionaries give a learner the lists with words which are arranged according to their use in speech or text. For example, the dictionary "Longman" shows how frequent a word used by such signs as: S1, W1 which mean spoken 1000, written 1000. This signs include 3 levels, which in their turn, mean the most used 1000, 2000, 3000 words. These words are chosen and dictionaries were compiled basing on the statistical calculations of specially selected words in different literature.

In the field of vocabulary, according to Michael Lewis and Jimmy Hill, the Main emphasis should be made on the use of those lexical combinations that are used in real communication. At the same time, we must avoid the other extreme: Excessive use of everyday, spoken English, especially in conjunction with "slang" unofficial or semi-official situations.

In Uzbekistan, in accordance with the National test level system of Language Assessment the use of the CEFR is implemented as follows: Table 1.1.

**Table 1.1.**

**The national test level system of language assessment**

Level		Level of Uzbek Educational system
Proficient level	C 1	Philological higher education, Master's Degree, Doctorate Degree
Independent User	B 2	Higher education
	B 1+	Language Academic lyceum, special schools
	B 1	Academic lyceum
Basic User	A 2+	Special language secondary school
	A 2	Secondary school

	A 1+	Special language elementary school
	A 1	Elementary school

Hence, the final result to achieve for the undergraduates of the non-linguistic institutions in the State Educational Standard to FLT is B2 level of language proficiency. In our case, i.e. in foreign language teaching major, undergraduates must achieve the level of C1. According with the decree issued by the President of the Republic of Uzbekistan under the number 5117, those who are eager to continue their education in language teaching, and obtain Master’s degree or Doctorate Degree must have C1 level of language proficiency.

The common reference levels of CEFR show us the differences between B2 and C1 level: (Using the CEFR: Principles of Good Practice. -CUP, 2011. -P.8.)

<p><b>B2 level students:</b> Can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>	<p><b>C1 level students:</b> Can understand a wide range of reading, longer texts, and recognize implicit meaning. Can express him/her fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</p>
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Moreover, learning collocations is an important part of language learning, vocabulary learning, which helps to increase lexical competence. Since we try to improve students’ vocabulary on B2 level it means the goal is getting them on C1 level. On this level learner shows a high fluency of a language and good command of it. Hence, learning collocations can:

- make the speaker sound most natural
- make a mistake (not do a mistake), strictly forbidden (not strongly forbidden)
- give the speaker alternative ways of expressing thoughts and be precise;  
**bitterly cold** instead of **very cold**, **pitch dark** instead of **very cold**,
- enhance writing style  
poverty **breeds crime** instead of **causes crime**, a **substantial meal** instead of a **big meal**.

Linguistic competence is understood as language competence (knowledge of vocabulary and grammar rules that allow transforming lexical units into utterances) and language activity (reflecting the degree of formation of communicative skills in such types of language activity as reading, writing, speaking and listening)

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LINGUISTICS IN THE ANTHROPOCENTRIC PARADIGM  
METHODOLOGICAL FOUNDATIONS OF SCIENCE

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**Key words:** Modern Linguistics, Anthropocentrism, Linguistic Context, Language and Culture Issues.

**Annotation:** The purpose of the article is to discuss and find out some features of modern linguistics. Moreover, the article illustrates the theoretical foundations of the study of culture through language.

The theoretical foundations of the study of culture through language show that the largest, most important information about man and the world is stored and carried by language. The nature, living conditions, customs, culture and art of each nation are reflected in the language. Accordingly, the idea of learning culture through language is not new, it was first discussed by A. Bruckner, W.V. Ivanov, V.N. Toporov, N.I. Tolstoy and others expressed their theoretical views. Russian ethnolinguist E. Bartmsky took part in solving this problem at the beginning of the last century. In their works, it is recognized that culture is a science close to linguistics, that it is impossible to understand the secrets of text and language without a deep analysis of the issues of interaction and enrichment of different cultures that have arisen in the history of human development<sup>1</sup>.

Undoubtedly, the integral connection between language and culture is an undeniable phenomenon. Similar aspects of language and culture – the connection of language with culture according to its origin, improvement together with society can be explained as follows:

both language and culture play an important role in the formation of consciousness, which represents the human worldview;

the subject of these phenomena is always a person (individual) or society (society);

traditionalism and historicism are considered characteristics of both phenomena;

language and culture are always changing pragmatically, and the results achieved are reinforced and stabilized by them.

Language and culture are inextricably linked with the process of communication, the formation of an individual and society as a whole. Language appears as the main form of existence of national culture and its expression. Since the issue of "language and culture" is extremely complex and multifaceted, it is approached in different ways. In particular, in the views put forward by the school of E. Sepir and B. Whorf, it is recognized that people see the world differently through their native languages. Since each language reflects existence in its own ways, languages differ from each other according to their "linguistic view of the world". In the hypothesis of E. Sepir and B. Whorf, the following main issues are distinguished: 1. Language is related to the way of thinking of the people who speak it. 2. The way of knowing the world depends on the languages in which subjects

<sup>1</sup> Maslova V.A. Lingvokulturology: Ucheb. posobie dlya stud. higher fly deluded. Moscow: Izdatelsky center "Akademiya", 2001. S. 28.

think<sup>2</sup>. As a phenomenon, the points of intersection of language and culture also imply the existence of differences:

language is a self-evolving phenomenon, that is, language can be created by many people, but even so, people cannot change their language at will;

culture is related to the active participation of a person, it is created by people, it develops under the influence of new reality, new events (for example, the 21st century is the age of high technologies, human culture is changing: lifestyle, art, structure of society, family relations, etc.);

At a time when language is the property of any person, the mass character of language as a phenomenon is considered completely natural, elitism and stratification are valued in culture.

At the same time, language is an integral part of our inherited culture, the main tool for knowing and mastering culture. Science, religion, literature can only be understood through language.

Any language also embodies a system of national, specific features that define the national characteristics of the people to which it belongs, the worldview and shape the world view. There are theoretical views that language represents the frame of mind and national thinking of the people who speak a certain language. For example, in the language of the Eskimos living in the north, snow is called by five different names depending on the location and precipitation.<sup>3</sup> Or cheese and cheese products in French and English with more than 120 words and phrases<sup>4</sup>. In the Uzbek language, these are reflected only by the words snow and cheese. Considering the existence of such facts, it can be concluded that different peoples see the same object or the same world differently.

It is known that language is constantly moving and becoming active as a social phenomenon. Language is not only a means of expressing a certain idea, but also a product of thinking, a whole world, as a composition of the universe, moreover, it is an important part of culture, it serves to reflect its essence in the human mind. All the changes taking place in the society find their reflection and expression in the language<sup>5</sup>.

Every nation has keywords that represent the mentality of that nation. For example, in German culture, attention, order, precision; conservatism, loyalty to traditions, nobility in English culture; In Uzbek culture, words such as politeness, hospitality, tolerance, stability are closely related to the cultural and historical traditions of the people.

Thus, language is a unique system that shapes the worldview of a person and leaves its mark on the consciousness of a people who speak a particular language. It is necessary to be aware of the linguo-cultural features of language units in a particular language. Otherwise, they can become a sufficient obstacle in the communication process. For example, in everyday English communication, the word "please" is used many times. Pass me the salt, please. Can I have some more tea, please! And it goes on like this every time, no matter what you ask. Uzbek also has the word "please", but in everyday communication it is not necessary to use it in every sentence.

Linguistics and its various fields developed according to their own development process in each period. For example, in the 18th century, comparative historical studies on related languages prevailed, while the structural paradigm, which dominated in the previous century, was replaced by a set of anthropocentric, functional, cognitive paradigms. In the anthropocentric paradigm, these

<sup>2</sup> Khudoyberganova Z.N., Mamarajabov B.B. Language and culture: the question of interaction and interaction// Modern education / Sovremennoe obrazovanie, – T., 2016, – No. 1. – pp. 30-34.

<sup>3</sup> Krupnik, Igor et al. (2010) "Franz Boas and Inuktitut terminology for ice and snow: from the emergence of the field to the 'Great Eskimo Vocabulary Hoax'". SIKU: Knowing our Ice: Documenting Inuit Sea-Ice knowledge and Use. New York, NY: Springer. pp. 385–410.

<sup>4</sup> <https://culturecheesemag.com/cheese-dictionary/>

<sup>5</sup> Jo'raeva M.M., Khamidova M.Kh. Lingvokulturology and lingvokulturrema// Scientific information of Bukhara State University, 2019. – No. 4 (76). - B. 111-114.

interests have shifted from the objects of awareness to its subject (man). In other words, language in man and man in language has been studied.

XXI century linguistics is characterized by the active study of language as the code of the nation. On this basis, the science of linguo-cultural studies (often called linguo-cultural studies or linguistic cultural studies), which can be considered an independent branch of linguistics, was formed in the 90s of the 20th century. First scientific works of scientists like V. Humboldt<sup>6</sup> and A.A. Potebnya<sup>7</sup>, later V.V. Vorobev<sup>8</sup>, V.M. Shaklein<sup>9</sup>, V.N. Telia<sup>10</sup>, V.A. Maslova<sup>11</sup>.

In accordance with the objective nature of language, in the anthropocentric paradigm, man is given the main place, and language is the main element that makes up the human personality. In recent years, the directions of cognitive linguistics and linguoculturology formed within the framework of this paradigm in modern linguistics are rapidly developing, focusing on the cultural factor in language and the linguistic factor in man<sup>12</sup>. Below we will try to distinguish between these two directions, citing some factors and examples.

Cognitive linguistics studies language as a cognitive mechanism in its transformation and codification. Lingvoculturology studies the interaction and influence of culture and language, language as a phenomenon of culture. These two directions of the anthropocentric paradigm are characterized by the dyad of "language and man". In addition, the terms "concept" and "world image" have a special meaning and importance in these areas of linguistics.

In cognitive linguistics, a concept is understood as an operative structural unit of memory, a mental lexicon, conceptual systems, and the entire image of the world reflected in the human mind. In other words, concepts are reflected as units that summarize human knowledge. Thus, in cognitive linguistics, the dyad "language and man" changes to the triad "language-man-consciousness".

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**DIDACTIC PRINCIPLES OF PHYSICAL EDUCATION CHILD LIFE.**

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**Abstract:** This article contains a number of opinions about the role of physical culture in the life of the nation and in the development of the state, and special attention is paid to its teaching as a subject in family and secondary special education centers. In addition, the article also discusses the historical stages of the emergence of physical culture and education as a science, and also mentions a number of factors in the emergence of this science hoping to add contribution to the life of humans' healthy life.

**Key words:** initial formation of physical education, objective, subjective, biological factors

**INTRODUCTION**

A nation's growth, healthy and happy life depends not only on its education, but also on a healthy lifestyle and, of course, on the extent to which sport takes place in life. It is no exaggeration to say that regular sports and physical culture education can raise every stratum of the people to high levels. Because physical education creates a healthy life and a healthy mind. Physical culture means not only playing sports, but also small aspects such as walking correctly, sitting correctly, performing movements correctly. Because the life of an active person consists mainly of movement.

Physical education is a complex and organized educational process, based primarily on learning [1.9]. The changes that occur through learning and practicing physical education classes should strive to be permanent. Learning various movement techniques and elements from various sports are closely related to education, so it can be said that the education of students does not go without education. Learning in physical education is a progressive and permanent change of the individual created under the influence of exercise and the environment, and caused by the needs of the individual who is changing [2.1].

**MATERIALS AND METHODS**

Physical education and physical culture skills develop communication skills in a child's life, improve communication skills, and in addition, a person who regularly engages in physical education increases muscle strength and bone density, which in turn It also significantly increases the likelihood of students engaging in healthy activities outside of school. In addition, sport teaches children about the positive benefits of exercise and allows them to understand how good it makes them feel.

We can say that physical education and physical culture are new disciplines formed as a science. Although the origins of physical culture go back to ancient Greece, in ancient times it was not considered as a science, as a spiritual and educational teaching. It served as the main agenda and training of the military. Competition and intensity were second nature in ancient Greece. Physical education became very important during this period. Because it was a very necessary factor in the training of Greek soldiers and athletes. And for children, physical education and training began when they were seven years old, with the goal that they should become good at boxing, chariot racing, and other activities. Therefore, they did need to understand their bodies and what went into physical activity, so physical education played a major role in the development of Greek society.

As nations developed and states prospered, physical culture continued to rise in human consciousness and life. By the 19th century, physical culture was organized as a science in the United States of America, and physical education and culture were taught as a science in schools in all states of the country. It is no exaggeration to say that the science of physical education and physical culture in the Republic of Uzbekistan has been considered the main means of strengthening health since ancient times, but it was formed as a science in recent centuries. A great Uzbek philosopher and writer, Mahmud Koshgari's work "Devonu Lugotit Turk" contains information about more than a

hundred folk games and folklore songs that reflect physical training. Moreover, “Alpomish” Uzbek folk heroic epic work, Alisher Navoi's one of the masterpieces, “Farkhod and Shirin”, Zayniddin Vasifi's “Badoye ul-vaqaye” (“Rare events”), Zakhiriddin Mukhammad Babur's “Baburnoma” and many other masterpieces by great writers and philosophers included stories about physical, military exercises to teach the defenders and men of the country.

In the years of independence, physical education and sport in our country rose to the level of state policy. In 1992 (and in 2000 in a new version) the adoption of the Law “On Physical Education and Sports”, in 1993 the development of the Healthy Generation State Program, the Cabinet of Ministers on the Development of Special Types of Sports, and finally in 1999 “Physical Education and Sport in Uzbekistan” Many laws and decisions, such as “On Measures for the Further Development of Sports”, created the legal foundations of physical education and culture as a science.

A comprehensive system of physical education: family-preschool period (from infancy to kindergarten age), school age, period of secondary special and higher education, as well as the physical health of adults (male and female) includes the presence of physical education. In Uzbekistan, physical education in secondary schools is considered a pedagogical process and is carried out through physical education classes and training in sports sections. According to the state educational standard of physical education for general secondary schools, physical education classes of 2 hours per week have been introduced in the 1st - 9th grades. Special tests were developed in 1999 in order to improve and popularize physical culture among students and improve their health. "Alpomish" and "Barchinoy" badges of 3 levels were established for those who successfully passed these tests. Also, public competitions "Umid nihollar" for schoolchildren, "Barkamol Avlod" for lyceum-college students, and "Universiade" for university students were held every 2 years. "Alpomish Games" festival and "Tomaris Games" are held every 2 years in terms of folk games and public sports. [3.1]

It can be analyzed that paying special attention to physical education and culture as a science improves the culture and healthy lifestyle of the people, makes the future generation healthy, and serves as a guarantee of a prosperous age of the people.

#### RESEARCH AND DISCUSSIONS

The main educational characteristics and tasks of physical culture include the habit of strictly following a daily routine in children from an early age, teaching them to engage in daily physical exercises and strictly adhere to this routine, to cultivate habits and independently engage in these exercises in institutions and at home. It is necessary to develop the skill of communication. It is important to teach children to organize and conduct physical exercises, including active games, with their peers and toddlers, to help them form a healthy lifestyle. In the process of physical education, there are many opportunities to implement moral, finesse, work education. That is, not only the physical health of a person, but also his spirituality improved with physical activities.

When physical training sessions are properly organized, to educate positive characteristics (organization, discipline, independence, activity), moral qualities (honesty, fairness, sense of friendship, mutual assistance, teamwork skills), a good attitude to equipment, responsibility for completing tasks), as well as favorable conditions are created for the manifestation of voluntary qualities (courage, decisiveness, determination to overcome difficulties, self-confidence, endurance, etc.). Good physical education in many ways allows students to develop mentally and develop their speech. All mental processes (receiving, thinking, remembering, imagining, etc.), as well as thinking processes (observation, comparison, analysis, generalization, etc.) develop in children during physical exercises.

It is necessary for students to strive to be able to creatively use the knowledge and skills they have acquired, showing their activity, independence, thinking, resourcefulness. Physical education allows for the education of sophistication. In order to develop the ability to perceive, understand and

correctly evaluate beauty, height, expression of movement, clothes, physical education equipment, environment while performing physical exercises, to strive for elegant discipline, in actions and words. It is also necessary to develop the fight against the rough situation. In addition to these, physical culture not only promotes sophistication, but also prepares for work in the process of physical education. For example, health is strengthened not only in children, but also in adolescents and adults, movement skills are formed, physical qualities necessary for work, abilities such as quick acquisition of movement skills and labor processes are developed. In particular, with the help of this field, labor skills related to the proper equipment of rooms and necessary areas, and keeping them in order, are also developed.

According to J. Rodriguez, in her article called “Didactic Principles in the Physical education”, “the beginning they are general postulates about the structure of the content, the organization of the teaching methods, the objectives, etc. The beginning they apply to all subjects and levels of education, being of a general and compulsory nature. [8.1] Four main basic principles are as followings:

- a) Principle of adaptation
- b) Principle of continuity
- c) Principle of alternation

Moreover, didactic principles play a main as well fundamental role in attending to the fundamental laws of teaching and responding to the needs of teaching practice, in addition, they make teaching be carried out effectively. Also, following pedagogical principles are differentiated:

- principle of awareness and activity - It is considered that the realization of this principle creates the possibility for the realization of other principles in the teaching of physical education. This principle is the most crucial, significant and role among the didactic principles,

- the principle of obviousness - obviousness is reflected in the attitude in the learning process one should always start from what is concrete, clear and obvious. It has a main role in the teaching of physical education hence it is based on the activation of the senses and sensory experiences, and illustrates initial step in the process of motor education. In physical education classes, the adoption of new elements of movement and activity begins with perception, when students get an imagination of a specific element that the instructor explains, and students try to repeat a given element several times, to automate the element itself. Elements from the teaching content are demonstrated by the teacher or trainer, with the usage of other teaching aids.

- the principle of systematicity and gradualness - physical education classes should provide each student with systematized knowledge, not a mechanical set of activities that the student should learn. Elements of sports techniques should be given based on a system that illustrates the logical structure of a movement.

- principle of accessibility and individuality – it is a principle that is one of the most important in the process of teaching physical education, due to the inadequate application of the factor cannot cause positive effects, by acting on the important features of the organism where injuries occur. Therefore, accessibility is a match between students' abilities and challengings that arise during teaching. The right dose of availability in physical education, the teacher can show only if he knows well the age of pupils or students, their abilities and characteristics, interests, levels of prior knowledge, training and gender.

- principle of durability and knowledge-dosing - the most crucial part of physical education classes is for children or teenagers to permanently get knowledge and skills. The principles of permanence in the teaching of physical education are represented by procedures in which the preservation of acquired habits and abilities is ensured for a longer period of time. How long motor habits will be lasting depends on the training method, but also on the character of the activity itself.

**CONCLUSION**

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In conclusion, it can be mentioned that physical education and physical culture play important roles in humans' life. That is why it is necessary to pay special attention to it as a science in order to turn this field into the life of the young generation. People who are physically cultured, that is, follow a healthy lifestyle, will be healthy and strong. A healthy lifestyle is a guarantee of a long life. We can say the following as the main factors for the emergence of physical education as a science and as a vital necessity:

1. Objective factors - primitive man's labor activity, environment, natural factors;
2. Subjective factors - the development of human consciousness and thinking;
3. Biological factors - a person's natural need for movement.

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LINGUOCULTUROLOGY AS A CULTURAL PHENOMENON  
OF LINGUISTICS

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**Annotation:** In this article, main features and characteristics of discourse as a linguistic phenomenon are explained. Also, it reflects particular notions about discourse matters as a communicative process including anthropocentrism approach.

**Keywords:** discourse, text, discourse analysis, communication, linguacultural phenomenon, sociocultural, communicative essence, dry residue, fiction discourse, semantic connection, cognitive activity, extralinguistic factors, communicative essence of the discourse, concept.

INTRODUCTION

We can say that the 20th century was a century of great changes in the field of linguistics. By the 90s of this century, a new field emerged between linguistics and cultural studies. This field is considered a new field between linguistics and cultural studies, and aims to shed light on national thought, national consciousness, national culture, national spirituality, national mentality, national character, and the relationship of national culture with language in general. [1.94]

The field of linguistics and culture studies the interdependence of language and culture, the mutual relations between them, as well as the fact that a certain concept is understood differently in different nations, but it is also a whole concept. A number of scientists have conducted scientific research in the field of linguistics and culture, including V. von Humboldt, E. Benvnist, L. Weisgerber, A.A. Potebnya, E. Sepir V.A. You can say things like Maslova. The stages of development of the field of linguistics and culture can be divided into three parts.

- 1) the creation of preliminary studies that motivated the formation of the science (W. Von Humboldt, E. Benvnist, L. Weisgerber, A. A. Potebnya, E. Sepir) such as the works of linguists;
- 2) separation of linguistic and cultural studies as a separate field;
- 3) the stage of development of linguistic and cultural studies;

MATERIALS AND METHODS

Today, the field of linguo-cultural studies has become one of the most relevant topics. This field studies language as a cultural phenomenon, and its subject is language and culture in mutual relations. By the beginning of the 21st century, linguocultural science is the leader in world linguistics turned into one of the directions. Linguoculturology is a cultural phenomenon of language As a learning science, language and culture are interconnected constitutes the subject. In particular, V.N. Telia writes about it: "Linguoculturology studies the human factor, more precisely, the cultural factor in a person is a science. This means that the center of linguistic culture is a cultural phenomenon is a complex of achievements characteristic of the anthropological paradigm of the human being" [2.208]

V. Vorobyev "linguistic culture is a complex field of science of the synthesizing category, it studies interactions and interactions between culture and language. This process as a whole composition of units with a single linguistic and non-linguistic (cultural) content this process to modern authoritative cultural priorities (universal norms and values) with the help of systematic methods. This professor O'. Yusupov explains as follows: "Linguoculturalism is a reflection of a part of culture in its semantics (meaning) language or speech unit".

Lingvokulturema includes words, phraseological units, word combinations, sentences, paremies, complex syntactic units, texts, etc., which reflect a part of culture. Lingvokulturema has a content and expression plan, the expression plan is made up of the above-mentioned units, and the content plan is made up of the semantics of those units. Therefore, linguokulturema differs from the

concept in that it has its own content and expression plan, the main task of linguokulturology is to express the national culture in a linguistic form. According to him, the concept of "linguculture" is useful for comparative linguistics, "language is a cultural fact, a component of the culture we inherit, and at the same time a weapon. Folk culture is verbalized through language, it activates the basic, basic concepts of language culture and expresses them in the form of symbols, that is, through words.

#### RESEARCH AND DISCUSSION

If cultural studies is a study of nature, society, art, history and other social and Linguistics studies the nature of self-awareness in the spheres of cultural existence a worldview that reflects the mental models of the linguistic landscape of the world learns The main research subject of linguistic and cultural studies is constant interaction both language and culture are in a state of influence.

“Culture” is derived from the Latin word “Colere”, which means “cultivation, education, development, respect, worship”. Since the 18<sup>th</sup> century, the term “culture” has been applied to all things that are the product of human activity. All these meanings are preserved in the use of the word “culture”, but in fact this word means “the purposeful influence of man on nature, the transformation of nature for the benefit of man, that is, cultivation of the land” (agriculture Jalik culture) means. Later, the term “culture” began to be used to describe knowledgeable, enlightened, highly educated people. By now, it is known that the term “culture” is used in more than 500 variants in various fields of science and practice.

If the authors’ definitions of culture are summarized, culture can be defined as the sum of all the material and spiritual wealth created and being created by humanity in the course of the entire historical development. Based on this, two types of culture are distinguished:

- 1) material culture;
- 2) spiritual culture;

Material culture means the “second nature” created by human activity, that is, means of production, labor tools, labor skills, as well as all the wealth created in the production process that serves for life. Spiritual culture is a means of artistic reflection and mastering of events. Material culture is closely related to the material life conditions of the world and people, and spiritual culture is closely related to traditions, customs, rituals, and national values.

It is also possible to think that the necessary objects and the events that occur in human life are means of culture. In the culture of the peoples living in the south, the moon is mentioned with special recognition. In the minds of Russians, it is associated with darkness, the afterlife, and sometimes with life and death (жить «под луной», » в подлунном мире» - everyone lives in the same conditions), while in other Slavs, moonlight is pregnant and absent. is compared to a dangerous, damaging event. The Vietnamese have a completely different attitude to the moon, as in other South Asian nations, that is, they live according to the lunar calendar, and the specially celebrated Moon Festival is a favorite holiday of children. Beautiful, delicate and innocent young girls are compared to the moon.

It should be emphasized that this attitude towards the month also belongs to the Uzbek people must Because in Uzbeks, the moon is used in the meanings and is only a heavenly body that receives light from the sun and gives rain not (“you can’t cover the moon with a skirt” - proverb), but “a beautiful, beautiful face” (the face of the moon get rid of the oppression of black money, “very beautiful, very beautiful”) (“When the moon says to the moon, when you say it is like a day”), to wish good luck to someone who is going on a trip (“The moon is gone safe return”). Similar examples can be found in the culture of other nations. In the culture of different peoples, the above-mentioned peculiarities exist in the language studying its reflection is one of the main tasks of linguistic and cultural studies.

#### CONCLUSION

Researches in the linguistic and cultural approach in Uzbek linguistics in the last ten years began to appear in annuals. Professor N. Mahmudov's "Your language is perfect researching and

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looking for ways..." language and cultural studies, in general, The essence of the anthropocentric paradigm and the problems with it are deep and fundamental will be illuminated. This article is serious about linguoculturology in Uzbek linguistics can be evaluated as the first work in which comments are stated. In the article factors that served for the formation of the linguocultural theory, the main ones in it. Very reasonable comments were made about the differences in concepts and their interpretation. [3.316]

In conclusion, V. Humboldt's relationship between language and thought in the 19th century comments that the main attention should be paid to the culture of the nation in learning. In the 90s of the 20th century, a number of linguists created a new science of linguistic culture. This science is very fast in modern linguistics developed rapidly and took a special place in general linguistics.

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**A METHODOLOGICAL AND TECHNOLOGICAL APPROACH TO INCREASE THE EFFECTIVENESS OF TEACHING 7TH GRADE EDUCATION IN A GENERAL SECONDARY SCHOOL**

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Working with young people

Deputy Dean

**Annotation:** *The article deals with the issue of interpretation of the world (being) essence in the national education of the Uzbek people. It analyzes the scientific-philosophical, religious views, approaches and doctrines put forward by our ancestors in the interpretation of the essence of the world (being) from a scientific and pedagogical point of view.*

**Keywords:** *upbringing, national upbringing, interpretation of the essence of the world (being), the world of the unseen (hidden world), the world of the witness (visible world), substance (ore) and accident (non-ore), dialectical materialism and atheistic education.*

Minutes of the meeting of the video selector dedicated to the issues of development of the public education system, increasing the qualifications and influence of pedagogues in society, raising the morale of the young generation, held in the presence of the President of the Republic of Uzbekistan on August 23, 2019

In paragraph 24, the tasks of gradually introducing the single subject "Education" from the 2020/2021 academic year, combining such subjects as "National Idea", "Etiquette", "History of World Religions", "Feeling of the Motherland" were defined. In connection with the execution of these tasks, on July 6, 2020, by the Cabinet of Ministers of the Republic of Uzbekistan, the decision No. 422 "On measures to introduce the science of "Education" in general secondary educational institutions step by step" and the decision of the Minister of Public Education of the Republic of Uzbekistan dated October 14, 2020 " Order No. 235 on the approval of the state educational standard of general secondary education for the subject of "education" was adopted. On the basis of these documents, starting from the 2020/2021 academic year, "Education" textbooks have been published and taught in grades 1-9. In particular, the 7th grade educational textbook was published by the publishing house "Uzbekistan" in 2020 under the co-authorship of D.Kenjaev, N.Ismatova and others. This textbook is a theoretical and methodical basis for organizing "Education" classes in all 7th grades of general secondary education schools in our country, and for the process of assigning class work and homework to students.

Today's rapid information age requires an innovative approach to the issue of educating students and the development and implementation of new pedagogical technologies. It should be noted that the science of "Education" plays an important role in educating students. In this sense, the conditions and requirements of today's time make the issue of developing technologies for increasing the effectiveness of education in general secondary schools an urgent task. This task is precisely the necessity of a deeper study of the technologies for increasing the effectiveness of teaching the science of "Education", a reassessment of the current situation, and the development of theoretical and methodological approaches related to the solution of this issue.

Due to this need, the issues that are intended to be analyzed in this paragraph are as follows: Methodological and methodological foundations of the 7th grade education science: concept, textbook, approaches, methods and methods in them, to identify the achievements and shortcomings

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and to provide solutions based on scientific-theoretical and empirical experiences in order to eliminate them. consists of

The analysis of the methodical-methodical bases of the 7th grade education science is based on the following criteria:

- the interpretation of the world (being) and human essence in the methodical-methodical foundations of the science of education;
- the principle of periodicity in the methodical-methodical foundations of the science of education;
- attitude to human capital in the methodical-methodical foundations of education science;
- it is studied on the basis of the principles of socialization and education focused on the individual in the methodological foundations of the science of education.

7th grade Methodological foundations of the science of education: concept, textbook, analysis of their approaches shows that in these foundations, no special place is allocated to the issue of "interpretation of the essence of the world (existence)"

According to the experience of the nations of the world in the field of education, in many nations, views on the essence of the world are explained to the young generation, for example, in countries that believe in Islamic teachings, girls are taught until the age of 9, boys until the age of 11, and in Jewish national education, these issues are explained until the age of 7-8.

Taking into account the possibility that the issue of "interpretation of the essence of the world (being)" may not be in the textbook for one grade, the textbooks of the Education textbook for grades 1-9 were also analyzed. But it turned out that these textbooks do not provide a comprehensive (in the form of a separate topic) and a detailed place for these issues.

It should be noted that the issue of "interpretation of the essence of the world (being)" cannot remain closed in the teaching of education. Because this methodological issue is not revealed, it is not possible to develop students' skills and competencies intended for other subjects. Consequently, the issue of "interpreting the essence of the world (being)" is a fundamental issue for the educational process, and other topics are the foundation on which this issue is built. In the 7th grade educational science textbook (also in the textbooks intended for 1-9th grades), the lack of topics in the direction of "Interpretation of the essence of the world (being)" caused a gap in this issue.

Subjects in the direction of "interpretation of the essence of the world (existence)", taking into account the age characteristics of the 7th grade audience, combining scientific and religious foundations, will give the students a clear idea of the general laws of the world (existence), the place of man in the world, his it is considered appropriate to structure it in a content that encourages understanding of life goals.

In our opinion, the issue of "interpreting the essence of the world (being)".

It is appropriate to include in the content of the 7th grade Education Science textbook, its theoretical essence (in accordance with the views of Abu Nasr Farabi, Aziziddin Nasafi and other thinkers of our ancestors - see paragraph 1.2) "The world (existence) is material and immaterial according to its structure and essence element is a whole (two-and-a-half whole) reality consisting of a complex of elements" and it is necessary to give it a place in the beginning of the textbook.

The beginning of the textbook in such a way ensures that it will be in the direction of nature, society, human essence, his behavior and upbringing from the world (existence) content. This approach ensures that the textbook follows the rules and principles of deduction - from general to specific, from simple to complex, systematic and consistent.

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## Identification of gaps in students' knowledge of the Russian language

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**Annotation:** This article reveals to bachelor students of pedagogical universities the educational, educational, developing tasks of the Russian language course, the content, goals and objectives of practical classes in the Russian language; aims to equip future teachers with the practice of learning in the teaching process; education in students of literacy. The purpose of the article is to fill the gaps in students' knowledge of the Russian language. Checking the filling of gaps in students. Performing certain training exercises, as well as considering directly in the classroom theoretical issues of practical importance.

**Key words:** filling in the gaps, pedagogical activity, revealing the nature, determining the causes, identifying errors, fixing, analysis, the ability to formulate, methods and techniques, modern technology, perception of knowledge, awareness of their use, independence, creative, activity, analyze information, the ability to apply, knowledge, non-standard situations, the ability to critically evaluate, the information received.

The goal of each teacher teaching a particular language is the oral and written literacy of students, their mastery of the established norms and rules of correct speech and writing. But not always the methods used in the classroom give the expected result. This is especially difficult when working with a non-Russian-speaking audience, which does not have communication in this language, there is no opportunity to apply the grammatical knowledge gained in the lesson in practice.

If the teacher does not pay due and timely attention to the work on filling in the gaps in the knowledge of students, then very soon even capable students will wallow in mistakes. It is impossible to isolate this type of pedagogical activity from a holistic process - a learning process in which everything is interconnected. Carrying out work to identify and comprehend the gaps in the knowledge of students or students, we proceed from the fact that in order to optimize the learning process of underachieving students with large gaps in knowledge, it is necessary to solve the following tasks:

- 1) identify the nature and depth of gaps in the knowledge and skills of students;
- 2) determine the reasons that caused these gaps and hinder their overcoming at the present time;
- 3) take measures to neutralize the factors that cause new gaps in knowledge;
- 4) to organize a system of measures to fill in the missing knowledge while mastering new educational material, i.e. explaining the new, resorting to repetition of the past.

The organization of work to identify and eliminate gaps in knowledge can be symbolically divided into several types:

1. Detection of errors;
2. Fixing errors;
3. Analysis of the mistakes made;
4. Planning work to address gaps;
5. Preventive measures.

Let us consider in more detail the organization of each of these stages of work.

1. Detection of errors.

This stage is carried out in the course of checking written works, oral answers, self- and mutual control.

When conducting written work, the teacher must strictly monitor the independence of performance (cheating off, using textbooks or cheat sheets are unacceptable). Only in this case it is possible to accurately determine and identify the mistakes in writing made by each student.

Oral testing is aimed at identifying typical errors of a particular topic and general educational skills. It is effective if it is aimed at identifying the meaningfulness of the perception of knowledge and the awareness of their use, if it stimulates the independence and creative activity of students. The quality of questions is determined by the nature of the mental actions that students perform when answering a question. The quality of the oral examination depends on the selection of questions and the sequence in which they are posed.

Oral testing techniques are used at various stages of the lesson. As an oral survey, you can use the following method of new pedagogical technologies:

Title: Thick and thin question

Description: This method from the technology of developing critical thinking question is used to organize an interrogation.

The strategy allows you to create:

- ability to formulate questions;
- ability to correlate concepts.

A subtle question suggests a clear, short answer.

A thick question suggests a detailed answer.

After studying the topic, students are invited to formulate three "thin" and three "thick" questions related to the material covered. They then quiz each other using tables of "thick" and "thin" questions.

Example .

On the topic of the lesson "A.S. Pushkin - The Sun of Russian Poetry" you can invite students to ask a thick and thin question.

Subtle question . Who was A.S. Pushkin?

Thick question. What role did A.S. Pushkin play in the formation of Russian poetry of the 19th century?

Instilling in students the skills and abilities of self-control not only allows them to find their own mistakes, but also has a beneficial effect from an educational, psychological and pedagogical point of view. Forms: "Find and explain the mistake" (your own, made by a classmate, planned by the teacher), "Check the answer and understand the mistake", "Evaluate your answer".

There are many methods and techniques of modern technology that involve mutual control. For example, you can use the "LEARN TOGETHER" technique: Algorithm of actions: 1. Individual work. Marginal markings (signs "?", "+", "!", etc.). 2. Work in pairs: discuss

text, try to remove the "question marks". 3. Discussion in groups of four: students deal with difficult issues with those who are sitting next to each other in the next row, or with those who are sitting in the next desk. If the lesson provides for a group

form of work, then after an individual study of the text, all the "question marks" are discussed in the group. 4. The remaining questions requiring clarification are submitted for discussion by the entire team. 5. The teacher makes additional clarifications.

At this stage, the correctness of perception and understanding of the educational material is analyzed, weaknesses in knowledge are revealed, shortcomings, gaps, errors in the work and answers of students are revealed. This allows the teacher to identify timely measures to overcome and eliminate them.

2. Fixing errors.

Fixing errors occurs in parallel with their identification. When starting to study a new topic, the student often forgets much of the previous material. Only through repeated, prolonged, periodic

repetition by each student of their “problem” topics can the expected results in learning be achieved. The teacher needs to keep a strict record of errors in the form of a list, work with it regularly: make changes, keep the error under control until there is a firm confidence in the quality of assimilation. A number of different interactive methods can be used at this stage. For example, here is one of many:

Title: Catch the Mistake

Description: a universal technique that activates the attention of trainees.

Forms:

- ability to analyze information;
- ability to apply knowledge in non-standard situations;
- the ability to critically evaluate the information received.

The teacher offers students information containing an unknown number of errors. Students look for a mistake in a group or individually, argue, confer. Having come to a certain opinion, the group chooses a speaker. The speaker announces the task and the result of his decision in front of everyone.

Example.

Russian The teacher gives several grammar (syntactic or other) rules. One or more of them are incorrect. Find and prove wrong.

Literature. Pupils receive a series of citations with reference to the authors. Determine in which case the quote could not belong to this author. They prove their point.

### 3. Analysis of the mistakes made.

An analysis of the mistakes made is carried out after each type of work orally or in writing, by a teacher or a student, depending on the type of activity. A carefully conducted analysis allows you to deeply study the gaps and achievements of individual students, highlight typical mistakes and main difficulties of students, study

the reasons for their occurrence and outline

ways to eliminate them. In this case, you can offer to perform grammatical exercises on a particular rule, work together to work on the mistakes. So that the process of analyzing the mistakes made was not boring and aroused more keen interest, it is possible to use the following method:

Title: "Before-After"

Description: technique for developing critical thinking. It can be used at the 1st stage of the lesson, as a technique that actualizes the knowledge of students. And also at the stage of reflection.

Forms:

- ability to predict common mistakes;
- the ability to correlate known and previously unknown facts for the student;
- the ability to express his thoughts, why he thought this way and not otherwise;
- ability to compare and draw conclusions.

In a table of two columns, the “Before” part is filled in, in which the student writes down words, phrases and even sentences in which he often made mistakes. The "After" part is completed after the group, under the guidance of the teacher, concludes how the word (SS or sentence) is spelled correctly and provides undeniable proof of correctness.

Next, the student compares the contents of "Before" and "After" and draws a conclusion.

Example.

"Before" Unexpected (because it is not a preposition and is written separately)

"After" Unexpectedly (because the Russian language does not have the word "expectedly", it is written together.

### 4. Planning work to address gaps in knowledge.

This work is based on the analysis, the results of which are communicated to students:

- the teacher outlines when, whom, for what purpose to ask and what means to use for this.

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- work on mistakes is carried out after each written work, re-testing - after an unsatisfactory mark.

#### 5. Prevention measures

The following preventive measures contribute to minimizing student errors:

- texts of written assignments should be easy to understand: well-formulated, well-read;
- active oral training of the main , regular analysis of typical mistakes;
- when explaining new material, predict an error and select a system of tasks for

working out the correct assimilation of the concept. For example, use the "Prediction Tree" method

The rules for working with this technique are as follows: the trunk of the tree is the topic, the branches are assumptions that are carried out in two main directions - "possible" and "probably" (the number of "branches" is not limited), and, finally, "leaves" - the rationale for these assumptions arguments in favor of one opinion or another.

You can also resort for example to the following method: Name: Wise Owls

Description: It is appropriate to use this strategy to develop the following skills in students:

- analyze the text together with other people;
- conduct research work in a group;
- available to transfer information to another person;
- independently determine which rules are appropriate to apply when writing or pronouncing difficult words and expressions.

#### Example.

Students are invited to independently work out the content of the selected text (individually or in a group). Then students receive a worksheet with specific questions and tasks in order to process the information contained in the text: Find the main (new) concepts in the text and write them down in alphabetical order. Choose new words from the text, the spelling of which is unexpected for you, as it contradicts your expectations and initial ideas. Write down information that is new to you. Explain why what you have just discovered is written this way and not otherwise, contrary to your original idea.

The identification and prevention of mistakes made is much more effective if students are specially prepared for this work. Preparing for the lesson, the teacher thinks through what difficulties certain nuances of the new topic may cause, where and in what cases mistakes are most likely to be made.

The main objectives of this work should be the following:

- formation of solid knowledge;
- training in self-control techniques;
- formation of the need for self-control;
- education of responsibility for the work performed;
- education of individual creative abilities of students.

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DIDACTIC FOUNDATIONS OF COGNITIVE ACTIVITY AND ITS DEVELOPMENT IN STUDENTS

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**Abstract.** This article focuses on the nature of the cognitive process, the levels of the cognitive process, methods, means, types of training, the issues of enhancing the cognitive activity of students and improving the effectiveness of training.

**Key words:** cognitive activity, empirical, theoretical, abstraction, induction, idealization, analogy, comparison.

The issue of activating the cognitive activity of students and increasing the effectiveness of training is considered one of the main problems of academic disciplines. Activating the cognitive activity of students is understood as a conscious need for students to master a high level of motivation, knowledge and skills, a high level of result and the emergence of behavior corresponding to social norms.

Cognition is a type of mental, spiritual activity aimed at generating knowledge about nature, society and oneself. A person cannot successfully engage in any type of activity without having knowledge and an idea of the surrounding environment in which he is surrounded. The product of knowledge, the result of which is science, and the acquisition of knowledge in the acquisition of any specialist, profession is considered important. There are two levels of scientific knowledge, which constitute the empirical and theoretical levels.

Empirical knowledge is mainly obtained as a result of experimentation and is based on observation and experimentation. On the basis of experimental data, schemes and diagrams are drawn up, conclusions and hypotheses are developed, the relationship between the newly obtained data is determined. At the empirical level of cognition, methods in Qu are widely used:

Observation is a way of sensory cognition of things and phenomena in reality, aimed at a specific goal. Observation is carried out directly (without instruments) or indirectly (with instruments). In the process of observation, the subject perceives and identifies the quantitative and qualitative aspects of the object.

Measurement is a way of determining the quantitative description of a thing in the process of cognition. Measurement is usually carried out through the way in which the studied subject is compared with any other subject with clearly recorded characteristics and signs. Through the measurement method, it is possible to determine the properties of objects, for example, their strength, complexity and other aspects.

Comparison is a method that is applied in cognitive activity, forming a special stage in the formation, development of knowledge. Comparison is a way of studying the different and similar aspects of things and phenomena from another thing or event, as well as their relationships.

An experiment is a method of cognition of a higher level than observation, which helps to influence, assimilate, enrich knowledge of an object by applying the appropriate experimental devices to the object. In order for the researcher to study the sides of the object of interest to him through the method of experimentation, he actively influences it, creates artificial conditions for this, carries out verification under these conditions, collects data.

The theoretical level of cognition is a higher stage of generalization and idealization, reflecting the objective being with all its internal connections and laws, focusing on revealing the essence of the object under study.

The levels of cognition can be conditionally divided into: lower, higher and higher. The lower level of cognition is characteristic of all living things and is called emotional cognition. Emotional cognition is cognition through the senses. The upper stage of cognition is inherent only in humans, it is called mental cognition (rational cognition). If a person, with the help of his senses, knows only the external features and properties of things and phenomena, then by the means of thinking he will know the inner essence of things and phenomena. Knowing through mental knowledge or thinking does not negate emotional knowledge, but through generalization, analysis, synthesis, abstraction of knowledge acquired through the senses, concepts are created from newly formed knowledge. Mental cognition requires confirmation or denial of the signs and characteristics inherent in things and phenomena. This ability to affirm or deny that is characteristic of thinking is called judgment. Conclusion-one of the important tools of mental cognition, a way to generate new knowledge. Inference can also be inductive and deductive, that is, by going from general to exceptional. At the theoretical level of scientific knowledge, methods in Qu are widely used:

Abstraction is a way of knowing the important properties, relationships, stages of development of objects in a particular relationship by thought. The abstraction method includes analysis and synthesis tools.

In analysis, what is being studied and the phenomenon is divided into small fragments, that is, parts, and the connections between them are studied by the relationship and influence.

Synthesis, relying on the results of analysis, studies one whole quality of things and phenomena.

Induction is a method of cognition that is used to draw general conclusions from certain types of thinking. With this method, privacy is studied and commonality is learned. The induction method also serves as a way to check the causal bonds of things and phenomena.

Deduction is a logical method leading from general to private. Theories in science arise as a result of the deductive method. This method is mainly used to study, systematize them in depth as a result of the collection of evidential information.

Analogy is a method of studying the similarity of the properties of something and phenomena (compatibility, nausea, similarity). With this method, similar properties of two subjects are studied.

Idealization is a method of embedding an object in the process of cognition. In this method, the real object is replaced by an ideal object.

Cognitive activity in students does not always arise, but only due to the purposeful pedagogical influence of the teacher and the skill of organizing a favorable pedagogical and psychological environment. It will depend on the pedagogical technologies used by the teacher to provide a purposeful impact and create a favorable socio-psychological environment in teaching biology. Any technology developed in didactics serves to activate the cognitive activity of students and increase the effectiveness of education, but in the following technologies this issue occupies the main idea:

1. Didactic game technologies.
2. Problem learning technologies.
3. Modular educational technologies.
4. Collaborative teaching technology.
5. Design technology.

In combination with the fact that technologies that allow students to activate cognitive activity and increase educational efficiency have their own characteristics, in the educational process they perform such functions as educational, developmental, educational, creative activity, communicative, logical thinking, the formation of methods of mental activity, analysis of their activities, orientation to the profession, teaching to get the goal right, creating cooperation. However, when comparing the functions of pedagogical technologies, it turned out that these functions do not occupy the same level. The leading role in didactic game technology is occupied by educational, developmental, educational, communicative functions, and the rest of the functions are attached to them. In problem educational

technology, the leading role is played by the formation of methods of mental activity, orientation to creative activity, the development of logical thinking, the rest of the functions are supposedly subordinate to them. Against this background, it is possible to analyze the didactic functions of other technologies. The intended goal and effectiveness is achieved only when the biology teacher chooses on a scientific and methodological basis which technology he uses, taking into account the educational, educational and developmental goals of the subject studied in the lesson and the didactic functions of pedagogical technologies.

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**Abstract:** The article describes the importance of biological and natural resources. The importance of plants in human life.

Among natural resources, biological resources are of particular importance, since they are inexhaustible resources that provide products in an unlimited period of time. The flora and fauna are interconnected with each other. It has been established that insects can be exterminated from 10 to 30 species if a species of plant is lost, or some animals can leave that place. In this regard, it is necessary that the flora and fauna be kept in all places. About 1-1.5 million people in the land region. animal species live. This amount is three times more than plant species. According to UNESCO, over the next hundred years, human economic activity has put at risk the extinction of 25 thousand species of higher plants and 1 thousand species of vertebrates.

The importance of plants in human life is extremely great: it regulates the oxygen balance in the atmosphere, has assertive and sanitary-hygienic properties. Forests absorb is gas from the air, delivering how much oxygen is necessary for a living organism by photosynthesis. It turns out that a well-kept Grove on an area of 1 ha produces 3.5-5.0 t of oxygen in a year, absorbing 4.6-6.5 t of is gas. Also, while terrestrial consumes is gas twice as much as phytoplankton in lakes, seas and oceans. In stabilizing the oxygen balance on a planetary scale, needle-leaved and tropical as well as Subtropical evergreen lush deciduous forests in the northern hemisphere are most important.

The vegetation cover prevents superficial erosion due to the capture of the main part of the precipitation-Sochi in their bodies, it is rare for such phenomena as a, flood and deepening erosion to occur in the densely overgrown River and river valleys of Arboriculture. The plant world is especially affected by the slow course of the melting of the snow cover on the mountain slopes. On the plains, forests and expanses prevent wind erosion, creating a unique microclimate with a shadow-cool on the scorching summer days.

The variety of natural conditions of the Republic affects the fact that its biological resources are also different. Currently, there are 4168 species of plants, 577 of which are medicinal.

Forest Fund of Uzbekistan 10 million. of which about 2 million. ga area is covered with Forest. Forested land is on the plain, with a sandy area of 3 million. 0.5 million on mountain slopes. the area of forests in the mountains is more than 31 thousand ha, the area of forests in the mountain valleys is 23 thousand ha. Our republic is rather poor in forests, accounts for 5% of the country's territory. Previously, until the middle of the XIX century, broad-leaved and small-leaved forests fell to the height of 700-800 m of the mountain slopes. The hills and low mountains were covered with pistachios and tonsils, and forest wood was drained, connected by cuts through Zarafshan, Surkhandarya, Kashkadarya, Zamin, Sokh, Sanzar and other rivers. Printed in the newspaper "Turkistanskies vedomosti" (V.According to Lim, 1996), at the end of the 19th century, Samarkand was given 13,440 Poods (1 Pood-16 kg), made by burning broad-leaved forest wood from Panjikent and Karatepa every year, 21,120 Poods of activated charcoal, which cut and prepared the fir trees, that is, 16,800 broad-leaved and 17,0000 pieces of spruce trees were cut down per year. tonsils, , alchemists are a building material by residents living in cities on the plains and foothills, "pistachios" are cut down by many trees in obtaining metal from copper, iron ores found in rivers and streams valleys in the mountains, which are cut off non-stop for the preparation of coal, and therefore weavers on mountain slopes and rivers are much poorer do not meet spruce in sparse, sometimes large areas, they are mainly observed to grow from a height of 1800-2000 m.

On the plains, too, black and white saxaul, Circassian, kandym, Wormwood, turangil in the vineyards, zhiyda, they are now sparsely found due to the fact that Willow is mainly trimmed as fuel. The weavers of kashkadarya, Zarafshan, Amu Darya, Surkhandarya, Chirchik were mainly cut down until the 20th century, only in small areas in an instant, Martingale-trees were preserved. The weavers were destroyed by in the following years. Consequently, human economic activity seriously affected the rather sparse vegetation of the Middle Ages, in particular in the XVIII-XIX centuries, in the XX century, the destruction of weavers continued with the aim of trimming Martingale trees, opening new lands.

In Uzbekistan, forests are divided into three categories in accordance with their geographical location: 1) mountain, 2) Desert and 3) darkay forests. The mountainous area is equal to 6634 thousand ha in the country. According to the Forest Committee of the Republic of Uzbekistan (1995), a forest can grow in 601.1 thousand ha of this area, and now more than 105 thousand territories per hectare are occupied by forest. The degree of forest cover of mountain slopes is 2.5 %. Mountain forests are characteristic of its sparseness, the abundance of trees growing singly, the bisectivity of bare spaces among the groves. The basis of the mountain forests are archazors, pistazors and Walnut, fruit groves.

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**Anotation:** this article presents the results of experimental work on the amount of plastid pigments in the leaves of soy varieties.

**Keywords:** Oyjamol variety, photosynthesis, chlorophyll, seed inoculation, plastid, pigments, Nitragin, dream variety.

In the process of photosynthesis, pigments are considered acceptors of light, their physical and chemical properties determine the primary reactions of photosynthesis, that is, the effectiveness of the activity of the photosynthetic apparatus in green plants is determined by the state and amount of pigments contained in the membranes of chloroplasts chlorophylls are the main photosynthetic pigments. Chlorophyll "a" (XL A) is a universal pigment that converts light energy into charge separation energy, that is, in the process of oxygen photosynthesis, the first stage of Energy Exchange is chlorophyll "b" (XL b), a special chlorophyll of light collecting antenna complexes, which enhances the accumulation of light in low light and distributes excess absorbed energy in high light. In chloroplasts, NADP and ATP are formed, which are necessary for reactions that ensure the production process. The main processes of light energy storage are related to the metabolism of plant cells and can be involved in the adaptation of plants not only to light conditions, but also to other environmental factors.

With the onset of grain saturation, the amount of pigments in soy varieties decreases sharply, and at the stage of green ripening of the pods, it becomes 1.6 times less than in the yassian phase of the pods. In this case, the ratio of chlorophyll "a" to "b" varies from 8.1 to 10.5 the amount and ratio of pigments in Leaves is used as indicators of general resistance in plants. The ability of the photosynthetic apparatus, in particular its pigment complex, to adapt to changing external conditions, is the most important property of plant resistance and adaptation. Inoculation of seeds and potassium Humate coordinates the physiological processes that take place in the soybean plant, improves the activity of the enzyme catalase, chlorophyll and carotenoid content in the leaves of the shade.

In studies carried out in the conditions of the Soz-alluvial soils of the irrigated meadow of the Fergana region, the timing of planting and the effect of Nitragin on the amount of plastid pigments in the leaves of soy varieties studied during the period of grain saturation were determined. From the results of the analysis, it was found that the amount of chlorophyll "a" (XL A) was 1.77-2.64 mg/g on average in experimental variants.

Seeds 10-15. VI the amount of chlorophyll "a" (XL A) in the leaves of the dream variety planted in (control) was 1.92 in the nitragin-free option and 2.64 mg/g in the option where Nitragin was applied, or 1.38 times more than in the nitragin-free option. In the oyjamol variety, however, these indicators were 1.84; 2.40 mg/g and 1.30 times higher, respectively.

Seeds 20-25. VI while the amount of chlorophyll "a" (XL A) in the leaves of the dream variety planted at nitragin was 1.90 mg/g in the unused variant and 2.63 mg/g in the variant where Nitragin was applied, 1.38 times more than in the nitragin-free variant, the indicators in the Oyjamol variety were

1.83; 2.37 mg / g and 1.30 times higher, respectively. With the postponement of the planting period, it was found that the amount of chlorophyll “a” decreased in both varieties.

- table

The amount of plastid pigments in the leaves of soy varieties, mg/g in dry matter (during the period of grain saturation, 2018-2020.)

№	Экиш мuddати (A)	Навлар (B)	Бактериал ўғит (C)	Хл а	Хл б	Хл а+Хл б	каротиноидлар
1	10-15.VI (назорат)	Орзу (назорат)	Нитрагинсиз	1,92	1,36	3,28	0,73
2			Нитрагин	2,64	1,89	4,53	0,84
3		Ойжамол	Нитрагинсиз	1,84	1,32	3,16	0,85
4			Нитрагин	2,40	1,71	4,11	0,98
5	20-25.VI	Орзу (назорат)	Нитрагинсиз	1,90	1,35	3,25	0,57
6			Нитрагин	2,63	1,88	4,50	0,66
7		Ойжамол	Нитрагинсиз	1,83	1,31	3,13	0,75
8			Нитрагин	2,37	1,69	4,06	0,86
9	01-05.VII	Орзу (назорат)	Нитрагинсиз	1,88	1,34	3,22	0,53
10			Нитрагин	2,62	1,86	4,48	0,62
11		Ойжамол	Нитрагинсиз	1,80	1,29	3,09	0,72
12			Нитрагин	2,35	1,67	4,02	0,83
13	10-15.VII	Орзу (назорат)	Нитрагинсиз	1,86	1,32	3,19	0,48
14			Нитрагин	2,60	1,85	4,45	0,55
15		Ойжамол	Нитрагинсиз	1,77	1,27	3,04	0,68
16			Нитрагин	2,33	1,66	3,98	0,77

It was taken into account that the amount of chlorophyll “b” (XL b) in the leaves of soy varieties was 1.27-1.89 mg/g on average in experimental variants, and the amount of chlorophyll “a” was 1.39 times higher than the amount of chlorophyll “b”, respectively.

It has been found that the amount of chlorophyll “b” in the leaves of soy varieties has changed, just like the amount of chlorophyll “a”, due to the timing of planting and the action of Nitragin. Seeds 10-15.VI while the amount of chlorophyll “b” in the dream variety planted at (Control) was 1.36 mg/g in the nitragin-free variant, the seeds were found to be 1.89 mg/g in the inoculated variant with Nitragin, or 1.16 times more than in the nitragin-free variant. Likewise, in the Oyjamol Variety, the indicators were 1.32; 1.71 mg/g and 1.30 times, respectively. Of the planting period 10-15.VI with the postponement from (control), there was a tendency to decrease the amount of chlorophyll “b”, as in the case of chlorophyll “a” in the leaves of soy varieties.

The main function of chloroplasts is photosynthesis, that is, the production of organic substances from carbon dioxide using the energy of sunlight. Chloroplast membranes contain protein-pigment complexes-photosystems I and II, which contain various proteins, as well as pigments - chlorophylls and carotenoids contain carotenoids that perform light collection and light protection functions, remove excess excitation energy carotenoids absorb blue-green light and transfer its energy to chlorophylls carotenoids are not only photoprotectors, but also light collectors as components of

the antenna complex, they contribute to a more efficient use of sunlight with less insolation. Therefore, an increase in the level of yellow pigments in soy leaves in cool, excessively humid conditions can be considered as an adaptation reaction of the shadow varieties of the northern ecotype, since the second function of carotenoids in chloroplasts is to protect against light. They protect photosystems from light - "overloads", which can lead to excessive excitation and incorrect operation of photosystems. Carotenoids serve as specific "emergency valves", which allows you to accumulate excess energy, turning it into heat. Carotenoids carry out this task in different ways, that is, simply by "filtering" unwanted light, obtaining excess light energy, or removing energy from overexcited chlorophyll. Carotenoids can also "quench" reactive oxygen species, that is, they also serve as antioxidants the third function of carotenoids is the structure. Carotenoids are an important component of photosynthetic chloroplast membranes. It has been experimentally proven that photosystems without carotenoids remain unstable. Carotenoid molecules occupy strictly defined poses in photosystems, and without them the entire structure simply disintegrates.

In conclusion, when growing soy varieties in areas freed from autumn wheat in the conditions of the Soz-alluvial soils of the irrigated meadow of the Fergana region, the amount of chlorophyll "a" in the leaves of soy varieties is 1.39 times higher than the amount of chlorophyll "b", sowing seeds 10-15.VI with the postponement from (control), the amount of plastid pigments decreases. When seeds are sown by inoculation with Nitragin, the amount of plastid pigments, carotenoids increases in both varieties. The amount of plastid pigments in the leaves of the plant will be higher in the dream variety than in the Oyjamol variety.

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**ENVIRONMENTAL EMERGENCIES THEIR CLASSIFICATION AND DESCRIPTION. Protection MAKING EVENTS.**

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**Annotation:** the article is devoted to the topic of scientific and practical experience in the study of environmental problems. The article also discusses the types of environmental problems in the world, the causes of their occurrence, environmental and Human Relations, Environmental Protection, the environmental impact of production and industry, environmental policy and its interstate implementation. Thus, environmental problems lead to a global environmental crisis, which poses a great danger. It is caused by all the myrrh economic activity that causes changes to manifest on a global scale, and these changes are dangerous for the entire population of the planet. You can fight the global environment by reducing pollution to a safe level.

"Ecology" is a Greek word that studies the interaction of living beings with living conditions and the environment.

FVS of an ecological nature are destructive situations that have an incomparable effect on the life activity of mankind, flora and fauna, the hydrosphere and the atmosphere (fig.

Their classification is homogeneous. According to the origin characteristic, ecological FVS are divided into:

1. Situations associated with a change in the state of dryness (soil, underground).
2. Situations associated with changes in the state of the atmosphere.
3. Situations associated with changes in the state of the hydrosphere.

Situations associated with a change in the state of dryness (soil, underground):

- In the extraction of underground fossil resources, as a result of landslides and under the influence of man in economic activity;

- As a result of the high content of heavy metals in the composition of the soil above the authorized concentrate-Sia;

- Land degradation-involves the process of erosion, which is observed with the appearance of salty lands.

Situations associated with changes in the state of the atmosphere:

- Sudden changes in climate and weather as a result of anthropogenic impact;

- Increase in the atmosphere from the authorized amount of harmful substances;

- Increase in temperature in cities;

- Shortage of " oxygen " in cities;

- Higher noise in cities than PFK;

- Formation of a zone of acidic yogins;

- Absorption of the ozone layer of the atmosphere;

- Changes in atmospheric clarity.

Situations associated with changes in the state of the hydrosphere:

- Ka-maim of drinking water as a result of contamination of water sources;

-Reduction of water resources as a result of technological processes and the consumption (use) of water by a person for household and Economic Work;

- Violation of the ecological balance as a result of pollution of the World Ocean and the sea under the influence of human activity.

**DESCRIPTION OF EMERGENCY SITUATIONS OF AN ECOLOGICAL NATURE.**

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Violation of the state of dryness. Under the influence of natural causes or human in economic activity, the nature of the soil is gradually deteriorating, that is, the degradation of the Earth is taking place. And the reason for this is due to the non-toxic foyer from ogit and pesticides.

For example, increasing the amount of pesticides containing salts of heavy metals can reduce soil fertility and lead to the destruction of microorganisms and worms in it. Thoughtless reclamation work reduces the humus layer. Fills fertile soil with low-yielding soil. When trees are cut, the grassy layer under them is damaged. The roads that the tractor runs through also cause great damage to the ground. Forest yongins in particular cause great damage. Together with the trees, the entire animal, microorganism and plant world will disappear. The degradation of the earth involves a process of erosion, which is observed with changes in the flora and fauna of the Earth and a decrease in productivity, the appearance of salty lands.

Soil erosion is a process of diverse degradation of soil and adjacent layers by various natural and anthropogenic factors. According to the causes, the following types of soil erosion are distinguished: water, wind, ice, landslide, River Biological erosions. As a result of the decrease in cultivated areas, the processes of land condition disorders, pollution and salinity increase. Pollution of the soil layer with salts of heavy metals occurs mainly due to emissions and gases from industry and transport, as well as irregular burial of toxic waste into the soil.

The reduction or destruction of Biological Diversity leads to the transformation of lands into deserts. This is accompanied by a decrease in water resources, the loss of the plant layer of Yuppa, the kambagalization of the fauna and the construction of kayta. Norational use by Man of low-water lands (numerous feeding of animals on these lands, destruction of the vegetation layer. violation of rational relations between earthworks and livestock by geoglogorazved works) leads them to turn into deserts. Changes in the state of the atmosphere. Environmental protection, preservation of environmental stability remains one of the issues of the attention of the world community today.

Atmospheric pollution is at the expense of natural and anthropogenic sources.

A). Natural factors include such phenomena as rock erosion, earthquake consequences, volcanic activity (eruption of volcanoes), soil erosion, deforestation;

B). Anthropogenic factors include gas emissions generated from the activities of industrial enterprises, as well as the use of various fuels by automobile, railway, water transport, the rise of harmful substances into the air and other similar phenomena.

In Uzbekistan, both natural and anthropogenic sources play a huge role in the qualitative and quantitative composition of atmospheric air.

In industry, the fuel and energy, chemical and petrochemical industries are the main causes of nitrogen oxide emissions.

Low efficiency in the use of fuel leads to the dumping of excess waste-emissions into the atmosphere. This affects the level of pollution of atmospheric air in settlements and cities where these objects are located (Tashkent, Angren, Navoi).

One of the measures aimed at reducing atmospheric air pollution is the state control of the toxicity and amount of smoke used in the engines of automobiles. In the republics, work is underway to transfer motor vehicles to alternative types of fuel. currently, the transfer of motor vehicles to compressed natural gas and liquefied petroleum gas is successfully carried out.

In the” Uzavtosanoat “system, it is planned to release” Damas " buses equipped with gas cylinder equipment. At the moment, joint work is being carried out with one fator large enterprises for the installation of gas cylinder equipment in cars. The gas and heat circulation of the atmosphere is seriously affected by forest combustion and felling, the expulsion of the Earth, the construction of new reservoirs, the change in the flow of water, the drying of the swamp. Industrial institutions, TETS, motor vehicles burn large amounts of organic fuel, which leads to the following situations:

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- increase the content of dioxide carbon in the atmosphere. This process causes the air to warm up as a result of the thermal effect;
- freons, fluorinated, bromine and chlorinated compounds that affect the thermal state of the globe and fall into the atmosphere are subject to a violation of the ozone layer.

Other factors that influence climate change include:

- pollution of the ocean with petroleum products, which leads to a violation of humidity and heat exchange between the atmosphere and the ocean;
- exposure to clouds with the aim of generating yogingarlik;
- release of water bugs into the atmosphere;
- the effect of the sugaring system, increased bugliness.

Over industrial centers or large cities, a layer of polluted air occurs, which is called "smog". It can be conditionally divided into three layers: the lower is the layer between the houses, the middle is the layer with a height of 20-30 m, the upper one is the layer with a height of 50-100 m, which is fed mainly from smoke and waste coming from industrial enterprises.

The effects of solar radiation on mixtures of hydrocarbon gases and nitrogen oxides coming out of transport into the atmosphere cause photosmogs (photocidants), which pose a great threat to human health.

Currently, oxygen deficiency is observed in many industrial zones. In these cases, as a result of photosynthesis, less oxygen is released from the oxygen consumed by plants, industry, transport, people, animals, which in these cases results from photosynthesis, in which oxygen is released by humans, animals by plants less than the amount of industrial consumption. This condition causes pulmonary and cardiovascular disease among the population.

The emergence of power tools in terrestrial, air, water transport leads to the fact that people are constantly under high levels of noise. At the general noise level of the city, the comparative accuracy of Transportation is 60-80%.

A high level of temperature, noise, dust, radiation, electromagnetic field all this leads to pollution of atmospheric air.

Acidic yogins are the result of industrial air pollution, air pollution from gas coming out of cars and aviation engines, as well as the burning of various fuels.

About 40% of all nitrogen oxides are caused by thermal power plants. These oxides are converted into nitrogen and nitrates, while the latter interact with water to form nitric acid.

Also one of the common air pollutants is sulfur anhydride, which is formed as a result of burning activated charcoal, oil, fuel oil. Acidic yogins are dangerous not only for the plant world, but also for the health of people.

Shrinking of the ozone layer. The stratosphere absorbs the ultra-violet rays of the sun and protects living beings on Earth from the destructive effects of these rays. The number of ozone in the atmosphere is not large. It is rapidly degraded by the action of hydrogen, nitrogen, chlorine compounds. The consequences of climate warming accelerate the destruction of the ozone layer, the formation of a "hole" in it and the arrival of ultraviolet rays at ground level. Over the past years, as a result of human activity, the drop in substances containing these compounds has sharply increased.

Dust is one of the common atmospheric pollutants. Dust appears in the process of the influence of wind on Earth rocks, forest chips, volcanic eruptions, emissions from industry. Dust has a detrimental effect on the human organism, flora and fauna. Accelerates the demolition of buildings, structures and causes a number of other negative consequences.

Changes in the state of the hydrosphere. A sharp increase in industrial and housing construction is causing a shortage of water, its quality is declining. The main reasons for the decrease in water resources are the same:

- reduction of Water Resources caused by human exposure to the biosphere;

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- sharp increase in water demand;
- pollution of water sources in large quantities.

Under the influence of human activity, it occurs as a result of the shallowing of water bodies, the extinction of small rivers, the drying of lakes, deforestation, unplanned feeding of animals, non-stop driving of deserts, thoughtless development of reclamation systems. Water extioj is increasing by 6-8% every year, which is related to the growing growth of industrial enterprises. Water consumption for farm work is increasing. And in the coming years it will be 400 meters/day per person.

Pollutants can be biological, mechanical and chemical.

The water is so polluted that many living things are being exterminated in rivers and ponds, especially fish. Such waters cannot be consumed without cleaning and neutralizing them. Production waste, household garbage, petroleum products, heavy iron waste are being thrown into rivers and lakes, water bodies.

The main pollutant is chemicals that are used in the fight against chemical enterprises, oil refining and petrochemical enterprises, paper production networks, okhits used for plant nutrition purposes, agricultural crops zarakunandas.

As a result of tankers being trapped, it has led to a large-scale fuel pollution of the seas.

#### MEASURES TO PROTECT THE POPULATION FROM ENVIRONMENTAL EMERGENCIES IN UZBEKISTAN.

Everyone needs to know the following in the process of environmental educational work:

- saving nature resources - using investigation and their protection;
- save the environment from bankruptcy;
- desire to leave nature natural for future generations.

It is advisable to develop the ecological culture of people in work communities based on our previously tested values. In doing so, Nature Resources should be used wisely and sparingly:

- maintenance of trees, shrubs and flowers in the garden and alley on the basis of scientific technologies;
- Organization of forest areas and transformation into landscaped parks in places where the population.

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**ECONOMIC COOPERATION OF THE BUKHARA PUBLIC SOVIET REPUBLIC  
(BPSR) WITH ITALY**

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**Annotation:** The following article explains BPSR`s cooperation with Italy. Trade representation in Bukhara`s Caucasus opens economic relations with Italian “Benedict LTD” and other firms. In addition to supplying agricultural machinery to Bukhara, Italian firms planned to cooperate in land development. As a result of Soviet Interference and pressure from foreign trade organizations, the trade union in the BPSR трансCaucasus was terminated and partnerships ceased. For the first time the material in the article is being debated.

**Keywords:** Bukhara Public Soveit Republic, Caucasus trade union, Trade with western countries, Tade with Italian firms, Benedict LTD, agricultural machinery, termination of cooperation.

**Introduction.** Socio-economic, political and cultural processes taking place in the world, the study of cooperation between the countries of the world is becoming one of the most pressing issues today. The strengthening mutually beneficial cooperasion in the internal and foreign policy of the world, interethnic harmony, the issues of broad economic and cultural cooperation are of particular importance. Today the radical reforms and positive changes in the foreign policy of the republic of Uzbekistan add to the agenda the study of the history of foreign relations on an objective and scientific basis as one of the urgent issues. This process is making the history of economic and cultural relations of BPSR, which existed in 1920-1924, necessary to conduct a holistic study based on generally accepted scientific principles.

**Suggestions.** Scientific centers of the United States, Germany, Great Britain, Russia and Turkey studied the historical processes that took place in Central Asia during the Soviet era, in particular, the socio-political, economic and cultural processes in the Bukhara People`s Soviet Republic, the struggle against the Soviet rule. Nevertheless, the history of the BPSR with the Soviet Republics, Eastern countries, Western European countries and Italy in 1920-1924 is waiting for its scientific solution. This solution requires special research on these issues. Literature published during the Soviet era focused on the interpretation of the Red Army`s invasion of the Bukhara Emirate as a “People`s revolution” and “International help”. They ignored the issues of foreign relations of the Bukhara People`s Soviet Republic with foreign countries in 1920-1924.

Literature and research published during the years of independence provide an objective and critical assessment of the political, economic and cultural issues in the Bukhara region, and a realistic study of the negative consequences of the Soviet era. However, they did not study the issue of external relations of the BPSR as a separate research topic.

Scientific research methods such as systematization, comparative analysis, analysis and synthesis, as well as problem chronology were used in the coverage of the issue raised in the article. It studied the documents available in the background of the Central State Archive of the Republic of Uzbekistan, which were put into scientific circulation for the first time.

Acquisition of State Independence by Uzbekistan puts one of the topical issues of scientific coverage of the history of foreign relations of the Soviet Union not only in Uzbekistan but also in its territory. It is important to study scientifically the external relations that were not studied during the Soviet period in the history of the Bukhara Public Soviet Republic (BPSR), which existed in 1920-1924.

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The purpose of the BPSR's political, economic, cultural, scientific and technical cooperation with foreign countries was "to provide free prosperity to the people, economic freedom, and civilization of the people who had been enslaved by the emirate for centuries" [1. July 8, 1922, № 89].

Although the BPSR's foreign policy was carried out under agreements with the Soviet government, it was the first study of the history of Bukhara's cooperation with the developed countries of Western Europe.

Bukhara which is rich of raw resources, raised the issue of attracting foreign capital, primarily German capital, in 1921 for the national economy [2. page 38]. One of the most important prerequisites for establishing a modern national economy in Bukhara was the introduction of advanced agricultural machinery and the establishment of the raw materials processing industry. Prior to World War I, the emirate of Bukhara introduced its valuable raw materials as Karakul skins, sweets and other products to European markets, mainly Germany. When the Bolsheviks came to power in Russia in 1917, the situation changed dramatically and this process had an impact on the socio-political and economic situation in Bukhara. As a result of the Russian Civil War, Bukhara had lost its market for raw materials, industrial products and fuel for a few time. When the emirate was abolished in Bukhara in 1920, the new government, which had come to power, had the task of setting up a farm on a new basis. In the economic cooperation of the BPSR government with the Western European countries and the United States, the Caucasus region has served as a bridge to the ICC's markets. On December 15, 1921, the Government of the People's Republic of Bukhara decided to open trade offices in the Caucasus of the Bukhara Foreign Trade Department in Baku, Batumi, and Tbilisi [3. page 191].

It is well known that in the spring of 1921, with the transition to the new economic policy in the RSFSR economy, economic restrictions were abolished and foreign firms and foreign capital entered the economy. The BPSR government has established economic and technical cooperation with Western Europe and the United States through trade units demonstrated within the Caucasus Federation. The Tbilisi branch of the BPSR Trade Office operated from November 4, 1922 to September 15, 1923, and the Batumi branch operated from December 9, 1922 to September 7, 1923 [4 page 27].

Sales offices in the Caucasus, Baku, Tbilisi, and Batumi have settled cooperation not only with public and private firms here, but also with Western European and US firms with offices in the Caucasus. The sales office focuses on the supply of steam and electric vehicles to the Bukhara agriculture, the promotion of livestock products to foreign markets, not as raw materials. Concession plays an important role in the use of Bukhara's rich natural resources for the development of the country [5 page 38].

Trading offices in the Caucasus of the BPSR in early 1923 established economic relations with trade and industrial circles of Western Europe with Germany, Italy, Sweden, France, and the United States. For the first time, the history of cooperation of the Trade Representative Office of the People's Republic of Bukhara in the Caucasus with the trade and industrial establishments of Italy is being introduced into scientific circulation.

The BPSR, which existed in 1920-1924, had to carry out foreign economic relations with the permission and control of Soviet government agencies. In the spring and summer of 1923, the European partners of the Trade Representative Office expanded. These relations are based on the agreements made by the Soviet state with these countries. Bukhara's products were exported to foreign markets in the manner prescribed by the Soviet government. In March-June 1923, the BPSR Trade Division, which operated beyond the Caucasus, established trade relations with Italian trade and manufacturing firms. Through a representative of the RSFSR People's Commissariat for Foreign Trade, Trieste, a partnership was established between Italian trading firms and the BPSR Caucasus Trade Department. Sheep gut was one of the products that were sent to Trieste. In March 1923,



164,512 lambs or 740 poods of sheep were supplied to Italian trading partners [ 6. page 45). The BPRS's Caucasian trade department was responsible for the export of sheep colon to Italy through the Eastern Trade Syndicate of the RSFSR Foreign Trade Commission [7. page 36].

On May 24, 1923, 5920 kg of processed lambs were shipped to Italy's Mundus Joint Stock Company, and on June 15, 3096 kg [8.page 47]. The sheep's lambs belonging to the BPRS sales department were delivered by Take Sukra, a joint stock company in Genoa, Italy [9. page 94].

In the beginning of 1923, the relations of trade departments operating in the Caucasus with foreign trade and manufacturers of foreign countries expanded. During this period, Bukhara was considered as an important task of importing foreign equipment and capital into the national economy. The economic cooperation of the trade office of the BPRS Caucasus with the Italian “Benedict LTD” focused on the introduction of foreign equipment in the Bukhara national economy.

The use of advanced technology in this field by attracting foreign capital into the Bukhara agriculture in 1920-1924, the development of new lands was one of the important issues for the BPSR government. Italian “Benedict LTD” contacted the BPSR Caucasus Trade Representative and recommended the machinery required for Bukhara agriculture. An Italian firm has presented to the BPSR government a project to create a mixed society between the two sides. According to him, the Italian firm has secured a supply of tractors and other equipment, capable of cultivating 75,000 deciles in Bukhara. The Italian company had 259 tractors during the same period, which could be delivered to the port of Batumi in the Caucasus within two months. The Italian company took over the entire process of establishing and operating a joint venture. It also agreed to oblige at least 100 local residents to use new technology. Most important, the Italian company guaranteed to pay half the cost of machinery supplied to Bukhara at its own expense [10. page 19]. The Italian company provides information about agricultural machinery and their value to the BPSR Trade Representative Office on May 20, 1923. The total cost of Italy's tractors "Averi" is 1,362,000, the Lase Plates and Rocks - 32,200, the spare parts - 186,200 rubles, the total cost of the goods is 1,580,400 rubles. The contract sets out the mutual financial obligations of the parties, and the purchase of 400,000 rubles in a set amount, 200 000 rubles a year, and 200 000 rubles, two years later. It is determined that the Italian company will pay 50% of the amount specified in the agreement [10. page 24]. The above data indicate that Italian partners have a respectful view of economic interests in Bukhara. The areas of cooperation between the two countries expanded. An agreement was also reached between the Italian Benedict and the BPSR Trade Representative Office on the supply of mutton. In the spring and summer of 1923, it was agreed to supply 150,000 lambs to the Italian company for the first time and 25,000 lambs [8. pages 31-32].

The successful implementation of the economic cooperation of the BPSR with the European countries has had a negative impact on the fact that the relations between the parties were implemented and controlled by the Soviet authorities. Trade relations between the BPSR Trade Representative and Italian Trading Companies were mediated by a representative of the RSFSR Foreign Trade Commission in Rome. The Soviet authorities were not interested in expanding and developing the BPSR's economic relations with foreign countries and were trying to prevent it in various ways. For example, as a result of widespread Soviet trade authorities, there was a violation of the quality of sheep's intestines, with fewer cases of output than documented. Such cases have led to the loss of mutual trust between the parties and the breakdown of trade relations.

In the autumn of 1923, as a result of the Soviet government's policy, the trading offices in the Caucasus of the BPSR were abolished, and the economic cooperation of the BPSR with the Italian trade and manufacturing establishments ended. In conclusion, the closure of the BPSR's Caucasian Trade Representative resulted in the termination of the cooperation of the BPSR trade departments with Italian companies.



The above-mentioned facts are being introduced for the first time in science, so it is natural to see misidentifications here and sorry for that. Our main goal is to attract Italian researchers to this issue and to encourage them to cooperate. We hope that the scientific cooperation between the two countries will contribute to the further expansion of cooperation between our peoples and countries in various fields, and we hope that you will express your views on this matter.

**BPSR** Despite the fact that the ICC has existed for a short period of time and the complexities of the period, as an independent state, a lot of work has been done to establish mutually beneficial cooperation with countries around the world. The trade mission in the Caucasus has done several works to bring capital and techniques of advanced countries to the national economy of the BPSR. The government of the BPSR brought its products to the world market through the trade organizations in the Caucasus, in exchange for the import of industrial products necessary for the republic's economy. In the economic policy of the "Young Bukhara" advanced countries, including Italy, signed an agreement with the Italian company "Benedict Ltd" to attract equipment and capital to the Bukhara economy, an agreement was reached on the development of 75,000 acres of land in Sherabad. The BPSR's lack of full independence didn't allow these plans to be implemented. After the USSR was formed, it began to finish the soviet republics and political and economical missions in foreign countries of the BPSR, which is officially independent, as a result, the republic's cooperation with foreign countries has not been sufficiently implemented.

**Conclusion.** However, despite the historically short economic ties with Italian producers, the BPSR plays an important role in direction of the government's economic policy to build a modern economy in Bukhara.

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**DETERMINATION OF STUDENTS ' KNOWLEDGE USING A NON-STANDARD TEST WHEN TEACHING THE TOPIC OF THE CHEMICAL BASIS OF LIFE PROCESSES**

**Akhmadzhonova M.S**  
Kokan SPI.

**Anotation:** the article is devoted to the issues of using non-standard tests in strengthening the cognitive activity of students when teaching the topic “chemical foundations of life processes” in biology.

**Keywords:** integrative, adaptive, honorable-landmark acquisition, non-standard.

Non-standard tests differ to a certain extent in their content, structure and purpose of application.

Non-standard tests, in their content and essence, are divided into the following groups:

1. Integrative tests, 2. Adaptive tests, 3. Benchmark-target taking tests.

Integrative tests are considered test tasks that are growing in terms of integral content, form, level of difficulty, allowing you to draw a generalized final conclusion about the level of training of a graduate of an educational institution.

Adaptive tests are automated, allowing an individual approach to students, the content of the assignment, the procedure for execution.

Criterion-target acquisition tests are carried out in order to determine the level of general training of students, the quality of teaching of this course, the pedagogical skills of the educator, the effectiveness of the educational and educational process.

1. Determine macronutrients (1) and micronutrients(2).

Answers

Characters	answer	Characters	answer
Copper		Copper	2
Hydrogen		Hydrogen	1
Oxygen		Oxygen	1
Rox		Rox	2
Garban		Garban	1
Alien		Alien	2
Nitrogen		Nitrogen	1
Fluorine		Fluorine	2
Cobalt		Cobalt	2
Manganese		Manganese	2
Malibden		Malibden	2
Have		Have	2

2. Adjust the macroelement and microelement properties.

1.The cell mass is 98% 2. The cell mass is 2 %3. It is included in the composition of Harmons, enzymes, vitamins. 4. Protein and nucleic acids are present in the composition

**Answers**

Characters	<b>answer numbers</b>		Characters	<b>answer numbers</b>		
Macronutrient				1,4		
Microelement			Mikroelement	2,3		

3. Adapt substances that enter inorganic and organic substances.

1. Water 2. Proteins 3. Mineral salts 4. 5. nucleic acids Amino acids 6. Carbohydrates 7. Lipids 8. Nucleic acids

**Answers**

Characters	<b>answer numbers</b>		Characters	<b>answer numbers</b>		
Organic matter			Organic matter	2,4,5,6,7,8.		
Inorganic substances			Inorganic substances	1,3.		

**4. Adjust the elements order name to their function in the cell.**

Elements	Functions in the cell	<b>answer numbers</b>
1. Sodium	Provides transfer of substances	
2. Potassium	Dressing bone tissue	
3. Kalsi	Chlorophyll contains	
4. Magnesium	Hemoglobine contains	
5. Iron	Provides the passage of excitations that are typical in nerve cells.	
6. Chlorine	Ensures normal blood clotting	

**answers**

Elements	Elementlar	Functions in the cell	<b>answer numbers i</b>
1. Sodium	1. Natriy	Provides transfer of substances	1,2,6
2. Potassium	2. Kaliy	Dressing bone tissue	3
3. Kalsi	3. Kalsiy	Chlorophyll contains	4
4. Magnesium	4. Magniy	Hemoglobine contains	5
5. Iron	5. Temir	Provides the passage of excitations that are typical in nerve cells.	1,2,6
6. Chlorine	6. Xlor	Ensures normal blood clotting	3

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**Annotation:** This article covers the history of economic relations with the Sweden's "Atlas-Dizel" firm in 1920-1924. The BPSR's trans-Caucasian trade office cooperated with the "Atlas-Dizel" firm for electrification in Bukhara. Under pressure from Soviet foreign trade organizations, trade relations ended.

**Keywords:** Bukhara People's Soviet Republic (BSSR) BPSR, Kavkazorti, Baku, Botumi, BSSR trade organizations, economic cooperation sales-representative, "Atlas-Dizel" firm.

**Introduction.** The study of socio-economic, political and cultural processes taking place in the world, the interaction of the world's countries is becoming one of the most pressing issues today. The issues of strengthening mutually beneficial cooperation, interethnic harmony, broad economic and cultural cooperation play a special role in the domestic and foreign policies of the world countries. Today, radical reforms and positive changes in the foreign policy of the Republic of Uzbekistan make the study of the history of foreign relations on an objective and scientific basis one of the most pressing issues. This process makes it necessary to study the history of economic and cultural relations of the Bukhara People's Soviet Republic (BSSR) in 1920-1924 on the basis of universally recognized scientific principles.

**Suggestions.** Research centers in the United States, Germany, Great Britain, Turkey and Russia are studying the historical processes that took place in Central Asia during the Soviet era, in particular, the socio-political, economic and cultural processes in the USSR and the struggle against Soviet rule. However, the history of economic relations of the USSR with the Soviet republics, Eastern countries, Western European countries, including Italy in 1920-1924, awaits its scientific solution. This situation requires special research on these issues.

Literature published during the Soviet era focused on the interpretation of the Red Army's invasion of the Bukhara Emirate as a "people's revolution" and "international aid." They ignored the issues of foreign relations of the Bukhara People's Soviet Republic with foreign countries in 1920-1924.

Literature and research published during the years of independence provide an objective and critical assessment of the political, economic and cultural issues in the Bukhara region, and a realistic study of the negative consequences of the Soviet era. However, they did not study the issue of foreign relations of the USSR as a separate research topic.

Scientific research methods such as systematization, comparative analysis, analysis and synthesis, as well as problem-chronological were used in the coverage of the issue raised in the article. It studied the documents available in the funds of the Central State Archive of the Republic of Uzbekistan, which were put into scientific circulation for the first time

After Uzbekistan gained its independence, it was possible to study the history of foreign relations between Uzbekistan and the states that existed in the region during the Soviet period. It is important to study scientifically the external relations of the Bukhara People's Soviet Republic (BPSR), which existed in 1920-1924. The purpose of the BPSR's political, economic, cultural, scientific and technical cooperation with foreign countries was "to provide free prosperity to the people, economic freedom, and civilization of the people who had been enslaved by the emirate for centuries" [ 1. July 8, 1922 № 89]. Despite the fact that the BPSR's foreign policy is carried out under agreements with the Soviet government, much has been done to establish cooperation with the developed countries of Western Europe. Unfortunately, to date, this issue has not been addressed in the field of scientific research.



With the rich raw resources, Bukhara raised the issue of attracting foreign capital, primarily German capital, in 1921 for the national economy. [ 2. page 38]. One of the most important conditions for the establishment of a modern national economy in Bukhara was the introduction of advanced agricultural machinery and the establishment of the raw materials processing industry. Prior to World War I, the emirate of Bukhara introduced its valuable raw materials as karakul skins, sweets and other products to European markets, mainly Germany. When the Bolsheviks came to power in Russia in 1917, the situation changed dramatically and this process had an impact on the socio-political and economic situation in Bukhara. As a result of the Russian civil war, Bukhara has for some time lost its market for raw materials, industrial products and fuel. When the emirate was abolished in Bukhara in 1920, the new government, which had come to power, had the task of setting up a farm on a new basis. In the economic cooperation of the BPSR government with the Western European countries and the United States, the Caucasus region has served as a bridge to the BPSR's markets. On December 15, 1921, the government of the USSR decided to open trade offices in the Caucasus of the Bukhara Foreign Trade Department in Baku, Batumi, and Tbilisi. [ 3. page 191].

It is well known that in the spring of 1921, with the transition to the new economic policy in the RSFSR economy, economic restrictions were abolished and foreign firms and foreign capital entered the economy. The BPSR government has established economic and technical cooperation with Western Europe and the United States through trade units established within the Caucasus Federation. The Tbilisi branch of the USSR Trade Representative Office operated from November 4, 1922 to September 15, 1923, and the Batumi branch from December 9, 1922 to September 7, 1923. [ 4. page 27].

Sales offices in the Caucasus, Baku, Tbilisi, and Batumi have established cooperation not only with public and private firms here, but also with Western European and US firms with offices in the Caucasus. The sales office focuses on the supply of steam and electric vehicles to the Bukhara agriculture, and the promotion of livestock products to foreign markets, not as raw materials. Concession plays an important role in the use of Bukhara's rich natural resources for advanced development in the country [5. page 38]

Trading offices in the Caucasus of the USSR in early 1923 established economic relations with trade and industrial circles of Western Europe with Germany, Italy, Sweden, France, and the United States. For the first time, the history of cooperation of the Trade Representative Office of the BPSR in the Caucasus with the Swedish manufacturers is being introduced for the first time. Of course, if you make mistakes, you are sorry. The USSR, which existed in 1920-1924, had to carry out foreign economic relations with the permission and control of Soviet government agencies. In the spring and summer of 1923, the European partners of the Trade Representative Office expanded. These relations were based on the agreements made by the Soviet state with these countries. Bukhara's products were exported to foreign markets in the manner prescribed by the Soviet government.

It is well known that one of the countries neutralized during the war after World War I was Sweden. Swedish firms that have established economic relations with hostile countries during the war have established economic cooperation with the RSFSR after the introduction of new economic policies. Atlas Diesel is one of the companies specializing in the production of electric-generating engines in the Swedish Caucasus. The introduction of modern technology to the national economy and the life of Bukhara as a whole would not have been possible without the electrification of the republic. The trade department of the BPSR in Tbilisi held negotiations with the Georgian Trade and Technical Bureau "Satsambo" on the electrification of Bukhara. An agreement was signed on both sides on September 2, 1922. According to the agreement, it is planned to purchase equipment for the Central Power Station with 240 horsepower to supply Bukhara with electricity. [6. page 64].

The power plant to be built in Bukhara, mediated by a Georgian firm, is planned to be built on the basis of Swedish firm Atlas Diesel. In January 1923, under the same agreement, the Swedish firm



Atlas Diesel agreed to supply an Atlas diesel engine. A message from the Swedish firm on January 13, 1923 to the Commerce Department of the USSR in Tiflis provides detailed information on the technical equipment required for a power plant to be built in Bukhara. The Swedish firm has fully completed the deal with the delivery of two Atlas Diesel engines. 60 and 120 liters of engines for a power plant to be built in Bukhara were priced at £ 3,250. [ 6. page 3] For an engine with 250 revolutions per minute, it was priced at £ 2,000. [ 7. page 1] The Swedish firm has already agreed to pay its products within four months. After the £ 3,250 purchase was made, the remaining £ 1,000 was to be paid for the next 4 months. [ 7. page 3]

On September 2, 1922, the trade department of the USSR, which operates in Tbilisi, signed the first agreement on the electrification of Bukhara. 200 kilowatt of electricity to be used in Bukhara was intended for city lighting and 50 kilowatt for industrial purposes. According to the project, the Bukhara electrical system was supposed to be 24 watts. [ 6. page 64]. However, it is sad to note that the RSFSR government, its foreign trade commissariat, in various ways prevented the full implementation of the economic and technical cooperation of the BPSR trade department with the Swedish firm. First of all, the copper wire manufacturer RSFSR trusts demanded to sell their products both for hard currency and for small batches. The 12,000 pound copper wire was prepared for electrification in Bukhara [ 8. page 64]. Subsequently, under the pressure of the RSFSR government and industrial trust, the amendments to the January 1923 contract on the electrification of Bukhara were made. The above facts show that the RSFSR government did not want Bukhara to have a modern economy. Therefore, the introduction of advanced technology of Western European countries into the national economy was completely prevented. Concerned that the trade offices located in the Caucasus of the USSR could do some work in bringing foreign technology into Bukhara's life, the Soviet government began pursuing the policy of ending the USSR political and economic missions in the Soviet republics and abroad. The existence of a direct trade route between the Georgian port of Batumi and Sweden would, first of all, directly link the BPSR with the producers, and the second would allow the export of raw materials for foreign exchange. Most importantly, the issue of electrification, which is a key factor in the creation of modern industry in Bukhara, would be solved. We have already made our observations on the cooperation between Bukhara and Sweden in the early 20th century, based on the materials available to us.

Trade organizations operating in the Caucasus of the USSR have begun cooperation with the Swedish company “Atlas Diesel” on the issue of electrification of Bukhara.

The main purpose of this was to create industry in the republic and raise the living standards of the people. The government of the USSR brought its products to the world market through trade organizations in the Caucasus, in return for which it brought industrial products necessary for national economy of the republic.

**Conclusion.** The Young Bukhara government signed an agreement with Atlas-Diesel, a Swedish company, to attract leading countries in economic policy, including Swedish equipment, to Bukhara. After the formation of the USSR, which was not officially was not part of it. As a result, it was not possible to implement the plan to electrify Bukhara, which was signed with the number of European countries, including the Swedish company Nevertheless, the above historical facts show that, despite all the difficulties, the government of the USSR has taken bold steps to build a modern economy in Bukhara.

Despite the short history of economic relations with the Swedish firm, it is important to understand the essence and direction of the economic policy of the USSR government to build a modern economy in Bukhara.

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**Artistic system of author's thinking "Notes from the Underground" by F. M. Dostoevsky and "A Hero of Our Time" by M. Yu. Lermontov.**

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**Annotation:** This article is devoted to the problem of the genesis of the "underground man" type, the transformation of the Lermontov type of hero, presented by Pechorin, in "Notes from the Underground" by F.M. Dostoevsky.

There is an opinion that any writer, as well as any "artist", has its own genealogy. In other words, every writer, portrait painter, architect, sculptor voluntarily or involuntarily draws on the experience of his predecessors and reflects it in one way or another in his work.

**Key words:** *F.M. Dostoevsky, M.Yu. Lermontov, Notes from the Underground, Hero of Our Time, art world, existentialism.*

The attitude of F.M. Dostoevsky to M.Yu. Lermontov was very difficult, besides, it has undergone some evolution over time. Dostoevsky left much fewer statements about Lermontov than about Pushkin and Gogol, but he always drew attention to the exceptional talent of the young artist of the word. The appeal to Lermontov's themes and images in Dostoevsky's work is not as obvious as to Gogol's and Pushkin's, it does not lie on the surface.

Dostoevsky, who has a great love for Pushkin's work for his attitude towards the Russian people, saw a certain potential in Lermontov. The writer believed that Lermontov was already on the right track and, if he had "stopped messing around" with Pechorin, he would certainly have managed to reach the point that A.S. Pushkin, namely, until the recognition of the need for a Russian folk soil [1, p. 78].

Dostoevsky, paying tribute to the Byronic trend, finding his own advantages in it, generally considered any borrowing from European civilization dangerous and unreasonable. It was Western thought that influenced the distortion of the consciousness of the Russian person, the distortion of his thoughts and the appeal to the aesthetics of "evil".

The novel "A Hero of Our Time" is the first Russian analytical novel, in which the greatest attention is paid to revealing the inner fullness of a person. It may seem no small paradox that the most ideologically controversial work of Lermontov gave the most fruitful impetus to Dostoevsky's artistic thought, his artistic manner. Dostoevsky is a direct follower of this trend, which took shape as psychological realism. [3, p. 148].

The influence of Lermontov's work on the artistic thought of Dostoevsky, as well as Dostoevsky's controversial attitude towards his predecessor, are considered in the works of such researchers as Kh.Sh. Tochieva, A.I. Zhuravleva, L. Allen, A. Valagin, M.G. Gigolov. In these works, the authors consider the convergence of views of both writers, as well as the reasons for a possible polemic between them. The most significant is the reason associated with the different attitudes of writers towards the image of Pechorin. The life position of Lermontov's heroes is rebellion and denial of the world, contempt for people who accept this world of evil and injustice. So, Pechorin is very proud, which serves as some reason for admiring Lermontov himself. But Dostoevsky considers pride to be a dangerous trait that divides people. A person, according to Dostoevsky, should not live only in denial, doubt. Such a position in life leads to the depletion of the vital forces inherent in a person by nature itself, and this, in turn, leads to the destruction of the personality.

The article by N.F. Budanova "Underground Man" in a series of superfluous people. In it, the literary critic considers the very type of "extra person", to which Pechorin is traditionally attributed. Budanova reveals common features between the two types. She also indicated the differences in the

origin of the characters, as well as in their attitude to rationalistic ideas. [3, p. 48].

The disease of the “underground” age, like Pechorin’s disease, does not lie in consciousness itself, but in the contradiction between thoughts and deeds, between beliefs and behavior, in remorse caused by the inability to confirm the word with deed. Lermontov himself, in the preface to the novel, indicated that he showed human vices in "their development." Dostoevsky showed their result.

Such allusions were noticed not by all literary critics. A special place among them is occupied by the concept of Lev Shestov, which laid the foundation for the activities of such scientists as L.P. Grossman, A. Dolinin, V.L. Komarovich. L. Shestov and his followers interpret Notes from the Underground as a confession of the writer himself. For them, the story is the "apotheosis of the underground", which allowed Dostoevsky to find his place among existentialist writers. All scholars note a radical change in the nature of Dostoevsky's prose, his disappointment in the humanistic ideals that he believed in in his youth. [4, p. 114].

Such literary critics as V. Kirpotin, M. Gus, A.P. Skaftymov, V. Levin, R. G. Nazirov and A.N. Latynin. Dostoevsky, following his predecessors: Pushkin, Lermontov, Gogol, continues and improves the tradition of psychological prose. One of the features of Dostoevsky's writing is not only a complete immersion in the human mind, but also a completely new alignment of the structure of the relations "author - hero", "author - reader", "text - extra-textual reality". So, it was this transition to a new level that misled many literary critics and made it possible to correlate the image of the author and his hero. All the listed literary critics prove the impossibility of the existence of such a concept, and also describe the artistic method “from the opposite”. So, A.P. Skaftymov, M.S. Gus and others believed that under the tragedy of the personality of the "underground" lies the positive program of Dostoevsky himself. But for A.N. Latynina Dostoevsky is primarily a "dialectician" who shows the "interaction of ideas" in their possible development.

In this paper, we refer to the article by V.I. Levin "Dostoevsky, the "underground paradoxist" and Lermontov", the only literary critic who examines in detail the connection between "A Hero of Our Time" and "Notes from the Underground". Refuting the version of the identity between the hero and the author, the researcher believes that the "Notes" exposes the demonic, immoral personality of Pechorin, turning into a low and nasty figure of the "underground". Levin writes that the features of a demon and an extra person merged in the image of Pechorin, which led him to extreme individualism, to an immoral attitude towards people and the world. According to the critic, Dostoevsky opposes this, considering any manifestation of demonism unacceptable. After analyzing the article, we came to the conclusion that Levin considers Dostoevsky's position radically and perceives Pechorin tendentiously and rudely. Between Notes from the Underground and A Hero of Our Time, we find not only polemics, but also a kind of creative dialogue. The connection between these texts seems to us more complicated than it is stated in Levin's article. [4, p. 118].

The starting point in our analysis was the consideration of the confessional principle in the works of Lermontov and Dostoevsky. A small study of the traditional genre of "confession", as well as its literary development, helped to determine the difference between the confessions of our heroes from the canonical ones.

Confession refers to the tools of "direct psychologism", because all the thoughts of the hero, his feelings are transmitted not indirectly, but directly. The author analyzed the form of the revelations of the main characters: the genre of the diary (magazine) and the genre of notes, as well as their main differences that affect the images of memoirists. Pechorin's revelation is self-oriented, its main goal is to comprehend the laws of being, the human psyche. The colloquial, spontaneous syllable of the "underground" characterizes him as a person seeking to assert his right to exist.

Analyzing the degree of frankness of the characters to themselves, we came to the conclusion that Pechorin remains himself in all situations, but puts different accents in the process of achieving a particular goal in a conversation with different people. The “underground” can also be sincere with



himself, but this sincerity is given to him with difficulty, he is forced out. In his sincerity, the hero comes to the conclusion that he is "nothing", and therefore his revelation is bitter and painful.

The desire to "appear to be someone", to make something out of oneself lies in the internal inconsistency of the characters. Pechorin's contradictions come down to his desire to kill his "feeling" half, to surrender entirely to the power of the mind. Pechorin raises rationalism to a cult, and it is he who determines most of his actions. But still, not outlived "heartfelt" impulses often pull the hero in the other direction, causing him to rush and feel lost. Both Pechorin and the "underground" stand out among other people, but they cannot be realized in the current life circumstances. In an effort to prove himself, to console his sick pride, the "underground" gives himself up to the theory of "independent desire", which is closely related to the concept of "the most profitable benefit". The individualism of the heroes, developed due to various aspirations, in both cases does not bring any fruit to the heroes.

Many of Pechorin's "weak points" under Dostoevsky's pen are hypertrophied, mutilated, turning into the features of a person who is wounded, offended by the whole world, consumed by his own malice. In our comparative analysis, we consider the internal contradictions of the heroes, their causes, consequences, and the attitude of the heroes themselves to some of their split.

A sensual beginning is found in Pechorin, but the hero is desperately trying to suppress it, drown it out, considering it "unsuitable", stinging. Like him, the "underground" in the depths of his soul is drawn to love, goodness, but he does not find a possible way out for them. All the hero's positive impulses are shattered by wounded pride, the desire for power. If Pechorin does not want to "be kind" (giving preference to feeling), then the "underground" simply cannot. [5, p.14].

Next, we analyzed the philosophical ideas of the "underground" and Pechorin, closely related to the contradictions in their minds. The fundamental concept in Pechorin's worldview is "freedom", and his experiments are aimed at finding its possible boundaries. Next to the concept of "freedom" is the problem of the existence of "predestination", as possible restrictions on the human will. In many episodes of the novel A Hero of Our Time, Pechorin is busy checking the existence of "fatum". However, the hero does not try to defeat fate, recognize it and go against it. He strives to explore and understand fate. Going to meet her, the hero thinks of himself as the executor of the inevitable sentence both in relation to himself and in relation to other people. If he knows that his love will inevitably collapse, then he will not wait until the feeling outlives itself and the situation resolves itself naturally. This shows Pechorin's pride. He wants love "eternal" or no. Destroying his feelings in the bud, not giving them development, the hero does not spare other people either.

In relationships with people, the "underground" also does not seek to limit his will. But if Pechorin's actions have a more philosophical orientation, then the rebellion of the "underground" is limited to recognizing its exclusivity, its intellectual and spiritual superiority over other people. [2, p. 134].

However, all the experiments set by Pechorin and the "underground" experiments, attempts to determine the limit of human capabilities or their personal ones, do not find a worthy way out. The hero of Lermontov, in view of his skeptical consciousness, cannot be sure of something for sure, and the "underground" one is not even able to guess about the possibility of the existence of a true, righteous path for him. This is the tragedy of the heroes. Both the "underground" and Pechorin are victims of unfulfilled ambitions, misunderstanding on the part of society, both are doomed to loneliness.

Given the ambiguity in the perception of the characters, their negative and positive sides, it is difficult to give them a specific description. The writers also took this into account, and therefore the very indication of the characters' belonging to these concepts is contradictory and ambiguous.

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**Features of the formation of speech competencies of students in  
Uzbek schools**

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**Abstract:** The main task of teaching the Russian language to students in Uzbek schools is to equip students with speech competencies, i.e. learning - reading, writing, speech perception, speaking, the ability to participate in a conversation, make observations, draw conclusions, express them in verbal form. Teaching Russian literacy in the Uzbek school has its own specific features and difficulties. First of all, it is necessary to take into account the fact that by this time children already have the basic skills of reading and writing in their native language. They have already acquired the initial skills of decomposing words into syllables and sounds and merging sounds (syllables), they know how words are formed from letters. When teaching literacy in their native language, children have mastered the "mechanics" of reading in the sense of reproducing sound combinations by graphic icons - letters and they perceive Russian sounds through the prism of their native language. But the fact is that in the overwhelming majority of Russian syllables and words the sounds themselves will be qualitatively different from the sounds of native speech familiar to the student. Consequently, by merging "similar" Russian letters according to similar or identical letters in their own way, the student gives only similar Russian speech, and in many cases completely unlike it..

Lessons for the development of speech in their structure, the use of forms and types of work can be carried out in various forms, depending on the goals and objectives of the lesson .. But for each lesson, the presence of the main types of work is characteristic: conversation in a picture, analysis of the sound structure of words, reading text, conversation reading, copying, development of dialogic speech.

Reading is conducted in the form of questions and answers. Questions are put to almost every sentence of the text and in such a form that the words of the question are included in the answer.

The main types of written work in teaching literacy are such as writing off words and sentences from a textbook, from a blackboard, visual, and then auditory dictations. It is advisable to teach children to pronounce and write down words by syllables when copying. In addition to simple copying, it is recommended to carry out complicated copying, i.e. copying with certain tasks: insert letters missing in words, add words, insert a missing word. In order to prevent mechanical cheating, it is also advisable to accompany the cheating with simple tasks. For example: "Write down the words and remember how they are spelled; Write down the words and determine the number of syllables in them.

In teaching literacy, work is being done not only to teach reading and writing, but also to develop the speech of students. At these lessons, the enrichment of the vocabulary of students continues, the ability to build Russian sentences and small coherent statements develops. In this regard, the task appears - to develop dialogic and monologue speech. To develop the skills of dialogical speech, I create conditions that imitate natural situations. Pupils in front of the class make up dialogues on a given topic (in a store, in a garden, in a library).

One of the main links in teaching non-Russian children the Russian language, in the development of their Russian speech is vocabulary work, enriching the vocabulary of students. When planning the next lesson, it is necessary to clearly define which words to enter into the active dictionary of students, and which will be used only to understand the content of the analyzed text, what methods can reveal the meaning of words, in what grammatical forms students can use words for active assimilation. So, for example, in the 3rd grade in the lesson on the topic "Winter", the words winter, snow, winter, snowflake, snowman are subject to active assimilation in this class. With

these words, special training exercises are carried out in a number of lessons: they are explained, they work out pronunciation, spelling, they are read in the text, they are used in oral and written speech, they are introduced into coherent Russian speech. The words fluffy, freeze, hungry are intended for passive assimilation, they are included in the dictionary only for understanding the content of the text.

Work on a new word in Uzbek classes is carried out in a certain sequence: it is advisable to clearly pronounce a new word and explain its meaning. Following the teacher, students pronounce this word. Then the word is written on the board, the students write in their notebooks. Thus, each new word the child hears, sees, pronounces, reads, writes, i.e., each word is passed through all types of sensory perception of students. With this in mind, a number of exercises are compiled for the use of assimilated words in the studied sentence structures. At the same time, special attention is paid to the placement of stress, to the correct pronunciation of new words.

In Russian language lessons in Uzbek-teaching schools, other methods of consolidating words should also be used. A large place in this should be occupied by work on the picture. For vocabulary work, you can use both subject and plot pictures. The types of exercises in the picture can be the following: a) the name or recording of words denoting objects in the picture; b) compiling and recording captions under the pictures; c) answers to questions on plot pictures in order to consolidate the studied vocabulary; d) a conversation about the picture using the words given by the teacher. In lessons, when certain vocabulary material is fixed, the conversation on the picture is always purposeful: students need to use in their answers (or write in a notebook) sentences or phrases with words, the assimilation of which is being tested in this lesson.

To consolidate Russian words in the memory of students, the skills of correct Russian speech, exercises in memorizing poems (or small poetic passages), songs, proverbs, sayings, riddles, calls are useful. It also contributes to the assimilation of various constructions of sentences and teaches children to correctly stress Russian words, trains the memory of students. One should return to what has been learned by heart and constantly repeat it. For example, in grade III, when starting to study the lexical topic "Winter", you can turn to children with questions: What poems about winter, New Year, Christmas tree do you know? Or: What riddles do you know about vegetables, toys, animals?

The most important means of consolidating vocabulary material, developing the ability to actively use it as part of speech models, is special lexical exercises.

Such exercises include:

1. Selection of words on a given topic. On the instructions of the teacher, children recall words on a specific topic, name them, write them down, and make sentences with them. So, for example, if in grade III on the topic "Furniture" students can group the words desk, table, chair, then in grade IV others are added to this topic: bed, bench, hanger, sofa, bedside table.

In the primary grades, word grouping can be carried out according to such generic concepts: educational supplies (pencil, books, notebook, pen, briefcase), furniture (table, chair, desk, bed), toys (drum, doll, ball, ball), etc.

2. Inventing verbs for nouns.

Nouns are written on the board in advance, and pictures or screen images can also be used. As directed by the teacher, the children read the word or name the object depicted in the picture and answer the questions: What is he (she) doing? What are they doing? At the same time, the verb that is suitable in meaning is selected by the students independently.

3. Inventing adjectives for these nouns:

Pencil (what?) ... Jacket (what?) ...

Scarf (what?) ... Board (what?) ...

4. Comparison of objects according to their characteristics or actions:

The melon is yellow, and the watermelon ... . The fish swims, and the bird ....

5. Determining the quality of an item by color:

Red tomato. Cucumber . . . .

6. Selection of antonyms or their replacement in sentences. On the board, the words are written in a column: loud, up, opened, hot. Students select words of the opposite meaning for them (quiet, down, closed, cold) or include them in sentences:

The girl read aloud. The girl read quietly.

The teacher opened the window. The teacher closed the window.

7. Inventing words for teacher questions.

Nouns: What are the words for the question who? what? Think of masculine, feminine or neuter words. Say: Who teaches? Who plows? Who milks the cows? Who drives the trains? What are you reading? What do you have?

Adjectives: What is our school? What portfolio does Aziz have? What book hassan read? What songs do you sing?

Verbs: What does the student do? What are the children doing? What did you do yesterday?

8. Conducting various vocabulary games. Great attention should be paid to this type of exercise, devoting 3-5 minutes to it at each lesson. Language games raise the efficiency of students, enliven the lesson, promote increased spelling literacy, expand the vocabulary of students, and ultimately facilitate the work of developing their speech. Some types of games. Guess what words are here? (The initial or first and last letters of words are written on the board in the cells).

sh .. k ... a

d .. m ... a

Who will come up with more words with a certain syllable: ma, ka, za. Think of words of 3-4 syllables. Make words from a series of syllables (from a series of scattered syllables, students make up words; the one who makes the most words wins):

ro ha for

book

steam but on

bul ha

Think of words that begin with certain sounds (as directed by the teacher). The chain game is very interesting, when one student comes up with a word, the second student names a word that begins with the last sound of the previous word, the third one - with the last sound of the second word (car, watermelon, plant), etc. That row wins in the class whose students came up with and pronounced the most words correctly.

The task of the Russian language teacher is not only to teach students to speak a certain number of Russian words, to build the studied types of sentences with them, but also, through a lot of training work, to teach children to independently express their thoughts orally and in writing coherently, as well as to consistently convey the thoughts of others, describe events, state the content of what was read.

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**FEATURES OF THE ARTISTIC HERO,  
IN MARIANNA GRUBER'S NOVEL "TO THE CASTLE"**

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**Annotation:** *The recent novel of an Austrian writer Marianne Gruber (1944) «Into the Castle» written in the post-modernistic style, a variation of the topic of the famous novel of Franz Kafka «The Castle», is analyzed. The paper focuses on the concepts of «a new hero» and «new readers» related to the novel key images.*

**Keywords:** artistic hero, game with the reader, reader-model, image-cliché, imagematrix, naivety, possible world, magic fairy story, parabola.

The last novel of the Austrian writer Marianne Gruber (b. 1944) *Into the Castle* (Ins Schloss) (2004) includes some of the main motifs of her work, being a kind of “intertextual frame” [12, p. 43], the perception of which “depends on the reader's experience in reading other texts” [12, p. 43]. The satellite novel orbiting the Kafkaesque “Castle” (1926) remains at the same time an authentic work in the style of postmodernism. Initially perceived by the reader as a kind of Kafkaesque parabola, the text, according to the writer herself, is a “parable about a modern man in a modern situation” [5, p. 330]. This opinion of Marianne Gruber about her own work is supplemented by the point of view of the author-narrator (which does not coincide with the personality of the writer). The author-narrator in relation to his own text appears as a neutral and faceless figure commenting on what is happening, while the created text is carnivalized, corresponding to “the notions of classical theater: the narrator is there only to raise the curtain; the play is played, in fact, on behalf of eternity and, as it were, without it” [2, p. 164]. Using the terminology of Umberto Eco, we can say that the author-narrator is playing some kind of intellectual “game with the reader” [12, p. 368], even a kind of hunting for the reader, and in this context, the very term “reader” means an ideal imaginary “reader-model” (Lettore Modello) [12, p. 17], which meets the requirements of the modern text. He needs, for example, “naivete” [12, p. 350] and, at the same time, a certain intellectual level that allows one to fall into all the complex “text traps” [12, p. 350] and, to create their own “possible world” [12, p. 371], to find a way out of the labyrinths of the author's text. So, for example, the teacher, one of the protagonists acting in the novel, inspires the character “K.-second” (and the reader-interpreter) with a version about the essence of the Castle, playing on the ambiguity of the parable about him: “- Labyrinth? It would suit you. After all, if the castle is a labyrinth, then everything is justified by this ... The labyrinth cannot be understood” [4, p. 38]. From the reader's point of view, external to the text, the novel is a modern product of endless intertextual layers. The writer follows the plot of Kafka's novel, populating the novel's space with images-twins dating back to the richest literary tradition of doubleness (from E. T. A. Hoffmann to F. M. Dostoevsky). Similarity to Kafka's characters begins with names: the protagonist of the novel, called “K.”, at a certain moment of the action distinguishes his novel “I” from his own prototype, calling himself “K.-second”, and his double - “K.-first” [4, p. 100]. The self-identification of the protagonist of the novel may remind the reader interpreting the text, in particular, of the Kabbalistic doctrine of metempsychosis, the doctrine of reincarnation. For example, according to Manly P. Hall's theory of reincarnations, “personality number two contains in its very fabric the experience of personality number one, but since this experience is completely depersonalized and assimilated by the essence, then in person number two it already manifests itself as character, temperament and to what extent -some degree even as a bodily structure” [11, p. 49]. In this regard,

it is interesting that some provisions of the doctrine of metempsychosis, often reduced to the level of clichés, are also used in the modernist one [6, p. 114] and postmodern literature, where they become elements of the genre of pulp fiction - "a mechanism for transforming a work of elite art into mass art" [6, p. 73]. A similar transformative device, to some extent, applies to the novel *Into the Castle*, which is intended for both intellectual and mass readership. In turn, the ambivalent nature of the protagonist of the novel, who owes his existence to a certain intertextual prototype, also determines the universality of the image for the reader's perception. The method of carnivalization of the reader's perception has much in common with the organization of a possible world according to the principle of a fairy tale, as Umberto Eco understands them. Thus, the concept of a possible world, used by W. Eco in his study on the semiotics of the text "The Role of the Reader" (1979), suggests such a reader's point of view on the text, from which "the world of characters looks like the world of the reader himself" [12, p. 354]. We are not talking here about the classic fairy tale as a literary genre, but about some of the invariable canons of the fairy tale genre, used, in particular, in the postmodern literary game of the author with the reader - a potential consumer of mass plots. Such a game is understood as "midcult" or "kitsch" [12, p. 277] and, as one of the possible components of the postmodern style, characterizes the plots of the mass novel, "based on the binary oppositions of a fairy tale" [12, p. 277]. According to W. Eco, the form of a work is largely determined by the laws of creation by the reader-demiurge of a possible world that exists within the limits of the reader's interpretive perception and therefore is a true mystery. The concept of a possible world by U. Eco also means "a possible course of events - the world is imaginary, desired, expected, sought, etc." [12, c. 375], which is also close to the world of fairy tales.

It can be assumed that the structure of Marianne Gruber's novel is also not devoid of some features of a fairy tale, which in the framework of this article is considered as a "sign of postmodernism" [3, p. 47]. Some of the classic canons of a fairy tale, used by the author of the text as a literary device, help the reader of the novel in creating his own possible world, convincing him that "one's desires and expectations can be taken for (or even turn into) reality" [12, p. 365]. So, for example, the object of the hero's search - the Castle - in accordance with some classical canons of a fairy tale (for example, with "the thesis about the complete uniformity of the structure of fairy tales" [8, p. 80]) is somehow in a different dimension or, in a fairy tale terminology, in another realm. The hero in his quest for the Castle in this case is part of a stable fairy tale system, where "the impossible is possible" [12, p. 364].

The naivety mentioned by U. Eco as one of the characteristic features inherent in the image of the new ideal reader-model distinguishes the main character of the novel by M. Gruber, K., from the second. And if, according to the theory of M. Bakhtin, some classical heroes "very naively express that final moral and ethical idea that they embody from the point of view of the author" [1, p. 47], then K. the second not only explains to the reader his role, asserting the identity of the role and life, but also postulates its seriousness: "I, as an actor, play my life, although I don't want to be an actor, I don't know my role and don't see what is drawn on the back of the stage where the performance is taking place..." [4, p. 56].

The new artistic hero is not only the equivalent of the postmodern "homo ludens" - a person playing, according to J. Huizinga [10, p. 17]. Rather, it could be defined as *homo ludens amoto ludo* - a man playing in earnest, an image that continues the motif of a sad harlequin, characteristic of Marianne Gruber's prose.

Within the framework of postmodern discourse, which assumes "happening" as the author's "game with the reader" [7, p. 6] - shocking the reader's perception - the very existence of such a new hero speaks of the possibility of a way out of the endless "dead ends of postmodernism" [9]. Unlike the hero of Kafka, K. the second, reminiscent of many Americanized heroes of the modern "world of possibilities", seems to be programmed to achieve a specific goal - penetration into the Castle. In the

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course of the action of the novel, the new K., and with it the new naive reader, who entered the novel as a double of the literary character, discover that the "new Castle" also evolves, like a living structure. Believing that the Castle is a living being, K. the second struggles with the windmills of his own ideas about it: "The castle is alive," thought K., looking around again and gazing into the darkness that now hid the Castle. Alive - and this is its vulnerability" [4, p. 83].

The struggle between the new artistic hero and the new reader accompanies the development of the plot, and the reader's distrust often outweighs the hero's faith, but the hero still triumphs over the reader's doubts. In the middle of the novel, "the new K." plays the role of Jesus Christ, unexpectedly declaring himself the first and last ... conqueror:

"I want to end my old world," thought K., suddenly seized with despair. "I must put an end to my old world so that a new one can come" [4, p. 180]. It seems that the new hero and the new reader are moving along the Möbius strip — the front and back surfaces of the text, turning into a two-faced image and uniting at the same point in the text space: inside the Castle. At the end of the novel, the hero still ends up in the Castle. In the empty Castle-Theatre, K., the second, who, like a card joker, outplayed other actors, proposes to build a new world alone: "And everything seemed to K. primordially new and submissive to him, as if the earth and silence were waiting for him to master them and give everything new names..." [4, p. 325].

"The leap from the Old Testament to the New consists in shifting the emphasis from justice to mercy, from law to love" [5, p. 345], says the writer in her own essay commentary on the novel. Thus, the play of the old and the new in the novel leads to a series of transformations: the text from the theater of the absurd turns into a complete picture, the new hero undergoes evolution, successively passing through various stages of formation: from rebirth to penetration into the castle, and the new carnivalized reader is carried away by the text and is included in game.

The last scene of the novel, with its picturesqueness, no longer resembles a theatrical performance, but rather the canvases of old masters, which is also characteristic of many works by Marianne Gruber: the new hero looks out of the window of the Castle at the snowy plain and people leaving the village. The new naive reader of the novel is no longer a participant in the stage action: he is again outside the text, turning into a contemplator of the picture, leaving the impression of completeness and at the same time mystery, silence. This is the trend towards which all postmodernist works gravitate.

Thus, the multilevel structure of the author's text is based on three components - the idea of a possible world of the reader's fantasy, the presence of a new reader creating a possible world, and a new hero acting in this possible world. Due to its original duality, the new hero is likened to postmodern "ambivalent heroes" [3, p. 11], his otherness makes him also an "anomalous" hero [3, p. 15]. The image of the new hero K. the second complements the motif of the sad harlequin characteristic of Marianne Gruber's work and gives reason to speak of this hero as *homo ludens amoto ludo* - a person who plays seriously. In the philosophical sense, the concept of "possible world" probably intersects with the phenomenon of modern "possibilism" [9, p. 7] — "accentuated modality of possibility" [9, p. 7], helping to "get out of the deadlocks of postmodernism" [9, p. 7]. The term *homo ludens* is also found in one of the novels of the Strugatsky brothers, whose work is well known to Marianne Gruber.

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## ROLE OF HALOPHITE PLANTS IN SOIL PHYTOMELIORATION

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**Annotation.** *The article presents information on the widespread use of halophyte plants in salinity reduction in areas with different degrees of salinity, i.e., medium, strong salinity lands, salt marshes, and the use of them to reduce the salt content of the soil.*

**Key words:** *soil, seepage waters, meadow, halophyte (Galophyta), black saxovull.*

The source of water-soluble salts in soil and groundwater is the weathering of minerals and rocks that make up the lithosphere, mother earth, mineralization of plant and animal remains, etc.

In addition to these, irrigation water, river, reservoir, collector water, water from vertical wells are also mineralized to one degree or another, therefore, even in the areas irrigated with these waters, different amounts of salts remain in the soil layers, enter the plant body, fruits, and crops. In this process, it is important to study the role of elements, salts, anions and cations, and other compounds in the chain of biogeochemical action.

Based on the existing classification, according to the indicator of the total amount of salts in the water absorption of the researched irrigated meadow saz soils, it belongs to the medium salinity group. In terms of quality, it belongs to the sulfate and chloride-sulfate type, and the dry residue is 1.10% in the driving layer and 1.37% in the sub-driving layer.

It is known that the total amount of water-soluble salts in the composition of saline soils is more than 0.3%, the amount of chlorine is more than 0.01%, and the amount of sulfates is more than 0.2-0.3%. If we take into account that the studied irrigated meadow saz soils are moderately saline, it was noted that they are mostly sulfated in salinity, that is, they are saline with  $\text{Na}_2\text{SO}_4$ ,  $\text{MgSO}_4$ ,  $\text{CaSO}_4$ .

The salinity tolerance of cultured plants is determined in different ways, and it is higher in natural, that is, halophyte plants that grow in the wild. Cultivated plants differ from other types of plants in that they can die even in very low concentrations of saline soils. Therefore, these soils need to be cleaned from salt periodically. These things can be done with the help of plants in a certain sense, it is enough to take halophytes as an example of such plants.

Halophyta (*Galophyta*) plants, this is a kingdom of plants growing in various degrees of salinity, saline, saline soils. The group of plants Halophyta (*Galophyta*) includes a collection of plants growing in soils with varying degrees of salinity. During their life, they accumulate the soil solution while withstanding different concentrations and different effects of salts.

Halophyta (*Galophyta*) plants are adapted to grow in saline soils, but the soils are not uniformly saline, that is, it is possible to see cases where saline soils and non-saline soils are located next to each other. So, it can be seen that the plants are also arranged in this way. The reason for this is the effect of microrelief, and the second reason is the nature of the plant. For example, the remains of the black saxovull (*Holohylon aphyllum*), i.e. leaves or branches that fall on the ground during its growth and development, change the composition of the upper part of the soil to a certain extent, because the spilled biomass contains different amounts of salts and minerals.

If we consider the specific characteristics of plants growing in saline soils, it is enough to mention the following. It is a type of halophilous plants that are common in deserts. This plant grows well in areas with a water depth of 2.5 m. Kumuzim does not lose its vitality even if the salt content is up to 30%. The amount of salts in kumuzim leaves reaches 57%. Chloride salts make up 14% of this amount.



Another plant that is common in saline soils and salt marshes is caragan. The caragan plant is a small bush, its height is 80-150 cm, depending on the distribution of water, and its root spreads accordingly. Sulphate, that is, salts of Ca and Na accumulate in plants belonging to this group. One-year ash can contain up to 21% Na<sub>2</sub>SO<sub>4</sub>. Karagan accumulates 63.3 t/ha of organic matter per year in the growing area. As a result of the mineralization of these plants, 520 kg of ash falls on the soil per hectare, and it contains nutrients such as S, Mg, K, Na, P, N, as well as a number of trace elements.

Currently, studying the importance of holophytes in agriculture and national economy and developing methods of their effective use are topical topics. Because we can prevent or eliminate various environmental problems related to salts as a result of our proper use of halophilic plants. In particular, halophilic plants are still widely used, for example, in the medical industry. Halophiles are used as valuable feed in agriculture and animal husbandry. Dyes are obtained in industry.

Black saxovol (*Holohylon aphyllum*) is the most valuable plant in desert reclamation. In the chemical industry, raw materials are also obtained, that is, acetic acid, methyl alcohol, acetone, clean coal, etc. are obtained from it.

Among the succulent plants, sarsazan (*Halocnemum*) stands out, it contains up to 23% glauber salt (mirabilite - Na<sub>2</sub>SO<sub>4</sub>·10H<sub>2</sub>O). Potash is also present in this plant, so this plant is used in the process of making soap in industry.

In order to reduce salinity in the above-mentioned areas, i.e. medium, strongly saline lands, it is advisable to use halophytic plants and to remove the salts contained in the soil outside the fields. But the current state of research in this regard is not enough, therefore, conducting new research using individual plant species in special experimental areas will bring good results.

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**Abstract:** This article examines the experience accumulated in fiction of expressing irony in the domestic literary criticism of the XX-XXI centuries. Irony is considered in the light of the theory of the comic, various types and ways of expressing irony associated with the use of details are traced.

**Key concepts:** *irony, satire, sarcasm, open irony, hidden irony, mode of artistry, lyricism, drama.*

The experience of expressing irony accumulated in fiction has become the subject of theoretical consideration in the domestic literary studies of the XX-XXI centuries. Thus, M.M. Bakhtin revealed the roots of irony hidden in the universal carnival laughter, in the folk laughter culture [1,132].

A.F. Losev and V.P. Shestakov characterized irony in the light of the general theory of the comic along with humor, satire, sarcasm. In their opinion, "irony is one of the complex aesthetic categories related to the so-called aesthetic modifications. Every irony contains some element of allegory, cunning and deception, but it is quite obvious that no deception in itself is irony. Irony, unlike deception, does not just hide the truth, but also expresses it, only in a special allegorical way"[6,326].

In the extensive classification of types of irony proposed by Yu.V. Borev, the historical approach, which allows to distinguish socratic, romantic, existential types of irony, is combined with its presentation as a method of rhetorical strategy, as well as a form of comic. In irony, the scientist sees emotional criticism that has "an undercurrent, laughter with subtext, subtle mockery, covered with a deliberate statement or an outwardly positive assessment of the phenomenon" [2,266]. In this case, irony is variously characterized from the point of view of pathos, as well as taking into account its structural and semantic features and form of expression [9,11].

Modern literary definitions of irony in typological coverage are presented in the works of A.P. Chudakov, V.I. Tyupa and T.A. Kasatkina. Thus, A.P. Chudakov, distinguishing irony by the peculiarities of its manifestation in Chekhov's prose and drama, distinguished internal (hidden) irony, that is, realized in a general context, and explicit (open) irony, expressed by various means, including ironic details.

Considering them as the main means of expressing irony, A.P. Chudakov distinguished them by functional features:

- a) visual (details of landscape, portrait, interior);
- b) behavioral (first of all, we mean speech characteristics as elements of inadequate speech behavior that cause irony). In this case, it is revealed thanks to the author's remarks, puns, comparisons, neologisms and other techniques found in the text of the work.

At the same time, as the scientist rightly emphasizes, various types of ironic details cannot exist in isolation and have only an explicit or hidden character of expression. Thus, the diverse palette of Chekhov's details combines many emotionally expressive shades: from light irony to outright sarcasm [3,132].

V.I. Tyupa's approach to the study of Chekhov's works is based on the identification of two main types of artistry: dramatic and sarcastic. "Chekhov's irony in the stories of the mature period is mostly sarcastic (highlighted by V.I. Tyupa – N.K.), going back to M.E. Saltykov-Shchedrin, but not turning into a satirical denunciation of the Gogol type, which always borders on preaching. The striking differences between Chekhov's laughter and Saltykov-Shchedrin's laughter are largely differences between realistic symbolism and realistic grotesque, which do not affect sarcasm as a

deep, "architectonic" strategy of artistic thinking common to both writers, which is fundamentally not reducible to satire. Sarcastic irony, thickening the external reality of life into a sharply defined character, reveals the illusory nature of the inner, innermost, personal in a person." She "carries out the characteristic "localization" of the character, tying him to a certain place in the world order, creating a caricatured, out-of-place, functional image of human individuality".

According to the literary critic, "Chekhov's sarcastic typing consists in weakening the depicted (not depicting!) of a personal beginning, in reducing the character to a typical character, as a result of which the very name or nickname of the hero often becomes a household name". Dramatization, on the other hand, "presupposes the deployment of the inner autonomy of the hero's personality, which pushes the traditional object of realistic typification – character - into the background of artistic interest."

In this regard, V.I. Tyupa rightly emphasizes that "sarcasm and drama are not only the most relevant types of ideological and emotional evaluation for the mature Chekhov, but also at the same time the key ways of creative typification in the writer's stories". Indeed, satirical irony, turning into sarcasm, ostensibly asserting the subject, ridicules and denies its essence, serves, for example, as a way to expose rude, ignorant representatives of bureaucratic Russia living in a strictly regulated world. However, in our opinion, examples of satirical, tragic, and tragicomic irony can be found in the works of A.P. Chekhov. It should also be noted that, defining irony as a mode of artistry in all its diversity, V.I. Tyupa highlights such fundamental properties of irony as opposition to pathos and non-authoritarianism.

Similarly, T.A. Kasatkina, without reducing irony only to a kind of humor or satire, emphasizes that irony has its own special field of activity, which functionally does not coincide with the field of activity of other emotional and value orientations based on the comic [4,276]. According to the researcher, irony is directed not at reality itself, but at its comprehension in the system of one or another emotional-value orientation, which is mostly false. The idea of T.A. Kasatkina that total irony can turn into a tool for mastering reality is valuable.

An innovative interpretation of Chekhov's irony caused by intertext is presented in the works of R.G. Nazirov and A.Ya. Kubasov[8,159-168]. From their point of view, the interaction of text and intertext determines the intonational originality of A.P. Chekhov's work, his "emotional two-sidedness", which A.P. Skaftymov also wrote about at the time [10,340].

In the theory of modern literary criticism, other variants of the typology of Chekhov's irony are also distinguished, for example, from the point of view of the dynamics of the ironic tone or the nature of speech interaction. In our opinion, the writer's works trace various types and ways of expressing irony associated with the use of details. Each Chekhov text reveals its own unique set of different types of ironic details along with other ways of expressing the author's irony.

Ultimately, considering the ironic aspect of Chekhov's work, one should bear in mind the impossibility of subjecting it to a clear and unambiguous division into types, subspecies, etc., since typologization to a certain extent formalizes the "living matter" of a literary text.

Let's summarize some results of the historical and functional coverage of the category of irony in aesthetics, criticism and literature. Traditionally, irony is defined as one of the forms of the comic along with humor and satire. Irony always expresses a discrepancy between the subjective representation and the objective state of things, but unlike other manifestations of the comic, irony does not have its own subject, choosing any object or phenomenon itself. On the one hand, in the typology of the types of comic irony is on a par with parody, grotesque, burlesque, etc.; on the other hand, it is self-sufficient as a kind of emotional-value attitude of the author to reality.

As a full-fledged form of comic irony, irony is traditionally correlated with humor and satire, without merging with them. If humor retains sympathy for the subject of ridicule, then irony attributes to it what is not in it, as if elevating it in order to emphasize the absence of positive properties. In

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irony, the funny is hidden under the mask of seriousness, a negative attitude to the subject prevails in it, while in humor, the funny, also hiding under the mask of serious, continues to retain a positive beginning.

Satire in this series is a form of destroying ridicule of the world and man when they do not correspond to their nature and purpose. Satire is certainly negative in relation to the subject of the image, contrasting it with a certain ideal. The purpose of satire is to cause the public to sharply reject and condemn the ridiculed phenomena. In comparison with satire, irony is more restrained, it is intellectual. If satire clearly indicates negative phenomena, then irony is designed to awaken independence of thinking in relation to them. Thanks to irony, the author is able to disguise his position in the work. In this case, irony is realized as a rhetorical device.

Having traced the evolution of the comprehension of the category of irony in aesthetics and literary criticism, noting the richest tradition of its expression in world and Russian literature, we can say that A.P. Chekhov became its rightful heir. Consciously and unconsciously, he used in his work the whole arsenal of ironic means and techniques, first of all – an ironic detail. It acquires a special, conceptual significance in his prose and dramatic works.

Ironic detail is an essential component in the structure of the portrait, landscape, interior and other attributes of description in the works of A.P. Chekhov, as well as in various forms of verbal interaction of characters and narrative. Expressing the author's position, an ironic detail makes it possible to reveal his second plan behind the direct meaning. In addition, the ironic detail acquires axiological significance, which is why A.P. Chekhov can be called an ironic writer.

In our opinion, A.P. Chekhov in his works creates special conditions for the functioning of the ironic detail associated with such properties of the internal structure of the literary text that make its ironic interpretation possible. The writer has developed his own strategy and tactics for creating irony. Its most important marker is precisely the detail with which the ironic intention is mainly explicated.

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**Annotation:** a healthy lifestyle in this article consists in the fact that a person, following his daily routine, constantly temper his body on the basis of active action, regularly goes in for sports, eats quality in full compliance with hygienic rules, is able to keep his own from harmful vices, to keep meaningful until the end of a given life.

**Keywords:** healthy living, active movement, organism, conditioning, nutrition, sports.

In the social life of mankind, an important place is occupied by the formation of a healthy lifestyle, the improvement of their knowledge, which contributes to sanitation, the ability to apply this knowledge in everyday life, the formation of a conscious attitude to employment, the ability to form attention, attitude to their own health. Therefore, it turns out that human health is important and valuable from anything in the world. It is important that a person effectively uses those qualities that bring benefits to his health.

In order to ensure the implementation of the decree of the president of the Republic of Uzbekistan dated October 30, 2020 PF-6099”on measures for the widespread implementation of a healthy lifestyle and the further development of mass sports”, today a number of practical works are being carried out by the leadership of the Institute. In particular, the announcement of “Health Day” every Saturday of the week, various public sports events with the participation of students, the holding of round tables in our hostels on the topics ”healthy lifestyle and family”, especially on the days of Navruz holiday, the holding of “healthy eating fairs”, “healthy life is our motto”, “we vote for a tobacco-free lifestyle” events, the organization, a clear example of this is the conditions created for young people to have fun and celebrate the holiday in a festive mood.

Talking about our healthy lifestyle, the Russian scientist I.Pavlov describes" the effect of physical movement on human health as a view that means that the body is closely connected with the external environment, " the physical movement, which is carried out continuously, has a good effect on the health of a person, the metabolism improves, the tissues of the body absorb nutrients well. For this reason, people who move a lot physically are always refreshed, mentally light, full of energy, in a high mood, and dili becomes clear. A person's healthy, or unhealthy lifestyle also depends on whether the agenda is organized correctly or incorrectly. Therefore, physical education plays an important role in strengthening the Will, high labor productivity, prevention of various diseases. Unfortunately, today, a significant decrease in physical activity among our youth is noticeable. The formation of a healthy lifestyle in society, mass struggle against camaraderie among young people, protection of the high physical and mental working capacity of people, especially involving young people in sports, are becoming increasingly relevant.

“The first happiness for a person is his health, the second is beauty,”as the great thinker Aristotle noted. It is no exaggeration to say that the decisions and decrees adopted by the leadership of our country made a fundamental turn towards improving the lifestyle of our people in 2009, in order to immediately prevent a significant lag from its life requirements, when it was important to scientifically and theoretically substantiate a “healthy lifestyle”, to create its new doctrine.

In the decision made by the head of our country, the following requirements are set out in the main directions of the widespread implementation of a healthy lifestyle and the further development of mass sports: - development of mass sports;-creation of conditions that ensure the satisfaction of the needs of various groups of the population for healthy nutrition; - wide promotion of a;  
- compliance with sanitary and hygienic rules;

-formation of a modern material and technical base for physical education and sports activities in preschool education, general education, secondary special, professional and higher educational institutions;

- Creation of educational methodological manuals, textbooks and monographs, creation of population executions, textbooks and monographs of different classes, training programs of population strata of different classes and development of a system of scientific and practical valeological training;

- It is known to all of us that it is up to each person to pay attention to their health, live well and carry out activities, have a long life, do not increase all kinds of diseases.

A person's healthy or unhealthy lifestyle also depends on whether the agenda is organized correctly or incorrectly. A correctly drawn up agenda plays an important role in the comprehensive correct development of the organism, the strengthening of the Will, high labor productivity, good preservation of working capacity for a long time, Prevention of morbidity. Another of the factors of a healthy lifestyle - it's freedom. In conclusion, it should be noted that on the way to the implementation of the rules of a healthy lifestyle, it is necessary to abandon harmful factors that negatively affect human health, eat rationally, replenish the body's energy consumption, obey important returns that we must follow in our daily lives, engage in mental and physical activities, play sports, eat fully and:

- Follow the rules of personal hygiene;

- Compliance with the agenda;

- Increase physical activity;

- Abstinence from harmful habits (addiction, drunkenness, addiction);

- Organization of proper nutrition;

- Regularly engage in sports. It is clear that we live better, have a longer life if we follow the way we stay healthy in all areas, in all respects.

It is natural that too many diseases increase due to non-compliance with the rules of proper nutrition. Currently, we are in most cases fed with himicat substances. This also causes the injury. We turn to the doctor the recommendations that he gave them are also wrong to always say one hundred percent effective. Because the pills they recommend have different effects on the body. During the time of our ancestors Ibn Sina, it was appropriate for the betabs to heal because of the medicinal plants that were applied to humans that is, natural.

More than twice as many tablets now than in the XX-th century. Development of doriology increasing natural doriology is important for human health. I am in favor of the fact that in order to adhere to a healthy lifestyle, every age does the following things. 1. Cleanliness of Housing and workplace. 2. Intellectual development. 3. Eating order. 4. Rest. 5. Personal hygiene. 6. Gymnastics. In getting rid of harmful habits. 1. Drink. 2. Smoking. 3. Eat enough food. 4. Drunk traffic management. 5. Drug addiction.

It is important that everyone is able to behave, manage in any case. People, without knowing it, suffer from a huge number of diseases caused by compression strain of the nervous system. When a person is able to control himself: when he is engaged in what he wants or his profession; when he has his own opinion; self-confidence to be honest from "hesitation" not to retreat, but only to go forward; to be able to enjoy art, nature, beauty. One of the effective ways to spend and replenish spiritual energy is to get busy with creative work and have good fun. The mentally yellowed spiritual energy is immediately covered by the cosmos.

One of the important characteristics of spiritual energy is its impact on the environment. It is very important that a person lives a life in love with himself and set a goal for him for example: "I will live 120 years," it is necessary to follow a healthy lifestyle in order to achieve the goals. In short, every person's health is in their own hands. In this world, everyone lives for himself. If you are hasta, do not think that your loved ones will not be able to take your pain either. They say " the body does

not know another dart”. It is clear that we live better, have a longer life if we follow the way we stay healthy in all areas, in all respects.

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**Abstract:** The article is about the lexical features which are not allowed in the literary language in Russian, although they are found in this language, they are not used within the literary language

**Keywords:** *vernacular, normalization, polyfunctionality, speech communication, professional speech, dialect, inflection*

Vernacular is one of the forms of the national language, along with dialect, slang speech and literary language: together with vernacular dialects and jargons, it forms an oral non-codified sphere of national speech communication - a vernacular language; it has a supra-dialect character. Vernacular, unlike dialects and jargons, is a speech that is generally understandable for native speakers of the national language.

The vernacular is a heterogeneous in composition and always blurred within its boundaries language sphere, in which the non-literary speech of poorly educated urban residents, regional dialects, partly a colloquial form of literary language, professional speech interact in a difficult way.

However, unlike literary language, the vernacular has neither normality nor polyfunctionality. The main scope of its application is everyday oral speech.

The vernacular has its own peculiarities, which manifest themselves at different language levels: phonetic, lexical, word-formation and grammatical.

In the field of vocabulary, the difference between the vernacular and the literary language is most clearly manifested. There are two main groups of vocabulary that distinguish the vernacular from the literary language:

1) vocabulary that is characteristic of the vernacular and is absent in other language systems. This also includes words that have developed a new meaning in the vernacular compared to other varieties of the Russian language, for example, with a literary language. The vocabulary belonging to this layer can be called vernacular proper. In this sense, it is not much different from the original vocabulary of any independent language. The reasons why this group of vocabulary was formed in the vernacular may be of a twofold nature. First, it arises as a result of actions of the natural process of formation of the lexical system of a new language education. Secondly, such vocabulary is intended to denote concepts that, for a number of reasons, are not relevant for a native speaker of a literary language focused on the values of Western civilization.

For this reason, among the vernacular vocabulary proper, there are rich synonymous series with the meaning *пить, пьянствовать* ('бухать, квасить, крясть etc), '*обманывать*' (*звать, заливать etc.*), '*убить, убивать*' (*замочить, пришить и etc*). All these are words included in the active lexical fund of the native speaker of the vernacular; moreover, as a result of intensive television propaganda, these words are familiar to native speakers of the literary language. The meaning of these and many other words cannot be understood without delving into the peculiarities of life and activities of persons belonging to the social stratum in question. Obviously, the whole point here is in the originality of the picture of the world of the carrier of the vernacular, whose daily life is largely connected with criminal or semi-criminal activities; 2) peculiar vocative forms. Their system differs significantly from the system of vocative forms of the Russian literary language and is a kind of marker that allows you to immediately identify the carrier of the vernacular. First of all, these are characteristic forms of treatment: *братан, земляк, зёма, пацан* (to a young man - a native speaker of the vernacular), *отец, батя* (to an elderly man). Forms of proper names are formed differently than in the literary language, for example, with the help of suffixes: *-ок, -ян, -(ю)ха*: Ленок (from

Лена, Елена), Санёк, Саня (from Саша, Александр), Толян (from Толя, Анатолий), Костян (from Костя, Константин), Катюха (from Катя, Катерина), Лёха (от Лёша, Алексей) и др. Elderly speakers of the vernacular are addressed using the words *дядя* и *тётя*: *дядя Коля, тётя Люба*. Finally, it is typical for a native speaker of the vernacular to address you, regardless of the age and gender of the interlocutor.

The peculiarities of the vernacular are clearly manifested at the level of phraseology. In general, native speakers of uncodified forms of language (jargons, dialects) are more likely to use phraseological units (actually speech clichés) than native speakers of a literary language. Cf., for example, such clichéd phrases as: *по ходу - it seems; без базара - everything is clear; нежности телячьи - excessive display of feelings*.

Word-formation and grammatical features of the vernacular of the Russian language In the field of morphology and word formation, the vernacular is distinguished by the following features:

1) for the morphemic and morphological structure of a word, when it changes in cases or persons, the analogical is extremely characteristic alignment of the basics: *рот - в роту (в роте), ротом; хочу - хочем, хотите, хочут or else: хотим, хотите, хотят - хотишь, хочет; пеку - пекушь, пекет, пекем; ездить - ездию, ездил, ездим, ездют; требовать - требовая, требоваешь, требует и etc.*

2) other than in the literary language, the meaning of the gender category of some nouns: *густая повидла, свежая мяса, кислый яблок, этот полотенец*.

3) wider, in comparison with the literary language, the spread of the forms of the local case on -у in masculine nouns with a base on a hard consonant: *на газу, в складу, на пляжу*: nominative plural forms on -а/я: *торта, шофера, инженера*.

4) mixing of genitive and dative forms in feminine nouns: *у сестре - к сестры, от маме - к мамы*.

5) inflection -s (-ев) in the genitive plural of neuter and masculine nouns: *делов, местов, от соседев, пять рублев etc.*

6) declension of non-declinable foreign nouns: *без пальта, ехать на метре, или из кина, две бутылки ситр*.

7) the use of adverbs in the meaning of the verb of the past tense on -вши and -миш: *Я не мывши (т.е. не мылся) вторую неделю*.

8) the use of the creative case of some nouns to indicate the cause: *умер голодом (=от голода)*.

9) using the preposition с instead of из: *пришел с магазина, вернулись с отпуска, стреляют с автоматов*.

10) the meaning of the gender category of some nouns is different than in the literary language: *густая повидла, свежая мяса, кислый яблок, этот полотенец* or another type of declension: *церква, простынь, мысля, болезнь*.

The purpose of our research is to determine the great social significance of linguistic issues related to the use of vernacular vocabulary. This is explained not only by the poor knowledge of the vernacular vocabulary, but also by the diverse role that the vernacular vocabulary plays in the functioning and development of the Russian language as a whole: the vernacular vocabulary is one of the invariable components of oral colloquial speech, giving it emotionality and expressiveness. Vernacular vocabulary is one of the important components of the language of artistic works.

Vernacular was approved by M. Lomonosov as a stylistic means, masterfully used by poets and writers of different eras both to create color and for greater expressiveness.

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THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN  
TEACHING BIOLOGY

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**Annotation:** The desire for self-education is a distinctive feature of a modern teacher. A modern teacher today becomes the organizer of the process of obtaining knowledge using modern information technologies, contributing to self-education and self-realization of students. The use of computer technology in biology lessons is a significant update of the content of biological education, and therefore the teacher must be competent in the field of computer technology.

**Keywords:** information and communication technologies, traditional approach, intensification, methodological system, didactic development, creativity.

Information and communication technologies (ICT) are playing an increasingly important role in our lives, especially in education. The development of society today dictates the need to use new information and communication technologies in all spheres of life. A modern teacher should use information and communication technologies in his activities, since the main task of universities is to educate a new generation of literate, thinking, able to independently acquire knowledge of citizens. The use of ICT in the educational process is aimed at intensifying the learning process, implementing the ideas of developing learning, improving the forms and methods of organizing the educational process, ensuring the transition from mechanical assimilation of knowledge to mastering the skills to acquire new knowledge independently.

Traditional ways of transmitting information are giving way to the use of information and communication technologies. In these conditions, the teacher needs to navigate a wide range of innovative technologies, ideas, and directions.

The training of ICT teachers allows you to significantly expand the possibilities of their use, reduce the time for preparing for classes, and improve their quality.

Biology is an academic subject in the process of studying which ICT can be widely used. This makes it possible to increase the effectiveness of the lesson, make it more visual and interesting, you can simulate many complex biological processes and patterns, help in conducting knowledge control, organizing independent work. The widespread introduction of ICT will lead to a revision of many traditional approaches in the construction of a modern biology lesson.

The information society creates new conditions for the development of education, the use of ICT opens up great opportunities for the teacher, setting him new tasks. The main thing here is the creation of a methodological system, didactic developments that would allow each teacher to build their activities using modern ICT. The use of ICT requires a biologist teacher to change the components of his professional activity, his position becomes decisive here. A modern teacher today becomes the organizer of the process of obtaining knowledge using modern information technologies, contributing to self-education and self-realization of students. It was found that when using electronic learning tools, students' memorability increases by 25-60%, and the amount of information assimilated increases by about 50%.

The modern information society sets before the teacher the task of preparing students capable of:

- navigate changing life situations, independently acquiring the necessary knowledge, applying them in practice to solve a variety of emerging problems, so that throughout life you can find your place in it;

- think critically independently, see emerging problems and look for ways to solve them rationally using modern technologies;

- be clearly aware of where and how the knowledge they acquire can be applied; be able to generate new ideas, think creatively;
- competently work with information (collect the facts necessary to solve a certain problem, analyze them, make the necessary generalizations, comparisons with similar or alternative solutions, establish statistical and logical patterns, draw reasoned conclusions, apply the experience gained to identify and solve new problems);
- be sociable, contact in various social groups, be able to work together in various fields, in various situations, preventing or skillfully getting out of any conflict situations;
- independently work on the development of their own morality, intelligence, cultural level.

The desire for self-education is a distinctive feature of a modern teacher. The use of computer technology in biology lessons is a significant update of the content of biological education, and therefore the teacher must be competent in the field of computer technology:

- to know the didactic capabilities of the computer;
- own methods of using a computer in the organization of training;
- be able to use a computer to organize control and self-control of students' mastering of the material they have passed;
- be able to optimally combine computer and traditional learning technologies;
- to use new information technologies for the organization of creative activity of students, etc.

The use of information technologies:

intensifies the transfer of information, significantly expands the illustrative material, creates problematic situations, strengthens the emotional background of learning, forms the educational motivation of students, differentiates and individualizes the educational process;

allows the teacher to significantly expand the amount of information studied and diversify the forms and ways of its perception by students;

the material offered to students in this form is remembered much better than in traditional lessons, and ultimately leads to a higher level of assimilation of the subject;

promotes the development of students' creativity through the creation of educational information products;

promotes psychological growth of personality, development of self-education and self-education skills. The use of information and communication technologies in the learning process increases the activity of the student's work, transfers him from the state of a passive consumer of information to the state of the author of his education. The use of ICT in biology classes is very effective, students are enlivened, actively involved in the learning process. The effectiveness of training increases, the accounting and evaluation of students' knowledge improves. Students show an interest in knowledge. Work with multimedia programs has shown that constructive, algorithmic thinking of students develops indirectly. Also, the skills and abilities of research activity, orientation in information and its subsequent processing are formed.

Thus, it can be concluded that the use of ICT technologies:

- intensifies the transfer of information, significantly expands the illustrative material, creates problematic situations, strengthens the emotional background of learning, forms the educational motivation of trainees, differentiates and individualizes the learning process;

- allows the teacher to significantly expand the amount of information studied and to diversify the forms and ways of its perception by students;

- creates conditions for the use of the most effective methods and forms of teaching, the implementation of the basic principles of the holistic pedagogical process and the rules of teaching (from simple to complex, from close to distant, from concrete to abstract); saving educational time, energy of the teacher and students by compacting educational information and accelerating the pace;

· the material offered to students in this form is remembered much better than in traditional lessons and ultimately leads to a higher level of assimilation of the subject.

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**History of DNA sequencing technology in development**

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**Annotation:** This article discusses the stages of development of DNA sequencing technologies from the first (FGS) to the third generation (TGS).

At present, the introduction of new advanced methods, technologies, innovative ideas into our lives is being carried out at a high pace, using the achievements of Science in the whole Jahon and in our country, effectively applying the achievements of fundamental and Applied Research. The development of new technologies and their improvement, the reduction of their cost in order to satisfy human extirpation and increasing their effectiveness became a necessity of the period. In addition, the creation of advanced methods of biological science will greatly help in solving the problems facing the medical, agricultural and national spheres

The chemical degradation method proposed by Maxam and Gilbert, the chain deoxy-terminology method created by Senger and his team in 1977, and automatic sequencing technologies through celebrated fluorescence developed in the 1990s formed the first generation of sequencing (FGS). Due to its simplicity, the Senger method has become the dominant method in FGS. Sequencing in the Senger method made it possible to read the complete genome of Phix 174 bacteriophage, consisting of 5375 nucleotides. In 2003, within the framework of the international project of the consortium "human genome" (HGP), a map of it was created sequencing the complete human genome, which lasted 13 years in World laboratories.

The second generation of sequencing (SGS), or the next generation of sequencing (NGS), is able to sequencing millions or billions of DNA strands by belonging to high-product technologies for determining DNA nucleotide coherence. In doing so, the sequence detection process allows multiple sequencing of the intended regions and high permeability properties. The third generation of sequencing (TGS) is characterized by the addition of one nucleotides, which provide long and accurate sequencing results, and amplification technologies are not used. Single-cell sequencing belongs to xam TGS technologies.

The development and improvement of methods for determining DNA molecule sequences has been serving in genomics, gene engineering, criminalistics, the creation of new varieties and breeds, economic and environmental innovation. The rise of methods in this direction has its effect on the treatment of hereditary diseases, the correction of genomes, the development of molecular phylogenetic studies, Pharmaceuticals.

In the field of education, teaching topics devoted to sequencing on the basis of Jahan standards takes a place in the light of correct and understandable delivery to the listener. In recent years, we will have to develop a program for the further development of the system of higher educational institutions and introduce it into life.

**THE DEVELOPMENT OF TECHNOLOGIES FOR DETERMINING THE SEQUENCE OF NUCLEOTIDES OF A DNA MOLECULE.**

It has been several decades since the revolutionary method of reading DNA nucleotide sequences developed by Frederick Senger and his hamkasbs was created. This is due to the fact that research in the field has led to the improvement of new methods and the possibility of rapid implementation of the cheap concentration of DNA.

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After the " Human Genome " Project, the time interval between sequencing technologies decreased, and at the same time scientific knowledge continued to grow in the form of geometric progression. After sequencing on Sanger, which was adopted as the first generation, new generations of DNA sequencing began to be introduced into practice one after another.

The development of next generation (NGS) sequencing technologies has served greatly in reducing costs and obtaining tremendous sequencing data.

Currently, three generations of sequencing technologies are allocated.

At present, NGS technologies belonging to the second generation of widely used sequencing are formed from the stages of preparation, amplification and sequencing of libraries, while nucleic acids are directly sequenced in Illumina in order to create the property of uniformity and high permeability from systemic errors in the third generation sequencing.

The creation of new generations of sequencing has found its own study in a wide range of fields of Molecular Biology, eliminating barriers to traditional methods for determining DNA nucleotide sequences.

On the other hand, along with the development of next-generation technologies, many technical problems arise that arise with the task of their deep evaluation and evaluation.

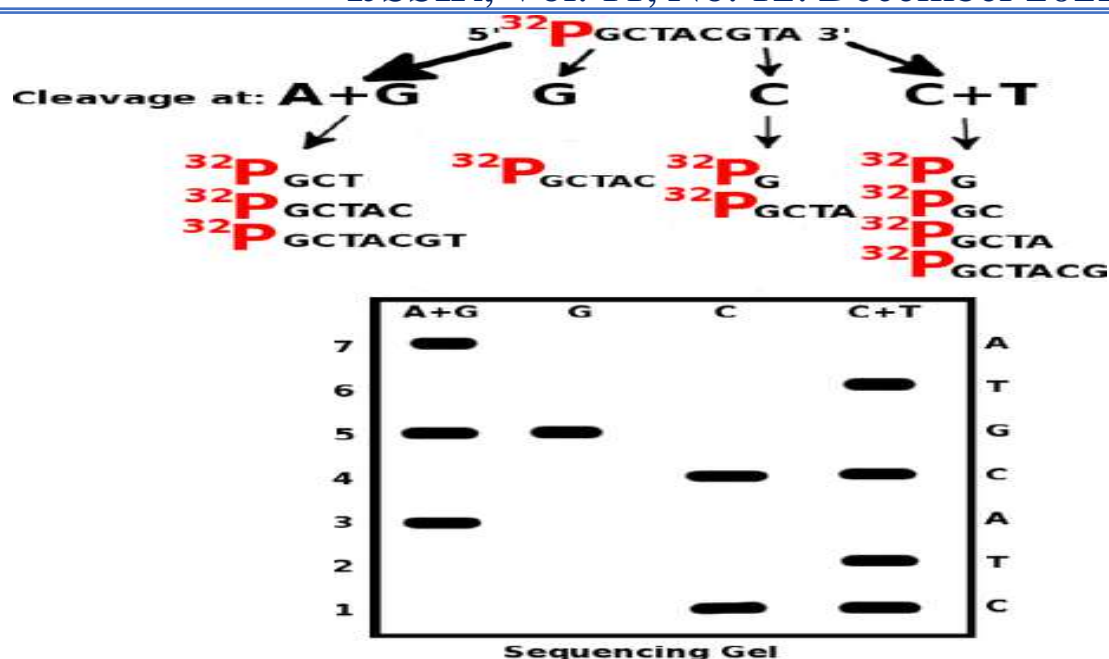
In this article, we will get acquainted from the first generation of DNA nucleotide sequence detection technologies (first generation sequencing (FGS) to the third generation sequencing methods (third generation sequencing (TGS).

### **THE FIRST GENERATION OF DNA SEQUENCING TECHNOLOGIES**

The late 1970s marked the beginning of the 1980s, an extremely critical period for the sciences of genetics and Genomics. The discovery of the polymerase chain reaction (PCR) laid the foundation for the creation of early technologies for sequencing DNA, which could read the entire genome, realizing the possibilities of DNA amplification.

The first-generation sequencing techniques of sequencing according to Sanger and sequencing according to Maxam-Gilbert have been practicing genomics for almost 40 years. They laid the foundation for future technologies of sequencing.

Sequencing according to Maxam – Gilbert (Maxam – Gilbert) is considered one of the earliest platforms for sequencing DNA. This method of sequencing is common in science as a method of chemical decomposition. This technique was developed in 1977 by Harvard University student Allan Maxam and Walter Gilbert, based on the nucleotide-specific chemical degradation that occurs when DNA is treated with various chemical agents. Due to the complexity of the technical specification, the method has now lost its actuality.



**Picture. 1.** Sequencing according to Maxam – Gilbert is based on the specific breakdown of the DNA strand from which DNA fragments are obtained, which are marked differently in size.

Sequencing according to Sanger is due to the early methods of DNA sequencing.

Frederick Sanger, together with his colleagues, began sequencing technologies first for insulin, then for RNA and finally for DNA. His research led to the creation of the sequencing method of the Sanger chain break in 1977.

In 1980, for this discovery, Sanger received the second Nobel Prize in chemistry. The technology was commercialized by Applied Biosystems. This method is considered to be the method carried out by Sanger sequencers in many laboratories around the world, sequencing the complete DNA of a person within the framework of the " Human Genome " Project.

#### Automated DNA Sequencing

The techniques of Sanger and Maksama – Gilbert —were complex and difficult. In 1986, Leroy Hood and his hamkasb began to use fluorescent badges instead of radioactive tokens, improving the Sanger sequencing method. Of the four fluorescent dyes, one is used in the marking of nucleotide primers.

Each dye is used in the flame reaction of sequencing using one of four ddNTP. After reaching the sequencing reaction nihoya

all four reactions are mixed to form polyacrylamide (lane) in a single corridor of gel. The application of four different ddNTP using a celebrated fluorescent target of four different wavelengths allows the sequencing reaction to be conducted in a single test tube rather than in four flames.

This technique was improved in the early 1990s by Harold Sverdlov and hamkasbs as a result of their use of capillaries in sequencing DNA. These capillaries are small in size (inner diameter 50 μm) and work under some high voltage in order to save working time.

1993 year B.L Karger alised polyacrylamide with a low-thickness separating Matrix, later in 1995 Zyang developed a non-cross-linked polymer with a constant temperature of 60 °C in order to obtain high-quality nucleotide consistency.



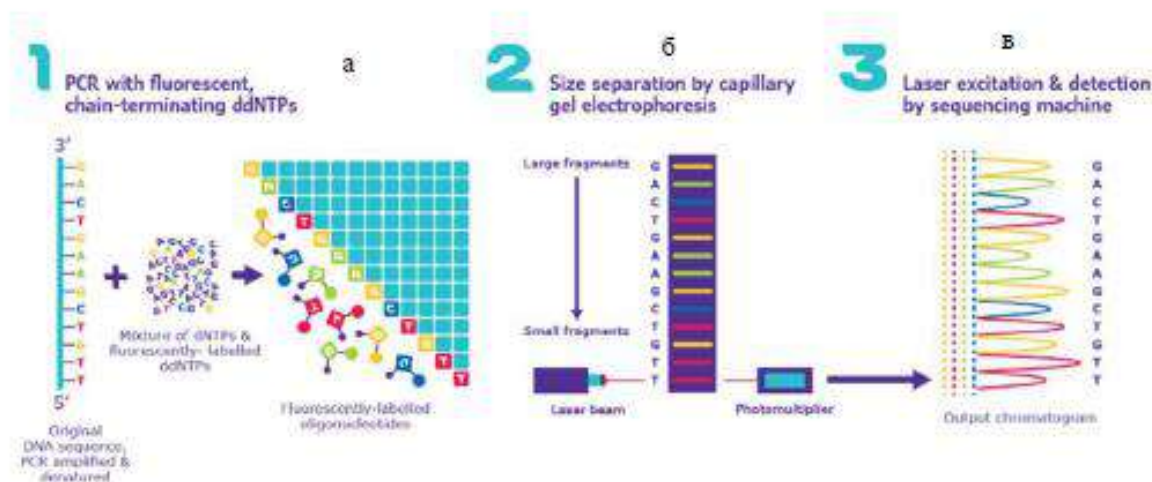


Photo 2. Automatic DNA sequencing.

a-capillary electrophoresis system; laser recording of B —fluorescent characters; V — DNA sequence electrophoregram.

Pirasekvenslash. Pyrosequencing entered into practice starting in 1987 as continuous monitoring of DNA polymerase activity (Nyren, Lundin). In 1988, Edward Hyman continued his DNA sequencing technique.

In 1996, the pyrosequencing platform was created by Ronagi and others. Almost 10 years later, in 2005, Rozberg and hamkasbari presented the first commercial next-generation sequencer based on the pyrosequencing method created in 1996. Later, 454 Life Sciences developed a parallel variant of pyrosequencing purchased by Roche Diagnostics.

### SECOND GENERATION OF DNA SEQUENCING TECHNOLOGIES

Sequencing on Senger has been used for almost 30 years. In carrying out this process, the notoriety of cost and time was evident as a major problem. The next wave of sequencing technologies, known as the second generation of sequencing, appeared in the mid-2000s, and it was focused on the goals of reducing outputs, increasing speed and being free from electrophoresis.

Sequencing by synthesis Illumina/Solexa. The Illumina / Solexa platform is the research product of Shankar Subramanian and David Clenerman, scientists from the University of Cambridge, who have contributed a great deal to the Human Genome Project. They enriched their properties in sequencing through developments known by the name of a new method of synthesizing fluorescent-marked dyes and complement chains using polymerase, sequencing by synthesis. Later they

They founded Solexa Inc (June 1998). In 2004, Solexa acquired molecular clustering technology from Manteia. 2006 Solexa its first sequencer -

Genome introduced Analyzer, which became a powerful machine capable of sequencing 1 gigabyte of data in one burn. In 2007, Solexa was acquired by Illumina, and since then, the Illumina/Solexa platform has been considered the most leading and widespread method of Jaxon in sequencing.

Ligase sequencing: ABI/Solid. Abi binding by sequencing and oligonucleotide detection (Sequencing by Oligonucleotide Ligation and Detection, SOLiD) —such a method of sequencing uses DNA - ligase enzyme rather than DNA - polymerase in the binding process.

In 2008, SOLiD System acknowledged this technology as the only technology of NGS with a precision level of > 99.94%.

The length of study in ABI/SOLiD technology is from 25 to 35 g. Approximately 40 million readings (rids) are sequenced, and the output data of sequencing is from 2 to 4 gigabytes. Initially, the device was released to the market in 2007, and the output of the devices was discontinued in 2016.

Ion semiconductor Ion Torrent sequencing. Ion semiconductor sequencing technology (Ion semiconductor sequencing) DNA Electronics Ltd. licensed by the company. This technology differs from other technologies in that it does not apply modified nucleotides and optical loops.

Ion semiconductor sequencing is also referred to as Ion torrent sequencing, rn-related sequencing, or semiconductor sequencing.

Ion Torrent offers its systems as fast, compact and economical sequencers.

### THIRD GENERATION OF SEQUENCING TECHNIQUES

While second-generation sequencing technologies have allowed sequencing several genomes at a lower price, major structural changes in taxliil and de novo sequencing pose a challenging task for these techniques. The next step in synchvensing DNA is to use DNA amplification to form and aim to provide longer readings in one attempt. However, such technologies Hamon is at the stage of research and research.

Unicamolecular sequencing. Real-time unicamolecular sequencing (Single-mole real-time sequencing (SMRT)) is part of the third generation of DNA sequencing.

This method is used in Real-time reading of relatively long sections of DNA sequences. Technology Pacific Biosciences of California, Inc. developed and patented by 2011. PacBio RS was the first product to be sold commercially.

In April 2013, the company launched a new generation of sequencer called PacBio RS II, which allows for longer readings and has a high bandwidth. In September 2015, the company introduced the seven times more productive, modified and innovation Sequel System sequencer than the PacBio RS II.

Nanoparticles sequencing. The development of nanopore sequencing technologies began before NGS sequencing. In the early 1990s, Dwid Drimer and George Chyorch discovered that single-stranded DNA (ssDNA) independent of one another could be sequenced by passing through nanopores. In 1996, Drimer, Brenton and Kasyanovich published the result of their research, the passage of DNA through the alpha – geiolizin Nanopore.

The big jump in nanopore sequencing technologies occurred in 2001, with the discovery of solid nanopores. In 2005, the Oxford Nanopore Technologies Company was founded. This is the first company to offer commercial sequencers operating on the basis of nanoparticles technology.

### Conclusion

After the terminology method of chemical chains, introduced by Maxim and Gilbert in 1977, the Senger method, which was discovered in this year, created a revolution in biology. These techniques resulted in the sequencing of even larger genomes, culminating in the emergence of its high peak, the "human genome" loyix. As a next step, one can cite the example of sequencing projects carried out on a large scale with the aim of studying human variations. However, for such large projects, the Senger method was an extremely expensive and long-lasting method. In 2004, the National Institute for Human Genome Research (NHGRI) launched a program to reduce the cost of studying a full genome to \$ 1,000 in 10 years.

This laid the foundation for the creation of fast and affordable NGS technologies that multiply by many million reactions in one cycle. The main advantage of NGS Technologies was the release from the bacterial cloning of DNA fragments from the electrophoretic separation of forgings and sequens products. Currently, the jaxon market is led by the NGS technologies of the Illumina company. Due to its low cost

NGS technology has created genome sequencing capabilities for small laboratories. Human genome-a cheap target route from \$ 1000 was carried out several years ago. Currently, NGS technologies are the main consideration in biology and are widely used in clinical and agronomic research.

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**FIRE EXTINGUISHING METHODS****S. M Umarova – Teacher at Kokand State Pedagogical Institute, Uzbekistan**

**Abstract:** In preventing the development of fire, it is important not only to reduce its speed, but also to choose firefighting methods and means. To reduce the combustion process, it is necessary to reduce the content of combustible parts, reduce the oxidizing agent (air oxygen), reduce the temperature of the process, or increase the energy against the combustion reaction.

**Keywords:** Fire, kinetic, diffusion, foam, powder, sand, water, hydrant, oil, acetone, paper, match, spark

Fire is an uncontrollable phenomenon, a disaster that destroys priceless material and cultural assets every minute, especially it is an emergency situation that causes hardship to the lives of citizens. It is sufficient for 3 factors to be in one place at the same time for the origin of fire. That is:

- flammable substance (oil, acetone, paper, etc.);
- air temperature (heat);
- spark-flame (match, spark, short circuit of electric wire).

**Causes of fire.**

The main causes and types of fires and explosions:

- non-compliance with fire safety rules;
- citizens' indifference, inattention;
- malfunction of electric wires;
- means heated with gas, coal, wood;
- children playing with grass;
- deliberate arson, etc.

The main thing is that our citizens themselves become the cause of the fire. Fire places are divided into two types.

State organizations;

Residential areas of citizens.

That's why it is necessary to regularly eliminate the shortcomings indicated by the state special inspection agencies, to know the measures to eliminate the fire, and also to know that one cup of water in 1 minute and a bucket of water in 2 minutes are enough to extinguish the fire. , and we should keep in mind that in 3 minutes even a cistern of water may not be enough, we should regularly teach the population to take fire prevention measures and demand from others as well.

Today, one of the following fire extinguishing methods is used:

- restricting the combustion source from air (foam), or reducing the amount of oxygen in the air to a level that does not cause combustion (carbon dioxide and powder) by mixing air with non-combustible gases;

-cooling the combustion chamber to a determined low temperature (water, foam);

- intensive stopping of the rate of chemical oxidation reaction (powder);

- mechanical extinguishing by sending a large amount of gas or liquid to the fire. Special

fire extinguishers are used in fire extinguishing methods prohibited above. There are water, sand, chemical-foam, air-foam, carbon dioxide, and powder fire extinguishers. There are different types of fire extinguishers, and all of them are used in the initial phase of the fire process.

Hydrant should be installed in all public buildings. Hydrants are not available in warehouses where materials such as gasoline and diesel fuel are stored. The hydrant should be kept in a convenient place and always ready for use. The principle of operation of the hydrant is designed to deliver a large amount of water when ordinary materials are burning. To achieve an effective result, it is necessary

to know how to choose the type of fire extinguisher suitable for the burning materials and the conditions of its use, and to place the fire extinguisher in such a place that it is always within reach, fire the number of extinguishers should be sufficient to keep the fire under control.

In order to use fire extinguishers more effectively, it is necessary to know the following:

1. In order not to waste the fire extinguisher, it is necessary to switch the fire extinguisher to the working position near the burning place.

2. It is necessary to act quickly, because the fire extinguisher is in working condition for a short time (foam - 60-80 seconds, carbon dioxide - 25-45 seconds, powder - 10-15 seconds).

3. When extinguishing solid substances and objects with the help of foam extinguishers, it is necessary to direct the flow to the place where the fire flame is strong and gradually extinguish the flame from top to bottom.

The burning liquid is extinguished by gradually covering the burning area with foam from the edge to the center. When extinguishing burning substances using powder fire extinguishers, the surface of the burning area should be covered with powder. **Fighting fire consists of 2 (stages) parts:**

- stopping the fire (localization).
- fire extinguishing (liquidation).

By fire prevention, we understand the conditions created to stop the spread of fire and to use the available tools and equipment to extinguish the fire.

Extinguishing a fire means completely extinguishing a fire spreading around. Stopping and extinguishing the fire is primarily carried out by the fire station of the FM forces on the routes leading to the side of rescue operations and the evacuation (relocation) routes of burned people. The transfer of FM forces from places where the fire is raging is carried out through separate corridors. For this, the main forces of firefighting are involved.

The following rules should be followed when extinguishing a fire.

1. Affecting the surface of burning objects with the help of fire extinguishers.
2. Organization of an inert interval at the place of combustion (gas, steam).
3. Organization of gaps in ways to extinguish burning buildings and burning objects.

For example, if it is necessary to extinguish kerosene, flammable liquids in open containers, it is better to use foam extinguishers. It is necessary to direct the foam to the top of the burning liquid or to the container in such a way that the foam gradually covers the top of the burning liquid and blocks the passage of air oxygen. To put out burning gasoline, kerosene and other liquids, you can also use felt, sand, earth and other similar things. If these things are thrown into the fire, and the oxygen is blocked in the direction of the burning object, the fire will be easily extinguished.

Arrangement of burning corridors on the way to spaces or burning buildings, houses, as well as moving burning objects and using explosives.

Fire corridors are built to prevent the spread of flames, they are created in residential areas, forest, garden zones, and between ripening wheat fields. The width of the fire corridor can be 50-150 m.

In urban conditions, highways, streets, squares, green avenues and parks can be used instead of sidewalks to reduce the size and time of this.

When determining the route of fire fighting corridors, taking into account that the fire line has not reached that place, these works are carried out by military units equipped with bulldozers and other equipment. In some cases, in densely populated districts, to stop the spread of fire, it is necessary to demolish some buildings to create fire corridors.

Creation of an inert space in the combustion zone (gas, steam). The fire will stop if the bitter gas is introduced into the burning room in the amount of one third of the air in that room. Or as a result of water turning into steam, as a result of steam mixing with gas, such a mixture is formed

with the gas coming out of the burning object that this mixture does not allow fire. Water that has turned into steam has a volume 1700 times larger than ordinary water and occupies a very large area.

When the top (insulation) part of the electric wires is on fire, first of all, the electricity in the room is turned off by removing the fuses from the plugs, and then the current is disconnected from the general electricity disconnection device installed in the buildings. After that, the flames are extinguished using water, sand, foam and other fire extinguishing devices. It is forbidden to turn off live wires. The fire on top of the house should be put out quickly. Necessary measures should be taken to prevent the fire from spreading to the upper floors. For this purpose, the door intended for access to the roof through the ladder is tightly closed.

As we know that fire and explosions are interrelated, fires that occur in all organizations can cause explosions, or vice versa, fires can occur as a result of explosions.

An explosion is the release of a large amount of liquid, explosive substances in a limited time due to the force or heat that cannot fit into the volume in which it is located. The explosion occurs under high pressure due to intense heating of gases. Explosions mainly occur in organizations with a risk of fire and explosion, as a result of which fires can occur. Warehouses where explosive substances are stored, organizations related to them are considered to be organizations with a risk of explosion, and an explosion may occur in them under certain conditions. These include defense, oil and petroleum product processing and storage, chemical, gas, cotton, paper, bakery, light industrial enterprises, warehouses that store finished products produced by them, and all organizations related to them. In Uzbekistan, there are more than 500 organizations that are at risk of explosion and fire, not including the houses of our citizens, which are supplied with gas.

Damage factors of the explosion: shock wave (shock waves), scattering of fragments. These are the primary ones, and the secondary ones are explosions, fires, catastrophes, chemical and radiation damage, widespread damage to dams and floods, and the collapse of buildings.

More than 15-17 explosions occur in the territory of our republic in the winter months. These explosions mainly occur as a result of improper use of gas in inhabited houses, and these are called explosions in houses. The main reason for their origin is non-observance of the procedures for working with gas, as a result of which citizens may die, and dozens of people may receive various injuries. From what has been said, it can be seen that fires and explosions happen randomly and cause many people to die or get seriously injured.

It has become a tradition to hold "Road Transport and Fire Safety Month" every year in our Republic in November and December. In the activities of the state fire control and public organizations, comprehensive work is being done to prevent fires in residential areas. Including:

1. Before the beginning of the periods when the fire situation in residential areas is aggravated (winter heating season, summer months), check the fire condition of the housing stock, all personnel of the fire safety units, volunteer grass examination with extensive involvement of the employees of the extermination teams, housing use organizations.

2. Teaching fire safety rules to tenants, owners of private houses, country yards and their family members.

3. Inspection of the fire protection condition of residential houses in cities and neighborhoods.

4. Distribute leaflets, notices, booklets with fire safety rules in residential areas and distribute them to residents in many copies.

6. It is necessary to organize fire-technical stations (fire safety rooms and corners) in neighborhoods, cities, districts and households, and promote compliance with fire safety rules among the population. It is also necessary to ensure that students and young people in schools, vocational colleges, and higher education institutions actively participate in fire and explosion events.

Every citizen of our republic should take care of public and state property, preserve it and enrich it. Therefore, fire prevention and firefighting activities in industrial enterprises are carried out with



the participation of every worker in the workshops, relying on the general public. Therefore, we should always be vigilant and avoid any disappointments. It is the duty of every citizen of Uzbekistan to follow this.

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## Annotation

The article examines the history of the study of irony in Russian literature, provides a historical digression necessary to understand the existing definitions covering the manifestations of irony in literary and artistic discourse. Irony as an aesthetic category was understood differently in different epochs, having undergone significant and significant changes.

**Keywords:** *irony, excursus, aesthetic category, parodies, ironic comparisons, sarcasm, Aesopian language, allegory.*

Without claiming to be a complete overview of how irony has manifested itself in the works of Russian literature throughout its history, which can be the subject of special study in order to identify trends and traditions of irony expression in it, let us turn in this regard to the key works of Russian classics. In them, the ideas of irony are very diverse and are mainly realized in satirical texts.

The techniques of expressing irony were widely used in the literature of Ancient Russia, in particular, in the works of Ivan the Terrible, in which expressive satirical portraits of opponents were created.

Further, analyzing the meaning of irony in the works of I.A. Krylov, D.I. Fonvizin and A.S. Griboyedov, the researchers note that in them, along with ridicule of human vices, the diseases of society are exposed. Thus, in the fables of I.A. Krylov, irony helps to express the truth in an aesopian language distantly, directing the reader to an allegorical perception of the content of the works, when images of animals, birds, fish are seen as images of unrighteous representatives of the state. In this regard, the Russian fabulist, picking up the folk poetic tradition, passed it to M.E. Saltykov-Shchedrin, mainly using the technique of ironic-parody word usage.

At the same time, as M.A. Gordin correctly noted: "The innovation of the mature Krylov was not limited to the willingness to allow a simple, peasant, vulgarly sober view of things into poetry <...>. There is a constant and clearly perceptible intellectual distance between Krylov, the author, and Krylov, the naive narrator of fables, thanks to which Krylov's fables, despite their emphatically didactic form, receive the appearance of ironic, mocking teaching"<sup>1</sup>.

In A.S. Griboyedov's witty comedy "Woe from Wit", irony performs various functions, but is mainly aimed at exposing stupidity and vice. Tragic irony is already heard in the very title of the work. In the mouth of Chatsky as an offended citizen, it varies from a secular joke to caustic sarcasm, and other forms of irony are equally diverse: these are talking names, elements of parody, ironic comparisons.

A.S. Pushkin is rightfully considered a master of irony. The poet's objects of irony were love and death, society and enlightenment, monarchs and friends. The most diverse forms of irony expression are found in his works.

In the novel in verse "Eugene Onegin", irony becomes the most important plot-forming and stylistic element, distinguishing first of all the creative position of the author himself, demonstrating the ability to both travest "high" plots and images, and to depict the "irony of fate", which is presented, for example, in the story "The Stationmaster". In it, A.S. Pushkin ironically plays the biblical parable of the prodigal son. In general, as the researchers note, irony expresses the poet's critical attitude to various systems of artistic thinking and ideological concepts<sup>2</sup>.

<sup>1</sup> Gordin M.A. I.A. Krylov // Russian writers. 1800–1917. Biographical Dictionary. – M., 1994. – Vol. 3.– p. 181.

<sup>2</sup> See, for example: Markovich V.M. Humor and satire in "Eugene Onegin" // Questions of Literature. – 1969. – № 1. – C. 67-88.

M.Y. Lermontov is equally ironically reflexive. According to L.Ya. Ginzburg, "Lermontov's characteristic irony of the mind has passed into the sphere of poetic consciousness"<sup>3</sup>. This can be seen in the transition of the poet and writer from genre forms that are "between life and literature" (early humorous messages, parodies and epigrams) to the novel "Hero of Our Time". In his "Preface" to it, the author is consistently ironic: "Our audience is still so young and simple-minded that they do not understand the fable if they do not find a moral at the end of it. She doesn't guess jokes, doesn't feel irony; she's just ill-mannered. She does not yet know that in a decent society and in a decent book, explicit abuse cannot take place; that modern education has invented a sharper tool, almost invisible, and yet deadly, which, under the guise of flattery, strikes an irresistible and sure blow. Our public is like a provincial who, having overheard a conversation between two diplomats belonging to hostile courts, would remain convinced that each of them is deceiving his government in favor of mutual, tender friendship."<sup>4</sup>.

Classical forms and techniques of expressing irony are indicative of the works of N.V. Gogol. Such a technique as an ironic association is used, for example, in the story "Nevsky Prospekt": two Germans receive the names of Schiller and Hoffmann: "Schiller was sitting in front of him, but not the Schiller who wrote "William Tell" and "The History of the Thirty Years' War", but the famous Schiller, a tinsmith in Meshchanskaya Street. Hoffman was standing next to Schiller—not the writer Hoffman, but a pretty good shoemaker from Officer Street, a great friend of Schiller"<sup>5</sup>.

In "The Story of how Ivan Ivanovich quarreled with Ivan Nikiforovich", the technique of ironic comparison in the form of perversion is used: "Ivan Ivanovich's head looks like a radish with its tail down, Ivan Nikiforovich's head looks like a radish with its tail up"<sup>6</sup>. No less remarkable for the work of N. V. Gogol is another example using sarcastic irony: "Ivan Ivanovich is very angry if a fly gets into his borscht: he then loses his temper – and throws a plate, and the owner will get"<sup>7</sup>.

Personified, irony acts as an "avenger" and "comforter" in A.I. Herzen, "mocking criticism" in M.E. Saltykov-Shchedrin, and in N.G. Chernyshevsky's novel "What to do?" she is personified in the image of an "astute reader".

Russian realistic art of the word acquired the ironic mode of fundamental importance. A.I. Herzen saw one of the "properties of the Russian spirit" in the ability to treat himself and his past ironically: "... in Russia in general, both the novel, and comedies, and even fables from the very beginning of the literature of the European type, that is, from the middle of the XVIII century, had a clearly expressed, restrained only by censorship, character of bitter irony and mocking criticism"<sup>8</sup>.

Regarding the comedy of D.I. Fonvizin "Nedorosl", the author of "Bygone and Doom", for example, wrote: "In this irony, in this flagellation, which does not spare even the personality of the author himself, we find some kind of joy of revenge, a malicious consolation; with this laughter we break with the community that exists between us and these amphibians, who, unable either to preserve their barbaric state or to assimilate civilization, are the only ones who stay on the surface Russian society"<sup>9</sup>.

<sup>3</sup> Ginzburg L.Ya. About psychological prose. – L.: Artist. literature, 1977. – p. 26.

<sup>4</sup> Lermontov M.Y. Works in 4 volumes. – M.-L., 1961-1962. – Vol. 4. – p. 276.

<sup>5</sup> Gogol N.V. Novellas, dramatic works. – L.: Fiction, 1983. – p. 27.

<sup>6</sup> Gogol N.V. Collected works: in 7 vols. Vol. 2. – Moscow: Fiction, 1967. – p. 212.

<sup>7</sup> Gogol N.V. Decree. op. – p. 212

<sup>8</sup> For more information about this, see: Kroychik L.E. The Poetics of the Comic in the works of A.P. Chekhov. – Voronezh: Publishing House of the Voronezh State University, 1986. – 276 p.

<sup>9</sup> Herzen A.I. Collected works: in 30 vol. t. 7. – Moscow: Publishing House of the USSR Academy of Sciences, 1956. – p. 189.

A number of studies are devoted to the irony of F.M. Dostoevsky<sup>10</sup>, who was able, along with "great sadness", to feel the great power of humor. This feature of the writer's creative individuality was pointed out by V.V. Rozanov at the time: "... reading through the whole series of his works, we see how constantly he sets up his favorite ideas with light irony at the beginning and at the end..."<sup>11</sup>.

R.G. Nazirov also noted the characteristic combination of irony and sarcasm in the works of F.M. Dostoevsky: "His narrative is always serious, but mockery can hide behind this seriousness. This is the description of two fist gentlemen from Rogozhin's retinue in the first part of *The Idiot*: one of them "sometimes put forward one completely national thing – a huge fist, wiry, knobby, overgrown with some kind of red fluff..."<sup>12</sup>.

Irony manifests itself even in the forms of religious tension of F.M. Dostoevsky's thought: "And in Europe there is no such force of atheistic objections and there has never been. Therefore, it is not as a boy that I believe in Christ and confess him, but my hosanna went through a big crucible of doubts, as the devil says in my novel"<sup>13</sup>. Не случайно, как пишет В. В. Борисова, самые оригинальные примеры выражения иронии в последнем романе писателя связаны именно с перверсией формулы «Бог vs черт»<sup>14</sup>. So, all the Karamazovs are tormented by the question of the existence of God: "Is there a God or not?". Ivan, with ferocious persistence, asks this question even to the devil. Fyodor Pavlovich, fooling around in the cell of Elder Zosima, says: "I believe, I believe in God",<sup>15</sup> immediately adding, although "the unclean spirit is in me." The devil, talking to Ivan, repeatedly, though in vain, mentions the name of God ("by God; my God; God is with him; God knows where; God, save me, etc.).

Irony manifests itself in a variety of forms in the works of N.A. Nekrasov, F.I. Tyutchev, L.N. Tolstoy, V.V. Mayakovsky, M.M. Zoshchenko, M.A. Bulgakov, Yu.K. Olesha, V.P. Kataev, L.M. Leonov and other writers, in which, according to modern researchers, it acquires status of the ontological category<sup>16</sup>. "The ontological content of irony is a contradiction between subjective ideas and the objective development of history, between personal intentions and the result of <...> activity, between the ideal and the real"<sup>17</sup>.

With the advent of the postmodernism era in Russian literature of the late X-first quarter of the XXI century. irony undergoes a significant transformation. A number of scientists define postmodern irony as a parodic interpretation of what was denied in previous periods<sup>18</sup>.

<sup>10</sup> See, for example, the generalizing work of S.A. Mukhina: *The Comic beginning in the work of F.M. Dostoevsky in the evaluation of Russian literary criticism* // Bulletin of the Moscow State Regional University. – Series: Russian Philology. - 2011. – No. 5. – pp. 138-143.

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<sup>12</sup> Nazirov R.G. *Dostoevsky's Humor* // Russian literature 1870-1890 – Sverdlovsk, 1977. – Issue 10. – p. 176.

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**Abstract:** According to the definition of a small academic dictionary of the Russian language, ethics is understood as “norms of behavior, human morality”. The ethics of speech communication consists of the rules of speech behavior, among which there are strictly defined by the situation of the beginning or end of communication: greeting or farewell formulas, but there are also rules that can be used in various situations. Despite the existence of these rules, the ethics of speech is often understood only as a set of ready-made phrases of polite communication - speech etiquette.

Everyone pays attention to etiquette: both in the family and at school, giving education, the child is taught to say “bon appetit” - at meals, “very nice” - when meeting, “happy coming” before the new year.

Attention to etiquette is so great that A.G. Balakay even created the Dictionary of Russian Speech Etiquette.

Yet ethics is not reducible to etiquette. There are rules of speech ethics that are not applied in a particular etiquette case, not related to specific words, but defining those features of speech communication, the range of which is wide and does not correspond to specific situations or phrases. Nevertheless, the rules applicable in any situation are quite traditional, and are found in scattered form in the literature. Usually they are observed by people with a high culture of communication. The basic rules are well known, although they are often violated. However, due to the absence in books on the culture of speech of a section devoted to the actual general rules of ethics, or at least a list of them, these rules often remain unknown to either schoolchildren or students.

In this work, many of the situationally free rules of ethics are collected, although their list cannot be exhausted, since the ethics of speech communication is not closed and develops along with relations in society. To make the rules easier to understand, they are illustrated with examples.

1. Don't interrupt.

This rule, of course, is known to everyone, in modern society everyone learns it from their parents: "do not interrupt when the elders are talking," so no one will deny the need to respect the interlocutor's right to speak in full. But it's no secret to anyone that in conflict situations, for example, when returning low-quality goods to a store, arguing with a public utility official about payment, and, unfortunately, when discussing the fairness of a teacher's assessment by a student, interlocutors often begin to -rebivat each other, demand: "Let me finish, do not interrupt me", - "Do not interrupt yourself." Why is such a generally accepted rule violated?

Probably, the interlocutors already at the beginning of the conversation violated some other rules unknown to them, without which a correct conversation is not possible. Let's try to find them.

2. Listen.

This rule, like the previous one, is well known. However, its failure is not always noticeable: the interlocutor can think about his own without showing it outwardly: without looking out the window and without collecting dust from his clothes, nevertheless, without delving into what he heard.

Failure to comply with this rule reduces the meaning of communication to nothing: the listener will not learn anything from what was said, which is well known to teachers from the example of students. If a person knows how to listen carefully, he owns at least half of the necessary speech skills. The ability to listen carefully: look at the interlocutor, nod your head in agreement or say “yes”



is the key not only to successful communication with people, but also to authority, and even career growth of a specialist.

3. Don't leave what you hear unanswered.

To the skills of not interrupting and listening should be added the important ability to respond to what is heard. Even if the interlocutor, in the opinion of the listener, is clearly wrong, says useless things, you should answer, for example, like this: "Your thought is very interesting, but ...", "We will return to the discussion of this issue as soon as possible", "Such an opinion certainly deserves attention." In everyday speech, it is more appropriate to say "I understand you", "You need to think about this."

4. Describe actions, not personality.

Everyone has to criticize other people less often or more often. Of course, you can make silence a principle and pretend that others are never wrong. However, sooner or later, such a position will greatly damage the cause, which can lead to sharp criticism, a quarrel.

Meanwhile, you can point people to their mistakes without causing a negative attitude towards yourself. It is necessary to characterize specific mistakes, actions, deeds, without personally naming the interlocutor as committing these actions. In grammatical logic, one could say "when criticizing, use verbs, not nouns and adjectives."

For example, you should say not "You are a truant", but "You don't always come to class", not "You are angry", but "You were not kind to me", not "You are lazy", but "You don't do your homework too often task."

5. Do not characterize a person in relation to a group of society.

Each person is not only individual, but also, for himself, ideal. Even belonging to a social group, a person does not identify himself with its other representatives, in which, in fact, he is right. Therefore, the mention of nationality, party affiliation, religious views, social origin of a person is a gross violation of ethics and, in democratic countries, even the law. Mentions of the age group "Eh, youth", place of residence or birth "Village", as well as gender "Women's logic" will also turn out to be unethical.

Particularly unpleasant is the definition of a group in the political struggle, which was called "sticking labels": "This issue is not discussed with former communists."

6. Do not refer to the guessable motives of the interlocutor's behavior.

This rule is violated intentionally if they want to mislead a person and slander someone: "I know why he argues, he curries favor with his superiors, because he has been hoping to get my position for a long time." However, an astute interlocutor will understand that the speaker is unfair and will not draw negative conclusions about the person whose thoughts are "read". The one who regularly violates this rule will quickly acquire a reputation as a gossip.

7. Understand the words of the interlocutor directly, do not replace them with your own interpretation.

Replacing the interlocutor's statement with one's own is a frequent violation of ethics in discussion and dispute. Moreover, communication as a result, as a rule, is no longer possible and stops or may turn into a squabble.

- Dictation at such a pace is very difficult to listen to and write down, could you slow it down.

If you don't want to study, don't study.

If the interlocutor replaced your statement with his opinion, you should immediately notice: "I didn't say that," or more strictly: "This is already your opinion."

8. Do not ask about what you know, what you want to assert.

Usually they ask about what they know, either wanting to speak out somehow, or in the hope of getting support for their opinion. In both cases it is necessary to find an affirmative formulation.

Otherwise, one has to expect as an answer a counter question about the opinion of the asker himself, often with ironic overtones, as in the case below.

- Tell me, please, what part of speech is “in conclusion”?
- What do you want?
- I want an adverb.
- Well, let there be an adverb.

9. Do not ask for what was regularly done at the previous request.

Repeated requests are a typical violation of the communication ethics of all people who control others - from parents to leaders. But if a child responds to his mother’s phrase, repeated every day: “Sasha, go get some bread at the bakery on the next street ...” - he can throw out discontent by answering: “Yes, I know, I know, mom, don’t buy in the stall around the corner, it’s tasteless”, then the secretary, at the next request of the director in the morning, to prepare letters in advance, does not dare to speak out loud, accumulating irritation in himself.

10. Do not talk about those present in the third person.

The first person denotes the speaker, the second - the interlocutor, the third - not participating in communication. Therefore, calling the person present in the third person “he”, “says”, we indicate that we do not communicate with him. Therefore, we will not wait for an answer to the phrase: “Nikolai Petrovich, who is present here, will confirm what was said to you.” Observing the rules of ethics, one should ask the question: “Nikolai Petrovich, will you confirm what was said?”

11. Do not formulate your wishes and suggestions in the form of a negative question.

This rule is known in the psychology of neurolinguistic programming, but you do not need to be a psychologist to appreciate its expediency. A negative question can be perceived as a hint at the refusal “Will you have tea with us?”, Sometimes as a direct coercion to refuse “Granddaughters, do you want me to buy you ice cream?” If the speaker is not interested in refusal, then he interferes with the realization of his own communicative intentions, formulating a question, the design of which implies a rather negative answer: “Do you want to become our regular client?”

The negative question is traditionally used in the polite formulation of the request “Would you be so kind ...”, but in the request it is appropriate precisely because the very genre of the request allows the possibility of refusal, saying “not”, we emphasize that we do not dare -em to force the interlocutor.

12. Do not use questions that impose an answer.

The so-called closed questions, which do not have a question word, require only a yes or no answer: “Have you already forgotten my request?” Despite the interrogative structure, these questions may contain a hidden statement. Moreover, the interlocutor, answering the question in any of two possible ways, inevitably recognizes the statement. An ethical violation is a hidden statement that discredits the interlocutor, for example: “Volodya, will you no longer spoil textbooks?” At the same time, nothing prevents the interlocutor from answering the question indirectly, ignoring the closed structure of the question: “Yes, I never spoiled them.” Naturally, the speaker will not achieve what he wants: the interlocutor does not recognize non-existent guilt. No matter how you formulate the question, the tension in relations that arose because of this question may persist for a long time.

Instead of conclusions after the listed rules, I would like to clarify only two circumstances: on the one hand, these rules, of course, were not invented by the author of the work, if they were invented by one person, they would not make sense in the communication of many. On the other hand, although each of these rules is recommended by someone: psychologists, logicians, linguists, the observance of situationally independent rules of ethics, like all others, is a matter of voluntary decision and habit. You can't force being cultured out of hand.

But the one who will observe these rules will be pleasing to people, will be successful, will keep old and make new friends, will protect himself from the unethical behavior of others. Those who

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deliberately violate ethics themselves separate themselves from the society of other people. No need to rebuke them: they will already have to look for a way out when they are left alone.

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**The effectiveness of the use of innovative methods in teaching Russian language and literature.**

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**Abstract:** Society at the present stage of its development imposes new, higher requirements for the quality of education, which implies a rethinking of the educational process.

One of the essential aspects of this problem is the intensive assimilation of artistic, literary and journalistic phraseological units that have arisen in the popular environment and have become, thanks to the exceptional richness of content and perfection of form, a traditional means of expression.

In many countries of the world there is a problem of increasing the reliability and effectiveness of quality control of education. The reforms in the field of education taking place in our country, along with the development of new educational standards, the introduction of new academic disciplines, new textbooks and teaching aids, have caused the need to change the teaching methodology.

The term "active methods and forms of teaching" has long been used in pedagogical practice. It unites a group of pedagogical technologies that achieve a high level of activity of students' learning activities. Modern science of education has approached the moment when there was a need to create pedagogical technologies that provide the most important thing in the educational process – the development of the personality of each student, his activity. It is necessary to create such learning conditions so that students strive to get new results of their work and in the future successfully apply them in practice.

The key concept defining the meaning of interactive methods is the concept of "interaction". Interaction is understood as direct interpersonal communication, the most important feature of which is the ability of a person to "accept the role of another", imagine how a communication partner or a group perceives him, and accordingly interpret the situation and design their own actions. Pedagogical interaction is a process of joint activity of a teacher and students, the attributes of which are: spatial and temporal co-presence of participants, creating the possibility of personal contact between them; the presence of a common goal, an anticipated result of activity that meets the interests of all and contributes to the realization of everyone's needs; planning, control, correction and coordination of actions; separation of a single process of cooperation, common activities between participants; the emergence of interpersonal relationships. Pedagogical interaction is an exchange of activities between a teacher and students, in which the activity of one determines the activity of the other (others).

The definition of "innovation" as a pedagogical criterion is often found and is usually reduced to the concept of "innovation", "novelty". Meanwhile, innovation in the exact translation from Latin does not mean "new", but "into the new". It was this semantic load that J. Botkin put into the term "innovative" at the end of the last century. He outlined the main features of the "didactic portrait" of this method, aimed at developing the student's ability to self-improvement, independent search for solutions, to work together in a new situation.

The features of innovative learning are:

- work ahead of the curve, anticipating development;
- openness to the future;
- focus on personality, its development;
- mandatory presence of creative elements;
- partner type of relationship: cooperation, co-creation, mutual assistance.

Innovations in education are called innovations, innovations in the content of education, in the forms and methods of teaching, in the "teacher – student" relationship, the use of information technology training, the introduction of new equipment, in the organization of the educational process, its management.

Innovative methods allow us to realize one of the main goals of teaching Russian language and literature – to give an opportunity to move from studying the subject as a system-structural education to studying it as a means of communication and thinking, and to transfer educational and cognitive activity to a productive and creative level.

During the lesson, promising methodological techniques should be used to develop students' creative abilities: clusters, an insert (when studying theoretical material independently), filling in tables, a two-part diary, reading with stops, joint search, cross-discussion, round table; apply elements of TRIZ (technologies for solving inventive tasks): "Surprise!" (when getting acquainted with a biography of the writer), "Catch a mistake!"; training with the help of audiovisual technical means, testing, project method.

The use of project technology: will increase and deepen the interest of students; will develop the creative abilities of students through the formation of competence in the field of independent cognitive activity, familiarization with reading, the development of curiosity, expanding horizons, critical thinking; will help students acquire skills to work with a large amount of information, research skills (to see the problem and outline ways to solve it), communication skills (work in groups).

To develop interest in the Russian language and literature, historical, etymological references should be included in the lesson, which may interest students, to carry out game forms of work: "Make up a word", "The third extra", "Translator", "Polymath", "Collect a proverb", "Row", "Perevertysch", "Web words" and others, use creative experiments, project method, non-standard lessons, contests, Olympiads. In the modern (information) society, one of the rapidly developing methods and causing great interest on the part of students is the use of Internet resources as an innovative approach to learning.

The traditional system of education lags somewhat behind the needs of society. The consequence of this is the development of innovative technologies in training. Innovative methods are characterized by a new style of organization of educational and cognitive activity of students, changing both the methods of presentation and assimilation of knowledge, tactics and type of mastering them. The purpose of such techniques is to activate, optimize, and intensify the process of cognition. Innovative training involves the mandatory inclusion of students in activities, collective forms of work, exchange of opinions.

An innovative approach to learning allows you to organize the learning process in such a way that the training session is both a joy and a benefit, without simply turning into fun or a game.

The use of innovative teaching methods involves modeling life situations, the use of role-playing games, joint problem solving. The dominance of any participant in the educational process or any idea is excluded. It teaches a humane, democratic approach to the model.

Innovative learning methods also ensure the achievement of the goals of the first three levels, and more effectively than the methods of the traditional learning system do. A pyramid of memorization can be a good confirmation of this thesis.

Innovative training increases the motivation of participants in solving the discussed problems, which gives an emotional impetus to the subsequent search activity of participants, encourages them to take concrete actions. I think it cannot fail to impress that everyone is successful in innovative learning, everyone contributes to the overall result of group work, the learning process becomes more meaningful and exciting.



In addition, innovative training forms the ability to think in an extraordinary way, to see a problematic situation in its own way, to find a way out of it; to justify their positions, their life values; develops such traits as the ability to listen to a different point of view, the ability to cooperate, to enter into partnership, while showing tolerance towards their opponents, the necessary tact, goodwill to the participants of the process of finding ways of mutual understanding together, searching for the truth.

In innovative teaching, the teacher performs the function of an assistant in work, one of the sources of information; the central place in his activity should not be occupied by a separate student as an individual, but by a group of interacting students who stimulate and activate each other.

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**The place of familiar speech in the activity of a teacher****Likhachev Sergey Vladimirovich**

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**Annotation.** The article is devoted to the study of the means of familiar speech in the context of education. The teacher uses the means of familiar speech to achieve his speech goal of influencing the student. Familiarity either affects the addressee as expected, or causes disagreement. The author of the article is looking for a solution to the question of the effective use of familiarity in the speech of a teacher.

**Keywords:** speech, familiarity, teacher, student, speech influence.

In a modern school, unfortunately, the demands on ethical standards in the relationship between a teacher and a student are falling more and more. One of the signs of this decline is familiarity in speech communication.

What are the typical features of familiar speech? Why and in what situations do they speak familiarly? Should familiarity be considered a bad feature of statements? What feelings does familiarity evoke? - Here is an approximate range of questions, the answer to which we will try to find.

The word familiar itself in modern Russian usage has a rather negative meaning: "inappropriately cheeky, too laid-back" [1]. However, the meaning of the original Latin word familiar is quite different: "trusted", the meaning of the Polish word that served as an intermediary when borrowing from Latin into Russian, "family". As you can see, the meaning of the original word, unlike Russian, was positive. «One reason out of clarity, there is no limit to human consciousness» [7 – p. 167]. And in the Russian language, he did not immediately become the same as now. V.I. Dahl writes: "the familiar address is his own, family, friend" [2].

Apparently, the word "familiar" has two meanings. The first, positive, characterizes the speech of close people who communicate "on a short leg". The second, negative, indicates an attempt to speak easily when there is a significant social distance between the interlocutors.

The difference in these meanings is due to the understanding of familiar speech as a sign of short relationships. When such relations are permissible in a situation ("in the sphere of closely related and closely friendly communication of people of the same age"), familiarity of speech can even bring the interlocutors closer, promote mutual understanding. At the same time, such usually undesirable features of familiar speech in communication as the non-distinction of "you- and you-communication", general stylistic baseness and rudeness [3] are not perceived as a lack of speech, acquiring the character of a sign of trust.

When, in an official communication situation, one of the interlocutors switches to a familiar tone, that is, deliberately chooses features of a low style, trying to create a sense of ease of conversation, thereby exposes himself to the risk of being negatively evaluated: the other interlocutor may not feel the relationship close enough for such a tone to be appropriate. In this case, familiar speech can cause offense.

The conclusion suggests itself: familiar speech is perceived positively or negatively, not depending on the features of the language, but on the nature of the interlocutors' relationships and the situation. It is necessary to study familiar speech precisely in connection with them. Special study is required for those situations in which familiar speech can harm the relationship of the interlocutors. One of the most common situations is pedagogical communication.

The teacher often observes ignorance and misunderstanding of elementary truths among students. In many ways, unconsciously, he can take the position of an intellectual patron in relation to students, "condescend" to their level, try to speak "their" language. The author of the article even happened to hear the advice of the methodologist of the association of private schools (the name is omitted for ethical reasons) given to the young teacher: "Talk to them easier, more relaxed, they like it when the teacher is "cool", as they put it." That's exactly why it is very undesirable for a young teacher who is not familiar with the audience to be "cool". This leads to the appearance of a special, "elusive" touch of familiarity in his speech. Students easily catch familiarity in the teacher's speech and vividly resist it: "In general, he talks in dreams like in his kitchen!" - one hears such remarks in the corridors of various educational institutions. Experienced mentors, of course, retain respect for students and a decent style of communication.

The purpose of this article is to find out the causes of difficulties in communicating with others, arising from familiarity and sometimes unknown to the speaker himself.

Linguists have long tried to build a system of normalization of speech means that have an emotional impact on the interlocutor. The Russian logician of the early twentieth century S.I. Povarnin wrote [4] about "impermissible tricks in a dispute": sticking labels, reading in hearts, addressing the personality, etc. But no matter how much I would like to present the prohibition of using certain tricks as the result of objective scientific research, it still remains only one of the points of view on this subject, and quite subjective. (Perhaps that is why tricks that are impermissible, from the point of view of a cook, are still used.)

American linguist G.P. Grice believes that the interlocutors necessarily adhere to the purpose of communication, at least intuitively [5]. Each statement should serve her, and for this to meet the requirements formulated by Grice. Here is their list, supplemented by the rules (*italics*) added by M.Y. Fedosyuk [6]:

1. Do not say unnecessary, irrelevant.
2. Finish everything that is necessary for mutual understanding.
3. Don't lie.
4. Do not assert what is not proven.
5. Don't go off topic.
6. Express yourself in an accessible, logical, concise, consistent way.
7. Speak euphoniously, beautifully, literarily.
8. Address the interlocutor according to his position.
9. Be polite.

• Deviations from the listed rules may be a gross violation of ethics and a gross deviation from the tasks of communication, but when this is not the case, they can be considered features of a familiar style of communication. Of course, rude phrases may be present in familiar speech, such violations of ethics occur, unfortunately, quite often, but do not require special discussion - they are committed by the speaker intentionally, so it is a matter of his good will not to allow them. impolite treatment:

- "I found another interlocutor, chatterbox.", "Joy has come", "My friends! You're acting like savages.";
- mention of one's own merits, social status: "Here is a man who has read hundreds of dissertations",
- Threats: "I won't pay attention to you yet, until...", "Well, I'll come up... it's not difficult for me at all." (all examples from the speech of teachers).

In familiar speech, it is important to prevent a bad effect on the feelings of the interlocutor, which is not so rude, but sometimes is not realized by the speaker himself. After all, when a person speaks indistinctly, illogically, unusually calls the interlocutor, sometimes it seems to him that he

speaks vividly, unconventionally, freely. The interlocutor, however, is dissatisfied, the relationship is spoiled - and the reason slips out of sight.

To avoid such difficulties, it is necessary to study their features in detail and describe them. Semantic and logical deviations in familiar speech can be divided into several groups:

1. Violation of personal treatment:

- "I don't understand what makes such a terrible noise?" (teacher to noisy students) - the interlocutors are called an inanimate pronoun,

- "I have the impression that my voice just triggers a switch for someone and he starts talking" - the third person form is used instead of the first, the violation of ethics is reinforced by comparing the interlocutor with an inanimate object,

- "Well, this is generally brilliant!" (looking at the student) - the demonstrative pronoun is used by in relation to the interlocutor.

Recommendations: it is advisable to use personal pronouns of the first person, personal names and surnames, addressing the role in society (colleagues, students, students).

2. Substitution of one offense by the system:

- "Who is it that comes to class so late?" - replacing the verb of a single action with a verb of multiple action,

- "We always understand what students are doing in class - \*\*\*s, for example, sitting in the buffet." (to the latecomer).

Recommendations: use single action verbs and avoid the words "always" and "never" when criticizing the actions of the interlocutor.

3. Mentioning details of the appearance, character, and other personal characteristics of the interlocutor when they do not relate to the topic of communication:

- "Are you so sleepy today?",

- "I look at \*\*\* va - and immediately remember the Polish word Leb" (forehead),

- "Why are you looking so surprised",

- "We do not take into account the exceptions that are your individual characteristics",

- "\*\*\* on! You have an absent face - you need to learn to express concentration on your face."

Recommendations: it is advisable not to characterize the interlocutor in any way, if this is not the purpose of communication.

4. Indicating to the interlocutor his passive role in communication:

- "You will ask your questions later.",

- "No one asked you about your opinion now.",

- "I can talk here."

Recommendations: if necessary, make a comment, it is better to do it in the form of a reference to the purpose of the work and difficulties in achieving it ("It is difficult for me to answer your questions right now", "Now we need to discuss the traditional point of view on this issue", "If we talk all at once, no one will hear the most important thing").

5. An offer to perform inappropriate actions in this situation, even when they are presented as desirable for the interlocutor:

- "Well, get out of here, well, get up and get out! I really won't be offended if you leave,"

- "Listen! You should go to the reading room!" (to the reader in the lesson)

(note: "listen" in the position of the address is undesirable),

- "\*\*\*s, go to the buffet and breathe there" (in response to a request for permission to open the window).

Recommendations: directly ask, demand from the interlocutor compliance with the rules prescribed by the situation, directly refuse, if necessary.

6. Using language tools that are hardly familiar to the interlocutor:

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- "Everything I say is indifferent to you, right?" (indifferent - indifferent),
- "You know what? Gehen Sie nach Hause!" (German - go home)

Recommendations: focus on the level of development of the interlocutor when selecting language tools.

7. Using information that may be unfamiliar to the interlocutor (mentioning the names of works of art, books, authoritative names, opinions, etc.)

- "Just "Flying over the cuckoo's nest"two!" (the teacher, looking at the noisy students),
- "That's not my thought. Leskov wrote this in the novel "A Seedy Family," if anyone has read it."

Recommendations: try to give as detailed explanations as possible to the so-called historical and cultural facts.

Of course, the described features of familiar speech do not imply its full description, but they are often found in it. Therefore, it is useful to know them to everyone who communicates a lot with people.

To know how likely a negative perception of familiar speech is, several circumstances should be assessed: the number of people present (if there are more than thirty listeners, no familiarity is unacceptable), the speaker's own authority among the listeners (the greater the authority, the easier familiarity is forgiven), the duration of acquaintance of the interlocutors (less than two months – no familiarity is allowed), social habits in the organization where the conversation takes place, the age barrier (for a teacher, familiarity is undesirable both with a very large and very small age difference with students), the emotional mood of the audience at the time of speech.

It is important for the addressee of speech (student) to know that a person who admits familiarity simply shows a lack of his own speech culture, which for a teacher is a sign of unprofessionalism. Knowledge of familiar speech will help you immediately catch it and evaluate the speaker. Then familiarity will not cause moral harm.

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**Principles of formation of the culture of speech of students in the Russian language classes at the university.**

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**Abstract:** The restructuring of the education system in Uzbekistan aims young people to acquire solid knowledge in the name of the country's prosperity. The youth issue has always been at the center of state policy. The achievement of such great goals as the prosperity of our Motherland, the construction of civil society, economic, spiritual and cultural development, and the rise of the country to the level of developed states depends on how wisely we will accomplish this task.

Multilingualism and polyphony of national cultures, their interrelation is a necessary element of the creative process of transformation in a country where language acts as a means of influencing people, an expression of the common culture of the people.

The desire of a person to know the reality surrounding him presupposes the creation of a system of material signs naming objects of this reality and capable of ensuring people's communication with each other. The communicative function of language determines its essence, however, in acts of communication, language does not just convey knowledge about fragments of the world, that is, on the other hand, it plays an important role in the accumulation and ordering of these fragments in human memory. Thus, language defines a system of rules for the communicative behavior of an individual in a certain culture and society. It is these properties of language that force scientists engaged in the field of cultural studies to increasingly turn to the processes of mental representation of existing realities.

Researchers in defining the concept of "language" agree on the main thing – it is a means of communication, a means of expressing thoughts. A significant addition appeared in the interpretations of this term: language began to be considered as a fact of culture. However, different definitions of the concept of "culture" act as different versions of its interpretation, depending on one or another aspect of its consideration. As you know, there are currently more than 500 different definitions of culture, in particular, culture is understood as "a set of manifestations of the life, achievements and creativity of a people or a group of peoples." Of course, there is a direct connection between language and culture, and this connection is inextricable. For the existence of language as a phenomenon is impossible outside of culture, just as the existence of culture is unthinkable without language. Language and culture are sign systems and serve to reflect a person's worldview. Today, more than ever, there is a need and necessity to engage in the development of the culture of speech of young people, including the culture of Russian speech. In this regard, in our opinion, the following methods can be used: reading classical fiction (this is the most important and effective method), careful study of the necessary sections in grammatical reference books, the use of dictionaries, Internet resources.

The language should be such that it allows any complex thought to be made clear to the interlocutor and the speaker himself. At the same time, it is important that the understanding is adequate, i.e. as a result of the statement, exactly the thought that the speaker wanted to convey to him arose in the mind of the interlocutor. To do this, the language needs the following properties:

- lexical richness, i.e. the presence of suitable words and combinations of words to express all the necessary concepts;
- lexical accuracy, i.e. the evidence of semantic differences between synonyms, paronyms, terms;
- expressiveness, i.e. the ability of a word to create a vivid image of an object or concept (terms of foreign language origin do not have this property);

- clarity of grammatical constructions, i.e. the ability of word forms in a sentence to accurately indicate the relationship between concepts;
- flexibility, i.e. the availability of means to describe various aspects of the situation under discussion;
- minimality of homonymy, i.e. the rarity of such situations when the word and in the sentence remains ambiguous.

It should be noted that the modern Russian literary language fully possesses all the qualities listed above. Problems in communication arise due to the fact that not every speaker knows how to use the opportunities that the Russian language provides him. In addition, there is an increase in positive attitude to established speech norms, especially to the culture of speech and the culture of communication. It is in communication, being aware of the essential targeting of his activities to other people, that a person acquires the ability to actually cultural creativity.

Language defines a system of rules for the communicative behavior of an individual in a certain culture and society. It is these properties of language that force scientists engaged in the field of cultural studies to increasingly turn to the processes of mental representation of existing realities.

An original national culture opposes a single culture. As a result, a unique personality can be brought up on the national culture. Such a person, even in his desire to be modern, is full of the national and communicates it to the world. This is how the universal culture develops.

The theoretical prerequisites of the culture of speech are based on the philosophical position about the unity of thinking, language and speech. In order to effectively influence the mind and feelings, a native speaker of this language must have a good command of it, i.e. have a speech culture. It's not just what we say that matters, but also how we talk, with whom and when. All this especially applies to those who are called upon to influence the mind and feelings of people with words: philologists, teachers, journalists, editors, radio and TV presenters, etc.

As measures for the development of speech culture , the following can be recommended:

Russian Russian language - providing scientific, mass and university Information Resource Centers (IRC) with new dictionaries of the Russian language and modern textbooks, scientific and popular scientific magazines and newspapers on the Russian language;

- organization of popular science programs on the Russian language on radio and television; professional development of education workers, mass media (television and radio) in the field of speech culture;

- official publication of the new edition of the code of rules of Russian spelling and punctuation.

The change in the conditions of public communication has a positive impact on the development of the language: the opportunity to express a personal opinion, the opportunity for listeners to evaluate the oratorical talents of prominent politicians, lawyers, writers, etc. Along with positive trends in modern Russian speech, negative trends that are directly related to the culture of speech have become widespread.

The unconditional quality of good speech is its compliance with the ethics of communication both in terms of content and from the point of view of the forms used themselves: the choice of a particular vocabulary, the form of an imperative, the use of a name or a first name and patronymic, "you- or you-" communication, etc.). But it's not about the choice of the words themselves or forms, and in their correspondence to the situation of communication. It is obvious that the expediency of speech is the main criterion of a good speech

Assessment of the quality of speech culture depends on many conditions, including sociolinguistic ones. Jargonisms in the speech of young people and in the speech of people of advanced age, in informal and official communication cannot be evaluated equally. However, it is impossible to evaluate the speech of any addressees as good and in any conditions if jargon has completely replaced literary vocabulary in this discourse. Consequently, the criterion, if not good in the full sense of the

word, then at least acceptable speech should be, on the one hand, the degree of its literariness (deviations are possible, but not the absence of literary means of communication) and again, the degree of expediency of using certain language means.

The culture of speech is one of the main “tools” of image formation, an indicator of a person's education. In the modern world, personality plays a significant role. Those people who do not observe the norms of culture lose a lot. Where there is a culture of speech, a culture of behavior, a culture of communication, higher productivity, better results, a positive psychological atmosphere. Therefore, one should always remember one of the most important postulates that cultured people all over the world know: good manners are respected, positive, profitable. It is much more pleasant to work where the culture of communication and the culture of speech are observed. It is much more pleasant to communicate with someone who adheres to at least elementary rules of behavior, ethical norms. Almost all over the world, the culture of speech and communication have become the norm of civilized people. This is because communication, by virtue of its vitality, creates a pleasant psychological climate that promotes communicative and business contacts.

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**The importance of algae in the national economy****R.N.Mominova,**

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**Annotation:** Livestock, piillage, farming, poultry farming and other. the role of green water grass - chlorellanng in the development of a number of succulents is benikhoya large. The article highlights the great importance of green water grass - chlorellanng in the national economy. It also indicates its distribution and chemical composition, methods of use.

The solution of a number of life problems in Uzbekistan is an urgent task. Of these, the most important are the cultivation of cotton and grain on the road. Without solving these problems, the economy and social life of the Republic cannot be developed. The development of chlorella biotechnology is the most important guideline of today. Livestock, piillage, farming, poultry farming and other. the role of green water grass - chlorellanng in the development of a number of succulents is benign. The inexhaustible deposit of chlorella in increasing soil fertility, free of toxic chemicals, protection from pests is an extremely necessary, characteristic resource for the benefit, service of the great, great grandfather.

Chlorella is a small, single-celled genus of green algae belonging to the class of chlorococci. The cell is round or elliptical in shape. The size is 5-12  $\mu\text{m}$ , surrounded by a thin and strong shell. Inside the cell: chloroplast and pyrenoid are located. Multiplies asexual. In nature, chlorella is very common and is found in various water basins, in moist soils. More than 40 species of chlorella have been identified, of which there are 18 species in the CIS, including 5 in Central Asia. In nature, chlorella (*Chlorella vulgaris*) is the most common.

For the first time, chlorella was grown clean in 1890 year and its biology and ecology were studied. Chlorella food; - can be used in the food industry, pharmaceuticals, animal husbandry, biological cleaning of Dirty Waters, regeneration of air in closed ecological systems (spacecraft, submarines). Because it is rich in various substances, chlorella can be consumed in conditer products, adding to certain drink ingredients. It is added to the composition of various drugs. The healing properties of MAS and suppositories made with the addition of chlorella are better than those without the addition of chlorella. When cattle, sheep, goats and others are added 2-10 l of chlorella suspension per day to ration, their live weight increases by 15— 20 percent, and milk yield by 13-18 percent. When chlorella paste is added to the ration of chicks and chickens in the amount of 0.2—2.5 grams, their live weight is 13-20 percent, egg—making is 12 percent, and the vitamin A microns contained in the eggs are anicized by an increase of 1.5-2 times. The importance of chlorella in sericulture is also great. As a result of spraying the chlorella suspension on the mulberry leaf, the weight of the worms increases to 15-25 percent, and the weight of the cocoon increases to 13.1 -18 percent. The difference between chlorella and other crops in rural agriculture is that as its growing environment changes, the amount of protein, fat, and other nutrients it contains can also change. This will allow you to get protein, fats, vitamins, antibiotics and other substances on the basis of growing chlorella in the future. Studies have shown that chlorella grows well when there are salts of nitrogen, phosphorus, potassium, magnesium in the water, it turned out that it needs various microelements, including iron, as well as manure juice. As long as it grows well in 20-70 thousand lux light during this summer. Chlorella began to attract the attention of scientists more and more in later times. This water herb accelerates very quickly in favorable conditions. Chlorella is distinguished by a piquancy. Yashi algae has been found to contain iodine, radium, bromine, arsenic, cobalt, potassium, phosphorus and many other elments that are extremely necessary for life.

Useful chlorella contains up to 56 percent of total protein, 50 percent of pure protein 7-15 percent, and useful elements, the composition of this water herb contains 23 types of amino acids, including raw materials of the necessary amino acids: lysine - 10.2 percent, methionine - 1.4 tryptophan-2.2 arginine-15.8 histidine-3.3 leucine-6.1 isoleucine 3-4 phenylalans-2.8 threonine-2.9 and valine-5.5 percent.

Chlorella is high in various vitamins. One hundred grams of dry biomass contains 78.0 mg of carotene, vitamin V6 - 2.30; vitamin V2 - 3.5; vitamin V12 - 25.0; 302-choline, 145 mg of nicotinic acid.

This algae is rich in protein, vitamins and other nutrients, sources, it is advisable to use it as food and fodder insects. In Uzbekistan, there are natural climatic conditions for the use of chlorella.

Meanwhile, in a number of foreign countries, chlorella and Baska algae are used as raw materials for food. Chlorella and other water in Japan, China, Korea and other Western countries

when herbs are used in the preparation of condiments and dairy products, delicacies, dishes, various drinks.

Grain production also plays a role in the conditions of Uzbekistan. This crop is planted in our farm in two ways: the first in lalmi Khol and the second in irrigation. When the spike crops are planted in the land of Lalmi, it is injected into the suspension of the seedchlorella to obtain a greater harvest than usual. Chlorella suspension in special lothocks costs 10-15 million. in ml/ l cell thickness / ivitiib is planted for 4-5 hours. In this case, the seedless sprouts, the soil retains moisture well in itself. Spraying a suspension of chlorella with the help of a spraying apparatus 2-3 times over the sprouted green mass will lead to the fact that the sprouts will develop, the roots will progress, the spikes will do. Dressing is plentiful.

Chlorella suspension will need to be brought in special containers and placed in ditches where water flows. In doing so, chlorella spreads with water to the crop, and in the upper layer of the soil, the water grass increases moisture well stored. With this, a crop is added to the crop, the composition of the soil is enriched and the structure is improved.

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**Annotation:** The economic system plays an important role in the development of the ecological system. Especially Western countries pay special attention to the ecotourism system, because ecotourism is a promising and profitable type.

In Western countries, ecotourism is viewed from the point of view of the economic sector, because ecotourism, which is rapidly developing abroad, is one of the most promising types of tourism that brings economic benefits.

According to experts, ecotourists often consist of well-off travelers with average or above-average investment. Because there is so little untamed wildlife left on our planet, travel to these areas is generally limited, and travel to them is also significantly more expensive. Therefore, the income from ecotourism is several times more than the income from tourism. Currently, according to the information of the World Tourism and Excursion Council (WTTC) and the World Tourism Organization (WTO), ecotourism is one of the rapidly developing tourism industries.

Today, in the tourism industry, the network of natural and adventure tourism, which is part of the ecotourism network, is developing rapidly. For example, in Canada, wildlife tourism accounts for 25% of domestic tourism revenue. The Canadian government earns 1.7 billion annually from ecotourism taxes alone. Earns in USD. This is 5 times more than the funds allocated by the government to the wildlife protection program (\$300 million). Therefore, ecotourism makes a great economic contribution to the implementation of nature protection activities, and provides great financial support for the full implementation of such activities.

According to the information of UN and JTT organizations, in the last 20 years, the number of ecotourists in developing countries has increased and the income from it is growing year by year. For example, Kenya - 1.4 billion from ecotourism every year. Nepal - 1.5 billion. They earn in US dollars. It should be noted that the income of these countries from ecotourism is equal to 70-80% of the state's gross domestic product. The following conclusions can be drawn from the given information:

1. Economic proofs of ecotourism development have not been developed in our republic. The main reason for this situation is that there is no statistical information about the visits of ecotourists and which ecotourism resource they visited. Secondly, the list of ecological tourism resources for the use of natural areas of our republic has not yet been compiled.

2. "Concept of development of ecological tourism in Uzbekistan" on the development of ecotourism was adopted. 1.4 of this "Concept". in paragraph - socio-economic issues of ecotourism are mentioned as urgent issues that need to be solved. They are as follows:

Providing employment to the population in ecotourism facilities, solving social protection problems;

- Creation of additional jobs, creation of touristic infrastructures through the development of small and medium-sized businesses in ecotourism destinations;

- Creation of a material-technical, informational-analytical base of ecotourism that can meet world requirements;

- Widespread use of ecologically clean, renewable alternative energy devices in order to provide electricity and hot water to ecotourism sites.

It is impossible to consider ecotourism as a profitable sector only. If this type of activity is not carried out in the appropriate framework, if its rules and students are not followed, it is natural that it will have a serious negative impact on nature and cause unpleasant consequences. What are its



negative consequences and results? First of all, the plants are destroyed, the land is compacted and compacted, the animals are disturbed, run away, they are prevented from giving birth, they are destroyed by hunting, the way of eating changes, the species changes, the way of life of aquatic animals increases. 'changes, damages aquatic plants, leads to erosion and loss of nutrients, water pollution occurs, rare species decrease, animal lifestyles change, rocks erode, look ugly, coral reefs are damaged, fish species are reduced, the plants on the shores of the reservoirs will be destroyed, the soil on the shore will be compacted, compacted, the plants will die, the animals will be accidentally injured, the lifestyle of the animals will change. Therefore, ecotourism must always be under the control of state and public organizations, and must follow the relevant legislation.

According to the global code of ethics of tourism, "...tourist infrastructure facilities and types of tourist activities should be planned in such a way as to ensure the protection of the natural heritage constituting the ecosystems and biological diversity, as well as the endangered fauna and flora species should be protected; participants of touristic processes, especially professional employees, should get used to certain restrictions and norms imposed on their activities. These statements mainly refer to the types of activities in natural parks or protected reserves and special sensitive areas.

One of the goals of ecotourism is to preserve unique fauna for future generations. The demand for endangered species of animals, birds, reptiles, fish, plants and even insects naturally led to the formation of supply. A new secret sector of the economy has appeared. Not only the traditional field, for example, rhinoceros horn, ivory, lion's teeth for Africa, but also parrots, falcons, geckos, snakes, tropical fish, as well as spiders, beetles, scorpions included in the "Red Book". have also become objects of contraband. The demand for all these has increased both among European collectors and among the shopkeepers of some Asian countries.

The price of exotic goods is very high on the black market: Angolan python is 65 thousand US dollars, rare African beetle "colophon" is 15 thousand dollars, etc. Rare species of spiders and tropical fish are also highly valued. Naturally, travel for such a purpose is not approved in any country, and such a field of "tourism" is prosecuted by criminal legislation.

Thus, nature tourism and ecological tourism are inextricably linked with the protection of rare and endangered species. Because most of them are considered exotic and become objects of ecotourism. This statement applies not only to animals and plants, but also to ecosystems and natural complexes in general. On the other hand, due to improper planning, the increase in tourist "load", the uniqueness and value of wildlife "gifts" are causing the loss of some species and the destruction of natural factors. The unique species and ecosystems of the regions can be considered a vital resource for local communities, therefore their protection is inextricably linked with the protection of local culture.

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**Lexical and grammatical categories of nouns****Ochildieva Kh.G.**

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**Annotation:** is an independent part of speech that combines words denoting objects and animate beings (the meaning of objectivity) and answering the questions who? what? This meaning is expressed using the independent categories of gender, number, case, animateness and inanimateness. In a sentence, nouns mostly act as subject and object, but they can also be other members of the sentence.

**Keywords:** Nouns have lexico-grammatical categories, while the basis for dividing nouns into categories is a semantic feature and partly a formal grammatical one.

Lexico-grammatical categories are such groupings of words that are combined on the basis of semantic meaning and have certain grammatical features. Nouns are divided into the following lexical and grammatical categories:

- 1) own and common nouns;
- 2) animate and inanimate;
- 3) personal and non-personal;
- 4) concrete, abstract, collective, material and singular.

Own and common nouns

The division of nouns into proper and common nouns is connected with the meaning that the word expresses.

Proper nouns are used to name single, selected objects from the class of homogeneous:

- names, patronymics, surnames of people (Alexander Sergeevich Pushkin, Pyotr Ilyich Tchaikovsky, etc.);
- nicknames of animals (dog Sharik), nicknames of people (Long, Sasha Chatterbox, etc.);
- the names of social facilities (enterprises - advertising agency "Fortuna", companies - "Petrel", "Rossgosstrakh"; institutions - cinema "Victory", parties - "United Russia");
- works of literature (the novel The Idiot), painting (the painting The Stranger), music (the opera The Snow Maiden, the ballet Giselle) and other forms of art;
- geographical and astronomical objects (Moscow city, Volga river, planet Venus).

Common nouns are used to designate undivided groups of objects. Common nouns have a lexical meaning assigned to a particular word.

The boundaries between proper and common nouns are flexible. Proper names can become symbols of a whole class of homogeneous objects: Famusovs, balls, silences, etc. In a similar way, common nouns often become the names of single items: the Fakel store, the dog Sharik (nickname).

Among proper names there are a number of words that combine the features of proper names and common nouns. "Volga", "Moskvich" (names of brands of domestic cars). In the sentence: Moskvich stopped at the house - the word Moskvich denotes the name of the car and is a proper name. But: Muscovites, Volga, Zhiguli raced along the ring - here the nouns Moskvich, Volga changed in numbers and acquired the property of a common noun. Their common noun is also distinguished orthographically, i.e. such nouns are written with a lowercase letter and without quotes. Compare: Chichikov, Manilov, Famusov, Sharikov, Oblomov and others - proper names. But: Chichikovs, Manilovs, Famusovs, Sharkovs, Oblomovs are common nouns. These words convey the meaning "having a common feature in character, behavior" (= "typical", "characteristic", "similar"), .

In proper nouns, the lexical meaning is either not found (Rola, Lilia - female names), or is erased (in words denoting this or that naming - rose, lily (= "flower")).

Common nouns differ from proper names not only in meaning, but also in grammatical properties.

Most common nouns have a paired number form, while proper names exist in one of the number

forms, without changing in numbers. Compare: city (singular) - cities (plural). But: Moscow, Samara, Saratov, Kazan, Ryazan, Odessa, Podolsk, Golitsino, Serpukhov, etc. - only the singular; Alps, Carpathians, Sayans, Velikiye Luki, Lukhovitsy, Sochi, Kizhi, Chasttsy, etc. - only plural. Each of the selected groups has its own grammatical features.

Lexical - grammatical categories of nouns:

The category of animation - inanimateness: animate nouns denote living beings (people and animals), and inanimate nouns - an object in the proper sense of the word, in contrast to living beings. This category is manifested in the declension of nouns, namely in the accusative case of the plural: the form of the accusative case of the plural of animate nouns coincides with the form of the genitive case, and of inanimate nouns with the form of the nominative case. For masculine nouns (except for -а, -я), the same thing happens in the singular.

animate inanimate

singular noun husband. R. (except on -а, -я)

I.p. father

R.p. father

V.p. father's desk

table

table

plural all nouns

I.p. fathers, daughters

R.p. fathers, daughters

V.p. fathers, daughters tables, windows

tables, windows

tables, windows

A noun as a part of speech can denote various categories of words that express the categorical grammatical meaning of objectivity:

- Specific items (pen, table, TV, airplane, flower);
- Facts, phenomena, events (beginning, fog, clearing, meeting, vacation, decision);
- Living creatures and people (ant, kitten, butterfly, Svetlana, director);
- Actions, qualities, states, properties (weakness, courage, fees, learning, sadness, fun).

Grammatical features of nouns Nouns have permanent and non-permanent morphological features, which are reviewed by schoolchildren already in the 4th grade.

Permanent grammatical features of nouns:

- Genus - male (wind, laughter), female (earth, smile), middle (invitation, wing);
- Declination - 1st (winter, thunderstorm), 2nd (apple, umbrella), 3rd (daughter, shadow);
- Animate (mother, Andrey) and inanimate (desk, computer) nouns;
- Own (Volga, London) and common nouns (dishes, river) nouns;

Non-permanent grammatical features of nouns:

- Number – singular (key, piano), plural (branches, oranges);
- Case (city, city, city).

There are also indeclinable nouns (that is, they do not change for cases and numbers). Basically, they include words of foreign origin, which denote both inanimate objects (cafes, radios), and masculine and feminine persons (attache, lady); they can also represent animals (kangaroos, chimpanzees), given names and surnames (Helen Frankenstein), place names (Baku, Helsinki), etc.

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**Abstract:** The article deals with the nature of the transposition of tense forms as a phenomenon of grammatical figurativeness. One of the ways of grammatical metaphorization is the contrast between the grammatical meaning of the form and the context. The use of temporary forms in an environment unusual for them is characterized, i.e. during transposition. The analysis of cases of figurative use of temporary forms makes it possible to figuratively and expressively present the implementation of the process in time, to clarify its modal characteristics, semantic and expressive shades

**Key words:** transposition, grammatical figurativeness, contextual specifiers, present historical, present prophetic, past prophetic, usual action, temporal distributors.

The temporal forms of the Russian verb have a wide range of uses, resulting in regular modal layering. The means for expressing modal pragmatic meanings is the transposition of temporal forms, which is the core of the vivid phenomenon of text formation – grammatical imagery.

The grammatical basis of temporal transference is the contradiction between the meaning of the form and the real conditions of speech. The main prerequisite for transposition is the placement of the form of time in the context of a different temporal content. The transposed form does not lose its invariant meaning, and together with it, with the help of context, performs the function of an oppositional member. The replacement member becomes the carrier of two functions simultaneously: both the function of its counter-member under the substitution condition, and its own function, which usually plays the role of a special background feature. The possibility of replacing forms does not mean that these forms are equivalent in the context.

The realization of the proper categorical meaning of the grammatical form in the context is interpreted as "one of the manifestations of the property of obligation inherent in morphological categories in inflectional-synthetic languages: the meaning of the form must necessarily be expressed, even in cases where it contradicts the meaning of the context"[1, p.96]. However, "under the influence of context, the categorical meaning of the form of time is realized as figurative (figurative)" [7, p.630].

The transfer of any verb form into a contradictory temporal context with the meaning of a particular event makes the juxtaposition of two temporal planes especially expressive. The real time plan of the event is determined by the context, while the event "as it were" takes place, according to the time attribute of the form. For example, in the sentence Tomorrow I'm going to Moscow, the speaker realizes that the event will happen tomorrow, but he is so confident in its occurrence that he represents this event as if it is already happening, using the temporal meaning of the verb form of the present. In this case, a grammatical metaphor arises [8], the functional purpose of which is to make it possible to expressively represent the implementation of the process in time and clarify its modal characteristics. A grammatical metaphor is marked with contextual indicators indicating the time of action that is relevant to the speaker.

The forms of time are characterized by a different ability to transpose. The most famous case of transposition is praesens historicum (the transfer of the present tense into the context of the past). In this case, the present tense is used for figurative actualization, reviving the events of the past. At the same time, the forms of the present imperfect actualize the meaning of the present tense in the context of the past. I am walking through the city once, and he is standing at the Kazan Cathedral with beggars. (A.N.Ostrovsky) When denoting actions that can be observed, a special effect is created

of depicting successive actions that replace each other on the narrative line, as occurring synchronously with the moment of observation ("literally before the eyes of the observer") [4, p.187].

In a significant part of the examples where the forms of the present tense indicate recurring events of the past, the actualization of the latter is carried out not so much due to the forms of time, as due to the lexical content of contexts, their general imagery, prevalence: One day some peasant passed by the lake, got tired, lay down on the grass and fell asleep. I woke up and saw four cows grazing on the grass. ("Folk Prose")

When expressing the present of emotional actualization, a single action in the past is considered as the present (and usually with indignation or surprise). Cf.: I haven't played for a whole week, today is the last performance before the benefit; and he, nasty, what is he doing! (cf. did). Appoints (cf. appointed) "Frou-Frou" with a smile! (A. N. Ostrovsky)

To depict the planned action and intention of the subject, it is possible to use the so-called "prophetic time", i.e. the forms of the present tense in the meaning of the future. The peculiarity of the semantics of the forms of prophetic time is that the action will take place in the future, but the intention, readiness, determination to carry it out are already manifested in the present. "I'm going to Paris tomorrow with my client. (A.N.Ostrovsky); "In an hour my work ends, and I'm free." (Turgenev)

According to A.V. Bondarko, in the context of the future, the present tense forms of verbs "moving in space", verbs denoting actions that "depend on the will of the subject" and represent "an event that has a certain significance from the point of view of the speaker" can be used [2, pp. 341-342].

When expressing an imaginary future, imperfect forms of the present tense can acquire a component of picturesqueness. Cf.: And then there will be twilight, a lighted church, a bustle around the porch... Carriages roll up, and the dapper bailiff gets hot to keep order in this ceremony (I. Bunin), an example from [1, p.158]. In this case, we are talking about the figurative use of the forms of the present tense: future actions are figuratively presented as real, synchronously with the moment of observation [6, p.171].

To denote an action that is inevitable in the future, the past tense forms of individual verbs of the perfect form (went, left, ran, died, disappeared) can be used. "God forbid," the farmhand thinks, "they'll steal something from our house-I'm lost! Why didn't I protect the lordly goods?" ("Folk prose"); "Well, you sort it out here, and I went to study"; "Well, okay, I ran" (L. Petrushevskaya). The general modality of the utterance is interpreted as a modality of possibility, since in this case we mean a certain event (often it is named in the context) that may occur in the future and which is interpreted by the speaker as a cause, the inevitable consequence of which will be the state of things, called the verb form of the past tense. The expressiveness of such statements, characteristic of spontaneous colloquial speech, is also obvious. Such use of the forms of the past is based on the subjective conviction that there is a result. By V. V. To Vinogradov, this time shift, motivated by the sharp expressiveness of the message, is characteristic of either emotional pictorial language or the language of immutable logical conclusions. In any case, there is always a special stylistic motivation for such an expressive transfer [3, p. 444].

Interesting are the cases of the use of the forms of the past perfect in the meaning of the negation of the future action. Cf.: "How! So I went to marry him, for such a lapotnik! "I'll go," she says, "to the master, I'll ask him to return the mill. - That's how he gave it to you, keep your pocket wider! - the old woman answers." (Afanasyev); "-Stop better.- Now, stop, hold your pocket!" (Shukshin) "Denial of a fact in the future is emotionally expressed as an ironic recognition of its already realized" [7, p.628]. In such cases, it is appropriate to pay attention to other indicators of irony: the use of modal particles, inversion, special intonation.

Broad expressive possibilities of figurative use of future tense forms. First of all, the future perfect is used in the meaning of the present to express repetitive, alternating actions: Watch him

dance: then he'll clap his hands, then stomp his feet. To realize the repeatability of an action, special context conditions are necessary:

- lexical means-adverbs: sometimes, sometimes, from time to time, often, occasionally: Everything can be presented in a ridiculous way, a joke sometimes makes you laugh, but nothing can be refuted by it. (Herzen);

- the presence of correlative actions: He often says something without thinking, and then regrets.

When used together in the same sentence, the forms of the present imperfect and the future perfect, the former most often denote actions that form the background on which shorter actions occur within their boundaries, expressed by the forms of the future perfect: They act with a peasant as with a doll: they will turn, turn, break and throw. (Turgenev)

In descriptive complex syntactic integers, verbs of the future perfect form are often used in a visual – approximate meaning: in an expressive context, one of the many acts of repetition of an action is singled out as a kind of example of a visual representation of other similar acts. The repeatability of an action is conveyed based on a combination of typicality and concreteness. This is confirmed by the frequency of descriptive texts in which perfect verbs in a visual and approximate meaning appear in combination with imperfect verbs with the meaning of repetition of action: That's how all the cabbies get. Siberians will bring the goods to Moscow and sell half of the horses. (Gilyarovsky)

When transmitting the repeatability of actions, a shade of suddenness is also possible: In winter evenings, when prickly snow knocks on the window, you turn over the pages at bedtime, and immediately branches of a heated spruce tree come up to the lamp, it smells of swamp dampness ... (Peskov)

The expressiveness of the portable use of time forms increases if the use of 2 person forms finds expression in it: Well, for the sake of form, you will ask – what kind of illness do you have? ... Well, you write him a mental illness, and with this diet you let him go. (Zoshchenko)

Future potential actions can be presented as an actual characteristic of a person or object. At the same time, two types of use differ:

1. Actually, the usual - "usually does": He will tear off his beard, wave it over his head and disappear down. (Gilyarovsky)

2. "Has the property": He will always quarrel with everyone.

When denoting the actual usual actions, the use of the future perfect is syntactically related: the verb cannot be used outside of a certain context. Most often, this is a compositional construction: He will go what he develops and give it to them. ("Folk Prose") Sometimes conditional, concessional or temporary constructions: If you want to sleep, you will fall asleep even with noise. If you praise a little, they will be wrapped in a bag for the road, and you can not refuse. (Gilyarovsky) When designating a property, a certain semantic context is mandatory: words with a quantifier, multiple, or modal meaning. He's always getting dirty in the mud.

The multilayered semantics of verbs of the present-future tense makes them a vivid artistic and visual means that contributes to the liveliness of the description, helping to emphasize the typicality of the action. The strengthening of the signs of the present in the form of the future may be associated with the expression of the simultaneity of the designation of the action and its very commission. Vinogradov V.V. he noted "the imprint of subjective expression on the use of the perfect form of the future tense to express the resolute categorical readiness of the subject to act, the will to act, to express the familiarity of action" [3, p.467]. I will go and ask. It is often pronounced by the speaker at the time of the action: And for some risk and services, I will ask you for twenty rubles. (Zoshchenko) I'll skip some episodes and move on to the main thing. The perfect form here expresses the meaning of limited integrity, completeness, and the meaning of the relevance of the present is



attributed to the lexically not expressed modality of necessity. But I will say in advance: I support his demands.

In speech practice, it is common to use the forms of the future perfect in a story about the events of the past. According to V.V. Vinogradov, in this figurative use, the form of the future perfect expresses the meaning of the repeatability in the past of actions represented in their implementation, in their limit or result [3, p.469]. And then tyatenka scolded for two hours: he would rest and start again. (A.N.Ostrovsky) He went to Kovalenko as well as to us. She will come to him, sit down and be silent. (Chekhov) It was cold in the barber shop in winter. Put the samovar on. You'll clean the boots for the owner, you'll bring water from the well. (Gilyarovsky)

The condition for using the form of the future tense to denote processes that are repeatedly repeated in the past is its combination with the forms of the past tense, usually with the word form happened. On a winter evening, he used to light a splinter and spin it for himself without closing his eyes. (Nekrasov) He would come in, sometimes he would shuffle his foot, then he would jump with it and kiss your hand. (Turgenev) Such usage is close to the real historical one. If the present historical "paints", as if slowing down the action, then the future perfect contributes to the transfer of dynamics, combining the meaning of one-time, one-act productive completeness and the meaning of processality-repeatability coming from the present.

One of the atypical meanings of the perfect future tense is the designation of a sudden action in the past. It is expressed not repetitive, but a single action, and usually in its initial stage with an unusually rapid development. The suddenness of the action is emphasized by the use of the adverb suddenly, the intensity of the process is a combination of the verb with the amplifying particle as. At first, he put me on horseback, like a man, without a saddle, on a sweatbox. He will plant me, give me a whip in my hand, and as soon as he hits a steppe dweller with an arapnik. (Kuprin) How the queen will jump away, And how she will swing a pen, And how she will clap on the mirror, how she will stamp with her heel! (Pushkin)

The form of the future tense represents the action performed as fast, instantaneous, therefore it is necessary to take into account that in such sentences the use of verbs denoting the gradual accumulation of the result is unacceptable. Verbs of one-act and initial modes of action are more often used.

The future perfect can convey the past single fact as surprising, unexpected. The value in question is realized in constructions with particles, after all. "The speaker or participant of the situation is not indifferent to the event, considering it amazing, he at the same time generalizes it as characteristic" [5, p.117]. Will bring such happiness to people! They will write such a thing!

A brief analysis of the cases of transposition confirms that the interaction of lexical and syntactic conditions of the context with the grammatical meaning of the temporal form allows you to express additional semantic shades and expressive connotations, which in turn enriches speech, gives it brightness, expressiveness.

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**SOME ASPECTS OF PROMOTING REPRODUCTIVE HEALTH AMONG YOUNG PEOPLE**

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**Annotation:** this article will help to promote reproductive health among young people to ensure that the younger generation is healthy, harmonious and mature given the lighting.

**Keywords:** reproductive, psychological, family, anatomical, physiological, sexual education, marriage.

Since the younger generation is our future, its growing up healthy, harmonious and mature depends in every way on the representatives of the older generation and, of course, on specialists. An important role in the growth of the youth of our independent Uzbekistan is played by the harmonious development in all respects, the future creation of a happy family, the peaceful coexistence of the couple, in many respects the correct upbringing of the child from a young age, as well as the hygienic and sexual aspect carried out in all educational institutions, and

The word reproductive means re - recovery, repetition, produco-creation from Latin. Reproductive- in biology means the creation, reproduction of organisms similar to the organism itself.

Reproductive health, that is, controlling when and under what conditions a woman becomes a mother, means creating optimal conditions for the health of both the mother and the child to be born from it. The issue of reproductive health does not only limit the number of children born in the family, but also covers a wider range of issues into it. The main emphasis is on ensuring the well-being of families in the family, the dominance of a positive psychological climate in them, maintaining the health of mothers and children, ensuring the literal independence of their families. One of the important functions of the family is its reproductive (ensuring the biological continuity of society, giving birth to children) function. The task of the family is not only to give birth to a new generation, but also to preserve their health, introducing them to the scientific and cultural achievements that humanity has been living since its inception. When it is said that the family's reproductive function before society and its fulfillment, it is implied that each family has several children for the population to recover

Psychological, anatomical, physiological changes that occur in teenage boys and girls

Childhood age is the period when a girl becomes a big girl, a boy becomes a guy. Adolescence-the period when a person reaches childhood differs sharply from other age periods in its peculiarities. The period of childhood is considered to be 11-15 years. During this period, physical growth and maturation occurs in boys and girls. This period is different in each boy and girl. Sexual maturity period. It starts at the age of 8-9 and continues until the age of 18-19. The changes that occur during this period depend on sex hormones. What are sex hormones in itself? This is in such a mode that its development in the body will depend on changes in appearance, as well as the development of sexual symptoms. The mammary glands begin to develop when these substances are processed in very small quantities. The shoulders of boys expand, the muscles of the chest develop. The sound will have a lower timbre, noticeably cough. During this period, hairs begin to grow on the faces and chest of the teenager. The period of sexual maturity is the body's biological and sexual development and maturation into infancy. During this period, secondary sexual signs appear in boys and girls. The Voice of the boys begins to whine, and the mustache begins to beat the carrot. If boys enter the period of sexual maturity from the age of 10-11, girls begin to experience sexual development from the age of 9-10. In girls, from 9-10 years old, there is an increase in the pelvis, from 10-11 years old the mammary glands begin to develop, in the groin area there is an increase in their plumage, from 11-

12 years old there is a development of the external genital organs. In adulthood, growth can sometimes be normal, and sometimes some changes can be observed. This is a physiological phenomenon.

Sexual maturity varies according to climatic conditions or signs of the parent, characteristics of the nervous system, urban or rural, mountainous or seaside habitat. For example, sexual development begins earlier in peoples living in the southern and eastern regions than in those living in the northern regions. During sexual childhood, boys and girls experience a decrease in labor activity, rapid fatigue, headache, frequent mood swings. The period of puberty is observed in boys and girls in the desire to put a building on themselves, to pretend to be very knowledgeable, serfdom, self-esteem.

#### Sex education

The World Health Organization (who) came to the conclusion that good sex education does not lead to sexual activity, but rather keeps it and prepares young people for the next life. Sexual education also implies psychological exposure, which is included in the actions of a person's behavior, which is formed in accordance with values, cultural criteria. It is part of the cultural heritage that unites religious and traditional concepts. Sexual tarbi tries to find the proportion between a person's biological-emotional need and cultural heritage, and includes the anatomy and physiology of the genitals, as well as the changes that the individual undergoes in the formation of different views. Sexual education also includes respect for oneself and others, interpersonal relationships, respect for the future sexual partner, and mutual feelings in sexual relations. Sexual education for young people should help in the formation of the ability to react well to a person's sexual inclinations, self-assessment, and in the formation of the potential to come to a decision in relation to sexual and reproductive morality at the border of the society to which he belongs.

About healthy sex life for young brides and grooms who are going through marriage  
(for young guys and girls starting a new family)

Starting a family in the country is allowed from the age of 18. This is explained by the fact that the organism of young men and girls reaches perfection morphologically and physiologically (the brain, skeleton, muscles, endocrine glands, in particular the genitals) by the age of 18. Because all the functions associated with motherhood can be carried out by a woman in the same way as in a brochure only when the processes of sexual development are completely completed. Starting a sex life in adulthood, and especially pregnancy, has a detrimental effect on the health of not only the mother, but also the offspring. In addition, an overly young mother cannot adequately engage in raising children.

Marriage, built in the early term, has a negative impact on their mental and physical maturity, weakening the organism of girls and guys who still need to grow and develop.

Scientific investigations show that in most girls, complete maturation of the organism is completed at about twenty years old, and in young men - at twenty-three years old.

For this reason, as soon as the girls and guys turn 17-18 years old, this does not yet mean that they are completely mature anatomically and physiologically, since during this period the groin-bone areas are not yet fully ossified, and also in girls of this age, normal conditions for being a mother, fetal development and bearing a child will not have arisen. It has been scientifically proven that getting married before the age of 18 has a negative effect on both a guy and a girl in most cases.

It is no secret that under the influence of Western spirituality and culture, which has been rapidly entering our country in recent years, it is worth mentioning that the number of non-marital interactions and, as a result, pregnancies, those who give birth to children without marriage and leave them as living orphans is increasing. In addition to being alien to our National old age, this situation also causes social and medical difficulties.

Since marriage is primarily associated with complex physiological functions such as having children, early marriage can often be the cause of childlessness, the birth of an immature child and also the incorrect development of the fetus or premature birth.

Before stepping into family life, it would first be useful if the future couple informed each other about their health, and, moreover, were interested in this issue. Therefore, we will briefly talk about some hygienic issues related to family life, in particular sex life.

First of all, it is advisable for married people to undergo an examination by a specialist doctor in the field of medical heredity. This helps to identify hereditary diseases that are primarily passed down from generation to generation, as well as some infectious or venereal diseases that pass from husband to wife, from wife to husband, as well as causes that lead to childlessness.

In addition, it is important that girls also follow the appropriate hygiene rules that are related to their personal physiological functions. Below we will dwell on some hygienic issues related to the first step towards sex life.

Usually a girl's chastity veil tears when she has sexual intimacy for the first time, causing a certain amount of bleeding from the genitals. Every girl who is getting married should be aware that this is a natural condition. Sometimes it is also possible that the veil does not tear at the first sexual intimacy. The reason for this is that it is in the form of an elastic stretcher or flange. For this reason, the fact that young brides and grooms learn this natural state prevents in some cases from frustrating events.

In addition, again, it should be borne in mind that it is never possible to have sex without ending the wound of the chastity veil, as well as on the days of menstruation. Because during this period there will be favorable conditions for germs of infectious diseases from the outside to the internal genital organs. This, in turn, leads to the fact that various inflammatory diseases of the internal and external genital organs are caused, as well as increased menstruation, as well as prolonged.

Summarizing our opinion, we refer to the following recommendations:

1. Close blood-a marriage built among relatives can lead to negative consequences. Consequently, in these cases, the probability of occurrence and strengthening of generational diseases transmitted from generation to generation in the offspring will be much higher. Therefore, the marriage of close relatives to each other is extremely harmful from the point of view of Medicine.

2. For the health of the bride and groom, it is especially important to observe the rules of hygiene: the correct Organization of Labor and leisure, an adequate level of night sleep, a qualitative and quantitative completeness of Nutrition, Physical Education with extensive use of useful natural factors, adherence to body tidy are among them.

3. In order to leave healthy offspring, it is advisable to first give up tobacco and Nas smoking, alcohol consumption and other similar bad habits.

4. In the event of causes that may be hindering normal sexual intercourse during sexual intercourse, it is definitely necessary to consult a specialist doctor and follow his advice.

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**The concepts of "I" and "We" and their relationship with the concept of "personality in history" in the epic novel "War and Peace"**

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**Annotation:** It is in this law, in my opinion, that the meaning of the concept of personality in history lies, brightly and colorfully reflected in Tolstoy's epic novel War and Peace.

**Keywords:** concept, Christian tradition, idealistic philosophy, "swarm principle", historical concept, psychological law, concept of personality in history.

Tolstoy's main thesis, based on Christian tradition and idealistic philosophy, was the thesis of non-resistance to evil by violence. This thesis was taken by Tolstoy from Christ's Sermon on the Mount. That is why Tolstoy perceived the war precisely as a bloody massacre, contrary to human essence. In the novel "War and Peace" he wrote: "A war has begun, that is, an event contrary to human reason and all human nature has taken place."

Tolstoy's attitude to the historical process and the personality in it was peculiar: he adhered to fatalistic views. Tolstoy completely rejected any justification and prerequisites for the historical event. History (according to Tolstoy) is an unpredictable, spontaneous phenomenon, and all historical events are destined from above. Tolstoy writes the following about his understanding of history: "For us, descendants, who are not historians who are not carried away by the process of research and therefore contemplate the event (meaning the war of 1812) with an unobscured healthy sense, its causes appear in innumerable numbers. The more we delve into the search for causes, the more they are revealed to us, and any single cause or a whole series of causes seems to us equally just in itself, and equally false in its insignificance in comparison with the enormity of the event, and equally false in its invalidity (without the participation of all other coincident causes) to produce an accomplished event."

Many researchers believe that history is made by individuals. A. J. Toynbee, for example, believed that the main role in history is played by the creative minority, that is, a small group of people, individuals. But Tolstoy is of the opposite opinion. He believes that individuals in history mean practically nothing, and all historical events take place regardless of the will of individuals. This concept is most clearly displayed in the novel "War and Peace" in the image of Kutuzov. Kutuzov "will not invent anything, will not undertake anything, but he will remember everything, put everything in its place, will not interfere with anything useful and will not allow anything harmful. He understands that there is something more significant than his will ...". Or we read elsewhere: "Kutuzov knew ... something else that should have decided the matter - something else, independent of the mind and knowledge ..." So what does Tolstoy mean by this "other knowledge"? This is nothing but the morale of the army, which decides the outcome of any battle.

Tolstoy believes that any nation is a collection of individuals, and until a critical, catastrophic situation arises (natural disaster, war, revolution), each individual lives his own life in his own world, in his own shell, limited to a circle their own, sometimes very selfish, problems and aspirations. But as soon as a critical situation arises, the so-called (according to Tolstoy) "swarm principle" wakes up in each personality. The people (that is, the totality of all the individuals of a given nation, regardless of social status), like a disturbed beehive, defend their homeland together, "with the whole world." And the stronger this "swarm principle" among the people, the more chances he has to win.

The main historical figures in the epic novel are Kutuzov and Napoleon. The images of these warlords opposed to each other clearly embody the above historical concept of the writer in the



novel. Kutuzov appears before us as an exponent of the "swarm principle", the national spirit, the will to win. He understands and subtly feels the spirit and mood of the army, he knows his army, and most importantly, his people. Prince Andrey says about Kutuzov: "And most importantly, why you believe him is that he is Russian ..."

Unlike Kutuzov, Napoleon is petty, conceited, arrogant, selfish, power-hungry, "for him the conviction was not new that his presence at all ends of the world, from Africa to the steppes of Muscovy, equally strikes and plunges people into the madness of self-forgetfulness." Napoleon is unnatural and divorced from the people's milieu. War for him is nothing more than a chess game. He is convinced that it was up to him "to shed or not to shed the blood of his peoples." In this, he completely denies the author's position on the role of the individual in history. But the ambitious man bows before Kutuzov after the battle of Borodino, sending one of his generals to the commander-in-chief of the Russian troops with a letter, where Bonaparte expresses "a feeling of respect and special reverence" that has been fed to Kutuzov for a long time.

In the article "A few words about the book" War and Peace ", L. N. Tolstoy writes about the role of the individual in history, that such epoch-making events, in which millions of people kill each other, could not depend or be caused by the will of one person, just as one person cannot dig a mountain. The author does not attach importance to the activities of those people "to whom it seemed that they control events," but in fact, less than others, they contributed "free human activity" to them. Their activities are of interest to the writer-philosopher only as an "illustration of that law of predestination" which, in his opinion, governs history, and of that psychological law that forces a person performing the most unfree act to forge in his imagination a whole series of retrospective conclusions, "aimed at prove to him his freedom."

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Protection of forests from negative influences

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**Annotation:** this article will talk about the fact that the infestation of hidden foci of forest pests and diseases is among the most basic activities of the year, carried out through daily Entomological and Phytopathological observation, studies to identify them, as well as in the order of introduction of preventive measures.

**Keywords:** forest, forest pests, forest trees, mechanical, biological and chemical methods.

According to the order of protection of forests from pests, diseases and other negative influences, the protection of forests from pests, diseases and other negative influences is carried out by permanent forest users, that is, under the guidance of Forest Protection personnel of forest, forest-hunting, specialized farms, National Nature Park and biosphere reserves (except for reserve areas), the following activities are carried out:

1. Implementation of Phytopathological observation measures taking into account foci of forest pests and diseases, areas of negative impact of industrial and municipal pollution and other factors;

2. Determination of the way in which forest pests live, stages of development, feed vegetation, wintering phases according to the result of entomological and Phytopathological observation;

The form of recommendations for the transportation, application and storage of forest trees and other plant protection products and the requirements for the procedure for their approval, as well as for the label of the container, are established by a special authorized body.

In measures to combat forest pests and diseases-the name of the event, deadlines, the name of pests and diseases, measures and mechanisms of their implementation are reflected. Activities are carried out to prevent the import and spread of extremely dangerous pests, weeds, various plant diseases and other materials that can cause serious damage to forest trees and other forest flora, as well as to eliminate them.

Measures to combat forest pests and diseases are carried out by mechanical, biological and chemical methods.

The mechanical method is a method of struggle against pests and diseases of forest trees that are carried out on the ground. In this method, work is carried out to prepare the areas where the forest will be built for transplanting, to combat forest pests and diseases in time for the good development of trees. In autumn and winter, when the Earth is thoroughly plowed and loosened, the development of various harmful insects in the soil is stopped and destroyed.

The rows of the Earth, where seedlings are planted in the forests, are treated with aggregates that are threaded into the tractor, and the rows of seedlings in the rows are loosened and cleaned of weeds. Combat work in the mechanical method can be carried out year-round or seasonally.

The methods of mechanical struggle of forest trees against pests and diseases carried out on the ground are mainly used in areas where there are few pests or are just spreading. Pests of trees and shrubs aged three to four years are harvested and destroyed using shaking, that is, the eggs of the pests are harvested and burned using a mechanical method.

In the mechanical way of fighting pests and diseases of forest trees, processing around the trunk of trees, seasonal struggle in areas where the disease has spread sharply, that is, installing belts on the trunk of trees in the middle of the autumn season, and on the eve of the end of the winter season, by the spring season, the belts are safely. In order to easily remove secondary forest pests, branches of a freshly cut tree are collected in special places for them, in these branches-Shabbas they settle. With the results of Phytopathological observation, the affected bundles are burned. In the measures of mechanical control of forest trees against pests and diseases, it is also carried out by reducing or destroying them through modern technological processes - modern technical means. The biological method is an event of particular importance, which is carried out on the ground against pests, diseases of forest trees.

The fight against pests of forest trees in a biological way is carried out by fighting biological substances, artificially created creatures, genetically grown plants, other organisms or by means of crop rotation, exactly similar to natural organisms used in the fight against plant pests, diseases and weeds. This method mainly uses entomophages to combat pests. Forest pests are used at the time of laying eggs, that is, in may - June, trichogram, when larvae appear, goldfish, poachers against rodent butterfly worms, pheromon handrails, Prestige against leaf rodent butterfly worms, and insectivorous birds.

The chemical method is carried out on the basis of the fight against pests, diseases of forest trees, artificially created chemicals, pesticides.

Against pests and diseases of forest trees are considered methods that are carried out both on the ground and from the air. This uses chemical methods of struggle against body and lice pests, leaf lice, mites, leaf rodents, woodpeckers, bark beetles, gold-beetles during the growing season, without affecting the environment during the growing season, until the first leaves are formed after the buds are written off.

The chemical agents used in chemical treatment of forest trees against pests and diseases are determined in accordance with the "list of permitted pesticides and agrochemicals for use in agriculture of the Republic of Uzbekistan" approved by the state commission of the Republic of Uzbekistan for the means of Chemistry and plant protection.

In order to prevent the negative impact on man and nature in the process of using and applying chemicals, it is required to follow the procedure for using chemical preparations.

The role of insects in forestry:

\* Karl Linney, who highly valued necrophagous insects for their sanitary role, said of them: "three flies destroy the dead horse's body faster than one lion."

• This is what was revealed when they studied the decomposition of the body of animals that died in the forests: as long as the decomposition without insects lasts for months, and with the participation of insects, 90% of the body disappears in 6 days

Plant lice, aphids are the youngest genus of Equinox chartome insects. About a thousand species are known. Body TR. 0.5-6.0 mm, ovoid or oval in shape, color from light green to loamy. The head is sedentary, the stinging oral apparatus is in the form of a Khartoum, consisting of joints that start from the back of the head. The whiskers are 3-6 articulated. Often without wings. Lives as a ball. The Winged ones migrate from one plant to another. Plant lice development cycle: usually

hibernates in two or perennial plants, in the case of eggs; in the spring, a wingless female — founder is formed from the egg and gives birth to 50-70 larvae, which will soon develop and mature; adult individuals of the second and Next Next Next Generation are also wingless (parthenogenetic, live-born and reproduce, giving birth to a wingless daughter offspring). The development cycle is completed by laying fertilized eggs (mas, legumes and beets).6.). The period of development of plant lice is 3-20 days, depending on the air temperature. The season will give 2026 generation. The female lives up to 14 days in the summer month. Winged females end up with 1-2 larvae per day, and wingless ones-5-10 larvae. Little precipitation creates good conditions for the development of aphids; heavy rains, liked by large-drop, chronically, wash and die off open-living aphids. Plant lice suck the aphids on bargnovda. As a result, the carbohydrate reserve at the STEM and root of the plant is sharply reduced. This leads to the fact that the leaves twist, the branches grow singly, the tissues get sick and swell, spark, etc.form all kinds of growths. The yield of damaged plants decreases by 15-20%. In addition, plant lice spread dangerous diseases along with the absorption of diseased plant sap.

In plant lice, many species of small plateaus are parasitized, including aphelinos, as well as buzzing flies, the larvae of nettles, many coxinellids.

Measures of struggle: primary boss: do not plant the secondary one close to each other; grow varieties resistant to insect damage; natural insect kushands use entomophages (mas, oltinkoz), spray plants with chemical agents-phosphororganic preparations.

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**Annotation:** The process of expanding the use of new information technologies in various educational areas, including school biology, requires a serious analysis from the standpoint of the didactic and methodological validity of the use of certain tools in the specific conditions of the educational process.

**Key words:** information technology, informatization, technology, teaching aids, educational equipment, informatics

Modernization of education in Uzbekistan has led to a revision of many important ideas and attitudes both in the education system itself and in pedagogical science. The most important target setting of the educational policy, according to the modernization of education, is "ensuring the modern quality of education on the basis of preserving its fundamental nature and compliance with the current and future needs of the individual, society and the state." Two main trends in the development of modern education: informatization and technology require serious changes not only in the field of content and methodology, but also updating the system of teaching aids. The introduction and use of computer technology and new means of communication and telecommunications in the educational process seems today not only a conscious necessity, but also a natural stage in the development of education. Currently, quite a lot of psychological and pedagogical, didactic, methodological works have been published on the use of information technology in biological education, and the number of publications on this topic is constantly increasing. But at the same time, there is a lack of scientifically-based methods developed to solve specific problems and issues of teaching biology at school.

The process of expanding the use of information technology tools in various educational fields, including school biology, requires a serious analysis from the standpoint of didactic and methodological validity of the use of certain teaching tools. Teachers, methodologists, and educational organizers face a number of issues that require methodological development.

One of the most important problems is the correlation of traditional learning tools with the means of new information technologies. Many methodologists recognize the need for the use of computer technologies in biology school teaching, but due to the still insufficient development of the theory and methodology of their application, the little studied their effectiveness and efficiency, there is a whole range of opinions in the scientific and pedagogical environment about the use of these tools and technologies.

In the works of various authors, it is often pointed out that there is a contradiction in educational practice between traditional attitudes and elements of learning and changing cultural conditions, the need to introduce innovative technologies and tools into the educational process. A reasonable and methodically sound combination of traditional and innovative can serve as the basis for the optimal organization of education at school and university. The importance of coordinating the means of new information technologies with traditional means of teaching, the creation and implementation of a scientifically based methodology for their integrated application, as well as the lack of elaboration of this issue determine the problem of research, which consists in the objective need for scientific and methodological justification and the development of a methodology for the integrated use of traditional and computer tools for teaching biology in high school college.

The process of expanding the use of information technology tools in various educational fields, including school biology, requires a serious analysis from the standpoint of didactic and methodological validity of the use of certain tools in specific conditions of the educational process.

In a modern school, educational technologies are closely related to information technologies and significantly depend on them, and the problem of using new information technologies in school education is being actively developed by psychologists, didactics, methodologists, as well as practical teachers.

Anticipating the consideration of the role and place of new information technologies and computer tools in the educational process, the possibility of their complex application with traditional means, it is necessary to make a number of terminological clarifications, important not only from the point of view of the formation of the conceptual apparatus, but also from methodological positions. First of all, this concerns the concepts of "information technology", "pedagogical information technology", "new information technologies of education". Subsequently, the concepts of "learning tools", "educational equipment", "new information technology tools" will be considered.

In the explanatory dictionary (Dictionary of computing), information technologies (IT) are defined as areas of human activity related to the creation and use of systems and devices for processing and transmitting information. (Zh. Tolipova): "Information technologies are usually understood as the organization of such a learning process in which the cognitive activity of students is controlled through a specially developed information product that transmits the educational content to be assimilated."

According to the classification of information technologies proposed by the problems of computer science, the following types of IT are distinguished:

1. Functionally-oriented IT is designed to implement one of the typical relatively autonomous tasks of information processing. They have a fairly high degree of versatility. This class includes mathematical calculations, symbolic transformations, mathematical modeling, algorithmization, programming, processing of text information, images and signals, information transmission, etc.

2. Problem-oriented IT occupies an intermediate position between functionally-oriented and subject-oriented IT. The creation of such IT is a consequence of the system generalizations of the first and second IT based on the formation of standard modules for the organization of automated information service systems: databases, information retrieval systems, expert training systems, desktop publishing systems, etc.

3. Subject-oriented IT is designed to solve specific tasks in a certain field of activity.

With regard to general biological education, the factors that are associated with the need to revise the content of general biological education based on the information approach are indicated:

1. The means of informatization act as special anthropogenic environmental factors, which requires adequate changes in the content of biological education.

2. The informatization of research in the field of biomedical sciences, the widespread use of the achievements of fundamental and technical informatics stimulate the formation of new areas of research, allow for a new understanding of previously known facts.

3. The process of informatization of society has caused profound changes in the material, technical and technological bases of medicine and industries based on the use of living organisms.

The majority of methodologists recognize the need to use computer technologies in biology school education, but due to the still insufficient development of the theory and methodology of their application, little research into their effectiveness and efficiency, among methodologists, teachers, education organizers, there is a whole range of opinions about the use of these tools and technologies.

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EDUCATIONAL IMPORTANCE OF TEACHING GEOGRAPHY IN SECONDARY SCHOOLS.

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**Annotation:** The study of geography enriches the personal experience of secondary school students, allows them to gain knowledge about the laws of cause and effect, phenomena and processes that occur in the environment and nature around us.

**Key words:** Auxiliary school, natural phenomena, geographical phenomena, observation, thinking

In connection with the independence of Uzbekistan, significant changes have also occurred in geography education. Structural changes were made in the content and structure of the school's geography. In connection with the adoption of the "national program of training" and the "law on education" in Uzbekistan, as in all disciplines, radical changes have occurred in the science of school geography.

The content of education in an auxiliary school is understood as the totality of knowledge, skills, qualifications that are given in schools, ensures the psychological and physical development of students, prepares them for work, for life. Content of education " what to teach?" and is inextricably linked with the purpose of education and training, and is revealed in curricula, programs and textbooks. The content of Education went through specific periods of development until it reached its current level. A.Avlony, T.N.Quari-Niyazi expressed their valuable opinion on this matter, saying that it is impossible to develop a person without environmental evidence, since thinking develops through evidence. Gradually, strict requirements began to be imposed on special education as well. Auxiliary school academic disciplines began to include keeping a home, living a life, painting, exercise, acquaintance with nature. Auxiliary school education is inextricably linked with the correction of cognitive activities of mentally retarded children. Only then will the personality of the defective child be properly formed. In time E.V.Gere and N.V.Chekhov said:" through properly organized education, they prepare for an independent life, they can feed themselves without resorting to social charities."

The basis of the comprehensive education of teachers of the auxiliary school is the formation of the correct worldview in them. In auxiliary schools, students who are in need of special assistance are given knowledge of nature and society; knowledge makes it possible to understand the laws of development of the objective world. On the basis of the knowledge gained, students of auxiliary schools have a different worldview, thinking and cognitive abilities develop Correctional.

Distinguishing the main idea, facts, concepts and laws in geography, taking into account the age and individual characteristics of students of auxiliary schools, clarifying Correctional Educational Directions that allow mentally retarded students to consciously assimilate knowledge;

- formation of the correct worldview of students of auxiliary schools on the basis of Geographical Information and providing ways to educate them in the spirit of national independence;

- to identify the possibilities of instilling practical skills and abilities in students of auxiliary schools;

- to determine which increases the activity and methods of auxiliary school children in the educational process;

-to teach students of auxiliary schools to work through the science of geography and to reveal their essence and tasks in their integral, educational and aesthetic, environmental education, in the formation of students ' personal, worldview;-to arm students with knowledge based on scientific evidence, taking into account the age, individual characteristics of students of auxiliary schools, corresponding to the course of geography and;

- development of types of Organization of special correctional education;
- development of requirements for textbooks and other educational ponds;
- development of educational weapons and methods of their use, corresponding to the age of students by courses;
- to acquaint students with the content, types and methodology of local history and extracurricular work.

In the auxiliary school, geography teachers introduce the main component (component) of nature and the nature complex. Geography courses at the auxiliary school provide mentally retarded students with knowledge of the Earth's surface of the planet and the history of its formation, its waters and the natural zones of the globe, as well as natural resources. As auxiliary schoolchildren study geography, they become familiar with phenomena that they do not yet know about exchange of the day for the night, the seasons of the year, the daily cycle of the Earth, the knowledge of the Moon, The Sun, the Earth and understand their laws. The study of the basics of science makes it possible, instilling in you the desire to learn the laws of nature. The educational task of the geography of the auxiliary school consists in ensuring that the basics of geography, which is a component of special education, are thoroughly mastered by mentally retarded students, arming the pupils of the auxiliary school with the necessary skills and abilities necessary and directly applicable in the imagination. Geography education requires the absorption of the following into the minds of mentally retarded students. First of all, the geographical object to be studied must be carefully mastered. Auxiliary schoolchildren should know exactly where the object under study is located, how it is issued on the card, its specific nature. It is important that at the auxiliary school they practice working with the card in all the lessons of geography, which is a great occupation. Next, the specified geographical objects specified in the program should be observed by as many mentally retarded readers as possible, and in the absence of the possibility of observation, determine the nature of its placement from the card. It is of great importance to carry out observation work on the site. Observation allows you to form clear, imaginative, conscious concepts.

In order to have a clear, clear idea of \u200b \u200b (about) geographical objects without the possibility of observation, it will be necessary to study the card diligently, compare it with similar objects near the school, work with various pictures. With the observation of the geographical personnel of the auxiliary schoolchildren, they realize that according to the laws of cause and effect, they need each other "why?"it is necessary to teach to be able to answer the question" what?" The main and most important aspects of geography education in an auxiliary school are the conscious awareness of the laws of communication and connection between geographical objects by mentally retarded students. In the auxiliary school, such a burn of geography uxitash is originally accurate in geographical content of weak students; teaches to think over the data and to geographic muxokama, a conscious understanding is formed. Direct tracking, comparison, identification from the card, working with the contour card "why?"it will be possible to answer the questions intelligibly. As a result of the study of geographical objects and phenomena of people, students of auxiliary schools will learn that they are used in economic activities, in particular, in madsadi, to increase the material well-being of Natural Resources, and influence nature. Geography education in an auxiliary school, together with the implementation of the tasks described above, expands the range of knowledge of mentally retarded students and contributes to the correctional development of their thinking. The assistant should be accompanied by the disclosure of geographical laws to the study of geography in the school. With the study of the geographic shell and the geographical conditions of certain areas in the globe, students will learn that the hydrosphere, atmosphere and lithosphere are interconnected and influence each other. Readers will also understand that the geographic shell is in constant movement, change. Geography courses in the auxiliary school are the laws of the interaction of nature and society with each other:

a) influence of natural conditions on the development of the national economy;

b) a person learns from the point of view of the influence of economic activity on nature. In the educational discipline geography, mentally retarded students are required to use only natural conditions, to illuminate the negative and positive effects of man on nature. As students of auxiliary schools learn general and private concepts in the process of a geography lesson, they deduce certain phenomena, determine the signs of Mukhim by comparing them and get used to drawing conclusions. With the study of Geographical Information, new concepts and expressions, the vocabulary of students increases, their speech develops, going to learn to describe geographical objects and objects. With the memorization of Geographical Names, their memories develop. In teaching geography in an auxiliary school, the reason for the fact that the abstract thinking of mentally retarded students is not well formed is that giving knowledge through didactic games, game activities in geography lessons has a good effect. Comparing, comparing the knowledge gained by them through games, methods such as induction, the organization of the crassward, cheerful and resourceful competition, gives the expected result. In the process of studying their country, students of auxiliary schools will learn to apply the knowledge gained in the geography course to marriage; information about their country will give an impetus to active participation in the cocktail.

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**Annotation.** Any language develops through linguistic borrowings, regardless of how closed the country and society are. The process of language borrowings is also characteristic of the Russian language. This process is most active among young people.

The author notes that the source of most borrowings in Russian youth slang are English, Korean and Japanese. This is due to the great interest of Russian youth in learning English and the culture of Korea and Japan. There are much fewer borrowings from other languages. This is due, among other things, to weak social ties with other states, and the significant difference between their cultures and the Russian one.

**Keywords:** *Youth slang, Anglicism, borrowing, vocabulary, ways of borrowing.*

Communication, as a sphere of a teenager's social life, is full of various events and incidents, struggles and collisions, victories and defeats, discoveries and disappointments, sorrows and joys, which together make up the real life of a teenager, in which he acts and reflects, to which he devotes a lot of time and mental strength.

In informal adolescent associations, a kind of slang or argot is formed (or borrowed from older groups) - words or expressions used by certain age groups, social strata. Slang gives the effect of strengthening the feeling of "We" by reducing the distance between those communicating through the identification of all members of the group with common communication signs. The speech of teenagers can be entirely slang, but it can also have 5-7 slang words in circulation.

"One of the reasons for the appearance of new words in computer slang is the rapid development of new technologies. The absence of a significant number of terms in this area in the Russian language has led to the emergence of computer slang. Many professional terms are quite cumbersome and inconvenient in daily use, which gives rise to a desire to shorten and simplify words. A powerful source of new words has also served as a craze among young people for computer games in recent years. A lot of words appeared as a result of shortening phrases, and these are phrases in English. For emotional communication, the developers of Internet networks have come up with emoticons. But we still don't have enough of them to express our emotions in correspondence. All sorts of abbreviations began to appear, for example LOL — (Eng.) Laughing out loud, lots of laughing, IMHO — (Eng.) In my humble opinion." [2]

Youth slang is similar to its bearers – it is sharp, loud, bold. He is the result of a peculiar desire to change the world in a different manner. The language here reflects the inner aspiration of the young to be brighter and stronger than clothes, lifestyle.

**According to E. Partridge, there are thirteen reasons for using slang:**

1. For entertainment.
2. As a manifestation of a sense of humor.
3. In order to emphasize its originality, dissimilarity.
4. To make speech more vivid and imaginative.
5. In order to surprise.
6. To avoid verbosity and cliches.
7. To enrich your vocabulary.
8. To give concreteness to abstract phenomena.
9. To minimize sadness, tragedy.
10. In order to become "your own" in the company.
11. To create a friendly atmosphere.
12. To demonstrate belonging to a social group, class, following fashion.
13. In order to conceal the subject of communication. [7]

Russian Russian slang, like the whole Russian language, develops through linguistic borrowings, and the youth environment is much more actively absorbing and using foreign words than the classical Russian language. The adaptation of these words is much easier and faster. However, it should be noted that their transformation into archaisms and exclusion from use in youth slang also goes much faster. Russian Russian youth find foreign words much easier to get used to and are the main source of replenishment of Russian youth slang.

Borrowed slang immediately actively enters the system of inflection. And immediately the derivation mechanism is actively activated.

Unlike other languages, Anglicisms penetrate into the Russian language most intensively. Their dominance in the Russian youth vocabulary is due to several reasons. Firstly, their source is the Internet. It is from there that young people draw foreign words, adapting them to their needs. Secondly, young people are very interested in learning English. This is also facilitated by the fact that in higher educational institutions English is taught as a foreign language in most cases.

Anglicisms are an integral part of the Russian youth jargon. As an example, such words as: *cool, Good bye, Hell, party, yeah!, excellent, wonderful*. Note that when translating from English into Russian, phonetic and lexical features of lexemes are preserved due to the equivalence of their meaning in both linguistic cultures.

And although the largest amount of borrowed vocabulary of youth slang falls on English, from such European languages as German and French, individual words and expressions are also borrowed into Russian. However, there are so few of them that some researchers even note that there are no borrowings from these languages.

Meanwhile, this conclusion is not based on the real state of affairs. Words of French and German origin appear in Russian youth slang if they were borrowed at one time into English. At one time, the word *merci* was borrowed from French into English – "thank you". This word carries the same semantic load in Russian youth slang. Such borrowings belong to the category of secondary borrowings when they have been mastered by the English language and have already successfully migrated from it into Russian youth slang. There are practically no independent borrowings from French and German in youth slang. This fact is due to weak cultural ties and relations with these countries, the shift of young people's attention to English in its American version.

A large layer of borrowings in the Russian language appears from Japanese and Korean. Korean and Japanese TV series and pop music are in demand by Russian young people. Here are examples of borrowed jargon from Korean and Japanese: *дорама* (drama, TV series), *биас* (the favorite of the k-pop group), *ани* (no), *ачжосси* (appeal to an older person, old man), *дэбак* (great, cool), *к-поп* (a musical genre that originated in South Korea), *к-попер* (the man who listens to k-pop), *нетизен* (internet user), *файтинг* (expression of support "Good luck!"), *бенито* (a box with food), *анимэ* (japanese animation), *анимэшник* (a person interested in anime) etc.

English, Korean and Japanese linguocultures have a significant impact on the Russian language and, especially, on the language of young people. This phenomenon can be explained by the growing popularization of mass culture in Russia.

"It is necessary to highlight the words of English origin, firmly entrenched in the speech of modern youth. Russian Russian words are used as barbarisms, that is, they are transmitted in Russian letters ("transliterated"), and when they are modified, they can be likened to Russian words, that is, they are inclined and conjugated as Russian lexemes (*хайп, хейтер, чилить, изи, го, свайп, бодишейминг, бодипозитив, краудфандинг, бинджвотчинг, фуди, юзать, стримить, абьюзер* и etc.) [1]

"Foreign words from English are borrowed in different ways, which is due to the linguistic features of the donor languages. "From the English language, slangisms are borrowed mainly



phonetically or graphically (using the Latin alphabet)" [4], for example, *чат* (virtual meeting place on the internet), *лук* (a well-thought-out image to the smallest detail), *мейкан* (cosmetics, green), *сумком* (situation comedy), окей (Okay).

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**Annotation:** The article discusses various forms of conducting classes in the Russian language. In the current educational system, the use of various innovative forms of teaching is a necessary condition for the professionalism of a teacher.

**Key words:** medical terminology, forms of organization of educational activities, types of control.

The rapid development of the process of integration in science and industry in the modern global information age increases the need for professional communication in a foreign language among representatives of various fields. The issues of specialization of foreign languages in the leading universities of the world, the development of professional and communicative competencies in foreign languages, in particular, the development of professional skills of future medical workers in foreign languages, are becoming increasingly important[3,5].

In the modern world community, scientific research is aimed at improving the quality and efficiency of teaching terminology based on network technologies, in particular, the use of information and communication technologies in the educational process while developing the professional competencies of medical personnel in foreign languages. It is necessary to improve and scientifically refine the technology for diagnosing the level of development of Russian language proficiency among teachers in terms of developing the professional communicative competence of medical workers in teaching the Russian language, pedagogical and psychological aspects of the innovation process in the context of globalization[2,8].

In recent years, systematic work has been carried out in the republic to reform the system of secondary and higher medical education, further optimize curricula, programs, teaching materials and theoretical training and bring them in line with world achievements in medical practice.

Today, 14 medical higher educational institutions operate in our republic: Tashkent Medical Academy, Samarkand State Medical University, Tashkent State Pediatric Institute, Tashkent State Dental Institute, Bukhara State Medical Institute, Andijan State Medical Institute, Nuku State Medical Institute, Ferghana State Institute public health, Termez and Urgench branches of the Tashkent Medical Academy, Tashkent Pharmaceutical Institute. The Russian language is taught in them for 1 semester, a total of 45-60 hours. This subject is included in the curricula of medical specialties of universities in the block of elective subjects[4,9].

Creation of the necessary material and technical conditions for the development of professional competence of students of medical universities in foreign languages, as a result of which the priorities were "development of a broad outlook, intellectual potential of students, creative and analytical thinking, the formation of strong knowledge in the field of natural and exact sciences, foreign languages and modern information technologies". [1,6].

This requires the development of knowledge, skills and competencies of future medical personnel in a foreign language, in particular, in Russian, the actual reading of information in this area, knowledge of terms and their use in the professional field.

It is important to note that it is no longer enough for a specialist to have information in their native language.

UNESCO has designated the next century as the century of polyglots. Hence the increasing importance of teaching the Russian language, the formation of communicative competence. The problem of teaching the Russian language as a means of communication thus acquires particular relevance in modern methodology[7,16].

Recently, orientation towards this type of education, which stimulates the intellectual and moral development of the student's personality, activates his potentialities, and forms critical thinking, has become increasingly widespread. This type of learning corresponds to a student-oriented and communicative approach to teaching the Russian language[10,15].

The maximum development of communication skills is the main, promising, but very difficult task facing teachers of the Russian language. To solve it, it is necessary, on the one hand, to master new teaching methods aimed at the development of all four types of speech activity, the formation of linguistic, sociolinguistic and pragmatic competencies, and on the other hand, to create fundamentally new educational materials with which you can teach people to communicate effectively in Russian.

Teaching people to communicate (orally and in writing) in Russian, to teach them to clearly and logically express their own thoughts, to be able to convince, argue their position with arguments and at the same time listen and understand the interlocutor's speech is a difficult task[11,14].

A modern specialist is a person who is widely educated in a particular field, has fundamental training, and is capable of continuous professional development. For a modern specialist, knowledge of the Russian language is a necessary condition for his professionalism, allowing him to work with information available to the community of the CIS countries, as well as communicate with colleagues in the profession in different countries.

The teaching of the Russian language should be based on an activity approach, which means that the learning process should be as close as possible to the future professional activity of the student. Working with information in Russian requires the formation of certain intellectual skills: the ability to analyze information, select the necessary facts, arranging them in a logical sequence, the ability to put forward arguments and counterarguments.

As a rule, starting to work in his specialty, when communicating with his colleagues, a young specialist is faced with the need to solve problems of theoretical and practical significance that require a clear and precise thought, the ability to formulate this thought orally or in writing in Russian. Therefore, the process of teaching the Russian language can be effectively updated by problematizing the educational process using information sources.

Information technologies play a special role in education. Information technologies have a decisive influence on all stages of the learning process: from providing students with knowledge, skills and abilities to monitoring their assimilation, while providing such important characteristics of learning as quality, selectivity of the material, individuality, constant monitoring and self-control of the assimilation of the material, high effect use of teachers' resources[12,13].

1.The use of electronic resources in educational activities has a number of advantages. Information and computer technologies in teaching the Russian language show a wide range of possibilities in increasing the level of efficiency of the learning process.

They cover all aspects of the study of language educational material (perception, understanding, assimilation and consolidation) and are characterized by the fact that: firstly, they provide access to an unlimited flow of information; secondly, they allow to effectively process a huge array of information flow; thirdly, they provide a variety of options for the methodological organization and presentation of educational informative material; fourthly, they have not only a learning potential, but also various means of monitoring the course of the educational process and evaluating the knowledge gained.

The Internet provides many open and free resources that allow you to independently undergo online learning, master knowledge and skills, control and correct community learning, set learning situations to study previously inaccessible phenomena[1,4].

In teaching Russian to medical students as a specialty language based on medical terminology, the network information space serves as a source of authentic educational materials and software and methodological support aimed at establishing interactive cooperation between the teacher and the student.

The need for high-quality professional training of future medical workers is due to the implementation of large-scale reforms in the Republic of Uzbekistan, which provide for improving the quality of medical services provided, technical equipment corresponding to modern progress, and bringing the healthcare sector of the republic to the world level.

It follows from this that the development of the healthcare system directly lies in the development of medical knowledge and technology, while the latter, together with the introduction of high-tech tools into the sphere of higher education, predetermines the relevance of the issue of high-quality training of specialists.

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FORMS OF LATIN CLASSES: CLASSICS AND INNOVATION.

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**Annotation:** The article discusses various forms of conducting classes in the Latin language. In the current educational system, the use of various innovative forms of teaching is a necessary condition for the professionalism of a teacher.

**Keywords:** medical terminology, forms of organization of educational activities, types of control.

A modern specialist is a person who is widely educated in a particular field, has fundamental training, and is capable of continuous professional development. For a modern medical specialist, knowledge of the Latin language is a necessary condition for his professionalism, allowing him to work with special information, in which there is a huge number of terms and term elements[1,3].

“Latin and ancient Greek (in modern medical terminology - in Latinized spelling) languages were, are and will remain in the foreseeable future the terminological basis of medical science. Modern medical terminology is one of the most extensive and complex term systems, numbering several hundred of terms.”(6,13)

The ultimate goal of learning Latin is defined as the possession of scientific medical terminology in various medical specialties[2,9].

Before the course of the Latin language, in accordance with certain goals, the following tasks are set: the main one is educational and the additional one is general cultural. The solution of the main educational task is carried out by mastering the professional language in its main part, terminology[5,11].

The fulfillment of these tasks goes in two directions: 1) the study of the elements of Latin grammar, which are necessary for the understanding and competent use of terms in Latin, 2) the study of the basics of medical terminology[7,16].

The implementation of this task develops the logic of thinking, consciousness and literacy in the use of terms, free orientation in various subsystems of medical terminology[8,15].

“In a medical university, the interdisciplinary integration of languages and specialized disciplines is an urgent need, which makes it possible to form and implement not only general cultural, but also the professional competence of a future doctor.” (2)

Although the Latin language course at a medical school is not a general educational discipline, however, the study of Latin grammar is of great educational value[10,12].

When studying Latin phonetics, morphology and word formation, students encounter many common language patterns and phenomena that are characteristic not only for the Latin language, but also for their native language and the foreign language being studied.

The discipline "Latin language" belongs to the P block of disciplines:

1) students are trained on the basis of the continuity of knowledge and skills obtained in the study of the following subjects in general educational institutions: grammar of the Russian language (morphology, word formation), a foreign language, the history of the ancient world, ancient literature and mythology, the basics of general biology, general chemistry;

2) 2) is a precursor to the study of disciplines: anatomy; normal physiology; histology, embryology, cytology; biochemistry; pathological anatomy, clinical pathological anatomy; pathophysiology, clinical pathophysiology; pharmacology and the subsequent study of most professional disciplines.

Proficiency in Latin is a mandatory component of the professional training of a modern specialist of any profile.

The Latin language course at the university is one of the links in the multi-stage system "school-university-postgraduate education" and, thus, takes its own place in the continuum of the educational process. Knowledge of the Latin language is necessary for physicians of all categories, first of all, for direct professional communication, for reading and understanding special literature[14].

Recently, orientation towards this type of education, which stimulates the intellectual and moral development of the student's personality, activates his potentialities, and forms critical thinking, has become increasingly widespread. This type of learning corresponds to a personal-activity approach in teaching the Latin language.

Along with this approach, it is impossible to completely deny the use of classical teaching methods, which form the student's clear ideas of the tasks and results that he must achieve in the learning process.

An innovative approach to conducting classes in Latin is determined by the following stages: a clear organization of the beginning of the lesson; the sequence of exercises in accordance with the objectives of the lesson, its integrity, the transition from one stage of the lesson to another should be logical and reasonable; a variety of forms of organization of educational activities (group, pair, individual, project); purposeful repetition of language material; determination of the content and nature of independent work of students in the classroom, and then at home; a variety of types of lessons (non-standard). The types of control are current (at each lesson), intermediate (at the end of the topic), final (at the end of the academic year). The objects of control can be both types of speech activity (speaking, listening, reading and writing), as well as lexical and grammatical skills using medical terminology.

It is important to know whether the student has memorized the basic minimum of medical terminology. The rest of the material is worked out so that the student is engaged in active creative activity.

Information technologies also play an important role in the educational process. Information technologies have a decisive influence on all stages of the learning process: from providing students with knowledge, skills and abilities to monitoring their assimilation, while providing such important characteristics of learning as quality, selectivity of the material, individuality, constant monitoring and self-control of the assimilation of the material, high effect use of teachers' resources.

The advantages of using information technologies in comparison with traditional methods are expressed in the combination of audio and video visibility; use for the presentation of an interactive, multimedia board, which allows you to more visually present and activate lexical-grammatical and phonetic material; the possibility of using diagrams, graphs, charts, tables as handouts; ensuring the effectiveness of perception and memorization of educational material; saving study time. The technological approach to the educational process guarantees the achievement of the set learning goals.

Operational feedback, which permeates the entire learning process, is the basis for the consistent orientation of learning towards goals.

Thus, the distinctive features of the technological design of the educational process are: the creation of a system of verification work (diagnostic tests, adaptive tests); selection of quick methods for checking tests (computer programs); preparation of special methods for corrective methods (short specific texts containing the necessary theoretical information, simulators); additional tasks, repeated tests.

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**Abstract.** The article provides information about the initial formation factors of the national portrait art of Uzbekistan and the first portraits created in the national spirit. The works of the great painter K. Behzod, Mahmud Muzahib, Murad and Nadir Samarkandi are discussed.

**Key words:** decorative pattern, memorial monument, writing composition, pattern, flower, image, mihrab, zoomorphic image

**Hey. Painter, please make my heart happy with your picture.**

**Alisher Navoi**

According to written sources, fine art has been developed in Uzbekistan since ancient times, houses, palaces and hotels of rich nobles were decorated with various paintings and sculptures. These paintings and sculptures reflect the image of the people of that time. The introduction of numismatics into Central Asia, the minting of money caused the development of a unique wonderful art of portraiture. Not only the external appearance, but also the character of the rulers depicted in the portraits made during this period are worthy of attention from the point of view of truthfulness.

It can be seen that painting and sculpture were an integral part of social life in the examples of visual arts that have come down to us from the early feudalism period. During this period, visual arts were widely used in the decoration of buildings. The meaning of mural painting and monumental sculpture changed in connection with architecture. In this way, ancient themes began to be replaced by romantic compositions singing the valor of cavalry and monumental art themes related to important historical events.

The rulers of the states that emerged in Central Asia paid attention to the decoration of their palaces and castles, hotels with thematic and scenic paintings and reliefs. These images depict battle and hunting scenes, reception ceremonies and banquets, portraits of governors. In the 9th and 10th centuries, visual art had not yet been completely replaced in the art of Central Asia. In written sources there is information about the presence of statues in large areas during these centuries. The information about the creation of works in the genre of portraits is also characterized by the narrative about drawing the portrait of the great scholar of the East, Abu Ali Ibn Sina. According to this narration, Mahmud Ghaznavi painted a portrait of Ibn Sina for the artist Ibn Arraq and gave it to artists to reproduce.

During the period of Timur and the Timurids, visual art experienced its real flowering period. Rare works were created in the art of miniature and mural painting. And sculpture appeared mainly in the form of relief images. The Middle Eastern school of miniature jurassicism reached its peak during this period. This achievement was expressed in the work of Kamoliddin Behzod (1456-1530). He perfectly mastered all the achievements in the field of visual arts and created life images infused with high human thought and advanced ideas in painting. The first preserved works of Behzod belong to the years 1470-1490. During these years, he made many illustrations for epics and chronicles. Kamoliddin Behzod also created effectively in the art of portraiture. His works such as Alisher Navoi, Abdurrahman Jami, Husayn Boykara are proof of our opinion. A portrait of Sultan Husayn Mirza is kept in one of the private collections in Paris. Kamoliddin Behzod was able to realistically describe the inner and outer world of Sultan Husayn Mirza. His portraits are kept in private collections in the United States.

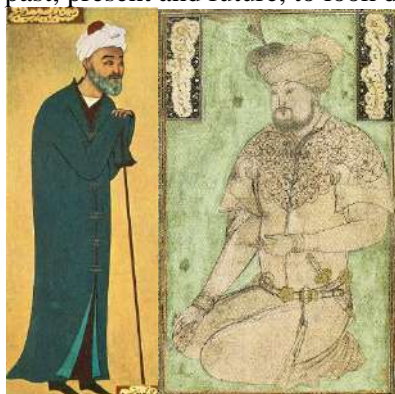
Mahmud Muzahhib is a major representative of the miniature school in Central Asia. Mahmud Muzahhib Kamoliddin Behzod, whose real name was Mahmud Shayhzada, learned the secrets of fine art under Mirak Naqqosh. Mahmud was given the nickname "Muzahhib", i.e. "carrier of golden water", due to his high skills in book decoration and miniature painting. It has been determined that about 30 works of Mahmud Sheikhzadeh have been preserved. One of the artist's first works is a picture of Alisher Navoi leaning on a cane. The students of Mahmud Mukhahib also contributed to the development of books and miniature art.

From the second half of the 16th century, Bukhara took an important place in the artistic life of Central Asia. The art of portraiture developed here. Portraits of the khans were made. Portraits of Abdullah



Khan and Imam Quli Khan are among them. Famous painters of the Shaibani period, such as Abdullah Bukhari, Manuchehr, and Jamaluddin Yusuf, also took a worthy place on the pages of history. Some of their works that have come down to us are examples of high taste and creative excellence. As a result of the unrest and upheavals during the Ashtarkhanid era, many artists, including miniaturists, began to move from Central Asia to other countries, to India under the rule of the Baburids. Muhammad Murad Samarkandi and Nadir Murad Samarkandi were among the Shuos. It is not known when and why Muhammed Nadir Samarkandi came to India. He made a significant contribution to the development of the art of drawing the human face - portraiture, which was started by the great Behzad in cooperation with Muhammad Murad.

Portrait, unlike other types of art, first of all analyzes the human form and changes in his spiritual world and imprints it in history. Uzbek portrait art is not without these features. As a mirror of the times, it encourages us to look at the past, present and future, to look deeply at the land we live in.



**Mahmoud .Muzahhub. "Portrait of Alisher Navoi". End of XV century. Kamoliddin in Behzod. Sultan Husayn Boykara. End of XV century..**

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QUALITY AND MAIN INDICATORS OF ELECTRONIC TEXTBOOKS IN THE FORM OF MULTIMEDIA

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**Abstract:** This article presents the advantages, quality level, and aspects of using a multimedia e-textbooks

**Keywords:** Multimedia, e-textbook, emotional memory, interactivity.

Electronic textbooks in the form of Multimedia should contain all the information necessary for independent study, as well as practical and test issues to control the knowledge gained on a given topic. In addition, electronic textbooks in the form of multimedia should be designed in such a way that, unlike ordinary towels, it provides:

more detailed (full) structuring of the course content;

interactivity – the possibility of changing the display of information depending on the activity of the user, as well as the possibility of changing the direction of study;

in the section of the course on concepts and hypertext structure of theoretical information (links to definitions);

powerful visual data usage – various images and images, animations and other multimedia tools;

the use of practical and control tools built into the electronic textbook in the form of multimedia for the consolidation of knowledge, Control and assessment of the knowledge gained;

the presence of a system of links (hyperlinks) to various electronic texts and graphic educational materials.

Providing the features listed above, the creators of electronic textbooks in the form of USUN multimedia should have knowledge and skills in the technology of designing content for their courses, in addition to the requirements for electronic textbooks in the form of multimedia.

The most basic issue in the development of electronic textbooks in the form of Multimedia is the issue of the quality of multimedia electronic textbooks. Qualitatively developed multimedia electronic textbooks contain a variety of didactic materials and educational resources. Electronic textbooks in the form of such multimedia should be designed in the first place for users who independently study science, and the methods of delivering information should differ in knowledge.

In electronic textbooks in the form of multimedia, designed for independent study according to the opinions of psychologists and methodologists, a qualitatively prepared didactic material causes interest, motivation for independent learning in learners, along with the fact that information is given in electronic form with computer graphics and multimedia elements, when working with such multimedia electronic textbooks, the mental activity of the

Electronic textbooks in the form of Multimedia are necessary for the independent work of Educators, which provides:

Facilitates understanding of the material being studied. Because multimedia electronic textbooks are different forms of data delivery: inductive approach, voice and emotional memory, etc.k. based on them.

The education has the opportunity to adapt to the needs of the recipient, the level of preparation, intellectual capabilities

It allows you to focus on the content of science, look at and solve a large number of examples, freeing yourself from complex calculations and form substitutions

Provides a wide range of self-examination options at all stages of training;

Decorating the work in an orderly and beautiful way allows the teacher to present it in a file or printed form

Explanations, repetitions, etc. in an unlimited amount.k. acts as a master with infinite patience who gives them

Electronic textbooks in the form of Multimedia are considered useful in practical training because it:

Allows you to use a computer to solve a large number of issues, freeing you from the time it takes to analyze the results obtained and their graphic interpretation

Allows the teacher to conduct training on a computer in the form of independent work and ensures that the teacher is only in the role of a leader and consultant

Allows the teacher to quickly and efficiently control the knowledge of students with the help of a computer, to give the level of content and complexity of control materials

Electronic textbooks in the form of Multimedia are convenient for the teacher because he:

The inclusion of the materials he wants in lectures and practice classes allows, in addition to the audience's activities, to ensure the independent work of students with electronic textbooks in the form of multimedia;

Exempts from work related to checking homework, assignments and controls

Allows you to optimize the relationship of the content and quantity of examples and issues that are seen in the audience and give home

Allows individual work with students in homework and supervision

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**Anotation:** in our country there is a need to introduce into practice specific programs that contribute to the strengthening of the health of the population in the field of physical education and sports, to widely involve young people in sports and to qualify talented athletes from among them, to form national teams with skilled athletes who provide high results in sports and create additional The problems of development and practical testing of advanced pedagogical technologies have attracted the attention of many scientists as scientific objects.

In this study, an attempt was made to cover these problems more widely, to promote consistent mastery of coaching skills for students. In the study, the means for a gymnastics lesson are given as an example. It is hoped that the set of classes given as a model will allow specialists to deepen their knowledge.

**Keywords:** atherosclerosis, hypertension, hypodynamia, degenerative, osteochondrosis, psychoemotional

Experience shows that a person who begins to engage in physical education not only achieves an extension of his life, but also increases its quality. The following are proven:

people who orient themselves on constant physical loads are three times less likely to suffer from cardiovascular diseases, namely atherosclerosis, ischemic heart disease and hypertension, which are the main cause of death in the current period;

whether insufficient physical activity (hypodynamia) is a risk of being exposed to sugar can lead to degenerative changes in the joints, osteochondrosis and "normal" colds;

people in good physical shape have been observed to have a lower propensity for cancer (cancer), for example, as long as it would be at the lowest level to be exposed to cancer in moderate practitioners with running compared to people with less movement. It turns out that in running people, cancer is 4 times less than in people with low movement, and in women who practice running, this figure would be 6 times lower;

insufficient physical activity reduces the tolerance of the body to a decrease in protective forces, psychoemotional, overload and various unpleasant factors.

Scientists note that constant intensive physical exercises (2 hours of training in a week, if every day from 1 hour, then even better) slow running, tennis, rowing, swimming extend a person's life by 6-9 years on average.

The means that are applied in the body of health or treatment can be conditionally divided into gymnastic and non-gymnastic means.

Gymnastic tools are generalizing, strength-speed exercises, relaxation and stretching exercises, coordination static and dynamic breathing exercises, as well as exercises that control breathing at will.

Nogymnastical means are walking, running, swimming, cycling, skiing and skating, and rowing. For these tools, dynamic, cyclic physical loads, various structures, simulators, that is, a veloyergometer, tredban, special stairs, etc. are provided. This group of tools can be called games, sports games, massage and natural physical factors. However, there are also generalization, breathing and special exercises according to the conditional classifications of physical exercises that are practiced in the body of treatment.

Universal exercise improves blood circulation, enhances the exchange of substances, strengthens the musculoskeletal apparatus, and has a general and local effect on the body. These, in turn, are classified as follows.

By anatomical sign:

\* exercises that are given to the muscles of the arms, shoulder girdle, neck, body, pelvic girdle, legs. These exercises are directed to one or another muscle group, thereby also affecting the activity of internal organs.

By sign of activity:

• Active (active) exercises are performed by a person independently and consciously. These make up



the main composition of the means of physical education of treatment. Exercises that are given to relaxation from this group can be distinguished separately. Such exercises have a comprehensive effect on the general body: they reduce muscle tone, calm the nervous system, accelerate recovery processes. Jerking and jerking movements will help to relax the muscles of the arms and legs. To relax the whole body, for example, it is enough to go down to a warm bath, in addition, “working” with strong-willed im-pulses, that is, with the head, gives a good breath;

\* Passive exercises are performed with assistance provided from the outside. This exercise is practiced in the case of paralysis of the legs, arms, in the initial period of myocardial infarction, broken bones. The muscles being trained must be completely relaxed in passive movement. These exercises have a mild physiological effect on the body, which is associated with the level of stretching muscles and the duration of relaxation. During stretching, the heating product of muscle tissue is expected, the blood drop is narrowed, the blood supply to the muscles is reduced, while relaxing the muscles, the reflector everything is reversed: blood circulation improves, oxygen absorption in the muscles increases three times, muscle elasticity rises (30.31)

The fact that visible physiological absorption in the body occurs through loading is that physical exercise is small, moderate and high (maximum) fast-paced.

- small fast-paced exercises do not make certain changes in the absorption of physiological functions and do not affect the effectiveness of training, however, small additional loads prevent the negative consequences of hypodynamia and have a positive effect on the central nervous system. Small fast-paced exercises are small muscle group movements that are performed at a slow pace and with a small amplitude. Treatment of such exercises is carried out at the first stage of practicing bodybuilding. These exercises normalize hemodynamic indicators, the number of heartbeats, the number of breaths, the depth, etc., but long and continuous execution of small fast-paced exercises increases fatigue, which, in turn, can negatively affect the functioning of the cardiovascular system;

- exercises of medium strength pace activate the processes of oxidation in the muscles and the breakdown of glycogen, the work of the cardiovascular, respiratory system, thereby creating aerobic conditions for muscle function. These exercises are more commonly used in the treatment body. These exercises include walking at a slow and medium pace, exercises that are given to the arms and legs at a slow, medium pace with large amplitudes, as well as to the muscles of the bodies;

- large and maximum fast-paced exercises lead to a certain degree of tension of the body's vital functions. Muscle activity has an anaerobic character, and in the long term the “oxygen debt” is extinguished. However, during this recovery period, the duration of the exchange of substances increases, the effect of small maximum fast-paced exercises lasts longer.

As a result of rapid running, brisk walking, exercises performed on gymnastic equipment, additional exercises of malolence, exercises given to a large muscle group, with a large amplitude and speed, strict medical supervision should be carried out in the performance of these exercises in connection with the provision of a certain load on the body.

Ideomotor exercises form a separate group. And this is “thinking Gymnastics”. There is no magic here: imagining a certain movement triggers certain neurons in the brain, so that the action of nerve cells is activated. This will help restore impaired peripheral nerves (16).

In different diseases, different physical exercises have a targeted effect. For example: special breathing exercises for the cardiovascular and respiratory system of the heart, in hypertension-relaxation exercises (muscle relaxation); in diseases of the central nervous system — exercises to improve movement coordination and balance; in digestive disorders — abdominal press, static isometric exercises for bone fractures and muscle atrophy, etc. are recommended.

Lifestyle includes a person's life in society and the environment, work, rest, etc. Its components include not only socio-political and production activities, but also socio-cultural activities in time outside of production. Medical activity is also a kind of it. In marriage, a person can fall into various negative influences, adverse circumstances and conditions. To prevent this, it is necessary to educate the population's attitudes towards their own health and promote medical knowledge.

A healthy lifestyle is a concept with a broad meaning, it consists of productive work, active rest, practicing physical activity and sports, conditioning the body, adherence to personal hygiene, rational nutrition, abstinence from harmful habits, passing a doctor's examination every year, and many other such components.

Each member of society will live a healthy life if they apply them to their lifestyle (22,23).

Medical supervision plays an important role in the formation of a healthy lifestyle among the population. In order to detect diseases in advance, a dispensary examination or a medical examination of the population to the yoppasi is important in the fight against most diseases.

1. Engage in the prevention and treatment of diseases.
2. Give tips.
3. Study of cases of morbidity and mortality.
4. Providing organizational and methodological assistance to doctors of the general network.

It is necessary that health institutions, state and public, cultural organizations and the media work in cooperation to increase the medical literacy of the population, promote a healthy lifestyle and prevent diseases (20).

Gross medical examination is one of the methods of treatment and Prevention, to identify patients with a doctor's observation in order to make an early diagnosis of the disease; to monitor the health of certain groups of the population and patients, taking into account their special conditions; to prevent diseases, its prevention; to carry out timely treatment and preventive measures for faster recovery; the study of labor, as well as living conditions of people standing in the dispensary account, involves the elimination of factors that allow an increase in diseases (40,42)

There are three types of institutions participating in population dispensarization:

1. Outpatient-healing institutions: rural doctor's office (QVP), doctor's outpatient clinics, medical department; medical-sanitary part (TSQ), area healing facilities.
2. Specialized dispensaries-cardiology, oncology, skin-venereal, Endocrinology, Narcology, psychoneurology, etc.
3. Hospitals of regional and Republican hospitals, specialized centers, medical and research institutes.

Severe chronic diseases (tuberculosis, cardiovascular diseases, peptic and duodenal ulcer disease, etc.), as well as most healthy people, infants, children of preschool and school age, adolescents 14-18 years old, students of professional colleges, pregnant women, athletes, miners and workers in harmful activities, military personnel, mechanizers, milkmen and people of other professions, are subject to regular dispensary observation (25,26,27).

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**Abstract.** In this article, the history of the cultural relations established by the USSR with the state of Turkey is covered based on archival sources. It focuses on the students sent from Bukhara to Turkey in the early 20th century and in 1920-1924.

**Key words:** cultural relations, Turkey, Tarbiyai atfol, Istanbul, .Polathojaev, O. Polathojaev, A. Fitrat, Mustafa Kamal, Bukhara MIQ.

The need to develop mutual cooperation between world countries and regions has become an integral feature of modern development. From this point of view, there is a need to further expand and strengthen the foreign relations and cooperation relations between the countries, to refer to their historical roots. Studying and using the rich history, culture, and traditions of our people is an important task in the construction of a new society and large-scale reforms in Uzbekistan. After all, as the President of the Republic of Uzbekistan Sh. Mirziyoyev noted, "Nothing in the great history goes without a trace. It is preserved in the blood and historical memory of peoples and is manifested in their practical work. That is why he is powerful. Preserving, studying and passing down the historical heritage from generation to generation is one of the most important priorities of our state's policy" (1: 29). This makes conducting extensive scientific research on the history of foreign relations of Uzbekistan and the countries existing in its territory as an urgent task. One of the most important tasks in modern history is to comprehensively study the relations of cooperation between our people and the brotherly Turkish people.

The history of mutual cooperation between the peoples of Central Asia and Turkey spans several hundred years. At the end of the 19th century and the beginning of the 20th century, the Russian Empire took measures to establish its complete rule over all spheres of life of the Bukhara Emirate. Studying the history of the USSR in 1920-1924 on the basis of new historical principles provides an opportunity to study on a scientific basis issues of the history of our nation that were little researched in the former Soviet period. Because the country fell into a difficult situation as a result of tyranny. F. Khojaev, one of the leaders of the "Young Bukhara" movement, said about this, "The land of Bukhara was always proud of being a cradle of knowledge and enlightenment. Not only priests, but also doctors, historians, poets and engineers, many peoples who lived in the world took a lesson from the scientists who came out at that time. Over time, our madrassas attracted the surrounding peoples, such as Mecca and Medina. During the administration of the amirs and the beggars, nothing remained of these sources of knowledge (2).

The progressive community of Bukhara took a number of measures to get rid of Russian colonialism. During this period, Jadids appeared in the social life of the Bukhara Emirate as supporters of changes and reforms. Efforts to send young people to study in foreign countries have been initiated among Bukhara intellectuals and advanced trade and industry circles. In 1910, the Bukhara Jadids founded the "Tarbiyai Atfol" society in order to organize young people to study abroad (3:84). Although this society worked secretly until February 1917, it played an important role in sending the youth of Bukhara to study abroad. During this period, sending the youth of Bukhara to study abroad, mainly to Turkey, was considered one of the most important directions of the activities of the Bukhara Jadids. The Bukhara Jadids intended to free the country from age-old backwardness and colonialism by sending young people abroad to study. According to information, in 1910, 50 young people from Bukhara studied in Istanbul (4: 4-8).

According to S. Ainiy, in 1912, 30 young people from Bukhara studied in Turkey, among them U. Polathojaev, O. Polathojaev, A. Fitrat. there were also figures of usi (3: 88).

It should be noted that at the beginning of the 20th century, there was an aspiration for rapprochement with Turkey among different social classes of Bukhara. From this point of view, it should be recognized that the Bukhara People's Soviet Republic has been conducting a very active foreign policy for a short period of time, despite the difficult situation. The government of the Republic of Bukhara correctly assessed the importance of Turkey in terms of entering the world market and training personnel for the national economy.



Considering that most of the members of the government of the USSR studied in Turkey at the beginning of the 20th century, it can be seen that mutual understanding was positive in establishing relations between the two countries. . The government of the BSSR headed by Fayzulla Khojaev focused on the issues of political, diplomatic and cultural cooperation in relations with Turkey. However, the USSR was strictly controlled in all areas by the organizations of the Soviet government, the Turkcommission, the Turkburo, the Central Asia Bureau, SredazEKOSO (5: 89). The interstate agreements concluded between the two parties focused on the dependence of the officially independent BXSr. In particular, despite the fact that the foreign relations of the republic are strongly controlled by the Soviet authorities, trade relations with Eastern, Western Europe and other countries are under the authority of the RSFSR, the government of the republic mobilized all opportunities to establish mutually beneficial cooperation relations.

The issue of sending the youth of Bukhara to study in Turkey occupies an important place in the relations of the government of the USSR with this country. Even during the period of the emirate system in Bukhara, progressive intellectuals started the movement of sending talented young people to study not only in the big centers of Russia, but also in cities of foreign countries like Istanbul and Cairo through the "Marifat" charitable organization. After the establishment of BXSr, the chairman of the government F. Khojaev, the inspector of education A. Fitrat became the initiators of sending Bukhara students abroad, including to Turkey. The aim was to train modern personnel for the national economy of Bukhara.

The issue of personnel training for the republic of Bukhara, which is building a new society, is one of the urgent issues, and Turkey has a special place in this regard. As a reason for this, on the one hand, it should be noted that most of the members of the government of the USSR studied in Turkey. Also, the mutual friendship agreements signed by Turkey with the RSFSR played a certain role. On October 7, 1922, 25 students from Bukhara were sent to Turkey by the Ministry of Education of the USSR under the leadership of deputy inspector Ismail Sadir (7). Students from Bukhara reached Samsun, Turkey under the leadership of representatives of the USSR Suleiman and Ibrahim in the direction of Tiflis and Botumi through Baku (8: 1).

The issue of financial support of students sent from Bukhara to Turkey was constantly under the control of the government of the USSR, in particular, the education inspectorate. However, the fact that funds were not sent directly from Bukhara to Turkey through Russia caused certain difficulties. In a letter written by the Public Education Inspectorate of the USSR to the Bukhara MIQ on October 5, 1921, it was reported that the funds sent for the students of Bukhara in Turkey were embezzled by the consuls of the RSFSR, so that the second aid committee headed by Haji Mushrif would be sent on behalf of Turkestan. According to the information received from the students of Bukhara in Turkey, the education inspector of the USSR stated that due to the severity of the situation in Istanbul, financial support had to be delayed a little (9: 121). The above facts show that the Soviet state authorities had a negative attitude towards Bukhara's students sent to foreign countries and Soviet republics and looted its funds. It is not for nothing that the government of the USSR attaches special importance to the issue of financial support for students sent to Turkey. Because in this period, as in many countries, the high cost of food and the high prices of things necessary for living had an effect on Turkey. This issue has been considered several times at the government level and appropriate decisions have been made. For example, on October 23, 1921, the issue of providing financial support to the students of the USSR studying in Turkey was discussed at the meeting of the Bukhara State Council (10).

The Turkish public supported the cultural and educational spheres of the USSR as much as possible. For example, in 1923-1924, except Bukhara, libraries in a number of cities of the USSR were supplied with books, newspapers and magazines imported from Turkey (11: 103).

After the establishment of the USSR, as in all fields, the scope of cooperation between the USSR and Turkey decreased. Since 1923, with the strengthening of the policy of Sovietization of Bukhara, the process of liquidation of state organizations of the USSR in foreign countries intensified, and the process of liquidation of the republic's cultural ties with foreign countries intensified. The Soviet government considered the policy of returning students sent to study abroad as one of the components of the sovietization of Bukhara. After the establishment of the USSR, serious changes took place in the internal and foreign policy of the USSR, which was not officially part of it. From the spring of 1923, the policy of sovietization of all spheres of life in Bukhara began to be rapidly implemented. First of all, forward-thinking young Bukharan representatives were removed from the government, and instead of them, representatives of



ordinary people with insufficient education were appointed to the responsible positions of the government. Despite the fact that the USSR existed for a short period of time, it tried to establish broad cooperative relations with Soviet republics and foreign countries and achieved certain results in this matter. The cooperation of the USSR with the Turkish state has been somewhat effective, especially in the educational and cultural spheres. Despite the difficult period of foreign invasion for Turkey, Mustafa Kemal's government tried to effectively maintain cooperative relations with the brotherly people of Bukhara. In turn, the government of the USSR, which is going through a difficult period from the beginning, sent its students to study in foreign countries. On the one hand, the presence of many thousands of Soviet army in the territory of Bukhara, the continuation of strong armed resistance against the Red Army in the country for a long time, had a negative impact on the foreign relations of the USSR. Secondly, Bukhara maintained relations with foreign Eastern countries with the participation of representatives of the Soviet government. In particular, the USSR government's move towards the termination of the representative offices of the USSR, which had been operating in Soviet republics and foreign countries since 1923, led to the end of international cooperation of the USSR. Although the USSR existed for a short period of time, it tried to establish broad cooperative relations with the Soviet republics and foreign countries and achieved certain results in this matter. The cooperation of the USSR with the Turkish state has been somewhat effective, especially in the educational and cultural spheres. Despite the difficult period of foreign invasion for Turkey, the government of Mustafa Kemal tried to effectively maintain cooperative relations with the brotherly people of Bukhara. In turn, the government of the USSR, which is experiencing a difficult period from the beginning, sent its students to foreign countries to study. On the one hand, the existence of the Soviet army of many thousands of people in the territory of Bukhara, the continuation of the strong armed resistance movement against the Red Army in the country for a long time, had a negative impact on the foreign relations of the USSR. Secondly, Bukhara maintained contacts with foreign Eastern countries with the participation of representatives of the Soviet government.

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**Annotation:** The article discusses the role of physical culture and sports in the life of modern society. The positive role of physical activity on the functional state of the human body is noted.

Sport as a prevention of deviant behavior in modern society.

**Keywords:** health, physical culture and sports, healthy lifestyle.

Today, sport is an integral part of society's life. Permeating all stages of modern society, it has a great influence on the main spheres of society. Sport affects relations at the national level, the position of a person in society, thereby forming fashion, ethical values, and the way of life of people. In addition to the prevention of bad habits, physical culture satisfies the spectacular demands of humanity.

In the XXI century, there is not a single person who would not be engaged in physical culture and sports, did not participate in any competitions, relay races, flash mobs. The proof of all the above points is that interest in the largest international competitions, such as the Olympic Games, World and European Championships, World University Games is steadily growing. Every second inhabitant of the planet watches these competitions, because these are the most exciting and unpredictable spectacles. Watching the outstanding athletes of the world, people get a storm of emotions that are incomparable. Such major events attract people to physical education and sports.

Physical education and sports solve a number of problems that have become very acute in modern society in the XXI century. These are lack of mobility, bad habits, deviant behavior.

Sports and physical culture play a significant role in the formation of personality. An athlete acquires life experience due to the fact that many social situations are lost in sports. Getting into a new social sphere, a sports section or a school, a young athlete finds himself surrounded by elements of a new social sphere: coaches, judges, a sports team are specific people whose shoulders are responsible for upbringing and education, teaching cultural norms and behavior, ensuring the effective development and implementation of a new social role. Primary socialization plays a special role for each person, in which the fundamental psychophysical and moral qualities of the individual are laid. The social institute of Physical culture and Sports participates in the primary socialization of an athlete simultaneously with parents and school. Among the representatives of primary socialization, not everyone plays the same roles and has an equal position. Among the agents of primary socialization, the roles are unevenly distributed. Parents, in relation to the child, have a predominant position. In the relationship with the young athlete, the coach, as well as the parents, has a significant influence, thereby strengthening the positions of the former.

In the opposite direction from the coach and parents, the influence on the child is exerted by his peers. When they influence an athlete, they forgive him a lot of things that parents and the coach do not forgive.

In our century, physical culture and sports are a multifunctional social phenomenon. First of all, this is directly related to the fact of the impact on the upbringing of a person, as well as the prevention and reduction of the risk of a wide range of diseases. Physical education and sports on a regular basis lead to an increase in the functional capabilities of a person, the activity of metabolic processes in the body, the stabilization of metabolism and energy. Otherwise, a sedentary lifestyle leads to muscle atrophy, a decrease in bone strength, deterioration of the functional state of the central nervous, respiratory, cardiovascular and other systems. The tone and vital activity of the body is significantly reduced.

Many doctors recommend sports as a prevention of many diseases, as well as physical activity has always been, is and will be the basis of rehabilitation after any diseases, operations, injuries. They also recommend that absolutely all people, regardless of age, engage in cyclical sports (running, swimming, skiing). These sports, with proper dosing of the load, have a huge positive effect on the musculoskeletal system, when doing these sports, all muscle groups are involved in the work. Physical education increases stress resistance, which is important for modern society. But there is also another side of the coin, such as the abuse of physical activity,

especially seen in modern society. Since the modern beauty industry dictates its own rules and people adapt to it, and there are problems with understanding what physical activity is.

Many desperately spend hours in gyms, running grueling cross-country, without a fitness instructor, coach, thinking that reading on the Internet or asking a friend for his workout program, it will have a positive effect after a short period of time. Often this does not happen, because a person does not know his capabilities of the body, does not know its functional state, and does not even imagine that his ignorance causes great harm to his body. Abuse of physical activity can cause no small harm, therefore, when choosing a load, an individual approach is needed, which can be found by a specialist in this field, in other words, a trainer, a fitness instructor. But in the XXI century there is a serious problem for physical culture and sports — this is the outflow of qualified specialists, coaches and athletes abroad. This is due, on the one hand, to the high level of preparedness of our specialists, coaches and athletes, their demand at the world level, and on the other — the lack of conditions for full-fledged work in our country.

Improving not only physical and athletic, but also moral, aesthetic, intellectual education — all this is provided by sport. The health and recreational function of sports has a positive effect on the functional capabilities of the human body, the effect of which is difficult to overestimate in the childhood and youth periods of human life.

Sports and physical education are especially important not only for children and young people, but also for elderly people. Physical activity slows down the aging process, and is also the prevention of a number of age-related diseases such as arthritis, arthrosis, hypertension, etc. But it should be understood that physical exertion, exercise, their intensity, regularity depends on the age stage and its characteristics.

I conducted a survey in Namangan city, asking the question:

Do you regularly do physical education and sports?

By offering three possible answers "YES", "NO", "RARELY". 120 people aged 18 to 65 took part in the survey.

The diagram below shows the results of the survey "Do you regularly engage in physical culture and sports?"



From this survey, it can be assumed that the population is engaged in physical culture and sports at a low level. Accordingly, sedentary activity prevails. Basically, young people who attend various sports sections are engaged in systematic physical education and sports. Rare physical education classes are engaged in people of mature age. This can be explained by the fact that at this stage people do not think about their health, working hard without leaving time for active recreation and physical education. People of older mature age, elderly people do not engage in physical culture and sport. Many of them live by stereotypes that say that they are no longer able to exercise because of their advanced age. And they also don't know that there are classes and exercises for their age. But in order to dispel these stereotypes among the adult population, it is necessary to promote physical culture and sports much more than it is being done now. But this propaganda should be aimed at the fact that everyone, regardless of age, can engage in physical culture. And it should also be available to every citizen of the country. Taking care of the development of physical culture and sports is the most



important component of the state's social policy, ensuring the implementation of humanistic ideals, values and norms, giving a wide scope for identifying people's abilities, meeting their interests and needs, and activating the human factor.

Therefore, during the period of the change of Uzbekistan's economy to a market economy and the adoption of universal values and ideals in the country, new requirements are being put forward for the system of physical culture and sports.

This system in the new conditions is designed to solve the problems of human development and the main focus is not only on the general problems of the entire population, but also on an individual approach to each person. Our state pays great attention and tries to involve more and more people in sports. To do this, preferential visits are made to sports sections, facilities for different organizations. Children's and youth sports schools are being built so that schoolchildren can have the opportunity to attend a variety of sections, as well as benefits are provided for pensioners to visit various sports facilities. Based on this, it can be concluded that the state pays due attention to physical culture and sports and approaches each age category with full responsibility. But this is not enough to increase the motor activity of the entire population, the desire of the person himself to engage and move as often as possible is important here.

Currently, modern society prefers to follow sports lying on the couch, without making any effort. A person undoubtedly has an emotional rest when watching sports broadcasts, because he worries about his idol or team. In the XXI century, physical culture and sports have become a business in which modern society invests huge amounts of money.

Having considered physical culture and sports from an economic point of view, it can be seen that the material investments of modern society in sports pay off dozens of times. First of all, this is due to the strengthening of health and an increase in life expectancy. And only then with business and fame. Also, in sports activities, various specific relations of rivalry and community of individual athletes arise, between teams, organizers, sports referees, etc., which are somehow included in the system of social relations that go beyond sports.

In conclusion, we can say that physical culture and sports are gradually developing all over the world, and every day more and more people are joining sports events and trying to participate in them. Currently, an active interest in a healthy lifestyle is being formed in our country. In fact, we can say that a new social phenomenon is emerging in Uzbekistan, which is expressed in the acute economic interest of citizens in maintaining health as the basis of material well-being.

It is necessary to preserve and restore the best traditions of the national physical culture and sports movement and continue the search for new highly effective physical culture and sports technologies aimed at maximizing the involvement of all segments of the population in active physical culture and sports.

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**"FORMATION OF THE SPATIAL IMAGINATION OF CADETS IN THE PROCESS OF PASSING THE DISCIPLINE" DRAWING GEOMETRY AND ENGINEERING GRAPHICS**

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**Annotation:** in the formation of spatial representations of Cadets, objects of being and a drawing on a plane, a scheme, a model, a picture, etc. G.by observing and analyzing them, they realize their characteristics and acquire in their minds the initial knowledge about them, perceiving their abstract images. To perceive them, it will be necessary not just to look at the given image, but to be able to read the images, to realize the features of vision by restoring them in space, that is, to analyze visual information. It is important to evaluate the main indicators of the formation of the spatial imagination of cadets. There are such indicators of spatial imagination as stability, width, flexibility, depth, completeness, orientation to the goal, dynamism of the image of a geometric object. The meeting of these clairvoyants expresses the complete and comprehensive formation of the spatial thinking of cadets.

**Keywords:** spatial imagination, volumetric thinking, visual information, object, model, drawing, scheme, picture, image.

One of the most important aspects of the policy of training new pedagogical personnel of our state is the issues of professional training of teachers who are able to meet the requirements of the new time and the formation of their creative qualities.

We know that in the process of performing professional tasks of such industry representatives as an architect, constructor, engineer, designer, spatial imagination should be highly formed. It is important that representatives of the military sphere are also able to spatially visualize military objects, devices and military weapons. The role of graphic Sciences in the training of military specialists who can find non-standard solutions, in particular the science of "drawing geometry and engineering graphics", is very great, since in the process of solving positional, metric and constructive issues in it, not only graphic training is formed in cadets, but also a feature that is important in design and In the current period, one of the urgent issues is to focus the teaching process on the formation of the creative activity of the individual. Hence, it is necessary to develop effective methodological recommendations that shape the spatial representations of cadets.

Classes on the subject "Drawing geometry and engineering graphics" at the Armed Forces Academy are planned on the basis of the following sections:

- I. Geometric drawing
- II. Drawing geometry
- III. Projection drawing
- IV. Mechanical engineering drawing
- V. Construction drawing
- VI. Topographic drawings
- VII. Computer graphics

Cadets ' spatial imagination and logical thinking skills are more formed and developed in the sections "drawing geometry" and "Projective Drawing". To further consolidate these abilities of the cadets, a plan for independent graphic work is drawn up. Cadets, in the process of independent performance of graphic work, consult among themselves, exchange ideas and mobilize all the knowledge gained to solve one or another problem. As a result, the reserve of creative search and spatial imagination in their minds becomes more active. Every teacher who is able to create such a state in the process of teaching will achieve the effectiveness of teaching any subject.

Visual materials used in educational practice can be divided into three groups:

- objects and models studied (perspective images: photography, artistic reproductions, etc.K);
- conditional graphic images of geometric bodies (drawings, cuts, clippings, sketches, etc.).G.);
- marked models (graphs, geographical maps, topographic plans, diagrams, mathematical symbols).

On the basis of direct observation of objects and models, an image of a real object is created that can be formed in our consciousness. They are cadets, which are also a means of activating logical thinking, since it is possible to fill in information about images by expressing their characteristics not expressed in the image through the word. But their function is limited only to providing information about their external characteristics (appearance, shape, size, ratio of parts).

Conditional graphic images of geometric bodies are able to reveal properties that, unlike spatial objects, cannot be directly perceived about the object under study. They provide information about the constructive structure of the object, its geometric shape, proportions, the spatial arrangement of its individual parts.

Sign models represent not the individual properties of an object or its constructive structure, but an abstract (abstract), theoretical dependence, typical for most objects.

Any stage of cognition begins with perception. In the formation of the spatial imagination of cadets are also objects of being and a drawing on a plane, a scheme, a model, a picture, etc. G. by observing and analyzing them, they realize their characteristics and acquire in their minds the initial knowledge about them, perceiving their abstract images. To perceive them, it will be necessary not just to look at the given image, but to be able to read the images, to realize the features of vision by restoring them in space, that is, to analyze visual information.

Analysis of visual information images (object, model, drawing, scheme, etc. G.) begins with the formation of a general understanding of the information being brought in and the separation of its elements.

In order to have a complete picture of visual information, it will also be necessary to understand the connection between its elements.

At the time of viewing and perceiving information with a given image, the student compares and clarifies individual parts in it with simple objects and concepts known to him. Thus, in the memory of the cadet, an abstract image of an existing object in existence is formed, that is, a spatial imagination. Based on the above points, it can be concluded that:

spatial imagination is an image that is reflected in the process of perceiving objects in space in our consciousness as in the original, based on the sum of knowledge summed up by logical thinking about a thing and a phenomenon.

It is important to evaluate the main indicators of the formation of the spatial imagination of cadets. There are such indicators of spatial imagination as stability, width, flexibility, depth, completeness, orientation to the goal, dynamism of the image of a geometric object. The meeting of these clairvoyants expresses the complete and comprehensive formation of the spatial thinking of cadets.

The stability of spatial imagination is determined by the degree of freedom in performing actions on the image, taking into account the visual basis of the originally created image.

To develop the stability of spatial representations, it is necessary to acquire the following skills:

- comparison of different images of a geometric figure;
- being able to analyze the image of a geometric figure;
- synthesis of the image of a geometric figure.

The breadth of spatial imagination is manifested in the fact that in familiar situations, new information is ready to be noticed.

The elasticity of spatial imagination is characterized by the variability property of the methods of action. The lightness of restructuring when the conditions of movement change, easy transition from one type of movement to another, easy transfer of the quality of one subject to another, going beyond the boundaries of the accepted traditional graphic actions, are expressed in the ability to see situations in which an object can retain its main characteristics when it is changed.

The depth of spatial imagination determines the integrity of perception, that is, the ability to see an object in its integrity and determine the relationship between its constituent elements, as well as their interaction with other objects. This quality of spatial imagination is manifested at the stage of analyzing image information, determining standards – invariable images, collecting additional information and viewing the resulting spatial images in a new connection.

The completeness of spatial imagination is characterized by the structural structure of the spatial image, the connection between its elements, the ability to freely perceive their dynamic ratio in our consciousness. In order for the spatial imagination to be complete, it is necessary to have the following qualifications:

- being able to disassemble the image of a geometric object;
- being able to determine the size values of the image of a geometric object;
- anic view of the ratio of mutual location of the image of a geometric object in relation to other images;
- being able to determine the mutual arrangement of elements of a geometric image in relation to each other;

- be able to evaluate linear and angular magnitudes by looking at;
- sufficient perception of its properties and the mutual arrangement of its elements in the formed Image.

The dynamism of spatial representations is manifested as a result of a necessary change in the point of view, the location of the spatial object and its elements.

To develop the dynamism of spatial imagination, it is necessary to have the following skills:

- being able to observe, select and modify the point of view;
- recording changes in the content of the image of geometric figures.

The qualification of being able to look at an object from a different observation point is in solving many geometric tasks: the construction of a shear, cross-section of spatial forms, the execution of geometric restructuring operations, projective tasks, etc. It is important in them.

The orientation of spatial imagination to the goal is manifested in the purposefulness of the selected actions, in the desire to find the shortest easy and convenient way to solve the issue.

The complete mastery of these adjectives ensures the execution of actions on spatial representations, the ability to easily visualize complex spatial objects without inclination.

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**Annotation.** Studying the history of the people and its rich cultural heritage, promoting them among the broad strata of the population is one of the most important tasks for the modernizing Uzbekistan. President of the Republic of Uzbekistan Sh. M. Mirziyoev, the issue is "first of all, it is about creating the necessary environment and conditions for the wide promotion of the rich history of our country, its unique culture and national values among the youth and the population, and for conveying the achievements of world science and literature" [January 16, 2017] , he noted.

**Keywords:** cultural relations, Turkey, Tarbiyai atfol, Istanbul, .Polathojaev, O. Polathojaev, A. Fitrat, Mustafa Kamal

Studying the history of our people, especially the history of the Soviet era, from the point of view of scientific objectivity is one of today's urgent issues. There is no doubt that evaluating this period based on today's requirements will play an important role in the realization of the huge tasks ahead of us. Jadids made up the majority of the leaders of the Bukhara People's Soviet Republic (BSSR), which existed in 1920-1924. In our opinion, the study of their health policy based on primary sources has not lost its relevance. It is important to study the policy implemented by the government of the USSR in 1920-1924 in the field of public health, which was little studied in the history of our nation during the Soviet period. The goal of the cooperation was "to give the people a free life, economic freedom, and cultural development of the people who have been under the tyranny of the emirate for centuries" [2. July 8, 1922, No. 89]. It is commendable that the government of the young Bukharas, which has set itself the goal of realizing noble goals, has carried out a number of works in the matter of public health. Unfortunately, this issue has not been sufficiently studied until now. However, there is no doubt that this issue is of particular importance in understanding the essence of fundamental reforms implemented in our society today, and in creating a healthy lifestyle. Despite its existence for a short period of time, the government of the USSR established mutual cooperation not only with the Soviet republics, but also with countries such as Germany in the matter of public health.

The government of the USSR paid special attention to the issue of building modern medical institutions against cholera and other infectious diseases that have plagued the people of Bukhara for centuries. In order to implement this plan, on December 27, 1922, the chairman of the government F. Dr. Meburnutov was sent to Germany by order of Khojaev. As a result of the visit, 1500 kg of quinine, 9 cholera control stations, 4 infectious disease laboratories, one main laboratory, 9 medical outpatient clinics, central surgery, and gynecology departments were purchased by the representative of the BSSR at a price several times lower than the prices in Moscow [ 3. page 275]. By June 1923, the first part of the purchased anti-cholera medical equipment and medicines was delivered to Bukhara. As a result of the intervention of the Soviet state organizations, the cooperation in the field of medicine was terminated, and the government of the USSR was forced to purchase medical equipment from the USSR. 100 beds and 200 blankets were purchased in Moscow for medical facilities in Bukhara [3. page 275].

136,086 soums of chervonets were spent on medical equipment purchased from Russia and abroad for hospitals and cholera stations in Bukhara [4. Sheet 18.]. In August 1923, Dr. Meburnutov and the deputy of the Central Department of Health M. A group consisting of Kostylev was sent to Moscow to buy medical drugs [5. sheet 180]. Medical workers of Bukhara studied the activities of public health, motherhood and child protection, museum of social hygiene, medical and educational works, pharmaceutical and tropical institutes of the People's Commissariat of Health. Medicines and medical equipment needed for Bukhara medical institutions were expensive in Moscow, and Bukhara representatives had to buy hospital furniture at a 75% premium [5. back of sheet 180].

On December 24, 1923, at the meeting of the government of the USSR, a decision was made to establish a tropical institute for the fight against infectious diseases in Bukhara [6. Sheet 48.]. The project of the tropical institute to be established in Bukhara was presented. By this time, under the leadership of Dr.

Isaev, a number of works in this matter were carried out, and sufficient laboratory equipment and personnel were created. 18,000 gold rubles and 9,000 gold rubles were allocated for the purpose of social insurance. 6,000 gold rubles allocated for the project of 1924 were intended to be spent on the expenses of the institute [6. sheet 50]. Since there was a great need for modern doctors in Bukhara during this period, the government of the USSR had to agree to pay up to 375 soums to doctors invited to Bukhara from Moscow in 1924 [3. page 239]. The trade department of BXSР in Moscow directly participated in the work of equipping the hospital to be established in Bukhara. For this purpose, all relevant instructions were given to Dr. Meburnutov, and project and planning work was discussed. Agreements were concluded with trade institutions of the RSFSR for the purchase of Warsaw-style cravats worth 50,000 rubles, 200 woolen blankets worth 45,000 rubles, and furniture worth 27,500 golden rubles [7. sheet 31]. In October 1923, the trade department of the USSR in Moscow was given an order to purchase medical supplies and 200 cravats for the Bukhara hospital [3. back of sheet 288]. However, the unequal agreements between the USSR and the RSFSR did not allow continuous cooperation in the field of medicine. In the end, the Republic of Bukhara had to carry out the work started on the issue of public health with the state agencies of the RSFSR, on the basis of their conditions.

To sum up, maintaining the health of our people has been one of the important tasks for all periods of our history. Studying the history of the cooperation of the government of the USSR, which was active in this regard for a short period of time, with Germany and the Soviet republics in the field of health care of the population has not lost its relevance even for today. Public health is one of the priority areas in the fundamental reforms being implemented in modernizing Uzbekistan. Restoring and developing the preparation of medicines from natural plants by studying the history of the past will undoubtedly serve the development of modern pharmaceuticals of Uzbekistan.

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**Abstract:** The article is of interest for research in the field of linguoculturology and intercultural communication. It is devoted to the differentiation of related concepts, "Tolerance". To this end, the author uses the method of comparing concepts. The hypothesis of the article is that the author considers these concepts to be independent, incoherent, and the keywords representing them, according to this hypothesis, are not synonyms. All three concepts seem to be extremely important for intercultural communication, but in Russian linguoculture they have different contents. Based on the research of concepts conducted on the material of the Russian language, the author compares these concepts and comes to the conclusion about the differences both in their linguistic representation and the representation of linguistic units in various types of discourse, and about the sign of connotation inherent in these linguistic units.

**Keywords:** intercultural communication; tolerance; mentality; concept; conceptual field.

When entering into intercultural communication, representatives of different nations face certain difficulties (from incomplete understanding to complete misunderstanding). The reason for such "failures" is ignorance or misinterpretation of the basic constants (concepts) of foreign language culture. Comparative study of the data of associative experiments, fixing the perception and evaluation of the basic oppositions of national identity in the linguistic worldview of the Russian and Polish linguistic and cultural community, allows us to comprehend the common and differential in their basic values and stereotypes, which contributes to the formation of prerequisites for creating a tolerant field of linguistic personality in intercultural communication.

In this dissertation research, the communicative category tolerance and the scope of its application in the aspect of intercultural communication are considered. The origins of the emergence of tolerance, the peculiarities of the functioning of the term tolerance in philosophical, religious, ethical, ethnic, social, psychological aspects; the relationship of tolerance with such categories as tolerance, politeness, political correctness are considered.

Tolerance and tolerance have significant differences in meaning. Tolerance as a moral category originated in the Christian tradition, while tolerance is more closely related to the secular and political life of society. Christian tolerance is related to civil tolerance, but they interpret the principles of human relations differently. Tolerance for Christianity is on a par with such moral categories as sympathy, compassion, self-sacrifice, "mercy to the fallen", etc. Tolerance as a civil position does not imply such a strong emotional component, but rather a rational one: a tolerant way of existence is more profitable, more convenient, calmer, i.e. tolerance is love in Christianity, tolerance is respect as a civil position. Determining the place of the phenomenon of tolerance in the context of MK, it is impossible not to touch on the ethical, ethnic and psychological components of the problem of tolerance. Ethically, tolerance and political correctness should be contrasted. The communicative category of tolerance (CCT) and political correctness are phenomena that are based on different grounds. The first is based on the principle of respect for the actions, the way of actions and the lives of others, which is limited by moral requirements. The second one blurs the criteria of ethical evaluation and represents one of the varieties of the concept of moral justification of violence. Politeness is a nationally specific communicative category associated with a particular culture. Tolerance, in our understanding, paves a bridge from one culture to another, including from one understanding of politeness to another. What brings both categories together is that they are interpersonal and are designed to regulate (harmonize) relationships between people.

Social problems of tolerance are closely intertwined with ethnic ones, since the factor of ethnicity often turns out to be decisive in acts of social interaction. One of the most important means of forming ethnic identity, as well as influencing ethnic identity, is language. He not only acts as an ethnodifferentiating factor, distinguishing "his own" and "strangers", but also forms a certain image, a stereotype of "alien". In the case of the formation of a "negative image of a stranger" by the language media, the scenario of further developments may result in an interethnic clash. The communicative category of tolerance acts in this case as a resource of

linguistic therapy. There is also an obvious connection between the psychological phenomenon of xenophobia and the linguistic means of its expression in the mass media (various strategies of speech aggression and manipulation). A tolerant communicative strategy is the opposite of speech aggression and forms of conflict speech manipulation. The communicative category tolerance is understood by us as the category underlying the speech impact with "good" intentions towards the addressee, implemented in the correct form.

An important characteristic of tolerance as a communicative category is its dialogical nature: that is, this communicative category is in demand by the subject for his interaction with others. In the linguophilosophical analysis of the phenomenon of tolerance, we have identified the following categorical features of CCT: dialogicity; the ability to successfully cross borders between different cultures; value potential; realization in the language fund (from the lexical to the syntactic level); effectiveness as a resource of linguistic therapy. Since participation in the life of the world community is impossible to avoid almost any culture, the most acceptable form of such should be recognized as a dialogue of cultures based on tolerance and excluding violence and suppression, bearing in mind that "the guarantor of tolerance and respect for other cultures is genuine respect for their culture and deep knowledge of the traditions of their people."

The communicative category tolerance has great potential in the field of intercultural communication, since it creates prerequisites for its successful implementation, which proves the need for its use in teaching RCT. As a definition of tolerance relevant specifically for the MC sphere, we propose the following: Tolerance as a communicative category is 1) a fair and objective position in relation to those whose opinions, actions, race, religion, etc. are different from our own; 2) a fair and objective position in relation to opinions and actions other than our own; 3) an active interest in ideas, opinions, actions alien to our own; 4) adequate linguistic and speech design of these components in the process of intercultural communication, expressed in communicative strategies and speech-behavioral tactics of communicants.

In the linguoculturological aspect, tolerance is considered within the framework of the triad "language — nation — culture". In order to reduce the number of barriers and communicative failures, linguoculturology studies linguistic-specific phenomena ranging from precedent names and utterances to concepts. Concepts and precedent phenomena appeal to the basic values and stereotypes of the linguistic and cultural community. Values and stereotypes are "constructs" of ethnicity at different levels. Although not all values are national-specific, their interpretation is closely related to the mentality of the people. Therefore, knowledge of the values and stereotypes of a certain linguistic and cultural community, common areas and discrepancies between the representations of basic concepts will contribute to the formation of a tolerant field in intercultural communication. Part of the national-cultural specifics of the linguistic picture of the world, of course, are ethnostereotypes.

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AMBASSADOR PLENIPOTENT FROM KOKAND

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**Annotation:** This article highlights the young years of a prominent statesman, Ambassador of the USSR N. Tyurakulov associated with the city of Kokand.

**Key words:** Turkestan, Kokand, N. Tyurakulov, Nakshband, Salohiddin domla, Russian-native school, commercial school.

**Introduction.** At the beginning of the 20th century, turbulent socio-political events took place in the Turkestan region, which further influenced the course of the historical development of the region. It was difficult to analyze and give comprehensive answers to these complex, contradictory events. On the one hand, this is facilitated by the historical processes themselves, which took place not only on the scale of Turkestan, but also in its individual regions. On the other hand, we researchers of those historical events must proceed and be guided by their principle of historical truth.

**Literature analysis and methodology:** One of the topical issues of modern historical science in the Central Asian republics is the policy of sovietization of the region by the Bolsheviks and the establishment of Soviet power in the region and the participation of national personnel in this process remains little studied. From a scientific point of view, in the history of Uzbekistan, the life of N. Turakulov is not the end of the study. N. Turakulova has not been fully studied. This article uses such methods as systematization, analysis and synthesis.

**Results.** The study of the page of life, especially the years of youth of N. Turakulov, associated with the city of Kokand on the basis of primary sources is important for revealing the little-studied aspects of the history of this political figure. After the events of February 1917 and the subsequent abolition of the autocracy in the Russian Empire, on the one hand, the so-called social democratic organizations entered the political arena, and on the other hand, the Bolsheviks with their ambitious plans for the future political structure of the empire. But, in the views on Turkestan, one feature can be distinguished, which we can see in the course of historical processes, this is the preservation of the region as a raw material appendage. At the same time, they did not take into account the needs and interests of the indigenous population, although from the first days of their rule they widely advertised the principle of self-determination of nations in the former Russian Empire [1].

**Discussion.** The city of Kokand played a big role in the process of political awakening of Turkestan at the beginning of the 20th century. It became one of the centers of socio-political changes that influenced the course of historical events in the Turkestan region.

In order to better understand the essence of the Bolshevik policy pursued in Turkestan, it must not only be studied more deeply, but must also be analyzed. In order to fully establish their rule, the Bolsheviks not only changed their policy, but also honed it in every possible way. The Bolsheviks from Moscow made the revolutionized Muslims of the East, in particular Turkestan, their strategic task by attracting their representatives to leadership positions, while maintaining the dominance of Bolshevik politics.

One of such representatives of national personnel is Nazir Turakulov. Whose activity as one of the leaders of Turkestan, for various reasons, is little studied in the historical science of Uzbekistan. To restore the historical truth, objective coverage of the activities of N. Turakulov as a politician and statesman is relevant. One of the aspects of this task is to restore the historical picture from the biography of N. Turakulov and the place of the city of Kokand in the formation of him as a political and statesman. In this article, we would like to assess the biography of N. Turakulov associated with the city of Kokand. Thanks to the efforts of E. Turakulov's great-nephew, primary sources concerning the life and work of N. Turakulov were acquired. Based on these archival documents, we tried to highlight the biography of N. Turakulov associated with the city of Kokand. One of these documents is the autobiography of N. Turakulov written by him for the Central Commission of the Communist Party of Turkestan and the registration form of a party member filled out in 1936. These archival documents were acquired by N. Turakulov's great-nephew, a resident of the city of Kokand, E. Turakulov, during his meetings with T. Mansurov and a member of the royal family Saud al Faisal. Based on these documents, we offer to your attention plots from the biography of N. Turakulov that took place at an early stage of his life. [2].



N. Turakulov was born in 1892 in the city of Kokand (now Amir Umarxon Street) of the Fergana region in the family of a wealthy landowner and cotton commissioner. On the registration form, he wrote that his native language was Uzbek. Here he gives information about his parents, whose father died in 1918, and his mother in 1908. From these historical documents, we have drawn important information from the life of N. Turakulov. As a child, he received a religious upbringing under the guidance of his mother and, at the age of 12, he visited the grave of the holy Sheikh Bahauddin Naqshband in Bukhara. He was educated at the Jadid school in the city of Kokand, whose teacher was Salahiddin domla, a well-known educator of his time. In 1904 he graduated from this school. Having continued his education, in 1906 he graduated from the Russian-native school in the city of Kokand. In 1914, N. Turakulov entered the commercial school (now Kokand School No. 1), where he studied until 1916. After graduating this year, he enters a commercial institute in the city of Moscow. From July 1916 to March 1917 he was on the fronts of the First World War in the rear near the city of Minsk. From February to May 1917 he returned to the city of Samarkand with workers who had returned from the front. Until October, he was engaged in public works among the local population. From November 1917 to February 1918 he was in Orenburg and the Turgai region. In March 1918, the newspaper "Kazakh Mungu" (Kazakh sadness) was organized in Orenburg. In June 1918, N. Turakulov returned to his native Kokand and until May 1919 worked as secretary of the executive committee, commissar of public education, deputy chairman of the Left Socialist Revolutionary Party.

From May 1919 to April 1920 he worked in the city of Skobelev (now the city of Fergana, Republic of Uzbekistan). From April 1920, N. Turakulov was transferred to work in the city of Tashkent and held responsible positions. At first he was the people's commissar of the TASSR, from September of the same year to August 1921 he was the chairman of the Central Executive Committee of the TASSR, in 1921-1922 he was the executive secretary of the Central Committee of the Communist Party of Turkestan. In the future, his life was associated with publishing and embassy activities. Nazir Turakulov was shot on June 15, 1937 by the Stalinist regime as an enemy of the people. Despite the rehabilitation in 1958, his name was given to oblivion. But life itself and our attitude to the past have changed. A descendant of N. Turakulov, E. Turakulov, worked hard for several years to find and acquire historical data related to his relative. He met several times with researchers of the biography of N. Turakulov, doctor of political sciences T. Mansurov and a member of the royal family of Saudi Arabia, Saud al Faisal, and visited the grave of N. Turakulov in the Moscow region. Thanks to his efforts, historical materials were acquired, which give us important information about his life related to the city of Kokand.

The point of view of N. Turakulov regarding the representatives of the Soviet regime in Ferghana is interesting. In this article, published in the journal "Military Thought" under the pseudonym Dervish from 1921, citing examples from the activities of local council bodies, he calls them "colonial-Dashnak gangs." In addition, he recalls the specific "mistakes and mistakes" of the councils, such as the announcement of labor service and the general military mobilization of the population [3].

In the summer of 1920, N. Turakulov was elected secretary of the Central Committee of the Communist Party of Turkestan. From May 1921 to June 1922, N. Turakulov worked as chairman of the Central Executive Committee of Turkestan.

**Conclusion.** In our opinion, the study of the history associated with N. Turakulov on the basis of historical truth not only expands our knowledge of this problem, but also helps to expand multilateral ties with Saudi Arabia.

In this short article, we tried to highlight some aspects of the life and work of N. Turakulov associated with the city of Kokand. On this path, we have a huge research work that would give exhaustive answers to all questions related to this issue.

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**Annotation:** The article highlights the history of political relations between the Bukhara People's Soviet Republic and the Republic of Turkey in the 20s of the twentieth century. The government of the Young Bukharians headed by F. Khodjaev considered political relations with Turkey one of the important directions. The Turkish state was the first to recognize the independence of the BNSR and sent ambassadors to Bukhara. On the basis of archival documents, it is revealed that political relations between the two countries were not effective enough under the pressure of the Soviets.

**Key words:** Globalization, international relations, young Bukharans, USSR, Turkey, F. Khojaev, M. Kamal, Ghalib Pasha, Otaulla Khojaev, M. Aminov, Q. Y. Polatov, Anvar Pasha, Mahmud Nazar and Mahmoud Rajab, Pashar, termination of the ambassadorship.

International peacekeeping, stability of peoples, which has become one of the factors that have a decisive influence on the strengthening of political, socio-economic and cultural relations between countries and the development of mutual cooperation between peoples of different nationalities and cultures. Ensuring its development remains one of the urgent issues facing humanity. The need to develop mutual cooperation between world countries and regions has become an integral feature of modern development. From this point of view, there is a need to further expand and strengthen the foreign relations and cooperation relations between the countries, to refer to their historical roots.

Studying and using the rich history, culture, and traditions of our people is an important task in the construction of a new society and large-scale reforms in Uzbekistan. After all, as the President of the Republic of Uzbekistan Sh. Mirziyoyev noted, "Nothing in the great history goes without a trace. It is preserved in the blood and historical memory of peoples and is manifested in their practical work. That is why he is powerful. Preserving, studying and passing down the historical heritage from generation to generation is one of the most important priorities of our state's policy" (1: 29). The history of mutual cooperation between the peoples of Central Asia and Turkey spans several hundred years. At the end of the 19th century and the beginning of the 20th century, the Russian Empire took measures to establish its complete rule over all spheres of life of the Bukhara Emirate. The main essence of the conducted policy was aimed at isolating Bukhara from the outside world. The nature of the colonial policy towards Bukhara remained unchanged even during the period of the provisional government and the Bolshevik government that came to power in Russia after the events of February and October 1917. After the emirate regime was overthrown in Bukhara on September 2, 1920, the Bolsheviks began to build a new society based on Soviet models and establish colonial rule over the USSR. The goal of the political, economic, cultural, scientific and technical cooperation of the head of the government of F. Khojaev with foreign countries was "to give the people a free life, economic freedom, and cultural development of the people who have been under the tyranny of the emirate for centuries"(2). In order to bring the republic to the international arena, the government of the USSR has done a number of things, in spite of the existing complications, to implement extensive cooperation with Eastern countries and economically developed Western European countries, as well as the USA. In this matter, the Caucasus region became important for the western foreign policy of the USSR. This area served as a bridge for the Republic of Bukhara to access the markets of Turkey, Western Europe and the USA.

In the external relations of the government of the USSR, the relations with the Republic of Turkey are of great importance. The government of the Republic of Bukhara correctly assessed the importance of Turkey in terms of entering the world market and training personnel for the national economy. Considering that most of the members of the government of the USSR studied in Turkey at the beginning of the 20th century, it can be seen that mutual understanding was positive in establishing relations between the two countries. In the period after the First World War, changes at the international level did not fail to have an impact on the foreign relations of the USSR. During this period, the policy of the victorious countries towards Germany and its

allies was contrary to the interests of these countries, and the Entente countries pursued a policy of not recognizing the Bolshevik government that came to power in Russia. During this period, the alliance with the RSFSR, the establishment of mutual political and diplomatic relations became very important in Turkey's foreign policy. On March 16, 1921, the Turkish government signed a diplomatic and cooperation agreement with the RSFSR. This, in turn, had a positive effect on the establishment of relations between the USSR and Turkey. The national struggle of the Turkish people against the Western countries was carefully monitored in Bukhara and all possible moral support was provided (3:8). It should be noted that the Republic of Turkey was the first country to recognize the USSR politically and diplomatically. The founder of the Republic of Turkey, Mustafa Kemal, initiated the establishment of diplomatic relations between Turkey and the USSR. In the winter of 1920, the government under his leadership sent its ambassadors led by Ghalib Pasha to Bukhara in order to establish diplomatic relations between the two countries (3:10). In turn, the government of the USSR sent ambassadors headed by Mahmoud Nazar and Mahmoud Rajab to Turkey in order to establish relations between the two countries (4). The ambassadors of Bukhara were personally received by Mustafa Kamal and played an important role in the establishment of long-standing friendship and cooperation between the two sides. Bukhara Akhbori, the official publication of the BSR government, published a series of reports about the struggle of the Turks against the invasion of Western countries and the personality of the Turkish leader Mustafa Kemal. It should be noted that comprehensive scientific and objective study of historical data related to the personality of Mustafa Kamal Pasha was carried out in Uzbekistan only during the years of independence. During the years of Uzbekistan's independence, this issue was studied by a number of researchers (5).

During the war between Turkey and Greece, the government and people of the USSR supported the brotherly Turkish people, organized various rallies and demonstrations, collected a large amount of money and sent it to Turkey as aid. Turkey's struggle for independence was closely followed in Bukhara. At the rally held in honor of the victory of the Turks in Bukhara on October 12, 1922, Otaulla Khojaev, M. Aminov, Q.Y. Polatov, the representative of the RSFSR in Bukhara, Fonstein, from the leaders of the USSR, gave a speech, and a congratulatory telegram was sent to the Turkish government on behalf of the participants of the rally (7:42).

A number of socio-political processes that took place during this period had an impact on the relations between the USSR and Turkey. The study of historical data shows that the relations of both sides were carried out within the framework allowed by the Soviet government. It was not easy for the government of the USSR to establish and maintain relations with Turkey. Because in the period from October 1921 to August 1922, the Turkish general Anvar Pasha came to Bukhara and actively participated in the political and military processes there (8: 42). Before that, Anvar Pasha cooperated with Soviet Russia from summer 1920 to September 1921 (8: 45).

The relations between the two countries were decisively influenced by the treaties signed by the USSR and Turkey with the RSFSR. On March 16, 1921, agreements on friendship and brotherhood between Soviet Russia and Turkey were signed in Moscow, and on October 13, between Turkey and other Soviet republics (8: 46). Based on these agreements, Mustafa Kemal's government strongly demanded that Russia return Anvar Pasha to Turkey or expel him from the bordering Caucasus region. On the other hand, the Deputy People's Commissar of Foreign Affairs of the RSFSR, L. Karakhan, wrote to S. Aralov, the autonomous representative of the RSFSR in Turkey, on May 11, 1922, that the Soviet government, fulfilling the request of the Turkish government, did not allow Anvar into Anatolia, and now Anvar's presence in Bukhara is considered by the Muslim masses. Considering that the government of Ankara and Mustafa Kemal are considered to be using this issue, it was demanded to make a statement in the parliament and the press clarifying the attitude of the government of Ankara to Anvar (9: 79). The people of Bukhara gave spiritual support to the Turkish people fighting for national independence. On October 12, 1922, a rally was held in the Kalon Mosque with the participation of Islamic priests and schoolchildren under the leadership of the Bukhara education supervisor Qori Yoldosh Polatov by the decision of the Ministry of Education and Culture of the USSR. It was attended by the temporary chairman of the Supervisory Council of the USSR Otaulla Khojaev, the first deputy chairman of the MIQ M. Aminov, the autonomous representative of the RSFSR M. Fonstein. On behalf of the rally participants, a congratulatory telegram was sent to the chairman of the National Assembly of Turkey, Mustafa Kemal (9).

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The representatives of Turkey appointed as ambassadors to Bukhara arrived in Bukhara in January 1921 and were received by the leaders of the USSR, Faizulla Khojaev, A. Muhiddinov, the representative of the RSFSR in Bukhara, K. Hakimov, and a reception ceremony was organized in their honor (10). The USSR considered the establishment of diplomatic relations with Turkey as one of the important issues in order to reach the world level. From this point of view, it is not for nothing that the diplomatic relations between the two countries are given importance. In turn, in the spring of 1922, the government of the USSR sent its ambassadors, consisting of Mahmoud Nazar and Mahmoud Rajab, to Ankara in order to establish political relations with Turkey. Members of the first political delegation of Bukhara sent to Turkey were received by Mustafa Kamal. In their speeches, the representatives of both sides emphasized the need to establish mutual friendship and cooperation and help each other (3: 52). Despite the complexities of the time, the parties were interested in mutual cooperation in all areas. Based on the current international situation, the government of the Republic of Turkey was forced to establish relations with the Soviet government. This situation directly affected his relations with Bukhara. In 1920-1924, economic relations between the USSR and the Republic of Turkey were not widely established. This process was caused by the political and military processes that took place in the life of both countries, the lack of a direct trade route, and the fact that the foreign economic relations of the USSR were carried out under the control of the Soviet authorities. Nevertheless, Bukhara's trade offices operating in the Caucasus region used the port of Istanbul and Turkish banks to a certain extent in their economic relations with Western European countries. After the establishment of the USSR at the end of 1922, as in all fields, the sphere of cooperation of the USSR with Turkey was reduced. Since 1923, with the strengthening of the policy of Sovietization of Bukhara, the process of liquidation of state organizations of the USSR in foreign countries intensified, and the process of liquidation of the republic's cultural ties with foreign countries intensified. The Soviet government considered the policy of returning students sent to study abroad as one of the components of the sovietization of Bukhara. After the establishment of the USSR, serious changes took place in the internal and foreign policy of the USSR, which was not officially part of it. From the spring of 1923, the policy of sovietization of all spheres of life in Bukhara began to be rapidly implemented. First of all, representatives of progressive-minded young Bukharans were removed from the government, and instead of them, representatives of ordinary people with insufficient education were appointed to the responsible positions of the government. Serious changes were made to the constitution and laws of the USSR, as well as to the unequal treaties concluded by the republic with the Soviet state, and in practice, Bukhara was turned into one of the administrative-territorial units within the RSFSR. After the idea of "world revolution" failed to materialize, representatives of communist ideology began to implement it in a separate geographical area. With the strengthening of the totalitarian system, the process of terminating paper-independent republics such as the USSR and incorporating them into the USSR began. With the establishment of control of the Soviet state institutions over all spheres of life in Bukhara, the true form of the policy of the geniuses of the Communist Party, which was to completely tear the USSR from the stage of history, was revealed. As a result of the long-term military operations in Bukhara, the government of the republic did not have the opportunity to control the current situation. Of course, the death of consulates and diplomatic representatives of Turkey, Afghanistan, and the RSFSR in March 1923 near the village of Pashar in Chorjoi had a negative impact on the cooperation of the USSR with foreign countries (11: 38). Regardless of who carried out this incident, it had a serious negative impact on the international reputation of the government of the USSR. During this period, the relations between the two countries existed in the form of correspondence between the governments. In connection with the declaration of Turkey as a republic, the government of the USSR sends a congratulatory telegram to the fraternal people's government and its leader Mustafa Kemal. In November 1923, the Turkish leader sent a reply telegram expressing his sincere gratitude to the people and government of Bukhara on behalf of his people and government (3: 51-52). However, during this period, as a result of the rapid Sovietization of the life of Bukhara, the scope of external relations of the USSR was reduced. Cooperation relations with the Republic of Turkey ended without sufficient development.

Summing up from the above, it should be noted that, despite the fact that the USSR existed for a short period of time, it tried to establish broad cooperative relations with Soviet republics and foreign countries and achieved certain results in this matter. The cooperation of the USSR with the Turkish state has been somewhat effective, especially in the educational and cultural spheres. Despite the difficult period of foreign invasion for Turkey, Mustafa Kemal's government tried to effectively maintain cooperative relations with the brotherly



people of Bukhara. In turn, the government of the USSR, which is going through a difficult period from the beginning, sent its students to study in foreign countries. On the one hand, the existence of the Soviet army of many thousands of people in the territory of Bukhara, the continuation of the strong armed resistance movement against the Red Army in the country for a long time, had a negative impact on the foreign relations of the USSR. Secondly, Bukhara maintained contacts with foreign Eastern countries with the participation of representatives of the Soviet government. In particular, the USSR government's move towards the termination of the representative offices of the USSR, which had been operating in Soviet republics and foreign countries since 1923, led to the end of international cooperation of the USSR. The strengthening of the Soviet power in the USSR led to the emergence of negative situations in the relations between Bukhara and Turkey. Also, the pressure of the Soviet state authorities on the Turkish diplomatic representatives and the government led to the deterioration of the relations between the parties. This situation had a negative impact on the relations between the USSR and the Republic of Turkey and corresponded to the policy of the Soviets to end the independence of Bukhara. Some of the Bukhara students who studied abroad, including in Turkey, could not come to terms with the Soviet totalitarian policy and stayed in other countries, but those who returned to their country became victims of the Stalinist repression policy in the 30s of the 20th century.

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**Annotation:** In this article stressed about the concept of integrity and space of the Uzbek language, which consists of interrelated, interdependent elements.

**Key words:** linguistic field, formal-semantic, formal-functional, symmetry, asymmetry, the concept of “place”.

Best approach to the rich cultural heritage of our ancestors, an objective assessment of their contribution to world civilization, a sense of pride in the great contribution of our ancestors to the development of world culture always encourages us to acquire knowledge. Serious attention was paid to the systematic study of the syntax of the Uzbek language. Systematic study of the syntax of the Uzbek language was conducted in two directions: formal-semantic and formal-functional. Both directions are making great strides in the objective study of the internal structure of the Uzbek language. In the process of studying the relationship of form and content, the proportions (symmetry) and asymmetry (asymmetry) between units of form and content, cognition and meaning, semantic syncretism, syntactic transformation, syntactic homonymy and synonymy, communicative division and the relationship between them were covered in detail. As a result of the study of the formal-functional side, it became possible to determine the minimum and maximum patterns of sentences. A new classification of compound sentences based on the relationship between the minimum units that make up the maximum patterns and the cross-sectional form of the minimum units has emerged. The study of the division of a participle into lexical and grammatical (participle forms) parts and the expansion of minimal patterns based on the valence of these parts made it possible to divide the syntactic members that make up a sentence into several levels. As a result, it was possible to go beyond the tradition of dividing syntactic parts into primary and secondary parts only on the basis of the standards of Russian linguistics. The application of the principles of systematization to the form and content of linguistic units laid the foundation for the formation and development of linguistic semantics. One of the important objects of study of linguistic semantics is the linguistic field. “A set of language units (mainly lexical units) that are combined with a common meaning and reflect the conceptual, subjective, or functional similarity of the events being identified has been defined as a field in most linguistic literature.” Thoughts related to the linguistic field initially entered linguistics as a semantic field. Its emergence is associated with the teachings of the great linguist Wilhelm von Humboldt on the “internal form of language.” Linguist A.A. Ufimtseva thinks that during this period (XIX century - B.Q.) there was a long scientific debate about the “internal form of language”, which in a sense became the basis for linguistic research, as a result. Emphasizes the emergence Except phonological level all other levels are units which contain the unity of form and meaning. This is recognized by all linguists.

Recognition of the Uzbek language as a whole consisting of interdependent, interdependent elements, scientifically illuminating the horizontal and vertical relations of the elements that make it up, thus revealing that the language has a multi-level complex hierarchical internal structure is one of the most important tasks of modern Uzbek linguistics. As important as the substance of linguistic units is to the linguist, the relationship between them is just as important. Therefore, the founders of systematic linguistics, F. de Saussure and L. Elmslev focus on the study of the relationship between linguistic units. Relationships, on the other hand, are diverse. It is therefore important to study the individual types of relationships in the system of relationships in order to fully understand the relationships between linguistic units. One such linguistic relationship is the spatial (localization) relationship.

Linguistics formed in Antique period pays much attention to the study of relationship between the name and notion expressed by this name. The unity of form and meaning has been inseparable. But structural linguistics appeared in XIX century paid much attention to the form, meaning was secondary. Even F.de Sossure recognized any linguistic unit consists of form and meaning, but his followers, mostly glossematic linguists gave priority to the form. In the result form was deprived from meaning. It barriers to the development of linguistic semantics.

The representatives of structural linguistics are divided into two groups on the semantic matter. American linguist Bloomfield, Danish linguist L.Elmelef were in antimentalistic mood, Prague linguists supported mentalistic ideas. V.Skalichka criticized Bloomfield's approach to morpheme on the base of form, and he paid much attention to meaning of the morpheme.

F.de Sossure recognized that language was a system of special marks and semeology dealing with language mark theory, he made one side approach. He pointed out that semeology studies a mark in three aspects:

- 1) the relation of a mark with mark, he called it syntax;
- 2) the relation of a mark with reality, he called it semantics;
- 3) the relation of a mark with subject, he called it pragmatics.

Only first aspect drew F.de Sossure's attention. Only in the middle of the 20<sup>th</sup> century the relation of a mark to reality was in the centre of linguists. In the result of linguistic semantics developed. At present in linguistic semantics, mainly in semasiology investigations are being carried in two directions. One of them is nominative or denotative semantics, it studies what the language unit expresses in objective reality or their etymology. The growth of structural investigations influenced to the linguistic semantics and paved the way to the formation of structural semantics. The main principles of the structural metadology have become the form of the linguistic unit and its meaning. So structural semantics appeared in linguistics. [1]

The appearance of structural semantics made it possible to investigate the meaning of the linguistic unit from structural point of view. In the past semasiology only studied the meanings of words, while appearing structural- semantics widened its object of study. All linguistic levels have been investigated from semantic point of view. In the result of it new directions appeared, such as phonosemantics, morphosemantics, lexical semantics, phrasiological semantics, syntactic semantics. Structural semantics was the result of the 20<sup>th</sup> century investigations. It is true that some attempts were made in syntactical semantics up to 20<sup>th</sup> century. Particularly, the types of sentence according to the aim of speaker (affirmative, negative, interrogative, imperative sentences). But the nominal aspect of the sentence, structural elements of the sentence, the actual formation of sentences were not the main point of investigations. The appearance of structural semantics begin to study the form and meaning, their correlations, their unity. Structural semantics studies linguistic units by dividing its parts, revealing its semantic structure and finds out the relations between linguistic units, their ability of connecting and their expression in reality.

The main element of syntactic semantics is predicate as the authors of "The contentual syntax of the Uzbek language" predicate as a semantic notion is a nominal basis of any sentences, as a Grammatik notion predicate is the centre of syntactical elements which predicate rules.[2] Any predicate with other semantic participants can widen.

Semantic connections which fulfills the gaps of predicate is called arguments. Predicate taking predicative forms make up the minimal sentences. Any predicative form is considered as minimal sentence. Arguments fulfilling the gaps of predicate has the relation with predicate and it is called predicative valency.

Lexical valency is the ability of one lexis uniting other lexis. The verb is the part of speech which has the most ability of uniting other lexis.

The lexical meaning of a verb is a representative of a certain lexical-semantic type, it has a categorical mark which is able to unite with nominal category.[3] For example, the verb 'ichmoq' (to drink) has the object which means "what". So this verb can unite with any liquid.

The nominal predicates can unite with the arguments expressing amount, size, taste, color. Predicate and its arguments has meaning full correspondence. It shows that both of them has the same sema. This sema repeats in both members. As we see the verb 'ichmoq' has the sema 'to drink' its connecting unity 'water, beer etc' has the same sema. The lexis 'apple' has the unity with semas expressing size, taste, color. The French linguists call it is classemas. It is very important to study the syntactic structure and its parts' valency, the representatives of structural linguistics pay much attention to the valency theory.

Verbal predicate on the base of its valency according to speech conditions, takes its actants, reveals its semantic uniting ability. Valency is considered as the main point of grammatical and lexical expression, or the main point of syntax and semantics.[4] So valency is divided into two: 1) semantic valency and 2) syntactic valency. Syntactic valency bases to the logical connection semantics of a word. According to G.Xelbig 'Semantic valency bases to the connection of meaning'.[5]

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Thus, one of the main methods of structural semantics is the method of studying linguistic units into semantic fields. The separation of conceptual semantics from structural semantics was the impetus for field theory. The semantic field is formed by the generality of the concepts expressed by the linguistic units. Unified linguistic units under one general concept are manifested by belonging to different levels.

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**Annotation:** In this article, the functional-semantic and lingucultural examination of the names of works in Uzbek language is explained. In this, with the help of additional science, anthroponyms and adjectives represent anthroponyms and adjectives in the language of the Uzbek language. Functional-semantic and linguistic-cultural research production of the names of works of art in Korazbek according to the semantic requirements of naming disease in linguistics is not only the content, but also the correct structure and interpretation show a secret is showing.

**Key words:** linguoculturology, paremiology, anthroponym, adequate

The feature will be what the title of the piece of writing is. This is a reasonable request. Communication requirement. Any written speech that has a human name must have a name. The size of the name does not depend on the size of the speech at all. For example, S. Akhmad's 3-volume novel trilogy has a new short name - "Ufq". (Horizon).

The famous work of L. Tolstoy consisting of 3 large parts consists of 2 words - "War and Peace".

The work of A.Navoiy, which includes 5 large and large poetic works, is composed of two hyphenated words - "Khamsa".

The artistic name is divided into two points from which the language combinations worked at home or the produced works are named.

A work in the Uzbek language is easy to name, and it is more visible in the name of the person. For example: "Ibodullaning qaytishi", "Laylak keldi", (S.Ahmad) "Er uyg'ondi", (S.Ahmad) "Qaytish", (S.Ahmad) "Kechir", (S. Ahmad) "Muhabbat tug'ilishi" asari", (S.Ahmad) "Ko'zlarinda olov bor ed", (S.Ahmad) "Beparvo bo'lmoqchiman", (S.Soliev) "Men tomdan tushmayman", (S. Soliev) "Raisning zukko shiori".

But as shown in the above examples, if the name of the work is in the left form, the verb is in the adapted form for the person. For example, it goes towards Tabor. The name was not in the lists.

In many cases, the name of works of art, if it is in the form of a phrase, can create elements that expand it and include new information local, adverb. For example: Steadfast thief, brawler (S. Soliev), Five-headed guy (Kh. Tokhtabiev), Murder in the cemetery (T. Joraev), Ghosts roam (T. Joraev) The scorpion from the altar (A. Qodiy), The boy who did not see the market (S. Soliev).

If the main idea in the title is a noun, it must have a preposition or a modifier. Otherwise it will be incomprehensible. For example: "shum bola" (G'Gulam), "mening o'grigina bolam" (My pain is my child) (S.Akhmad).

The name of the work of art is characterized by 3 leading characters.

1) It is not allowed to add other elements to the name, which is a structural module in itself.

For example: Past Days (A. Qadiri), a person who has not read the book does not know which country the history of the past belongs to. Therefore, it is not allowed to add modifiers to put in the form of "o'tgan kunlar uzoq o'tgan kunlar" (days gone by long ago) or when to name days gone by. The tea plant in the altar is not named after the scorpion from the old altar.

2. Represents a relatively incomplete thought. For example: "ona oltin vodiya shabodalar", "shaytanat", "boron bolalari", "vertalyotda uchgan echki", "Avg'on shamoli", "Qo'qon shamoli", "uch o'g'ayni botirlar", "ajoyib hayolparast", "bug'doyzorlar oralab".

The parameters of the logical and modern status of the subject of science will need various modifications. For example: "Asror bobo", "Ayoq bobo", "Alibbo va qirq qorachi", "Bobolar yurti", "Opa singillar", "Farg'ona tong otg'uncha", "Ochilgan qo'riq", "Qudratli to'liq", "Bo'rondan kuchli", "Davr". mening taqdirimda", "Tonglar sokin edi bu yerda", "Quyoshni ko'ryapman".

According to the type of opinion representing the names of works of art, classification can be done according to another criterion. According to him, there are 3 types of functional names.

1. The name of the work of art can be expressed by proverbs or metaphors. For example: : “Nur borki – soya bor” (O‘. Xoshimov). “hayotda hamma narsa foydalanishi mumkin”. N.Isminov. “Er boshiga ish tushsa” (O Yoqubov), “Dushmanni katta kichigi bo‘lmaydi” (O‘zbek xalqi ertaklari), “Mardlik-mangulik” (Oydin), “Ro‘yhatlarda yo‘q edi nomi” (V.Vasilyov), “Oltin zinglamas” (Shuhrat), “Murdalar gapirmaydi” (T.Malik).

2. The name of the work of art can be divided into command verbs. For example: “Bush kema”, “Shoshma quyon”, “Davr olga”, “Sen etim emassan” (G‘.G‘ulom).

3. The name of the work of art can also be a quality component. For example: Anna Karenina, Jaloliddin Manguberdi, Alisher Navoi, Ulug‘bek, Babur, Sabir Rakhimov, Mavlonov Mukimi, Vasily Tyortkin, Chapayev, Ivango.

4. The name of the work of art can also be given a full sentence. for example: “Kampirga sovchi keldi”, (S. Axmad), “Ahmad qayerda?”, “Qor yog‘di g‘ular yo‘qoldi” (X.Shams).

It protected the names of English leadership and Uzbek support.

1. The naming of works of art is carried out pragmatically, they are achieved before the author's construction and civilization of the work, and the end of the work is achieved by carrying out various symbols in a systematic logical sequence.

2. The name of the work of art also performs various poetic functions in works of art. Other participants have a special role in the quality of the image. Or rather, the name of the work of art, regardless of the description of the specific sematic nature of each, they have the same function in the text. The new weapon is the figurative imagery tool for fiction.

3. Artistic name is determined by relation to the language and speech of the lexical work. Accordingly, the names of the creation works are used not for the image, but for renaming the objects

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A STUDY OF ADOPTED BUSINESS TERMS FROM ENGLISH INTO THE UZBEK LANGUAGE

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**Abstract:** Business is an essential part of the country to be developed. So, terms which are used in business should be researched. The article illustrates some terms which are used in business and some special words that are used in some subgroups of business.

**Key words:** Linguistic (linguistic) and non-linguistic (extralinguistic) factors, business terms, subgroups of business.

### INTRODUCTION

As the nation develops, its language also changes and develops. Over the years, many things, areas are discontinued or changed. Moreover, these used items are replaced by their equivalents. We can observe the changes of the language and its terms over the years. These changes represent not only a change in words, but also a change in the objects these words represent. Structural study of terms, it is studied by dividing them into simple, artificial and compound words style. The structural study of words is lexicology. It is very close to the study of the system of word formation. The origin of compound words and compound words is a certain word related to the methods of making. For example, affixation and composition methods, as well as absorption and contraction methods they cause the emergence of certain terms. Word methods of formation and their quantity are unique in all languages limited. These methods are used in different ways. If a language is unique to it methods are common, while other methods are common in other languages is used. This depends on the grammatical features of the language. However, there is no many grammatical changes when there is a change in the composition of the term.

### MATERIALS AND METHODS

It should be noted that almost all scientists who have dealt with the issue of terms have tried to give a definition of this concept. Not only all of them, but some of them as examples would take many pages. Therefore, summing them up, the concept of "term" can be defined as follows: a term is a word used in the process of knowing and mastering some objects that express and shape the professional concept and the relationships between them from the point of view of specific professions. This can be considered as a combination of words in a special area. Many scholars all around the world have been studying the terms which illustrate business. Moreover, as the business becoming wider and wider, terms are also getting improved. So, linguists are searching on the terms. Because every field, network has a term that is used within that field, network, to be more precise, shapes the speech of the owner of the profession, creates conditions for mutual speech. At this point, it should be noted that people with a certain profession or specialty often work with special terms specific to this or that field. For example, in the written or oral speech of businessmen and traders, it is natural to use terms that are used only in a narrow circle, such as cartel, clearing, trade, petty business, allocation of funds, rent. It is self-evident that such terms are far from business and economy. is not used in the speech of a professional. At the same time, there are a number of economic terms that are frequently used in the speech of almost all speakers of a certain language: market, goods, trade, trade, money, buyer, marketer, trader, speculator, etc.

Terminology formed on the basis of the laws of the lexicon of the Uzbek literary language lexical history of the Old Turkic language (VII-X) terminology, old Terminology of Turkic language (XI-XIV), old Uzbek literary language (XV-XX centuries beginning) terminology, terminology of the Uzbek language of the Shura era and independence Periodization in the style of Uzbek language terminology is about fourteen centuries old intralinguistic and extralinguistic in terminological lexical system over time, it allows to understand the process that happened on the basis of factors.

### RESEARCH AND DISCUSSION

Before talking about business terms, some ideas about business should be given. The term business refers to an organization or enterprising entity engaged in commercial, industrial, or professional activities. The aim of a business is to organize some sort of economic production (of goods or services). Businesses can



be for profit entities or non-profit organizations fulfilling a charitable mission or furthering a social cause. Businesses range in scale and scope from sole proprietorships to large, international corporations.

Business also refers to the efforts and activities undertaken by individuals to produce and sell goods and services for profit.

The study of business terms is one of the relatively new fields, which began to be studied as a separate field by many scholars in the late nineteenth century.

However, if we look at history, we can witness that business has gained its own importance in different forms in different times from the beginning of mankind to the present day. Because as long as humanity exists, services are exchanged with each other in various fields, and we can say that this is a form of business.

Many branches of business have been established in our country and they are developing day by day. As the business gets improved, so do the terms used in it would be improved too. For example, let's look at the "trade" business in the following. If we look at the history of terms related to trade, we can come across many historical words. Of course, there are modern forms of these words, and these terms are rarely used in speech. For example, it is no exaggeration to say that the term "bozor" (in Uzbek) is considered to be the longest-lived among business terms, and it is still the most used term among trade terms. Although this term was the most used word to represent trade in the past centuries, we can see its new appearance today in the terms "bozor" (used in Uzbek) and "marketing" (used and still is being used in English).

We can give many examples of business terms that are common today. For example: online sales, marketing, stock exchange, banking.

There are many branches of business, and each branch has its own special terms used. For example, words used in sewing or manufacturing business such as "sewing machine, thread, needle, sewing machine, advertisement, brand, brand, market, customer, buyer, and consumer" and many other have been used in this industry for centuries. Manufacturing business also has many sub-sectors, if it is raw material production, it includes "material, commodity, trade, raw material, finished material, commodity" and others. If the type of business is food production, this sector includes many terms such as "food, fruits and vegetables, semi-prepared foods, spices, flour, oil, protein, carbohydrates" and many others. In addition, many areas of business use specific terms. However, there are words and terms that can be used in every business field, and we can use them in every subgroup. Businessman, businesswoman, entrepreneurship, market, marketing, buyer, consumer, seller, delivery service, production, commodity, profit, loss and many other terms are widely used in every field of business.

It is impossible not to include the terms related to business and commerce among the above layers, because recognizing the humanity of a person, he first encountered the concept of "economy". To be more precise, everyone who thought about the future of life first thought about finding something and caring for it, how to use it, how to save it, and acted on this basis. Some of them are Uzbek words, and some of them are directly imported from other languages and used in our language.

#### CONCLUSION

Economy has been an integral part of society since the beginning of humanity. In the most ancient times, with the growth of the individual, then the clan, and gradually the state and society, economic processes also begin to play an important role. Therefore, development cannot be imagined without economy. Along with economic organizations, institutions and movements, the study of the economy does not escape the attention of linguists and translators. There are many branches of business and each branch has its own terms. For example, tourism, manufacturing, hotel business, trade business, food business. Business tourism works with many business corporations: hotels network, professionally integrated trade in many countries organizers of fairs and exhibitions, business centers.

It is known that business is developing rapidly in Uzbekistan today. It is one of the industries that is growing and makes a significant contribution to the country's economy is considered. Each field has its own terminology. Also tourism terminology also occupies a large place in the Uzbek terminological system. His Linguistic (linguistic) and non-linguistic (extralinguistic) factors are distinguished in its enrichment.

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**SPEECH SAMPLES AS ONE OF THE EFFECTIVE WAYS OF ENRICHING  
SCHOOLCHILDREN'S SPEECH**

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**Annotation:** This article reveals the main aspects of using speech patterns used in speech to build new, thoughtful and interesting phrases for the interlocutor.

**Keywords:** relationships, communicative competence, emotional and aesthetic impact, education, originality in language, speech behavior.

Speech communication is one of the most complex types of human activity. It is the goal of teaching a foreign language at school and implies a high degree of development of the speech abilities of foreign-language students. Educational communication takes place in the classroom, mainly in artificial conditions, and at the same time strives to master the language system.

The activity of educational speech communication is represented by a communicative minimum, which contains phonetic, grammatical and lexical material and ensures the activity of students' speech communication. When students master the communicative minimum at the initial stage, elementary communicative competence is formed, which, in addition to the areas and topics of communication, includes speech actions and language tools that help solve communication problems in certain situations. Therefore, when teaching the Russian language to foreign-language schoolchildren, the following tasks are important: setting the correct pronunciation, mastering the most common lexical units and grammatical structures, speech samples, colloquial clichés that provide communication.

Often in school practice, we are faced with the incompleteness of the student's communicative act due to the poverty of language means. One of the reasons for this problem is that the language material, which is presented in most textbooks used in secondary schools, often cannot meet the interests and needs of students in communication. E.I. Passov notes that for the ability to communicate an important role is played by the ability to enter into communication, turn off statements and, if necessary, resume again. However, the methodologist also emphasizes that “it is not enough to be able to ask and answer, which often comes down to mastering the so-called dialogic speech, but it is necessary to have a sufficient supply of functionally diverse replicas” [4, p. 474]. The main feature of communication, according to E.I. Passov, is heuristic, that is, unplanned, unpredictable, non-standard, probabilistic nature, creativity. Therefore, students need to be taught not memorization, but the ability to implement the tactics of their speech behavior.

It is important to pay attention in the lesson to the emotional and expressive orientation of speech. It is known that colloquial speech is characterized by the widespread use of ready-made syntactic models, truncated expressions, abbreviations, increased frequency of individual constructions, a large number of incomplete sentences, the use of phraseological units, speech patterns.

Speech samples used in speech unload RAM and thus make it possible to use newer, more thoughtful and interesting phrases for the interlocutor. According to V.L. Skalkin, “possession of a certain set of speech clichés at the level of phrases and sentences is a necessary condition for ensuring the smooth flow of dialogic contact, especially its beginning” [5, p. 34].

Many well-known linguists and methodologists (V.A. Bukhbinder, E.M. Vereshchagin, V.G. Kostomarov and others) note the need and importance of using speech samples in foreign speech, especially in dialogic situational, unprepared or partially prepared speech. Undoubtedly, speech samples make colloquial speech more competent, accurate, expressive, beautiful, understandable to others. According to observations and experience, the use of colloquial clichés in speech gives the statement intonation, emotional coloring, liveliness, brightness, which is significant when teaching foreign language communication.

When training replica-samples, the following stages can be conditionally distinguished:

- Presentation and semantization of a speech sample. At this stage, acquaintance with the speech model takes place. You can demonstrate a new phrase on the basis of a situation played out using visualization, a dialogue-example, selecting an equivalent in your native language, using a definition.
- Consolidation of the speech model. After semantization, work is carried out on the correct

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pronunciation of a new phrase with the help of imitative exercises, and, if necessary, grammatical analysis of speech samples takes place. For a more solid fixation of the sample in memory, it is advisable to use language and conditional speech exercises.

➤ The use of speech patterns in speech. At this stage, conditional speech and speech situational exercises are effective. Speech situations aimed at developing unprepared speech can be varied and performed many times in order to automate new speech patterns. Any educational speech situation is a micro-theme and the use of such situations develops the ability to subsequently produce foreign language speech in a variety of life situations, without thinking for a long time about the choice and form of language and speech material. It is also important to emphasize that it is situational speech exercises that make it possible to organize the activation of sample phrases, colloquial formulas, structures, various set phrases, ready-made stereotyped phrases and so-called speech stamps, without forcing students to fix their attention on the speech patterns used, and,

Examples of tasks for exercises in teaching sample phrases can be:

- Ask a question in accordance with the emerging foreign language situation of communication.
- Answer the question of the interlocutor, using clichéd statements when building a replica.
- Connect the replicas of the question and the answer (sample phrases are used as an answer).
- React to the phrase with simple speech intentions, depending on the communication situation (greeting, request, gratitude, agreement, disagreement, surprise, affirmation, denial, indignation, etc.).
- Choose from the proposed replicas suitable for this situation (definitions), correlate with the appropriate fragment.
- Compose a dialogue based on the monologue, using the clichés used in it by enlivening and expanding the latter.
- Make up a dialogue to a series of proposed circumstances.
- Based on the proposed situations and the list of mandatory phrases, prepare a dialogue.
- Make up a dialogue for a series of pictures using sample phrases (“bring pictures to life”).

You can also use the following language and speech games:

- "Remember Phrases" Several new sample phrases are written on the board, students memorize them for several minutes, then the teacher closes the board and the students must name (write) those phrases that they remember.
- "Broken phone". Players sit in a circle or line. The facilitator whispers quickly to the first player a sample phrase. The first player transmits what he heard to the second player, and so on down the chain to the last player. The latter must loudly voice what he heard. Often the initial phrase does not match the one voiced by the last player.
- "Who will answer the question?" All participants in the game are assigned a number. Each student rolls the dice twice. The first time he shows the number of the envelope with the statement or question, and the second time - the number of the player who must respond with a sample phrase to the statement or question.
- "Pantomime". Students are divided into groups and each group receives a card with a speech sample. The group must draw what is written on the card without words, the rest of the students need to guess this phrase.
- "Fixing bugs". There are errors in the given speech samples, it is necessary to correct them. Alternatively, you can “lose” one word from each phrase, and students need to remember and insert the “lost” word.

At the same time, we should not forget about the need for individualization of speech, which is noted in all existing programs. The student's speech should be not only concise, competent and consistent, but also individual, based on their own impressions. Therefore, it is important to remember that an excessive number of samples used will by no means decorate the speaker's speech, but will make it stereotyped and unnatural. In order to avoid the danger of an overabundance of introduced new phrases, as well as infrequent expressions when teaching speech samples, one can take into account the selection criteria applied to speech constructions.

Among the main criteria, one can single out: usage (frequency) and normativity; modernity; ambiguity; exclusion of synonyms; compliance with the circle of the most typical situations that reflect the relevant topics of training (taking into account age and interests).

However, it follows from the foregoing that teaching sample phrases is methodically justified and is one of the effective ways to enrich foreign language speech.

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**Abstract:** Irony is essential part of linguistics, literature as well as stylistic. Moreover, linguoculturology is a new branch of linguistics. Also, learning irony in linguoculturological way is main subject of this article. Moreover, it show some differences between Uzbek and English irony

**Key words:** culture, linguistics, speech, linguoculturology, linguoculture, irony.

## INTRODUCTION

Language is the greatest wealth of a nation. That's why the saying that attention to the language is attention to the hand is widespread in the Uzbek people. Knowing the language means knowing the nation. That is why the attention to learning and teaching foreign languages is increasing day by day. In the process of teaching a foreign language, language and culture are studied equally. Because language shows culture as well as traditions of the nation. Through the medium of the language being studied, students learn about the nation's history, politics, mass media, teaching methods, geography, environment, and many other aspects. Therefore, without hesitation, it can be said that the language is the mirror of the nation.

## MATERIALS AND METHODS

Linguistics goes back to the long history. When humans began learning languages the subject matter of linguistics began learning as a special subject. Also, according to some facts, linguistic study goes back at least as far as fifth century B.C.E. to an Indian scholar named Panini, who recorded the rules of Sanskrit grammar. Citizens of ancient Greece also studied language structure in order to strengthen understanding and expression of philosophy and criticism.

The first founder of this subject is Ferdinand de Saussure who is acknowledged as the founder of modern linguistics and semiology. The science of linguistics has an ancient history. The of linguistics, as a result of different understanding of the nature and condition of language naturalism, psychologism, logicism, sociologism, structuralism various scientific schools and currents have emerged. Since ancient times, language has been the subject of linguistics, is considered a source of learning. One of the main problems of linguistics is that of language is the definition of science as a subject. Natural human language only studied by a number of disciplines, not in linguistics is a complex phenomenon, and the definition given by each discipline is different. The question of the definition of language is the most important in the history of linguistics is one of the important issues and has been interpreted differently in the history of science and even today among various scientific schools and currents has been the cause of heated debates. As for talking about culture, it is the nations' main part of life, their clothes, their traditions, wedding parties, design of homes, eating habit, everything that occurs within the nation. Moreover, as all the ways of life including arts, beliefs and institutions of a population which passed down from generation to generation can be called as culture. It has been called "the way of life for an entire society." As such, it includes codes of manners, dress, language, religion, rituals, and art.

The emergence of linguoculturology as a science dates back to V. von Humboldt. In the formation and development of this field in linguistics, A.A. Potebnya, L. Weisgerber, H. Glintz, H. Holtz, W. D. Whitney, D. W. Powell, F. Boas. A number of scientists such as E. Sepir, B. L. Whorf, D. Haims are considered important. V. A. Maslova, who has conducted serious research in the field of linguistics and culture, divides the development stages of this field into 3 groups:

1. The creation of preliminary studies that gave impetus to the formation of science. (The period of research by scientists such as V. von Humboldt, E. Sepir, E. Benveniste, L. Weisgerber, A.A. Ptebnya)
2. Separation of linguoculturology as a separate field
3. The stage of development of linguistic culture

These steps will help you to study the field in depth. Because learning in periods provides a number of conveniences to the learner. In the culture of different peoples, the above-mentioned peculiarities exist in the language studying its reflection is one of the main tasks of linguistic and cultural studies.



Lingvokulturology is a young, new field of linguistics, but in its phraseological, conceptual, lexicographic and linguodidactic directions have already been formed. The main task of this science is the related aspect of language and culture, such as ways of expressing cultural concepts in language and its various means is to describe the interaction between learning, language and the mentality of the people.

### RESEARCH AND DISCUSSION

Irony is a stylistic trope that is used in human interaction in several areas of life. Language is a tool of painting, which is often found in works of art, poetry, folklore, and of course in people's daily life, when people interact with each other. With it, the speaker can politely reprimand the listeners; express his critical opinion to them in a reasonable way. Irony can be both linguistic and literary device, in spoken or written form, in which real meaning is concealed or contradicted. That may be the result of the literal, ostensible meaning of words contradicting their actual meaning or it is of a structural incongruity between what is expected and what occurs in its origin. Irony can be interpreted equally in two languages (English and Uzbek). However, we can observe several differences. We can say that the reason for this is the difference between the two languages of the nation. Irony is called “irony” or “sarcasm” in English, and it is called “kinoya”, “istehzo” in Uzbek. Although this stylistic trope has two different names in two languages, the features of its use are the same. That is, both are stylistic devices used to try to influence the listener or to show his negative opinion about what he did not do. Three types of irony can be mentioned in English literature as following:

1. **Dramatic irony** – it is also known as “tragic irony”, this type of irony occurs when the audience knows something that the main characters do not. For example, in William Shakespeare’s *Othello* (1603), Othello trusts Iago—but the audience knows better.

2. **Situational irony - which** occurs when an expected outcome is subverted. For example, in O. Henry’s classic short story, “The Gift of the Magi” (1905), a wife cuts off her long hair to sell it in order to buy her husband a chain for his prized watch. Meanwhile, the husband sells his watch in order to buy his wife a comb for her hair. This type of irony comes from each person not expecting to have their present undercut by the other’s actions.

1. **Verbal irony - it** is a statement in which the speaker’s words are incongruous with the speaker's aim. A speaker says a thing while its meaning is another, resulting in an ironic clash between their intended meaning and their literal meaning. Most types of verbal irony can be classified as either overstatement or understatement. Jonathan Swift’s satirical essay, “A Modest Proposal” (1729), is a good example of this type

Regarding to types of irony in Uzbek language, irony plays a special role in increasing the expressiveness and effectiveness of speech. In this case, the word or phrase is complete in its meaning is used in the opposite figurative sense. Irony refers to the thing or concept the speaker is describing word or because it is a means of expressing a mixed relation of subjective, humorous, sarcastic, contrary to the correct meaning of the phrase, i.e. negative, emotional-expressive colorful meaning is realized. The speech situation, context and intonation also play a special role in the realization of such an ironic meaning. For example, “Bugun jug‘rofiya o‘qituvchisi darsga kelmadi. Xomtok qilaman deb so‘ridan yiqilib, oyog‘ini sindiribdi. Ajoyib “xushxabar”dan keyin bir zumda sinf bo‘shadi-qoldi”. (Said Ahmad) In this example the word “xushxabar” gives two meaning “good news” as well as “bad news”. (Today Geography teacher did not come to class. He told that he fell and broke his leg when he was working in the garden. The whole class after the wonderful “good news” was escaped.

### CONCLUSION

To conclude, lingvokulturology is a process of culture and language use is a science that studies interactions. Linguistic and cultural studies sociolinguistics, ethnolinguistics, psycholinguistics, linguistics, cultural studies and other related fields are conducted on an interdisciplinary scale. Furthermore, One of the most important tasks of linguistic culture, one - clarification of methodological conditions, conceptual rules of research and language units isolated from the point of view of culture (linguocultures) systematization and development of classification problems is considered. In conclusion, we can say that the linguocultural study of irony clearly reveals its differences and similarities between the two languages. In addition, it creates a unique approach to artistic and stylistic means.

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**Annotation:** The article analyses how the linguistic creativity is expressed on different language levels. The author carries out research on all the levels i.e. phonological, morphological, lexical, syntactical and phraseological. The task of our study is to consider various types of linguistic creativity in a literary text, based on their interlevel parametrization. Linguistic and creative manifestations can be observed in texts of various genres and styles. Then we will talk about creative text in a broad sense. However, the degree of creativity will be different in one or another text.

**Key words:** interlevel, parametrization, text, level, linguistic unit, discourse

Linguistic creativity is defined as the creative two-sided ability of a native speaker of the corresponding language to create from the means and constructive mechanisms of linguistic creativity at all linguistic levels (phonetic, morphological, lexical, syntactic and discursive) embedded in this and other languages known to him, and to implement them in the process of communication to build socially correct statement, which together constitutes and expands its linguistic and speech competence. Hence, verbal creativity is a type of linguo-creativity, implemented primarily at the lexical level, and then, at the phonological, morphological, syntactic and discursive levels, materialized in the corresponding linguistic units: first of all, in our opinion, in words and derivatives, then, in phrases (including phraseological units), then, in sentences (including proverbs) and, finally, in coherent texts.

Generativists such as R. Jakobson, K. Hale, H. Lasnik, the early works of J. Lakoff, C. Fillmore, J. R. Ross attributed creativity primarily to syntax, but according to O. K. Iriskhanova in the philological tradition, this property is localized mainly in vocabulary and is described mainly in relation to vocabulary. It should be emphasized that the lexical level also involves the consideration of word-building units, mainly derivatives and compound words, and abbreviations of various types. In the context of modern ideas, however, a different - broader - approach to understanding creativity seems to be productive. The reflections of scientists in the field of linguistics offer arguments in favor of a broad interpretation of creativity as an essential and integral property of native speakers of a language and culture, which manifests itself at different levels to varying degrees in any type of human activity in any communicative conditions.<sup>1</sup>

Texts with a high degree of creativity include texts of personal discourse, but manifestations are possible in institutional discourse - in political, mass information. The author's linguistic creativity should be noted in word-formation transformations, for example, in the nomination of objects, phenomena, characters and their use in the text. You can even single out a special way of word formation - creation, which consists in "the invention of an arbitrary phonetic sequence that has not previously been found in the language, with its further translation into the rank of a phonomorphological complex that carries a nominative function, for example: spiderman, batman, catbot (robot cat)<sup>2</sup>

In literary discourse, innovations can be encountered as one of the types of LC among nouns (the formation of derivatives from parts of speech that do not participate in the process of word formation, holophrastic fusion spelling (fusion) of several parts of speech, derivatives from various pronouns). There may also be verbal innovations (mobility of voice and transitivity, unusual reflexive forms, reflexive verbs as grammatical tropes, new uses of the imperative, non-standard (non-trivial) verb control), adjectival innovations such as occasional short adjectives, comparative degrees from adjectives that exclude the formation of degrees of comparison or from nouns.<sup>3</sup>

<sup>1</sup> Elena A. Engel, Manifestation of the author's linguistic creativity in the modern text. Вестник Кемеровского государственного университета., 2020.,p- 22

<sup>2</sup> Drozhashchikh NV Cognitive parameters of artistic model of creative text // Bulletin of Tomsk State ped. university 2017. No. 10. P. 88–95. DOI: 10.23951/1609-624X-2017-10-88-95

<sup>3</sup> Fateeva N. A. Grammar innovations in modern poetry as a manifestation of linguistic creativity // Bulletin of

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All linguistic (phonetic, spelling, word-formation, lexico-grammatical) transformations and communicative deviations in artistic discourse are intentional, since the author purposefully generates and uses them in his text to achieve a certain pragmatic effect.

Due to this, neologisms (a word, the meaning of a word that have recently appeared in the language), archaisms (words that have fallen out of wide use) may appear in artistic discourse. In all these cases, creative activity at the word level comes down to the fact that the prerequisites for new creative lexical units are ready-made and familiar units from linguistic experience.<sup>4</sup>

Otherwise, there is a possibility of misunderstanding, non- recognition of new words. The closer to the modern literary era, the more texts appear based on language violations, which is also one of the types of linguistic creativity (anomalies according to L. A. Kozlova, N. A. Fateeva and T. B. Radbil ), deviations from typical genre and text features. Therefore, scientists seek to find and study not what is accepted by the norm and standard in the language system, but what destroys, violates and changes the norms and standards in this system and, thus, makes these texts so non-standard and, accordingly, creative. V. Z. Demyankov, O. K. Iriskhanova , I. I. Chumak- Zhun are working in this direction .<sup>5</sup>

They affirm the manifestation of creativity at all language levels and put forward the assumption that violations, which are an integral part of linguistic creativity , also take place at any of the language levels. Verbal creativity is realized primarily at the lexical level, but it can also move to the syntactic, discursive levels, materializing in the appropriate units.<sup>6</sup>

Linguistic creativity can manifest itself at the phraseological level. In the general phraseological theory, phraseologism is defined as a complex, stable language unit that is reproduced in speech in finished form. However, the practice of using phraseological units in different languages shows that in the course of discourse formation they can be (and quite often are) subjected to various modifications.

Studies of various transformations of phraseological signs in discourse practices have been conducted for a relatively long time (Arkhangelsky 1960; Zhukov 1962; Amosova 1963; Telia 1968; Kunin 1973; Gvozdev 1971; Reagan 1987; Gibbs / Nayak 1989; Barkema 1994; Veisbergs 1997; Moon 1998, etc. ). They lead to the formation of one of the key private theories of general phraseology - the theory of phraseological variation, within which a number of rather complex and therefore unresolved issues are singled out. These questions include the following: What causes the possibility of various kinds of transformations of phraseological units in the course of creating a certain discourse? How are phraseological units modified in the process of discourse formation and what are the limits of their modification? In their approach to the study of this group of interrelated issues, scientists relied on the concept of phraseological creativity.<sup>7</sup> This concept was developed by linguists on the basis of the analysis of two simultaneous cultural processes: firstly, the process of forming the meanings of phraseological units, and, in secondly, the process of functioning of phraseological units in the course of building a certain discourse (Zykova 2014). For example: to drive home - 'tell someone about something so that what is said is understood and accepted'. The definition of the concept of phraseological creativity and the study of a very non-trivial phenomenon behind this concept required, first of all, addressing the question of what constitutes phraseological meaning. When studying the meanings of phraseological units in the English and Russian languages, it was found that their content is based on rather complex conceptual structures - macro-metaphorical concepts I nye models (Zykova 2014), in the development of which scientists relied primarily on the theory of metaphorical concepts of J. Lakoff /M. Johnson ( Lakoff /

Volgograd State University. Series 2: Linguistics. 2018. V. 17. No. 2. S. 44–52.

<sup>4</sup> Shcherbak A. S., Kazankova A. A. Creative trends in the sphere of modern urban names // Bulletin of the Tambov University. Series: Philological sciences and cultural studies. 2016. V. 2. No. 4. S. 12–17

<sup>5</sup> Shcherbakova E. E., Levicheva E. V. The phenomenon of "linguistic creativity" in modern psychological and pedagogical science // Bulletin of NNSTU im. R. E. Alekseeva. Series: Management in social systems. Communication technologies. 2012. No. 4. P. 93–101.

<sup>6</sup> Gridina T. A. Linguo-creative strategies of word semantization and mastering the operational technique of a language game in ontogeny: experimental data // Pedagogical education in Russia. 2014. No. 5. P. 153–158.

<sup>7</sup> Radbil T. B. The concept of GAME in anomalous artistic discourse // Logical analysis of language. Conceptual fields of play / otv. ed. N. D. Arutyunova. M.: Indrik, 2006. S. 308–316.



Jonson 1980; Lakoff 1987), as well as a number of modern works in the field of cognitive linguistics ( Reddy 1979; Carleton 1995; Turner 1996; Kubryakova 1996, 2004; Radden 2000; Turner / Fauconnier 2000; Langacker 2006; Knowles / Moon 2006; Johnson 2008; Belyaevskaya 2009, 2011; Demyankov 2009; Kovecses 2010). For example, as it was found, the deep level of meaning of such English and Russian phraseological units as to argue round and round (lit. argue in a circle) - 'talk not to the point', easier on the turns - 'be careful, restrained in expressions' represent similar macro- metaphorical conceptual models.<sup>8</sup>

From the standpoint of the discursive aspect, phraseological creativity is the ability of macrometaphorical conceptual models, implemented by individual consciousness (or individual personality), as about the communicative adaptation of the images of phraseological units to the pragmatic tasks of constructing a certain discourse. Based on this understanding of phraseological creativity, there are strategies through which the basic forms of images of the studied phraseological units are modified and their communicative adaptation to discourse is carried out. Scholars have identified five main strategies for their communicative adaptation to discourse formation: 1) Embedding, 2) Increment, 3) Recomposition, 4) Splitting, and 5) Combining. The strategy of communicative adaptation "Embedding" is an internal extension of the image of a phraseological sign. According to the data obtained, the volume of such figurative expansion can be different. During the formation of discourse, one new component, several new components, or a whole phrase can be built into the basic form of the image of a phraseological unit, for example: to exchange words ( with someone ) > exchange t h e i r p o l i t e , m e a n i n g l e s s w o r d s . The strategy of communicative adaptation "Increment" is an external expansion of the image of a phraseological unit by prepositional and / or postpositional addition of new figurative components (from one component to two or more components that sometimes make up a whole phrase), for example: to meet one 's \_ match > [ he has] met his match , a n d p r o b a b l y b e t t e r . The strategy of communicative adaptation " Recomposition " is a deliberate change in the order of the components in the basic form of the image of a phraseological unit in relation to each other. It is often accompanied by the simultaneous addition of additional figurative components in the course of discourse formation (and can lead to the creation of new syntactic forms of phraseological units). For example: to pay a compliment (to somebody) > the biggest compliment you can pay a Singaporean. Strategy communicative adaptations of " Breakdown " is deliberate violation integrity basic forms image phraseological unit, which leads in most cases to creation two interconnected images and, respectively, two new phraseological expressions: to take (the) flak > totake all the criticism + expect the flak: If I get all the praise when we're winning, then I fully expect to take all the c r i t i c i s m when we're losing.

A common strategy for creating a humorous effect is phonetic similitude, which is most pronounced in word fusion. For example, decaflon (from " decaffeinated " - decaffeinated and " decathlon " - decathlon; abstinence from caffeine for a long time), plagiarhythm (from " plagiarism " - plagiarism and " rhythm " - rhythm; illegal downloading of music online and its further use to create new tracks), wreckconciliation (from " wreck " - to break, destroy and " reconciliation " - reconciliation; "false" reconciliation), infidelitexting (" infidelity " - infidelity and " texting " - sending SMS messages; adultery by exchanging SMS messages). To emphasize the new meaning of the word, graphic methods are also used, for example, phishing, which is an illustration of the metaphor (the activity of intruders is correlated with fishing, where the victim, like the fish, falls "on the hook"), which underlies the formation of neologism.<sup>9</sup>

It can be concluded that the English language is less characterized by linguistic creativity at the level of phonetics and word formation, and more at the level of syntax. In particular, among others, the following parameters are most active:

- grammatical error and agrammatism (*silent not night by silently unday* — E. E. Cummings);
- recurrent repeats linguistic units and constructions (*Rose is a rose is a rose is a rose is a rose; A type oh oh new new not no not knealer knealer old show beefsteak neither neither* — G. Stein );

<sup>8</sup> I. Zykova "Phraseological Creativity in the Perspective of Studying Discourse" Institute of Linguistics RAS. 2014

<sup>9</sup>Butakova E. S. Linguistic creativity in Tomsk ergonymy // Vestn . Tomsk State ped. university 2013. No. 3. pp. 146–152.

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fragmentation syntactic constructions (*Not so far. / Constantly as seen. / Not as far as to mean. / I mean I mean. / Constantly. / As far. / So far. / Forbore. / He forbore. / To forbear. / Their forbears* - G. Stein).

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**Annotation:** The purpose of the article is to discuss and find out some features of linguistic and extra linguistic factors forming the conceptual field of parables. Moreover, the article illustrates the theoretical foundations of the study of culture through language.

**Key words:** conceptual field, parables, linguo-cultural and spiritual values, cultural and national identity, cultural codes.

The unification of linguistic units into certain paradigms based on a certain unifying meaning gave rise to the field theory in linguistics<sup>1</sup>.

A conceptual field is a goal-oriented system of tools of different nature and type for understanding or imagining meaning. This field contains components united by an integrative semantic property that is functionally expressed in elements. It should also be taken into account that the conceptual field is a part of the conceptual system of a speech society that communicates in a certain linguistic code, and it should fully reflect the ethnic scope of the linguo-cultural and spiritual values accepted in this society, including the existing cultural codes.

Such an understanding of the conceptual field, firstly, takes into account the concepts that are complex in content, secondly, in its logical objectification, it is obliged to support the enrichment of such concepts with linguistic signs in the realization of communication, and then to analyze them, and thirdly, to look for the methods and methods used during such research. does or their components, knowledge structures located under one or another language units and can provide objective results that provide a systematically formed topological situation in the lexicon of speakers of this language.

From this point of view, the most promising difference between "conceptual" and "semantic field" was made by Yu.N. Karaulov offers. Conceptual field is a framework of conceptual content "determined by the logic of the objective world and the logic of human thinking"; it is knowledge of the objective world<sup>2</sup>. The conceptual field directly reflects reality. Semantic field - "lexical-semantic groups (paradigms), the structure of a certain language taking into account the cultural and national identity; it is to know the language, the words and their meaning"<sup>3</sup>. Also, Yu.N. Karaulov defines the "associative field" as "words that are different in nature and have different meanings, that change from one person to another, from one community to another."<sup>4</sup>as a systematic group. The associative field is an ontological reflection of the structure of thought of a speaker who knows the language at an average level. These three types of fields are isomorphic in nature and interact with each other in language processing and speaker perception.

In modern cognitive linguistics, it is customary to interpret the conceptual field as a hierarchically organized set of concepts with inseparable and differential cognitive properties. In this sense, conceptual fields are an integral cognitive field with a complex structure. I.A. According to Tarasova, the conceptual field can be seen as a cognitive structure of a complex type, including both propositional, metonymic, and metaphorical models of conceptualization<sup>5</sup>.

In this work, "conceptual field" T.V. Evsyukova and E.Yu. Agreeing with Butenko's opinion, it is understood as voluminous mental development, which includes "various manifestations of both cognitive structures and various forms of mental representation": "Conceptual field is a hierarchically structured chain of concepts logically connected with a common semantic component. A conceptual field can be organized

<sup>1</sup>Saussure F. The course of obshchey linguistics / F. Saussure; carrier A.M. Sukhotin; editor-in-chief R.O. Shor. - Moscow: Izdatelstvo Yurayt, 2019. - S. 33.

<sup>2</sup>Karaulov Yu.N. Russkiy yazyk i yazykovaya lichnost. LKI, Izd. 7-e. Moscow: Izdatelstvo 2010. – S. 138.

<sup>3</sup>That's it. - S. 138.

<sup>4</sup>That's it. - S. 138.

<sup>5</sup>Tarasova I.A. Poetichesky idiosstil v cognitivnom aspecte (na materiale poezii G. Ivanova i I. Annenskogo): dissertation ... doctora filologicheskix nauk: 10.02.01 / I. A. Tarasova; SGU im. N. G. Chernyshevsky. - Saratov, 2004. - S. 66.

around a main concept, entering a contextual space in semantic relations with other parallel concepts. Modeling of the conceptual field can be done on the basis of different amounts of data - both in one textual work, or in the conceptual framework of an individual author taken separately, and more broadly, in the framework of the entire national conceptual field, the entire semantic space of the language.<sup>6</sup>

In this study, the "conceptual field (conceptosphere)" was taken as an object, and we considered different interpretations of terms related to it. Now let's give information to this concept in the section of analysis of parables and summarize them. As mentioned above, the term conceptosphere was introduced into linguistics by D.S. Likhachev<sup>7</sup>, Yu.S. Stepanov<sup>8</sup> introduced in the work of Later on this issue R.I. Pavilenis, V.A. Maslova, N.V. Alexandrovich, L.G. Babenko, O.A. Bondarevsky, E.O. Kotukova and others conducted work.

Conceptual field is understood in the thesis as "realization field of a certain concept". As for the concept, we will limit ourselves to the information about how it is used in the work, without reanalyzing the discussions and materials devoted to its relationship to the terms of understanding and meaning.

A concept is a highly generalized, abstracted essence ("invariant" in traditional linguistics). A concept is a slightly described, concretized realization of the essence, a phenomenon ("variant" in traditional linguistics).

For example, if we take the concept of "god". This is an invariant. The judgment that every people in the world understands in their own way is absolute. Everyone understands it, but no one has seen what it is, how it is, but everyone knows. Now people know its variants as one or another concept. The first is a linguistic option; the names of which are pronounced in each language - God (in Iranian); God (in Turkish); Allah (in Arabic); God (in Semitic); Garden (in the Slavs); God, Gott (in German), etc.

Among the later concepts, one can also include the gods of antiquity. For example, ancient Roman and Greek gods. We know very well that the god of war - Mars, the god of love - Venus, the god of trade and travelers - Mercury and many others were thought of as "auxiliary gods" because the task assigned to the god was too great.

Therefore, God is a concept, and the following concepts are the sphere of realization (surface, surface) of the concept in one or another discourse.

So, the conceptual field is the surface of the concept's realization. This surface is observed in space, in space. This or that national culture serves as a space, or rather, a conceptual field, for the realization of this or that concept. It turns out that some kind of culture serves as the basis for any conceptual field. A concept does not exist outside of culture. However, since the concept of culture is such an important factor, we will try to consider its main categories.

The category of culture consists of two main types: 1) material culture; 2) spiritual culture.

Now we give the definition and description of these. Material culture is all areas of material activity of a person or nation and its results. These are the following:

- working tools;
- places of residence;
- things used in everyday life;
- clothing;
- vehicles;
- means of communication;
- consumer goods and types.

Spiritual culture includes the results of the sphere of perception and spiritual activity of a person or a nation in general. These factors include: knowledge; ethics, norms of behavior; education and training; right; philosophy; ethics; aesthetics; science; literature; mythology, folklore; religion

Culture includes the spiritual activity of a person: the power and abilities manifested in activity, knowledge and skills, production and professional skills, intellectual level, etc.

<sup>6</sup>Evsyukova T. V. Lingvokulturologiya: uchebnik / T. V. Evsyukova, E. Yu. Butenko. – Moscow: Flinta; Nauka, 2014. – S. 112.

<sup>7</sup>Likhachev D.S. Konceptosfera russkogo zhyzka // Izvestia RAN. Sir. Lit-ra i yazyk. - Moscow, 1993. - T. 52. – No. 1. – S. 3-9.

<sup>8</sup>Stepanov Yu. S. Prostranstvo i miry - novyy, "voobrajaemy", "mentalnyy" i prochie // Filosofiya zhyzka: v granitsakh i vne granits: v 2-x t. Kharkiv: Oko, 1994. – T.2. S. 3-18.

The importance of culture in the use of one's own language in human life has led to the emergence of a special direction in linguistics. We saw the importance of the above factors in the creation of a language product by a person during the analysis of parables.

For example, firstly, if we remember the role of some of these factors in the meaningful structure of the parable, we will see how important the role of knowledge is in the fate of the heroes of the parable.

Second, the goal of any cognitive process is to achieve certain knowledge. Therefore, a large part of human life is directed to the acquisition of a certain level of knowledge.

If we remember the next factor, there are morals and norms of behavior, which are also reflected in the narrations. Man lives in society. Society has its own norms of behavior. Compliance with these norms is mandatory for every person - a member of society.

One of the properties that determine the behavior, behavior, and character of the heroes of the novel is their education and upbringing. The speech of an educated person differs sharply from the speech of an uneducated person. This shows its level of civilization.

In determining the character and value of the heroes of the novel, their attitude to the norms of law is also important. The constant confrontation between the law-abiding, law-abiding actors and the law-abiding ones forms the plot line of the parables. In addition, depending on the type and appearance of the law in force in the parable, it is possible to know in which period, which century, and within the borders of which country the event took place.

The attitude of the images to the depicted events and events indicates their attitude to the general laws of human and social existence. This is the philosophical basis of the matter. There is a philosophical aspect to the parable that shows who it is serving, whose class interests are being promoted.

Literature, folklore, mythology and science can be listed among the factors that have a certain influence on the content and organizational structure of national parables. They show that this work belongs to a certain nation in the structure of the parable, like the above factors. For example, Shiraq is not found in German, English, Russian or Arabic narration. It is a real Uzbek language culture. We do not find Robin Hood in Uzbek, Russian, Tajik or German parables, because he is an English culture. Or Ivanushka durachok is not found in German, Arabic, Persian or Uzbek parables. Similarly, in the narration of an Englishman, a German, a Russian or a Chinese, the sentence "Thank God" is not found.

So, although the concept is the same, its appearance in different languages and the parameters of the conceptual field are different. Common heroes, common plots, life views, philosophical tendencies, human and spiritual values can be found in the parables of peoples living in close or similar geographical areas belonging to the same civilization, religion, culture, language family.

When we enumerate the components of a person's or a nation's culture, we overlook two more factors. They are politics and ideologies, or rather the leading politics and ideologies in countries we have neglected. The fact is that there are 2 types of factors that determine the culture of a person or a nation.

- 1) permanent (fixed) factors;
- 2) variable factors.

Constant (fixed) factors include all the factors we listed above. They are ever-present factors in the life of an individual or a nation. For example, a person's race, nationality, moral norms, legal norms, religion, etc. are not things that change during a person's lifetime. For example, if a person is born an Uzbek, he will not become an Englishman or a Kazakh (True, proselytes who change their religion and adopt another religion are not included in this account), etc.

For the culture of a person or a nation, changing factors include politics and ideology. Because if the political system and state ideology change, regardless of the above factors, there will be a serious change in the ideology of the individual or the nation. For example, the fact that 11 languages, including 3 European and 8 local African languages, are accepted as official languages in the Republic of South Africa, where racism has been preserved until recently, shows the complexity of the linguistic and cultural situation here.

It can be seen that the scope of linguo-cultural studies is very wide, a person who wants to conduct a real linguo-cultural study needs to have a good knowledge of the history of the languages he is studying, the history, ethnography, culture, religion, customs, literature, folklore, etc. of the countries where these languages are spoken. Parables contain exactly this type of information.



In conclusion, it can be said that the social significance of parables is that they illuminate certain situations in the history of the nation or nation and explain the emergence of certain events, characteristics, and signs related to the history of the nation. Therefore, the study of the parables of different peoples and nations of the world as an element of national culture becomes the main factors that determine the uniqueness of the conceptual world of each individual nation.

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**Abstract:** The article illustrates some theories and ideas about teaching in an interrogative way that is Communicative language teaching as it is becoming widespread all over the world. Moreover it shows some techniques that can be used in the interactive lessons.

**Key words:** CLT (Communicative language teaching), role play, interview, group work, CLT techniques

Communicative language teaching (CLT) or the communicative approach is an approach to language teaching which emphasizes interaction as both the means and the ultimate goal of study. Language learners in environments utilizing CLT (Communicative language teaching) techniques, learn and practice the target language through the interaction with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and through the use of the language both in class and outside of class. Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar, in order to promote language skills in all types of situations. This method also claims to encourage learners to incorporate their personal experiences into their language learning environment, and to focus on the learning experience in addition to the learning of the target language. According to Communicative Language Teaching, the goal of language education is the ability to communicate in the target language. This is in contrast to previous views in which grammatical competence was commonly given top priority. Communicative Language Teaching also focuses on the teacher being a facilitator, rather than an instructor. Furthermore, the approach is a non-methodical system that does not use a textbook series to teach the target language, but rather works on developing sound oral or verbal skills prior to reading and writing.

Communicative Language Teaching is an approach that aims to:

(a) make competence the goal of language teaching

(b) develop procedures for teaching of the four language skills that acknowledge the interdependence of language and communication"<sup>1</sup>. CLT views language as a functional system. It holds that language is a vehicle for the expression of functional meaning. The primary function of language is for interaction and communication.

The notion of communicative competence was developed within the discipline of linguistics (or more accurately, the sub-discipline of sociolinguistics) and appealed to many within the language teaching profession, who argued that communicative competence, and not simply grammatical competence, should be the goal of language teaching. The next question to be solved was, what would a syllabus that reflected the notion of communicative competence look like and what implications would it have for language teaching methodology? The result was communicative language teaching. Communicative language teaching created a great deal of enthusiasm and excitement when it first appeared as a new approach to language teaching in the 1970s and 1980s, and language teachers and teaching institutions all around the world soon began to rethink their teaching, syllabuses, and classroom materials.

In planning language courses within a communicative approach, grammar was no longer the starting point. New approaches to language teaching were needed. Rather than simply specifying the grammar and vocabulary learners needed to master, it was argued that a syllabus should identify the following aspects of language use in order to be able to develop the learner's communicative competence:

1. As detailed a consideration as possible of the purposes for which the learner wishes to acquire the target language; for example, using English for business purposes, in the hotel industry, or for travel;

<sup>1</sup> Communicative Teaching. Richards & Rodgers, 1986. Cambridge University press

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2. Some idea of the setting in which they will want to use the target language; for example, in an office, on an airplane, or in a store;
3. The socially defined role the learners will assume in the target language, as well as the role of their interlocutors; for example, as a traveler, as a salesperson talking to clients, or as a student in a school;
4. The communicative events in which the learners will participate: everyday situations, vocational or professional situations, academic situations, and so on; for example, making telephone calls, engaging in casual conversation, or taking part in a meeting;
5. The language functions involved in those events, or what the learner will be able to do with or through the language; for example, making introductions, giving explanations, or describing plans;
6. The notions or concepts involved, or what the learner will need to be able to talk about; for example, leisure, finance, history, religion
7. The skills involved in the “knitting together” of discourse: discourse and rhetorical skills; for example, storytelling, giving an effective business presentation
8. The variety or varieties of the target language that will be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the learners will need to reach
9. The grammatical content that will be needed
10. The lexical content, or vocabulary, that will be needed

CLT teachers choose classroom activities based on what they believe is going to be most effective for students developing communicative abilities in the target language (TL). Oral activities are popular among CLT teachers, as opposed to grammar drills or reading and writing activities, because they include active conversation and creative, unpredicted responses from students. Activities vary based on the level of language class they are being used in. They promote collaboration, fluency, and comfort in the TL. The six activities listed and explained below are commonly used in CLT classrooms.

**Role plays.** Role-play is an oral activity usually done in pairs, whose main goal is to develop students' communicative abilities in a certain setting. For example: The instructor sets the scene: where is the conversation taking place? (E.g., in a cafe, in a park, etc.) The instructor defines the goal of the students' conversation. (E.g., the speaker is asking for directions, the speaker is ordering coffee, the speaker is talking about a movie they recently saw, etc.) The students converse in pairs for a designated amount of time.

**Interview.** An interview is an oral activity done in pairs, whose main goal is to develop students' interpersonal skills in the CLT. For example: 1. The instructor gives each student the same set of questions to ask a partner. 2. Students take turns asking and answering the questions in pairs. This activity, since it is highly structured, allows for the instructor to more closely monitor students' responses. This is an activity that should be used primarily in the lower levels of language classes, because it will be most beneficial to lower-level speakers. Higher-level speakers should be having unpredictable conversations in the TL, where neither the questions nor the answers are scripted or expected. If this activity were used with higher-level speakers it wouldn't have many benefits.

Group work. Group work is a collaborative activity whose purpose is to foster communication in the TL, in a larger group setting. Examples:

1. Students are assigned a group of no more than six people.
2. Students are assigned a specific role within the group. (E.g., member A, member B, etc.)
3. The instructor gives each group the same task to complete.
4. Each member of the group takes a designated amount of time to work on the part of the task to which they are assigned.
5. The members of the group discuss the information they have found, with each other and put it all together to complete the task. Students can feel overwhelmed in language classes, but this activity can take away from that feeling. Students are asked to focus on one piece of information only, which increases their comprehension of that information. Better comprehension leads to better communication with the rest of the group, which improves students' communicative abilities in the CLT.

Information gap. Information gap is a collaborative activity, whose purpose is for students to effectively obtain information that was previously unknown to them, in the CLT. Example:

1. The class is paired up. One partner in each pair is Partner A, and the other is Partner B.
2. All the students that are Partner A are given a sheet of paper with a time-table on it. The time-table is filled in half-way, but some of the boxes are empty.
3. All the students that are Partner B are given a sheet of paper with a time-table on it. The boxes that are empty on Partner A's time-table are filled in on Partner B's. There are also empty boxes on Partner B's time-table, but they are filled in on Partner A's.
4. The partners must work together to ask about and supply each other with the information they are both missing, to complete each other's time-tables. Completing information gap activities improves students' abilities to communicate about unknown information in the CLT. These abilities are directly applicable to many real-world conversations, where the goal is to find out some new piece of information, or simply to exchange information.

Moreover, Opinion sharing Scavenger hunt and many others can be mentioned.

Furthermore there are some critiques about Communicative language teaching. Although CLT has been extremely influential in the field of language teaching, it is not universally accepted and has been subject to significant critique. In his critique of CLT, Michael Swan addresses both the theoretical and practical problems with CLT. In his critique, he mentions that CLT is not an altogether cohesive subject, but one in which theoretical understandings (by linguists) and practical understandings (by language teachers) differ greatly. Critique of the theory of CLT includes that it makes broad claims regarding the usefulness of CLT while citing little data, that it uses a large amount of confusing vocabulary, and that it assumes knowledge that is predominately language non-specific (ex. the ability to make educated guesses) is language specific. Swan suggests that these theoretical issues can lead to confusion in the application of CLT techniques.

Where confusion in the application of CLT techniques is readily apparent is in classroom settings. Swan suggests that CLT techniques often suggest prioritizing the "function" of a language (what one can do with the language knowledge one has) over the "structure" of a language (the grammatical systems of the language). This priority can leave learners with serious gaps in their knowledge of the formal aspects of their target language. Swan also suggests that, in CLT techniques, whatever languages a student might already know are not valued or employed in instructional techniques.

Further critique of CLT techniques in classroom teaching can be attributed to Elaine Ridge. One of her critiques of CLT is that it implies that there is a generally agreed upon consensus regarding the definition of "communicative competence", which CLT claims to facilitate, when in fact there is not. Because there is not such agreement, students may be seen to be in possession of "communicative competence" without being able to make full, or even adequate, use of the language. That an individual is proficient in a language does not necessarily entail that they can make full use of that language, which can limit an individual's potential with that language, especially if that language is an endangered language. This critique is largely to do with the fact that CLT is often highly praised and is popular, when it may not necessarily be the best method of language teaching.

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FLASH FICTION AS AN INNOVATION IN LYDIA DAVIS'S  
SHORT STORIES

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**Annotation:** The author of this thesis reviews the genre of flash fiction in Lydia Davis's works. The thesis covers a wide determination of the term flash fiction and gives an explanation Lydia Davis's flash fiction style in her short stories with textual examples, taken from short stories of Lydia Davis. She has 5 books of collections of stories. Her stories are extremely short even some of her stories consist of several words. This paper also tries to place Lydia Davis as a great example of flash fiction within Modern American short story genre. Totally, this thesis studies short stories of Lydia Davis on the characteristics of selected stories from her books which depict the categorization of her stories.

**Key words:** Flash fiction, sudden fiction, pieces, letter of complaints, stories from Flaubert.

Short stories date back to ancient times. Most short stories we know start from with the phrase: "Once upon a time" and has standard structure and elements. Throughout time short stories didn't lose actuality in literature. Modern short stories become even shorter because of innovation, discovery of new styles, development of society and technologies. These very short stories are called also pieces. Today the form of writing modern short stories can be categorized into 6 categories: flash fiction (maximum word limit 2000), sudden fiction (maximum 750 words), drabble (maximum 100 words), dribble (50 words), twitterature (maximum 280 and six-word stories). Lydia Davis as the author of prolific number of modern short stories has already been recognized as an innovator of flash fiction. The first examples of flash fiction date back to Grimm's Fairy tales and Aesop's Fables. These masterpieces of world literature made flash fiction popular. This form "flash" may not focus on a plot, characters or structure, but it must emphasize on movement. Each sentence must reveal new layer of information about characters, actions, movement and appearance that wasn't visible at previous sentences. Besides having several features, flash fiction often offers a "play" of words. Every short story can be written directly from author's real-life experience and style.

Lydia Davis had great influence from translating Gustave Flaubert, Marcel Proust's works, and reading Samuel Becket's works and other representatives of French literature. It took a few years from her to try a traditional way of writing short stories. When she first started, she worked very hard, copying sentences out of favourite writers and trying to use them on her stories. These were years of struggling how to set the theme, and start the dialogue, how to introduce characters, how to make time pass and all these things she found as burden. It is natural to go straight from first sentence to the end for Lydia Davis. Eventually, finding her own peculiar form led to long-lasting pleasure for writing short stories.

Lydia Davis's most short stories are extremely short. Even some of her short stories are shorter than their title. For example: Lydia Davis's story *Example of the Continuing Past Tense in a Hotel Room* consists of 5 words: *Your housekeeper has been Shelly*. She has 6 books of short stories: *Break it Down* (1986), *Almost No Memory* (1997), *Samuel Johnson Is Indignant* (2001), *Varieties of Disturbance* (2007), *Can't and Won't* (2015) and a novel called *The End of the Story* (1995).

There are a lot of creativities in her writing style. In addition to distinctive structure, her stories are so specific, that we can put them into several categories: In her biggest book *Can't and Won't* 27 stories out of 137 are "dream" stories –stories from night dreams and also dream-like experiences. She calls them "dream pieces", they were written in the midst of her literary career. They are stories that shaped from either her dreams and life-dreams and friend's dreams or strange parts from possible dream. Bringing dream-related issues into short stories is utterly innovative way. For example, in *The Piano Lesson*: "I am with my friend Christine. I have not seen her for a long time, perhaps seventeen years. We talk about music and we agree that when we meet again she will give me a piano lesson. In preparation for the lesson, she says, I must select, and then study, one Baroque piece, one Classical, one Romantic, and one Modern. I am impressed by her seriousness and by the difficulty of the assignment. I am ready to do it. We will have the lesson in one year, she says. She will come to my house. But then, later, she tells me she's not sure she will be returning to this country. Maybe, instead, we will have the lesson in Italy. Or if not Italy, then, of course, Casablanca" the



author shares with her personal dream experience. In the beginning of the story tells about her friend Christine, whom she has not seen for seventeen years. They talk about music, and they agree that when they meet again she will give lesson to her. She gets an assignment to select and study one Classical and one Modern piece. Impressed by friend's seriousness, she is ready to do it. They should have the lesson in one year whether in Italy or Casablanca, which is situated in Morocco. In the end the author surprises the reader, as Casablanca is mentioned here. Lydia Davis spent some school years in Europe where she met friend from Morocco.

In her *Can't and Won't*, fourteen stories called *Stories from Flaubert* is the fruit of her translating career. When she was translating *Madame Bovary* she read Flaubert's letters from the time she was working on the novel in order to learn and to get to know him better and to ease the translation process. So, as she read the letters she started finding stories that he was telling. Lydia Davis regarded worthy to find stories of Flaubert and she decided to publish them. And *Stories from Flaubert* were shaped out of anecdotes that Flaubert utilized in his letters. As Lydia Davis said they are nice stories, so she extracted them, she didn't add fictional elements or another literary material to Flaubert's language, but she could change sense. If we take some examples of these stories: *The Execution*, *The Visit to the Dentist* or *Washerwomen*, we can see historical background, compassion, philosophical value of the time. In the *Execution* the author pulls our attention to the execution of a young man, who murdered a banker and his wife, and raped the servant girl and drank all the wine in the cellar. He was tied and found guilty. There was such interest in seeing this fellow die on guillotine that *ten thousand came night before*. And because the inns were full, people spent the night outside to see this man die, *they slept in the snow*. As we see there, some phrases were remarked to emphasize the extract of the story. Reader can be surprised to face the word "guillotine" in modern short story Here, translation resources are signed with her name and contain her authorial intervention linking them to the main part of the text that she has signed as an author. There were some texts, she translated that have no apparent connection to her work, to her stories, but she managed to get an extract or the meaning of them and published some parts of Flaubert's letters under her authorship with the category "*stories from Flaubert*"

There is also another type of her stories. There are 6 short stories "letters of complaints" in her story collection *Can't and Won't*. They are *Letter to a Frozen Peas Manufacturer*, *Letter to a Marketing Manager*, *Letter to a Peppermint Company*, *The Letter to the Foundation*, *Letter to A Hotel Manager* and *Letter to the President of the American Biographical Institute, Inc.* They are intellectual stories with abrupt ending. If we analyze *Letter to a Peppermint Candy Company* we can see a relatively long story about purchasing a can of the peppermint candies. It is slightly ironical and politely expressed complaint with the play of words. The author emphasizes her ideas shortly with some phrases after seeing this bright red canister of candies: "*When I went to pay, though, I was shocked at the price, which was \$15 for the canister of peppermints, net weight 13 ounces (369grams). After a moment of hesitation, I bought it anyway, partly out of embarrassment in front of the impatient and unsmiling young woman at the cash register and partly because I did not want to give up those peppermints.*" Lydia Davis shows a detail of her purchase with these words. But the main aim of writing of the letter, addressing the manufacturer was shown in next some sentences: "*When I got home, I read your tongue-in-cheek warning on the can about letting the peppermint soften in one's mouth before biting down. You said: "Your teeth will thank you!" Well, it is quite true that the peppermints appear soft but then have an iron grip when one bites down.*" The author continues in detailing the purchase, making it up story from it. She also prepared readers to read the main idea of the letter, which is a flash point of the short story: "*Frankly, I did not think there were 74 pieces of candy inside. After I pointed this out to my family, we decided to place bets on how many candies there were and then count them. My bet was 64 pieces. My husband, being more trusting of your claims, bet that there were 70. My son, being a teenager and more daring, bet that there were only 50 pieces. Well, I counted them out there on the dining table and who do you think won the bet? I'm sorry to say it was my son. There were only 51 pieces in the can (or tin)!*" Lydia Davis somehow approaches to the complaint literally by giving detailed information. She also describes the package that is filled to the top. You will continue reading without expecting the ending of the story. Even if you have some expectation after reading till the mid of this story, like many of her "letters of complaint" your expectation will be defeated. The defeated expectation we will try to show in the next example: "*I cannot verify this estimate by weighing the candies because by now we have eaten them all. They were delicious, but we are feeling shortchanged, or should I say ... cheated? Can you please explain this discrepancy?*"

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*Yours sincerely.*

If we take her “letters of complaint”, we can see there: intellectual approach, ironical elementsexpressing ideas through optimistic vision. This makes reader get aesthetic pleasure after reading her stories.

The last category stories are the creativities after a long period of observation. For example, Lydia Davis spent three years to complete *The Cows*. This story is the fruit of a long-time observation. Lydia Davis wrote the story in a funny way. As this story is quite long, she started giving the description of cows: as if nobody doesn’t know about cows or just as a funny description. “*Their bodies are entirely black, but they have white on their faces. On the faces of two of them, there are large patches of white, like a mask*”. The next sentences, taken from this story makes people smile or just get an aesthetic pleasure: “*They are motionless until they move again, one foot and then another – fore, hind, fore, hind – and stop in another place, motionless again.*

*So often they are standing completely still. Yet when I look up again a few minutes later, they are in another place, again standing completely still*”. The story is written in descriptive way with some ironical elements: “*Just because they are so still, their attitude seems philosophical.*” This given phrase from cows shows us how the story was written in a funny and positive way. Lydia Davis also enriched the story with different stylistic devices and contradictions: “*She moos towards the wooded hills behind her, and the sound comes back. She moos again in a high falsetto. It is a very small sound to come from such a large, dark animal”.*

So Lydia Davis’s short stories are so distinctive among modern American short stories. Her short stories are funny, very shortand sometimes full of the play of words. Even though she writes her short stories in the form of poem, they are the reflection of her translation career, family life, her influencing parents and bright education.

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## LINGUOCULTUROLOGICAL ASPECTS OF PROVERBS AND TEACHING ENGLISH THROUGH PROVERBS

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**Abstract:** Proverbs are part of folklore in literature. Moreover, they illustrate all characteristics of a nation. So, they are very essential to use during the lesson. The purpose of the article is to illustrate linguoculturological aspects of proverbs and usage of them at school to improve students knowledge.

**Key words:** proverbs, linguoculturologic aspect of proverbs, Uzbek proverbs, English proverbs,

## INTRODUCTION

A proverb is a product of folk oral creativity, through which one can see the history, culture and other vital aspects of the entire nation. Giving a basic definition to it, we can say that a proverb is a traditional saying or phrase that expresses a perceived truth which gained year by year over centuries. Proverbs often give practical advice as well as they are based on the shared human experience.

## MATERIALS AND METHODS

Originally, the term proverb came from Latin word “*proverbium*” which means “disambiguation”. They are metaphorical and use a language which can be mentioned formulaic. A proverbial phrase or a proverbial expression is a type of a conventional saying similar to proverbs and transmitted by oral tradition. The difference is that a proverb is a fixed expression, while a proverbial phrase permits alterations to fit the grammar of the context. Collectively, they form a genre of folklore.

Every nation and nation has its own attractive folk art in its literature. This literary genre consists of several parts. Examples of folkloric works include proverbs, songs, laments, lullabays, lapars (Uzbek national folk songs), fairy tales, stories, narratives, quick sayings and riddles. Through these, ordinary people can make their lives more interesting, oppressive, stupid or uneducated people seem to be criticized. Moreover, it is the opposite, in order to show respect to the smart, intelligent stratum of a certain society, not only proverbs, but also other examples of folklore are used to call and encourage young generations to be like these people. In addition, proverbs enrich communicative speech and give it a colorful color. It also strengthens the relationship between interlocutors.

As mentioned above, proverbs show the nationality of the people, and therefore it is not difficult to understand their linguistic and cultural aspects. In Uzbek proverbs and in English proverbs, you can understand the meanings that teach people to be kind, courageous, and present, and point to them. The Uzbek proverb “Yomon xabar tez tarqalar” (Bad news spreads quickly) is similar to the English proverb “Bad news has wings”. Both proverbs mean that bad news spreads quickly by word from people to people quickly each other. If we look at the next proverb, we can clearly see the lingucultural feature. The proverb “East or west - home is the best” is equivalent in Uzbek language, and we can say it is the same as the following proverb. The proverb is: “O’z uyim, o’lan to’shagim” (“My home, my deathbed”). If we look at the next proverb, we can clearly see the lingucultural feature. The proverb “East or west - home is the best” is equivalent in Uzbek language, and we can say it is the same as the following proverb. The proverb: “My home, my deathbed” (O’z uyim, o’lan to’shagim). There are many unique benefits of using proverbs in English lessons, the most important of which can be said to make students' speech beautiful and fluent, increase their vocabulary and make them aware of national culture. Moreover, proverbs improve logical thinking of all students.

## RESEARCH AND DISCUSSION

Proverbs and sayings are of great importance when teaching a foreign language at school, especially in the initial stages. The use of proverbs and sayings allows the student to participate in the dialogue, to get primary information about grammar, syntax, and phraseology. Knowledge of proverbs and sayings will allow students to correctly interpret audible speech messages and adequately respond to them, express their own thoughts and feelings so as to be understood by the interlocutor, which ultimately determines the success of communication and the achievement of goals.

Nowadays, there have been major changes in the understanding of the purpose and meaning of education. In the formation of communicative competence to prepare a specialist for successful work, the



emphasis is not only on the development of fluency in speech, reading, etc. but on the complex formation of communicative informational, communicative-social skills, and personality traits. That is, it is not so much how a person speaks that comes to the fore, but what he says, how much he takes into account the real situation, the speaker's status, speech tasks of communication.

The upbringing and developmental elements of education again come out on top, so it is difficult to overestimate the role and educational opportunities for working with proverbs and sayings in the lessons of any language, since this type of activity is not just reduced to mechanical memorization and reproduction in a strictly defined context. With the correct use of the potential of proverbs, the teacher can shape the thinking process of students, using tasks related to the comparison and interpretation of proverbs in several languages, revealing a deep philosophical meaning, reflecting the unity of universal human values along with the unique and distinctive properties of the national mentality. With their help, it is possible to form critical thinking, promote the development of logical skills in analysis and synthesis, as well as design a repetition of already studied material and check the strength of its assimilation at the level of "residual knowledge".

Idioms, proverbs, sayings are essential language and speech material for any foreign language course. They are necessary both for the development of receptive skills in speaking and writing and for the formation of skills in speaking and writing. The volume of understanding not only the content but also the meaning of the interlocutor's speech largely depends on how large the learned repertoire of idiomatic means of the language being studied is. The use of proverbs and sayings in one's own utterances can significantly increase the imagery and expressiveness of speech, give it greater depth, an element of philosophical understanding of the situation. [1.153] Proverbs and sayings in foreign language lessons can be used to solve a wide variety of tasks: to activate vocabulary, grammar, form and control various types of reading, develop the skills of monologue and dialogical speech and writing. Development of language skills. Proverbs and sayings are fertile material for the formation of lexical skills. For example, the keywords in the proverb "An apple a day keeps the doctor away" are "apple" and "doctor", and all other words, not being part of the active vocabulary, are memorized automatically due to the rhythmic properties of the proverbs. Similar examples can be found for the formation and development of grammatical skills. Proverbs often use different groups of tenses, degrees of comparison of adjectives and adverbs, the passive voice of verbs, inversion, suffix-prefix methods of word formation, conversion, the use of various parts of speech in the function of subject and predicate. In proverbs and sayings, one can find interesting illustrations for studying various sections of both morphology and syntax. Development and control of listening and reading skills. The most effective exercise can be the simultaneous use of the texts of several proverbs or proverbs and a commentary text that explains its essence and the specifics of its use in speech. The purpose of the assignment is to correlate the text of a proverb with other types of texts for one reason or another. The degree of difficulty of the task will depend on how close the selected proverbs are in content and meaning.

#### CONCLUSION

In conclusion, proverbs are a short, pithy statement that usually offers life advice, wisdom, or a truth. Proverbs are so common that native speakers of English may use them in conversation without realizing it. Proverbs can offer a shortcut for explaining or imparting information as well. For example, rather than your manager saying, "We will only be successful if we approach the client before any other marketing firm reaches out to them," she can simplify this explanation to "the early bird catches the worm." Everyone in the meeting will know what she means. Proverbs communicate an understood and accepted message in a few well-worn and well-known words. Oftentimes, proverbs are used to illustrate a point. Stylistically, they differ from regular forms of speech because they are metaphorical or symbolic in nature. Some proverbs can be reflective of a specific culture or locale, though the majority transcend regional barriers and are widely embraced and often passed down through generations.

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**Key words:** Sufi women, *karomat*, Western scholars, *rabot*, secularism, a burning torch, a bucket of water, Heaven and Hell, narration, Christian world, Ka'batullah, Hajj pilgrimage, Chishtiya.

**Annotation:** In this article, chaste Sufi women who lived in worship with the love of God in the Islamic world are compared with the researches of foreign scientists. It mentions Rabia Adawiya, Fatimah Raziya, Zainab bini Abu-l-Barakat, Fatimah Jahanaro, Zebinisa and Ziynatunnisal.

It is known from history that there are also famous Sufi women who entered Sufism and followed this path, and detailed information about them is given in the sources [1]. The author of "Futuhot" Ibn Arabi (q.s.) wrote the following lines: "Not all of these people whom we mention under the name of "Rijal" are "male Sufis", perhaps some of them are "female Sufis". But male Sufis are the majority." (Therefore the term husband (rijal, mard) is used more often.) Sheikh Abu Abdurrahman al-Sulami, the author of "Tabaqotus-Sufiyyah", wrote a separate work about *arifa* and *obida* women, spoke a lot about the women Sufi conditions and commented on their way of life [2].

There is a lot of information about female Sufis in the works of Western scholars. In particular, the Islamic scholar A.Arberri also mentions the first of such women, the famous Sufi Rabia Adawiya (801 AD), and points out that she spread the doctrine of divine love, confirming the opinions of some scholars [3]. The English Islamic scholar J.Trimingham also points out that Rabia Adawiya was one of the most famous Sufi women [4].

The role of women in Sufism is very incomparable. We witnessed that Western scientists were also very interested in these ideas. According to J.Trimingham, Irbilli says that the khanaqah belongs to the male Sufis, and the rabat belongs to the female Sufis. He applies these two terms to both sexes [5]. There were seven women's rabats in Aleppo alone, all of which were founded between 1150 and 1250 [6]. It is reported that the most famous rabat of Fatimah Raziya (521/1127 CE) operated in Baghdad.

In Cairo (Egypt) this rabat, called Baghdadiyya, was known as Zaynab binni Abu-l-Barakat, the daughter of Malik Zahir Baybars. This rabat was opened in 684/1285 and served a number of Sufi women [7]. J.Trimingham did not provide information about other Sufi women. But the fact that Rabia Adawiya is the first to be mentioned indicates that she is the first of the above-mentioned Sufi women and she is the most gifted. Robia Adawiya is mentioned many times in the works of M.Smith, R.Nicolson, L.Massignon and Annemarie Schimmel [8].

In particular, in the two known works of the famous German scholar A. Schimmel, Rabiya Adawiya is mentioned separately, and even in the work "Forty Sufis", he mentions her name among the first [9]. A.Schimmel describes Rabia as follows: "Rabiya Adawiya is a woman who plays a key, decisive role in the transformation of secularism, which encourages us to renounce all worldly pleasures, into Sufism, which encourages us to live with the love of God" [10].

The actions of the Sufis, their behavior sometimes surprised ordinary people, and the behavior of some of them angered the rest. In a well-known narration by A. Schimmel about the unusual behavior of Robia Adawiya, it is described that Robia ran through the streets of Basra carrying a bucket of water in one hand and a burning torch in the other. He wants to metaphorically explain that he extinguishes Hell with water, and burns Heaven with fire, because those who perform worship for the sake of taste will criticize Muslims harshly in the same way. From the above narration, it can be understood that the Sufis are not shown as people who prayed in fear of Hell or in the hope of going to Heaven, but as seekers of Divine Love. Rabia regretted that the prayers of religious people who are not Sufis and do not know what Divine Love is. A.Schimmel said that this narrative was transferred from language to language and entered the Christian world. Rabia Adawiya was originally from Basra, and her name is also mentioned in the narrations about Hasan Basri. The famous

chroniclers of the Islamic world clearly described the life path of this woman, because she "surpassed many men in moral integrity." Muhammad Zehni in his work "Mashohiru-n-nisa" compares Rabiya to "a golden crown on the head of men". For this reason, even today, women who are known for their godliness and piety are described as "the second Rabia". In the narrations about Rabia, information is also found about her *karama* deeds.

It is said that in the dark nights, his fingers shine like a lamp. When she went on a pilgrimage, Ka'batullah was leading her. According to A. Schimmel, when Ka'batullah left its place and came to Rabia, the other Sufis who came for the Hajj were not able to find it and wandered a lot. It is known from history and narrations that Rabiya was an unmarried Sufi woman who physically cut off contact with the world. Rabia is mentioned by Maulana Jalaliddin Rumi in his "Masnavi" [11], and Fariduddin Attar in "Ilahinama" [12].

Qutbuddin Bakhtiyar Koki, the leader of the Chishti dynasty in India, originally from Movarounnahr, wrote about Rabia in 1235: "On the day when unexpected pain and sorrow fell on her, Rabia was overjoyed and sad, saying, "Wow, my friend, God remembered me today, He thought about me." and when it didn't come down, she shed tears and cried: "I did something wrong that God did not remember me today." A.Schimmel, in "Jonon Mening Janimda (The image of Sufi women in the Islamic world)", while thinking about the "True Love" sahibs who lived before and after Rabia, who had many merits, and devoted themselves to God, mentions dozens of Sufi women by name and their merits [ 13]. Among these Sufi women, there are women known and unknown, who lived in different parts of the world. A.Schimmel sees the reflection of Sufism in the kingdom on the example of the representatives of the Baburi dynasty. In the thirties of the 17th century, Fatima Jahanoro, the eldest daughter of Shah Jahan, the ruler of the Babur dynasty (ruled 1628-1658), and her brother, the crown prince Daroshukuh, adopted Sufism. They were inspired to Sufism by a saint named Miyan Mir who lived in Lahore and died in 1635. Princess Fatima Jahanoro became attached to Sufism and remained faithful to it throughout her life.

After the death of her mother (Arjumandbanu - Mumtazmahal), she became the "first lady" in India. Malika belonged to the Qadiriyya order, whose headquarters were first moved to southern India and then to the Punjab region. The biography of the princess, written in Persian, is now kept in manuscript form in the British State Library. Fatima Jahanoro died in 1681 and was buried in the courtyard of Nizamiddin Avliya (1325 BC) mausoleum. As a patron of theological literature, Malika had many works translated and she had commentaries written on them. Two daughters of Aurangzeb, one of Shah Jahan's sons, also showed inclination towards Sufism. It is known from the literature that the poems of Zebinisa (1689 AD) are liked and loved by all readers. There are a lot of thoughts about Sufism in her poems, and we read in A. Schimmel's work that she and her sister Ziyatunnisa had partial connections to Sufism.

In conclusion, we can say that Sufism is not only a practice of men, but there were brave and chaste women like Rabiya Adaviya in Sufi world. Famous English scholars of the last century, A. Arberry and J. Trimmingham, and the famous German scholar Anna Maria Schimmel, who created more than 100 studies on Islamic studies and mysticism, occupy an important place in Western mysticism. Since our scientific work is devoted to foreign mysticism, we observed in our research that their research is valuable with an impartial assessment of reality. Therefore, we took them as a basis for the article. A great deal of research can be done on each of the Sufi women. We will try to do this good work in our forthcoming research.

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**Abstract:** Language and translation are main parts of humans' life today. So several translational methods have been researched for many years and some issues are still occurred in translational process. The aim of this article is to illustrate some problems of translation of phrasal verb from English into Uzbek

**Key words:** lexical and phraseological units, stylistic task, artistic image, translation functions, translation challenges, phrasal verbs, fixed expressions.

#### INTRODUCTION

It is no exaggeration to say that attention to learning and teaching foreign languages has become one of the primary issues of the whole world in the last decades. Because by knowing only one foreign language, it is possible to establish cooperation relations with this country in many fields, to carry out a number of reforms, such as exchange of students or exchange of professors. The world is becoming globally the same and communication is one of the main parts of human life in this world. To communicate with people all over the world, one should be aware of the foreign language which the country uses to have talk within the country. To have good contact with each other people have learned the text and its functions in the language. Moreover, translations of the words, phrases and sentences are also very essential in this sphere.

#### MATERIALS AND METHODS

As humanity appears on earth and develops, language and its stages also develop in its place. For this reason, attention to translation has a very ancient history. Translation of human activity is one of the ancient types of peoples with different languages and it is aimed at implementing communication. Long history and translation activities with specific stages of development only by the 20<sup>th</sup> century, a separate science, linguistics was formed as a branch of linguistics. Many scholar like, A. Fyoderov, V. Komissarov, L. Barxudarov, Ya, Retsker, G' Salomov, Q. Musayev, Yu. Nayda, J. Ketford and many others added their contribution to the translation science. Translation theory as a separate discipline became very widespread in the 20th century. T. Sevori researched on theory of translation taking all features of translation.

It is known that phraseological units are similar to lexical units of the language complex structural means. Because phraseological units are artistic speech as pictorial tools, more diverse than a simple statement of thought. One or another phraseological unit in the translation is contained in the original whether phraseologism is compatible or not in terms of meaning and methodological task can be determined only on the basis of scientific-textual analysis. Like lexical units content due to the fact that phraseology is multi-meaning and multi-tasking units of two languages that are compatible do not always replace each other in translation. They can easily replace each other in a certain textual situation that phraseological equivalents or alternative options give meaning in another case or they may differ in terms of methodological tasks. In such tasks, the translator has a creative attitude to his responsibility having it eliminates the risk of the original being misinterpreted in the translation. "Concerning matters of phraseology and the various combinations of words in different languages" a common problem for translation theory as well as translation practice is very important. Because compounds with the same material meaning in different languages' functions differ from each other, such word combinations in different languages because of the difference, causing great difficulty in the practice of translation, theory is also of great interest.

#### RESEARCH AND DISCUSSIONS

As mentioned above, translation process requires a deep understanding of both grammar and culture. Translators must know the rules of a language as well as the habits of the people who speak it. And even for the most experienced professionals, confusion and frustration are familiar feelings.

There is a huge difference between phrasal verbs in English and Uzbek, which requires a lot of skill from the translator. Because during the translation, the phrasal verb which is going to be translated in this sentence directly, word by word is not good way. It is necessary to find the equivalent of the phrase being translated in that language. For example, if we analyze the phrase "It is raining cats and dogs", the literal translation does not give the meaning we expect. Because this phrase uses animals as subjects to reinforce its



meaning. To translate this phrase into Uzbek, the translator must have a deep knowledge of English culture and vocabulary. They should also be able to correctly interpret the equivalent of this phrase in their local language. Thus, the expression "It is raining cats and dogs" means "It is raining in buckets" (Chelaklab yomg'ir quyaypti) (It means so much rain) or "It is raining sharros" (the words "sharros" indicates the voice of much rain) in Uzbek. The structure of phrasal verbs are as following:

Two main types of phrasal verbs have been identified depending upon whether the verb combines with a preposition, an adverb or both.

1. Phrasal verb (verb +preposition)

a) Who is looking after the kids? (the kids here is the object of phrasal verb look after)

b) They pick on Joseph. "on" is a preposition that introduces the prepositional phrase " on Joseph" (verb + Particle)

a) You should not give in so quickly. (Although a preposition in its form, "in" is actually an adverb particle insofar as it functions as an adverb.)

b) Where do they want to hang out? (Although a preposition in its form, "out" is actually an adverb particle insofar as it functions as an adverb.)

2. Prepositional phrasal verb (verb + Particle + preposition)

a) Who can put up with that? (Although a preposition in its form, "up" is actually an adverb particle in so far as it functions as an adverb.)

b) She is looking forward to a rest. (Although a preposition in its form, "forward" is actually an adverb particle insofar as it functions as an adverb.)

Translation can be considered as followings:

- Literary translation.
- Professional translation.
- Technical Translation.
- Administrative translation.

However, three main types of translation are mentioned as:

Human Translation (HT)

Machine Translation (MT)

Post-Edited Machine Translation (PEMT)

In general, scholars can recognize two main types of translation techniques: direct translation techniques and oblique translation techniques. Direct translation techniques can be used when the elements of the text being translated are similar in both the source and target languages

#### CONCLUSION

All in all, linguistic units mainly consist of lexical and phraseological means, which are divided into one switching from one language to another presents certain difficulties to the translator together. A phrasal verb could be composed of a verb and a preposition, a verb and an adverb or a verb with both a preposition and an adverb. Getting to the meaning of finding equivalence to phrasal verb can sometimes pose serious problem to the translator. This is as a result of the semantic variations or additions the accompanying prepositions bring about. The problem is further complicated as some of the phrasal verbs do not exist as phrasal verb in the target language or are translated by different word, or even a different parts of speech from the original. Consequently it becomes a herculean task for the translator who is now faced with the problem of finding the correct equivalents to carry the original meaning in the source language.

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**Annotation:** this scientific article uses various methods of teaching in labor education. It is covered that the choice of educational methods depends primarily on the nature of the educational material and educational tasks.

**Keywords:** Labor Education, general education, method, style, teaching.

Educational tasks for labor education educational tasks of other subjects in the school provide students with new knowledge, content skills and abilities, apply knowledge in practice, etc. The methods of education are also almost the same, mainly for the sake of uniformity of knowledge. This statement concerns, first of all, theoretical classes, and such classes are directly implied in higher class educational programs. In theoretical classes, the recommendations of general pedagogy, which are indicated in the pedagogy course, are fully implemented.

by the nature of the educational material, practical classes in labor are different from those in another educational discipline, which brings a number of distinctive features when using educational techniques. The formation of labor skills and abilities occupies a very important place in the methodology of Labor Education. For this reason, in the subject of labor education, it becomes necessary to consider the methods and methods of classes in theoretical and practical training. The course process is carried out only through the pedagogical method (method) and method (methodology), which are an integral part of the lesson. It is impossible to carry out an effective organization of a lesson without pedagogical methods and techniques, as without a teacher and a student, and without a curriculum and a plan, a lesson cannot be passed.

The method (method) of taking a lesson is understood as a set of measures used in the process of training.

By the method (methodology) of teaching is understood the order of application of educational and educational methods.

In the course of the lesson, logical, instructive, practical and problematic teaching techniques are used.

The best of them is the fact that the topic on which it is being read is effectively mastered by readers.

The specifics of logical teaching methods are such that the teaching process is organized on the basis of the teacher's demonstration of Labor methods and imitation of students in it.

The main conditions are as follows:

Determination of the assignment, its purpose and explanation of the execution □

The presence of the necessary knowledge in students.

To correspond to the characteristics of the skills and abilities that form the methods and methods of Education.

The effectiveness of the instructor □

Sufficient number of exercises and compliance with the qualifications of the student □

Timely and objective assessment of students' activities, awareness of students' assessment results.

Activity of students in the course process.

The instructional method is carried out mainly through methods such as displaying objects, processes and their image to be studied and working with school supplies. The feature of the instructional method in labor education is that instruction often serves not as an illustration to the educational material, but as a source of knowledge in itself, and in most cases as a method for the formation of skills and abilities.

This technique is organized as demonstration, practice show and travel lessons.

Practical techniques are carried out through teaching and exercises. From this point of view, it is advisable to proceed depending on the requirements for the instructor:

Combination of various methods and methods of education in the process of teaching with factor.

The content of the instruction is substantiated by the teacher.

The completeness of the instruction and the separation of the instruction into elements.

The instruction should contain such instructions that students should be able to control their activities with the help of them.

We will again divide the instructors into: introductory, current and final.

Implementation in the process of Labor Education suggests that it is advisable to start each new opera in short-term exercises.

Since these training exercises are lessons of a practical nature, the statement of such lessons uses the laboratoria - practical method, method of exercises and techniques for working with technical literature and documents.

Problematic educational ideas are not yet widely used in labor education for various reasons. The reason lies not in the effectiveness of problematic education in labor lessons, but in the fact that its application is associated with certain difficulties.

The fact that students master the problems of all educational materials by independently solving them is called problem education. In this, the teacher's explanation will be both the reproductive status and the solution of issues, as well as the performance of students' exercises.

Problematic practical tasks usually include the known and unknown, but will be related to the methods of action. In doing so, as a result of completing assignments, the reader must find a new way of acting or apply a certain method in New conditions.

Various techniques such as traditional,unconventional, interactive, modern can be used in the lessons. The best of these is that it serves to effectively absorb the subject being read by the readers.

Method is a Latin word that means looking for a new way of teaching, finding an easy way to explain, searching.

The methods of arming students with knowledge, skills and abilities and mastering by them are called teaching methods. In schools, the teaching methods employed by this time are diverse, from which the choice of a method suitable for the topic depends on the teacher's fantasy. Interactive teaching methods in labor education classes are as follows: (such methods as" brainstorming"," cluster"," Sinkvain"," mutual assessment"," work in small groups"," discussion lessons"," Business games " are included).

Modern classes are organized through the means of advanced pedagogical technologies of teaching and information and communication technologies.

Innovative methods in labor education lessons.

Innovation is a Latin word that means "I am innovating, implementing, changing" and it consists of the following methods.

1. Modeling (training).
2. Display
3. Being in small groups
4. Brainstorming
5. Critical thinking
6. Relations
7. Let your point of view
8. Everyone urges everyone
9. Role-playing games
10. Study of a particular condition (situation)

In labor education, various teaching techniques are used. The choice of educational methods depends primarily on the nature of the educational material and educational tasks.

Educational tasks for labor education educational tasks of other subjects in the school provide students with new knowledge, content skills and abilities, apply knowledge in practice, etc.G. The methods of education are also almost the same, mainly for the sake of uniformity of knowledge. This statement concerns, first of all, theoretical classes, and such classes are directly implied in higher class educational programs. In theoretical classes, the recommendations of general pedagogy, which are indicated in the pedagogy course, are fully implemented.

In practical classes, however, in accordance with the nature of the educational material, practical classes in labor are different from those in another educational discipline, which brings a number of distinctive features in the use of educational techniques. The formation of labor skills and abilities occupies a very important place in the methodology of Labor Education.

For this reason, in the subject of labor education, it becomes necessary to consider the methods and methods of classes in theoretical and practical training.

The course process is carried out only through the pedagogical method (method) and method (methodology), which are an integral part of the lesson. It is impossible to carry out an effective organization of a lesson without pedagogical methods and techniques, as without a teacher and a student, and without a curriculum and a plan, a lesson cannot be passed.

Non-traditional methods of conducting classes in labor education are as follows: (Conference lesson, seminar lesson, lesson using technical means, work on science fiction books, marry top (Eureka), lesson with the help of household items, profession recognition in the lesson, experimental lesson passage, etc.).

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**Annotation:** this scientific article explains the content of the development of software of general and specialized science classes in the development of knowledge, skills of the future teacher of technology science. It is covered that software learning tools are one of the promising forms of increasing the effectiveness of the educational process.

**Keywords:** science of Technology, general medical, specialty science, educational process, types of software educational tools.

Software education by means of training opens up opportunities for future teachers to turn to unconventional sources of information, increases the efficiency of independent work and provides ample opportunities for engaging in creative activities. The software allows the teacher to use various forms of teaching and their complex, that is, to establish the necessary educational environment, so that educational tools can realize the laid methodological goals. When using the software educational tools of teaching, the teacher will be able to make changes and additions based on the conditions of computerized teaching and control programs. As a result of the use of programmed educational tools of teaching, based on the use of an automated educational and Information System, teachers will not only increase their level of information support, but also have the opportunity to use information totals almost all over the world.

Software educational tools are a didactic tool designed to partially or completely automate the educational process using computer technology. They are considered one of the promising forms of increasing the effectiveness of the educational process and are used as a means of teaching modern technologies. Pedagogical programmed tools are created using programs that carry out effects such as dynamic illustrations, voice processes, animations. Software learning tools are divided into the following types:

- educational programs;
- test programs;
- exercise machines;
- programs that form a virtual learning environment with the participation of a teacher □

Software education tools include: programmed (set of programs), technical and methodological support, additional auxiliary tools aimed at achieving specific didactic goals in educational science. The future science of technology differs from other academic disciplines in its peculiarities as a single educational science, which forms the knowledge, skills and abilities of its students in certain areas of production. Technological education direction in higher educational institutions educational training is carried out in special auditoriums, in the field of educational experience, at production enterprises. In the process of these activities, socially useful products of a certain value are created and the qualities of a person who is in the profession are formed. Professional owners operating in today's market economy are required to compete, adapt faster to the environment. From this point of view, the content, goals and objectives of the educational process of professional training of future students of technology have changed, technology education has gained priority, the vocational guidance system has been updated, a number of didactic tasks have been solved. The tasks of disciplines are put and solved at different levels as the content of the tasks of professional disciplines is in a complex dialectical dependence. The most important task of future students of technology science is to form a positive attitude towards work and the profession in students. This task, which applies both to educational processes and to the extracurricular activities of the entire pedagogical team, is carried out by all educational subjects of beistisno. The fact that physical activity in the learning process is associated with mental activity makes it necessary for students to design items, develop technology for their preparation and solve a number of other creative tasks. Thus, the activities carried out in technological education are carried out together with the activity of thinking, which allows the mental development of future teachers. Today, the presence of the following imbalances and contradictions in the professional training of the future teacher of technology in

solving his scientific, theoretical and practical, material technical, socio-pedagogical problems, reforming its traditional content is noticeable: -with the changes taking place in the socio-economic and political sphere, the inconsistency of the complex provision of scientific-methodological, pedagogical and material-technical perspective requirements of; - scientific, technical and creative circles, advanced production technologies are not sufficiently reflected in the content, tools and methods of the modern economy and new forms of economic activity; - professional disciplines in the content, purpose, Form, tools and methods of the present day, the lack of reflection of the national ethnic, territorial-historical characteristics of our Republic and the criteria for Oriental thinking; - the lack of; - promising areas of technological education in higher educational institutions are the imbalance of professional qualification levels.

The above points and contradictions are considered the main reasons that lead to the need for a radical renewal, reform of professional education. The observations made showed that at present in higher educational institutions of the Republic there is not enough attention of students to professional disciplines. The main reason for this is that the existing programs of their preparation for labor are not able to satisfy the requirements and interests of the younger generation, which are growing in the current conditions.

The problem of improving the system of training future teachers of technology science becomes of particular importance in the process of training highly qualified specialists in the system of continuing education. The development of the scientific and methodological foundations of this problem allows the effective organization of the process in which the development of software educational tools is recorded on the basis of their theoretical and practical basis, as well as a systematic approach to improving the professional training of teachers of Technology Science. The procedure for using computers in the process of the formation of their professional activities consists of tasks that form and control teaching skills. Software educational tools are important for the presentation of an editor, as well as practical classes, in order to ensure exhibitionism, to prepare visual materials (lectures) aimed at organizing topics in an understandable way.

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**Annotation:** The paper deals with motion problems, the problem of finding the connections between the three quantities that characterize motion — velocity, time, and distance — in which the said quantities participate as directed quantities. It is considered that the quantities that characterize the motion, that is, the problems involving speed, time and distance, are problems of motion.

**Key words:** distance, problem, arithmetic operations, speed, time, collision motion, inverse problem .

The problem of motion includes the problem of finding the connections between the three quantities that characterize motion — velocity, time, and distance — in which the said quantities participate as directed quantities. Hence, the quantities that characterize motion, that is, the issues that include speed, time, and distance, are issues of motion. The following issues are among the issues related to the action.

1. Simple and complex problems related to the motion of an object. In these matters, one of the quantities participates in relation to the other two in speed, time, and distance.

2. Meeting action issues.

3. Issues related to the motion of two bodies in opposite directions.

4. Issues related to the motion of two bodies in one direction.

It is well known that in order to organize the solution of complex problems, the reader must first know how to solve simple problems. Therefore, work on action issues should start with solving simple problems.

For example: 1. Two trains departed from two cities facing each other, one at 8 o'clock and the other at 9 o'clock. They met at 11 p.m. How long had each train been on the road before it met.

2. Two trains departed from the two cities at the same time, looking at each other at 8 o'clock. They met at 11 p.m. How long was it on the road before each train met?

In order to solve problems related to the encounter movement, children need to have a good idea of the encounter movement, to understand it. To do this, the teacher takes the students out into the school air where the students have to see the collision movements of pedestrians and street vehicles. In elementary school, students are given questions about encounter motion, in which objects begin to move at the same time and stop moving at the same time. In these matters, four interrelated quantities are involved.

$S, V, V_2, t$  where  $s$  is the distance between the starting points of the motion,  $v$  and  $v_2$ , are the velocities of the moving bodies,  $t$  is the time of motion. It follows that this group includes four different issues.

However, finding the velocities of the first and second bodies requires the same solution, so it is accepted to include three different problems in this group of problems:

1) to find the distance according to the velocities and time of motion of a given object

2) to find the time according to the known velocity and distance of each object

3) Problems of finding the speed of one of the moving objects at a given distance, time of movement and speed of one of the objects.

It is recommended to include all three of these different issues in the same lesson by turning the given problem into inverse problems.

For example: Two pedestrians from two villages walk towards each other at the same time and meet in 3 hours. The first pedestrian walked 4 km per hour and the second 5 km per hour. Find the distance between the villages?

3 hours 4 km / h  $\rightarrow$   $\leftarrow$  5 km / h

The problem can be solved in two different ways.

Method I.  $4 \cdot 3 + 5 \cdot 3 = 12 + 15 = 27$  (km)

Method II  $(4 + 5) \cdot 3 = 9 \cdot 3 = 27$  (km) Answer 27 km

This represents the approach of pedestrians to the same distance every hour, ie equal to the sum  $(4 + 5)$ .

After solving the problem, students should be asked such questions.

1. How far (it is useful to ask questions) how far did each pedestrian meet?

2. Why did the infantry shoot at different distances before they met?

3. Do pedestrians meet in the middle of the road or not?

Why not meet in the middle of the road?

These questions help to understand the essence of the problem and its solution. After solving this problem, the teacher introduces to the students the inverse problem, that is, the unknown distance is known (27 km), and the time of movement is unknown. Two pedestrians set off at the same time from two villages 27 km apart. The speed of the first pedestrian is 5 km per hour. The speed of the second pedestrian is 4 km per hour How many hours did the pedestrian meet?

? 4 km / h → ← 5 km / h 7 km

Depending on the drawing, the issue is analyzed as follows.

To meet, pedestrians must cover a total distance of 27 km between villages, with the first pedestrian covering the distances from place A to the meeting place and the second pedestrian covering the distance from place B to the meeting place.

How many hours do they need to meet, i.e. how many hours do they need to shoot all the way?

At one hour the pedestrians approach (4 + 5) km, at the second hour they approach another (4 + 5) km and at how many hours do the pedestrians have to walk to cover the distance of 27 km? The number of hours they have to walk (4 + 5) km to 27 km is written as follows:

4 + 5 = 9 (km) approach of pedestrians per hour

2) 27: 9 = 3 hours (time elapsed before meeting) J: 3 hours

The condition of the problem is once again changed in such a way that a problem is formed in which it is necessary to find the speed of one of the pedestrians.

From the two villages, which were 27 km apart, two pedestrians set out at the same time, facing each other, and met 3 hours later. The first pedestrian walked at a speed of 4 km per hour. How fast did the two pedestrians walk per hour?

3 s 4 km / h → ← 5 km / h 27 km

Depending on the drawing, the problem can be analyzed as follows: The second pedestrian needs to know how many kilometers he is walking per hour. To do this, you need to know the time he was on the road and the distance he traveled before the meeting, the time he was on the road is known, it is 3 hours. The distance is unknown, but it can be found, it is equal to all distances except the first pedestrian. The total distance is 27 km, the distance traveled by the first pedestrian can be found according to the given time and given speed.

Solution:

Method I.1)  $4 \cdot 3 = 12$  km is the distance covered before the first pedestrian encounters

2)  $27 - 12 = 15$  (km) distance covered before the second pedestrian encounters

3)  $15: 3 = 5$  km / h second pedestrian speed

Method II. The solution can be written to increase the expression.

$(27 - 4 \cdot 3): 3 = (27 - 12): 3 = 5$  km / s (5 km / h per hour)

The problem can be solved in another way.

1)  $27: 3 = 9$  km (distance traveled by two pedestrians per hour)

2)  $9 - 4 = 5$  km / h second pedestrian speed.

Method III. This problem can also be solved by constructing an equation.

x is the speed of the second pedestrian

$4 \cdot 3$  first walking distance

$4 \cdot 3 + 3x$  distance traveled before pedestrians meet

$4 \cdot 3 + 3 \cdot x = 27$

$12 + 3x = 27$

$3x = 27 - 12$   $3x = 15$   $x = 5$  Answer: 5 km / h

For example, two cars from Samarkand set off in opposite directions at the same time. The speed of one is 60 km / h. The second is 70 km / h. What is the distance between them in 3 hours?

Method I.1)  $60 \cdot 3 = 180$  km (distance traveled by 1 car in 3 hours)

2)  $70 \cdot 3 = 210$  km (distance traveled by 2 cars in 3 hours)

3)  $180 + 210 = 390$  km (distance covered by both pedestrians together in 3 hours)

There are also ways to solve the problem:

Method II.  $60 \cdot 3 + 70 \cdot 3 = 390$  km

Method III: 1)  $60 + 70 = 130$  km (distance between cars after 1 hour)

2)  $130 \cdot 3 = 390$  km (distance between cars after 3 hours)

The solution of the problem by the second method can be done by constructing such an expression.

$(60 + 70) \cdot 3 = 390$  km Answer: 390 km

By comparing the solution methods, it can be shown that the second method of solution is the most convenient method.

For example: From two cities with a distance of 200 km, two trains departed in opposite directions at the same time. One of them was traveling at 55 km per hour and the other at 65 km per hour. How far apart are these trains 5 hours after the start of the movement?

I-method: 1)  $5 \cdot 65 = 325$ km

2)  $5 \cdot 55 = 275$  km

3)  $(325 + 275) + 200 = 800$  km Answer: 800 km

Method II: 1)  $65 + 55 = 120$  km

2)  $120 \cdot 5 = 600$  km

3)  $600 + 200 = 800$  km Answer: 800 km

In order to develop students' thinking activities and speech, it is important to teach them to analyze the problem and its solution, to justify each action in solving the problem. They can understand what is given in the problem, what is sought, what arises from the question, what arithmetic operations are used to find the answer to the problem, and in what order they should be performed, as well as be able to justify each selected action and explain the results. They need to be able to formulate expressions, solve problems and check the correctness of the solution. To do this, it is important to develop students' ability to solve problems in different ways.

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Teaching students in math circles to solve certain equations by bringing them into a system of equations.

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**Annotation:** This article describes how to solve some equations in a system of equations of equal strength, and gives examples of their solutions.

**Keywords:** trigonometry, equation, artificial, substitution, method.

Mathematics circles, mathematics is the main type of extracurricular work. Circles are interested in science in students and serve to improve their mathematical thinking , skills, quality of mathematical training below we will learn to solve some equations by quoting them into a system of equations. This further increases the circle of thinking of students.

1.  $f_1^2(x) + f_2^2(x) + \dots + f_k^2(x) = 0$  or  $|f_1(x)| + |f_2(x)| + \dots + |f_k(x)| = 0$  solving equations in the form of.  $f_1^2(x) + f_2^2(x) + \dots + f_k^2(x) = 0$  (1)

$$|f_1^2(x)| + |f_2^2(x)| + \dots + |f_k(x)| = 0 \quad (2)$$

equations in appearance

$$\begin{cases} f_1(x) = 0 \\ \vdots \\ f_k(x) = 0 \end{cases} \quad (3) \text{ strong equal to the system of equations.}$$

1-example.  $x^4 + 5 \cdot 4^x + 4x^2 \cdot 2^x - 2 \cdot 2^x + 1 = 0$  (4) solve the equation.

Solution. (4) we write the equation in the following form.

$$(x^2 + 2 \cdot 2^x)^2 + (2^x - 1)^2 = 0 \quad (5)$$

From this (5) equation  $\begin{cases} x^2 + 2 \cdot 2^x = 0 \\ 2^x - 1 = 0 \end{cases}$  (6) strong equal to the system of equations. (6) Equation 2 of

the system has a single solution, which does not satisfy the first equation of the system. As a result (6) the system does not have a solution

2-example.  $\sqrt{x^2 - 6x + 9} + \sqrt{\log_{\frac{1}{7}}(x^2 - 4x + 4)} = 0$  (7) solve the equation.

Solution. (7) we write the equation in the following form.

$$|x - 3| + \left| \log_{\frac{1}{7}}(x^2 - 4x + 4) \right| = 0$$

This equation is strong, equal to the following system of equations.  $\begin{cases} x - 3 = 0 \\ \log_{\frac{1}{7}}(x^2 - 4x + 4) = 0 \end{cases}$  (8)

This is the solution to the first of the equations . Verification indicates that this number is also a solution to the second equation. The result is the solution to the given equation (7).

A:  $x = 3$ .

(3) let's look at a number of other equations that are brought to the system.

Example 3.  $\log_2(1 + \sqrt{x^4 + x^2}) + \log_2(1 + x^2) = 0$  (9) solve the equation.

Solution. For optional  $\begin{cases} \log_2(1 + \sqrt{x^4 + x^2}) \geq 0 \\ \log_2(1 + x^2) \geq 0 \end{cases}$

inequalities are appropriate. Therefore, equation (9) is strong equal to the following system of equations.

$$\begin{cases} \log_2(1 + \sqrt{x^4 + x^2}) = 0 \\ \log_2(1 + x^2) = 0 \end{cases}$$

system single  $x = 0$  has a solution.

A:  $x = 0$ .

2. Using the delimitation of the function.

If  $f(x) = g(x)$  (10) when solving equations, a  $M$  all belonging to the collection  $x$  's for

$$f(x) \leq A \text{ and } g(x) \geq A$$

if inequalities are appropriate, then  $M$  in a set (10), the equation will be strong equal to the following system of equations.

$$\begin{cases} f(x) = A \\ g(x) = A \end{cases} \quad (11)$$

4-example.  $4x^2 + 4x + 17 = \frac{12}{x^2 - x + 1}$

solve the equation.

Solution. We write this equation in the following form.

$$\left(x + \frac{1}{2}\right)^2 + 4 = \frac{3}{\left(x - \frac{1}{2}\right)^2 + \frac{3}{4}} \quad (12)$$

as you can see, optional  $x$  for the real number

$$g(x) = \left(x + \frac{1}{2}\right)^2 + 4 \geq 0; \quad f(x) = \frac{3}{\left(x - \frac{1}{2}\right)^2 + \frac{3}{4}} \leq 4.$$

As a result, the equation (12) is strong equal to the following system of equations.

$$\begin{cases} \left(x + \frac{1}{2}\right)^2 + 4 = 4 \\ \left(x - \frac{1}{2}\right)^2 + \frac{3}{4} = \frac{3}{4} \end{cases}$$

This system does not have a solution, so the given equation will not have a solution.

A:  $\emptyset$ .

5-example.  $\cos^2(x \sin x) = 1 + \log_5^2 \sqrt{x^2 + x + 1}$  (13) solve the equation.

Solution. (13) the equation is all true  $x$  's defined for. Optional  $x$  for

$$\cos^2(x \sin x) \leq 1, \quad 1 + \log_5^2 \sqrt{x^2 + x + 1} \geq 1.$$

As a result, the equation (13) is strong equal to the following system of equations.

$$\begin{cases} \cos^2(x \sin x) = 1 \\ \log_5^2 \sqrt{x^2 + x + 1} = 0 \end{cases} \quad (14)$$

(2) solution of Equation 2 of the system  $x = 0$  va  $x = -1$ . Of these values, Equation 1 is only  $x = 0$  satisfies. Say,  $x = 0$  since it is the only solution to a given equation.

A: 0.

6-example.  $\cos^7 x + \sin^5 x = 1$  (15) solve the equation.

Solution.  $\cos^2 x + \sin^2 x = 1$  since (15) we write the equation in the following form  $\cos^7 x + \sin^5 x = \cos^2 x + \sin^2 x$  or  $\cos^2 x(\cos^5 x - 1) = \sin^2 x(1 - \sin^3 x)$  (16)

optional  $x$  for  $\sin^2 x \geq 0$ ,  $\cos^2 x \geq 0$ ,  $\cos^5 x - 1 \leq 0$ ,  $1 - \sin^3 x \geq 0$  since the equation (16) is equal to the following system strong

$$\begin{cases} \cos^2 x(\cos^5 x - 1) = 0 \\ \sin^2 x(1 - \sin^3 x) = 0 \end{cases} \quad (17)$$

(17) the system is powerful, equal to the set of the following system of equations.

$$\begin{cases} \cos x = 0, & \sin x = 0, \\ \sin x = 1, & \cos x = 1 \end{cases} \quad (18)$$

Solution of the first system  $x = \frac{\pi}{2} + 2\pi k$ ,  $k \in \mathbb{Z}$ , solution of the second system  $x = 2\pi m$ ,  $m \in \mathbb{Z}$ . All these solutions will be the solution to the given equation.

A:  $x = 2\pi m$ ,  $x = \frac{\pi}{2} + 2\pi k$ ,  $m, k \in \mathbb{Z}$ .

### 3. Using the properties of Sine and cosine functions.

Solving many trigonometric equations can be brought to solving a system of equations. An example of such equations is the following equations.

$$\sin \alpha x \cdot \sin \beta x = \pm 1$$

$$\sin \alpha x \cdot \cos \beta x = \pm 1$$

$$A(\sin \alpha x)^m + B(\cos \beta x)^n = \pm(|A| + |B|)$$

$$A(\sin \alpha x)^m + B(\sin \beta x)^n = \pm(|A| + |B|) \quad (19)$$

bunda  $\alpha$ ,  $\beta$ ,  $A$ ,  $B$  berilgan haqiqiy sonlar,  $n$  va  $m$  - berilgan natural sonlar. Bunday tenglamalarni yechishda sinusning quyidagi xossasidan foydalaniladi: agar biror  $x_0$  soni uchun qat'iy  $|\sin \alpha x_0| < 1$  tengsizlik o'rinli bo'lsa, u holda  $x_0$  soni (19) tenglamalardan birortasining ham yechimi bo'lmaydi. Xuddi shuningdek  $\cos \alpha x \cdot \cos \beta x = \pm 1$

$$A(\sin \alpha x)^m + B(\cos \beta x)^n = \pm(|A| + |B|)$$

tenglamalarni yechishda kosinus xossasidan foydalaniladi: agar biror  $x_0$  soni uchun qat'iy  $|\cos \alpha x_0| < 1$  tengsizlik o'rinli bo'lsa, u holda  $x_0$  soni bu tenglamalardan birortasining ham yechimi bo'lmaydi.

7-misol.  $\sin x \cdot \cos 4x = 1$  (20) tenglamani yeching.

Yechish. Agar  $x_0$  (20) tenglamani yechimi bo'lsa, u holda yo  $\sin x_0 = 1$  yoki  $\sin x_0 = -1$  bo'ladi.

Haqiqatan ham agar  $|\sin x_0| < 1$  bo'lsa (20) tenglamadan  $|\cos 4x_0| > 1$  bo'lishi kerak edi, ammo bu bo'lishi mumkin emas. Agar  $\sin x_0 = 1$  bo'lsa (20) tenglamadan  $\cos 4x_0 = 1$  ekanligi, agar  $\sin x_0 = -1$  bo'lsa,

$\cos 4x_0 = -1$  ekanligi kelib chiqadi. Natijada (20) tenglamaning ixtiyoriy yechimi quyidagi 2 ta sistemalardan birining yechimi bo'ladi.

$$\begin{cases} \sin x_0 = 1 \\ \cos 4x_0 = 1 \end{cases} \quad (21)$$

$$\begin{cases} \sin x_0 = -1 \\ \cos 4x_0 = -1 \end{cases} \quad (22)$$

It can be easily seen that the optional solution of systems (21) and (22) is the solution of equation (20). As a result (20) tenglama (21) and (22) are strong, equal to the complex of systems of equations. We will solve these systems.

(21) from the first equation of the system

$$x = \frac{\pi}{2} + 2\pi k; \quad k \in \mathbb{Z}.$$

All this will satisfy the second equation of this system and (21) will be the solution of the system. (22) the first

equation of the system  $x = \frac{3\pi}{2} + 2\pi e; \quad e \in \mathbb{Z}$  has a solution.

Any of these numbers does not satisfy the second equation of this system. Therefore (22) the system does not have a solution. Hence, the solution of the given equation (20) coincides with the solution of the system (21).

$$A: x = \frac{\pi}{2} + 2\pi k; \quad k \in \mathbb{Z}.$$

8-example.  $3\cos^4 2x - 2\sin^5 x = 5$  (23) solve the equation.

Solution. If  $x_0$  (23) if the solution of the equation is then  $|\cos 2x_0| = 1$ , otherwise  $|\sin x_0| > 1$  inequality must be appropriate, which is not possible.

However, if  $|\cos 2x_0| = 1$  if (23) from the equation  $\sin x_0 = -1$ . Therefore, the arbitrary solution of equation (23) will be the solution of the following system.

$$\begin{cases} \sin x = -1 \\ |\cos 2x| = 1 \end{cases} \quad (24)$$

(24) the arbitrary solution of the system (23) will be the solution of the equation. Hence, equation (23) is equal to System (24) strong. (24) the first equation of the system

$$x = \frac{3\pi}{2} + 2\pi e, \quad e \in \mathbb{Z} \quad \text{had a solution.}$$

All this satisfies Equation 2 of the system (24). As a result, it will be the solution to equation (23).

$$A: x = \frac{3\pi}{2} + 2\pi e, \quad e \in \mathbb{Z}.$$

9-example.  $\cos^3 3x + \cos^{11} 7x = -2$  (25) solve the equation.

Solution. If  $x_0$  If there is a solution to the equation (25), then  $\cos 3x_0 = -1$  (otherwise  $\cos 7x_0 < -1$  can not be). Say,  $\cos 7x_0 = -1$ . As a result, an optional solution to equation (25) will be the solution of the following system.

$$\begin{cases} \cos 3x = -1 \\ \cos 7x = -1 \end{cases} \quad (26)$$

(26) the arbitrary solution of the system (25) will be the solution of the equation. Therefore, equation (25) is equal to system (26) strong. (26) Equation 1 of the system

$$x_k = \frac{\pi}{3} + \frac{2\pi k}{3}, \quad k \in \mathbb{Z} \quad \text{has a solution.}$$

From these solutions we find those that satisfy Equation 2 of the system (26). These are those that satisfy the following equality  $m \in \mathbb{Z}$  numbers.

$$\frac{7\pi}{3} + \frac{14\pi k}{3} = \pi + 2\pi m \quad (27)$$

(27) we write ni in the following view

$$k = \frac{3m - 2}{7} \quad (28)$$

$k$  and  $m$  since  $\mathbb{S}$  are integers (28) equality  $m = 7t + 3, \quad t \in \mathbb{Z}$  at appropriate, but in that  $k = 3t + 1, \quad t \in \mathbb{Z}.$

So (26) the solution of the system is  $x_k$  's,  $k = 3t + 1, \quad t \in \mathbb{Z}.$

$$x = \frac{\pi}{3} + 2\pi t + \frac{2\pi}{3}, \quad t \in \mathbb{Z}.$$

$$A: x = \pi + 2\pi t, \quad t \in \mathbb{Z}.$$

#### 4.Folation from numerical inequalities.

In some cases it is possible to substitute an equation into an equally powerful system, supporting a number of inequalities to a part of the equation. An example of such inequalities are two positives  $a$  va  $b$  between the mid-arithmetic and mid-geometric of the numbers  $\frac{a+b}{2} \geq \sqrt{ab}$  we take the link, the sign of equality  $a = b$  At Reasonable.

*In most cases, it is convenient to use the result of the following inequalities*

$$a > 0 \text{ da } a + \frac{1}{a} \geq 2, a = 1 \text{ da } a + \frac{1}{a} = 2, a < 0 \text{ da } a + \frac{1}{a} \leq -2, a = -1 \text{ da } a + \frac{1}{a} = -2.$$

10-exmple. 
$$\sqrt{x^2 + 2x + 4} + \frac{4}{\sqrt{x^2 + 2x + 4}} = 4 - \log_3^4(x^2 + x^4 + 1) \quad (29)$$

Solve the equation.

Solution. The field of determination of the equation is all real numbers. (29) the left part of the equation

$$2 \left( \frac{\sqrt{x^2 + 2x + 4}}{2} + \frac{2}{\sqrt{x^2 + 2x + 4}} \right)$$

we write in appearance.

We assume that it is not smaller than 4. The sum of 2 mutually inverse positive numbers is only  $x = 0$  da 4 is equal to. At one time  $x = 0$  at the right part of the equation is also 4.  $x \neq 0$  at smaller than 4. As a result  $x = 0$  (29) is the only solution to the equation.

$$A: x = 0.$$

11-example. 
$$\left( \frac{1}{\sin^8 x} + \frac{1}{\cos^2 2x} \right) (\sin^8 x + \cos^2 2x) = 4 \cos^2 \sqrt{\frac{\pi^2}{4} - x^2} \quad (30) \text{ solve the equation.}$$

Solution. Optional positive  $a$  va  $b$  for the numbers  $\left( \frac{1}{a} + \frac{1}{b} \right) (a + b) \geq 4$  (31) we prove that inequality is

appropriate. Before  $\frac{1}{a}$  va  $\frac{1}{b}$  for the numbers, then  $a$  and  $b$  support the inequality between the arithmetic



mean and the geometric mean for the numbers  $\frac{1}{a} + \frac{1}{b} \geq \sqrt{\frac{1}{a} \cdot \frac{1}{b}}$  va  $\frac{a+b}{2} \geq \sqrt{ab}$  we form the. From this

$$\frac{1}{2} \left( \frac{1}{a} + \frac{1}{b} \right) \left( \frac{a+b}{2} \right) \geq 1 \quad \left( \frac{1}{a} + \frac{1}{b} \right) (a+b) \geq 4.$$

(30) in the field of determination of the equation  $\sin^8 x > 0, \quad \cos^2 2x > 0$

for being

We see that the left part of the equation (31) in support of inequality (30) is not smaller than 4. At the same time in the field of determination of equation (30)

$$4 \cos^2 \sqrt{\frac{\pi^2}{4} - x^2} \leq 4$$

As a result, the equation (30) is strong equal to the following system of equations.

$$\begin{cases} \left( \frac{1}{\sin^8 x} + \frac{1}{\cos^2 2x} \right) (\sin^8 x + \cos^2 2x) = 4 \\ \cos^2 \sqrt{\frac{\pi^2}{4} - x^2} = 1 \end{cases} \quad (32)$$

(32) solution of Equation 2 of the system  $x_1 = \frac{\pi}{2}$  va  $x_2 = -\frac{\pi}{2}$ . Putting these (32) into the first equation of the

system, we see that it is the solution of the equation. Say,  $x_1 = \frac{\pi}{2}$  and  $x_2 = -\frac{\pi}{2}$  's there will be solutions to the given equation.

$$A: x_1 = \frac{\pi}{2} \text{ va } x_2 = -\frac{\pi}{2}.$$

12-example.  $\lg(\cos x - 0,5) + \lg(\sin x - 0,3) + 1 = 0$  solve the equation.

Solution. We prove that the given equation does not have a solution. Potens its  $(\cos x - 0,5)(\sin x - 0,3) = \frac{1}{10}$

let's make it look. Based on the inequality between the middle arithmetic and the middle geometric of the left part  $\left( ab \leq \frac{1}{4}(a+b)^2 \right)$  we appreciate.

$$\begin{aligned} (\cos x - 0,5)(\sin x - 0,3) &= \left( \frac{\cos x + \sin x - 0,8}{2} \right)^2 \leq \left( \frac{\sqrt{2} - 0,8}{2} \right)^2 < \\ &< \left( \frac{1,42 - 0,8}{2} \right)^2 = (0,31)^2 < 0,1 \end{aligned}$$

The left part of the equation is smaller than the right part. Hence, the equation does not have a solution.

A:  $\emptyset$ .

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The problems that lead to the differential equation and the ways to solve them

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**Annotation:** This article covers the simple issues that lead to differential equations and the ways to solve them, and provides solutions to issues and examples related to them.

**Keywords:** Differential Equation, continuous, material point, simple differential equation, private derivative differential equation.

Let's see the first simple issues that lead to differential equations.

1) in the Hoy coordinate equation, find such a continuous curve that the tangent of the angle formed by the positive direction of the abscissa axis of the attempt on each (x,y) point of it is equal to the hesitant of the abscissa of the attempt point.

Suppose  $y=f(x)$  be the sought curve. Under the condition of the issue  $y=f(x)$  the angular coefficient of the attempt at the point  $M(x, f(x))$  of the curve is equal to  $f'(x) = 2x$ .

Solution of the issue

$$\frac{dy}{dx} = 2x$$

it is brought to the solution of the seemingly simple equation.

The solution to this equation will be  $y=x^2+C$ , C - an optional invariant number. The geometric meaning of the solution of the tense issue consists of a family of parabolas on the Hoy coordinate plane.

2) Find the law of motion of a moving material point with invariant acceleration.

It is known that the second order derivative  $(d^2 s)/(dt^2)$  obtained by Time t from Path S gives acceleration. Under the condition of the issue  $(d^2 s)/(dt^2) = a$ , a is an invariant number.

The solution to this equation is  $s=(at^2)/2+C_1 t+C_2$ ,  $C_1, C_2$ -optional invariant numbers.

Description. Erkli variable x, unknown function y and its  $y', y'', \dots$ , the equation that represents the link between the derivatives  $y^{(n)}$  is called the differential equation.

The differential equation can be written symbolically as follows:

$$F(x, y, y', y'', \dots, y^{(n)}) = 0 \quad (1)$$

When an unknown function involved in an equation is a function with one variable, such an equation is called a simple differential equation. If the unknown function involved in the equation is a function of one variable, such an equation is called a differential equation with a private derivative.

$$x \frac{\partial u}{\partial x} = y \frac{\partial u}{\partial y} \quad (2)$$

$$(\partial^2 u) / (\partial x^2) = a^2 (\partial^2 u) / (\partial y^2) \quad (3)$$

here  $u=u(x, y)$ , equations in appearance are examples of a differential equation with a private derivative.

In this course, we deal only with simple differential equations.

The order of the differential equation is said to be the highest order of the derivative entering the equation

For example, the equation  $y'-2xy+3=0$  will be an example of a first-order differential equation, and  $y'' - xy'=0$  will be an example of a second-order differential equation.

The equation above (1), on the other hand, is an N-order differential equation.

The differential equation solution or integral is said to any  $y=(x)$  function that transforms it into an integral when it is put into a differential equation.

For example: 1) the solutions of the equation  $xy'-y-x^2=0$  will be functions in the form  $y=x^2+Cx$  (C - optional invariant number). The solution can be made sure to put it in the equation.

2)  $y''+4Y=0$  of the equation  $y=\sin 2x, y=\cos 2x$  functions, generally  $y=C_1 \sin 2x, y=C_2 \cos 2x$ , or  $y=C_1 \sin 2x + C_2 \cos 2x$  functions in the form  $C_1, C_2$  can be sure by putting the functions shown to the differential equation given in any values of the optional invariant quantities.

General view of the first order differential equation

$$F(x, y, y') = 0 \quad (1)$$

will. If the equation (1) can be solved in relation to  $y'$ , it can be

$$y' = f(x, y) \quad (2)$$

it can be written in the form, and it is called the differential equation of the First Order, which is solved in relation to the derivative.

when  $x = x_0$   $y$  the condition that the function should be equal to a given number  $y_0$  is called the initial condition. This condition is often

$$y|_{x=x_0} = y_0 \quad (3)$$

it is written in appearance.

One of the main issues of the theory of differential equations of the First Order  $y' = f(x, y)$  consists in finding a solution that satisfies the initial (3) condition. This issue is called the Cauchy issue.

The general solution of the first-order differential equation is that of one arbitrary  $C$  which depends on the invariant quantity, as well as satisfying the following conditions

$$y = \text{form}(x, C)$$

the function is told:

a) this function satisfies the differential equation  $C$  in any concrete value of the invariant quantity.

b) when  $x = x_0$  is  $y = y_0$  i.e. (3) even if the initial condition is any  $C$  of the quantity such a  $C = C_0$  value can be found that  $y = \text{form}(x, C_0)$  the function satisfies the given initial condition.

In search of a general solution to a differential equation, it is often not solved in relation to  $y$

$$F(x, y, C) = 0 \quad (4)$$

it remains to come to a visible attitude. When we solve this relationship in relation to  $y$ , we form a common solution. But solving (4) in relation to  $y$  will not be possible all the time. The equality in the Form (4), which represents the general solution without disclosure, is called the general integral of the differential equation.

As a result of assigning a certain value  $C = C_0$  to an invariant quantity of optional  $C$ , the function  $y = \text{form}(x, C_0)$ , which is formed from a common solution, is called a private solution. In this case, the relation  $F(x, y, C_0) = 0$  is called the private integral of the equation.

Example.  $dy/dx = -y/x$  of the equation  $y|_{x=2} = 1$  Find the solution that satisfies the initial condition.

The general solution to a given equation will be  $y = C/X$ . Based on the initial conditions

In this case, we form a  $y = 2/x$  private solution.

The action of finding the general solution or integral of a differential equation is called the Integral of a differential equation.

Solve the following equation. This equation is called an equation in which the exponents of the corresponding variables are integrated after being transferred to both sides of the equation .

$y' = f(x, y)$  the general solution to the equation  $y = (x, C)$  XOY represents a family of curves in the coordinate plane. These curves are called integral curves.

The differential equation and its solution have a simple geometric meaning.

Given  $Y' = F(x, y)$  the family of straight lines that pass through each point of the area of determination of the equation and form an angle  $\alpha = \arctg f(x, y)$  with the abscissa axis is called the area of directions of the differential equation.

A line whose area of \ u200b \ u200bThe directions at each point is the same is called isocline. The concept of isocline can be interpreted again as follows:

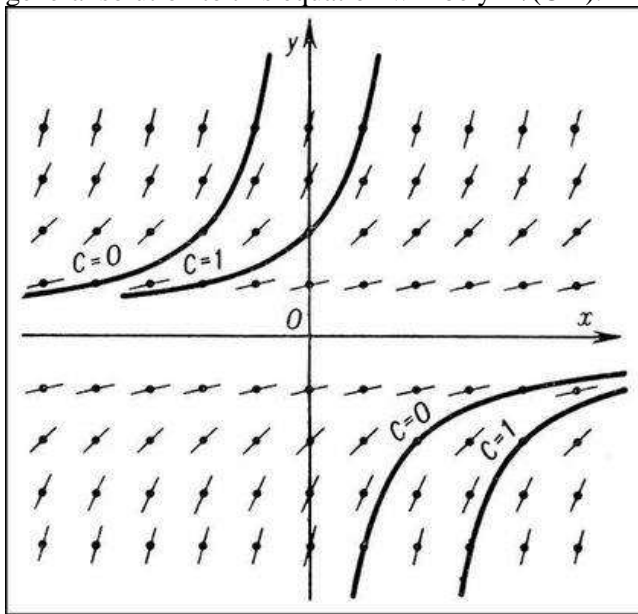
Attempts at an integral curve with a homogeneous direction are called isocline, the geometric role of the attempt points.

$y' = f(x, y)$  The isocline family of the equation is determined by equations  $f(x, y) = K$ .

(4) to describe the integral line passing through the point of the equation  $(x_0, y_0)$ , isoclines are drawn corresponding to the sufficiently multiple values of  $K$ . Along each isocline, barcodes with a corresponding angular coefficient  $k$  are made.

starting from the point  $(x_0, y_0)$ , an integral line is made, parallel to these strykses, each isocline.

In Figure 1, these constructions were carried out for equation  $dy/dx=y^2$ . It is not difficult to verify that the general solution to this equation will be  $y=1/(C-x)$ .



the equation  $y^{\wedge'}$

$= f(x, y)$  in some cases is as form substitutions be able to apply. Its right side is also the multiplication of a  
 $f(x, y) \cdot N(x, y)/N(x, y) = -M(x, y)/N(x, y)$ ,

where  $f(x, y) \cdot N(x, y)$  is defined through the multiplication  $-M(x, y)$ . Without it (2) the equation

$$M(x, y) dx + N(x, y) dy = 0 (*)$$

it can be recorded in a symmetrical view.

In a symmetric – view (

\*) differential equation, the variables  $x$  and  $y$  are equally strong, and the solution to the equation can be so  
 $= (x, C)$ , or  $x = \psi(y, C)$ , or oshkar  $\Phi(x, y C) = 0$ .

The following

$$dy / dx = f(x)\varphi(y) (1)$$

we look at the first

– order differential equation in appearance. we assume that the functions  $f(x)$  and  $\varphi(y)$  are continuous in  
 $\neq 0$  in  $(c; d)$  intervals. By dividing (1) by  $\varphi(y)$  and multiplying by  $dx$ , the following

$$dy/(\varphi(y)) = f(x) dx (2)$$

we write in appearance.

and  $F(x)$  functions are continuous, which means that there are initial functions:

$$\Phi(y) = \int \frac{dy}{\varphi(y)}, f(x) = \int f(x) dx$$

Hence, we see (2) as the equality of two differentials:

$$d\Phi(y) = dF(x) (3)$$

From the danger of the differential of two functions (where  $y$  is considered a function of variable  $x$ ), the i

$$\Phi(y) = F(x) + \zeta (4)$$

or

$$\int \frac{dy}{\varphi(y)} = \int f(x) dx + \zeta (5)$$

(4) or (5) (1) will be the general integral of the equation. Indeed (4) if we write down the relationship as fo

$$G(x, y) = F(x) - \Phi(y) - \zeta = 0 (6),$$



The function  $G(x, y)$  satisfies the conditions of the theorem on an unmatched function:  $G_x' = f(x), G_y' = -1/\varphi(y)$  functions  $D = \{(A < x < b @ c < y < d)\}$  in the field continuous and  $G_y' \neq 0$ . For this reason, equation (6) defines  $y$  as the continuous and differentiating function of variable  $x$  and

$$y' = -(G_x') / (G_y') = f(x)\varphi(y),$$

thus, the function that is determined by the relation (6), then (5) will be the solution of a given differential equation. Any  $y$  function that is the solution of a differential equation given from the second side must satisfy the relation. It also appears from (4) that for any  $(x_0, y_0)$  initial condition derived from  $D$ , a value of  $C$  corresponding from the point  $((x_0, y_0),$  the integral line  $\Phi(y) = F(x) + \Phi(y_0) - F(x_0)$  passes.

Since  $\Phi_y' = 1/(\varphi(y))$

$\neq 0, \Phi(y)$  will be the inverse. By defining the inverse function with  $\Phi^{-1}$ , we find the sought solution:

$$y = \Phi^{-1}(F(x) + \Phi(y_0) - F(x_0))$$

Thus the following theorem proved:

**Theorem.** If in the differential equation, where the variables  $dy/dx = f(x)\varphi(y)$  are separated, the functions  $f(x)$  and  $\varphi(y)$  are continuous in the intervals  $(a; b)$  and  $(c; d)$  respectively, then this equation has a common integral

$$\int \frac{dy}{\varphi(y)} = \int f(x)dx + C$$

is, in which the only solution of the equation under the terms initial  $x_0, y_0$  is determined, where  $(x_0, y_0) \in D = \{(A < x < b @ c < y < d)\}$  is the arbitrary point of the rectangle.

The satisfying integral of the initial conditions of the differential equation can be written as follows:

$$\Phi(y) - \Phi(y_0) = F(x) - F(x_0), \text{ or } \int_{y_0}^y \frac{dy}{\varphi(y)} = \int_{x_0}^x f(x)dx$$

The results obtained above were obtained by assuming  $\varphi(y) \neq 0$  at all points in the area being looked at. What happens if a  $y = \beta$  has  $\varphi(\beta) = 0$ ? It is directly seen that the equation (1) in this case has a solution  $y = \beta$ . But  $y = \beta$  is not a common solution, because the integral  $\int \frac{dy}{\varphi(y)}$  does not exist, which means that  $y = \beta$  the solution will not be formed (not derived) from a common solution.

Thus, if the equation (1) has  $\varphi(\beta) = 0$ , then the equation will have a solution  $y = \beta$  that does not come from a common solution other than the common integral.

$y = \beta$  the solution is considered to be a special case, that is, the condition of uniqueness at each of its points is considered to be non-breaking.

(2) Type

$$M(x)dx + N(y)dy = 0 \quad (4)$$

the variables of the differential equation are called the separated differential equation. According to what we have proven above, the general integral of this equation is

$$\int M(x)dx + \int N(y)dy = C \text{ is.}$$

Example.  $x dx + y dy = 0$

$$\int x dx + \int y dy = C_1 \Rightarrow \frac{x^2}{2} + \frac{y^2}{2} = C_1 \Rightarrow$$

$$x^2 + y^2 = C^2, C^2 = 2C_1$$

The general integral of a given equation is  $x^2 + y^2 = C^2$ , consisting of a family of concentric circles with a center at the beginning of the coordinate, with a radius equal to  $C$ .

The following

$$M_1(x)dx + M_2(x)N_1(y)dy = 0 \quad (5)$$

the apparent equation variables are called the separable differential equation. By dividing both sides of this equation into an expression  $N_1(y)M_2(x) \neq 0$ , it can be brought to the equation in which its variables are separated.

$$\frac{M_1(x)}{M_2(x)} dx + \frac{N_2(y)}{N_1(y)} dy = 0$$

that is, we will have the equation in the Form (4).

Example. 1) let the general solution of the following equation  $y' = xy + x + y + 1$  be found. The given equation

$$dy/dx=x(y+1)+(y+1) \Rightarrow dy / dx=(x+1) (y+1)$$

we will record in appearance. This is an equation in which the variables of the equation are separated. assuming that  $y \neq -1$

$$dy/(y+1)=(x+1)dx \Rightarrow \ln|y+1| = (x+1)^2/2 + \ln C \Rightarrow \\ \Rightarrow \ln \left[ \frac{(y+1)/\zeta}{\zeta} \right] = (x+1)^2/2 \Rightarrow y = Ce^{(x+1)^2/2} - 1$$

a common solution is formed.

2) solve the equation  $dy/dx=-y/x$ .

This is an equation in which the variables of the equation are separated and we divide and integrate the variables.

$$dy / dx = -y / x \Rightarrow dy / y = - dx / x \Rightarrow \ln|y| = -\ln|x| + \ln C \Rightarrow y = C / x$$

a common solution is formed.

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**Advantages and problems of foliation in the educational process from modern information technologies**

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**Annotation:** This article provides information about the effectiveness of the media and the problems encountered in its use. Particular attention is paid to the concept of educational technologies. It is covered about the role of the modern educational process in professional activity, its importance in personnel training. It is covered about what qualities today's grown-up specialists will have. The introduction of Information Technology was reflected on practical problems and achievements in the optimization of the educational process. The work on information security in our country has been discussed. The work of professors in Russia on the application of Information Technology in education is mentioned. Information about spatial gaps in education is provided. The strategy of innovative development of higher professional education in Russia was mentioned.

**Keywords:** modern technologies, competitiveness, adaptation, expansion, changing conditions, achievements, spectrum, competencies, motivation, computer programs, multimedia, inconveniences, limitations, projects, parallel school, XXI century, spatial spaces, strategy.

Even in the field of Education, which is developing today, it has become natural for us to come across a lot of modern technologies. As long as we now want to operate as a competitive endurance personnel and aim to become a qualified specialist, it is necessary to successfully carry out our activities in this way, harmonizing information technology and the educational process together. To do this, we need to familiarize ourselves with the effectiveness of the use of Information Technology and its strategic views on this issue. And that is where we create a template in our effective path of activity.

The current state of the educational system is characterized by the increasing role of non-traditional educational technologies. Mastering knowledge by students with their help is much faster than with traditional technologies. These technologies change the nature of the development, acquisition and dissemination of knowledge, make it possible to deepen and expand the content of the studied disciplines, quickly update it, apply more effective teaching methods, and also significantly expand the possibility of education for each person. The introduction of new state educational standards of the third generation (FSES HPE), based on a competence-based approach, implies significant changes in the teaching methods of a number of disciplines based on the increasingly active participation of the student. a full participant in the educational process, its great independence, training aimed at a specific practical result.

Despite the widespread use of the concept of "educational technology", it is very conditional. V.I. according to the. Zagvyazinsky it is more correct to call the types of technologies used in the educational process not educational or pedagogical, but teaching, and the term itself, borrowed from the production sphere, is, of course, conditionally used in education, and the educational technology itself, as a type of social technology, is not as strict and predetermined as production technology. Modern education should ensure the formation of graduates with a high level of professionalism and qualifications who can adapt to the changing conditions of professional activity. Thus, the professional educational institution is faced with the task of training a competitive specialist. Competitiveness should be considered in two aspects: the first is that a specialist has a high level of professional skills and qualifications, it includes a certain level of knowledge, skills and abilities, which makes it possible to become a highly qualified, intellectually and creatively developed specialist. The second, in our opinion, is personal readiness to work in the market, in a competitive environment. It is the formation of a self-sufficient person who is able to independently make decisions, be proactive, responsible, show himself, have the ability to effectively communicate with others. Therefore, the issue of teacher education using the entire spectrum of information and communication technologies available in various types of professional activity is especially relevant in connection with the special task of this educational system aimed at training teachers for future generations. In anticipation of the fact that information and communication technologies will

soon become the “core” of the educational process, it is necessary to form a general information culture in students, to develop their infocommunicative competencies.

The introduction of information technology, as well as solving a number of practical problems in optimizing the educational process, increasing the active role of the student by involving him in various types of activities, including independent ones, makes it possible to develop motivation for educational activities, which, in turn, affects the improvement of the quality of the educational process. For example, modern computer programs allow you to use information technology when creating multimedia documents using text, mathematical and multimedia packages at the same time. With their help, it will be possible to create films in the classroom for demonstration both in lessons and in corridors using a video projector and a wall screen. educational institutions using distance monitors. The use of such films in the educational process, in our opinion, significantly revives and optimizes the process of mastering knowledge, improving the quality of Education. If at the same time students are attracted to creating video footage using the specified multimedia sets, this also increases their interest in the studied disciplines. Created films can be posted on the websites of educational institutions that provide access through the Internet or local networks. This will serve to further improve the quality of Education.

We well know that in addition to standardized education that students can receive in educational institutions, there are alternative types of Education. These can be exemplified by advanced training courses, specialized courses, distance courses, among others. And with the help of information technology, it is possible that in a very short time we will acquire the knowledge, support and skills that we possess. Another advantage is that it is possible for them to take courses of this type in any Wat, without leaving home, regardless of what position and situation they are in.

A characteristic feature of higher education is the priority of the independent work of the student. This means that it should be able to carry out most of the educational material independently, using the recommended teaching aids, with the help of a teacher, mainly of a methodological nature. However, practice shows that a large part of first-year students are not ready for the form of Education adopted at the University and experience certain difficulties before learning to work independently. At first, such students will need additional guidance, which often cannot be shown by the teacher himself, but this will be possible with the help of interactive teaching aids using modern information technology.

There is also an unfavorable side to the use of modern information technology. An example of this is the very abundance of information in the information field, information uncertainty situations such as deviation from the goal are very common. In our country, on the basis of the decision of the Cabinet of Ministers of the Republic of Uzbekistan dated 05.09.2018 No. 707 "on measures to further improve information security in the World Wide Web" for disproportionate information on our mentalitet and nationality in the information field with reasonable policies, restrictions on information resources are established.

Scientific and methodological research and analysis of the current state of university education allow us to talk about the existence of a whole complex. And in this case, the presence of contradictions is noticeable. These are the following:

- 1) between computer-assisted learning opportunities and the lack of didactic material on the use of infocommunication technologies in teaching subjects;
- 2) methodological developments between a large amount of work in the field of Information Technology and a clear defect<sup>1</sup> on the use of various means of infocommunication technologies in teaching subjects;
- 3) between the requirements of a modern educational system aimed at independently replenishing and updating knowledge, training a specialist who is able to think critically and creatively, and the orientation of teachers towards the formation of students, mainly knowledge and skills.

<sup>1</sup> <https://muegn.ru/uz/pozharnye-avtomobili/problemy-ispolzovaniya-novyh-tehnologii-v-obrazovanii-nauchno-metodicheskie.html>



In 1991, professor Alexander Sharikov published one of the first media educational programs in Russia for secondary educational institutions. In 1998, Professor Russian Academy of Education Lyudmila Zaznobina developed the project of the first Russian-language media education standard for secondary schools. Now there is no interaction of the educational and information space. These are called spatial spaces. Spatial spaces in education represent media that are included in the information and communication map of the world, but are not controlled by the pedagogical community and universities, do not interact with the educational space. In other words, they exist as a "parallel school". An important problem of today is not only the presence of spatial gaps in education, but also their expansion due to the development of the media in the context of global informatization. modern society... The information space is not controlled by the pedagogical team. This leads to a violation of the integrity of the educational space. It is necessary to choose such a strategy so that the gap between the media and the educational space does not escalate, to eliminate their dispersion. The solution to the problem can only be such a model of higher professional education, in the design of which there is a characteristic feature. integrated media education space. The search for ways to integrate the information and educational space is relevant for achieving the goals of modern professional education. The first steps in this regard were taken when an extremely important government decision was made to develop the distance education system. It should be noted that this system allows you to study at several universities at the same time, allows you to implement the principle of individual education, select the appropriate "professional and educational trajectory", provides academic mobility.

Conclusion: now we can say with complete confidence what exactly is in the media educational space ready to work in New conditions of the XXI century, the training of a modern specialist who meets the modern requirements of the employer, is competitive in the labor market, competent, responsible, capable of processing a large amount of information can be carried out. the main thing is to distinguish, be able to apply the acquired knowledge in practice, have skills to work in a team with a constant desire to learn, are purposeful and focused on the profession, are fluent in their profession and are focused on the relevant areas of activity, are able to work effectively in their specialty. new socio-economic conditions of the information society, ready for constant professional career growth, social and professional mobility. This is a strategy for the innovative development of higher professional education in modern Russia. The first steps have already been taken in the cultivation of personnel who can fully meet the above requirements while new Uzbekistan is in progress, and such work as the introduction of information technologies in the field of education in bubora is being effectively continued and improved.

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