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ARTICLES

UNUSUAL VOLLEYBALL TRAINING SESSIONS

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Annotation: this article provides detailed information about the sport of volleyball, its origin, history, in which state it appeared, in addition, its role in the field of sports today, its importance, physical qualities in practice.

Keywords: volleyball; modern classical volleyball; intellectual potential; competition; types of games.

Volleyball (English: volleyball volley - hit back and ball - ball) is a ball sport game played by two teams of 6 people on a court with a net in the middle. It is played on a 9x18 m court divided in the middle by a net (2.43 m high for men's competition and 2.24 m high for women's competition). A volleyball net has 1,000 cells (100 wide and 10 high), and each cell has four sides of 10 cm. One team consists of 6 people and 2 teams play. Players hit the ball with their hands and try to land it in the opponent's field. The ball must be passed to the opponent's side in three hits. The competition is played in 3 or 5 games. Volleyball originated in the USA (1895). More than 180 countries are members of the International Federation (FIVB; founded in 1947). It has been included in the programs of the Olympic Games since 1964, and the world championships have been held since 1949.

Modern classical volleyball has acquired a new meaning due to its natural development and drastic changes in competition rules since the end of the 20th century and the beginning of the 21st century. A fundamental change in the rules of the game is determined not only by the competition of teams claiming to win, but also depends on market relations to a certain extent. It is known that when conducting major prestigious competitions (World, Asian Championships, Olympics, Asian Games and other high-ranking international competitions, Cup competitions), many television and radio companies, require special accreditation for telecasting and reporting on these competitions. they must satisfy.

If in recorded competitions the intensity of the game is low, if points are often taken due to "strong" shots, if the continuous process is often interrupted and there are many stoppages, then the interest in the competition is low. begins, the accreditation market is limited, the range of viewers begins to narrow. Such situations continued until 1996-98. Because according to the old rules, the "strong" strikers located in the defensive zones "earned" points as a result of losing points by jumping from the 4th or 2nd zones without pressing the offensive and lateral lines. The game is stopped if the ball hits the legs and waist. If the ball goes out of bounds, time has expired, it is forbidden to play with another ball, if the throw-in is "lost", no point is awarded to the opposing team, if the throw-in touches the goal, o 'yin would be stopped and so on. Such situations often caused the game to "stop".

Thanks to many principled changes in today's volleyball rules, such "stoppages" have been eliminated. In particular, the game was played with 3 balls (one ball in play, 2 balls in reserve). From the point of intersection of the attack center with the sideline, the lines of 1.75 m cross section were limited to the outside of the field. It is allowed to play the ball with any part of the body. It was introduced that the game will be played in the "tie-break" style, that is, points will be given to the opposing team even if the ball is "lost". The "strength" of the rule on receiving or passing the "first" ball has been greatly relaxed, and the ball entered will be considered "correct" if it touches the net.

Such a change in the rules of the competition dramatically increased the intensity of the game, increased the activity of the players, and increased the interest of the spectators. Modern volleyball is characterized by very sharp changes in direction and game activity in emergency situations. In competitive games, the more extensive and perfectly formed technical skills are in relation to external influences, the higher the chance of victory.

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A game technique is a specialized movement or set of movements that are performed simultaneously in a sequence and in a specific purposeful order. The technique of the game should be designed for accurate, fast, light, appropriate to the situation, high efficiency performance with low effort.

Volleyball game technique consists of a set of movement methods necessary to play the game. Movement technique is evaluated by appropriate, effective movement in various situations. The performance of each technique in the game consists of a system of movements that are connected to each other. Movement technique is the dynamic and kinematic properties of movement that are necessary and sufficient for solving movement tasks in a certain way (certain consistency of forces, coordination between certain parts of the body, etc.).

The main part of the technique is the most important and decisive part of the main mechanism in a certain movement. Performing the main part of the technique is expressed by the use of a large amount of effort in a relatively short period of time. The details of the technique are secondary features that do not disturb the main mechanism of movement. The details of the technique are different for different athletes, and it depends on the morphological and functional capabilities of the muscles.

The importance of the preparatory phase consists in creating favorable conditions for the execution of the action in the prime phase. These conditions are created by running, jumping, performing a rotational movement (when placing an obstacle, entering the ball into the game, giving an attack kick). Actions in the main phase are directly focused on solving the tasks of the main action. From a biodynamic point of view, the most important thing in this phase is the effective use of the driving forces in the appropriate situation, in the appropriate direction.

Movements in the closing phase fade or brake sharply in order to maintain the balance of the torso. Due to the fact that volleyball is a very dynamic game, the volleyball player must master various technical methods, be able to select the ball based on the game situation and perform it quickly, accurately. This determines the technical skills of the player.

In different periods of volleyball development, the methods, Requirements, form, content of technical mobility are changed and improved. The main reason for the change in technical method is the change in o6yin rules, the improvement of tactical mobility, the growing level of physical fitness of players.

The increase in the dynamics of the game in attack and defense, the increase in the potential of action, the expansion of the arsenal of combinations in attack and defense will also give an impetus to the update or restructuring of the technical method. The technique of Game methods is performed by functional organs (legs, arms, heart, breathing, muscles, joints, etc.).) on the basis of performance, game tactics are based on the intellectual potential of the athlete (consciousness, attention, memory, perception, will, etc.) depends on.

In volleyball, the game tactic is said to be the art of a particular team achieving victory using individual, group and Team actions over a second team. The main task of tactics is to be able to determine and remain the means, methods and forms of the game applied to the victory, depending on the current situation in relation to a particular opposing team.

A tactical combination is a movement activity of several players aimed at creating favorable conditions for a player to attack.

The discipline of the game is the subordination of the activities of each player to the activities of the team, the implementation of the planned tactical instruction in the game, the observance of the rules of the game and the universal nature, etc.

In game tactics, the following concepts are used: the term first temp refers to the player who starts the attack combination first, who practically organizes an attack with a "low" and rapidly transmitted ball. The detachment of the attacker" on the tempo " was adopted on a conditional basis, so the attackers are required to carry out all the offensive and tactical combinations. The connecting

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player must be able to correctly assess the progress of the game and effectively organize the attack from different game situations.

For this reason, wide-minded, restrained players are chosen who understand the performance of this function to the subtle aspects of the game, quickly understand the opinion of the team and be able to organize a combination corresponding to the essence of the game. Based on the capabilities of the team in the effective organization of the game, it can be organized on the following principle: 4+2 (four attacking players and two bogie players) and 5+1 (five attacking players and one bogie player). The last option is very widely used in time volleyball. There are individual group and community forms of tactics. Methods of tactics consist of game systems and combinations. And the tools of tactics include Game. The tactical direction, tactical form, methods and Means assigned to certain competitions must be assigned to the pre-planned strategic deck. All tactical actions should be based on tactical knowledge, thinking, correct assessment of the situation, purposeful decision-making, physical abilities, technical skills and capabilities of will.

When organizing and conducting volleyball training, equipment and equipment specific to it are used. This equipment and equipment is an effective means of transferring to volleyball movements, improving the qualifications generated, developing physical training and physical qualities of the person involved. The second group includes various devices, filling balls, dumbbells, special tucks used in jumping, which are mainly used in training the qualities of speed-strength. Hanging balls are considered a very necessary tool in the initial training. A leather is installed on the volleyball ball, which is tied to a cord (rubber band). A block or hook attached to Kronstein is mounted with the ball at the desired height. The external structure of the Constitution describes its relationship with other sources of law, the totality of relations, its place and role in the legal system and its significance in the system of social and normative regulation in society. The article presents the role of family, forming system of upbringing, traditional-educational system and traditions in Uzbekistan.

In an article consistently revealing the principles of the Bologna process for measuring the quality of education, the dynamics of internationalization and the logic of integration in European higher education and in Eurasia.

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MANAGEMENT LEADERSHIP IN OFFICER TRAINING

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Abstract. Today, military practice requires an officer-manager who is focused on democratic managerial priorities in the “man-to-man” system, capable of updating and self-development of his managerial knowledge and skills, able to independently navigate the changing social and military reality, adequately assessing it, accepting thoughtful, rational decisions, owning modern tactics and strategies for managing military teams.

Keywords: leadership, military field, officer, method, psychology.

INTRODUCTION

A graduate of the military institutes of the troops of the National Guard of Uzbekistan is appointed, as a rule, to the primary officer position of the deputy company commander for work with personnel [2]. Even if at first the officer is not the immediate leader, he, nevertheless, always has certain commanding powers in relation to those junior in military rank. In the future, almost every officer, performing official functions, acts as a leader in relation to the subordinates entrusted to him. In this connection, the main condition for an officer to realize himself as a leader is the awareness of his involvement in a certain system of military command and control.

MATERIALS AND METHODS

The structure of military command presupposes a clear distinction among military personnel of persons endowed with special powers. This category of people is called - "chiefs". Those who are under their control are called “subordinates”. The assignment of a serviceman to the category of "chief" automatically makes him involved in the functioning of the command and control structure and implies the implementation of a number of actions on his part, which are the internal resources of an educator officer used for effective training and leadership of subordinate personnel. The managerial activity of a leader at any level, including among military personnel, is realized in the form of a directive purposeful influence on the object of control, which is the result of a managerial decision. Management decisions involve the leader's actions, manifested in resolving contradictions and changing the situation. Any decision is based on the analysis of data characterizing the situation, the definition of goals and objectives, and contains a program, an algorithm of actions for the implementation of measures. Before we start discussing the characterological features of the effectiveness of managerial decisions, let us consider the essence and structure of an officer's managerial activity. According to A. Fayol: “To manage means to predict and plan, organize, lead a team, coordinate and control” [3]. These words encourage the search for the foundations of management activities that affect its effectiveness.

RESULTS AND DISCUSSION

We emphasize that managerial activity is defined as a segment of the professional competence of an officer of the National Guard troops. As part of the study, we will consider managerial skills, as well as qualities as a toolkit for the managerial competence of an officer.

Theoretical analysis made it possible to determine that the signs of the effectiveness of an officer's managerial activity are: the ability to independently determine the goals and objectives of the unit's activities, forecasting the possible results of managerial activities, the ability to make optimal decisions and put them into practice. At the same time, mobilization for the implementation of decisions taken is of paramount importance in management activities. To do this, officers develop the skills to establish the right relationships, adequately assess the results achieved, adjust and develop their activities [4, p. 189].

Management activity is determined not only by knowledge and skills, but also depends on personal and professional qualities, the need for which is determined by the content and nature of management

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activity. In this connection, of particular interest is the definition of managerial qualities. All researchers in this field (A.E. Bolotin, T.V. Danilyuk, A.A. Dulzon, Yu.N. Korovin, O.A. Nechaeva, etc.) identify a significant number of such personality traits, but do not differentiate them, represent unilinearly different qualities. By managerial qualities we understand certain stable characteristics, a set of properties that have a decisive influence on the managerial activity of officers of the National Guard troops, in accordance with which it is possible to select them in accordance with a specific managerial position.

So Yu.N. Korovin identifies the following among the managerial qualities of officers of the National Guard troops: the ability to organize the activities of subordinates, set specific tasks, rally the team, while being demanding and critical; the ability to take responsibility for decisions and actions taken; the ability to be active, initiative, diligent; the ability to achieve success in solving official affairs; the ability to form motivation among subordinates to perform assigned tasks; the ability to give clear, clear, confident formulations when setting tasks, reports [3]. The success of the managerial activity of an officer, according to S.A. Bogdanova, S.A. Voronova, T.V. Danilova, O.A. Kozlova, N.N. Severina and others, contribute to such psychological qualities: high professional competence, managerial preparedness, non-standard thinking, manifested in the ability to find new solutions, independence and responsibility, the desire for success, the ability to organize one's work and the work of subordinates, exactingness, control and care for subordinates , sociability, emotional balance, stress resistance, honesty and decency, constant self-improvement.

Scientists, analyzing the actions of government bodies during emergency response, conclude that in some cases decisions were made by managers on the basis of previously worked out algorithms of actions, which did not always take into account the specifics of a particular emergency situation, possible options for its development, dogmatism and stereotypes were observed in decision-making, the inability to comprehensively assess the situation, the lack of creativity in the performance of tasks [5]. Yu.N. Korovin considers the need for the formation of creativity among officers in the plane of high-quality training of the leadership of the troops of the National Guard of Creativity as "a combination of professional and personal qualities of a person, manifested during her practical activities, the result of which is the generation of new, original ideas, solutions that allow the most effective solution of tasks by a team or man in difficult conditions" [3, p. 37]. Agreeing with the opinion of the author, we believe that creativity is the main quality of a modern manager and leader.

In distinguishing between the concepts of "readiness for managerial activity" and

"managerial competence" we tend to the scientific position of N.I. Kobzar, who insists that these concepts have both common and distinctive features [7]. The similarity of the complex structure, cognitive, operational, motivational and axiological components in the composition of competence and readiness allowed the author to assert that the concepts of "competence" and "readiness" coincide in some aspects. However, in her opinion, these concepts are significantly different and do not replace each other, since readiness is characterized by stable motivation and attitude to activity, and competence is based on experience. In addition, these concepts are closely related, because readiness provides the basis for the formation of competence.

An analysis of the theory made it possible to define managerial competence as a special, integral quality of a subject endowed with management functions, which combines significant tools for the effective implementation of managerial activities. This made it possible to single out the following components in the structure of officers' readiness for managerial activity: motivational-value, conceptual-content, operational-activity, emotional-volitional. Let's characterize them in more detail.

The motivational-value component assumes the formation of value attitudes for the implementation of managerial activities, motives and needs in the performance of managerial functions, orientation and an active personal position for acquiring knowledge and skills of an officer, taking into account the specifics of the National Guard troops, the need for self-development and self-improvement in the field of managerial activity.

The conceptual and content component determines the possession of knowledge of the theory and practice of managerial activity, factors in managerial decision-making, phased and psychological and

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pedagogical mechanisms for effective managerial activity, knowledge of the theoretical and practical foundations of management psychology; determines the degree of use of existing knowledge in practical work, in the process of implementing a sequence of management decisions.

The operational and activity component is implemented in the relevant skills of officers that ensure the effectiveness of managerial activities (management, organizational, communicative), in particular, it is the officer's ability to design the process of managerial activity, implement the stages of managerial decision-making, take into account in practice the main tasks, functions, principles of managerial activity , professionally improve managerial qualities.

The emotional-volitional component implies the ability to introspection, self-assessment of one's own managerial activity, the desire for self-development and self-improvement of managerial, organizational, communicative qualities, awareness of the need to enrich knowledge of the theory and practice of management, the ability to analyze the shortcomings of managerial activity of one's own, colleagues, subordinates, to show emotionally - strong-willed reflexive assessments of the effectiveness of management activities.

A certain structure of readiness for managerial activity, in our opinion, allows us to holistically present the readiness for managerial activity of officers of the National Guard troops, taking into account the specifics of the professional environment, the characteristics of the profession and the requirements for professionalism.

CONCLUSION

Thus, a thorough analysis of the psychological and pedagogical literature of the research problem made it possible to establish that readiness for managerial activity is a necessary condition for the professional activity of an officer of the National Guard troops. At the same time, readiness for managerial activity is the first step to mastering managerial competence, which is characterized by long-term formation, developing throughout life, and the presence of certain work experience.

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ADVANTAGES OF DISTANCE LEARNING STYLE IN THE EDUCATIONAL SYSTEM

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Annotation. Distance learning style is a new form of correspondence learning. Distance learning is independent learning. Independent reading develops a person's abilities to think independently, assess state, draw conclusions and predict.

Keywords: distance learning, educational-methodological, communication, video conference

The educational system is developing very quickly from day to day and is changing very quickly. Almost every minute, changes, updates and an unexpected event are taking place in different parts of the planet. Every day we live under strong information. A person cannot carry out normal activities without the influence of information. Life is experienced by understanding, learning it, collecting and mastering information. Therefore, opening a wide path towards modern knowledge, the effective use of new information technologies in the improvement of teaching has become a requirement of today. One of the forms of distance learning style that are widely used in the educational system are not used. Distance learning style is a new form of correspondence learning. Distance learning is independent learning. Independent reading develops a person's abilities to think independently, assess state, draw conclusions and predict.

Another advantage of distance learning is that the student can study at a convenient time and at a point where so is not separated from work. It is because of this advantage that this style is now common in the world. Many large enterprise professionals use this technique to improve or change their skills, with million to million dollars in annual funds. In addition, another convenient aspect of teaching is that the student himself determines the period of study in it, that is, the student begins to study at a voluntary time, mastering the materials under the supervision of the teacher. Mastering is determined depending on the performance of assignments, tests. Distance learning is especially laughable on the economic side for developing countries.

Distance learning also has organizational and economic advantages. For distance learning, auditoriums, hostels are not necessary for students. In distance learning, financial costs are mainly spent on the preparation of educational and methodological materials, for special audiences. The bulk of this cost is spent at the stage of organizing this process. Subsequently, financial costs are reduced. Therefore, as the number of students increases, the cost of studying also decreases. In distance learning, the main focus should be on the preparation of educational and methodological materials. Because the quality of educational and methodological materials is one of the most fundamental factors in the quality of distance learning.

The more comprehensible and detailed the visual material, the more useful it is to the reader. That is, it is necessary that the material is thorough from the stylistic device.

What is distance learning itself? Distance learning is the study of the internet at a time convenient for the student.

Distance learning methodological materials include:

1. Textbook;
2. Audio and video tutorials;
3. Online lessons (Internet page;
4. Electronic libraries;
5. Tests;
6. Multimedia-electronic textbook.

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The Multimedia textbook itself displays this information on the screen, along with the incorporation of a lot of information, as well as isolates it using sound. The feature of the Multimedia textbook it clearly reflects the story and information. That is, Mul'timedia makes events and information viable. This is done using text, video, multiplication, voice and music.

In distance learning, virtual libraries, through sputnik, video conferencing, classes, opportunities for communication and information using the internet appear.

In conclusion, it should be said that in distance learning, a speaker can lecture hundreds, thousands of students at the same time and exchange ideas with students during this time, answering questions. This method assumes the effective use of techniques.

The stages of creating a multimedia electronic textbook were established, thinking about the requirements for its structure and content. In particular, the style of using the created multimedia electronic textbook was revealed. Detailed information is also given about the advantages of creating an electronic textbook, its implementation in stages and the main stages of creating an electronic textbook.

The purpose of the module” engineering and computer graphics": retraining and professional development of pedagogical personnel improve the course audience's knowledge of new multimedia techniques and technologies, their software tools, distance education and its models, LMS systems and issues of education in them. Tasks of the module” engineering and computer graphics": - about the concept of multimedia, multimedia tools, multimedia software, and products, Information Technology, Computer equipment and its devices; - about e - learning resources and their types - about distance learning and methods of its organization; - about the stages of creating the distance learning process; - about the conceptual foundations of creating distance courses; - about the technology of creating e - learning resources for the distance learning system;-the concept of open education, LMS systems analysis-generating cognitive skills such as organizing the learning process based Requirements for the knowledge, skills and qualifications of listeners on the module in the framework of issues carried out in the process of mastering the module” Engineering and computer graphics", listeners should know: - the use of computer equipment and its main and additional devices, computer software; - it is necessary to have the principles of educational organization, types of educational methods, forms of educational organization, teaching tools used in the educational process, types of technical and software tools used in the educational process, skills in the application of the internet system in the educational process; - it is necessary to master the qualifications in the organization of training in the specialty disciplines in the field of extensive use of multimedia tools, the possibility of distance education systems, the ability to use the available electronic information resources in the internet network, the ability to take advantage of open online courses.

Distance learning is considered the most important and increasingly popular form of modern education. Distance learning style is a new modern form of teaching, which develops the student's abilities to independently think, assess the state, draw conclusions. Teaches to acquire independent knowledge, seek, think.

Distance education-means of information and communication from a certain point (video, audio, computer, multimedia, radio, television, etc.) with the help of educational services, education focused on the use of educational resources based on traditional and innovative form, method, tools in the distribution and delivery of educational products

Distance learning is distance learning, in which there will be a distance between the teacher and the learner. Educational processes in distance education are carried out using modern information and pedagogical technologies.

In distance learning, the student and the teacher are in continuous communication with the help of specially created training courses, forms of control, electronic communication and other technologies of the Internet, separated from each other in space. Distance learning, based on the

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application of Internet technology, provides access to the world Information Education Network, an important category with the principle of integration and interaction performs new functions.

A distinctive aspect of distance learning is the ability to provide learners with the opportunity to gain independent knowledge. In the process of distance learning, learners widely use all kinds of information and communication tools.

In distance education, various media and technologies, including the Internet, are actively used, as above. The following aspects of the internet determine its effective use in distance education:

– information transmission, aspects of making changes to information;

– The possibility of storing, printing, making changes to information received from the internet;

– provision of interactivity using multimedia information and fast feedback;

– accessibility to different data banks;

– possibility of conducting electronic conferences, audioconferences and videoconferences;

– the fact that there is an opportunity to engage in a remote conversation with other people connected to the internet;

– that questions can be answered through an electronic conference;

– it is possible to store the information received in a flash and use this information at the right time and place.

It is advisable that distance education be organized according to the following principles:

- Principle of interoperability;
- The principle of individuality;
- The principle that education is based on specific time;
- Identification principle;
- Principle of possession of primary knowledge;
- The principle of transparency and variability of Education;
- The pedagogical purpose of applying the modern Act, etc.

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THE COMPARATIVE ANALYSES OF THE IMAGE OF AMIR TIMUR IN THE WORKS OF ABDULLA ORIPOV AND CHRISTOPHER MARLOWE

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Annotation. The article illustrates the comparative analyzes of the depiction of main hero in "Sohibkhiron" by Abdulla Oripov and "Tamburlaine the Great" by Ch.Marlowe.

Key words: comparative analyzes, scientific, orientalist, historian, source, sequel

Introduction. The personality of Amir Temur, who has had a big influence on the history of both Eastern and Western countries, has still been the cause of endless debates in the following decades. That's probably why plentitude of historical and literary works, several collections and books have been written on his image and the interest in the era he lived in has not been diminished.

We can take Jawaharlal Nehru's words about Temur as an example: "Even now in Central Asia, the names of four world leaders: Alexander, Sultan Mahmud, Genghis Khan and Temur are remembered. Nehru sees in Temur a person who wants to raise the courage of Genghis Khan, therefore he says, "He is a descendant of Genghis Khan from his mother's side."[1]

Among all Western European literature written about Amir Temur, the only unique source, in terms of its scientific and educational importance, is the memory notebook of Rui González de Clavijo, the Spanish ambassador sent to Temur's capital Samarkand in 1403.

This diary was first published in Seville in 1582 under the title "Timur the Great", then in 1782 in Madrid under the name "The life and work of Timur the Great". This work was later printed in full, and some parts were translated into English and other languages.

The first translation of the text of the "Diary" into Russian was made by Academician I.I. Sreznevsky. Prominent Russian orientalists V.V. Grigoryev, P.I. Lerkh, K.P. Patkanov also participated in interpreting the book. The translation was published after Sreznevsky's death in 1881. Clavijo's "Diary" is undoubtedly one of the most invaluable historical sources on the life and world-famous historical services of Amir Temur. It is also highly valued and recognized in everyday historiography as a unique work.

The famous British historian Edward Gibbon[2] and German historian Friedrich Schlosser have also praised the character of Amir Temur and his leadership repeatedly in their works.

Western researcher L.Keren writes about Temur's state policy in his book "Emir Temur's reign": "Temur loved justice very much, that's why no person was hurt or oppressed in his country. His noble goal was to make a culture and art flourished in his entire kingdom. His nobility is manifested in so many cases, that one cannot count them all."[3]

Main part. Christopher Marlowe (1564 - 1593) – an English Renaissance poet and dramatist. Although he lived only 29 years, he managed to write valuable masterpieces as "The Jew of Malta", "Edward the Second", "The Massacre at Paris", "Doctor Faustus" and others. Marlowe has his own place among the writers who wrote about the great historical hero Amir Temur (Tamerlane). He produced a daring and thrilling play on the image of Amir Temur, which is famous for adeptly incorporating the style of blank verse into English drama. The play was so popular that Marlowe was compelled to write a sequel including Tamburlaine's and his wife's deaths. Together,

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[1] Неру Джавахарлал. Открытие Индии. Перевод с английского – М, 1965, стр. 242-250.
[2] История упадка и разрушения Римской Империи Эдуарда Гиббона. Часть VII, М. 1886
[3] Keren L. Amir Temur saltanati. – Toshkent. Fan nashriyoti. 2018, 5-page

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the plays became known as “Tamburlaine the Great”. The play is not a straightforward glorification of Tamburlaine's violent conquests, and his Tamburlaine differs a lot from real Amir Temur (Tamerlane).[4]

Among the Uzbek writers who have written about Amir Temur, Abdulla Oripov has his own place with his masterpiece “Sohibkiron” which is published in 1996. In his work, the main focus is put on the thoughts, observations, efforts, feelings and principles of the main hero rather than the warfare actions.

Results and discussion. As we know, every work of art is created by the correlation of the real facts and imagination. The Uzbek literary theorist U. Tuychiyev describes it as following: “... actually, the real facts can be the foundation stone of any work, but they are not enough to make the work of fiction. The most advanced elements of fiction are the real facts and imaginative power of mind.”[5] In the process of studying Christopher Marlowe’s “Tamburlaine the Great” we tried to analyze the correlation of the real facts and imagination of the author.

Part 1 opens in Persepolis. The Persian emperor, Mycetes, dispatches troops to dispose of Tamburlaine, a Scythian shepherd and at that point a nomadic bandit. But real Tamerlane was born in honorable family and his father was rich landlord and mother was a daughter of famous religious leader. And this argument in families and statuses makes a great difference between real Tamerlane and hero of the work.

In the first part of play Marlowe describes Tamburlaine’s appearance and the process of his occupation of other countries by force of arms. Marlowe’s Tamburlaine is a tall, broad shouldered person with long arms and golden hair. Clearly, he looks like Europeans.

Then the scene shifts to Scythia, where Tamburlaine is shown wooing, capturing, and winning Zenocrate, the daughter of the Egyptian king. But in real life, Tamerlane never married Egyptian princess Zenocrate. In fact, he married Bibikhonim, a daughter of famous landlord Kozonkhon. In Marlowe’s tragedy Tamburlaine is a Scythian shepherd and a nomadic bandit who wants to take revenge upon life for injustice and gathers under his banner poor dissatisfied people like himself. For example:

Theridamas Tamburlaine!
A Scythian shepherd so embellished
With nature’s pride and richest furniture!
His looks do menace heaven and dare the gods;
His fiery eyes are fix’d upon the earth

Here Tamburlaine is described as Scythian shepherd with fiery eyes, who rebels against God and Heaven. In the play Tamburlaine is described as an ambitious and haughty person. For example, at the end of the work Tamburlaine conquers Babylon, and achieves high peak of power, and considers himself above God, and orders to burn the holy Koran in the fire:

Now, Casane, where’s the Turkish Alcoran
And all the heaps of superstitious books
Found in the temples of that Mahomet
Whom I have thought a god?
They shall be burnt. [6]

With deeds like this Tamburlaine turns God’s will against himself. The tragedy of the hero begins here. He feels a sudden weakness, and all his efforts to overcome the disease fail. Here the

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[4] Temirovna M. P. THE ANALYSES OF MAIN CHARACTER IN CHRISTOPHER MARLOWE’S TRAGEDY “TAMBURLAINE THE GREAT” //Yosh Tadqiqotchi Jurnali. – 2022. – Т. 1. – №. 2. – С. 230-234.
[5] Тўйчиев У. Ўзбек адабиётида бадиийлик. – Тошкент: Янги аср авлоди, 2011. 364 – б.

[6] Christopher Marlow. Tamburlaine the Great. - London: Dover Publication, 2002,- 128P

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literary hero's blaspheme of God and the holy books do not coincide with historical reality. As we know, Amir Temur was a God-fearing person. "He knew the Koran by heart and could debate with outstanding religious scholars."[7] Uzbek poet Maruf Jalil, who translated "Tamburlaine the Great" from Russian into Uzbek, states: "Marlowe's Tamburlaine is not a biographical work, he promotes the idea of romantic works of the period. Tamburlaine is described as unfair, harsh, cruel genius. He is "Wrath of Doom," "Sword of Vengeance" sent by God to punish the rulers who forgot about justice. The author created the image of a powerful genius who never knew defeat."

At the end of the work the author ends up the life of the hero with his death. The disease makes him to stop his conquering deeds and he bequeaths his heirs: First, take my scourge and my imperial crown, And mount my royal chariot of estate That I may see thee crowned before I die. In this example, the hero of the tragedy Tamburlaine even at the end of his life doesn't pray to God but orders his heirs to continue the war actions. It doesn't coincide with the image of Amir Temur who asked his sons to maintain peace.

The above-mentioned differences are not the result of the author's illusion. Marlowe created his work based on historical sources of that time. But in the sixteenth century Western Orientalists thought that Tamerlane was from poor family and achieved everything thanks to his patience and faith. Marlowe actually might have wanted to create a work based on historical facts, but due to the usage of false information from historical sources of that time, the image has become much more imaginative. In Part 2, Tamburlaine bequeaths his sons to be conquerors in his wake as he continues to attack his neighbouring kingdoms. But in real life Tamerlane bequeathed his sons to keep peace in the country and not to attack his neighbouring kingdoms.

In fact, Marlowe's Tamburlaine has a great difference from real Amir Temur (Tamerlane) but it's wrong to say that the author himself intentionally wanted to exaggerate a real man's life and his actions negatively. The one who reads the work comes to the conclusion that Marlowe wanted to create his hero based on the real life and real historical person. But in the sixteenth century Western Orientalists had wrong information and were not completely aware of real facts on a historical man Amir Temur. And Marlowe created his work based on historical sources of that time. That's why his hero differs from real historical person.

Among the Uzbek writers who have written about Amir Temur, Abdulla Oripov has his own place with his masterpiece "Sohibkiron" which is published in 1996. In his work, the main focus is put on the thoughts, observations, efforts, feelings and principles of the main hero rather than the warfare actions.

The poem "Sohibkhiron" begins with the introduction of Amir Temur's greatness and stardom and poet counts his victories that no one could achieve before him. Poet characterizes the main hero as a brave warrior and courageous leader who could defend the whole world from Mongols' invasion.

"Sohibkhiron" commences with the following poem about Amir Temur:

Uzbeks should proclaim as much as they can
Temur's star shines bright permanently in the sky.

(author's translation)

It can be seen from the verses that the poet emphasizes that one should be proud of being Uzbek so Amir Temur's great deeds will never be forgotten.

[7] Мўминов И. Амир Темурнинг Ўрта Осиё тарихида тутган ўрни ва роли. - Тошкент: Фан, 1993. - 56 бет

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In the next stage main hero is described talking friendly with a barber who is cutting his hair, which shows how kind and openhearted Amir Temur was, so he could let a barber to talk with him in an equal position. Barber mentions that he is lucky to have an emperor as his client.

Amir Temur
Everyone needs a person
Whom he can share his secrets with…
Let me choose you, my friend.
Barber
Appreciate it, my lord.[8]

(author's translation)

From these lines one can understand that poet illustrates the main hero speaking with simple barber rather than chairmen or authorities of the country, because he wants to show the main hero's justice and his intimate relationship with his citizens.

It is clear from these verses that Temur sees the ordinary hairdresser in equal position with himself and starts sharing his secrets and lets barber to joke with him.

Temur
I can bow my head but
Apologise me
It is imposible to kneel down.
Barber
I forgive you because I know
Your knees were injured in war.

The main character says that he will bow his head next to the barber and that he can kneel down if possible, and the Barber jokes to Temur and says that he will forgive him because his knee is damaged.

In the following verses, it is emphasized that Amir Temur, despite being a powerful and world-loving leader, believes that power is not in the sword, but in justice, rules his people with justice, and lives by the motto "Strength is in justice."

It should be mentioned that Amir Temur's motto was "The power is in justice" and he ruled the country strictly following this dictum.

Temur
I have written my words on my sword
Which means: "The power is in justice!"

Uzbek literary critic S.Mirzaev, in his book "Uzbek literature in XXth century", shares his opinion about "Sohibkhiran" by Abdulla Oripov and writes the followings: "Amir Temur has never forgiven the chairmen who betrayed their residents and punished them very harshly. In this work reader can face with a hero who loves justice, follows all rules of Islam, respects everyone and shares his feelings with just a barber."

[8] Mohichehra P. ABDULLA ORIPOVNING "SOHIBQIRON" SHE'RIY DRAMMASIDA BOSH QAHRAMON TASVIRI //Yosh Tadqiqotchi Jurnali. – 2022. – T. 1. – №. 3. – C. 416-423.

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Abdulla Oripov created the portrait of Amir Temur not only as a brave warrior, but also as a loving husband, caring father, altruistic head of family, wise father in-law by showing a hero's psychological condition, his innermost feelings, his respect towards females and his close relationship with his residents.

After the scene with a barber where we can see how kind and openhearted the main hero is, it turns to the scene where Amir Husayn, the ruler of Hirot (in the same time he was Temur's brother in-law), has been prisoned for his faults and brought to Temur's hands. Temur orders to free Husayn's hands from handcuffs. And shows his respect to the king. In this scene one can understand how rude and evil Husayn is and in the contrast, Temur is illustrated as wise and merciful.

Amir Temur, as an experienced ruler and a thoughtful philosopher, defined the foundations of the state as: "Abundant treasure, a single king, an invincible army." His worldly nature is reflected in his contentment that the nation should be ruled by one king, just as there can be only one shepherd over the flock.

In the drama, Temur's attitude towards the citizens is reflected in his view: "The rulers should love the citizens and keep hope and fear in them."

In the play, Amir Temur is illustrated as a merciful person who can easily forgive his enemies though they made cruel acts towards him which can be seen in the situation with Sultan Bayazid. But on the contrary, one can understand that he never leaves transgressors unpunished which is obvious from the scene with Amir Husayn. On the other hand, Amir Temur is so generous that he admires to reward people for even little deeds they have done, reader can discern it from the scene with Hafiz Sherozi and Kasimbek.

During the poetic drama, the soldiers of the main character bring his enemy Amir Husayn to Sahibkiran with his hands tied, and Amir Temur shows respect to him and orders to release his hands. Through this scene, the poet describes that the main character was noble and humane, who showed respect even to his enemies. In the next scenes, the arrival of Khanzodabegim, the wife of Sahibkhiron's son Mironshah, to Amir Temur is described. Seeing that Khanzoda's eyes were swollen from crying and her face was bruised, Sahibkhiran askes the reason of it. Khanzoda tells Temur that Mironshah comes drinking at night and punches her when he is drunk. So Sahibkhiran:

Temur

Forgive me, daughter-in law
I bow my head and ask you apologise
Forgive your father-in law

Despite of being a great leader, Amir Temur is bowing his head and asking for forgiveness from his daughter-in-law because of his son's actions. It is not difficult to understand from his words in this scene that he sees everyone as equal, that he is a just king and father-in-law who can apologize to his daughter-in-law even for what he did not do.

In the next couplets, it is described that Bayazid, Temur's enemy, was captured and brought to Sahibkhiran with his hands and feet tied. Seeing his bitter enemy in awe, the main character, instead of laughing at his enemy with satisfaction, shows him respect and orders him to free his arms and legs.

Temur

Oh no, he is king
Why you tied his hands and legs

Bayazid, who was captured, was surprised by such respect and said that he was not forced to accept such a favor from the enemy, but the main character said that even though he was captured, the king has his own respect, and from this we can see that Amir Temur is a righteous leader of the state.

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In conclusion, in Abdulla Oripov's poetic drama "Sahibkhiron" Amir Temur is depicted not in battles, but more in the vortex of thoughts. In the drama, the complex life path of Sahibkhiran is revealed in realistic colors and the hero is depicted as a skilled general, a just king, a wise father, an attentive husband and a loving father-in-law, which corresponds to the historical truth and increases the value of the work.

In fact, Marlowe’s Tamburlaine has a great difference from real Amir Temur (Tamerlane) but it’s wrong to say that the author himself intentionally wanted to exaggerate a real man’s life and his actions negatively. The one who reads the work comes to the conclusion that Marlowe wanted to create his hero based on the real life and real historical person. But in the sixteenth century Western Orientalists had wrong information and were not completely aware of real facts on a historical man Amir Temur. And Marlowe created his work based on historical sources of that time. That’s why his hero differs from real historical person.

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SPECIFICITES DES VERBES TRANSITIFS EN LANGUES FRANÇAISE ET OUZBEKE

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Abstrait : "Le langage permet d'avoir des idées dans la société humaine." Cette valeur donnée à la langue fait référence à la fois au lexique, qui est la base de la langue, et à la catégorie verbale, qui est la section principale du lexique. "Le principal problème de la langue est sa structure grammaticale et son vocabulaire de base." Par conséquent, le lexique est égal à la structure grammaticale en termes de position et de fonction dans la langue et est tout aussi important. Aujourd'hui, dans notre article, on parlerons sur les spécificités des verbes transitifs en langues française et ouzbèke.

Mots clés : la catégorie verbale, verbes transitifs-intransitifs, la structure grammaticale, le système verbal, le transitif-intransitif, le lexème verbal.

La catégorie des verbes occupe une place particulière dans le lexique. En tant que catégorie particulière de mots, d'une part, il a une place particulière dans la langue, dans le lexique, et d'autre part, il revêt une grande importance dans la structure grammaticale de la phrase. Comme le système verbal est l'un des outils les plus importants dans la construction grammaticale, il joue également un rôle important dans la morphologie avec ses différentes formes et catégories, ses différentes formes et fonctions, et ses nuances spécifiques. La catégorie des verbes se distingue par ses caractéristiques grammaticales et morphologiques dans la construction du langage.

En français et en ouzbek, le verbe exprime la relation entre l'auteur (sujet) et le donataire (objet) de l'action. Les verbes sont divisés en deux groupes selon la relation de l'action à l'objet. 1. Verbes transitifs. 2. Verbes intransitifs.

En français, il s'exprime ainsi :

1-table

Verbe

Transitif — Suivi d`un complement d`objet

Intransitif — Suivi d`un complement circonstanciel

Direct

Indirect

Le transitif-intransitif est compris à partir du lexème verbal lui-même, qui n'a reçu aucun indicateur grammatical, et est déterminé en fonction de la relation entre l'action et le sujet auquel cette action est dirigée - le complément passif. Être transitif ou intransitif dépend du sens lexical du verbe.

Par exemple, le lexème jeter signifie forcer quelque chose d'un endroit à un autre. Le sens de quelque chose dans cette définition indique que le lexème verbal est transitif. **Yot**- lexème signifie occuper un certain niveau en position couchée. Dans cette définition, il n'y a pas de schéma indiquant la présence d'un objet sur lequel l'action est focalisée (complément indirect), donc ce lexème est dit

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intransitif. Il semble que le transitif-intransitif soit un phénomène lexico-sémantique dans les lexèmes verbaux sans aucun indicateur grammatical. Mais le fait que de tels verbes soient transitifs a un indicateur externe : le complément passif attaché à un tel verbe - la forme lexème dans l'accord accusatif agit comme un marqueur externe de transitivité, en français on peut prendre le verbe "*marquer* - belgilab qo`ymoq" . Ainsi, le lexème verbal transitif contrôle le complément sans objet, qui est la réponse à la question quoi, qui, sans recevoir aucun indicateur grammatical. Il semble que l'intransitivité transitive dans de tels lexèmes verbaux ne soit pas un phénomène purement sémantique, mais un phénomène sémantico-syntaxique.[1]

Les verbes transitifs-intransitifs sont une caractéristique importante des lexèmes, et des phénomènes tels que le rapport, l'addition, etc. appartenant aux verbes sont basés sur le transitif-intransitif. Un lexème verbal transitif peut contrôler un complément instrumental en plus d'un complément direct : **ol**- qui quoi de qui, **ber**- qui à qui quoi. Pour déterminer la transitivité d'un lexème verbal, la présence ou l'absence d'un complément instrumental n'est pas pertinente.[2]

Les verbes transitifs en ouzbek et en français sont divisés en deux parties:

Verbes transitifs qui prennent un complément d'objet. Ces verbes suivent le filler et répondent aux questions qui (qui?), quoi (quoi).

Masalan: Elle surveille *ses enfants* - u bolalarini kuzatyapti. (elle surveille qui ?- u kimni kuzatyapti ?).

J`ai vu *Orlando*- men Orlandoni ko`rdim. (tu as vu qui ?-sen kimni ko`rding ?)

Les maçons construisent *la maison*- quruvchilar uy qurishyapti. (ils construisent quoi ?- ular nima qurishyapti ?)

En français, les verbes transitifs qui prennent un objet indirect sont toujours accompagnés des prépositions à, de, pour, en, vers, par, sur.

Par exemple : Il téléphone *à sa mère* tous les dimanches.- U har yakshanba onasiga qo`ng`iroq qiladi.

Il se souvient *de son enfance*.- U bolaligi haqida eslayapti.

Dans la langue ouzbèke, les noms utilisés après un verbe transitif sont souvent utilisés à l'accusatif. En raison du manque d'accord en français, après un verbe transitif, un nom ou un pronom qui est un complément indirect s'emploie sans préposition :

Nous aimons notre Patrie.- Biz vatanimizni sevamiz.

Cet enfant appelle sa mère- Bu bola onasini chaqiryapti.

Les verbes transitifs avec complément direct et indirect diffèrent les uns des autres en ce qu'ils prennent ou non une préposition après eux-mêmes. Autrement dit, si le nom devient un complément, les verbes transitifs avec un complément direct,

si le prédicat devient un complément, il existe des verbes transitifs avec un complément indirect.

Par exemple : Pierre aime *Jacqueline*. Jacqueline est un verbe transitif avec un complément direct dans cette phrase.

Pierre pense *à Jacqueline*. Jacqueline est un verbe transitif avec un complément indirect dans cette phrase.

De plus, certains verbes peuvent être à la fois des compléments direct et non dans une phrase.

Par exemple : Le commerçant vend des souvenirs aux touristes - savdogar turistlarga suvinirlar sotyapdi.

[1] Sh.Rahmatullayev. Hozirgi adabiy o`zbek tili (darslik) Toshkent: "Universitet" 2006y-159 p.

[2] Sh.Rahmatullayev. Hozirgi adabiyo`zbek tili (darslik) Toshkent: "Universitet" 2006y-160 p.

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En français, certains verbes d'action sont exprimés au passé composé avec le verbe auxiliaire être et apparaissent comme un verbe intransitif dans la phrase. Mais lorsqu'il est exprimé avec le verbe avoir, son sens change et il devient un verbe transitif dans la phrase.

exp : *Sortir (vi) de la classe. Sinfdan chiqmoq.*

Je suis sortie de la classe- men sinfdan chiqdim.

Sortir (vt) un crayon. Qalamni chiqarmoq.

J`ai sorti un crayon- men qalamni chiqardim.

Descendre (vi) du tram. Tramvaydan tushmoq.

Je suis descendue du tram- men tramvaydan tushdim.

Descendre (vt) la valise. Yukni tushirmoq.

J`ai descendu la valise- men yukni tushirdim.

En ouzbek au passé composé, les verbes auxiliaires sont combinés avec le verbe principal principalement à l'aide des formes prépositionnelles -(i)б ou -a, -i et deviennent des verbes intransitifs dans la phrase. Nous pouvons citer ce qui suit à titre d'exemple.[3]

Borib keldi, kelib tushdi, ketib qoldi.

Conclusion: Aujourd'hui, dans mon article, j`ai parlé sur les spécificités des verbes transitifs en langues française et ouzbèke et que les verbes transitifs-intransitifs sont une caractéristique importante des lexèmes, et des phénomènes tels que le rapport, l'addition, etc. appartenant aux verbes sont basés sur le transitif-intransitif.

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THE USAGE OF DISEASE NAMES IN LITERATURE AND THEIR DERIVATION

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Abstract: In each language, medical terms, including lexemes representing the names of diseases, form a special layer of the language vocabulary, because such lexemes have their own, strong lingocognitive basis. Such a basis for them is the universal conceptual semantics that exists in the thinking of speakers of every language, that is, the conceptual semantics of "disease". This article includes derivation of disease names and metaphorization process.

Key words: disease names, medical terms, syndrome, clinical drug, cancer, Black Death, lexemes, semantics.

In each language, medical terms, including lexemes representing the names of diseases, form a special layer of the language vocabulary, because such lexemes have their own, strong linguocognitive basis. Such a basis for them is the universal conceptual semantics that exists in the thinking of speakers of every language, that is, the conceptual semantics of "disease".What is semantic in medical terms?Semantic types are broad subject categories, like Disease or Syndrome or Clinical Drug. Semantic relationships are useful relationships that exist between semantic types. For example: Clinical Drug treats Disease or Syndrome. The Semantic Network is used in applications to help interpret meaning.

In English and Uzbek languages (as well as in all languages), nouns that represent the names of diseases have a strong linguistic-cognitive basis, and in their philosophical ground lies a universal reality, which exists as a universal phenomenon in the minds of people who speak all languages, or rather, in their thinking. has been and thus the universal 'conceptual semantics' (Jackendoff 1993, 25-26) that tends to be eventuated in all languages is the conceptual semantics of 'disease'. The universal nature of this type of semantics, which exists in the thinking of people who speak different languages, is explained by the fact that it is a communicatively necessary conceptual reality, as well as by the fact that without its participation, communication cannot be complete, although it is a linguistic law that the mentioned semantics of the communication factor is specific and correspondingly strict in each language can be proved with. In other words, an objective entity intrinsically linked to the conceptual semantics of "disease" is perceived by speakers/writers through processes of conceptualization and categorization.

It is no exaggeration to say that it is a universal law from the linguistic-cognitive point of view to perform the complex task of fully reflecting this semantics in languages with the help of event-generating tools (verbalizers) through the language scene, because as long as there are people in objective life, it can be observed that some of them have some mild or severe disease. , although the desire to perceive such diseases and communicate with others (specialists, etc.) about it and ultimately to be treated is inherent in each person. Therefore, a number of processes related to existing diseases and their treatment in human life require that they take place in human thinking as a certain conceptual semantic process, and as a result of this semantic process, "concept"(s), i.e., integrated "concept(s)" are formed in human thinking. ” will appear. After that, naturally, the need to express it for the purposes of communication, to create an event, is directly born in a person.

It is worth noting that there is an inextricable connection between thinking and the language tools that create it, that is, its verbalizers, and the fact that the reality of thinking is manifested in the language without words is an undeniable universal law from the linguistic-cognitive point of view.

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The inextricable connection between thought and language prepares the ground for the reflection-eventualization of the stereotyped, framed holistic conceptual semantics that embodies the processes and realities related to diseases in the language. As a result, certain verbalizers are formed in the language for the event of one or another semantics or concepts. Among them are the following units of language levels that exist as verbal tools:

1) phoneme
2) morpheme
3) morphophoneme
4) lexeme
5) syntax (phrase, sentence)
6) Phrasal units
7) Textual units (discourse)

It should also be noted that along with the above-mentioned verbal (language) tools, non-verbal tools can be used in communication as needed. For example, a headache can be caused by clutching the head, a stomachache by clutching the stomach with both hands, and canker sores by some discomfort or (there may also be a need to express a heart disease by putting the right hand over the heart, an aphtha with a slight expression of displeasure or displeasure, and other such paralinguistic means). Verbal tools have a different role among the verbalizers that express the conceptual semantics of "disease", and they differ from non-verbal tools in that, first of all, they are considered special verbalizers expressing this semantics. Secondly, when such verbalizers are used, the conceptual semantics of "disease" is completely eventuated.

As for non-verbal (para-linguistic) tools, they are used in a limited way due to the need of communication and situation.

According to our opinion, when observing the environment, a person sees three different views of the world at once:

1) objective view of the world;
2) subjective view of the world;
3) language landscape of the world.

The objective view of the world is reflected in the minds and thinking of all existing peoples in the world (for example, the concept of "cancer" as a universal phenomenon, as a result of a conceptual semantic process, takes the same place in the thinking of all people.

The subjective view of the world is perceived by the speaker/writer of each language in its own way, that is, it directly depends on the ability of everyone to approach this conceptual semantics based on their level and level of knowledge. As for the language landscape of the world, its reflection is also unique, because the unique perception of the objective existence by people through the processes of conceptualization and categorization based on various associations (similes) and the complete and figurative event through the means of language does not proceed in a homogeneous way. For example, the English call it simply "cancer", the Uzbeks call it "bad disease", and the Russians call it "Antogov ogon", or the English people call it "Black death". we see that it is made an event through metaphorization, and in this way, the mentioned objective entity is represented figuratively through the means of language, as a result, the communication is effective and full. The above metaphorization process is a clear proof of our point. In it, the attitude of the speakers of different languages to the disease "cancer", their understanding and feeling, and ultimately their use of various metaphorical tools or euphemisms for its appropriate use in communication is expressed. In this regard, they figuratively reflect the unique idioethnic and linguo-cultural reality related to these tools as their cultural component through substantive words representing the names of diseases in their language, and also achieve to express their serious relationship to this disease.

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AN ANTHROPOCENTRIC APPROACH TO TERMS AND LANGUAGE

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Abstract: In linguistics, this created the need to consider the knowledge of observing the world scene as an important linguistic and cultural tool that reflects the national-mental characteristics of the nation. After all, the stagnated moral rules, values, and aspects related to the national mentality of the people, characteristic of the national mentality, are clearly reflected in the stable units of the language formed over the centuries.

Keywords: linguistic and cultural studies, anthropocentric approach, modern trends.

Introduction

Since the end of the 20th century, the study of language based on an anthropocentric approach has stabilized, and today, the field of linguistic and cultural studies, which studies linguistic units in relation to national culture, has developed. In recent decades, attention has been paid to the study of the language itself, but its owner, along with the national mentality and national culture of that nation.

Most of today's modern trends are studied on the basis of the language-man-universe model. The human factor is at the center of the research object of such studies. Language learning based on the human factor is an anthropocentric approach. This requires turning to anthropocentric theories. Therefore, today's research is based on the anthropocentric theory.

The formation of the anthropocentric paradigm is connected with the research of the factor of the language owner - the speaking person. The emergence of the anthropocentric turn in linguistics put aside the "in and for itself" principle of structuralism and focused on the individual factor. Language is an anthropological phenomenon in late 20th century and 21st century linguistics was recognized as an anthropological phenomenon, and the main attention was paid to the study of linguistic phenomena together with the cognitive nature of a person and national-cultural characteristics. As D. Khudoyberganova said, "Anthropocentrism, which is currently recognized as one of the leading paradigms of linguistics, has its roots in the theoretical views of W. von Humboldt and L. Weissgerber. The term anthropocentrism was originally applied to the view of ancient Greek philosophy that promoted the idea that "Man is the center of the universe", and this idea was especially widespread in Europe during the Middle Ages.

Prof. Sh. Safarov explains the emergence of the anthropocentric paradigm as follows: "Undoubtedly, the connection between the language and the human mind, brain is constant, this connection is a means of ensuring human conscious activity. It is clear that we cannot live if our heart does not work, but knowing that a person's life depends on the beating of his heart does not allow us to know how and for what purpose his life is spent. Language is also a source of life, so it is necessary to know its place in life, how people use it, and how it affects the level and quality of life. All this makes it possible to know the nature and social essence of the phenomenon we use - language.

Materials and methods

Therefore, linguistics cannot be an abstract and out-of-bounds science. Language is always related to human life and social activity. A. Nurmonov gives a high evaluation to the works of Sh. Safarov "Cognitive Linguistics" and "Pragmalinguistics" in his article entitled "From Immanence to Cognition": "He boldly tackles the highly controversial theoretical problems of linguistics, engages in debates on these problems with eminent scholars of the world and expresses his independent opinion. It is a good thing that the number of cases is increasing. In this regard, the activity of

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Professor Shahriyor Safarov of the Samarkand Institute of Foreign Languages Pedagogy deserves special praise.

Professor N. Mahmudov, commenting on the formation of the anthropocentric paradigm in linguistics, expresses the following thoughts: "According to the objective nature of the language, in the anthropocentric paradigm, the human being is placed in the main place, and the language is the main element that makes up the human personality. Experts cite the famous Russian writer S. Dovlatov's wise saying that "language makes up 90 percent of a person's personality." As stated by V.A. Maslova, the human mind cannot be imagined outside of the person himself, the language, and the ability to create speech and perceive speech.

In the treatise "Cognitive Linguistics", Sh. Safarov focuses on the central concepts of this direction: concept, scenario, gelshalt, script, frame, prototype and categorization. In particular, he writes about the development of the concept as follows: "The process of the linguistic materialization of the concept has passed another important mental stage. Before the concept, formed as a result of the logical "processing" of the image, is formed as a result of the generalized reflection of reality in the mind, the imaginary reflection of this dress - the model is created . As soon as the plan of linguistic realization appears, the method of its implementation is sought. The plan and the "unspoken" model are formed in the process of non-verbal or "inner speech".

Main part

Russian linguist L.V. Adonina in his scientific work on the concept term cites 12 definitions of this term noted by well-known linguists. Also, according to his information, the concept term is classified from ten points of view. For example, universal, ethnic, group-related and personal concepts according to the standardization of the concept; to scientific, artistic, domestic concepts according to their application; according to its expression, it is divided into lexical-phraseological, grammatical, syntactic and textual concepts, etc. So, in scientific concepts, self-terms come to the fore. According to D. Khudoyberganova, "the concept is a multifaceted and multi-layered mental structure. It also shows psychological, cognitive-semantic and linguo-cultural aspects at the same time. Because the concept is characterized as an object of cognitive and linguo-cultural studies. Therefore, it is possible to evaluate the concept as subjective, social, linguistic, cultural, and artistic concepts by researchers" as an approach to the single essence from different aspects. In fact, the language system is one of the most diverse phenomena that combines the above qualities.

It is known that the concept is an important concept that cannot be observed directly. From the scientific views on the syntactic concept, it can be concluded that the sentence, which is one of the language units, is also recognized as an expression of the concept. So, according to this view, a certain concept is expressed in a sentence, and this is a syntactic concept, a concept expressed in a new syntactic way.

Syntactic concepts are determined based on the general content of sentences. Also, according to the researchers, not only a lexeme or phraseology, but also a sentence and a text are one of the forms of expressing a concept, and because it is a product of conceptualization and categorization of reality, it acquires an anthropocentric essence. Today, the ideas of hermeneutics are compatible with the idea of mental embodiment of existence advanced by cognitive sciences. In particular, it forms a commonality through the ideas of recognizing that the organs of existence given to our sense organs are mental, i.e., mental derivatives (mental concept) with a critical attitude towards setting a strict boundary between the material and spiritual worlds in existence. D. Khudoyberganova touched on the issue of text and concept, and text, especially artistic text, can be an expression of the concept. He says that individual-author approach, as well as signs of national mentality can be reflected in this. D. Khudoyberganova in her monograph entitled "Anthropocentric study of the text" gives examples of the expression of the concept through sentences: I will not give you the book. The doctor gave him

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some medicine. I sent him a letter. He sent her an invitation. For sentences, the author defines the form Someone gives something to someone as a typical proposition.

We can see that some concepts are also expressed through phraseological units. For example: "Ernesto Valverde's chair moved as a result of the Barcelona team losing points in 3 rounds in a row." (From the football review. Diyar Imomkhozhaev). Concepts can also be expressed through text. We can see the expression of motherland, mother, mother's heart, conscience, life, love and many other concepts through the text.

Many years ago I suffered from something. I hardly slept for three nights...

Then my mother looked at me for a long time and said:

My son! Because of you, when my soul and world are turned into flames and burns, not even a tip of the skirt of others can be touched! Why are you burning me so much, baby?!

Whenever I remember those words of my mother, something gets stuck in my throat... (O'tkir Hoshimov, "Inscriptions on the edge of the notebook").

Conclusion

The quoted text expresses the concept of "mother's love". This concept should be understood not by means of a sentence or a smaller language unit, but by the content of the entire main text. In the process of reading the cited text, one moves from parts to the whole and understands the concept of the general background of the text.

Grinev-Grinevich S.V. Commenting on the term and the anthropocentric approach to it, he divides the main stages of evolution into 4 stages and shows the relationship between the stages of evolution and the types of historical culture as follows: 1) the ancient period with the culture of hunting and finding random prey; 2) pre-scientific period with settlement and primary agricultural culture; 3) the early scientific period with the civilization of urban culture; 4) writes that the scientific era is connected with industrial culture.

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THE INTERPRETATION OF THE FEMALE IMAGE IN JANE AUSTIN'S NOVEL "PRIDE AND PREJUDICE"

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Abstract: This article is about the characters of the novel "Pride and Prejudice" written during the Romanticism period of English literature. You can find a comprehensive analysis of the female figure. A special place in Jane Austen's work is occupied by one of her six most famous novels," Pride and Prejudice". In the work, the writer depicted not only to the actual social problems of that period, but also revealed the place of women in society in the 18th century. In a word, Jane Austen refers to opposite feelings in the human heart, such as hate and love.

Keywords: interpretation, the female image, romanticism, determination, society, marriage, upbringing.

Introduction

Jane Austen was an English novelist known primarily for her six major novels, which interpret, critique, and comment upon the British landed gentry at the end of the 18th century. Austen's plots often explore the dependence of women on marriage in the pursuit of favourable social standing and economic security. Her works critique the novels of sensibility of the second half of the 18th century and are part of the transition to 19th-century literary realism. Her use of social commentary, realism and biting irony have earned her acclaim among critics and scholars.[1]

When talking about the specific style and themes of Jane Austen's novels, we would like to start by quoting one of her lines: "I must have my own style and go my own way. And if I never succeed in this nor am I sure that I shall fail utterly at anything else".[2] In fact, Jane Austen chooses her own literary method when entering literature. She created in a unique and distinctive direction and quickly gained popularity. She uses parody and humor to criticize the image of women in the 18th century in her novels dealing with sentimental and social issues. Austen expands her critique by emphasizing social hypocrisy through irony; she often creates a tone of irony through free indirect speech interspersed with the thoughts and words of the characters. A number of scholars who study Austin's work continue their work by analyzing her work to this day. Critics reflect on Austen's vision of realism to believe that Austen's characters have psychological depth. Some scholars point out that Austen fell into the tradition of realism because of his well-executed individual characters and realistic depiction of the literary environment typical of that period, while others argue that his images lack a realistic feel compared to his previous works, and many of Austen's they argue that its edgy tone makes it realistic, and think it makes it break from tradition.

Literature review: If we look to the history of Jane Austin, we can see that many scientists interested in her works. By the mid-19th century, her novels were admired by members of the literary

[1] Jane Austen - https://en.m.wikipedia.org/wiki/Jane_Austen
[2] www.britanicca.com "Emma| Jane Austen, Summary, Characters & Facts Britanicca"

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elite who viewed their appreciation of her works as a mark of cultivation, but they were also being recommended in the popular education movement and on school reading lists as early as 1838.[3]

Austen's novels explore the precarious economic situation of women in the late 18th and early 19th centuries. As Gilbert and Gubar explain, "Austin argues that the weakness of women underlying the monetary pressure to marry is reflected in the injustice of inheritance laws, the ignorance that denies women formal education, and the psychological weakness of the heiress or widow in the boredom of the unemployed lady".

If we pay attention to Jane Austen's "Pride and Prejudice", the book begins with the problems of Mrs. Bennet, a woman from a middle-class family who can't think of anything other than marrying off her daughters. Mrs. Bennet has 5 daughters: Jane Bennet, Elizabeth Bennet, Mary Bennet, Catherine Bennet and Lydia Bennet, each of the girls live in their own world. For example, Jane is the eldest child in the family and the most beautiful lady in Hertfordshire. She obeys her mother's wishes for marriage and falls in love with Charles Bingley, one of the rich gentlemen who has recently arrived in Hertfordshire. We can learn Jane's feelings from this conversation between the sisters:

…… When Jane and Elizabeth were alone, the former, who had been cautious in her praise of Mr. Bingley before , expressed to her sister how very much she admired him.

" He is just what a young man ought to be ", said she, sensible, good homoured, lively; and I never saw such happy manners! So much ease, with such perfect good breeding!"[4]

In general, the later breakup between them is because of Darcy, because of Jane's love, which was not there from the beginning of the relationship.

Elizabeth Bennet, the 2nd princess in the Bennet family, is one of the main characters of the play, and the development of events is based on the love conflicts between Elizabeth and Darcy. The relationship between Mr. Fitzwilliam and Elizabeth Bennet, a dear friend of Charles Bingley's sister Jane Bennet's lover, begins with a strange love-hate relationship. Elizabeth is the most intelligent and sensible of the five Bennet sisters. She is well read and quick-witted, with a tongue that occasionally proves too sharp for her own good. Her realization of Darcy's essential goodness eventually triumphs over her initial prejudice against him. Elizabeth is the most intelligent and sensible of the five Bennet sisters. She is well read and quick-witted, with a tongue that occasionally proves too sharp for her own good. Her realization of Darcy's essential goodness eventually triumphs over her initial prejudice against him.

From the first line of Pride and Prejudice, the narrator reveals her satirical approach to matrimony. If it was "a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife" then the women in the no vel would not have to struggle so much.

Mr. Bingley falls in love with Jane, and Mr. Darcy begins to like Elizabeth. But Elizabeth was certain that Darcy despised him. Also, during the walk, the Bennet sisters meet Mr. Wickham.

"……Mr.Wickham was the happy man towards whom almost every female eye was turned, and Elizabeth was the way woman by whom he finally seated himself; and agreeable manner in which he immediately fell into conversation, though it was on its being a wet night, and on the probability of a rainy season, made her feel that the commonest, dullest, most threadbare topic might be rendered interesting by the skill of the speaker…." [5]

The guy makes a good impression on everyone. Some time later, Mr. Wickham tells Elizabeth about Mr. Darcy's inappropriate behavior towards him. The fact is that Darcy does not fulfill the last

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[3] Reception history of Jane Austen - Wikipedia
https://en.m.wikipedia.org/wiki/Reception_history_of_Jane_Austen

[4] Jane Austin ''Pride and Prejudice'', - London Published in Richard Bendley,1853, page 11

[5] Jane Austin ''Pride and Prejudice'', - London Published in Richard Bendley,1853, page 66

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will of his late father and does not give Wickham the priesthood that was promised to him. Elizabeth has a bad opinion of Darcy. Darcy, on the other hand, calls the Bennetts "not equals", and Elizabeth's acquaintance and friendship with Wickham is not acceptable to him.

Elizabeth meets Mr. Darcy's relative, Colonel Fitzwilliam. During the conversation with the girl, the colonel notes that "Darcy is trying to save his friend from marrying a girl who is not his equal." Elizabeth learns that this is about Bingley and her sister Jane, and her hatred for Darcy grows stronger. Therefore, when Darcy suddenly comes to her, confesses his love and asks for her hand in marriage, she flatly refuses. Elizabeth accuses Darcy of ruining her sister's happiness, humiliating Mr. Wickham, and being old. Darcy writes to him, informing him of his friend Wickham's ill treatment of Darcy's sister Georgiana. As for Jane and Mr. Bingley, Darcy says that he believes Jane has "no deep feelings" for Bingley. Furthermore, Darcy speaks of the "indecency" that Mrs. Bennet and her younger daughters constantly display. Elizabeth changes her mind about Mr. Darcy and regrets being rude to him.

Conclusion

In general, the unique relationship between Elizabeth and Darcy is undoubtedly the highlight of the work as it captivates the reader throughout the story as the relationship goes through many confusing stages and finally embraces love. Although many consider this work of Austen to be romantic, it seems that the author has moved away from the love story that he chose in the work. The main characters stumble, make mistakes. It's a true reflection of what can happen in a romantic relationship between two people, where things may not turn out the way we want them to.

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THEORETICAL PROBLEMS OF THE WORD AND ITS FORMS

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Annotation: It is natural, considering that interpretation is a human cognitive ability, which allows him to perceive the world not only as a reflection, as non-cue "snapshot", "photograph", "cast" of reality, but also to view this reflective information from the point of view of the attitude towards it, including such cognitive properties of a person as his feelings, the ability to assess, determine the pragmatic value. As a consequence of this, the reflected world appears in the form of a conceptual model, in the format a certain conceptual picture of the world, and taking into account the refraction of it in language - as a linguistic picture of the world. According to N.N. Boldyrev, "language a new picture of the world is its definite interpretation and interpreted knowledge about the world in the human mind" [1].

Key words: language, world, interpretation, aspects, cognitive ability.

In the most general form, the following aspects (levels) of using the concept of interpretation can be distinguished, they reveal its conceptual content for understanding and describing essential scientific phenomena. Their complete (complex) and systemic description are impossible without the inclusion of interpretation in the explanatory mechanisms of kinds and essence of these phenomena.

First, interpretation is the person's (subject's) own way of being. According to L.A. Mikeshina, "interpretation is not only the moment of cognition and interpretation of meanings, but the way of being, which exists in understanding".[2] Man as a subject and inalienable part of this being in its perception of the world cannot be limited only with a reflection of the world. The world in the mind of a person is objective and subjective at the same time, or rather, the objective world is always subjective, which provides individuality in the awareness of the world and oneself as part of this world. In other words, each subject has an inherent individual self-awareness. V.Humboldt once noted that according to relation to the knowable, language is subjective, but for the subject it is objective, since there is "an echo of the general nature of man."

As it is known, language does not exist solely on the basis of sounds. Only when they are combined into words and ordered in specific sequences to convey specific meanings do they begin to take on the true nature of language, which serves as a means of communication in human society.

The word is the most basic unit of language, representing both real-world objects and man's inner life. Many attempts to define the term have been made, although many of them have been founded on utopian principles. In linguistics, the materialist definition is widely accepted: a word is a sequence of human sounds that conveys a certain notion, idea, or meaning that has attained widespread acceptability in a social group of people who speak the same language and are historically connected.

Every word has its own connotation. A term that has no meaning isn't a word at all. This definition considers the most important feature of a word to be its meaning. As a result, the question of meaning arises. We should emphasize that the meaning of a word is inextricably linked to the term itself, since it represents reality. Language expresses the actuality of mind, which is also a material entity. The right understanding of the subject of meaning is inextricably linked to the practical theory of dialectical materialism, whose central tenet is that objects, things, and bodies exist outside of us, and independently of us, and that our perceptions are representations of the external reality.

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[2] Микешина Л.А. Философия познания: Проблемы эпистемологии гуманитарного знания. М., 2008.

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Understanding the nature of meaning can be approached in two ways: either the meaning of a word is something apart from objective reality or the surrounding world, or it is a mirror of this objective reality in our consciousness. The first viewpoint is idealistic, as it strips meaning of its materialistic foundation. Of course, there is a link between the meaning of a word and the thing it refers to, but it is a shaky one.

The word cannot be considered a "pure symbol," separate from the mental representation of reality with which it is inextricably linked.

A sequence of sounds becomes a word only when it is coupled with a reflection in our consciousness of objective reality, according to the scientific approach to interpreting language as a means of interaction. A word's meaning is the expression of a notion of things established in sounds, and a word can be considered a form of a concept's material existence from this perspective.

But how do we interpret events in the outside world? First and first, through sensuous cognition, through sensation, because sense is the direct link between consciousness and the outside world; it is the transition of external excitation energy into the fact of consciousness. What is the difference between feeling and consciousness? The supreme product of matter structured in a specific way is sensation, thinking, and awareness. The process of gaining external world cognition already implies a level of abstraction, which is provided by the sensuous reflection of objective reality. The dialectical path of the cognition of truth, of objective reality, for man is a very complex way of cognising reality, from living perception to abstract thought, and from there to practice. The eternal, endless approximation of thinking to the object is known as cognition. The mirror of nature in man's mind must be interpreted not "lifelessly," "abstractly," "without movement," "without contradictions," but rather in the everlasting process of movement, the emergence of contradictions, and their resolution. Man is aware of several elements of an object during the process of gaining cognition of the outside world. The practical need for which the object is employed determines these aspects.

We must go further, according to dialectical reasoning. To begin, we must look at and investigate all of an object's facets, relationships, and "mediacies" if we are to truly understand it. We will never be able to achieve this perfectly, but the rule of comprehensiveness serves as a buffer against errors and rigidity. Second, dialectical logic dictates that an item be seen as it develops, changes, and "self-moves" (as Hegel sometimes puts it). This may not be immediately apparent in the case of a tumbler, but it, too, is in flux, especially in terms of its function, use, and link to the outside world.

And the aspect, property or quality of a thing which strikes man most of all, he adopts as the basis for naming it. If we take the Russian word *волк,* the English *wolf,* the German *Wolf,* we see that all of them go back to the Sanskrit word *vrka,* the root of which originally meant “tearing”. This quality of the animal was taken as characteristic of it and man began to name this animal “wolf”. It does not mean that the man had a definite wolf in view when he named it. A certain degree of abstraction was already supposed because the simplest *generalization,* the first and simplest formation of *notions* (judgements, syllogisms, etc.) already denotes man’s ever deeper cognition of the *objective* connection of the world. Some linguists deny the abstract or generalized character of a word in the languages of primeval tribes.

Subjective character in relation to the world around him, captures the individual perception of objects and phenomena of reality, which turns out to be included, "immersed" in a series of their individual perceptions. But their totality in its entirety is already a collective perception of the world, against the background of which individual cognition can be comprehended in dialectical relations of part and whole, special and general. Therefore, the knowledge of the world by a person and himself as a specific object of this world is fundamental in the life of a person. It defines his existence in the world, allowing him to reflect this world in one form or another and taking into account the types of

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cognition and its level structure[3]. According to the definition given by N.N. Boldyrev, “interpretation is a process and a result of subjective representation of the world, based, on the one hand, on existing common human ideas about the world and, on the other hand, on his personal experience of interacting with him. This is a projection of the world, “immersed” in the individual consciousness of man”[4]. And most likely, an individual projection of the world, “immersed" into the collective consciousness of society (people), since the individual duality consciousness is primary in relation to collective consciousness. It is the interpretation that covers the essence and fundamental difference of human substance from its other species without exhausting the perception of the world. Reflective function is inherent in both living and inanimate nature, since reflection is considered as “the general property of matter”[5]. But the unity of reflection and interpretation as a conscious process which is inherent only in man. By the opinion of the Russian philosopher N.P. Ilyin, “a single, unique being with his characteristic inner life, individual self-consciousness knowledge or well-being is the sine qua non of the universe. The only in the latter, it is ontologically derived from this fundamental unit insignificance inherent in the being in its fundamental difference from substances”[6].

Second, interpretation, being mental in natural process, reflects in consciousness the results of another process – the cognition, which determines the formation of a subjective perception of the world and a person in it. These results are associated with different forms of minds, based on a certain attitude to reflection the world. Therefore, this attitude is existing in one degree or another in all types of linguistic consciousness, ranging from the everyday (practical go, everyday) consciousness and ending with scientific consciousness as the highest form of formation and presentation of human knowledge in the language[7]. Third, interpretation is seen as one of the main functions of the language. According to N.N. Boldyrev, “any linguistic activity of a man is associated with interpretation, and linguistic interpretation appears as a type of cognitive activity, the process and results of understanding and explanation of the world by the man and himself in this world”[8]. In this regard, the inclusion of the function of the interpretation among the main functions of language, along with communicative and cognitive is obvious. “The language fulfills not only two generally recognized basic functions (cognitive and communicative), but also the third, also from the number of the most important - an interpreting function. ... Implementation of the language among the other three main functions and their relationships is confirmed the development of three different systems of linguistic conceptualization and categorization of the world: lexical, grammatical and modus, or interpretation”[9].

In this case, it is important for a person not to reflect the world so much in the understanding, how much to comprehend what is already known, and in this sense the second the world from a certain point of view - by interpreting it as a way the nature of the world being in the mind of a person and the way of being of the subject himself as an integral part of this world. And since the being of the world and man realized by language means, then the language itself is essential by this being, linguistic being is external and internal. As a result, the linguistic world appears in the mind of a person in the form of a linguistic picture of the world, in the creation of which a significant role belongs to interpretations. As noted by H.G. Gadamer, “the primordial humanity of language means

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at the same time the primordially linguistic nature of human existence in the world"[10]. At the same time, the "linguistic worldview" organically included in the general worldview of a person, the existence of language as a material form of perception acceptance of the world.

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USE OF COMMENTARY GENRE AND SPECIFIC CHARACTERISTICS IN UZBEK SPORTS JOURNALISM

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Abstract : There is a concept that sport is for fans. However, not all sports enthusiasts are well versed in this field. He looks at the ongoing competitions and games with the eyes of an ordinary amateur and spectator. It's no secret that commentary is one of the most widely used genres in sports journalism. This direction is characterized by special complexity. Therefore, there is always a great need for a good commentator in sports journalism. In this article, the peculiarities of commenting on competitions in Uzbek sports journalism, the specialization of commentators, and the use of genres of commentary and reportage are considered.

Keywords : journalism, sport, genres, review, Olympic Games, world championships, football, reportage, article, chess, gymnastics, competition, site, mass media.

Sports have always been an important part of society. If we consider any ancient civilizations, we can certainly find out that special emphasis was placed on physical activities and mental work [1]. In fact, the term "sport" is derived from French and [2]means "to play", "to enjoy". Based on this, it can be seen that most of the modern sports in the beginning served entertainment purposes such as spending time, playing, having fun, competing in something. The earliest appearance of competitive sporting events dates back to the ancient Olympic Games. This competition program, which began in ancient Greece in 776 BC, included three types of martial arts - boxing, wrestling and pankration. Also, several forms of athletics were held - running, long jump, discus and javelin throwing, as well as equestrian competitions. In fact, we can say that commenting on competitions started from those times. Because the ancient Greek writer Philostratus [3]gave people an understanding of this competition by commenting on this sport: "The ideal fighter in pankration is the athlete who fights better than the boxer and the boxer falls better than the boxer. " is defined as a component of physical culture, a means and method of physical training, a system of organizing, preparing and conducting competitions in various sets of physical exercises.[4]

In practice, it is a field that has become a type of competition, which follows certain rules and consists of competing with each other through physical and mental capabilities. Physical education serves to strengthen health and increase activity of individuals. In sports, mainly high results are expected. Journalism mainly focuses on covering sports events. The fact that attention to sports debates in society is very strong is the main factor in the development of sports journalism.

In world sports today, the arena that holds the largest number of fans is the Narendra Modi [5]Stadium in India. It can accommodate 132 thousand people. The arena with the largest number of fans in the history of sports is the Maracana stadium in Brazil. In the 1950 World Cup, 199,850 fans came to watch the match here [6]. This record has not yet been broken and is unlikely to be broken again.

What does this indicate?

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[1] https://uz.warbletoncouncil.org/historia-origen-deporte-10652#menu-1
[2] https://uz.wikipedia.org/wiki/Sport
[3] https://olympic.uz/uz/menu/istorija-igry
[4] https://uz.wikipedia.org/wiki/Sport
[5] https://moya-planeta.ru/travel/view/samye_bolshie_stadiony_v_mire
[6] https://ru.wikipedia.org/wiki/ Maracana

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No arena can hold enough people to watch it. Fans get information about the sports events they are interested in from the media.

It is this feature that creates the basis for the emergence and regular development of sports journalism, in particular, sports commentary.

Every country has its own journalism in sports. The commentary genre in Uzbek sports mainly started with the broadcasting of football matches on television. Until then, as in many countries, the first step to commentary was observed on the radio.[7] The Uzbek school of commentary is largely associated with the names of two people - Akhbor Imomkhojaev and Roma n Turpishev. These two experts, who are actually athletes, appeared on the air as sports commentators for the first time in 1956. They [8]comment on the match between "Pakhtakor" and "Spartak-Yerevan" for 15 minutes in Russian and Uzbek languages. So, based on this, it can be confidently said that Uzbek sports commentary began in 1956.

Since 1960, Imomkhojaev and Turpishev began commenting on the matches of the "Pakhtakor" team on television [9]. These two people became an example in sports commentary.

In 1964, Roman Turpishev commented on the match between Torpedo Moscow and Dynamo Tbilisi at the Pakhtakor stadium with the famous Russian commentator Vadim Sinyavsky, and was highly praised by his colleague [10].

Later, the number of sports commented on by the mass media increased, and the number of athletes expanded. Here, it is worth emphasizing that most of the commentators are people who were involved in sports at a serious level in their time.

At this point, first of all, it is necessary to know the definition of the word comment. In the "Annotated Dictionary of the Uzbek Language" it is defined as : "Commentary is to reveal the content, essence of something, to explain it: to interpret, to explain" .[11] Therefore, a sports commentator is a specialist who gives detailed information to the viewer, listener or reader about the processes such as the competition, game, event, meeting, conference, competition. Consumers of information, in this case sports fans, focus on commentators' interpretations when drawing conclusions about certain events [12]. In this sense, sports commentary is also a genre of journalism. Commentary is the opinion of a person, journalist or specialist who has the ability to comment on an event, situation, fact [13]. Commenting on sports competitions requires the commentator to have an understanding of those sports, a database, the ability to analyze, objectivity, quick thinking, and eloquence. The specialization of reviewers plays an important role in this process. One commentator cannot comment on all sports at a high level. However, there is a strong tendency to comment on certain sports.

Today's television commentators can be divided into two categories. Most of them are organized by journalists. They may not be journalists by training. However, among media workers, there are many representatives of other fields who have enough creative potential.

In particular, among the TV journalists working in the field of sports, there are many commentators on sports that they are interested in and love, that they know deeply.

As an example, commentators such as Khairulla Hamidov, Davron Fayziev, Mirzahakim Tokhtamirzaev, Arif Tolipov, Otabek Joraev, Dilshodbek Tokhtabekov, Hasan Turdialiev, Abdulla Nurmonov, Eldor Mustafoev are known among fans mainly by commenting on football matches.

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[7] https://otherreferats.allbest.ru/journalism/00062769_0.html
[8] https://ru.wikipedia.org/wiki/Imamkhodjaev,_Akhbor_Rustamovich
[9] https://tashkentpamyat.ru/turpishhev-roman-abdullaevich-sportivnijj-zhurnalistkomentator-.html
[10] https://tashkentpamyat.ru/turpishhev-roman-abdullaevich-sportivnijj-zhurnalistkomentator-.html
[11]A. Madvaliev and others: "An explanatory dictionary of the Uzbek language". "National Encyclopedia of Uzbekistan" State Scientific Publishing House. 533-p.
[12]Kasimova N. And others. Training manual for print media editors. Tashkent-2008. 31-p.
[13] https://vuzlit.com/699420/sportivnyy_kommentariy_zhanr

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Among the football commentators, Davron Fayziev and Mirzahakim Tokhtamirzaev have the skill of commenting on the conferences held on complex competitions, team games, martial arts, including several types of sports.

In this sense, commentators specializing in other sports are not absent. For example, Ikrom Yusupov can thoroughly comment on boxing and Ghanisher Rahmatullaev tennis competitions. In this, it helps them to regularly engage in the sports that they comment on from a young age.

In general, what topics sports commentators cover will depend on what sports are popular in that area.

In Uzbek sports, martial arts ranks next to football in terms of popularity. So, among the commentators, there are enough people who have the ability to comment on these sports.

Commentators such as Musurmon Elmurodov, Mirali Boymurodov, Zahid Karimov, Ahmad Eshmatov, Jalal Ahmedov have the opportunity to freely comment on sports such as boxing, judo, sports wrestling, oriental martial arts, and Uzbek national wrestling for TV and radio broadcasts.

In the matter of interpretation, it is permissible to dwell on the type of chess. Many Uzbek sports fans know very well that Akrom Toshkhojaev, a specialist who has been professionally involved in this sport for many years, has been commenting on chess competitions. There are not many journalists covering chess today.

For now, we can follow Husan Karvonli's work on chess reviews.

Naturally, one of the most painful points in the issue of commentators is the issue of female commentators. In general, it is difficult to find female commentators in world sports.

But there are specific types of sports for women. For example, commenting on competitions in graceful sports such as rhythmic gymnastics and synchronized swimming is, to put it simply, not characteristic of "male commentators".

Until now, we can see the activity of journalists who understand sports, such as Yulduz Ortikova and Yulia Radimtseva, in covering such sports, which are practiced only by women.

It is possible to observe cases where sports journalists involve representatives of those sports in the process of commenting on competitions. This method is also widely used in world sports.

In world sports, we can see many celebrities working as sports commentators or pundits after completing their professional careers.

For example, "Real" player Toni Kroos comments on matches on the German paid platform "MagentaTV". England star Gary Lineker hosts VVS sports programs and his famous [14]saying that "football is played by 22 men, but the Germans win in the end" is quite famous.

Another example is the participation of Terry Henry, the world champion of the French national team, in the football commentary of the Sky Sports channel.

Experiments show that the involvement of celebrities in reviews has a positive effect on the rating of that media.

Today, the Internet's deep penetration into sports journalism has increased the need for commentators. Sites, social networks today have the power to broadcast the proceedings of sports competitions online. This, in turn, requires interpretation of those competitions.

Nowadays, online broadcasts are becoming more and more popular. Because it has been providing the opportunity to watch a short film or a full report directly from sports competitions anywhere in the world through a computer, smartphone or any other gadget.

Among the sports sites in Uzbekistan, the sports.uz portal has established the experience of broadcasting sports competitions through the winning channel.

[14] https://www.sport-express.ru/football/euro/2016/reviews/1009456/

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This site broadcasts live football and several martial arts competitions through its winning channel. In particular, Bekzod Isaev, Yahyokhoja Ulug'hojaev, Jaloliddin Kabiljanov, among the site's employees, cover football competitions, and Akhmed Eshmatov and Jalal Ahmedov are commentators on martial arts tournaments.

In conclusion, it should be said that sports commentary is one of the most complex journalistic genres. In fact, there is no special higher education institution that teaches commentary. Commentary is a field that is primarily taught through the mentor-disciple tradition.

Therefore, commenting on sports events requires a special responsibility. Because there are many people who are interested in sports, they always follow sports processes. A sports commentator, in understanding sports , commenting on them, providing information and analysis, must know a lot of information from fans, be able to analyze the situation better than them, and manage to be at least one head ahead in all aspects.

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APPLYING THE OPTIMAL METHOD OF DETERMINING THE INTERSECTION OF TWO PLANES

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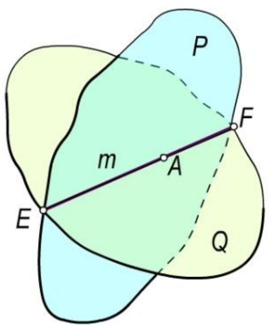
Annotation. This article highlights the role of Engineering Computer Graphics in the development of creativity in students. The article covers the importance, purpose, content, advantages in teaching the development of creativity for students of higher educational institutions through the science of Engineering Computer Graphics.

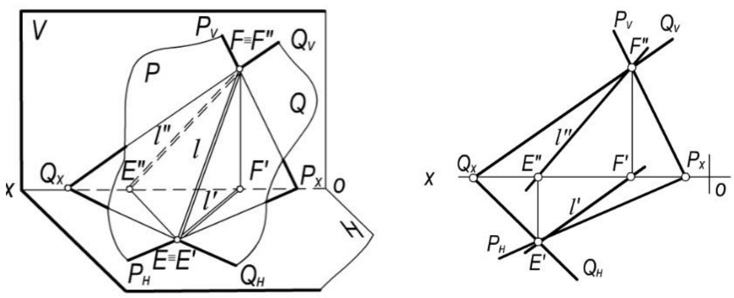
Keywords: intersection planes, intersection line of planes, intersection point of a straight line with a plane.

Nowadays, modern information technologies are entering into all areas and are taking their toll on the improvement of these areas. In higher educational institutions, summed up in technical higher educational institutions, we can see that new methods are also being introduced when teaching subjects of the subject" Drawing geometry". This does not go without contributing to the improvement of Science, the interesting organization of the course process, the increase in students ' knowledge of science. After all, " the goal is to get the highest possible result from the money and effort invested in the application of innovations in the educational system or educational activities. In particular, in the following drawings, we can see that the intersection of two planes, and precisely the intersection of a plane with a straight line in solving the problem in this way, is based on the method of topping the mumin.

Where two planes P and Q intersect in a straight line m, it suffices to define two common points belonging to either plane to make this line (Figure 1).

In Figure 2-A, B, the intersecting planes P and Q are given. As can be seen from the image, the points E and F common to these planes will be the intersection points of the one-name traces of the planes: E = QH Ç PH and F = QV Ç PV.





a) b).

Figure 1-Figure 2

When these points are held together, the L intersection line of the Q and P planes is formed:

$$\boldsymbol{l} = Q \cap P.$$

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For example, the horizontal traces of T (TH, TV) and P (PH, PV) planes (Figure 3) intersect in Tn and PN second octant.

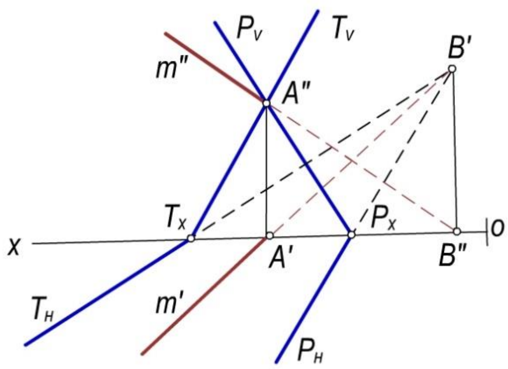


Figure 3

In Figure 4-A,B, the intersection line h of the horizontal plane H1 with the T plane in the general situation is horizontal.
One of the projections of their intersection line is in the trace of the projective plane (Figure 5).

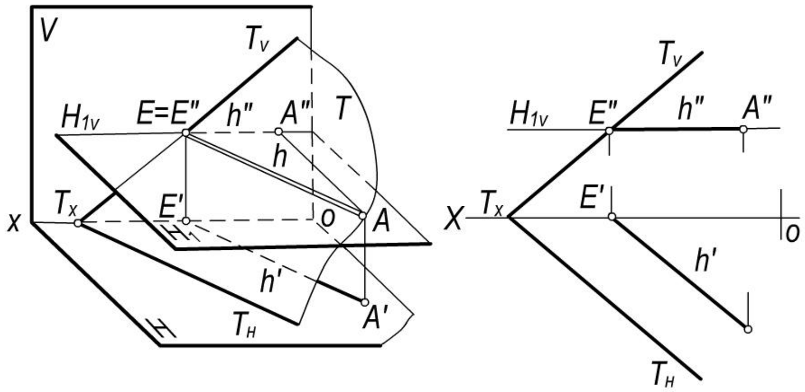
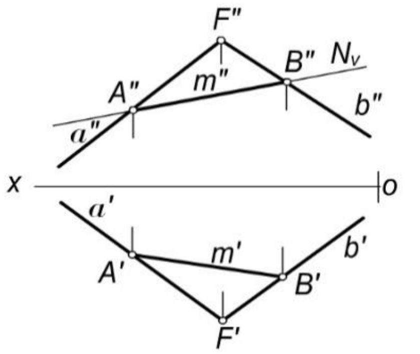


Figure 4

When one-name trace of intersecting planes does not intersect at the boundary of the drawing, their intersection line can be determined by means of auxiliary planes (Figure 6).



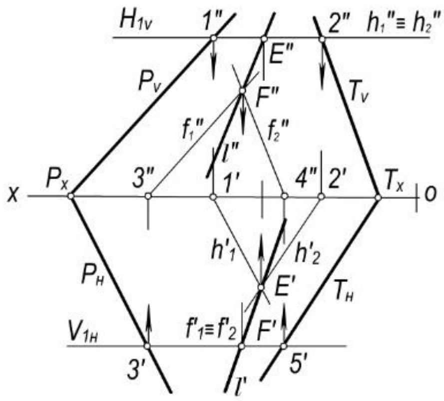


Figure 5 Figure 6

The horizontal H1 and H2 planes were passed to make the intersection line of the Q and P planes given by the lines A || B and s Ç d in the general situation in Figure 7 A, B.

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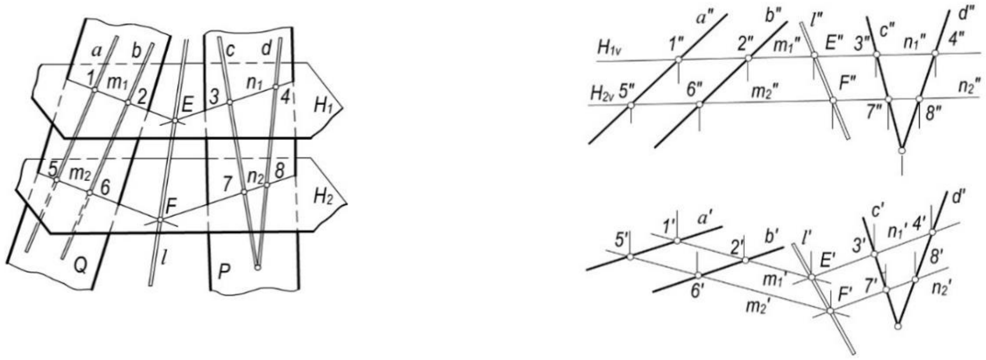

a) b).

Figure 7

Intersecting points E and F, common to both P and Q planes, yields a line of intersection of the planes.

This straight line intersects with the plane if the straight line is parallel to or does not belong to the plane.

A point is formed by the intersection of a straight line with a plane.

It uses the following making algorithms to determine the Point (Figure 8

• From a given straight line a auxiliary s the plane is passed: a Iris S

* The intersection L line of the planes R and S is made: S Ç R = l

• the point at which a straight line intersects l IS K = A∩L.

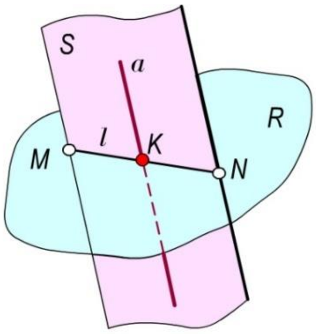

Figure 8

In the drawing, we define the K' and K 'projections of the intersection point K of a(a', a'') straight line with the plane R (RH, RV) according to the making algorithms presented above (figure 9). projections of the K intersection point of line A with the(mÇn) plane were determined in the drawing 10 by passing a horizontal projective plane R(RH) through a straight line in Figure 11 by passing a frontal projective plane R (RV) through a straight line m in the drawing.

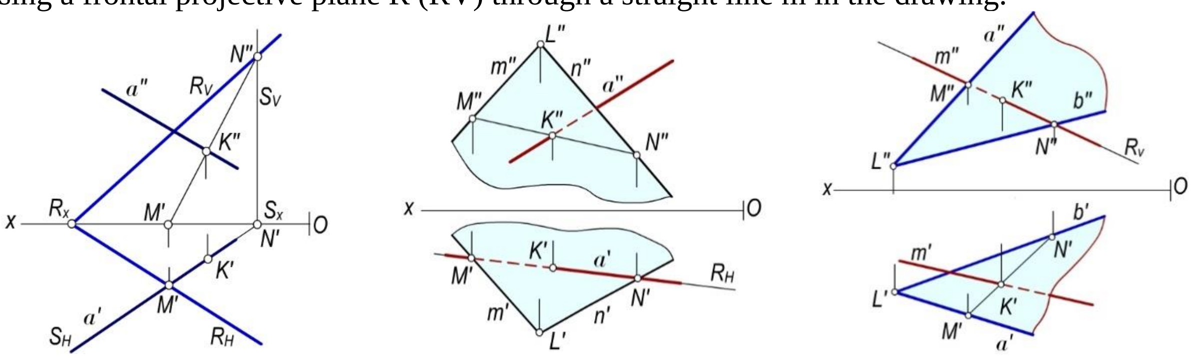

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Figure 9 Figure 10

In conclusion, it can be noted that at the same time when educational technologies are being introduced in all areas, the introduction of new methods and tools, the application of interactive technologies, even in the teaching of the subject “Drawing geometry and engineering graphics”, contributes to an increase in the effectiveness of the lesson so that students ' knowledge is solid. In the activities of each educator, the role of educational technologies is great. Problematic practical assignments, on the other hand, serve to increase students ' independent thinking skills.

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ANALYSIS OF THE CONCEPT OF "ASCETISM" AND ATTITUDE TO ASCETIAN PRACTICES IN RELIGIONS

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Abstract: This article analyzes the definitions given to the concept of asceticism, the differences in approaches to the practical aspects of ascetic views. It has been established that each of the world's religions has a specially formed ascetic state, and this also creates mutual differences. The phenomenon of asceticism is revealed in its own way from the religious and philosophical teachings of Hinduism, Jainism, monotheistic religions, Judaism, Christianity and Islam.

Keywords: Asceticism, phenomenon, monotheism, Hinduism, Jainism, Judaism, Christianity, Islam, zuhd.

1. Relevance:

The concept of asceticism has been defined based on different approaches. In a general sense, asceticism can be said to be a conscious and purposeful abstinence to purify the body and soul and to achieve a certain spiritual and moral ideal. This term belongs to a number of fields (scientific, philosophical, religious, and social). In ancient times, the word asceticism had three main meanings - physical (exercise of the body), moral (exercise of the mind and will), and religious (improvement of the heart, refraining from bad inclinations and passions).) expressed in terms. In addition, asceticism is considered a moral standard for certain social purposes.

Researchers divide asceticism into spiritual and material types. Spiritual asceticism means abstaining from various sensual pleasures, while material asceticism, in turn, means giving up certain advantages of modern civilization.

Almost all ancient philosophers addressed the topic of studying the ascetic state. Already in this period, the term asceticism was used in three different meanings: physical, spiritual, and religious. Asceticism and ascetic practices were analyzed by Eastern and Western scientists and researchers in the Middle Ages, it is known from the works and sources that have reached us. In particular, this topic attracted not only philosophers but also theologians, sociologists, and historians.

The most common approach to the interpretation of asceticism in modern research is the activity approach proposed by the American theologian, theologian, and historian R. Valantasis: asceticism is "an activity aimed at opening a new subjectivity, other social relations and an alternative symbolic universe within the existing social environment."

In "The Encyclopedia of Religion": "Asceticism cannot be precisely defined as a modern word, but from a religious point of view, it is a voluntary and systematic activity to limit oneself from emotional and worldly pleasures and achieve perfection in order to enter the divine path or reach a higher spiritual level" is defined as.

One of the common features of all religions and systems in the world is the presence of some ascetic aspects in them. But this does not mean that all ascetic processes are exactly the same. The ascetic state, which is formed separately in each religion, also creates mutual differences.

2. Methods and level of study:

The article is covered on the basis of the generally accepted historical methods - historicity, comparative-logical analysis, sequence, impartiality principles, and the philosophers of Antiquity also used the term asceticism in three different meanings in that period: physical (physical exercises), spiritual (mind and exercises of the will) and religious (freeing the soul from evil inclinations and passions) are analyzed. It has been established that each of the world's religions has a specially formed

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ascetic state, and this also creates mutual differences. For example, although there are no generic forms of asceticism in African religions, some tribes believe that the elder (shaman) sings hymns to the gods for a long time without ceasing (in order not to be distracted) from the community (while beating a small drum rhythmically) and finally joins the gods. it was considered that he could enter into communication, that in order to maintain communication with the gods, he was required to comply with certain conditions, to abstain from forbidden (taboo) foods.

It is explained that asceticism is highly valued in Hinduism based on religious-philosophical teachings, it is believed that supernatural power can be mastered through it, and moreover, asceticism is considered to be the only way to get rid of the chain of rebirth. According to Govinda Lama Anagarika (Ernest Lothar Goffmann, 1898-1985), a famous scientist who studied the ascetic practice in Buddhism within the framework of religious and philosophical teachings, there are three levels of perfection: the first level is only physical suffering, the second is a mental state, that is, a person's disillusionment with life and at the third level, suffering becomes comprehensive and becomes an integral part of the surrounding existence.

Among the monotheistic religions, the phenomenon of asceticism is analyzed in Judaism, Christianity, and Islam. Although asceticism was not considered an important aspect in the early days of Judaism, later it acquired significant religious content during the reign of the Roman Empire, especially in the Nazarite, Qumran, Essenes, and Khavar (Pharisee community) directions of Judaism. In Christianity, asceticism is considered a concept that governs the will of a person, that is, the main principle of Christian asceticism lies in the spirit of a person and the movement of God in the way of fulfilling the commandments, that is, divine and human synergism (cooperation, coordination). In Islam, the concept of asceticism is explained by the term "zuhd", asceticism is considered not to be attached to worldly things.

3. Research results:

The word "asceticism" comes from the Greek language and means "practice". According to asceticism, the truth is reached through the ascetic way (lifestyle). In the philosophical part of asceticism, which has a philosophical and religious character, the results achieved through ascetic practices are explained, and the situation in religious asceticism is not analyzed. The idea of asceticism is to find the truth, to reach the Creator, and to be satisfied with the meaning. In order to achieve this idea, each society puts forward different principles. Over time, various schools were formed based on these principles.

Since the elements of asceticism in the teachings of antiquity were connected with primitive religious ideas, asceticism in these religions was superficial. For example, African religions do not show general forms of asceticism. However, man is a supreme being with two natures: physical and spiritual existence. Due to his evil and impure nature, man loses control over his spiritual energy, so now he needs helper deities to approach the Supreme Deity (God), and to achieve this, he uses his evils to harm his body (beating himself, piercing certain parts of his body, cutting, believes that it can be overcome through various ways such as breaking bones, shaving hair, etc.). [2:111] Also, in some tribes, it is believed that the elder (shaman) sings praises to the gods for a long time without ceasing (while beating a small drum rhythmically) and finally communicates with the gods. can get In order to maintain communion with the gods, he is required to observe certain conditions and refrain from forbidden (taboo) foods. [2:111] In some tribes, it is also forbidden to engage in activities other than communion with the gods on certain days. Also, in the Ibibio tribe of Southern Nigeria, during the "Ekong" ceremony of acceptance into the community, all the members of the tribe do not do their daily chores (they must have prepared food and firewood for a certain time in advance), but only engage in prayer to praise the gods and communicate with them. are required to be.[3:63]

Although asceticism exists in many religious teachings, according to its classification, it appears as a unique phenomenon in monotheistic, polytheistic religions and religious-philosophical

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teachings. Despite the fact that asceticism as a spiritual practice is present in almost all religions, each of them gives its own meaning and importance to this state (phenomenon).

In Hinduism, which is considered a religious-philosophical doctrine, asceticism is considered the only means of mastering supernatural power and getting rid of the chain of rebirth. Due to the spread of asceticism in Hinduism, it was observed that Brahmin families chose an ascetic way of life, separated from society. According to the fundamental metaphysical concepts of Hinduism, there are four goals of human life, two of which have an ascetic basis (vanaprastha and sannyasi).

In Jainism, asceticism is explained by the term "tapas", that is, tapas means burning. According to Jainism, asceticism is seen as a fire that burns away people's sins. In general, in Jainism, asceticism (tapas) is a powerful practice that cuts the power of karma. Ascetic practices are strongly emphasized. One of its most extreme forms is voluntary starvation. Some ascetics take a vow of silence and may remain silent for years or even for life. Also, constant cold or staying in the sun, standing for a long time, etc. cases are observed. In the Digambara branch of Jainism, ascetic practices are particularly elaborated.

In Jainism, ascetic practices for monks are divided into daily and special rituals. At four o'clock in the morning, monks pray. In this, special prayers, cleansing practices, and meditation are performed. Usually, at ten o'clock in the afternoon, monks should leave the monastery to collect alms and return after collecting alms. It can be said that Jainism did not spread widely because of the strict requirements of ascetic practices.

According to the famous scholar Govinda Lama Anagarika (Ernest Lothar Goffmann, 1898-1985), who studied the ascetic practice in Buddhism within the framework of religious and philosophical teachings, there are three levels of perfection. On the first level, only physical suffering, on the second - a mental state, that is, a person's disillusionment with life, and on the third level, suffering is comprehensive and becomes an integral part of the surrounding existence. [1:49]

At the heart of Buddhism lies the belief in the triad - Buddha, Dharma, and Sangha. Buddha (Siddhartha Gautama) is a shining example of attaining the highest truth. Dharma is the teaching left by Gautama. Sangha is a community of priests founded by the Buddha and still functioning today. In a narrow sense, these are the many saints who attained the "supreme truth" in the past centuries. A person accepted into the Sangha community vows to fulfill the following 10 conditions: 1) not to leave anyone or anything in life; 2) not to lie; 3) not to steal; 4) not to have sex; 5) not to drink intoxicating drinks; 6) not to eat from the afternoon until the next morning; 7) not to adorn the body with more than three pieces of clothing; 8) not to participate in public entertainment and not to participate as a spectator; 9) not to lie on a high and soft place; 10) not using money.

Buddhist monks must renounce worldly claims and possessions and, in addition to the above rules, observe the five precepts: refrain from worldly pastimes (dance, song, and music); (a monk's property should consist of a charity bag, three clothes for clothing, a belt, a needle and a special container for water); not sleeping in comfortable and luxurious beds; eating only from the charity. In addition, the monk must follow 253 moral rules.

All these ethical and ascetic rules in Buddhism are aimed at one goal, first to develop a state of equilibrium of the psyche, full conscious and voluntary control over it, then enlightenment, and then the attainment of nirvana.

Among the monotheistic religions, the phenomenon of asceticism is uniquely manifested in Judaism, Christianity, and Islam.

In Judaism, the first manifestations of ascetic practices are given as taking a vow of celibacy to serve in the temple-skins (Greek: skene-tent, Hebrew: Mishkan-tent of witness) - the first portable synagogue in Judaism). According to researchers, asceticism was not considered an important aspect in the early days of Judaism, but later it acquired significant religious content during the reign of the Roman Empire. In particular, asceticism is manifested in a unique way in the Nazarene, Qumron,

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Essenes, and Havur (community belonging to the Pharisees) sects of Judaism. In the community of Qumran, special attention was paid to cleanliness during prayer rituals and communal rituals. The Qumran community claimed to be superior to other Jews. He held positions such as manager, and priest of the team. This team consisted of 10 men (there were also women). There were strict restrictions on the managers of the team. Ascetic practices included fasting, various food restrictions and prohibitions, abstinence from certain actions, and mainly preparation for communion with God.

The ascetic requirements of the Essay community were quite strict, and the members of the community lived and prayed mostly in solitude. Only one day of the week, on Saturday, all the members of the community gathered and performed the prayer ceremony. In this community, there were restrictions on starting a family, as well as specific requirements for voluntary fasting and prayers.

In Judaism in general, the focus on ascetic practices increased significantly in the 70s AD. Researchers interpret this process as related to the destruction of the second temple (tabernacle). It was during this period that the practice of voluntary fasting (except for Pesach) became widespread in Judaism.

In Christianity, the verse "...you shall not eat of the tree of the knowledge of good and evil..." (Genesis 3:17) from the "Old Testament" (Heb. Kitve Kodesh, Tanakh) of the "Bible" is considered the basis of asceticism.

In Christianity, asceticism is seen as a concept that governs the human will. The main principle of Christian asceticism lies in the spirit of man and the movement of God in the way of fulfilling the commandments, that is, divine and human synergism (cooperation, coordination).

According to Christian teaching, human desire and will alone do not lead to perfection. Emphasizing the interdependence of the human body and soul, it is believed that only divine grace can save, transform, heal, and renew human nature.

In Christianity, the main goal of life is to love God and others: "Jesus said to him: "Love the Lord your God with all your heart, with all your soul, and with all your mind. This is the first and greatest commandment, and the second is like it: love your neighbor as yourself" (Matthew 22: 37-40).

While the essence of asceticism is common in Christianity, from a practical point of view there are specific differences in directions. In the orthodox direction of Christianity, asceticism is considered a three-step practice. This view was put forward by one of the famous Greek theologians, Metropolitan Hieropheus (Vlaches). According to him, these three stages are as follows: 1-purification; 2nd enlightenment; 3rd divinity (deification).

the first stage - the verb "kayatsya", which means repentance (pokayanie), has several meanings in Pan-Slavs, such as admitting guilt, punishing oneself, and regretting what one has done. In Greek, this word means conversion, repentance, rebirth, and complete renewal. Also, the concept of passion is important in Orthodox asceticism. According to Metropolitan Hierofey, passion is the last stage of sinfulness, that is, sin is committed in certain stages, through consciousness, desire, realization, and passion. Passion is seen as an iterative process. In Orthodoxy, passion is not an external force, but a force that originates from the person himself, that is, from his heart, damaged, and at the same time in need of renewal. In psychology, this change is called transmodulation. In Christian asceticism, several main types of passion are distinguished: greed, adultery, avarice, anger, sadness, depression, conceit, pride, etc. All these types of passion can be renewed by counter-practice, such as abstinence from covetousness, chastity from adultery, generosity from avarice, anger from gentleness, depression from hope, and pride from humility.

The second stage of Orthodox asceticism is considered to be enlightenment, and it begins with hesychia (Gr. isychia - silence, tranquility, solitude - a Christian mystical worldview, an ancient spiritual practice that forms the basis of Orthodox asceticism). Those who almost (though not

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completely) feel passions go to this stage. Because hesykhia means silence, peace of mind, and soul. At this stage, a person performs two activities: submission of the mind to the soul and unceasing prayer. At the end of the stage of enlightenment, a person is purified and reaches the state of besstrastie - indifference.

The third stage, called divinity, is considered a central doctrine in the life of the Eastern Church and is considered the theological ideal of Orthodoxy.

In the Catholic orientation, there is an attitude to asceticism, as in Orthodoxy, asceticism is a practice consisting of three stages. In "Katekhizis Katolicheskoy Tserkvi"[4:471], asceticism and ascetic practice are emphasized as an integral part of the path of religious life: "The path of salvation is followed by following the Cross. Holiness is not achieved without spiritual struggle and sacrifice. Spiritual ascension requires austerity (abstinence) and the killing of the body that attracts worldly life and passions. Protestantism does not recognize asceticism as a means of salvation for man, but this does not mean that Protestantism rejects asceticism. Protestantism has a unique approach to asceticism, asceticism is one of the ways to regulate the life of adepts (from passion, excesses, and desires).

In Islam, the concept of asceticism can be explained by the term "zuhd" (Arabic: abandoning something, turning away), and those who claim asceticism are called "ascetics" and it is believed that asceticism is achieved through training in the heart and soul.

The dictionary meaning of the word "Zuhd" is interpreted differently in different encyclopedias. For example, according to the definition given in the "Lisonul-arab" encyclopedic dictionary, it is said: "Zuhd is only in the affairs of the world, and it is the opposite of desire and lust for the world." [5:207]

And in the Al-Munjid encyclopedia: "Zuhd is to hate and abandon something. Asceticism in the world means giving up the world for prayer. [6:307-308]

In the literal sense, according to "Al-Mawsua al-Sufiyyah", "Zuhd is to make a soul out of what you can get your hands on." [7:1009] Also, asceticism is one of the main spiritual concepts of Islam. In the dictionary, it means indifference, indifference to material interests, and in a general sense, to be a guest of God's blessings, to renounce the world in order to reach heaven and to renounce worldly pleasures. [8:80]

Zuhd is one of the necessary statuses for a Muslim who wants to make his spiritual education the highest status in Islam, and who wants his level to be great in the Hereafter. According to Surah Shura verse 20 of the Holy Qur'an: "Whoever desires (by his actions) the harvest (that is, the reward) of the Hereafter, We will increase his harvest (harvest) abundantly for him." Whoever wants the crops of the world, We will give him from it (the cloths of the world), and there will be no portion for him in the Hereafter! [9:630]

It is also mentioned in hadiths that the prophet Muhammad (s.a.v) was a leader in asceticism: "A man came to the presence of the Prophet, peace and blessings be upon him, and said: "O Messenger of God! Make me a witness. When I do it, may God and people love me." Then the Messenger of God said: "Abandon the world, God loves you." They said, "Make austerity from what you have, they will love you" (narration of Ibn Mojah).

According to Islamic scholars, there are three levels of asceticism:

1. Level of the public;
2. Level of properties;
3. Characteristic level.

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The different definitions given to zuhd by scholars are related to these levels. Asceticism is one of the great positions in self-education. Status means "standing". Abstaining for a certain period of time and then abandoning it is not considered asceticism. In other words, the owner of the status should always remain fixed in that status, becoming his nature. Only then will there be status.

According to Islam, asceticism (asceticism) in a general sense is attachment to worldly things and not loving them. Not being happy when he comes and not sad when he leaves. Many of the Companions and Salafi Salih were rich and lived like everyone else. But they were hermits in life. Their asceticism was in considering those things as true. Leaving the world of wealth and running away from the position was a means to prevent the love of the world from settling in the heart.

4. Conclusion:

It is appropriate to note the following in the form of a conclusion to the issue:

- the presence of asceticism (as a practice, event, or condition) in all religions and has its own characteristics in different religions;

- from the point of view of belonging to the religious classification, ascetic practices have aspects in common;

- in monotheistic religions, the issue of knowing the Creator and getting closer to Him is the main thing, while in polytheistic, genotheistic religions and religious-philosophical teachings, the spiritual perfection of a person is in the leading place. At the same time, certain differences are observed in all of them, these differences were formed on the basis of the holy books of these religions, the instructions of the founders of the doctrine, and the activities of ascetics (hermits).

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CHARACTERISTICS OF COGNITIVE LINGUISTICS

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Annotation: This article devoted to the history of cognitive linguistics and who works on this area. Also, we may see several tasks of cognitive linguistics in this article.

Key words: modern linguistics, cognition, conceptosphere, linguacognitive, linguacultural, assimilation, phoneme.

Cognitive linguistics is one of the fields of interdisciplinary cognitive science. Many authors, when reviewing modern linguistics, distinguish three main areas in it: generative, functional and cognitive linguistics. Some researchers prefer to combine the last two directions: in such cases, one speaks of functional and formal directions, where the latter is understood precisely as generative linguistics.

In a broad sense, cognitive linguistics covers a fairly large area knowledge. Many researchers resort to cognitive linguistics for a cognitive explanation of various linguistic phenomena, as can be seen from the content of the journal “Cognitive Linguistics” and topics of reports presented at the 4th and 5th conferences of the International Association for Cognitive Linguistics in 1995 and 1997. There are also attempts to integrate between functionalism and cognitive linguistics.

Cognitive linguistics has similarities with some other currents of linguistics.

It is noteworthy that much of what is currently considered within the framework of cognitive linguistics can be observed in earlier approaches of semantics and philology traditions of the 19th century. Cognitive linguistics is based on the position, according to which human behavior and activities are largely dictated by his knowledge, and language behavior - language knowledge.

The task of cognitive linguistics is to study the following aspects:

1. revealing the role of the participation of language in the processes of cognition and understanding of the world;
2. study of the relationship between the cognitive structure of cognition and units of language;
3. identifying the degree of participation of the language in the processes of obtaining, processing and transmitting information about the world;
4. study of the processes of conceptualization and categorization of knowledge, description means and methods of linguistic categorization and conceptualization of culture constants;
5. description of the system of universal concepts that organize the conceptosphere and are the main lubricators of its division;
6. solving the problem of the linguistic picture of the world and the relationship between scientific and ordinary pictures of the world.

The purpose of cognitive linguistics is to investigate how processes are carried out perception, categorization, classification and understanding of the world, how knowledge is accumulated, what systems provide various types of activities with information.

Most researchers tend to believe that the basic principle of cognitive linguistics is interdisciplinarity. To the characteristic features of cognitive linguistics also includes the desire to combine into a whole several areas of individual research programs. Evans, Bergen and Zinken highlight a number of key points characteristics of most cognitive research. Among these provisions is the principle of cognition (the cognitive commitment), according to which, when studying and describing general rules, it is necessary to rely on data on thinking and the brain from other

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disciplines. Thus, interdisciplinarity should be considered as a fundamental feature of cognitive linguistics.

Researcher A.A. Shageeva notes that there are questions about the role of cognitive linguistics. For example, some scientists, studying the contribution of cognitive linguistics to modern linguistics, noted the absence of new subjects and research methods, which indicates the absence of cognitive linguistics itself. However, this point of view has a sufficient number of opponents (E.S. Kubryakova, V.I. Pisarenko, J. Lakoff, R.M. Frumkina and etc.). The emergence of such a question indicates the novelty of this direction and the interest of researchers in it.

According to the theoretical principles of cognitive linguistics, the lexicon, morphology and syntax "form a continuum of sign structures". Accordingly, grammar is considered as a lexical or grammatical subsystem with complementary semantic functions.

In view of the fact that cognitive linguistics has existed only since the 1970s and 1980s. XX century, its categorical-conceptual apparatus is at the stage of formation. It is noted that the terminological system of cognitive linguistics is characterized by clarified terms already available. In linguistics or borrowed from other sciences, as a result of which problems arise in the interpretation of concepts. Many terms in cognitive linguistics are inaccurate or homonymous, which is explained by the flexible structure of the humanitarian field of knowledge.

“The sphere of cognitive linguistics includes the “mental” foundations of speech understanding and production, in which linguistic knowledge is involved in the processing of information.” Cognitive linguistics, being a new area of theoretical and applied linguistics, is associated with the study of cognitive aspects of lexical, grammatical and other manifestations.

In the course of studying cognitive linguistics, two main essential functions of language are considered as independent disciplines - communicative, where language is considered as a means of communication, and cognitive, where language is studied as an instrument of thought. Cognitive processing of a text or discourse consists of the following types of analysis: denotative and significative, presuppositional, connotative, intentional. All these types of information processing occur in the mind of the listener simultaneously, however, in cases of difficult understanding, a gradual interpretation of information is possible.

Since modern cognitive linguistics is developing in parallel in different countries, there are differences in approaches, categorical and terminological apparatus, understanding of the main tasks and methods used.

Researcher E.Yu. Balashova highlights linguocognitive and linguocultural approaches in Russian cognitive linguistics. The linguocultural approach is based on the study specifics of the national concept sphere from culture to consciousness. According to the linguocognitive approach, knowledge about the world is based on a concept - a unit of mental information.

A.V. Kostin singles out the linguoculturological direction in cognitive linguistics. In this direction is based on the idea of the accumulative function of the language, which allows the wasp to accumulate, store and transfer the experience of the people and their worldview. S.V. Kuzlyakin distinguishes psychological, logical, philosophical, cultural and integrative approaches. N.V. Boldyrev identifies two stages in the development of cognitivism: early (logical, or objectivist) and modern (experiential, based on experience).

According to researchers Z.D. Popova and I.A. Sternina, today it is possible
highlight the following areas of cognitive linguistics:

1. culturological (the study of concepts as elements of culture based on data from different sciences);
2. linguoculturological (the study of the concepts named by linguistic units as elements of the national linguoculture in their connection with national values and characteristics of this culture);

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3. logical (analysis of concepts by logical methods without direct dependence on language form);

4. semantic-cognitive (the study of the lexical and grammatical semantics of the language as a means of access to the content of concepts, as a means of modeling them from semantics language to the concept sphere);

5. philosophical and semiotic (study of the cognitive foundations of signs).

According to many scientists, the advantage of the cognitive approach is that it "opens up perspectives of seeing language in all its diverse and diverse connections with a person, with his mind, with all mental and cognitive processes, feasible, and with the mechanisms and structures that underlie them". Based on the cognitive approach to language, the studied linguistic phenomena are considered in conjunction with other cognitive processes: perception, memory, imagination, emotions, thinking.

From a functional point of view, cognitive linguistics should be seen as part of functionalism. The cognitive approach is one of the ways to explain language phenomena. According to the modern classification of American linguistics, functional and cognitive linguistics are compatible, parallel existing directions.

In recent decades, questions of discourse have been actively developed on the basis of various languages by domestic and foreign scientists. There is a difference cognitive research in Russia and the West. This applies to differences in subject matter: for example, the concept of the concept is not central to Western researchers, while Russian authors pay close attention to the concept. In Western literature, the concept usually means concepts, and in Russian linguistics, the concept is interpreted as "something specific precisely within the framework of cognitive research".

Cognitive linguistics studies language as a cognitive mechanism that plays an essential role in encoding and transforming information. Cognitive linguistics is actively developing linguistic direction, significantly influencing the direction of modern world linguistic science. Since cognitive linguistics is the direction is quite new, there are many controversial issues in theoretical issues, research practice and research methods.

Cognitive linguistics, being an interdisciplinary field of study, contains a set of methods that allow different (sometimes non-standard for traditional science) about language) ways of collecting, processing and interpreting data. The methods of cognitive linguistics are developed not only by linguists, but also by representatives of other, very different areas (for example, psychology, cognitive science, philosophy, neuroscience, computer science). This explains the fact that cognitive linguistics has repeatedly changed direction in the process of its existence.

Nowadays, cognitive linguistics can be called one of the most modern areas of linguistic research. At this stage, cognitive linguistics deals with three main problems: the nature of a linguistic sign, its assimilation and ways of using it. The central problem of Russian cognitive linguistics is the categorization of human experience. Presently, cognitive linguistics faces a number of tasks: identifying the role of language participation in the processes of cognition and understanding of the world, studying the relationship between conceptual systems and language systems, identifying the role of language in the processes of receiving, processing and transmitting information, etc.. According to E.S. Kubryakova, the main task of cognitive linguistics is "the study of language processes, language units and categories, etc. in their relation to memory, imagination, perception, thinking".

Prospects for the development of cognitive linguistics are interesting not only for linguistics, but also for other fundamental sciences related to language and, to one degree or another, turning to linguistics to solve theoretical and practical problems.

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ANTI-CRISIS PR TECHNOLOGIES IN MAINTAINING THE CORPORATE IMAGE.

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Annotation: Today, as time progresses, crisis situations can be observed in any company. In such cases, Anticrisis PR is very important. In particular, any PR manager who knows how to develop an anti-crisis PR strategy and how to use PR technologies can maintain a positive image of his company. In our scientific work, crisis situations in various companies and ways to get out of them using anti-crisis technologies are discussed.

Keywords: image, artel, corporate, anti-crisis PR technologies, achievement, HR, experience, analysis.

Introduction:

Let's start with an example to understand anti-crisis PR. Dmitry Shapov, PR manager of the Russian PR agency, writes as follows: recently, on the website of one of the largest Russian news agencies, there were reports that the Donstroy company used building materials containing radioactive substances in the construction of the new residential complex "Scarlet Sails". . This information only "lived" on the Internet for a couple of hours, but the print media managed to get hold of it and began to enjoy the hype in their publications. In order to remove the fake sensation from the site, the representatives of Donstroy had to contact the owners of the resource producing company, but the company had no choice but to find an excuse to justify itself..[1]

This example is indicative of a crisis situation that commercial firms often face.

So what is a crisis and how can a PR professional deal with it?

Any PR specialist should consider the crisis as a threat to the company's image and reputation. According to experts, the position and image of the company make up 85% of the profit. It can be concluded that the consequence of the crisis affecting the corporate image of the company is loss of money, i.e. a lot of damage.

Anti-crisis PR technologies are used to prevent rumors, lies or negative information. If information is spread in the media that the company is quickly shutting down, and if it is true, without correcting and controlling the information, then the company may have problems, for example, if such a situation is observed when receiving new orders. said and a proper explanation should be given. Solving and preventing such situations is carried out by anti-crisis PR specialists, i.e. crisis managers.

Before the crisis. This is the most important part of the work of the PR department. In other words, it can be called "strategic planning stage". The main task in the pre-crisis period is to predict possible threats and identify the weaknesses of the company, as well as to compile a list of measures aimed at preventing them (you can identify "pain points" and possible defense methods. In this case, SWOT analysis is useful use.

A comprehensive approach to the problem is very important. Anti-crisis strategy is a working project in which you need to analyze the company's activities in the context of the "three" K "": customers - company - competitors. After the program is created, risk analysis and budgeting should be done. It is recommended not to save time during the development and planning phase! The more time spent on preparation and analysis, the more effective the implementation phase will be.

[1] https://kpfu.ru/portal/docs/F1096292246/Antikrizisnyj.PR.pdf

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The stage of developing an anti-crisis PR strategy is very important for the company. Unfortunately, very few companies, both in Russia and in other CIS countries, know the importance of the initial stage, the stage of preparation for a possible crisis situation. For example, the following statistics are indicative for the economy of Belarus:[2]

• up to 98% of large commercial enterprises do not have anti-crisis plans;

• about 80% do not have a development strategy.

The results of the absence of a crisis strategy can be illustrated by the most common example. You must travel by car for 24 hours non-stop. The day before, you repaired the car, including the exterior lighting, but before the trip you still forgot to check the headlights, and they turned out to be faulty. Everything was fine during the day, but at night? In complete darkness, you continue to move very slowly or turn off the engine and start looking for an additional source of light. The same is true in extreme business conditions: without an anti-crisis PR strategy, you start frantically looking for "spare headlights".

CRISIS TIME. So the crisis came. What to do and who is to blame?

Based on the strategy, the first thing to do immediately is to develop a script for the first 8 hours of the working day. Without a doubt, the first day is the hardest, so it's important to take it easy. In addition, the incoming should address the issue of buffering against negative data.

Second. Continuing to operate in the pre-crisis mode, the responsible persons will make one of the following decisions:

Option 1. Do nothing.

The firm hopes for its reputation and decides not to let it down, and leave it to the judgment of time. The modern manager, when a crisis arises, continues to remain calm, "sweeps the problem under the carpet". That is, he tries to solve the problem secretly. This is a wrong move, because it is in such a situation that society's attention to the company will increase even more. But if the problem is not solved, the problem will become more complicated.

Option 2. Urgently assemble a special team against the crisis.

In this case, the director of the organization becomes the head of the crisis team and takes full responsibility for getting the company out of the crisis. It also coordinates all work. However, this option is far from optimal. In times of crisis, it is necessary to continue to manage the business, and combining the two functions becomes very difficult. The most optimal option in such a period is to give the marketing or PR department the opportunity to become a team against the crisis.

Option 3. This is the best option if the company has engaged in strategic planning and has already appointed a crisis response team or has a crisis response department. As a rule, large corporations should have special departments. After all, the employees who have been working in the company for a long time are loyal to the company's activities and understand its activities well. Such people manage the situation better.

Option 4. Specialists are hired from outside.

In times of crisis, the so-called "strong chaos" can be observed in the company. In such a situation, most companies can make the situation worse by hiring employees from other organizations in the form of agencies. In addition, it takes some time for third-party experts to understand the specifics of the case, develop strategies and scenarios. And now the crisis continues. Unfortunately, it cannot be "frozen" for a while, that is, at this time. The situation gets complicated.

From the point of view of experts, it is not possible to choose to remain inactive and silent in a crisis. Therefore, when a company is really concerned about managing its image, it is imperative to consider the best options.

Now we will consider anti-crisis PR technologies.

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[2] http://www.bizeducation.ru/library/marketing/4p/promo/pr/pr_shapov.htm

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Battle algorithm

The company decided to fight the crisis. In such a situation, as a PR manager, you need to think quickly and act coolly. The first step is to identify the target audience that is most important to the business. The following audience classification is offered:

Internal environment:

General manager of the company.

Top managers and company leaders.

Company employees.

External environment:

Clients of the firm.

Partners and investors.

Press.

Authorities.

The next step is to identify the segments affected by the crisis. The most difficult situation is if the crisis covers all segments.

Working with the corporate internal environment:

First of all, you need to convince the employees that the crisis is temporary and inspire them to get out of this situation. This will help prevent panic. After all, the adoption of panic in a crisis situation means the death of the company. Therefore, in a difficult situation, it is necessary to explain to employees that the market is a game, and the company is a player in it, and the situation is an adventure for the company, and everyone can contribute to the team's victory.

The next step will be to develop a strategy for the company to come out of the crisis. The strategy is developed by the crisis management team together with top managers. It should be taken into account that the development team works in a short time with very limited resources. An anti-crisis PR strategy should be developed within 3-7 days, otherwise it will be irrelevant.

The most important aspect of anti-crisis PR technology is the appointment of a special team by the company for continuous control of the media.[3]

It is necessary to prepare special materials for news, messages, which contain statistical data, information about the company, employees, current situation, as well as difficult and prepared answers to journalists' questions. For example, it is not necessary to enter into a discussion and answer provocative questions. Experts put forward the following opinion, in the materials and information prepared by the Anticrisis PR group, one of the phrases is "soft bullets transmission" i.e. "Unfortunately, as a non-professional, it is very difficult for me to judge and more detailed ma They say that it is enough to use a sentence like "I recommend you to contact our PR-service for information". This gives the opportunity to make a warm impression on journalists and contact the company's information service.

Foreign experts say that it is very useful to conduct "triggered crises" from time to time in the company. In working groups, about once every 6 months, in order not to distract people from their main work, I go to them and ask: "If a crisis starts tomorrow, what will you do?" should be addressed with the question. This is important for their mental preparation in advance, and the result of the work of such groups will be important for the development of an anti-crisis program for the entire enterprise.

In general, it is necessary not to stop, draw conclusions and move on. It is necessary to allocate time for planning, develop a development strategy. After all, as marketers say, the future cannot be predicted, it can be invented.

Considering the above, the following can be concluded:

[3] https://conference.image-media.ru/anonsy-konferencij/antikriz-2022/19-21-oct/

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• Every enterprise should have a business development strategy for at least three years.
• You need to be prepared for a crisis in advance, that is, you need to have a crisis response program that includes anti-crisis Pr technologies.
• When developing an anti-crisis strategy, it is necessary to determine the target audience that is important for a company in crisis.
• Every employee should know what to do in the following situations:[4]

– before the crisis;
– during the crisis;
– after the crisis.

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"A CLOCKWORK ORANGE" AND ANALYSIS OF NADSAT VOCABULARY

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Abstract- *"A Clockwork Orange " by Anthony Burgess, a famous English novelist, critic, and man of letters whose fictional explorations of modern dilemmas combine wit, moral earnestness, and a note of the bizarre. "A Clockwork Orange" is considered the most outstanding novel where the author uses special colloquial words, mainly: dialects, slangs and vulgars in order to depict authenticity to the main character of the novel. Moreover, Anthony Burgess successfully created new vocabulary called as a "Nadsat vocabulary", where he uses specially constructed words combining Russian and English.*

Key words: "Nadsat vocabulary", slangs and vulgars, authentic appearance, charismatic, thought-regulating , several effects, violence, text's setting, *juvenile delinquency,* good and evil, society, gypsy talk.

I. Introduction

The central message of "A Clockwork Orange" is that the freedom to choose is fundamental to mankind. Indeed, this element of moral choice distinguishes humans from machines and robots. Overall, the novel tells juvenile delinquency which is committed by main protagonist Alex and by his friends and satirizes extreme political systems that are based on opposing models of the perfectibility or incorrigibility of humanity. Burgess was a linguist and he used this background to depict his characters as speaking a form of Russian-influenced English. The name comes from the Russian suffix equivalent of -teen as in thirteen. This language is considered an artificial language and used apparently, as means both of immersion, alienation and repulsion of the reader. Following article analyses all functions and special features of special colloquial words from stylistic point of view and their appliance in literary works from literary point of view and appliance of special colloquial words for depicting the unique image of a main character and analyzing special colloquial words in" The Clockwork Orange" by Anthony Burgess

II. Literature review

In Anthony Burgess' A Clockwork Orange, he creates his own language called Nadsat, which mirrors the future society shown in the tale. Many individuals, in fact, utilize a glossary to decipher the terms as they read in order to make sense of the work. Alex begins the narrative by telling the reader about the society in which they live, as well as the milk bar that he and his pals attend.

Anthony Burgess, an English polymath, is best known for his 1962 novella A Clockwork Orange, which was subsequently adapted for film later by Stanley Kubrick. It tells the narrative of Alex, the charismatic protagonist and narrator, who leads a future band of young gangsters on a campaign of violence and sexual assault, which ends with his capture, imprisonment, and attempted brainwashing by authorities. The morality story that follows investigates the limits of human free choice and its interplay with good and evil. It has been translated into over 30 different languages.

III. Analysis

It is possible to analyze it through literary work "A Clockwork Orange" which was written by Anthony Burgess. The plot of this novel about juvenile delinquency and unethical, violent behaviour of the group of teenagers who offend the crime not for money but for fun. Alex who is the main protagonist, described as sociopath who robs, rapes, and assaults innocent people for his own amusement. His ego is fragile particularly when he feels threatened. As being polyglot, Anthony Burgess spoke a number of Western languages, as well as Malay, Chinese, Russian, Hebrew and

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Japanese. Burgess knew that using the slang of his time would only make his pratogonist's speech outdated in years to come. Moreover, in order to create unique, specific and violent character the author applied slangs, rhyming slangs, compound words and archaism. In the words of his own characters, Alex spoke “a type of Slav, mixed with bits of old rhyming slang and a bit of gypsy talk too”[1]. As an example, the word “Nadsat” is taken from Russian language, the suffix which added to numbers from 1 to 9, to make eleven to nineteen. It is the rough equivalent of “teen” in English and possibly the best name for a teen speak.

A Clockwork Orange depicts thought-regulating government, coupled with its use of Slavic-inflected slang, shows a clear preoccupation with Cold War politics and the increasing rivalry between the Soviet Union and Western democracies. 1962, the year of the book’s publication, saw the Cuban Missile Crisis, in which the United States and the Soviet Union faced off in a conflict that threatened worldwide nuclear warfare. A Clockwork Orange’s distinctive style makes hard to group with other works of literature. However, its dystopian theories and probing ethical investigations were undoubtedly influenced by George Orwell’s Nineteen Eighty Four, published in 1949. In turn, Burgess’s novel has also influenced subsequent works of many authors. Other novels that deal with profound moral dilemmas in perverse future scenarios include Philip K.

KEY FACTS

• Full Title: A Clockwork Orange
• When Written: 1962
• Where Written: England
• When Published: 1962
• Literary Period: Postmodern science-iction
• Genre: Science-iction
• Setting: Dystopian England in the not-so-distant future
• Climax: Alex’s suicide attempt
• Antagonist: The government
• Point of View: First person narrator (Alex)

In addition to being a novelist, Burgess was an enthusiastic composer. He asserted to have written a symphony when he was just 18 years old! All’s Well That Ends Well? A Clockwork Orange has been further immortalized by Stanley Kubrick’ film adaptation, which notably omits some chapters of Burgess’s book. In a strange slang dialect that mixes non-English words and elevated diction, Alex describes hanging out with his three “droogs,” (friends) Dim, Pete, and Georgie. The group decides to ramble the streets, and they beat and rob an elderly scholar. Later, the droogs meet by chance a rival gang-leader called Billyboy. Later, after a gang fight, the droogs break into a young couple’s country cottage and rape the wife in front of the husband and break down and tear the husband’s manuscript for a book called A Clockwork Orange. Later that night, Alex’s leadering behavior offends his droogs due to the droogs don't act respectfully as some music is being performed. The next day, Alex skips school and his Post-Corrective Adviser, P.R. Deltoid, visits his house to warn him against misbehaving, but Alex ignores him. That evening, Georgie and Dim inform Alex that they will no longer bare his abusive leadership violent manner towards them . Alex fights them, and resumes his role as leader. The boys then decide to rob an elderly woman’s house and Alex breaks into the house where the woman and her cats attack him, and he retaliates brutally. He hears sirens and attempts to escape, but Dim strikes him in the eyes and the rest of the droogs abandon him to be captured by police. The next day, in police Alex realices that his attack on the old woman has killed

[1] Vincent, B & Clarke, J. 'The language of A Clockwork Orange: A corpus stylistic approach to Nadsat' Language and Literature, London.-2017p. 247-264.

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her. Part Two starts with two years after Part One. Alex is serving a fourteen-year sentence in the State Jail ("Staja") and while being in prison, Alex works for the prison chaplain who mentions a procedure, which deprives criminals of their ability to choose to misbehave. Later that day, a new prisoner is introduced to Alex's cell. and he tries to abuse Alex, and Alex and his cellmates take turns beating him in retaliation. This beating demonstrate fatal, and the other cellmates blame Alex. The Minister of the Interior decides Alex will receive the experimental treatment—Reclamation Treatment—that the chaplain mentioned to earlier. Under the supervision and control of Dr. Brodsky and Dr. Branom, Alex is given injections and forced to sit through hours of violent films and is restrained in a chair that makes it impossible for him to close his eyes or turn away from the movie, and even though the violence begins to sicken him, the doctors simply subject Alex to film after film. One film, which plays Beethoven's Fifth Symphony over footage of Nazi war crimes, makes Alex especially furious, because it causes him to connect his favorite music with deep-down sickness. Finally, Alex is ready for release and then he is brought in front of an audience and assaulted, but his disinclination to violence makes him unable to fight back. In Part Three, Alex returns to his home and finds that his parents have replaced him with a lodger called Joe. Homeless, Alex resolves to kill himself and by chance, he comes acros by the scholar he assaulted years earlier. The old man and his friends severely beat Alex until police arrive to break up the fight. Dim and Billyboy are among the responding policemen, and they take Alex to the countryside, rape him to death and abandon him in a cold weather. Alex unknowingly returns to the same cottage he ransacked with his droogs, and homeowner—not recognizing Alex—takes him in and nurses him back to health

.Furthermore, one can also notice some vulgar words in the following short extract from the first page of "A Clockwork Orange":

"Our pockets were full of **deng**, so there was no real need from the point of view of **crasting** any more pretty polly to **tolchok** some old **Veck** in an alley and **viddy** him swim in his blood while we counted the takings and divided by four, nor to do the ultra violent on some shivering **starry** grey-haired **ptitsa** in a shop and go sketching off with the till's guts"[2].

In the example above there are seven Nadsat vocabulary which express followings: **veck** – man, human, **viddy** – see, watch, **deng** – money, **crasting** – to steal, **tolchok** – push or hit, **starry** – old, **ptitsa** – a bird (in this case means woman).In regard to this excerpt, several concerns about the description and identification of Nadsat might be raised.

IV. Discussion

Burgess, as a competent linguist, was perfectly positioned to face the subject of creating an art language such as Nadsat. He was a lifelong philologist who wrote linguistics textbooks like Language Made Plain (1964) and A Mouthful of Air (1992), as well as art languages like 'Ulam,' a reconstruction of proto-Indo-European devised for Jean-Jacques Annaud's (1981) film Quest for Fire. This linguistic foundation might explain Nadsat's success and the attention it has received. Elements of Nadsat, such as the word droog, have subsequently entered popular culture (Jackson, 1991), and there are several online glossaries and essays on Nadsat. Literary scholars have also paid particular attention to the novel's unusual use of language in particular Nadsat.

While reliance on unauthorised lists of Nadsat does not invalidate earlier work, the lack of clarity surrounding its characterisation and realization makes comparison between studies difficult; at least three different and conflicting definitions as well as numerous categorisations with varying degrees of precision exist. As a result, despite Nadsat's importance in popular culture and its effect on the creation of created art languages within literature, such as Jeff Noon's Vurt (1993), no systematic attempt to define and delimit Nadsat has been made. The ambiguity that results is of particular importance to us since we are working on a project to study what happens to Nadsat when

[2] Anthony Burgess. A Clockwork Orange. – London Press. 1962. p. 84-88.

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it is translated into other languages. The purpose of this work is to address that lack of definition and demonstrate how corpus techniques might be used to investigate this art language. For starters, there is no way to identify specific things as Nadsat, such as by using a distinct typeface. This implies that - with the exception of a few spots where Alex glosses Nadsat goods - Nadsat item identification will be based on reader perception. While apparent foreign (mostly Russian) words such as deng for "money/cash" will stick out for most readers, other probable options such as beautiful polly and ultra-violent are less evident. To use Leech and Short's (2007) terminology, although it may be feasible to agree on which words are 'deviant' in relation to standard English and therefore depending on the speaker's background, various items may be 'prominent' (and so 'foregrounded') for different Nadsat candidates.Linguistically, what was interesting about the book was the language that Burgess put into the mouths of the narrator and main character, Alex, and other teenagers, particularly his group of friends, or droogs, who haunt the futuristic and dystopian landscape of A Clockwork Orange. Burgess was an avid linguist who saw that if Alex's speech resembled the young lingo of his day, it would rapidly become outdated. He chose to base this teen speak mostly on Russian, with some additional aspects added in, such as the odd usage of rhyming slang, to give it a more timeless character and dissociate it from any specific existent culture. The resultant art language, Nadsat, is part of a long line of anti-languages dating back to Elizabethan thieves' cant. Michael Halliday, a linguist, used the phrase "anti-language" to characterize a variant used by a group.

V. Conclusion

Clearly, Nadsat cannot function exactly like an agent in A Clockwork Orange. Readers would not grasp most of the text if they were anti-language. As a result, Burgess must use caution while introducing new concepts words. Nonetheless, the unwary reader may be taken aback when they begin reading the book. An excerpt from the novel's opening is presented here to provide an idea of the difficulty and variety of topics required. We can see that 9 of the items in this brief excerpt are likely to be unknown to readers and for this reason readers are requested to assess the extent to which they are successfully introduced by guessing the meanings without using the glossary:A Clockwork Orange (pg. 7-8 of the 2012 'Restored version')

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ABOUT THE "TENDER" APPROVAL IN THE FINANCIAL SECTOR IN UZBEK

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Abstract: In this article is given some borrowed words from English languages.

Keywords: borrowed words, foreign words, vocabulary system, national language, sociopolitical changes.

Introduction

It is known that the expansion of international relations, the understanding of the success and achievements of Nations as the fruit of sincere universal peoples, the exchange and generalization of advanced experiences in the fields of science, culture, industry, politics, people, and agriculture, the essence of messages and information from different parts of the world can be understood by each nation, otherwise, subjective and objective factors such as the birth of the need to accept this foreign word exactly have a blessed effect on the development of languages, on the very rapid enrichment of the vocabulary at the expense of internal and external sources.

If this objective fact (and necessity)is brought to the scale of our republic, we will witness the social and political changes taking place in our country, especially the positive effect of the years of independence, that our people entered into a direct relationship with the peoples of the whole world, not as indirect as before, cooperating with them on all fronts of life - Uzbek language Interested in the number and quality of the language units in question, the timed press, especially if the pages of the newspaper are divided, now the process is immediately thrown into the eyes of a meticulous Gazetteer. They are primarily used in headlines, especially in advertising (in which it is often observed that the entire text is also given in foreign (English)), while most enterprise names, some realities, can be clear evidence of our opinion that the article in the Uzbek text is given exactly without breaking its English form.

Main part

Some of the newly introduced words are passive (briefing, pressing, Maclear, site, cheviot), or not yet universally used, occur as science or policy terms (summit, mentality, management, consulting). Some, as active language units, very quickly entered our language, everyday life, and the Big Little became a universal word, in the language of everyone.

For example, taking a computer language unit, this word entered our language in the 1970s and 1980s, and quickly mastered in terms of spelling, pronunciation meaning: computerist, computerization, computer room, computer-cafe, <u>words such as "computer master" or "my computer didn't write" (I don't remember) and figurative expressions like "it's a good computer" (the head works well) were formed, and everyone, young and old, can easily understand them and actively use them in their speech.</u> Not only that, these categories of words (business, broker, farmer, firm, supermarket, sponsor, computer, tender) represent what is necessary and present for the daily life of every citizen.*We also see them coming out of national language opportunities and replacing them with equivalents of our own language, for example, farmer – entrepreneur, landowner, businessman – businessman, firm – Enterprise, broker – dallol, manager – businessman.* However, these equivalents are important in revealing the full meaning of these words. After all, these introspections express, presuppose, that the productive relationship in the personality society is changing, and that it is necessary to behave differently or completely differently to approach work and work. The most

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notable thing is that in the process of assimilating into our language, although some of its meanings are lost, in some cases they are expanding their meanings, creating new – new (not specific to the language in which it entered or not found in it) Language units. For example, let's take the word "tender", the product of English, this word is in English:

1.1 (official)offer
2.notice for powder
3.summa
2.1.to offer
2.deposit money
3.apply for sales
4.ma ' catch the slave job
5.submit
6.care
7.has the meaning of careful observation.

In addition, this word has the meanings of "sailing ship", "small ship", "coal for a locomotive, a supply wagon carrying water", "a ship carrying food, ammunition, fuel for military ships".

This word and all its above meanings are not recorded in the current Uzbek dictionaries. However, in our language it first entered in the meaning of "a contract made for money". Our farmers understand this word as "buying land for money and farming it as much as you want." However, on the pages of the press, we can see that new meanings have been discovered. But since this word is not fully understood by the people, in order to make it clear what is being said under "tender", this word is given in parentheses next to its meaning.

1. in the sense of choice

The state committee for management and entrepreneurship support of the state property of the Republic of Uzbekistan announces a tender and offers individuals who wish to participate in it (Xalq so'zi, November 21, 2002)

2. In the sense of examination (survey).;

This project was named the winner of the tender announced by the US Agency for International Development – USAID (Xalq so'zi, November 14, 2002).

3. Organization of the contract trade;

The branch of the Samarkand region of the Republican department for the organization of contract sales (tender) of the state committee for architecture and construction announces the transfer of competition sales (tender) to the following structures. (Xalq so'zi, November 19, 2002). In addition to these meanings, we see that the word "tender" came together with other language units and made new and new phrases, from which the meanings in the upper part were further expanded and advanced.

In the sense of" commodity – money;

Tender subject: 51% of the shares. Initial price of JSC "New Road Oil Oil" : 1,380,547 US dollars (Xalq so'zi, November 21, 2002)

In the sense of "means of transaction".

Tender object: A share of 51% of the fund of "Yangi Yol Yog Moy" JSC. (Xalq so'zi, November 21, 2002)

In the meaning of *"Badal"*.

" Tender guarantee": to participate in the tender, it is necessary to pay 3000 US dollars to the following special currency account number of the State Property Committee of the Republic of Uzbekistan. (Xalq so'zi, November 21, 2002)

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Conclusion

As can be seen from the examples, the new acquisitions have not only had a positive effect on the vocabulary of the Uzbek language, but have also created a new lexical unit. These, in turn, make a great contribution to the activation and functional development of the Uzbek language.

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FAMILY, SCHOOL AND COMMUNITY COOPERATION IN TEACHING ADOLESCENT STUDENTS SELF-AWARENESS AND SELF-MANAGEMENT

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Annotation: In this article, family, school and community cooperation in teaching adolescent students to self-awareness and self-management, as well as pedagogical research conducted under specific conditions, aimed at improving the educational environment of a growing person. only, it acquires scientific and practical importance. Research results serve to create an educational environment for social practice. From a social point of view, thoughts and opinions are given about helping to expand the educational opportunities of the microenvironment during the regular development of each young person growing up from a social point of view, and from a pedagogical point of view, creating specific conditions for the holistic educational process of the school and extra-school microenvironment (family, neighborhood).

Key words: self-awareness, social environment, motivation to learn, independent education, pedagogy.

In pedagogy, the social environment is considered as a personality-forming condition. The social environment in society is manifested in the acquisition of culture (knowledge, activity and communication methods) by the people living in it, and the level of its social development.

The educational environment is understood as a part of the social environment that is formed at all stages of society in order to influence the growing generation. The educational environment is historically determined and has the characteristic of stratification. For this reason, it is the object of researches carried out in pedagogic-psychological sciences in the social-humanitarian direction.

The educational environment is as integral as the social environment. The integrity of the individual environment is a set of conditions that ensure vital activity at all levels of the development of personal needs; these are the conditions that ensure self-expression of a student of adolescent age, social activity at the level of social needs. It should be noted here that the level of ideal needs of a person is different.

In addition, it is necessary to determine the simplest pedagogical-psychological unit for studying the person in the surrounding environment. A child's experiences form such a unity because the environment provides the child's development. A child's experiences and impressions determine his attitude to life and influence his personality formation. In the formation of the personality, his attitude to the surrounding objects and events is of great importance, because the child, no matter what he is, needs an object that can implement his subjectivity.

"Determining the concept of the integrity of the human environment in the socio-pedagogical sense implies defining the subject that forms the educational environment. These entities include:

a) subject at the socio-political level - hokimities, neighborhoods, women's committees, offices and other social institutions.

b) subject at the socio-pedagogical level - schools, vocational colleges, academic lyceums, out-of-school educational institutions.

c) a subject at the psychological and pedagogical level - educator, teacher, class leader, deputy director for spiritual and educational affairs.

g) the subject of his environment is the teacher.

d) subject of family environment - parents, grandparents, brothers and other close relatives.

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It can be seen that the necessary legal and economic foundations for establishing pedagogical cooperation in youth education have been created in the country.

The following can be included in the main areas of social education:

a) age-based approach to solving tasks related to creating favorable conditions for education;

b) life activity of the student, relying on its organization, i.e. creating a natural, pedagogically appropriate way of life of a growing teenager;

c) strengthening the spiritual communication between the teacher and the student;

g) encourage the teenager to get independent education;

d) creating a lifestyle that encourages the development and self-improvement of a student of adolescent age;

e) organizational-pedagogical work on strengthening the health of the adolescent student (schedule, socially useful work, various activities depending on interest, physical education, recreation, etc.);

j) unity of spiritual and family life of a student of adolescent age;

z) effective use of the positive influence of community, social psychology;

i) effective use of content, forms and methods of folk pedagogy;

k) situations that form the positive life experience of the adolescent student in the environment of his peers, creating childhood impressions.

Social education, cooperative education, along with creating conditions for the development of adolescents, also serves as educators of their typical characteristics, unique creative individuality.

Thus, organizational-educational work performs socializing and individualizing tasks in the cooperative education of the growing generation.

A person's attitude to mental and physical work is determined by the work of his soul and spirit. Philosophers, writers and poets have written a lot about the spiritual origin of human life and its spiritual needs. As a result of human work, which provides self-knowledge, understanding, development, improvement, and activation of a person, they realized and felt that they are an integral part of humanity. Therefore, the formation of a person who is ready to live among people is characterized by his level of consciousness, knowing how to live and work in cooperation.

When there are certain interruptions in the development and social status of the adolescent student: an unpleasant, difficult psychological environment in the family, a dysfunctional family, a father or the whole family addicted to alcohol, pedagogical mistakes of the teacher or parents in the upbringing of the child. collaborative work in positive solutions is important. Such and similar pedagogical deviations will be the focus of kindergarten, teaching team, community, and production team educators, who plan preventive and educational measures to improve the conditions of students' development.

In addition, educators of children's institutions and primary school teachers help parents prepare them for school. Preparing a child for school is a complex of activities (physical training, spiritual formation of a person, character, self-knowledge, etc.) and the development of a passion for learning.

During adolescence, the influence of mass media, peer groups, art and literature on children increases greatly. In the traditional approach to education of students of this age outside of school, an inseparable trinity is formed - family, school, community.

At the center of the adolescent society is the adolescent himself, and all the people around him are actively and selectively observed by the adolescent. Boys and girls of this age may not include their relatives: parents, brothers, sisters, grandparents. Adolescent society is their marriage, study, acquaintance, and inner life.

The importance of pedagogy increases in the conditions of cooperation. Pedagogical science should not only give an analysis of the process of cooperation, but also develop constructive

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recommendations based on this analysis. In our opinion, at present, scientists should move from analysis to a consistent approach to studying the research object. It is necessary to study the lifestyle of teenage students, to determine their educational opportunities and reserves.

The role of the neighborhood, which is the union of families, is incomparable in teaching teenage students self-awareness and self-management. In the consciousness of representatives of our nation, the neighborhood is imprinted as a "small homeland". That's probably why the phrase "Motherland begins at the threshold" is known and popular among our people.

In fact, great educational activities are being carried out through neighborhood committees, the values, traditions of our people, the heroism and bravery shown by our ancestors, our ancestors are being instilled in the minds of young people.

A child is not limited to the neighborhood where he was born and raised, as our people say, "seven neighborhoods make parents". This sentence has a great educational meaning, that is, the people of the neighborhood are responsible for the formation of the child's manners, behavior, behavior, as well as knowledge and skills. That is why the residents of the neighborhood are always proud of famous people, state and public figures, scientists and poets who came from the neighborhood. On the other hand, such people never forget their neighborhood (I grew up in such and such neighborhood of such and such a village), they are proud.

The neighborhood is the first, main and most influential teacher of self-awareness and self-management. It is not for nothing that local authority powers are given to neighborhood committees. After all, neighborhood committees are very well aware of each family tree, its environment, material and spiritual capabilities. The impact of the opinion of the residents of the neighborhood on the psychological environment in the family and the morals of the family members cannot be compared with anything.

Young people get the first and biggest lesson of self-awareness in the neighborhood. If a child commits a crime, the neighbors, especially the elderly who have seen a lot, will say, "Your grandfather was like that, your father never turned his face to the ground, who did you turn to?" the reprimand is absorbed into his mind, soul, and body, and he tries not to tarnish his lineage and honor in any situation. "Bless you, you are a son worthy of your father!" for the neighborhood teenager. There is no greater happiness than hearing his praise. That is why school and neighborhood cooperation is one of the most important pedagogical factors in teaching teenagers to self-awareness and self-management.

The basis of a person's spirituality is self-awareness, the ability to manage oneself within the moral standards of society. A person deprived of spirituality and a society will decline.

Spirituality is the basis of the development of man and society, as well as the world. The basis of the formation of spirituality is to know oneself and the world, the meaning of life, and then to manage one's morals in accordance with the demands and standards of society and life, as well as the dictates of one's conscience.

We came to the following conclusion as a result of getting acquainted with the work plans for spiritual education in experimental schools, the activities of school and class leaders: the school pays great attention to the spiritual formation of students. In the work plans of school and class leaders, issues of spirituality and enlightenment are given a wide place. There are clear opportunities to hold planned events in this direction. The pedagogues have sufficient knowledge, pedagogical skills and experience in the field of spirituality and enlightenment.

Events aimed at the formation and development of moral and moral qualities such as national pride, patriotism, honor, duty and loyalty are held consistently. In this regard, cooperation with the family and the public has been established to a certain extent. Meetings are held with labor and war veterans and famous people.

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Our great ancestors, their life and activities, their great contributions to the culture of the society and their heritage are being instilled in the minds of the students. The study of national traditions and values, their wide use in spiritual education has been satisfactorily established.

In order to increase the effectiveness of spiritual education, seminars are held at the district and regional levels, and advanced pedagogical experiences in this regard are popularized.

A day of self-management is held in schools once a year. In this, students participate in the role of teachers-educators in the school administration, they develop certain independent activity skills.

However, it should be noted that specific pedagogical measures aimed at teaching teenagers self-awareness and self-control have not been developed in pedagogical practice. Most of the pedagogues and class leaders do not have a complete and clear idea about the concepts of self-awareness and self-management. In the course of the lesson, teachers limit the independence of students, little attention is paid to the independent completion of class work, or even if they are completed independently, the problems encountered in the work process are solved by the teacher.

Educational methods such as self-control, analysis, making independent conclusions and self-assessment are not used in classes. Teachers rarely use non-traditional lessons where students can show their initiative and creativity.

In most students, the desire to self-manage in self-awareness happens spontaneously without the help of pedagogues, parents and the public. Students' work on themselves is not controlled. There are no self-help guides, plans or programs. In some cases, this form of work is not even included in the work plans of class leaders.

The level of formation of some classes as a team does not meet the requirements, therefore the demand of the team to its members is also very low. This situation is reflected in the low level of students' demands on themselves.

In the process of spiritual education, little attention is paid to the individual and young characteristics of teenagers. Consistent work is not carried out in the direction of forming the student's interests, ideals, dreams, life goals. The importance of these internal factors in the student's self-awareness and self-management is not sufficiently evaluated by pedagogues. The student's interests, ideals, dreams, life goals formation methods and work forms are not improved, the age and individual characteristics of the students and other external influences are not taken into account when choosing them.

Criticism and self-criticism are not developed in the upper classes. Evaluation of the student's activity by the team and self-evaluation of the student's activity are given little attention or are completely ignored.

Educators and the school team pay little attention to studying the emotional world of students. Noticing the first intimate feelings that appear in young minds in time, they are not used to improve the identity of students, they do not prevent some negative manifestations of the awakening of such feelings.

Not all students perform permanent or temporary community assignments or do not receive such assignments. Educators do not use these two types of public assignments in order to improve or eliminate one or another characteristic of the student's development and morals.

Deputy directors of schools for spirituality and enlightenment do not require the formation of special concepts, spiritual knowledge and skills in the minds of students that serve to teach self-awareness and self-management. .

The principals of some schools are not interested in the plan of spiritual and educational work, they do not regularly monitor their implementation, pedagogically, whether it is appropriate or not. In the mind of some leaders, the one-sided phrase "School-knowledge center" is firmly established.

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At the moment, they have forgotten that the school is a school of life and education, a holy place that forms a spiritual identity.

A person's goal is one of the most important factors that ensure the successful development of self-awareness. Therefore, when teaching a teenager to set a goal and achieve it, it is necessary to pay attention to the following: make students perform specific daily tasks (routines), plan their time, end the day before going to sleep. , at the end of the day, it helps to teach self-accountability, to keep a diary, to gain self-awareness and self-management skills.

The emotional world is capable of arousing great strength and encouraging individual active action. Personal development of emotions and their importance in life activities of teenagers have not been sufficiently studied by pedagogues.

It is necessary for pedagogues to approach the first love of teenagers with caution and wisdom. The effect of intimate feelings on teenagers is different, and in many cases, it can be pushed to the necessary length by approaching this situation correctly. In order for intimate feelings to have a positive effect on a person, it is necessary to direct young hearts to higher values and feelings.

When organizing self-awareness and self-management training, it is necessary to pay attention to and take into account certain characteristics that are formed in the mind of a person. It should not be forgotten that it is possible to create favorable conditions for the manifestation of spiritual ethics only in the harmony of conscious aspirations and concepts, mental activity.

It is necessary to guide the process of the interests of the adolescent student, taking into account their level, direction and manifestation. the object of interest should be events that meet the requirements of education. As the appropriate situation is created, it is necessary for the students to understand the existing interests, to find the relevant objects, and at the same time to direct the internal actions of the teenagers towards the formation of moral and labor qualities.

The task of pedagogues is to teach adolescents to subordinate their behavior based on relevant interest to other aspects of the activity necessary for the comprehensive development of the individual; expanding the influence of interests in relevant situations and types of activities, helping to direct them to the necessary objects; to support adolescent interests in every way, not to allow them to fade away, initial success in relevant activities is to realize one's strengths and capabilities, to serve the development of self-awareness and self-management.

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IMPORTANCE AND ANALYSIS OF INVESTMENTS IN SECURITIES IN THE FORMATION OF THE RESOURCE BASE OF COMMERCIAL BANKS.

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Abstract: This article contains thoughts and opinions about the impact of securities investment on the formation of the resource base of commercial banks and its current analysis.

Key words: securities, investment activity, issuance of securities, securities market, resources of commercial banks.

In recent years, the improvement of the standard of living of the population in our country, the step towards a stable and prosperous life is directly related to the reforms carried out in the banking system on the way to the transition to the digital economy. That is why the stable development of the national economy will be limited without a banking system that operates with high quality and high efficiency in the conditions where modern technologies are developed. Increasing the investment activity of commercial banks occupies a special place in this area.

In our country, special attention is paid to the issue of further development of investment activities of commercial banks. In particular, investments in securities in commercial banks have risen to the level of state policy. According to the decree of the President of the Republic of Uzbekistan No. PF-5992 of May 12, 2020, in “The roadmap” for reforming the banking system of the Republic of Uzbekistan for 2020-2025, banking in the securities market measures to simplify the legislation on operations are defined. It can be observed that the weight of investments in securities in the banking practice of the Republic of Uzbekistan is not sufficiently developed. This situation is clearly reflected in the fact that investments in securities have a small weight in the assets of commercial banks of our Republic and the share of long-term subordinated debts in the structure of their own capital is low. As a result, the profits of commercial banks from securities in the form of dividends and interest occupy a very small part of the banks' income. In developed countries, the second place in the composition of interest income of commercial banks is interest from securities, after loan interest.

Economists expressed the following opinions on the issue of expansion of investment activities of commercial banks in the securities market. In particular, Bersenova G. emphasizes that commercial banks play a major role in the securities market in most countries, and says that the role of banks in this market is as follows: they are professional participants in large portfolio investors, as well as issuers of private securities can participate.

According to I.Nikonova, the entry of an economic entity into the stock market is explained by its development, increase in market value and capitalization.

Beloglazova G. and Krolivetskaya L. recognize that the issue of securities should be seen not only as a means of solving the problem of filling up insufficient financial resources, but also as a means of attracting funds for profitable placement in the future.

"AsakaBank" JSC is one of the largest banks in Uzbekistan, and is issuing its shares on a planned basis. The Bank's shares are listed on the official stock exchange list of the "Tashkent" Republican Stock Exchange according to the highest category ("A" category). At present, the Bank's major shareholders are the Fund for Reconstruction and Development of the Republic of Uzbekistan, the Ministry of Finance of the Republic of Uzbekistan and Uzavtosanoat. » is a joint-stock company.

As of December 30, 2019, the volume of securities for sale and purchase of the Joint-Stock Commercial Bank Asakabank is 215,398.7 mln. amounted to soum. The shares were formed in the sum of ordinary shares.

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In the market of certificates of deposit, "Asaka" bank occupies a leading position among commercial banks of the Republic of Uzbekistan. Over the past 10 years, the Bank has issued certificates of deposit twelve times, nine of which have been fully extinguished. The total volume of issued deposit certificates is 257.5 billion. amounted to soum.

In our opinion, several factors have a negative impact on increasing the role of commercial banks of our country in the national securities market and ensuring the efficiency of their activities in the stock market. These are: 1. Insufficiency of securities with high liquidity in the secondary securities market of our country and few solvent issuers. From the analysis of the data, it became clear that there are very few high-liquidity securities in our Republic, and some types of securities are practically non-existent.

2. Lack of improvement of the system of evaluating the financial condition of issuers of securities in commercial banks. From the results of the analysis, it became clear that in a number of large commercial banks of our Republic, there are frequent cases of buying shares with a low level of liquidity and, as a result, keeping the shares of issuers ending the financial year with a loss in the securities portfolio for a long time. is meeting

3. Non-diversification of the securities portfolio of commercial banks according to the nature of the sector of the issuers. From the results of the analysis, it became clear that the issue of diversification of the portfolio of securities according to the nature of the sector of the issuers has not been resolved in a number of large commercial banks of our country. This, in turn, increases the level of risk in transactions related to securities and keeps the risk of a large amount of losses on the bank's balance sheet. In our opinion, there are a number of issues that need to be resolved in order to ensure the capital stability of commercial banks. In particular, the problem of effective management of authorized capital of commercial banks and the efficiency of using bank assets is one of them.

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DIDACTIC CONDITIONS OF WORKING ON PHRASES IN SPEECH DEVELOPMENT OF PRIMARY CLASS STUDENTS

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Abstract. *Idioms play an incomparable role in the quality and interesting organization of mother tongue education in primary grades. Phrases can increase the interest of young students in language. Because the colorfulness and imagery in the expressions attract the reader's attention. It is necessary to systematically organize work on phrases in the classes of mother tongue and reading literacy. The effective and liveliness of the student's speech is determined by the appropriate use of language tools in the speech.*

Key words: *Phrase, textbook, terms, imagination, stages, language skills, artistic text, mother tongue and reading literacy classes, phraseological unit, phraseological expressions, fixed conjunction, word combination.*

I. Introduction

The problem of student speech development has always been relevant in the primary education system. Nowadays, the general trends of student speech development, the idea of interdisciplinary speech development, problems of speech communication, several methodological methods of forming the language competence of schoolchildren have been developed and put into practice. The psychological characteristics of the formation of the oral and written speech of a young student, the monologic and dialogic forms of the student's speech are analyzed.

However, observations show that, despite the growing need to develop the student's speech, the speech of children of junior school age is not at the required level. For this reason, it is of great importance to develop a modern and methodologically correctly organized system of methodical works on the development of children's speech.

Attention to the stable formation of our mother tongue allows us to pass on the spirit, history, and traditions of our people to generations. Literary language takes the first place in carrying out the task of passing down the immortal traditions, spiritual wealth, and nationality of the people from generation to generation.

II. Literature review

Literary language, especially its vocabulary and phraseological wealth, constantly develops, grows and develops, because special terms in the language for things and events that occur as a result of various changes in society. requires it to appear. Based on such objective reasons, new words and phrases appear in the language, and the vocabulary becomes richer. Being a product of folk art, expressions reflect the nature of a certain place, the economic system, history, culture, lifestyle, verbal creativity, art, science, and customs of a particular place and are passed down from generation to generation. goes Phrases make the speech impressive and colorful.

The study of phraseological units is a component of the work on speech culture, which raises the problem of developing its content and methodology. Because our students' low level of verbal literacy, inability to fully express their thoughts verbally and in writing, lack of expressiveness in their speech, inappropriate and incorrect use of linguistic tools determine the urgency of this problem. Unfortunately, such cases have been happening a lot in recent years. Therefore, it is necessary to teach young students from the school age to use not only words, but also language tools to express their opinion.

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Stative combinations can be effectively used to attract a student who has absorbed various information from television, computer, laptop, tablet, telephone, and whose attention is scattered to speech lessons. In particular, expressions quickly attract the reader's attention with their portability, imagery and coloring.

Phrases are a complex lexical unit of language that makes speech lively, impressive and expressive. Learning phraseology is an external stage of language acquisition, so this stage is not easy.

The fact is that each word in a phraseological unit has a separate meaning, but expresses one common meaning, which requires the reader to memorize the phrase in its entirety: that is, the words contained in the phrase, as well as the meaning he will have to remember his name. Teaching not only to remember, but also to actively and productively use it in a speech situation is a very complicated process. The student should be able to choose an appropriate phrase in his speech, understand the figurative basis of it; what meaning the phrase expresses, what kind of rhetorical coloring it has, etc.

III. Analysis

Imagination is born as a reflection of reality. In order to use the phrase in speech, the student must be able to imagine the colorfulness in it. In order to imagine a reality phenomenon in the form of an image, a primary school student must, firstly, rely on knowledge about this reality, and secondly, have an imagination.

Imagination usually occurs through "double observation".

For example, a horse is usually ridden with a harness. Then riding a horse does not tire a person, it makes riding a horse more comfortable.

There are people who, even after losing their position, still behave like a boss or a leader and despise others. On this basis, the saying " *otdan tushsa ham egardan tushmaydi* [even if he gets off the horse, he does not get off the saddle]" is used among people like this. In this case, the first image is a metaphor for the second case and unites them. As a result, a vivid image appears. In order for young students to better understand the figurative and figurative meaning of the phrase, it is necessary to develop their imagination.

Imagination is a psychological process of creating an image of objects, situations and situations by bringing personal knowledge into a new harmony. The reflection and embodiment of a perceived, felt thing or event in a person's mind. [16. 211] Imagination is a person's knowledge and understanding of things, events, etc., based on experience [17, 130].

Imagination arises in a person in the process of practical activity. The richer a person's experience, the more knowledge he has, the more colorful his impressions, the higher the possibility of combining images in the mind.

There are two types of imagination - retroactive and creative imagination.

Re-imagination is a re-created image based on the system of perceived symbols. Text, numbers, graphic images, etc. from the textbook can be used for this. The quality of the image depends on the initial information. When reading fiction, imagination is formed through linguistic means. Using metaphor, metonymy, synecdoche, simile, animation, and simile, figurative language enables imagination because it brings to life the reader's extensive knowledge and personal experience. Reimagining knowledge is also related to the student's mastery and quality of knowledge.

Creative imagination is the creation of a new, unique image or idea. One of the methods of creative imagination is analogy. Its essence is that the created image consists in creating an image similar to something unique, an existing thing, a person or an action [16. 211].

In a person without imagination, neither thought nor speech, which is its expression, emerges. For example, it is known to everyone that life is reflected with the help of images and scenes in

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fiction. These images and scenes that affect a person's thoughts and feelings and excite him are described through words, phrases and sentences made up of them. Reading these words and phrases, the reader feels as if he sees those events and is influenced by them. Phraseological expressions, which are considered sharp figurative tools of the language, are also one of the tools that clearly restore the images and scenes in the work in the reader's mind, embodying them in their own way. Phrases are therefore valuable, they express the essence of events figuratively and concisely, their meaning is multifaceted and at the same time very impressive.

We can first notice the expressiveness and imagery of our language through these expressions. In their works, writers widely use the figurative feature of phraseological expressions to describe abstract events clearly, succinctly, figuratively, and to make the character traits of characters memorable and impressive. Idioms are especially widely used in creating satire and humor, sarcasm, sarcasm, and exposing vices with ironic laughter. Strong expressiveness, imagery makes phrases an active tool of language, ensures that they are a sharp and concise visual tool in oral speech, fiction and journalism. By introducing phraseological expressions into the literary material, the writer draws the social characteristics of the depicted image, individualizes the speech of the characters, and creates an emotional-comprehensive image of people, events, and appearances. Phrases give an expressive-emotional color to the thought expressed and show the attitude of the speaker to the object of speech. Therefore, in any context, the primary and main purpose of using a phrase that is substituted for a word as its synonym is to give a stylistic color to the thought.

This means that a phraseological expression finds its true expression only in stylistics. The place of phrases in artistic speech is determined by this. Whether it is a lively folk phrase actively used in colloquial speech, a skillfully used or modified phrase in the language of a work of art - in short, all phraseological phrases are a very impressive figurative vocabulary that decorates our speech. [6. 6.]

The development of imagination helps to understand and correctly use phraseological units in speech. The task of the pedagogical process in the teaching of various academic subjects is to develop the imagination of bright colorful images in the student.

It should also be noted that in the process of learning phrases, students of junior school age develop their imagination. Because stable compounds develop mental aspects of thinking and speech in the student.

Working on stable compounds is of great importance in the development of the student's speech. A primary school student should be focused not only on mastering certain knowledge in the field of science, but also on increasing his linguistic sense, sensitivity to language, and gathering creative speech experience. Working on phraseological units and systematically activating them in the student's speech is the main solution to this goal.

The active use of expressions in our native language in speech not only develops the student's vocabulary, but also provides figurativeness of the speech, expands the student's worldview, and increases his interest in fiction. At the same time, it is also a means of acquiring new knowledge that is not related to the mother tongue.

The teacher should develop a careful plan for systematic teaching of phrases to students. Because not every lesson will have the opportunity to work on this problem. In the classes of mother tongue and reading literacy, the text analysis focuses on the explanation of phrases and gives knowledge about their meaning. A dictionary of phrases is worked on, a system of creative tasks is used to activate phrases in students' speech [15. 211].

Phraseology (Phrasis - expression + logos - doctrine) is the science of complex linguistic units with a stable character. The entire set of complex stable units is called phraseological units.

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A group of stable compounds is combined in terms of words and meanings, creating meaningful integrity. Often the meaning is equal to one word and is portable. Such a stable combination of words is a phrase (phraseological unit).

A special branch of linguistics that studies phrases is called phraseology.

A phraseological compound (phrase) is a figurative, attractive stable compound whose part is stabilized in a fixed pattern, and which, in a figurative sense, acts as a whole part in a sentence is called a phraseological compound [5. 176].

Phrases are a bright and figurative tool of language, so writers and poets use them effectively in their works. It is this feature that forces the authors of elementary school textbooks to include phraseological units in the content of the educational material. Because most of the works of children's literature (poems, parables, fairy tales, stories, narratives) contain a lot of expressions. At the same time, primary school teachers regularly use expressions in their speech. One of the most effective ways to attract the attention of a young student is to use phrases in speech. But this is the first side of the problem.

The other side of the problem is the teaching of the inexhaustible wealth of our speech - phrases, in teachers' mother tongue and reading literacy classes (as possible in all other classes). Continuous interpretation of phrases found in textbooks, children's literature, speech, and activation in student's speech is one of the main tasks before the teacher.

Working on stable combinations of our native language forms the student's ability to think abstractly. Abstraction is a constructive component of a child's mental activity, because it is possible to form and generalize concepts through it. Etymological review of phraseological units, finding the real source of each image helps to create a basis for research activities, which can be useful for children in further education.

In many cases, students misinterpret the meaning of expressions found in speech and works, and sometimes they do not understand at all. Researches show that 1st-4th graders have almost no idea about the phraseological units of the language, they do not know how to use them in oral and written speech, even if some of them use phrases in their speech, these stable units are "phrases"; does not have any information about what is called, does not understand the lexical meaning of phraseological units, can use the phrase in written or oral speech only by relying on specific guiding concepts. [15. 210].

A lot of practical work on teaching phrases has been carried out abroad. Including B. H. Collins, R. Gibbs, K. L. Nelson, R. Dj. Dixon, M. Philip Prinz, Marvin Terban (English language), H. Griesbach, D. Schultz (German language) have done significant work on teaching phraseology.

Y. D. Shevlyakova first developed the methodology of teaching phrases in primary classes among the CIS countries in 1969. From this period until now, A. M. Borodich, S. V. Sisoyeva, N. V. Gavrish, O.S. Scientists such as Ushakova, M.A. Kovrova also conducted scientific research on the activation of phrases in the student's speech. The practical significance of these researches is that not only elementary school students, but also children of kindergarten age have been developed methods of introducing phrases: development of figurative and lively speech of children of junior school age, vocabulary of words and phrases such methods as determining content and size, teaching to master the figurative meaning of words have been researched.

IV. Discussion

The modern methodology of developing the speech of students of junior school age is one of the priority goals of education. "Beautiful speech" is determined by the effective use of various (proverbs, proverbs, expressions, similes, metaphors) mobile devices of the native language, and the high level of their appropriate use in speech.

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We often face various problems in the lexical analysis of words in native language and reading classes. Syntactic analysis of the word makes this situation even more difficult. A young student's lack of vocabulary often interferes with the acquisition of spelling knowledge. As a result, students' clear and deep thinking becomes complicated: they start using many abstract words and concepts in their speech without understanding their meaning at all. For this reason, in the development of the speech of young students, it is necessary to gradually introduce not only words with abstract concepts, but also stable combinations - phrases into the student's vocabulary.

Working with phrases creates a great opportunity for the development of a child's range of thinking, speech, and attention. Imagining a phrase and then explaining its meaning and linguistically or logically engages students in active thinking, forcing them to think, think, and imagine the meaning of words and phrases. "Why do we say that?", "Why are the words sheep, watermelon, and melon chosen?" such questions arise, or the teacher himself can address the students through these questions. In this way, such questions and assignments encourage students to think actively, teach them to analyze the scope of imagination, the meaning of words and phrases.

Unfortunately, the primary school curriculum and textbooks created to date do not include special lessons or topics for working on phrases. However, in the qualification requirements for the students' knowledge of the mother tongue for each class, the understanding and interpretation of the meaning of words and phrases is specified separately. Today, the cognitive approach has taken the leading place in mother tongue education. In order to increase the effectiveness of this approach, teaching phrases in the classes of mother tongue and reading literacy serves to increase the speech culture of students and expand their worldview. Phrases are one of the means of making the speech of students of junior school age effective, figurative and lively.

The development of the student's speech is carried out at all stages of primary education: natural sciences, music, mathematics, fine arts, education and other subjects. However, the solution to the problem of the development of speech activity in the student is solved in the classes of mother tongue and reading literacy. That is, these lessons are in the leading position in the development of the student's speech. Speech cannot be imagined without native language education, and native language without speech. They are always a joint process.

The primary advantage of textbooks of mother tongue and reading literacy is that they include texts from the best works of children's classic, artistic, scientific and popular literature, which are directly related to small life in students. serves to form experience. Works of art affect the child's psyche, make them smile, grieve, work, think about some aspects of their little life. Teaching such children's works creates a positive emotional mood in students, introduces them closely to the Uzbek literary language, selected artistic texts improve the linguistic and syntactic construction of the student's speech.

An aspect analysis of the elementary school mother tongue and reading textbooks created over the years or the newly created mother tongue and reading literacy textbook (grades 1-3) shows that the textbook contains special tasks and exercises on phraseology by the authors. almost not included.

But based on the analysis of the texts in the current textbook, there are about 500 expressions in the fairy tales, poems, stories and tasks in the primary grade mother tongue and reading textbooks: For example, the Grade 1 Mother Tongue and Reading Literacy textbook Part 1, two - to speak three mouths, to fall on the neck, to fall out of sight, the story "Hashimjon's family" [p. 7-8], to be dizzy, task on page 34; Part 2, not to touch, open the heart [33-34-b], sweat [43-b];

2nd grade Mother tongue and reading literacy textbook, part 1, to lose one's mind, to get out of one's head [8-p], to roll up one's sleeves [10-p], to open one's eyes [19-p], to can't get enough [31-p], doesn't like the demon, doesn't have eyes to see [34-p], extend a helping hand, lend a hand, look like a mountain "struck [p. 36], not to be left alone [p. 45], to refuse [p. 83], to have no ears [p. 96], to be impatient [100-p], part 2, to be blind, not to understand, not to touch the hand, to be

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dizzy, [5-p, "Sobirjon - farmer" audio text], to be surprised [7- p], light-handed [37-p], to sharpen the mind [43-p], lost sight, died [49-50-p], bring close to the heart, swim in the ocean of words [51-52 -p], entered the tongue [55-p], tongue out [87-p], eyes dropped, heart [94-p];

3rd grade Mother tongue and reading literacy textbook, part 1, entering the language, seeing with open eyes, speaking fluently [p. 11-12], light falling from the face [p. 26]], to lose consciousness, to have a "thump" in the heart, to be in a convulsion [33-34-p], not to have enough eyes [36-p], to be one body and soul [49-p], to roll up one's sleeves , to sweat one's skin, to choke one's lungs, to dry one's chin [56-p], the white and black of one's eyes [59-p], not to care, to be disappointed [70-p], one's hand is busy not to go [100-p], to sway, not to be divided, to fall on the neck [103-104-p], to hand over one's deposit [123-p], to hurt one's tongue, to lose one's mind [134-p] such expressions are found in textbooks.

Most of the works of art presented by the authors of the textbook have an episodic character, and it is somewhat easier to interpret the meaning of fixed phrases in the context. In this case, the teacher must have sufficient phraseological knowledge and the experience of teaching it.

In teaching phrases, the teacher: enriches the students' speech with phrases, explains the meaning of the phrase and activates it in speech; assimilation of the phrase term by students; it is necessary to pay attention to such things as forming the ability of students to use the phraseological dictionary.

In order to use the expressions included in the texts given in the textbook in order to activate expressions in the speech of students of junior school age, the following educational tasks are recommended: to compose sentences and texts with the participation of the given expressions, to choose an expression on a certain topic or corresponding to the idea of the work, such as distinguishing the phrase involved in the composition of the text, interpreting and recording its meaning, finding a synonym for the given phrase.

The following methods are recommended for students to explain the figurative meaning in a phrase: finding a synonym for a given phrase, comparing its content with an explanatory word, choosing phrases that are opposite in meaning (antonyms) to given phrases, phrases such as finding proverbs that match their content. The method of working on expressions is carried out by going from easy to complex.

One of the most important tasks of the mother tongue course at school is to consistently develop students' speech. Solving this problem is directly related to the implementation of the educational goal - to teach elementary school students to know their native language well, that is, to improve their active production of speech and social activities, to the level of being able to use it independently. is to deliver.

The following steps are used to teach phrases in classes of the primary language and reading literacy classes.

Stage I, preparatory stage 1st grade: working on figurative meaning in words, phrases and proverbs, developing students' speech by introducing them to age-appropriate expressions as much as possible. In this case, the most frequently used phrases in family and school conversation are selected from the dictionary and students are regularly introduced step by step. At this point, it is necessary to mention that the elementary school teacher must also use expressions effectively in his speech.

Introduction to expressions is carried out in the process of analysis of artistic text reflected in the textbook of mother tongue and reading literacy. After analyzing and synthesizing the text, the phrase in the text is explained by the teacher, the phrases come to the students in a general sense, the speech is attractive and colorful through various methods (conversation, instruction, analysis, illustration) is explained. Using the method of illustration in methodical work is one of the most effective methods. Because the child does not yet have a complete idea of the meaning of the move.

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In this case, a phrase representing a situation familiar to the child is chosen. A picture of the phrase will be displayed. Students look at the picture and think about what it means.

For example, the expression "*Aqli kirdi*" is explained as follows.

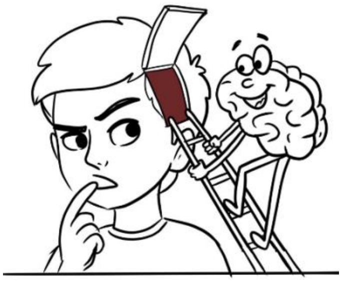
- What is depicted in the picture?

- Watch him carefully.

- Tell me what is depicted.

- Tell me the meaning of the words in the sentence "Aqli kirdi".

- What do the words "mind" and "enter" mean?



"He came to his senses" is an expression used in the meaning of "he became conscious" or "realized". There are words in our speech that are always used figuratively. You have seen this a lot in proverbs and sayings. If proverbs and words have an educational value, expressions are a combination that expresses the behavior and character of a person.

- In whose speech have you observed this expression the most? Who uses this phrase the most?

- Make up a small oral story with this phrase.

Stage II, basic, grades 2-3: Work on the meaning of phrases. In this case, it is necessary not only to explain the meaning of the phrase, but also to reveal the importance of phrases in expressing the semantic features of the text. At this stage, by teaching the student to distinguish phrases in the literary text, to create a synonym and antonym series of phrases, it is possible to activate phrases in the students' speech. Starting from the 3rd grade, introducing the method of lexical-phraseological analysis of the text will further develop students' knowledge of phrases.

The lexical-phraseological analysis of the text is carried out as follows: *Read the text, find units that express figurative meaning in the text. How many phrases are involved in the text, separate them? How many words are in each sentence? What do the given expressions mean? Express the meaning of the given expressions in words. Find a synonym and antonym for the phrases. Express the given phrase through a picture, etc.*

At this stage, the use of lexical items in the mother tongue and reading literacy class is the most convenient way to teach phrases. At the same time, it is possible to work on phrases in the statement of a new topic, in the minutes of husnikhat, in the minutes of spelling exercises. 3rd graders continue to observe the meaning of phrases in the live conversational speech of the people around them.

Stage III, final, 4th grade: The main task of this stage is to activate expressions in students' oral and written speech, to form their creative imagination, to consolidate the phrase in their memory, to teach them to analyze expressions and to think logically by actively using them in speech. In this process, students' speech is enriched with phrases, as a result of which their live speech becomes impressive, colorful and figurative.

After the students of the fourth grade have a vocabulary of phrases, it is appropriate to repeat topics and tasks related to phrases, to consolidate and summarize the learned material, and to use phrases in studying various topics.

Learning phrases is of great interest to elementary school students. But in order for the student's interest in this subject not to fade away, it is necessary to regularly use interesting assignments, problem situations, visual aids, and phraseological-lexical exercises. In the process of completing such tasks, students get to know the meaning of expressions, learn their etymology, expand their imagination about figurative meaning, and distinguish them from free combinations. In this case, the artistic texts included in the students' mother tongue and reading literacy textbook (the story "Motherland" grade 2, the story "Slippak" grade 2, the story "Cowardly Reindeer" grade 3, the story "Devotion to the Book" 4th grade, the fairy tale "State" will have the ability to visually observe and analyze the figurativeness of the phrases in the 4th grade, to be able to use them correctly in

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speech, to make sentences with the participation of phrases. Verbal and written stories, essays with the participation of the phrase - the skill of pictorial representation of stable compounds is developed in the student.

Working on phraseological units in elementary school native language classes improves students' speaking skills, develops thinking, including the ability to think abstractly, and also serves as a basis for the formation of research activities. In the new modern education, phrases are chosen as an interesting topic when teaching students to design. Students of the 3rd-4th grade are united in small groups and perform project work on the topic of phrases. In this case, the topic is recommended by the teacher, for example, project work is given on topics such as "Let's see our speech", "Why we say that", "Magic world of phrases", "English and Uzbek phrases".

In this, lexical-phraseological analysis of the read text, complete writing of sentences with expressions; Tasks such as choosing a phrase title for pieces of text are given. Tasks such as teaching to separate and analyze phrases in the language of literary works and evidential materials presented in textbooks, to observe selected phrases in accordance with the logic of the text, are performed by the teacher. This allows for a creative approach to teaching phrases in native language classes.

Younger students use less expressions in their speech compared to adults. For this reason, it is necessary to pay attention to the effective use of phrases in speech when teaching students to retell the text.

In the modern methodology, various methods of enriching the phraseological reserve and developing the ability to use stable compounds in the student's speech have been developed. But at the moment, such methods are almost not included in the textbooks of mother tongue and reading literacy, besides, teachers do not have any methodological skills to work on the phrase. Implementation of this in the modern education system is one of the main tasks of mother tongue education.

One of the most convenient and effective methods is the use of tasks describing phrases in the process of studying a certain artistic work in the classes of mother tongue and reading literacy. Different types of educational dictionaries (phrases, explanatory, spelling, synonyms, homonyms, antonyms) intended for the student will help in using such methods. Descriptive classes, that is, analysis classes, cannot be imagined without dictionaries. Unfortunately, today only finger-numbered educational dictionaries have been created for primary school students. dictionary of expressions for students", "Word box" by N. Mahmudov, "Let's learn spelling" by Z. Toychiyeva, "Annotated dictionary with pictures" [7], "One thousand and one" by Miraziz A'zam I know the word", dictionaries by F. Safarov and S. Torayeva "Dictionary of phrases for primary school students" can be included. The saddest thing is that most of these dictionaries have not reached the hands of students. Even students who have a dictionary in hand do not have the skills to use an academic dictionary.

V. Conclusion

Work on phrases can be organized in various extracurricular activities. In this case, effective methods used in foreign methodologies come in handy. A primary school teacher should always remember that teaching phrases will be effective only if the learning of phrases is carried out in a certain system and consistency.

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THE ROLE OF TOPONYMS IN THE ONOMASTIC FIELD OF THE FAIRY TALE

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Annotation: This article provides information about the role of toponyms in the text of the fairy tales. Most of the onomastic units mentioned in fairy tales are made up of toponyms, and they reflect the geographical and religious-mystical imagination, living conditions, and social life of the representatives of the English and Uzbek linguistic cultures. In this article main feautures of toponyms in fairy tales are discussed.

Key words: Fairy tale, lingo-culture, toponym, language, onomastic field, geographical area, myth, heros.

The names of natural and geographical objects, that is, toponyms, occupy a special place in the onomastic field of fairy tales. V.A. According to В.А. Никонов, toponyms reflect information about the material and social culture of a certain people. After all, "the toponym has a distinguishing feature: by means of it, together with the inclusion of an object in a certain line, this object is separated and distinguished from others" (Никонов 1965:38). The ability of toponyms to "store a large amount of cultural information" has also been recognized by others.

Importantly, toponyms arise because of a need in life. The Uzbek linguist calls them "linguographic alphabet of the region" (Ernazarov 2008). Toponyms differ from other lexical units in certain aspects:

1. In them, the lexical meaning has become archaic and a new toponymic meaning has appeared;
2. Means a special name of a geographical object;
3. Their formation has a unique onomasiological basis.

The toponymic area of fairy tales has its own structure and organizational features. In a fairy tale, the world in which the characters live is equated to a whole universe or contrasted with the world of reality. Because the world depicted in the fairy tale is characterized by uncertainty and danger. That is why the environment, the things and events in it, the happenings are outside the human world. Two worlds are usually described in fairy tales, and ancient beliefs and religious outlook are directly reflected in them. According to this, it is observed that the vision of the world is not only human, but also beyond it. For example, the real world is contrasted with the world of mysterious beings through toponyms such as The land of fairy, Elfland, the Pagan world in Childe Rowland's fairy tale. It is known that the concepts of mythological (mythical) consciousness or mythological worldview are interpreted differently in different disciplines. According to some scholars, mythic consciousness is a reshaping of ancient ideas about earlier gods under the influence of religion (Найдыщ 1994). If we follow Н.Б. Мечковская and describe the concept of myth as "a certain generally accepted idea, a stereotype of the current consciousness, which people believe in unconditionally" (Н.Б. Мечковская 1998:48), then we have to recognize the mythological consciousness as a symbolic vision of the world with a divine component. Indeed, a myth (legend) is "a depiction of unusual characters and plots" (Луценко 1999:130). It is true that many of the thought processes characteristic of the mythological mind have been transferred to the text of fairy tales. This can be observed, including, in the composition of the onomastic field of fairy tales. For example, it is felt that the main goal in the formation of toponyms was the location of the storyteller. In the definition of geographical space, it is contrasted with inhabited area, steppe or developed area. An example of this is the English toponym Middle Earth.

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In addition, since time immemorial, man has considered the space in which he is located as the center of the universe (Маковский 2000:221). As a result of such an interpretation, the center-border opposition characteristic of the mythological consciousness was reflected in the text. This is especially evident in the activation of name indicators (indicators) such as high *(Yuqori Nayman, Quyi Tuvadon), low (Pastki Do‘rman, Pastdarg'om), middle (O‘rta Tumor), side (Yondosh Do‘rman) in the formation of Uzbek toponyms.*

The distant region, which is formed in the center-territory opposition, is related to the perception of an unfamiliar object in the ancient mythological consciousness. For example, *the toponym Land of Nod, used in the tale The Rose Tree, is based on an ancient mythological idea that the soul leaves the body (that is, familiar territory) of a sleeping person and moves to an unfamiliar world.*

A space of mythological and religious imagination. It is known that the mythological and religious imagination does not remain without influence on the activity of defining and naming the territories. As a result, the contrast between own and foreign has expanded to the meaning of Christianity and representatives of other religions for the British nation, while in Uzbek culture, Islam is compared to other religions. Such spiritual expansion eventually led to religious criteria leading the formation of place names. Proof of this can be found, for example, in English Stupid's Cries and St. We see it in the use of toponyms such as George of Merrie England and place names such as the Arab country in Uzbek fairy tales. The influence of religious imagination and worldview can also be felt in the description of space by means of high-low indicators. For example, as told in the tale of Tamlane, *The Elves pay their tithe to the nether world* (Jacobs 1894). Here the toponym the Nether World means more "devil" than "Underworld".

In Uzbek fairy tales, toponyms formed by the means of "high", "low", "middle" elements are very active: For example:

When there is, when there is not, when he is hungry, when he is full, the crow crows, the sparrow crows. In ancient times, in one of the countries of the East, a very handsome, fifteen-year-old girl named Karomatkhan lived with her sisters in the Upper Kalla market neighborhood (Besh qiz).

We witness the use of toponyms with different appearance and meaning in the text of English and Uzbek fairy tales. The toponymic field activated in fairy tales shows the uniqueness and diversity of linguistic cultures and the approach of this field to the real existence of the nation. The names of countries are found in fairy tales. For example: *toponyms such as America, Spain, the Land of Egypt, Percia are used in English fairy tales, while in Uzbek fairy tales there are names such as the country of Sham, the country of Rome, the country of Tukman, and the country of Ilonshah.*

Interestingly, such toponyms sometimes do not mean the names of real countries, but have the characteristic of a tissue unit and represent a certain type of connotative and stylistic content. For example, Barbary, found in the tale The Cat and The Mouse, was formed in connection with the word barbarism, rather than naming any country on the African continent. It is known that this word refers to the wildness, the distance from development. Therefore, Barbary is a toponym of the fabric, which means that the people living in the named area are behind the development.

It seems that the names of geographical objects in fairy tales are an integral part of the ethnic layer of the linguistic landscape of the world. The ethnic landscape of the world is created through the human vision of the world. This perception, in turn, is consciously formed based on certain cultural values.

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DEVELOPMENT AND POETIC FEATURES OF MODERN UZBEK POETRY

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Annotation: The content of the article is devoted to the development stages of modern Uzbek poetry and the scientifically based theories of studying its poetic features. At the same time, the results of scientific research on odes are mentioned in the article. Poetic features, which are an important part of qasidas, are also highlighted on the basis of comparative analysis.

Keywords: current Uzbek poetry, stages of development, poetic features, scientifically based theories, poetry, scientific research, results, comparative analysis.

Introduction

In the following years, problems on the history of Uzbek literature, views on the literary and cultural environment and attitudes towards them, introduction to the Uzbek classic literature, classic poetics, the relationship between the laws of development of the historical-literary process and the social environment, the lives of the creators of the period and issues related to creative activity have been deeply studied, and it can be said that today a number of remarkable works have appeared in this field.

As reflected in the Decree of the President of the Republic of Uzbekistan No. PF-4797 of May 13, 2016, the Uzbek language and literature have an ancient and rich history. Available scientific sources testify that Ghdis, Khorezms and other peoples and nationalities had their influence.

In this regard, it is worth noting that the service and legacy of representatives of science and literature such as Mahmud Koshgari, Yusuf Khos Hajib, Ahmad Yugnaki, Atoi, Sakkoki, and Lutfiy are important. The Uzbek literary language rose to a new, high stage of development, especially in the XIV-XV centuries - during the reign of Amir Temur and the Timurids.

In this sense, the decree calls upon the representatives of this field to "train highly qualified scientific and pedagogical personnel who have thoroughly mastered modern educational technologies and meet the requirements of the time, in general education schools, academic lyceums and vocational colleges, in higher education institutions.

He set more ambitious tasks in terms of conducting scientific research on new and effective methods of teaching Uzbek language and literature, wide introduction of advanced pedagogical technologies.

The basis of all changes in life and society is human thinking. If there is no change in thinking, there should be a change in social life. The emergence of the independence period is also a result of this. It is known that each society in turn creates its own problems, and accordingly changes the way people look at life. This is a psychological issue. For 70 years, the nation, deprived of its spirituality, religion, which is the basis of national morality, history, and national values, which had the power to show who it was in the past, was able to do so after independence, he felt proud of himself and his nation.

Methodological Analysis.

Sakkoki is one of the lyric poets who left a bright mark in the Uzbek classic literature, created unique ghazals and odes, and is a lyric poet.[1]

[1] https://th-th.facebook.com/groups/246149995752425/permalink/1129433660757383/

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Very little information has come down to us about the life and work of Sakkoki. We can learn some information about his biography from his divan and Alisher Navoi's works "Majolis un-nafais" and "Khutbai davovin". In addition, the description of Sakkoki as a mujtahil (enthusiast) of Turkish (Uzbek) poets in the poet Yaqiniyni's work "Oq va yoy" means that he is one of the greatest poets of his time. Sakkoki was from Movarounnahr, and he lived and worked in Samarkand, the capital of the Timurid Empire.

Sakkokiy is a pseudonym of a poet whose real name is unknown. From the word "sakkok" (knife), it can be assumed that the poet was born in a craftsman's family. Sakkoki was born in the second half of the 14th century or the last quarter of the 14th century, in his ode dedicated to Amir Temur's grandson Khalil Sultan in 810 AH (1407-08):

Eight hundred spots in history are seventeen and a half years old,
Who in the world was born in a month.-

can be roughly learned from the verse. Because the poet must have written this ode when he was about 30 years old, after gaining a lot of creative experience.

The flourishing period of Sakkoki's work coincides with the reign of Ulugbek (1409-1449). It is known from history that Mirzo Ulugbek, a great astrologer and mature statesman, was an enlightened king as well as a patron of science, art and literature. Based on this idea, it can be said that Sakkokiy entered the ranks of scholars who took refuge from Ulugbek, and his creative activity is related to the righteous king. Sakkoki ends his vow to his patron, in which he praises Ulugbek and attacks his enemies with his words. When the poet evaluates Ulugbek, he feels proud to be a contemporary of such an enlightened king and:

If the sky takes years to walk and bring,
A poet like me, a wise king like you,-

publishes the verses.

In addition to Mirza Ulug'bek and Khalil Sultan, Sakkaki wrote qasidas to Khoja Muhammad Porso and Arslonhoja Tarkhan in his divan. In addition to these odes, a number of lyrical ghazals were also included in the divan, most of which have not reached us. Although a few manuscript copies of Sakkoki's divan are known, none of these copies are complete or perfect copies. For example, in London, in the British Museum, there is a copy of the devan copied in the middle of the 16th century, and in Tashkent, in the Institute of Oriental Studies named after Abu Rayhan Beruni of the Academy of Sciences of the Republic of Uzbekistan, a copy copied from a certain source in 1937 by a secretary named Shaislam.

The fact that Sakkoki died in the middle of the 15th century can be explained by the fact that Navoi met and talked with Sakkoki's admirers during his stay in Samarkand (1465-1469). Why, Sakkoki was not alive at that time, if he had been alive, Navoi would have met him.

The main theme of Sakkoki's lyrics, like that of many poets, is mainly to honor love. He sings of man's love for man, and sings of love for life, its pleasures, nature's scenery, and human virtues. He paid great attention to the meaning and form of his poems. Like his contemporaries, Sakkoki masterfully uses wonderful wordplay in his ghazals. Describing the image of the mistress:

Qachonkim g'amzasi ko'zlab o'qin kirpiki kezlosa,
Qora qoshlaridan paydo bo'lur ushshoqning yosi,-

says.

Many artistic images and similes presented in Sakkoki's ghazals can also be found in the ghazals of Alisher Navoi, Babur and other poets.

Sakkoki did not limit himself to writing lyrical poems, as we said above, he wrote beautiful odes, and these odes were closely connected with the social life of the time he lived and created.

If we pay attention to another verse in his ode to Ulugbek, Sakkokiy, it will be useful:

"Raiyat qo'y erur, Sulton anga cho'pon yo bo'ri,

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Bo'ri o'lgayu qo'y ting'ay, chu Musotek shubon keldi",

- he writes.

With this, Zacchaeus reflects on the rulers of that time and compares just rulers to shepherds and unjust rulers to wolves.

The poet expresses the incident of Ulugbek's rise to the top of the state as follows:

Jahondin ketti tashvishu mabodoyi amon keldi,
Xaloyiq aysh eting bu kun, sururi jovidon keldi.
Tan erdi bu ulus barcha, aningtek joni bor yo yo'q,
Bihamdilloh, o'g'on fazli bila ul tanga jon keldi.

In the ode dedicated to Ulugbek, the words nation, ulus, raiyat, safety, surur, and justice are often found. It can be seen that as a progressive thinker of his time, the great poet Sakkoki thought about the state of the people and expressed his satisfaction that it was a good thing for the people to have an enlightened ruler like Ulugbek at the top of the state.

Thus, as Hazrat Alisher Navoi said, Mavlano Sakkoki was recorded in history as one of the great poets who created wonderful lyrical poems and unique odes and made a certain contribution to the development and prosperity of Uzbek classical literature.

Although there are many odes written in classical literature, only the ode of Sakkoki dedicated to Ulugbek is recognized as a true ode, and he is considered one of the founders of Uzbek odes. The reason for this is that he correctly approached reality and Ulugbek's human qualities and considered them to be real. Today's literature has the same quality. This can be seen in all the poems devoted to this issue. It is especially bright in poems on the theme of the homeland. Sirojiddin Sayyid writes in his poem "Baghishlov":

Quyoshu oy kecha-kunduz
Azal posboni bo'lgan yurt,
Go'zal Cho'lponlariyu ham
Go'zal osmoni bo'lgan yurt,
Sen, ey, sha'ni balandu ham
Baland ayvoni bo'lgan yurt,
Tikilsam gar, sevinchdandir,
Ko'zimdan ketmagay namlar.

There is no doubt about the truth of the description, the sincerity of the poet's feelings. Sheikhzadeh in his epic "Tashkentnoma".

Shaharlar boqiydir, umr o'tkinchi,
Daryolar sobitdir, suvlar ko'chkinchi

like Purhikmat, turned into an aphorism, expressed a philosophical truth. Sirojiddin Sayyid also uses the correct simile of the homeland as Boston.

Results and discussion;

Al-Khwarizmi's poems mainly consist of qasidas, ghazals, odes, and hajviyot. If his odes are dedicated to emirs and ministers, his satirical poems are mainly directed against the officials and against his rival poet and writer, the founder of the maqama genre, Abulfazl al-Hamadani (died 1007). Love verses and praise of the beloved also occupy the main place in al-Khwarizmi's work.

Among Rudaki's odes, "Modari man", "Dar vasfi Bukhara" and "Shikoyat az piri" ("Complaint about old age") have come down to us. The social life of the 10th century was reflected in Rudaki's work. All his works express the hopes and interests of the people.

Nasir Khisrav's collection of poems in Persian language consists of religious-sectarian, philosophical, socio-ethical and love poems, ghazals, rubai, farz, qita, etc. The poems in Devon are 11,000 stanzas.

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The odes and verses presented in "Devonu Lugatit Turk" are very compatible with the themes of Yusuf Khos Hajib's poems of the Turkic-speaking poet of that time. It can also be recognized that the fragments in it belong to the poetry of the period between Ahmed Yugnaki's "Hibat ul-haqayiq" and Yusuf Khos Hajib's "Kutadgu bilig". Even verses about the transience and infidelity of the world and the changeability of human nature emphasize this vision:

Ko'zum yashi savruqub quzi aqar,
Bilnib ajun emgagin tugal uqar,
Emgaksizmi turg'u yo'q mutsda tamu,
Ezgulugug ko'rmazib ajun chiqdr,
Ajun kuni yo'lduzi tutchi tug'ar

Conclusion:

"Devonu Lugatit Turk" can be called an encyclopedic work about the life of the Turkic peoples who lived in the Central Asian region at that time. Fitrat, S., who conducted research on this work. Mutallibov, I.V.Stebleva, V.V.Reshetov, G'.Abdurakhmanov, A.Scholars such as Rustamov emphasize that Mahmud Koshgari is an extremely knowledgeable scholar of his time who made a great contribution to the study of ancient Turkic languages. "Devonu Lugatit Turk" is published in Uzbek in 3 volumes. Today, the world scientific community recognizes the great scientist of the 11th century Ma\mud Koshgari as the founder of comparative linguistics.

In addition to Mirza Ulug'bek and Khalil Sultan, Sakkaki wrote poems to Khoja Muhammad Porso and Arslonhoja Tarkhan in his divan. In addition to these odes, a number of lyrical ghazals were also included in the divan, most of which have not reached us. Although a few manuscript copies of Saccoci's divan are known, none of these copies are complete or perfect copies. For example, in London, the British Museum has a copy of the devan copied in the middle of the 16th century, and in Tashkent, at the Institute of Oriental Studies named after Abu Rayhan Beruni of the Academy of Sciences of the Republic of Uzbekistan, a copy copied from the original source in 1937 by a secretary named Shaislam.

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THE ROLE OF MEDIEVAL EASTERN ART MASTERPIECES IN THE DEVELOPMENT OF OUR NATIONAL CULTURE.

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Abstract: The most ancient ideas about the role and importance of the masterpieces of art of the Asian peoples in the Middle Ages in the development of our national culture are presented and include the VIII-XVII centuries.

Key words: Nationality, tradition, the Middle Ages, spirituality, value, culture, humanity, art, memorization.

Presidential Decree No. PQ-112 of February 2, 2022, on additional measures to further develop the sphere of culture and art, No. PF-60 of January 28, 2022, for 2022-2026 based on the goals of the 5th direction 71-78 of the planned "New Development Strategy of Uzbekistan" and certainly the 5th important initiative put forward by the President of the Republic of Uzbekistan Sh.M. Mirziyoyev, which serves us as the most important task the initiative serves to increase the interest of young people in music, painting, literature, theater and other types of art, and to reveal their talent. This article was developed in order to develop the reading culture of "New Uzbekistan" youth, to increase their love for our national painting and art, to introduce and promote our spiritual heritage left to us by our ancestors to the whole world.

In this place, the art of the Middle Ages began and continued in different countries in different periods. It started in Europe from the 9th century and continued until the emergence of Italian city-states in the 13th-14th centuries. In other Old Russian and Byzantine countries in Europe, it began in the 12th-13th centuries and continued until the end of the 17th century. From the Eastern countries, the medieval art in China and India started somewhat earlier and continued in the 19th century. Medieval art in Central Asia lasted from the 7th century to the 17th century. The art of the Middle Ages is the main stage in the development of the national culture of the peoples of the world. From this period, a unique national art was formed, and many local schools began to be established. The beauty of life was glorified and the grace of nature was reflected in the works of art of the Middle Ages.

People's dreams of humanity and spiritual purity were expressed in the created works of visual art. It was important for the artist not only to "imitate" reality, but to convey an idea and express feelings through the image he worked on. When we study the art of the Middle Ages, we see that the art of architecture occupies the main place.

In the Middle Ages, memorization took the leading role. A lot of rare monuments of the art of memorization of the Middle Ages have survived to us. These monuments, especially the art of monumental commemoration, play an important role in the study of the social, economic and cultural life of the Middle Ages. They not only reflect the religious and philosophical views of the time, but also glorify the power of human intelligence.

The art of Central Asia has an ancient history formed over centuries. Many nomadic tribes have lived in the fertile valleys of Oks and Yaksart - the territory of the republic, which occupies a large part of Central Asia, since ancient times. In ancient places such as Zarautsoy, Teshik-tash, Sarmishsoy, Aman-Kutan, stone works from the primitive period were discovered.

The Amudarya treasure, currently kept in the British National Museum, confirms the presence of highly developed art in this area even in the Bronze Age. Examples of ritual sculpture in Jarkuton,

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Molallitepa, Sopollitepa, and many terracotta sculptures from other ancient artistic arts located in the regions of Bactria, Khorezm, and Sogd are an example of deep traditions of monumental art.

Ancient works of art used complex semantics of decorative, anthropomorphic and zoomorphic nature. They reflect the artistic image of the world formed in the views of the peoples of the East. The presence of various religions and cults, including Zoroastrianism, had a decisive influence on the mentality of the peoples of Central Asia, and in the territory of the republic, monumental paintings and sculptures of the ancient period (IV century BC - IV century BC), jewelry, fine plastic reflected in the items. In the interiors of tombs, palaces and fortresses of the first centuries AD, excellent examples of thematic wall paintings and sculptures depicted by Greek and then Indo-Buddhist art (Khalchayon, Fayaz-tepa, Ayrtam, Dalverzin-tepe, etc.) were found. Religious views in Bactria-Tokharistan were diverse. There were different religions and cults here - Buddhism, dynasties and ancient local beliefs. Along with Buddhism, which was proclaimed during AD. The Kushan ruler Kanishkoi continued to worship the gods of the Eastern Iranian pantheons as the state religion.

Kushan art, which understood the traditions of Indo-Buddhist iconography and was enriched by the achievements of Greek culture, became the leader of other neighboring regions (Toprakkala, Gyaurkala in Khorezm).

In general, the development of local art in interaction with the cultural traditions of the upper and near east, ancient Greece and Rome, India, China and the countries of the Desert East, which leads to a unique symbiosis of these cultural and artistic traditions magnificent palaces and forts (keshk) were built, all decorated with paintings and sculptures. Unlike the previous period, secular subjects are considered early medieval art. The art of this period is associated with heroic epics or cults. The painting is distinguished by the complexity of the plot, the richness of the composition and the variety of colors. The main leitmotif of this picture is violence and the fight against the forces of darkness in various themes and tricks. Pictorial parts are secular, many themes are taken from local mythology and epics. Monumental works of art in Central Asia can include early medieval paintings of the Takharistan school, Bolalik-tepa farmer's fortress (from V-VI centuries). Men and women on holidays are depicted with gifts in their hands. 7th-8th century Bukhara oasis capital palace Varakhsha wall painting shows the king sitting on a winged camel-shaped throne in a walled courtyard, sacrifice, hunting, entertainment, and an epic scene - a hero sitting on an elephant, a leopard and fantastic animals battle with is described.

The famous works of the Sogdian school date back to the Afro-Syrian period, VII-VIII centuries. The image of the ambassadors of the neighboring countries who visited the king of Samarkand with gifts has been preserved in the great hall. Sogdian art provides examples of the synthesis of various arts - painting and sculpture.

In terms of spirit and style, the sculptural art of Uzbekistan in the early Middle Ages is more related to ancient times than to the Middle Ages, and they had a great influence on the further development of the art of Central Asia. showed.

With the introduction of Islam in the 7th-8th centuries, figurative paintings were banned, wall paintings and various other paintings were destroyed. According to written sources, during the destruction of the Zoroastrian shrine at the beginning of the 8th century, tall wooden idols were burned. Theologians who lived in the 12th and 12th centuries destroyed the images of wall decorations. The monumental painting and sculpture of the past centuries gradually disappeared.

During the reign of Amir Temur and the Timurids, a unique wall appears - monumental, with open historical compositions, for more room - a landscape with a decorative appearance, where the concept of "decorative artist" was used more (In the interior of the mausoleums from the "Shakhi" complex, Zinda, Bibikhanim, Fog-aka, Shahrisabz, Gumbazi Seyidon mausoleum in Samarkand depict trees, birds in the landscape. has become an important component of the artistic environment in accordance with the ideas of Uzbekistan.

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By the middle of the 19th century, the traditions of European fine art entered the region, first of all, marble painting and drawing. The art of Uzbekistan in all its modern forms and genres was formed mainly in the 20th century. is a product of yini. The traditional artistic culture of Uzbekistan in the development of the early 20th century reflected the complex historical, geopolitical, ethno-cultural, religious, socio-economic uniqueness of the region at the beginning of the 20th century. The dynamics of progressive changes, the great social upheavals of the beginning of the 20th century, created a background for the birth of European forms, and this was not a simple mechanical transfer of European or Russian art to the national soil.

Until the middle of the 20th century, the art of Uzbekistan is represented by the names of Russian artists who came here at different times (with the exception of the work of V.N. Volkov, who was born in the city of Fergana). In the first works of Uzbek artists at the beginning of the 20th century, one can see the symbiosis of creative research created from the "genetic code" of European art and the Eastern artistic outlook. Examples of this are A. Volkov, A.V. Nikolayev (Master Mumin), N. Karakhan, M. Kurzin, E. Koravai, U. Tansykbaev, O. Tatevosyan, V. Ufimtsev and the Nukus Museum of the "Avangard of Turkistan" named after Savitsky and the Tashkent State San It is very well represented in the collections of the horse museum.

In the 1950s, the National School of Painting and Sculpture was formed, and urgent graphics became widespread. During the evacuation of art schools from Moscow, Kiev and Leningrad to Tashkent and Samarkand in 1941-1945, he made a great contribution to the formation and development of the art of Uzbekistan. During this period, the exchange of artistic traditions was strengthened, their mutual relations contributed to the emergence of new trends, forms, methods, and means of artistic expression in different directions. at.

By the end of the 20th century, the art of Uzbekistan acquired their bright original language, which was circulating with the art of other Soviet republics. Multinational creative group of artists of Uzbekistan was created for everyone who made a unique contribution to the development of the national school, artists for several centuries.

Their names are mentioned in the golden history of art of Uzbekistan - Abdulhaq Abdullayev, Chingiz Ahmarov, Varsham Eremyan, Rahim Ahmedov, Nigmat Kuzibayev, Mannon Saidov, Nadezhda Kashin, Rashid Timur N. Pak, V. Zhmakin, V. Burmakin, R. Charyev and E. Melnikov, Yu. Taldyukin, N. Shin, B. Jalolov, J. Umarbekov, M. Kagarov and many others. in their work, the techniques of Western art are synthesized with the traditions of organic Eastern decoratism.

Independence and state sovereignty have become important reforming factors of the new social structure, worldview of the nation, culture and art. The civilization of national and universal values was announced as the main values of the new cultural policy. These two components have become unique for modern aesthetic research in the field of Uzbek art.

During the years of independence, the development of national identity, the study of history and literature, centuries-old cultural traditions and customs, religion, national art and various fields of culture are developing in Uzbekistan. The establishment of the Academy of Arts of Uzbekistan, the activities of the Creative Union of Artists, which is a network of educational institutions spread throughout the country, contribute to strengthening the professional school of crafts. The achievements of today's artists are reliable: everything is beautiful, born on the basis of deep knowledge of life, creative development of traditions created in Uzbek classics, continuity in the historical development of art.

The modern creative practice of the Republic of Uzbekistan is rich and colorful. Finding truly creative words about time, self, plastic, construction, composition and other ideological and artistic verses in the creative achievements of our modern masters such as artists A.Ikramjanov, S.Rakhmetov, R.Gagloyeva, Kh.Kholikov possible Mirzaahmedov, V. Enin, A. Alikulov, graphics

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by M. Sadikov, A. Allabergenov, A. Bobrov, A. Ponomarev, A. Mamazhanov, V. Apukhtin and others.

A decorative trend is developing in the works of artists A. Mirzayev, F. Ahmadaliyev, A. Nura, M. Isanov, J. Usmanov, I. Valikhojhayev, I. Shin, V. Chuba, J. Salpinkidi, A. Turin. High skill in sculptural art can be seen in the works of D. Ruzybayev, M. Mirtadjiyev, A. Hatamov, T., Tadzhikhodzhayev, I. Jabborova, B. Mukhtarova, M. Borodina, L. Nesterovich and others.

The 5th important initiative put forward by the President of the Republic of Uzbekistan, Sh.M. Mirziyoyev, is the first initiative, which serves as our most important task. . It is no coincidence that the young people of "New Uzbekistan" develop reading culture, increase their love for national painting, our art, and the works of Uzbek artists are highly appreciated by the audience at exhibitions in the republic and many international exhibitions. In the 21st century, the search for humanitarian values in the art of Uzbekistan is combined with the search for understanding the national identity, unique historical and cultural traditions, artistic outlook and philosophy, and the uniqueness of the poetry of the East. Today, not only the styles and trends of Western art are spread through the languages of avant-garde and postmodernism, which have become transnational forms of artistic expression of modern art that are understandable in different parts of the world.

This article, by effectively using the opportunities created by our Honorable President for education and upbringing, this article is aimed at raising the morale of all the youth of our Republic, appreciating our rich spiritual heritage as a value and raising a generation worthy of the great artists and our ancestors. 2023 was named "Focus on people and quality education" based on the proposals of the Honorable President of the Republic of Uzbekistan. It serves to a certain extent to educate young people of New Uzbekistan who are worthy of this great name.

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ROLE OF MATERIALS DEVELOPMENT FOR ENGLISH LANGUAGE LEARNING AND TEACHING

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Annotation: This article describes the role of role of materials development for English language learning and teaching in the field of pedagogy and its importance in foreign language teaching. At the same time, the article analyzes the peculiarities of the choice of materials and their use in foreign language teaching.

Key words: Teaching materials, language materials, pedagogy, development of language, linguistics, methodology.

English is recognized as an international language in most countries of the world. After that, English should be used for general and special needs in oral and written communication in international communication. Therefore, people in countries where English is used as a second or foreign language need to learn it if they want to communicate internationally.

English teachers usually teach their students from existing textbooks. However, such teaching materials are not always available to meet student needs. This should not discourage teachers if they have a learning goal(s) or are familiar with student needs(s). Given the learning/teaching goals or student needs, teachers can design their materials to meet student goals or student needs.

Ten years ago, Tomlinson edited Material Development in Language Teaching made little mention of the contributions of computers, except for a discussion of corpus data and consistency and Alan Maley's observation that humans are on the cusp of a new generation. computerized materials for language teaching. The neglect of computer aided language learning materials in this compilation has been noted as evidence of a gap between CALL and the broader field of language learning. In the decade since the publication of Tomlinson's book, the possibilities for learning and teaching languages have changed even more with the rapid development of a wide range of technological resources, materials, tasks, and learning environments. The role of these developments in the field of language teaching has been the subject of debate. For example, Coleman, current CALL research and practice can improve our understanding of language learning and teaching, but they remain relatively limited.

Language materials are resources that can be used to facilitate language learning, such as textbooks, videos, graded readers, reading cards, games, and websites. Materials can provide the reader with information about the target language; student guidance in language practice (educational function); providing the student with the experience of using the language (experimental function), encouraging the student to use the language (production function); and help the student make discoveries about language (research function). Thus, materials development describes the processes of materials production and/or language learning, including materials evaluation, adaptation, design, operation, and research. According to Tomlinson, these processes must interact to create language learning materials.

This article aims to provide teachers with detailed methods for developing teaching materials that are appropriate for student difficulty levels, learning needs, and teacher-designed goals. This article provides a definition of materials development, principles and procedures for materials development, characteristics of training materials, and concluding remarks.

Materials should enable learners to use the target language to achieve communicative goals. After studying the material, students should be given the opportunity to practice the language they

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have learned for communication in a real-life situation, not just in a classroom under the supervision of a teacher. As we can see from our daily lesson, students' language learning is not instantaneous, but a step-by-step process. In order to facilitate the gradual process of learning or mastering a language, it is important to get acquainted with the features of the language being studied frequently and sufficiently in the process of communication. Materials should take into account that students have different learning styles. Not all students have the same learning styles. Language learning styles include visual, auditory, kinesthetic (e.g., the student prefers to do something physical, such as following instructions), instructional (e.g., the student likes to consciously pay attention to the linguistic features of the language and wants to be unique), experimental, analytical, global, dependent and independent. The materials should take into account the differences in emotional attitudes of students. Student attitudes vary by type and time. Ideally, all learners need strong and consistent motivation, and positive feelings about the language they are learning, their teachers, their peers, and the materials they are learning. With this in mind, the materials should provide a variety of texts and activities to choose from. The material should allow for a period of silence at the beginning of the session. A period of silence is used to facilitate the development of effective internal grammar and other language elements that help students achieve mastery. Another extension of the principle of silence modification is the introduction of new language features through actions that require comprehension before repetition. Materials should maximize learning potential by stimulating intellectual, aesthetic and emotional activity, and this principle means that the student is encouraged to learn the same lesson involving different brain processes and different states of consciousness in different parts of the brain encourage maximum memorization. Materials should not rely too much on controlled practice. note that it is still controversial to talk about the importance of controlled practice. Most spontaneous activities are acquired through practice and there is no evidence that automaticity is acquired through practice.

Harsono, Developing Learning Materials has no long-term effect on the accuracy of new structures and little effect on fluency. However, supervised grammar exercises still feature prominently in popular textbooks and are considered useful by many teachers and many students. units for results. Feedback that focuses on the effectiveness of the output rather than its accuracy can turn the product into a profitable source of income. Thus, a student who successfully achieves a particular communicative goal receives positive feedback about the effectiveness of language use for subsequent language outcomes. In this regard, the content developer must ensure that language creation activities are not only focused on language practice.

The procedure of developing learning materials which consists of the design, implementation, and evaluation has to be implemented as well in order to produce more accurate learning materials. The design steps include the formulation of the first draft of the learning materials which have considered the syllabus, the target needs, the choice of the suitable nature of learning materials, and the principles of developing learning materials. Having the complete draft of the learning materials, a teacher has to implement the materials to the target learners in there all teaching-learning situation. Any weaknesses found in the try-out or in the implementation of the materials have to be considered to revise the learning materials. This is what is called the evaluation step in the materials development.

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SOURCES RELATED TO THE HISTORY OF THE IRRIGATION CONSTRUCTION OF THE KASHKADARYA OAZIS

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ABSTRACT: The article studies and analyzes the works created on the history of the formation of culture, related to the development of new lands, the construction of irrigation facilities, the creation of agricultural oases in the Kashkadarya oasis.
Key words: irrigation, agriculture, culture, water, development, irrigation.

From the first days of independence of Uzbekistan, the restoration of the historical, spiritual and cultural heritage created and left by our ancestors, the disclosure of our history to the younger generation, scientifically and objectively researched history, has received attention as an important task at the level of state policy. President of the Republic of Uzbekistan Sh. Mirziyoyev: "Everyone glorifies their history. But nowhere is there such a rich history as our country, there are no such great scientists as our grandfathers. We need to deeply study this heritage in order to be able to convey it to our people, to the world "[1], which places on us researchers the responsibility to contribute to the task through many more studies.

It is known that in the history of Uzbekistan, agriculture is one of the main sectors of the economy that does not lose its significance. Today, there are urgent tasks in the world in terms of food security and the production of environmentally friendly products, and we pay special attention to the modernization and diversification of our economy, including the agricultural sector, and the cultivation of high-quality food crops[2].

The centralized system of management of the national economy of the Soviet state, the reforms carried out by the administrative-commander rule, became a serious obstacle to the development of the socio-economic sphere. Under the guise of government concern for the development, irrigation, cultivation and care of new lands for the benefit of the people and in their interests, the task of exploiting cheap labor and abundant natural resources for their own benefit was hidden. In particular, the policy of the center aimed at protecting national, national and international interests, carried out after the Second World War, put many departments and ministries, some republics, including the economy of Uzbekistan, in an extremely dangerous position. The clear goal of the Soviets was to turn Uzbekistan into a cotton-growing base by further increasing the production of raw materials.

The central government considered the cultivation of cotton as the main factor in the development of the republic and used all its resources for its development. To this end, efforts were made to expand the cotton fields in the Kashkadarya oasis.

Studying the available literature on the historiography of the history of the construction of reservoirs in the Kashkadarya region, our research shows that the literature on the topic was written by historians, at the same time, irrigators. The literature only briefly touches upon the history of the water management of the Kashkadarya region, land management issues, and the state of construction of reservoirs. The literature used in the dissertation can be grouped in the following order: 1. Literature published during the Soviet period; 2. Literature published during the years of independence. 3. literature of foreign authors.

In Uzbekistan, the establishment of a cotton monopoly, the development of new lands and the construction of water facilities were carried out at the level of state policy. In turn, it can be noted

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that the agrarian policy, carried out in Soviet times on the basis of the state order, is perfectly reflected in the literature. However, the negative aspects of this policy, which was subordinated to the desires of a one-sided center and aimed only at the cotton monopoly, were not revealed. In the days of the former Soviet Union, it was impossible to talk about the coverage of our history on the basis of objectivity. But even in such a situation, scientific manuals devoted to this work were published. In particular, one of the most famous scientists involved in the history of agriculture in our republic. As an example, we can cite the literature of Academician Aminova with «Аграрная политика Советской власти в Узбекистане (1917-1991). Тошкент, Аграрние преобразавания в Узбекистане в годъ перехода советиского госудерства к НЭПУ. Т, Осушествление коллективизация в Узбекистане (1929-1932) [3]. Scientific works cover the history of agrarian relations in Central Asia, changes in agriculture during the transition to the new economic policy, the progress of irrigation work and the general state of irrigated agriculture, and the efforts of workers to develop agriculture. His monographs describe in detail the history of socio-economic transformations and the economic life of the country.

The volume of works devoted to the study of the problems of the irrigation system of the Kashkadarya oasis has also become significant. In particular, Vinogradov G.N. Ирригация в долине Кашка-Дарьи. Давыдов А., Качикянц С. Каршинская степь станет краем изобилия // Коммунист Узбекистана, Очерки истории Кашкадарьинской и Сурхандарьинской области Узбекистана советского периода (1917-1932 гг.), Shagazatov X. Молодость Каршинской степи // Агитатор Узбекистана. Ульджабаев К.У. Развитие орошаемого земледелия и ирригации на юге Узбекистана (1917-1940 гг.); Toshev X. Irrigation works in Kashkadarya [5]; Мавлянов А.Ш. Развитие специализации и концентрации сельскохозяйственного производства в Узбекистана; G‘oyibov R. Development of the Karshi stepp // Agriculture of Uzbekistan; Khamraev N.R., Khalikov I.Kh. Орошение и освоение Каршинской степи; Jalolov E. Light oasis (to the 20th anniversary of the beginning of the development of the Karshi desert) // Agriculture of Uzbekistan, Goipova T.F. You can cite such works as "Effective use of labor resources" [4]. . During the research period, G.N. Vinogradov was one of the first to study the field of irrigation of the Kashkadarya oasis. The works of K. Oljaboyev and H. Toshev are also noteworthy, with their efforts, the state of the irrigation system of the oasis in 1917-1976 was studied and published in the form of a monograph[5]. Q. Oljaboyev studied land and water reforms, irrigated agriculture and irrigation system development in Kashkadarya oasis in 1917-1940 on the basis of primary archive and periodical publication materials.

In works on the history of irrigation during the years of Soviet power, one of the primary tasks was to study the state and history of our country. we can get information about this in the works of such authors as Arandarenko Заметки объ ирригационной в Зерафшанской долины//досуге в Туркестан (1874-1889), Императорский Академия наук (тип), Маева Н.А. Река Зарафшанъ-реки Шахрисябской долины//Русский Туркестан. Сборникизд.по поводу политехнической выставки, вып. 1, Меддендорф А.Ф. Очерки Ферганской долины. Санктпетербург.тип.Имп.акад.наук, 1882; Пален К.К. Орошение въ Туркестане.-Санктпетербург.: изд.Имп.Акад.наук.; Радлов В.В., Мелиоранский П.М. Средная Зарафшанского долина ЗИРГО.-Санктпетербург; Кондрашев С.12 правил водопользования//”Туркестанское сельско-хозяйство” [6]

After Uzbekistan gained independence, an important task for historians was to cover the history of Uzbekistan from the point of view of scientificity, objectivity and historicity.

Among the works written during the years of independence on the history of the region's water management, M. Khudoykulov's "Karshi choli" deserves special attention [7]. Periodicals cover thirty-five years of construction work of the Karshikurish special association, in particular, the development of the Karshi desert, the construction of new water facilities, and the creation of settlements.

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The following studies have been carried out on some of the traditions associated with agriculture and the history of irrigation. A.Abdulhamidov Из истории народной ирригационной практики в зоне предгорий Узбекистана XIX начало XX вв, A.Asqarov Древнеземледельческая культура эпохи бронзы юга Узбекистана, X.Muhammedov From the history of ancient agricultural oases of Uzbekistan [8]. He studied the relief, toponymy, ethnography of the Kashkin and Surkhan oases, noted some moments in the history of irrigated agriculture. In the Near and Middle East, the history of land ownership and land relations in Central Asia in the XIV-XV centuries has been well studied. The merits of many of our historians in this area deserve praise. and the work of other scientists can be said.

The history of the irrigation of the Kashkadarya oasis is the history of the hard work of the inhabitants of this oasis for water.

The third group of historiography of the subject includes works by foreign authors. Such as Riccardo Mario Cucciolla. The Crisis of Soviet Power in Central Asia: “The cotton affair” (1975-1991)., Benjamin Phol. Rethinking water in Centrak Asia Kandiyoti D. Agrarian Reform, Gender and Land Rights in Uzbekistan. Programme on Social Policy and Development, Spoor M. Agricultural Restructuring and Trends in Rural Inequalities in Central Asia: A Socio-Statistical Survey. Programme on Civil Society and Social Movements, Духовний В.А., Шуттер Ю. Вода в Центральной Азии: прошлое, настоящее, будущее[9]. In particular, in Mario Ricardo's dissertation "The Crisis of Soviet Power in Central Asia: "Cotton Business" (1975-1991)", the strengthening of Soviet power in 1975-1991, specialization in cotton growing, "cotton business" and the state of agriculture during this period and its positive and negative situations are revealed on the example of Uzbekistan.

Thus, the water management of the oasis, land position, geographic location and facilities of the irrigation economy, as well as its achievements and shortcomings, aroused the constant interest and attention of historians, irrigators, geographers, linguists, local and foreign writers. The study of the history of irrigation of Kashkadarya and the analysis of these studies can serve as a guiding star in an impartial assessment of history.

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TRENDS IN MOBILE JOURNALISM IN MODERN MEDIA.

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Annotation: The article is devoted to the study of the role of mobile journalism in the media system. The development of this direction, in particular, involves the use of mobile devices in journalism. Advantages, disadvantages and opportunities of mobile journalism development are highlighted. Its place in relation to traditional journalism is determined.
Keywords: mobile journalism, mojo, smartphones, media system, journalism, content.

Introduction:

In fact, we observe the current topics, events and events happening in the world first through the mass media. In this regard, principles such as promptness, objectivity, accuracy are of primary importance to the audience. Nowadays, the Internet has become an integral part of our life as a space for receiving and distributing information. The global network, globalization has fundamentally changed the concept of information and mass media.

Speaking about this, the President of the Republic of Uzbekistan SH. Mirziyoyev says the following[1]: “It should be noted that the Internet is getting deeper and deeper into our lives. Currently, the number of Uz domain websites and information portals in the global network has exceeded 400, most of them operate in foreign languages, and a new generation of Internet journalists is being formed in this direction. Indeed, the Internet has introduced new forms and methods in the work of journalists. In this regard, one should not ignore another aspect of the problem, first of all, the Internet is a source of information that is clear and unclear.

Secondly, in this global network, the audience acts as both a consumer of information and a distributor of information.

Until today, various changes, technological and scientific advancements are always taking place on earth. It would not be wrong to say that the smartphones that appeared in the 21st century have completely changed our lives.

Although the first smartphones in the world began to appear in the early 1990s, in 2007, when Steve Jobs Apple's iPhone appeared, not only the communication system, but also all fields made a radical change. Today, they have already become an important part of our daily life.

Different areas of community life provide evidence that is unique in terms of content and importance. According to the division of society into spheres of activity, several types of information are distinguished: economic, political, technical, spiritual, military, commercial, scientific, and others. All of them are necessary for the normal functioning and development of the social organism. and there is no need to compare them with each other in terms of importance... After all, trade cannot replace science, economics cannot replace spiritual creativity.

Methodological analysis.

New brands of smartphones are constantly being introduced to the public. In recent years, their various features have been added and improved: better cameras, faster internet connection, longer battery life, higher memory capacity, and more. So, there are a lot of new aspects.[2]

The improvement of smartphones from year to year has also had a great impact on journalism. Usually, in traditional journalism, the process consists of several stages, i.e. shooting, editing (editing) and broadcasting. These stages require a lot of personnel and equipment. Today, a journalist with a

[1] http://xs.uz/uzkr/post/prezident-tabrigi-matbuot-va-ommavij-akhborot-vositalari-khodimlariga
[2] http://xs.uz/uzkr/post/prezident-tabrigi-matbuot-va-ommavij-akhborot-vositalari-khodimlariga

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high-quality smartphone can carry out the processes we mentioned above completely by himself, and this situation does not surprise anyone today.

Professional advantages of journalists (first of all, editorial organization of media products) have partially turned into disadvantages. It was the editorial structure that created the effect of “inertial adaptation”, as a result of which, despite the changes in consumer behavior, the mass media continued to insist on old forms of communication, the traditional method of discrete production, and neglected interactivity[3].

Therefore, in addition to the professional journalist, citizen journalism[4], which is a convergent editorial assistant, is also relevant today.

A modern, high-quality smartphone (where the quality of the smartphone and especially the megapixel of the camera is important) allows a journalist to shoot video, record audio, take pictures, edit videos, write stories, connect to the Internet and publish. Thus, a new direction has appeared in the modern media system - mobile journalism. This journalism can be considered as alternative journalism. Because it performs the tasks of traditional journalism in a mobile version.

Mobile journalism, i.e. mojo[5] (short name for mobile journalism) is interpreted by researchers as a direction of creating audiovisual content using mobile devices. But work in mobile journalism is not limited to the use of smartphones.

Journalism deals with “public information”. It is necessary to understand why a journalistic tool is mass information, what is the meaning of the definition of “mass”. Here is a small twist. In the local theory of journalism, it is customary to equate mass and audience (E. Prokhorov).

Nevertheless, in the 30s of the 20th century, when the science of communication appeared in world science. “Publicity” is defined as a “spontaneous collective grouping” that requires a certain organization, including with the help of mass media (G. Bloomer).

The concept of public was different from the impersonal “mass”. The public means a set of individuals who, unlike the majority, know their interests, actively participate in the process of their implementation, and openly express their opinion.

In this regard, A.A.Gukish gives an example of 3 views of this activity according to the creation of mobile content:

• smartphone journalism - content creation is mainly done through smartphones;

• drone journalism - content is created through the use of a drone, that is, through an unmanned aerial vehicle;

• wearable journalism (also known as backpack journalism) - creating content using body-worn, worn or attached camera devices, such as action cameras Google Glass, body cameras such as glasses equipped with Narrative Clip.

In the conditions of the convergence of digital technologies, the creative activity of journalists with media and information literacy will rise to the level of quality. Also, the process of universalization created conditions for journalists to do the following[6]:

• creation of current, social information;

• to be able to analyze existing social processes from a critical point of view;

• to understand the extent and level of influence of the media on social processes, the forms of information presentation in it;

• use it and creatively understand it in demonstrating their active citizenship position;

[3] Prokhorov E.P. Introduction to Journalism Theory: Textbook. - M.: Aspect-Press, 2007.- 450 p.
[4] https://uz.wikipedia.org/wiki/
[5] https://www.mojo-manual.org/storytelling/mobile
[6] Нестеренко Ф.П., Ирназаров К.Т., Маматова Й.М. Луғат-маълумотнома: журналистика, реклама, паблик рилейшнз. - Т., Зар қалам, 2003.

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Today, mobile journalism is becoming more active day by day, and as a result, freelance writers prefer to use this particular channel. This process is becoming more and more visible in practice.

According to Shilina M.G., "Internet media and mobile journalism based on network technologies occupy up to a third of the volume of national media markets in different countries, while in terms of content creation and distribution (taking into account the ease of language) actually ranks high."[7]

At this point, the question "What is the reason for such popularity of mobile journalism" arises. This aspect can be attributed to its advantages over traditional journalism.

These include[8]:

• the ability to shoot high-quality images, video and audio on the phone (without additional costs) allows the journalist to significantly save money;

• flexibility and independence - a journalist who uses only mobile devices and equipment to create content, is not tied to any workplace, and is not limited to permanent work in the editorial office;

• Security - equipped with mobile phones that meet all modern requirements, journalists' work routine is partially less visible and they can enter "closed places" that were previously difficult to access. By doing this through mobile devices, the journalist will not attract attention in dangerous situations and will be less visible.

• Loyalty - the use of a smartphone allows communication with people to become more and more close. In front of large cameras, people are more excited, closed and try to avoid it.

Results.

They are not strangers to taking pictures on smartphones. Most people usually do this, that is, taking pictures or taking pictures, although not professionally, almost every day. This has become a skill for them.

Along with all the advantages of mobile journalism, the issues of privacy and confidentiality remain potential drawbacks that prevent its full development. In today's conditions, anyone can make video and audio on a smartphone, but the main potential drawback is the lack of control over what is created and distributed.

We list a number of other disadvantages related to technological limitations, namely[9]:

• Limited camera capabilities: smartphone cameras don't shoot well in low light, they don't have optical zoom, meaning you have to be very close to the subject to get the best quality, depending on who or what you need to capture. .

• limited sound capability: recording quality degrades significantly as you move away from the subject, and even the slightest wind speed when shooting in open air conditions can drastically degrade any recording;

• The problem of connecting to the Internet, that is, the inability to create the desired content in a place where there is no Internet;

• depending on the battery charge, that is, any phone depends on the battery capacity. Therefore, it is recommended to take precautions in advance, taking into account the estimated time of content creation;

• limited smartphone memory. This situation also causes many inconveniences. It is necessary to permanently place the materials in another memory.

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[7] Shishkin N.E. Fundamentals of Journalism: A Study Guide. Tyumen: Tyumen State University Publishing House, 2004. - 136 p.

[8] Принципы международной журналистики и международный обмен информацией. –М., 1999. С.5.

[9] Nozima Muratova, Nargis Kasimova, Gulnoza Alimova, Azam Dadakhanov, Azizakhan Ilyoskhanova, Sitora Kholmatova, Nigina Khakimova: Journalism "New trends in online journalism and media" -T.: Uzbekistan, 2019.

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But despite a number of minor shortcomings listed above, the future of mobile journalism is a bright field. New programs, new trends, platforms, opportunities are constantly emerging. Smartphones are getting larger diagonally, more powerful, cameras are getting better. Therefore, in the near future, mobile journalism has every opportunity for development, and the shortcomings will decrease by themselves, and mobile creativity will become more professional.

While mobile devices have made this journalism possible, the work done by journalists, mobile operators, and social media platforms has fueled the development of mobile journalism as much as it has. Also, telecommunications operators are supporting this industry.

In early 2019, Verizon announced a partnership with the New York Times to support the company's 5G operations. The New York Times, like many other print publications, has changed its operations to better fit the changing landscape of journalism.

Conclusion.

It is worth noting that, based on today's mojo trends, we should consider mobile journalism not as a substitute for traditional journalism, but as a complement to it. Each of these two directions has its own advantages.

Today, many media outlets use mobile journalism to supplement their content. Most of the social media posts of several news corporations are mojo. Thus, it would not be wrong to consider that mobile journalism is a relatively new, but very promising direction. Flexibility, convenience, independence, etc. are its best features. In conclusion, based on today's trends, we can recognize mobile journalism as journalism with a bright future. And it is not only the time but also the professional requirement of the field that a mobile journalist should be aware of the progress of mobile photography every minute.

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UNIQUE CUSTOMS AT ENGLISH WEDDINGS

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Annotation: In this scientific work, the similarities and differences of the national-cultural traditions of the Uzbek-English wedding ceremonies related to marriage will be discussed.
Key words: weddings of the Uzbek people, wedding, customs, marriage education

Wherever you go in the world, you will find a culture rich in traditions. It is part of the human experience to pass on these images to the next generation, and to create such rituals and traditions in order to "keep in touch" with the ancestors. Every culture has its own traditions, sometimes their intimacy is unique and warm, but often they are mysterious and incomprehensible to people of other cultures. So, according to the customs of the British nation, what wedding traditions are similar or different from Uzbek wedding ceremonies? The main customs of the English wedding are as follows: In England, there is a ceremony of sprinkling rice and sweets on the young people after the church.

Previously, it was sprinkled only on the bride, not after the wedding. At Uzbek weddings, the bride and groom are sprinkled with sugar. I mean, let their lives be as sweet as sugar. A girl walks next to the bride and helps her in everything. It's very similar to our so-called "girlfriend" (in some regions "bride-in-law") witness at the time of marriage, isn't it? It is also common for the bridegroom to take off his shoes and throw them in the groom's basket during the celebration.

The bride, as if on her way to the wedding, accidentally "loses" her bouquet. And the friends of the bridegroom, having found it, solemnly search around the church. Throwing bouquets to girls is also an old custom. By now, instead of a bouquet, the bride throws pieces of cake into the crowd of guests. In the past, sweets were ceremonially "poured" on the bride's head, but now many people have abandoned this tradition. Another wedding tradition in England is that all newlyweds, regardless of the social status of the young family, must go on a trip after the wedding.

But there's one thing people dread about an English wedding? As in Russia, May is not considered the most suitable month for a holiday. But according to popular beliefs, rain, which brings prosperity to newlyweds for Uzbeks, is considered a bad sign in England. It is also believed that misfortune awaits young people who enter the church under the sound of the city clock. Therefore, at such a time, the newlyweds always wait outside. At Uzbek weddings, the bride and groom enter the wedding hall with special songs, and trumpets are played before their arrival.

Another bad old sign comes from Ireland. A stone rolled in front of a wedding procession can bring misfortune. In Uzbeks, a black cat is the cause of such a situation. But the interesting fact is that a little girl running to the church in front of the groom is considered a good sign. If you are planning a wedding in England, these signs can play a big role for those around you. But before the wedding ceremony, the British also have special preparations.

To the bride going to the church (today brides prefer to go to the church, instead of going to the church), the crowd scatters flower petals. According to the customs of Uzbek weddings, the bride enters the wedding hall together with the groom and greets her parents before sitting at the table, after which the main party begins. After the English wedding ceremony, a photo session with all the guests is organized immediately. As a rule, group photos are taken near the church where the couple got married. But if the weather outside is bad, photography is allowed inside the church walls. At Uzbek weddings, the bride and groom are photographed in a photo studio before the wedding ceremony, and during the wedding, souvenir photos are taken.

In England, wedding presents are usually not opened until the end of the honeymoon. And when the presents are opened, the newlyweds send thank-you notes to the guests. Among the Uzbeks,

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it is a common custom to give "to‘yona" to the bride and groom. These "to‘yona" are given to the bride's father and mother by their relatives on the wedding day. It is given to the bride and groom at the table where they are sitting, and sometimes it can be presented to the bride and groom as a "souvenir" when they go to the bride's house after the wedding.

In the UK, it is customary to have a 'bachelorette party' with close friends before the wedding. For men, it's called a "Single night" or something similar. According to one of its types, the concept of this night originally came from the Roman Empire, from where it moved to Britain, and was originally called "the last supper in celibacy". And Uzbek grooms organize a dinner party for their friends on the day before the wedding.

The English believe that the best day to connect two hearts is Wednesday. And in some regions, the cake baking ceremony is very popular among brides. Brides prepare a cake made of flour and water. Happy brides eat it at night, eat and sleep. The main emphasis in this "pie baking" ceremony is that the bride should not talk to anyone after eating.

The best choice for a wedding dress is white, according to the customs of the two nations. There are opinions that it was the representatives of the English royal family who introduced this color of the shirt. At an English wedding, it is very important to tie a horseshoe to the dress, which they believe brings great luck. Also, this custom is a very ancient tradition that goes back many centuries, and Princess Diana, who married Prince Charles, did not ignore it.

The bouquet for the bride is made of red roses, which in turn is an integral symbol of England. The groom who brings a bouquet to Uzbek brides prepares it according to his desire, taste and flowers that the bride likes. Accessories with symbols of the nation and a cap invented by the British are chosen for the groom. Uzbek grooms wear a suit-trousers for the wedding hall, a groom's coat with a belt tied around the waist when the bride is taken down, and a hat.

The scenario of the wedding in the church is a mandatory task of the registry office of the English wedding. According to him, the registry office will bring all wedding participants, guests, parents and newlyweds by train. When the train goes to the registry office, specially hired and "told" people throw fresh flowers and firearms in the air. It is believed that these sounds scare away evil spirits. At Uzbek weddings, guests are called by the hosts of the wedding when they go to drop off the bride in a new house. Everyone visits the wedding hall and the bride and groom enter the wedding hall to the sounds of national or modern Uzbek music.

In English custom, when the bride is led into the hall by the groom's father, a little girl comes before him and sprinkles fresh flowers on the way. Newlyweds take a vow of loyalty to each other to the sounds of wonderful music, and then more interesting events begin. Before the wedding reception, small bags with the names of the guests and sweets, business cards are placed on the tables, and the guests are thanked by the newlyweds. In Uzbeks, this situation is completely different. The bride's father-in-law does not bring the bride to the wedding hall, the oath is not read, on the contrary, during the marriage ceremony, which is read before the wedding, they agree to each other's mahram. Writing the names of the guests on the wedding table is a custom found in some weddings.

The menu of the wedding reception is created in great variety and is characterized by assortments. Among the wedding dishes are baked lamb, alcohol - champagne, wine and various sweets and fruits. A wedding cake is the main menu item for a wedding reception. The bride and groom cut it independently and share it among the invited guests, but keep the upper part for themselves.

According to the rules, the last part is given to her husband's friends, which means that they will start a family soon. After the cakes are eaten, the first dance after the wedding meal should be performed by a friend of the groom. In the sequel, everyone goes for a walk together, after which fire dances are organized. These traditions are similar to those of the Uzbeks. Because at present, the bride and groom waltz, cutting a special cake in the middle of the stage, and "love story" are customs that came from the European mentality. After that, the groom's party begins, the groomsmen bring the

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groom to the center, make a circle and have fun. Thus, a unique culture is evident in English-Uzbek wedding ceremonies.

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Handpicked Wedding Venues | Country House Weddings

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LINGUISTIC AND EXTRALINGUISTIC FACTORS OF PERLOCUSIA

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Annotation: in this article, the linguistic and extralinguistic factors of perlocusia are covered in detail on the basis of taxa that rely on scientific theories.

Keywords: perlocusia, linguistic factor, extralinguistic factor, perlocutive act, colloquial act, thoughts, actions, feelings, linguists, physiognomic reduction...

Perlocusia, or perlocutive act, as the most problematic concept among Speech Act nodes, is characterized by linguists with the phrase "Achilles heel" in the sense that it is the weakest place in the matter.[1] In this regard, the analysis of the types and means of perlocusia is of both theoretical and practical importance, and it is extremely necessary for the development of Applied philology to carry out research in this regard.

O. V. Kiryakova in his paper, argues that solving problems of the theory of Speech Act, in particular, should lead to the solution of the problem of developing a unified definition as a classification criterion for determining the means of perlocusia in different languages and, thus, determining the expressive functions of speech acts. Within the framework of specific languages, the formation of the illocutional power of linguistic means and their classification according to the methods of expressing illocusia and perlocusia focuses on the fact that the use of language means makes it possible to determine ethnomathean peculiarities.

Traditionally, perlocusia is defined as the effect of a speech act on the feelings, thoughts, or actions of an audience, speaker, or other person. However, a group of linguists interpret this as an achieved goal, a perlocutive result.

O.V.Kiryakova, analyzing different views on perlocusia, characterizes that "the perlocutive result of a linguistic tool can affect the thoughts, feelings, behavior of the recipient and cause his reaction in the form of a speech act or behavior", and emphasizes that pelocusia does not limit the effect itself to the subconscious, leading to a practical result. We also support this opinion of the researcher.

Olima's view that the perlocutive result can also occur as the SEMAS of the recipient's Response Act is diffate. For example, the presence of the SEMAS "I took a cry to your salute" in relation to the salute of Assalom and in the response reaction of alaykum assalom also indicates that this opinion is appropriate.

L.R.Bezuglaya groups as follows, noting that there are also conflicting and confusing opinions in perlocusian interpretations:

• since the irregular nature of perlocusia contradicts the regulatory principle of language description, it is difficult to describe it systematically;

• perlocusia is interpreted as the reactive speech act of the addressee;

• the speaker of perlocusia is considered together with the locus and illocusia as a component of the speech act.

Language is a certain system, an "organic whole". It is also a separate Act (action) of speech activity. In other words, language is the occurrence of speech activity in the form of individual acts (actions). Language is different from some Speech Act, and at the same time it will be present in the speech act, live speech, live.

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"It is much more difficult to interpret vocabulary in the way of Speech Unity as well. Because vocabulary is an abstract characteristic, in addition, its components – words perform an independent task in the composition of the sentence, and most importantly, vocabulary is formed in the composition of the sentence (from this, stagnant vocabulary is excluded). After that, as long as the sentence does not exist, the vocabulary cannot exist either."

We Are I.B. shatunovsky we do not approve of this opinion of. Because a particular perlocutive result is expected for the speaker's intentionalist purpose, whether expressed in one sentence or through one whole micromathne, it is appropriate to use the term perlocutive act in both cases. Consequently, complex syntactic integers can also surface as a speech act:

"Yakvalhozha began to speak, wearing a cup in his hand over a white tablecloth and not losing the gentle smile on his face:

- No matter what country you live in, the hope is one. Your luck is that your umbilical cord blood is shed in the Homeland. Your childhood memories will enter your dream of busy flowing waters. Those like me were destined to be born far from the motherland, and the air of the Motherland is not yet breathable. You are also lucky to drink clear suvidin

did not, but we live in the hope of rubbing the motherland tufrog into the eyes."

In this place, the first sentence itself is not enough for the illusion of a speech act to come to the surface. "No matter what country you live in, there is no hope or hope...", saying that the need to reveal what that pain and Hope are will make him cover the next sentences as well.

One of the Central Provisions of the theory of Speech Act is that the minimum unit of human communication is not a sentence or sentence, but the implementation of a certain type of Speech Act, such as Question, order, description, explanation, apology, gratitude. J.Searle defines the illocutive purpose of these acts as an expression of the speaker's speech's psychological reaction to the recipient's work situation or behavior.

Perlocusia also requires study in the psycholinguistic aspect as a result of the process of speech activity. There are special psychological mechanisms by which people perceive each other, make a mutual impression and, on this basis, are used in the process of communication and in general-in the process of social interaction. Humans evaluate each other by appearance, speech, behavior, and temperament.

Physiognomic reduction is the assessment of a person based on his appearance. Judgments based on appearance should be treated with caution. But there is no doubt that there are certain laws here, and people widely use mechanisms for assessing appearance for the purpose of a speech effect.

Social categorization. Social categorization, or simply - is the consideration of people as belonging to a certain type, class, category, such as a man, woman, child, adult, Uzbek, representative of another nationality, foreigner, co-worker (sociable), guest, poor, rich, intelligent, stupid.

Intergroup discrimination (differentiation) is an individual's conclusion about the preference of the group to which "we" belong. Such a conclusion allows a person to realize his significance, to increase his sense of pride in belonging to a particular group. Intergroup competition (especially in the context of one group winning over another) increases discrimination.

In modern linguistics, there has been a growing tendency to consider the place of language in society in a broad socio-psychological context based on novel approaches. This trend makes it possible to expand the empirical basis of linguistic research, systematize social factors that determine the communication behavior of communicants, create models of speech ICT.

As you know, in the process of communication, one participant seeks to change the behavior or state of another participant in a certain way. Behavioral change is expressed by the recipient performing a non-verbal action or the response forwarding a speech message. A change in state implies a change in the attitude of the subject to some object or phenomenon (which in turn can lead to a change in behavior). Thus, objectively, that is, regardless of the subjects of speech activity, the

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conditions of communication require that the text of speech, which is the main unit of communication, has a certain effect.

In language, the perlocutive effect in conventional interaction determines whether the attitude of the addressee towards directive speech acts can be expressed in three types: (a) positive, (B) negative, (v) positive/negative relationship between oppositions.

It can be seen from this that the question of whether perlocusia is realized in the inverse depends on the substantive internal types of the illocutive Act is transverse. Thus, speech acts are studied as a holistic system of interconnected limbs of speech activity. From this point of view, the identification of the various illocation forces that provide perlocusia and the creation of a classification of illocutive acts corresponding to these forces has become one of the main tasks of the theory of the speech act.

The role of colloquial influence in the development of mankind today is gaining momentum. In many countries, physical and mental influence is increasingly limited (by law). But the expansion of communication capabilities frees the place of these influences precisely to the speech effect. A person's need for communication has always been high. Because man is a social creature. Not only external, but also internal assessments of a person are formed in the system of social relations. The progress of the community has led to an ever-expanding range of communication opportunities. While media, telephone, radio, television, among others, greatly expanded the human information exchange system, the advent of mobile-cellular communication and the internet made this system almost limitless. This, in itself, is paving the way for a more inclusive oratory effect. The study of methods of Speech Influence is relevant for a simple communicator in two ways: to influence someone, to avoid the influence of someone. Of course, participants in practical –domestic – daily communication do not learn the speech effect in separate activities. But each language owner has his own experiential knowledge in this regard. As a science, the study of speech effects systematizes these experiences by collecting them. The results of the science of speech influence the spectrum of application is diverse: advertising, media, fiction, marketing, training, psychotherapy... Means of speech interaction can occur at all levels of the language.

It should be noted that there is a certain experience of each national language owner – people in terms of Speech Influence. "With a good sentence, the snake comes out of the nest, with a bad sentence, the sword comes out of the vagina", "let there be no wheat bread, let there be a wheat word", "the Tiger ends, the wound of the word does not end", says the Uzbek people. The research carried out will not discover completely new methods, but will turn existing methods into accessible material for the educational process by systematizing them. The educational process should be widely understood in this regard: it is envisaged to improve the skills of those active in various aspects of social and Mass Communication to carry out communication aspirations.

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ADVANTAGES OF THE APPLICATION OF MODERN ELEMENTS OF JUDO PEDAGOGICAL TECHNOLOGY IN THE FORMATION OF VISUALLY IMPAIRED AND VISUALLY IMPAIRED CHILDREN AND ADOLESCENTS

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Abstract: *The article covers the ways of interactive and information use, Organization and its methods in the formation of visually impaired and visually impaired children and adolescents in the lessons of modern judo pedagogical technology.*

Keywords: *visually impaired, visually impaired, children and adolescents, in formation, modern, judo, pedagogical technology, interactive, information, style, independent.*

Relevance of work. In modern times, education and training of the younger generation consists in professional training, their mental and spiritual maturation. This factor requires the manifestation of components of the training process in a new order in the formation of blind and weak - sighted children-adolescents. In this organizational and pedagogical process, in accordance with the laws and principles of exercise, it is observed that blind and weak-sighted children and adolescents adhere to modern new principles, the emergence of exercise methods, the improvement of training tools, in particular, the introduction of non-traditional forms of Coach skills in the organization of training in a wide range.

The working hypothesis of this work is to demonstrate that incorporating a range of games that are structurally close to the technical actions and structure of judo sport and studying them according to the curriculum of the Judo Initial Teaching Groups would enhance the results and increased the effectiveness of what has been learned. These results would be due not to added time but to new methods. The study analyzes the initial training of young Judoists. Judo is a highly coordinated, situational, contact-based sport and has a significant impact on the body of all practitioners during training and racing. The results and impact of developed and specially selected games with a specialized focus on the training of judo contestants in the initial stage of learning are the focus of the research in this article [1]

While a certain part of these changes came out as a composition of existing didactic approaches, another part of the world's modern system of judo technical and tactical exercises appears, relying on the pedagogical experiments of scientists from developed countries. It is necessary to note that the penetration of advanced pedagogical technologies into the field of education of our country is one of the areas of special attention.

Judo training of blind and weak-sighted children-adolescents requires the training of deeply educated, talented, demanding and organizing, competitive young judo personnel with high spiritual and cultural qualities, worthy of ensuring the development of Uzbekistan in advanced scientific technical, economic, social and cultural aspects at the level of developed countries at the present stage of the process. Therefore, a number of reforms are being carried out in the types of judo in our republic.

New pedagogical technologies and laws are entering into the types of judo.

Now, in the process of training, it is important to effectively use various techniques and training tools that do not bore judokas, a special training suitable for their age, directing them to independent work. It is also necessary to convey to those who practice judo a system of change and novelty in certain judo, the mere fact of remembering them has become insufficient today [1,2].

It is a requirement of the present day and the kealajak to make young athletes interested in the continuation of training, to form a passion for being able to engage independently, to make sure to be

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able to engage independently. A judoka develops when he has the skills to be able to engage independently, when he strives to engage independently. It is advisable to explain the essence-content of the use of new methods of pedagogical technology in the organization of modern training in young judokas, to achieve the formation of certain visions in them.

Based on the recommendation of the National Paralympic Committee by the president of the Republic of Uzbekistan on November 5, 2021 PQ-5279, the Olympic and Paralympic Reserve colleges in the form of an educational institution corresponding to the 5th level of the international standard classifier of Education on the basis of Olympic Reserve colleges and children's and youth sports schools in cities, districts, in the current period, when the content of social relations is radically updated, the establishment of the training process through new methods of pedagogical technology and its implementation in quick pictures are put on the agenda as a social problem. [1]

While certain experiences have been accumulated in strengthening the training system of blind and vulnerable children and adolescents on the basis of new pedagogical technologies, it has been found that there are shortcomings and problems in this regard that have a social solution.

When organizing modern judo wrestling training, it is advisable to use not only new pedagogical technologies, information technology, literature, media services, visual and others.

The approach is of paramount importance as it lowers the level of stress and anxiety in children and improves their concentration with clearly set goals and tasks. The problem of the relationship between skills and concepts in the learning process is an important moment in the development of operational qualities in the personality. Judo is a Japanese martial art, and the techniques, commands and rituals are Japanese. In Bulgaria, there is some underestimation of training to build knowledge-based skills as a specific methodology that complicates the operational work between professionals and athletes. It is therefore even more imperative to teach skills and knowledge in optimal terms. This is especially true for children where this relationship will be more lasting and more impressive for themselves. (2)

To achieve the expected result in modern pedagogical technology, not just a coach, but based on the personal needs, requirements and qualities of judokas, the coach makes it a task for him to plan that the intended goal will be realized and that it will be fruitful[2].

A number of prominent pedagogical scientists of our republic are conducting scientific research on modern pedagogical technologies. Good results are being achieved in this regard.

As can be seen, the effective influence of specialized judo games on the development of these physical qualities in trainees is characterized by the fact that many movements in these exercises are based on overcoming opponent's resistance and, to a greater extent, require learners to demonstrate the qualities of strength and speed. Studies (3-6) and others testify to action-oriented games as one of the effective means of influencing the power and speed training of novice athletes. The results obtained confirm the information in the literature (7, 8) and others. On the possibility of an effective solution to the issue of training the basics of the battle through play. The analysis and summarization of the literature by scientific methods in view of the actual state of the studied subject proves the topicality of the topic. The research of works written by physiologists, psychologists and pedagogues enables us to assess the possibilities and understand the age specifics of the chosen age range of children - and to build a process for the initial stage of learning based on the data obtained [4].

Theoretically and methodically analyzing the problem of applying elements of modern pedagogical technology to the training process in elementary preparatory groups of blind and vulnerable children and adolescents, the following conclusions can be drawn:

1. Modern pedagogical technologies in their content and essence answer the question of how blind and weak - sighted children-adolescents can achieve a guaranteed result in judo wrestling by what methods.

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2. Each sports coach must improve his pedagogical skills, having learned the content and essence of pedagogical technologies based on the requirements of the time.

3. According to modern pedagogical technology, the coach must correctly set his pedagogical goals for each training session, correctly set the identical training tasks of judokas, organize the training process in its modern form.

4. When developing a plan for any training for children and adolescents who are blind and weak, the coach needs to take into account the age of the judoka, individual psychological characteristics, be guided by the features of sports training.

5. The use of modern pedagogical technology in training makes it possible to further develop the positive abilities of judokas. To do this, the coach develops control tasks of a reproductive and productive nature, taking into account the mental abilities of athletes.

6. Another important aspect of modern pedagogical technology is the stratification of training goals. Therefore, the American scientist B.The taxonomy of Blum became widespread. B.Blum created a self-appropriation taxonomy, i.e., knowledge acquisition phases, based on the extent to which athletes perform their athletic tasks, which include: cognition, understanding, use, analysis, synthesis, evaluation, among others.

7. A new approach to training requires pedagogical cooperation, active participation of athletes in training, the coach thinking from their position, creating conditions for the realization of their positive abilities.

8. Behaviors that express the training goals of blind and weak-sighted children and adolescent judokas are represented by verbs. The formation of test and control tasks in the organization of the training process should be carried out in close connection with the goals of the training.

Conclusion

In conclusion, modern judo assumes that pedagogical technologies are fundamentally reforming the process of training, becoming a subtext of knowledge of blind and weak-sighted Bulls and teenage athletes.

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DISTINCTIVE FEATURES OF MALE AND FEMALE SPEECH

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Annotation. This article provides detailed information about the color of words used by men and women, who are the backbone and main link of society, and its role in society.
Key words: *lexems, emotions, women's languages, neologisms, circumstances*

"Speech is power: speech is to persuade, to convert, to compel."
Ralph Waldo Emerson.

When the society, the state, the whole earth embraces the representatives of both sexes, they have a different worldview, a different universe. Their behavior, thinking, communication, and culture in general are different from each other. And these thoughts are about men and women. A woman and a man belonging to the same species have their own place in society, but they differ in this respect. Their speech is different. That is, from the point of view of linguistics, significant differences are also observed in the language units they use. The lexemes used by women and men in the speech process have their own significance. Women's behavior and nature are owners of strong sophistication, so they often use attractive and colorful lexemes in the process of communication. In them, we can observe the mental processes of surprise, sadness, joy and other similar emotions.

Gender of speech classification was known in the 17th century, during which new primitive tribes were discovered and there were significant differences in their speech depending on the gender of the speaker.First of all, it concerned the verbal behavior of women,more regulated than men, so initially in scientific descriptions.

The concept of "women's languages" was discussed. Often differences appears in the dictionary.In women, the accent of logic is used very actively, and the pause is used in men's speech. will be relatively short.Also lexemes used in the speech of women and men has its own place.New scientific and professional lexemes more and more active in men's speech. Also, women in everyday life to avoid it in official communication, using neologisms effectively they try.

Initially, the differences in speech were explained by the nature of women and men,that is, he believed that they are constant factors, depending on the nature of each person.The possibility of differences with the development of sociolinguistics in the 60s of the century feature is set.Before looking at the differences in the communication styles and practices of each gender we must know that there is great diversity. Most women and men to the situation,different conversation and speech depending on the purpose, the role played and the context have abilities.researches in the field of sociolinguistics and this data on gender differences in male and female speech on achievement in the field. A system of features is formed.

Men's speech is saturated with information, facts, figures and logical conclusions in which words with clear meaning prevail.Because women are inherently complex, they are also in the conversation process attractive and colorful lexemes, words expressing personal attitude, positive uses colorful words more.For example, in bachelor party - all the women talk at once, no one else does not listen, does not get into the essence of the conversation, but the real pleasure of the communication process takes. Women's speech is exclamations: "Oh!", "Ah!", "Well, in general!" and various others it is full of stylistic units - metaphor, allegory and, of course, exaggerations.This situation proves that women's speech is full of emotions and feelings. The content of the address is different - joy, fear, anger, compliment,expression with the addition of shades of meaning such as hatred is primarily social

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depends on the attitude arising from the environment and circumstances. And that's the language in order to realize the relationship as it is, in accordance with the truth will be a tool.

According to the facts, women use about 20,000 words a day, while men use only 7,000. For men, speech serves only as a means to get to business and business, even if it is the temptation of a loved one. Unlike women, they take everything literally, because they are used to speaking clearly as if they were giving orders. It is not surprising that men love women who are submissive to them.Men dominate the conversation and independently choose the topic of communication. At the same time, they hardly switch to another topic and may not respond to the interlocutor's words or stubbornly try to divert to the chosen direction. Women make it much easier to move from topic to topic, and sometimes they contribute to such an exchange in their gestures.

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EMOTIONAL EXPRESSIVNESS OF GENDER IDENTIFY WORDS IN ENGLISH AND UZBEK

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Annotation: There is distinct difference among the features of genders. As well as, emotional words related to gender not only increase the richness of the speech , but also serve to convey it directly to the listener and increase its effectiveness. Such words can be found in every country's culture and speech style.

Key words: branches of science, stereotypes , Shaytanat, Saidqimorboz , web for corpus building, heart rate.

[1]In gender research entering science in the 20th century, the study of specific and common aspects of both sexes is developing as a new direction on the basis of ancient branches of science such as economics, law, pedagogy, sociology, and linguistics. One of the main concepts of gender linguistics is the term gender stereotypes. Gender stereotypes are a system of all the characteristics of a woman or a man. Such patterns or cliches characteristic of the Uzbek language are studied in the text of artistic works, in particular the example of the story "Shaytanat", and divided into two main types. We found it appropriate to analyze:
1. Gender stereotypes related to appearance;
2. Gender stereotypes related to character traits.
The work may contain a number of speech units and formulas that distinguish a person by gender by their appearance. An important system of gender stereotypes includes the character's speech, name, nickname or character. But when studying the text, there are external signs that indicate whether the character is male or female, without directly reading or knowing the name. Such external signs can include facial structure, expression, height, body structure, voice and clothing, as well as other factors. Let's consider two types of gender stereotypes found in the work:
1. Male gender stereotypes.
2. Gender stereotypes specific to women.

Masculine appearance reflection bringer gender stereotypes include:
a) facial expressions;
b) expression of body parts;
c) character expression;
d) expression of behavior.
Gender stereotypes of male facial expressions include: eagle eyes, hawk eyes, sharp gaze, big nose, aquiline nose, flat face, freckles, chubby cheeks tall, plump lips, thick eyebrows, curly hair, like. For example, if this dark-haired young man looked with his eyes, some women could not stand it (Book l, p. 17); Although a person with a slightly puffy nose, a round face, and thick black eyebrows looked ugly, he was more desirable than people with an ugly nose, ugly lips, and ugly face. (Book l, p. 29); One of the addicted young men had a hanging lower lip, squinting eyes, and the other had a cold look, a long scar on his right face (Book l, p. 63).
Gender stereotypes of men's body parts include: fat, tall, short, chubby, bearded, full-fat, thin moustache, stubble, and chubby. moustached, bald, alpqamat, huge giant, barzangi, stout, long-limbed, dwarf, compact, davangir-like, strong-waisted, handsome, ugly, like an elephant, a wrestler,

[1] Sh. Qurbonova “ The gender features of Uzbek literary texts”, 2018

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like a bull. For example, This hoarse voice was hit on the head like a hammer and scattered (Book l, p. 7): This handsome young man, after chasing his wife and imprisoned, his fame has not faded... (Book lll, p. 17); He was an unarmed, unarmed wrestler who had come out to defeat the three-headed dragon. (Book ll, p. 201); Saidqimorboz was one of the strongest young men in the valley. (Book ll, p. 24); ... came to the village with an Uzbek with gray curly hair and questioned Zahid. (Book lll, p. 69); ... before he had time to drink the tea, a handsome man with a small body, flesh clinging to his upper body, and a swallow's mustache appeared. If you say that they called Kesak a wrestler because he was thin and lean, you are wrong. (Book l, p. 64); Kesak is like a wrestler punching, but he is like a cat, three or four It was enough for a young man like Davangir(Book 1, p 65)

Gender stereotypes reflected in the expression of men's character include: naughty , mild-mannered, mischievous, brave, cut-throat, mischievous, left-handed, manly without chewing, indefferent, Muslim slang.For example:You are trying to give me freedom with the grace of a pervert(Book I V, p.133) : I am bloodthirsty person..(Book V, p.210) ; It may seem strange to you that Asadbek, who does not let his heart sink when he condemns a person to a scientist, is a Muslim woman at home .(Book 1, p .27) ; What kind of cat is it? (Book ll, p.11) let's talk like a man without chewing . A gender that expresses masculine behavior stereotypes include:jerking, punching , moving , lying down , winking and squirming.For example, he had to jump out of the water and run out.

The present study investigated gender differences in both emotional experience and expressivity. Heart rate (HR) was recorded as an indicator of emotional experience while the participants watched 16 video clips that induced eight types of emotion (sadness, anger, horror, disgust, neutrality, amusement, surprise, and pleasure). We also asked the participants to report valence, arousal, and motivation as indicators of emotional expressivity. Overall, the results revealed gender differences in emotional experience and emotional expressivity. When watching videos that induced anger, amusement, and pleasure, men showed larger decreases in HR, whereas women reported higher levels of arousal. There was no gender difference in HR when the participants watched videos that induced horror and disgust, but women reported lower valence, higher arousal, and stronger avoidance motivation than did men. Finally, no gender difference was observed in sadness or surprise, although there was one exception-women reported higher arousal when watching videos that induced sadness. The findings suggest that, when watching videos that induce an emotional response, men often have more intense emotional experiences, whereas women have higher emotional expressivity, particularly for negative emotions. In addition, gender differences depend on the specific emotion type but not the valenceaddressing emotional expressiveness, most of these studies were focused on western communities, neglecting the Arab community in general, and the Jordanian discourse in particular. The purpose of this paper is to examine how paralinguistic features of emotional expression are used by male and female Jordanian Facebookers. A total of 100 participants, 50 males and 50 females, took part in this study, all of whom were native Jordanians. The current study was conducted by utilizing the “Web for corpus building” approach, as the data has been extracted manually from Facebook status updates, comments on other users’ status updates, photos, wall posts and so on. The findings revealed that women experience and express emotions more often than men in general. More studies with different contextual factors (e.g., age, social status, and ethnicity) and different sources of data collection (e.g., face-to-face interaction, role plays, and observation) are recommended for future studies. Keywords gender differences, emotional expressiveness, prosodic features, Jordanian facebookersThree studies examined whether mental health trainees overestimate emotional differences between the sexes. In Studies 1 and 2, two samples of mental health trainees, reporting about dating women and men (Study 1), and female and male clients (Study 2), were found to overestimate sex differences in emotional expressiveness. Mental health trainees reported sex differences in women's and men's willingness to express specific emotions and in their comfort and perceptions of risk involved with talking about emotions that were greater than the differences found

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in women's and men's self-reports. In fact, in contrast to the mental health trainees' reports, Study 3 revealed no significant, sex differences in the observed emotional expression of women and men or female and male clients. Across studies, mental health trainees were found to overestimate sex differences 50 to 67% of the time.

In conclusion, there is a distinct difference among the features of genders when they show the aspects of the language every moment. This phenomenon is the coincidence in every language throughout the world. Thus, users of any particular language should take some aspects of gender variety when they are producing their speeches.

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CONSUMERS, PRODUCERS AND THE EFFICIENCY OF MARKETS

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Abstract: Having described the way markets allocate scarce resources we now need to address the question of whether these market allocations are desirable. In other words, our analysis has been positive (what is) rather than normative (what should be). We know that the price of a good adjusts to ensure that the quantity of a good supplied equals the quantity demanded. But, at this equilibrium, is the quantity of the good produced and consumed too small, too large or just right? In this article we take up the topic of welfare economics, the study of how the allocation of resources affects economic well-being.

Introduction. Economists use the term well-being a good deal and have taken steps to define the term. A UK Treasury Economic Working Paper published in 2008 (Lepper, L. and McAndrew, S. (2008) Developments in the Economics of Well-being. Treasury Working Paper number 4) highlighted two main definitions of economic well-being – subjective and objective well-being. Subjective well-being refers to the way in which people evaluate their own happiness. This includes how they feel about work, leisure and their response to the events which occur in their lives. Objective well-being refers to measures of the quality of life and uses indicators developed by researchers such as educational attainment, measures of the standard of living, life expectancy and so on. Welfare economics uses some of the microeconomic techniques we have already looked at to estimate allocative efficiency – a measure of the utility (satisfaction) derived from the allocation of resources. We have seen how buyers place a value on consumption in Chapter 5. Allocative efficiency occurs when the value of the output that firms produce (the benefits to sellers) matches the value placed on that output by consumers (the benefit) to buyers. We begin by examining the benefits that buyers and sellers receive from taking part in a market. We then examine how society can make these benefits as large as possible. This analysis leads to a profound conclusion: the equilibrium of supply and demand in a market maximizes the total benefits received by buyers and sellers. One of the Ten Principles of Economics is that markets are usually a good way to organize economic activity. The study of welfare economics explains this principle more fully. It also answers our question about the right price of a good: the price that balances the supply and demand for any good is, in a particular sense, the best one because it maximizes the total welfare of consumers and producers.

Results and discussion. Imagine that you own an extremely rare signed vintage electric guitar which you decide to sell. One way to do so is to hold an auction. Four guitar collectors show up for your auction: Liam, Paul, Noel and Tony. Each of them would like to own the guitar, but there is a limit to the amount that each is willing to pay for it. Each buyer’s maximum is called his willingness to pay, and it measures how much that buyer values the good. Each buyer has his own value assigned to the guitar, which is expressed as the price he is willing to pay to own it. Each will have some upper limit above which they will not be prepared to pay (possibly because they don’t feel the guitar is worth it above that upper limit or because they know they cannot afford to pay any more). If the price were below this upper limit then each would be eager to buy the guitar. To sell your guitar, you begin the bidding at a low price, say €100. Because all four buyers are willing to pay much more, the price rises quickly. The bidding stops when Liam bids €801. At this point, Paul, Noel and Tony have dropped out of the bidding because they are unwilling to bid any more than €800. Liam pays you €801 and gets the guitar. Note that the guitar has gone to the buyer who values it most highly. What benefit does Liam receive from buying the guitar? In a sense, Liam says he has ‘found a real bargain’: he is willing to pay €1,000 for the guitar but pays only €801 for it. Liam valued the benefits from

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owning the guitar more highly than the money he has had to give up to own it. One way to express the value of these benefits is in monetary terms. We say that Liam receives consumer surplus of €199. Consumer surplus is the amount a buyer is willing to pay for a good minus the amount the buyer actually pays for it. We refer to 'getting a bargain' regularly in everyday language. In economics, a bargain means paying much less for something than we expected or anticipated and as a result we get a greater degree of consumer surplus than we expected. Consumer surplus measures the benefit to buyers of participating in a market. In this example, Liam receives a €199 benefit from participating in the auction because he pays only €801 for a good he values at €1,000. Paul, Noel and Tony get no consumer surplus from participating in the auction because they left without the guitar and without paying anything. Now consider a somewhat different example. Suppose that you had two identical guitars to sell. Again, you auction them off to the four possible buyers. To keep things simple, we assume that both guitars are to be sold for the same price and that no buyer is interested in buying more than one guitar. Therefore, the price rises until two buyers are left. In this case, the bidding stops when Liam and Paul bid €701. At this price, Liam and Paul are each happy to buy a guitar and Noel and Tony are not willing to bid any higher. Liam and Paul each receive consumer surplus equal to his willingness to pay minus the price. Liam's consumer surplus is €299 and Paul's is €99. Liam's consumer surplus is higher now than it was previously, because he gets the same guitar but pays less for it. The total consumer surplus in the market is €398.

Consumer surplus is closely related to the demand curve for a product. To see how they are related, let's continue our example and consider the demand curve for guitars. We begin by using the willingness to pay of the four possible buyers to find the demand schedule for the album. The table in Figure 7.1 shows the demand schedule that corresponds to Table 7.1. If the price is above €1,000, the quantity demanded in the market is 0, because no buyer is willing to pay that much. If the price is between €801 and €1,000, the quantity demanded is 1, because only Liam is willing to pay such a high price. If the price is between €701 and €801, the quantity demanded is 2, because both Liam and Paul are willing to pay the price. We can continue this analysis for other prices as well. In this way, the demand schedule is derived from the willingness to pay of the four possible buyers. The graph in Figure 7.1 shows the demand curve that corresponds to this demand schedule. Note the relationship between the height of the demand curve and the buyers' willingness to pay. At any quantity, the price given by the demand curve shows the willingness to pay of the marginal buyer, the buyer who would leave the market first if the price were any higher. At a quantity of 4 guitars, for instance, the demand curve has a height of €500, the price that Tony (the marginal buyer) is willing to pay for a guitar. At a quantity of 3 guitars, the demand curve has a height of €700, the price that Noel (who is now the marginal buyer) is willing to pay. Because the demand curve reflects buyers' willingness to pay, we can also use it to measure consumer surplus. Figure 7.2 uses the demand curve to compute consumer surplus in our example. In panel (a), the price is €801 and the quantity demanded is 1. Note that the area above the price and below the demand curve equals €199 (€1,000 – €801 × 1). This amount is exactly the consumer surplus we computed earlier when only 1 guitar is sold. Panel (b) of Figure 7.2 shows consumer surplus when the price is €701. In this case, the area above the price and below the demand curve equals the total area of the two rectangles: Liam's consumer surplus at this price is €299 and Paul's is €99. This area equals a total of €398. Once again, this amount is the consumer surplus we computed earlier.

The lesson from this example holds for all demand curves: the area below the demand curve and above the price measures the consumer surplus in a market. The reason is that the height of the demand curve multiplied by the quantity measures the value buyers place on the good, as represented by their willingness to pay for it. The difference between this willingness to pay and the market price is each buyer's consumer surplus. Thus, the total area below the demand curve and above the price is the sum of the consumer surplus of all buyers in the market for a good or service.

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Our goal in developing the concept of consumer surplus is to make normative judgements about the desirability of market outcomes. Imagine that you are a policymaker trying to design a good economic system. Consumer surplus would be important to consider as it measures the net economic benefit in terms of surplus value that buyers receive from a good as the buyers themselves perceive it. The demand curve is a representation of the value of the economic benefit consumers gets from consumption. This value is related to the amount of the consumer's scarce income they are willing to give up to purchase the good represented by the price they have to pay to acquire the good. Every consumer (mostly unconsciously) weighs up the value to them of buying a good. Psychologists have shown that there are lots of different things going on when we make such choices apart from simply a rational weighing up of the costs and benefits. As a consumer yourself, you will almost certainly be able to bring to mind instances where you have agonized over whether to buy something and if you were asked at that moment to describe your thinking you would no doubt be weighing up a variety of factors. If you are agonizing then you are operating right at this marginal value – the maximum amount you are prepared to pay. For some reason, if the price you are being asked to pay is slightly higher you decide not to buy – what you are being asked to give up is not offset by the value of the benefit you perceive you will get from purchasing the good. You might also recall times when you have seen a good and snapped it up – you think to yourself you have a bargain. You now have the tools to understand why you experience that feeling of getting a bargain – it is because of the amount of consumer surplus you have gained from the purchase. Thus, consumer surplus is a good measure of economic well-being if policymakers want to respect the preferences of buyers. Conceiving of Price as a Bargaining Model Our discussion of markets so far has noted that price acts as a signal to buyers and sellers. The actual purchasing decision by a consumer can be seen from the perspective of a bargaining model. Suppliers are offering goods to consumers at different prices and consumers have to make decisions about whether the prices they are offered represent a net economic benefit to them. There is an interaction between suppliers and consumers, therefore, which can be seen as a bargaining process – an agreed outcome between two interested and competing economic agents. Think of the times when you have trawled through a price comparison website or been around almost every shop in a mall only to return to the first item you saw in the first shop you went into and bought that item. In these cases consumers are responding to the prices being offered by suppliers and making decisions based on the competing prices available. Suppliers respond to the decisions made by consumers – if too few people buy their product then they will be forced to take action to improve the product offering. If consumers buy the product in sufficient numbers to make it worthwhile for producers, then this implies that the supplier has some understanding of the net benefit to consumers and can continue to work on finding ways to maximize this benefit at prices consumers are willing to pay.

Conclusion. Consumer surplus equals buyers' willingness to pay for a good minus the amount they actually pay for it, and it measures the benefit buyers get from participating in a market. Consumer surplus can be computed by finding the area below the demand curve and above the price. Producer surplus equals the amount sellers receive for their goods minus their costs of production, and it measures the benefit sellers get from participating in a market. Producer surplus can be computed by finding the area below the price and above the supply curve. An allocation of resources that maximizes the sum of consumer and producer surplus is said to be efficient. Policymakers are often concerned with the efficiency, as well as the equity, of economic outcomes. The equilibrium of supply and demand maximizes the sum of consumer and producer surplus. That is, the invisible hand of the marketplace leads buyers and sellers to allocate resources efficiently.

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THE COST OF UNEMPLOYMENT

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Abstract: Losing a job can be the most distressing economic event in a person's life. Most people rely on their labour earnings to maintain their standard of living, and many people get from their work not only income but also a sense of personal accomplishment. This article begins our study of unemployment. The problem of unemployment is usefully divided into two categories – the long-run problem and the short-run problem. In this chapter we discuss the determinants of the long-run problem – an economy's natural rate of unemployment. As we will see, the designation natural does not imply that this rate of unemployment is desirable. Nor does it imply that it is constant over time or impervious to economic policy. It merely means that this unemployment does not go away on its own, even in the long run.

Introduction. An unemployed person is someone who does not have a job. But as economists we need to be precise and careful in our definitions of economic categories. If you are in full-time education, for example, you do not have a full-time job in the usual sense of the word, i.e. you are not in full-time paid employment. And there is a good reason: you are studying. Hence you are not available for work. What if you were not a student but were suffering from some long-term illness that meant that you were unfit for work? Again, although you would not have a job, we would not say that you were unemployed because you would not be available for work. From these two examples, it seems clear that we need to qualify our original definition of an unemployed person as 'someone who does not have a job' to 'someone who does not have a job and who is available for work'.

Methods. The article discusses the cost of unemployment. Its main structural factors and parts are described. The cost of unemployment was analyzed. Approaches how to deal with the cost of unemployment were studied.

Results and discussion. We are now in a position to give a more precise definition of what it means to be unemployed: the number unemployed in an economy is the number of people of working age who are able and available for work at current wage rates and who do not have a job. Normally, economists find it more convenient to speak of the unemployment rate. This expresses the number unemployed as a percentage of the labour force, which in turn can be defined as the total number of people who could possibly be employed in the economy at any given point in time. If you think about it, this must be equal to the total number of people who are employed plus the total number of people who are unemployed.

The Costs of Unemployment to the Individual can be various:

Loss of Earnings. One of the first and perhaps most obvious costs of unemployment to an individual is the loss of earnings that results from being unemployed. Many countries provide some form of unemployment insurance as we have seen but the sums given to the unemployed are relatively small and in most cases nowhere near the earnings that the individual would have earned in work. In some countries there might be other state benefits that an unemployed worker can claim which can mean that in the case of workers in low-skilled, low-paid industries the incentive to take work can be reduced as we have seen. In many other cases, however, unemployment means that individuals have to re-evaluate their household spending budgets. This might mean that households cut back on certain luxuries like spending on leisure activities, going to the cinema, going out to eat and so on, but might also cut down on luxuries such as clothing, furniture, electrical goods, having extensions built on a house and so on. We will see shortly how this has an effect on society as a whole. The unemployed

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and their families are more likely to be at risk of slipping into poverty. Remember, the definition of poverty is a household income less than 60 percent below the median income. It is unlikely that welfare support from the state is ever going to be, on its own, sufficient to put families above this level so unless the unemployed have savings to draw upon it is more likely that they will fall into poverty. The Trades Union Congress (TUC) in the UK estimate that around 60 per cent of working age adults in families where there is unemployment are likely to be in poverty. In addition, some families will find that unemployment means that they face problems in paying for rent or mortgages and this can result in the loss of homes. The unemployed are more likely to have to go into debt in order to pay bills and this can add to the problems highlighted in our next section.

Stress, Self-Esteem and Health Problems. Being unemployed can lead to significant mental health problems. The process of becoming unemployed is stressful, it can be a life-changing event for some people. Having to adjust to claiming benefits, applying for other jobs, possibly getting additional training and the chances of having repeated experiences of either not having any replies to applications or in the event of unsuccessful interviews, the feeling of rejection, is not only stressful in itself but can lead to feelings of guilt and the reduction in self-esteem. These experiences can bring on stress-related illnesses and the incidences of health problems in the unemployed can increase the longer that the unemployment continues.

Drug and Alcohol. Abuse and Crime Closely linked to the self-esteem problems, the boredom that can result from being unemployed and the feeling of worthlessness that many unemployed people say they experience, is the increased potential to turn to alcohol and illegal drugs as a means of escape. In 2010, a survey by the Prince's Trust Youth Index reported that over 10 per cent of young people experiencing unemployment had abused drugs and alcohol. When people move from being employed and having an income to be able to afford a reasonable standard of living, to experiencing tight restrictions on incomes and spending, the feeling of social exclusion and deprivation can be acute and cause some to turn to crime as a means of maintaining what they see as a reasonable standard of living. Indeed, the correlation between crime rates and drug abuse is very high; once people get involved with a drug or alcohol habit it becomes expensive and one way of funding this habit is to turn to crime.

Family Breakdown. Families who have an experience of unemployment are more prone to break-up. Divorce rates amongst the unemployed are higher as the stresses of coping with adjusting to new income levels, trying to find work and so on take their toll.

De-Skilling. The longer someone is out of work the more likely it is that they will lose touch with changes in the workplace and the labour market in general and the more likely it is that they might be viewed as being unemployable or not favourable candidates for employment. Changes in the workplace, in technology and in the skills needed for employment change rapidly. Those in work are able to take advantage of training – both off-the-job and on-the-job, to maintain their skill levels, but the unemployed may be excluded from being able to maintain or improve their skill levels and as a result find it even harder to find work. This can lead to the hysteresis effect as outlined above.

The Costs of Unemployment have effects not only to individuals, but also to Society and the Economy. The Opportunity Cost of Unemployment, for example, An individual who is willing and able to work represents a unit of productive output. If that person is unemployed the opportunity cost to society is the value of the goods and services that the individual could have produced. This 'lost output' can be considerable and represents a lower standard of living for society as a whole. If there is unemployment in society which is not simply frictional unemployment then society will not be operating on the PPF but instead somewhere inside it which represents an inefficient use of resources.

The Tax and Benefits Effect. People who are unemployed have lower incomes and may rely solely on government welfare payments to support their standard of living. If people lose their jobs then they do not pay as much in income taxes and if they also reduce spending they then do not pay

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consumption taxes at the same level as if they were in employment. The higher the level of unemployment in a country the greater the impact on tax revenue for the government. Not only is government revenue adversely affected but government spending is also likely to be higher. The unemployed will claim additional benefits and in addition, governments may also incur additional costs in having to deal with the social problems caused by unemployment such as drug and alcohol abuse, family breakdown and the increase in crime. If government income is reduced through lower tax receipts and there is also a requirement to increase spending because of higher welfare spending, the pressure on government budgets can increase and it is more likely that the government experience a budget deficit – a situation where its spending is higher than its revenue from taxation. If governments experience a budget deficit then the deficit has to be funded by additional borrowing. If governments have to borrow more then this can not only cause crowding out but also puts upward pressure on interest rates, which in turn might affect investment decisions by firms. The knock-on effects can have ripples throughout the economy as our next point highlights.

The Reverse Multiplier Effect. We have seen that when people experience unemployment they cut back their spending on luxuries and may also switch their spending to substitute goods which may be seen as inferior goods. Firms who produce these different goods may see a change in spending patterns which can have an effect on cash flows and ultimately profits. Goods with a relatively high income elasticity of demand are likely to be affected more significantly. If sales fall firms earn lower incomes and may have to adjust their business to manage cash flows. This might involve cutting back on orders from suppliers, building up stocks as goods remain unsold and in some cases firms may have to either lay-off workers or even make workers redundant or close down the business if it becomes insolvent. If workers are made redundant or lose their jobs in this way this then means those workers receive lower incomes and so the process continues. Not all firms will be affected in such an extreme way but it is the case that in periods of high unemployment, firms may see falling profit levels and this in turn means they pay lower corporate taxes which puts further pressure on government budgets. Some firms might see demand for their services actually increase in periods of high unemployment. If the unemployed switch spending to inferior goods, the producers of those goods might see demand rise. In the aftermath of the financial crisis and beyond, low-cost supermarkets across the UK and Europe reported seeing an increase in sales whilst traditional supermarkets reported reduced sales. The effect of unemployment if more than simply frictional unemployment is to produce a multiplied impact on economic activity as a whole. If there are concentrated pockets of workers losing their jobs such as a major employer in an area, then the effect of this reverse multiplier effect can be considerable. Indeed, there are areas of the UK and Europe where the decline in industries concentrated in particular areas has led to considerable regional deprivation which has lasted for many years. Once an area is caught in the cycle of economic decline it is extremely hard to recover.

Conclusion. The analysis of this article yields an important lesson: although the economy will always have some unemployment, its natural rate is not immutable. Many events and policies can change the amount of unemployment the economy typically experiences. As the information revolution changes the process of job search, as government adjusts the minimum wage, as workers form or quit unions, and as firms alter their reliance on efficiency wages, the natural rate of unemployment evolves. Unemployment is not a simple problem with a simple solution. But how we choose to organize our society can profoundly influence how prevalent a problem it is. The costs of unemployment are significant not only to individuals but also to the economy and society which is why so many governments around the world are highly sensitive to the problem and look to develop policies to deal with unemployment. It is worth noting that when high unemployment persists, the potential for social disorder and political upheaval is greater. It might not be surprising, therefore,

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that governments are keen to ensure that the problems which can arise from unemployment are given due consideration in policy formulation.

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A MACROECONOMIC THEORY OF THE OPEN ECONOMY

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Abstract: If the government of a country wants to reduce trade deficits, what should it do? Should it try to limit imports, perhaps by imposing a quota on the import of cars from Japan or Germany? Or should it try to influence the country's trade deficit in some other way? The goal of the model in this article is to highlight the forces that determine the economy's trade balance and exchange rate. In one sense, the model is simple: it applies the tools of supply and demand to an open economy. Yet the model is also more complicated than others we have seen because it involves looking simultaneously at two related markets – the market for loanable funds and the market for foreign currency exchange. After we develop this model of the open economy, we use it to examine how various events and policies affect the economy's trade balance and exchange rate. We shall then be able to determine the government policies that are most likely to reverse trade deficits.

Introduction. To understand what factors determine a country's trade balance and how government policies can affect it, we need a macroeconomic theory of the open economy. The preceding chapter introduced some of the key macroeconomic variables that describe an economy's relationship with other economies – including net exports, net capital outflow, and the real and nominal exchange rates. This chapter develops a model that identifies the forces that determine these variables and shows how these variables are related to one another. To develop this macroeconomic model of an open economy, we build on our previous analysis in two important ways. First, the model takes the economy's GDP as given. We assume that the economy's output of goods and services, as measured by real GDP, is determined by the supplies of the factors of production and by the available production technology that turns these inputs into output. Second, the model takes the economy's price level as given. We assume that the price level adjusts to bring the supply and demand for money into balance.

Methods. The article discusses a macroeconomic theory of the open economy. Its main structural factors and parts are described. A macroeconomic theory of the open economy was analyzed. Approaches to a macroeconomic theory of the open economy were studied.

Results and discussion. To understand the forces at work in an open economy, we focus on supply and demand in two markets. The first is the market for loanable funds, which coordinates the economy's saving, investment and the flow of loanable funds abroad (called the net capital outflow). The second is the market for foreign currency exchange, which coordinates people who want to exchange the domestic currency for the currency of other countries. In this section we discuss supply and demand in each of these markets. In the next section we put these markets together to explain the overall equilibrium for an open economy. When we first analysed the role of the financial system in Chapter 23, we made the simplifying assumption that the financial system consists of only one market, called the market for loanable funds. All savers go to this market to deposit their saving and all borrowers go to this market to get their loans. In this market, there is one interest rate, which is both the return to saving and the cost of borrowing.

Whenever a nation saves some of its income, it can use that money to finance the purchase of domestic capital or to finance the purchase of an asset abroad. The two sides of this identity represent the two sides of the market for loanable funds. The supply of loanable funds comes from national saving (S). The demand for loanable funds comes from domestic investment (I) and net capital outflow (NCO). Note that the purchase of a capital asset adds to the demand for loanable funds, regardless of whether that asset is located at home or abroad. Because net capital outflow can be either positive or negative, it can either add to or subtract from the demand for loanable funds that

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arises from domestic investment. The quantity of loanable funds supplied and the quantity of loanable funds demanded depend on the real interest rate. A higher real interest rate encourages people to save and, therefore, raises the quantity of loanable funds supplied. A higher interest rate also makes borrowing to finance capital projects more costly; thus, it discourages investment and reduces the quantity of loanable funds demanded. In addition to influencing national saving and domestic investment, the real interest rate in a country affects that country's net capital outflow. To see why, consider two investment funds – one in the United Kingdom and one in Germany – deciding whether to buy a UK government bond or a German government bond. The investment funds would make this decision in part by comparing the real interest rates in the United Kingdom and Germany. When the UK real interest rate rises, the UK bond becomes more attractive to both investment funds. Thus, an increase in the UK real interest rate discourages Brits from buying foreign assets and encourages people living in other countries to buy UK assets. For both reasons, a high UK real interest rate reduces UK net capital outflow. Unlike the situation in our previous discussion, however, the demand side of the market now represents the behaviour of both domestic investment and net capital outflow. That is, in an open economy, the demand for loanable funds comes not only from those who want loanable funds to buy domestic capital goods but also from those who want loanable funds to buy foreign assets. The interest rate adjusts to bring the supply and demand for loanable funds into balance. If the interest rate were below the equilibrium level, the quantity of loanable funds supplied would be less than the quantity demanded. The resulting shortage of loanable funds would push the interest rate upward. Conversely, if the interest rate were above the equilibrium level, the quantity of loanable funds supplied would exceed the quantity demanded. The surplus of loanable funds would drive the interest rate downward. At the equilibrium interest rate, the supply of loanable funds exactly balances the demand. That is, at the equilibrium interest rate, the amount that people want to save exactly balances the desired quantities of domestic investment and net capital outflow.

The second market in our model of the open economy is the market for foreign currency exchange. Let's think of the UK as the domestic economy. Participants in this market trade UK pounds in exchange for foreign currencies. Our model of the open economy treats the two sides of this identity as representing the two sides of the market for foreign currency exchange. Net capital outflow represents the quantity of pounds supplied for the purpose of buying foreign assets. For example, when a UK investment fund wants to buy a Japanese government bond, it needs to change pounds into yen, so it supplies pounds in the market for foreign currency exchange. Net exports represent the quantity of pounds demanded for the purpose of buying UK net exports of goods and services. For example, when a Japanese airline wants to buy aircraft fuel produced by BP, it needs to change its yen into pounds, so it demands pounds in the market for foreign currency exchange. What price balances the supply and demand in the market for foreign currency exchange? The answer is the real exchange rate. As we saw in the preceding chapter, the real exchange rate is the relative price of domestic and foreign goods and, therefore, is a key determinant of net exports. When the UK real exchange rate appreciates, UK goods become more expensive relative to foreign goods, making UK goods less attractive to consumers abroad (exports would rise) and foreign goods more attractive to domestic consumers (imports would rise). For both reasons, net UK exports fall. Hence, an appreciation of the real exchange rate reduces the quantity of pounds demanded in the market for foreign currency exchange.

The real exchange rate adjusts to balance the supply and demand for pounds just as the price of any good adjusts to balance supply and demand for that good. If the real exchange rate were below the equilibrium level, the quantity of pounds supplied would be less than the quantity demanded. The resulting shortage of pounds would push the value of the pound upwards. Conversely, if the real exchange rate were above the equilibrium level, the quantity of pounds supplied would exceed the quantity demanded. The surplus of pounds would drive the value of the pound downward. At the

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equilibrium real exchange rate, the demand for pounds by non-UK residents arising from the UK net exports of goods and services exactly balances the supply of pounds from UK residents arising from UK net capital outflow. At this point, it is worth noting that the division of transactions between 'supply' and 'demand' in this model is somewhat artificial. In our model, net exports are the source of the demand for pounds, and net capital outflow is the source of the supply. Thus, when a UK resident imports a car made in Japan, our model treats that transaction as a decrease in the quantity of pounds demanded (because net exports fall) rather than an increase in the quantity of pounds supplied. Similarly, when a Japanese citizen buys a UK government bond, our model treats that transaction as a decrease in the quantity of pounds supplied (because net capital outflow falls) rather than an increase in the quantity of pounds demanded. This use of language may seem somewhat unnatural at first, but it will prove useful when analysing the effects of various policies.

In the market for loanable funds, supply comes from national saving, demand comes from domestic investment and net capital outflow, and the real interest rate balances supply and demand. In the market for foreign currency exchange, supply comes from net capital outflow, demand comes from net exports, and the real exchange rate balances supply and demand. Net capital outflow is the variable that links these two markets. In the market for loanable funds, net capital outflow is part of demand. A person who wants to buy an asset abroad must finance this purchase by obtaining resources in the market for loanable funds. In the market for foreign currency exchange, net capital outflow is the source of supply. A person who wants to buy an asset in another country must supply pounds in order to exchange them for the currency of that country. A trade policy is a government policy that directly influences the quantity of goods and services that a country imports or exports. Trade policy takes various forms. One common trade policy is a tariff, a tax on imported goods. Another is an import quota, a limit on the quantity of a good that can be produced abroad and sold domestically. Trade policies are common throughout the world, although sometimes they are disguised. For example, before 2000 there was an understanding between Japan and the European Union that Japan would voluntarily limit its sales of cars into the UK, France, Italy, Portugal and Spain to a maximum of 1.1 million (excluding cars produced at factories owned by Japanese companies but located within the European Union). These so-called 'voluntary export restrictions' are not really voluntary and, in essence, are a form of import quota.

Conclusion. To analyse the macroeconomics of open economies, two markets are central – the market for loanable funds and the market for foreign currency exchange. In the market for loanable funds, the interest rate adjusts to balance the supply of loanable funds (from national saving) and the demand for loanable funds (from domestic investment and net capital outflow). In the market for foreign currency exchange, the real exchange rate adjusts to balance the supply of domestic currency (for net capital outflow) and the demand for domestic currency (for net exports). Because net capital outflow is part of the demand for loanable funds and provides the supply of domestic currency for foreign currency exchange, it is the variable that connects these two markets. Historically, international trade has always played a very important role in most European economies. In the past two centuries or so, international finance has also become increasingly important. The typical modern European country consumes a high proportion of goods produced abroad and exports a significant amount of its output to other European countries and to countries outside Europe. In addition, through investment funds and other financial institutions, Europeans borrow and lend in world financial markets, as indeed do the citizens of all advanced industrialized economies. It is clear, therefore, that a proper understanding of macroeconomics requires a study of the workings of the open economy. This chapter has provided a basic model for thinking about the macroeconomics of open economies.

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GENRES OF LITERARY CRITICISM

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Annotation. This article covers the genres of literary criticism in detail. In the coverage of the topic, the conclusions of many scientists were used.

Keywords: criticism, literary criticism, genres of criticism, literary art.

Genre in literary criticism acts as a category of thinking in which the method of criticism and the style of the epoch are refracted. It performs a formative role, being a principle, a model of the structural organization of critical discourse. Finally, the genre acts as a unit, a tool for classifying literary and critical phenomena. Both in literature and in criticism, genre is one of those categories that point to the huge role of tradition.

In the theory of criticism, there are various grounds for distinguishing genres: from the standpoint of the journalistic nature of criticism (in the monograph of V.V. Baranov, A.G.Bocharov, Yu.I.Surovtsev Literary and artistic criticism, they are followed by more modern works of Z.S.Smelkova Rhetorical foundations of journalism and A.A.Tertychny Genres of periodicals, where criticism is dissolved in informational, analytical and artistic and journalistic genres); based on dialogicality as a constructive principle of criticism (in M.Ya. Polyakov's monographs Poetry of Critical Thought, In the world of ideas and images); from the point of view of criticism as a meta-text. When studying the genres of criticism, it is important to take into account the openness of criticism, its ability to interact with literature, the science of literature, journalism, philosophy.

Criticism has developed its own genre system, including both special forms born of the tasks of criticism (review, review, literary portrait, etc.), and literary and journalistic genres assimilated by criticism and subordinated to its own tasks (letter, pamphlet, dialogue, parody, epigram, etc.). Moreover, in each period of the development of literature and critics have their own hierarchy of traditional genres: some genres occupy leading places, others are on the periphery. So, in the book by B.F.EgorovOn the mastery of literary criticism, it is shown how the literary review of the Sixties almost disappears, but the role of a monographic article, an article about a group of works by one author, as well as brief monographic reviews from the bibliography department increases (especially Dobrolyubov). This was due to the specific conditions of literary criticism in the 1860s, when socio-political problems came to the fore and relative censorship freedom made it possible to discuss them. For articles about the best literary object turned out to be any one or several major works of art that raise important contemporary issues (Poverty is not a vice. Comedy by A.Ostrovsky, Chernyshevsky, What is Oblomovism?,

When will the real day come?, A ray of light in the dark realm It is characteristic that Dobrolyubov, in such a marginal genre for the Sixties as a literary portrait (Polezhaev's Poems), combines the analysis of life facts, the creative individuality of the artist, seeks to see a typical fate in the writer's specific fate.

In the monograph Genres of Russian literary Criticism of the 70-80s of the XIX century (Kazan, 1991), the principles of classification of literary and critical genres are based on such methodological principles as the relationship between the stable and the changeable, the conditionality of the content form of genres by the specifics of critical activity, the mutual influence of genres. Criteria for

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distinguishing various critical genres are determined taking into account the nature of the dialogue between criticism and literature, the relationship of objects of critical analysis, attitudes, and argumentation systems. At the same time, the authors of the monograph consider the idea of identifying reference genres fruitful, but they expand the range of objects of critical analysis and differentiate the main genre varieties in more detail. Vertical classification will be supplemented by horizontal classification, that is, genre forms that are common to most genres: writing, reasoning, essay, dialogue, parallel, etc.

In the process of historical development, the emerging functions of criticism (ideological, communicative, interpretative, prognostic) generate the corresponding genres fixed in specific names. The established genres can be considered in the form of a hierarchy. Its top is the so–called meta-genres - theoretical articles, treatises, manifestos. They reveal the greatest convergence of criticism with aesthetics, theory of literature. In turn, there are two groups of genres here: some are addressed to literature, others – to criticism itself, to the problems of its theoretical self-consciousness. But the largest layer expresses the practical current needs of criticism in the literary process (review, abstract, article, reviews, portrait, etc.).

1. Review (from Lat. recensio – examination, examination) is an analysis and evaluation of an individual work and its problems. It highlights the informational, evaluative orientation, the critic's desire to justify his position, to draw attention to the analyzed work. The review serves as a message about a new book, forms an idea about the features of its content, style, it is also designed to stimulate the reader's attention to the book, arouses interest in it. Efficiency, speed, concreteness of response, small volume are generic features of the review. The value of the review may increase if the critic raises the question of what place the work occupies in the literary process. The review of a talented critic is able to reveal the ideological and aesthetic originality of the work. This is V.G.Belinsky's review of the novel The Hero of Our Time, placed in Domestic Notes (1840). Then the artistic world of the novel will be revealed by V.G.Belinsky in the monographic article Hero of Our Time. The works of M. Lermontov (1840).

When creating a review, the critic must take into account the interest of the readership. Here is how N.A. Dobrolyubov defined the tasks of the reviewer: The reviewer, when analyzing, always means whether the public will read the book being analyzed or not. If there is, then criticism, assuming the content is known, tries to clarify its meaning, trace the development of the author's ideas, express their opinion about the subjects deduced by the author and the way they are depicted... But if many considerations lead the critic to believe that the public will not, and should not, read books, then the analysis, obviously, should have a different meaning: it should only give an idea of the book in order to save reading lovers from wasting time (Dobrolyubov N.A. T.4. 1961- 1964, p. 167). The review is largely connected with the practice of living literary life, it is a genre of direct action.

2. Critical article and its varieties. The title of the article denotes a wide field of critical works aimed at analysis, generalization, evaluation, interpretation, identification of the connection between art and life. Researchers distinguish the following varieties: theoretical, anniversary, essay, polemical, in principle, it is possible to distinguish other types, for example, a problematic article in the emotional range of reviews – from lyrical, commendable to revealing and satirical.

In the history of criticism, there are reviews of modern editions of writers of the past, but they are generally on the periphery.

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Any reviewer, if he submits a negative review, faces the problem of creative self-esteem. Recalling the beginning of her critical activity, Z. Gippius explained the reason for the sharp, sometimes unflattering assessments: When I myself became a literary critic, I was struck by the sensitivity of writers: any opinion, if it was not enthusiastic, but simply critical analysis, already plunged the writer into neurasthenia and often made him my personal enemy. Especially if this opinion was, as it often turned out later, correct and concerned a writer who had tasted instant fame and was surrounded by the same instant fans. If we collect the sum of reviews about any writer, we will get a synchronous slice of the living perception of modern literature. The compositional construction of a literary-critical article primarily depends on the principle of combining and the specific content of three elements of criticism: the formulation of literary-critical problems, the analysis of the artistic merits of the work and the appeal to readers in connection with the tasks facing society. The main requirement for the composition of the article is the integrity and unity of the structure, which must be implemented from the very beginning of the article. In journalistic criticism, the beginning is often a cliche, a cliche: information is given about the source data of the book. But the task of the critic is to attract the reader's attention to the subject of discussion from the very beginning. Korney Chukovsky taught young critics that the reader should set a trap, catch him on the hook. Researchers distinguish the following principles of article construction: deductive and inductive. In the first case, the movement of critical thought goes from a general problem to literary material, in the second – from individual, particular observations to general conclusions and problems. The article can combine both principles of construction.According to the structure of internal content, according to the aesthetic dominant, the composition of a literary-critical article can be logical, subjective-lyrical and factual. The logical composition is based primarily on the predominance of thought, while the subjective–lyrical composition is based on the author's feelings, the deployment of the material by association, the factual composition assumes the organization of the material according to the principle of simple enumeration in separate blocks. In practice, all the selected types of composition can be combined within one work, it is important to learn how to distinguish the dominant. By the nature of the argumentation, the composition is centrifugal, increasingly moving away from the starting thesis and thus developing it, circling when one line is drawn and the thought returns on a new spiral after justification and argumentation, comparative when the thought develops due to the comparison of equivalent phenomena. The logic of the movement of critical thought, its mechanisms are expressed in the plot of the article.

a) Monographic article. Unlike a review, it provides an analysis of the work or creativity of the writer in a broad literary and social context. In the article, the analysis differs in volume, detailed argumentation, and complex composition. For example, D.I. Pisarev in the article. Oblomov strives to interpret, comprehend and interpret the work as a whole. Pisarev relies at the same time, on the one hand, on the comprehension and interpretation of the author's idea, the system of characters in their moral and psychological essence and plot connections, and on the other - on correlation... these components are related to reality. Monographic articles, united by the unity of conception, concept and composition, form the genre of a critical monograph. A classic example of such a critical monograph is the Works of Alexander Pushkin V.G. Belinsky, which consists not of separate chapters, but articles (Belinsky uses both genres of reviews of Russian literature, and monographic articles, and a problem article).

b) A problem article (sometimes it is called a research article (M.G.Zeldovich)). In the center of it is an actual aesthetic, moral, ideological problem. The author of the problematic article does not seek to characterize the work on which he relies from all sides; he chooses the aspects he needs for the main problem. Problem articles can be different in object, type of argumentation, and form. This

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may be a polemical response to works on aesthetics and literary theory (We are talking about the criticism of V.G.Belinsky, G.-bov and the question of art by F.M.Dostoevsky), the direct justification of any problem (N.G. Chernyshevsky's articles Are not the beginning of a change?, Russian man on render-vous, etc.). In the problematic article, the text is used mainly not as a subject of critical research, but as proof of the critic's views.

Problem articles compositionally embody the deductive model – the movement from the idea, from the general to the particular.

c) A theoretical article – its task is to pose questions of theory on modern literary material. The theoretical article brings literary criticism closer to the problems of literary theory to the greatest extent. These are the works of symbolists created at the beginning of the XX century – a collection of articles by A. Bely Symbolism, an article by Vyach. IvanovaTwo Elements in Modern Symbolism, articles by V.Y. Bryusov On Poetic technique, On scientific poetry, etc. An extraordinary number of theoretical articles were written at that time. We will point out a number of typological features and genre modifications of theoretical articles, the manifestation of genre-forming factors in the structure of this type of articles. As V.N.Konovalov's research has shown, the criticism of the 70-80s of the XIX century has its own genre typology: the involvement of extensive literary, journalistic and sociological material, the logical and rationalistic argumentation, the presence in the style and argumentation of the influence of natural sciences, especially physiology and psychology, with which attempts were made to explain on the basis of science literary and aesthetic concepts. This type of argumentation leaves the theoretical articles of the symbolists. But the noticeable influence of artistic discourse is noticeable, the appeal to summary data (eternal images, typical situations, quotations, reminiscences from Russian and world literature) increases; various philosophical and aesthetic judgments act as an argument. Critics widely use the terminology of literary criticism, philosophy, and aesthetics that is modern to them. Theoretical discourse is aestheticized, imagery penetrates into it, syncretic terms are widely used.

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TACTICS OF PREPARING STUDENTS FOR PEDAGOGICAL ACTIVITY

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Annotation. The article highlights that the preparation of Students for pedagogical activity in pedagogical higher educational institutions is a complex process, the rational implementation of which serves to ensure the professional maturity of the future pedagogical staff.

Keywords: pedagogy, education, specialist, tactics, “Strategic Management”, component, educational process.

In pedagogical higher educational institutions, the preparation of students for pedagogical activity is a complex process, the rational implementation of which serves to ensure the professional maturity of the future pedagogical staff. It is known that the training of personnel in a particular direction and specialty is carried out on the basis of accumulated experience, educational standards regulated on the basis of scientific research, as well as regulatory documents that legally provide it, a system of educational and methodological literature. This means that long-term work is carried out in the training of personnel. It is considered the main component of the training of personnel and is given state significance in our country. At the moment, there is also a question of how to apply it in the educational jargon, in which we have no less success. It can be seen that there are two processes that are inextricably linked in the preparation of a higher education cadre, one of which acquires a strategic essence, and the other-a tactical essence. Therefore, it will be correct to use the concepts of strategy and tactics in the training of personnel, in particular, pedagogical personnel. It is known to everyone that these terms belong to the military sphere, but they have also begun to be used in other areas, including in the areas of Economics and management, where this term is widely used, even some disciplines are directly called by this term. For example, the independent science” Strategic Management " also appeared. The use of the word strategy in electronic dictionaries, in science in the meanings of methodology, methodology is also noted.

It is clear that, be it in the military field and in other areas, this term embodies the concept of management, the art of planning prospects. The word tactics covers the principles, approaches and methods used to implement the intended goal in concrete conditions, expressing the meaning of the method, style of implementation of the strategy. In this regard, we would have noted that it is advisable to use these terms and concepts in the planning of the educational system, its content and the scientific justification of its implementation in concrete conditions, including the formation of scientific views related to the training of pedagogical personnel, its justification and in the modules of the process of training pedagogical personnel. The term strategy will be able to be used on the scale of the Ministry, higher education institution obtained in some of the country, and its basis lies in the meaning of perspective in the structure of the concept. Hence, the concept of strategy covers methodological documents, educational and regulatory documents, educational resources developed with a perspective of a country, ministry or higher education institution in the field of education and aims to train mature personnel. It seems that the strategy is in harmony with the concept of ultimate goal.

The purpose of education in the Republic of Uzbekistan is clearly defined in the “National Program for training personnel”. Thus, the educational strategy is the general methodology that is developed in order to meet the needs of society for education and is introduced into the educational process. Tactics are a way to implement a developed strategy. Let's say that a higher education institution should prepare a bachelor's degree for 4 years. For this, the educational and organizational documents necessary in our country are fully created. It is a tactic to apply these documents to concrete conditions, to apply innovation and creative developments in the educational process, aimed

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not only at applying, but also at preparing a quality frame, and to use standard and non-standard methods and technologies in this, to have autoricky positions in organization, to generalize, to implement private approaches aimed at ensuring the success of the strategy. Tactics are the vital content of the strategy. As we noted earlier, the strategic issues of pedagogical training were fully resolved in the Republic of Uzbekistan, to some extent the tactics of its implementation were also developed. For example, if the state educational standards represent a strategic goal, the training plan is one of the tactics of its implementation, or if we consider the training plan to be strategically significant, the working training plan is tactically significant. So there is also a system of strategy and tactical relations in practice. In the case of a strategic plan, the preparation of a quality pedagogical cadre through the means of existing educational resources, the preparation process for pedagogical activity is carried out on the basis of a tactical plan.

At this point, we found it necessary to dwell not on all strategic and tactical relations in the educational system, but on the tactics of preparing students for pedagogical activity in the educational process. We think that there will be no need to make a special comment on this need, because its essence will be revealed in the course of solving the problem. It is known that the preparation of students for pedagogical activity consists of two components – the acquisition of theoretical knowledge and qualification (pedagogical) practice. This is a strategic plan, and both stages indicate a specific tactic, that is, when theoretical knowledge is occupied, it goes through practice. This system in tradition gives the impression that it is justifying itself. Therefore, no measures have been taken to change this system. In practice, it remains a relative fact how much the young pedagogical frame is ready for pedagogical activity. Only once, when it is also, life confirms that passing qualification practice in the last year is not enough to prepare only a quality frame. It is officially and unofficially stated that a person who is now standing to spend his whole life with the education and upbringing of a child, who has a diploma that gives him the right to pedagogical activity, even if he is theoretically ready, practically cannot make him a full-fledged person. The time has come to correct this”unwritten truth", but it is also necessary to put it on scientific grounds.

To do this, it will be necessary to develop tactics of preparation for pedagogical activity. This tactical plan had previously been considered, but due to the lack of development of mechanisms for its implementation and lack of initiative in the servants of higher pedagogical education, this tactical plan did not come to fruition. It is known that in the recent past there was a concept of continuous pedagogical practice, which was applied to the educational process, some of its current documents were created, but it was also quickly canceled for the lack of development of tactics for its implementation. According to him, it was envisaged that a student of a pedagogical higher education institution during the entire period of educational activity would participate in a general secondary and secondary special educational institution as a passive observer in lower courses, an active practitioner in Higher courses, but although the training plans of a specialist in that period also set a special time standard for this type of State educational standards and educational plans, which are now included in the field of education” pedagogy", do not set time standards for the organization of this activity, there is no need for this, since it is possible to organize the preparation for pedagogical activity wisely and with the most efficient use of the available opportunities.

It is worth noting that it is advisable that the process of giving theoretical knowledge and preparing it for pedagogical activity is harmoniously organized in higher educational institutions. Failure to implement this tactical plan, as previously noted, ultimately negatively affects the quality of the pedagogical personnel being prepared. In foreign countries, the system of education, connecting theoretical education and practice, is called “sandwich course”. According to this, once theoretical knowledge is obtained in each module, students either look at this knowledge in a peer-to-peer practice, or participate in this process, resulting in a combination of theory and practice. In our country, this system is working with success in higher medical education. In fact, the "sandwich

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course" is a tactical plan that should be used in the education of all higher education institutions. It has an important role, especially in higher pedagogical education. We would have recommended to define the stages of the “sandwich course”in higher pedagogical education as follows: 1. Observer of the pedagogical process. In this, in order to carry out the tasks of practical and seminar classes on the basis of hours assigned to the subjects of psychology, young physiology and hygiene, pedagogical theory in courses 1-2, students directly observe the educational process in secondary schools and secondary special, vocational educational institutions on the basis of a specially developed program (or map), and the materials collected.

It is necessary that the observation program from general psychology covers two aspects:

1) the spiritual readiness of students for training, motivation (interest), attention, the perception, memory, imagination, reasoning of teachers and students, as well as the manifestation of their temperament in this process;

2)the teacher's spiritual readiness to take classes, addressing students in general and in a single way, maintaining and influencing the consistency of his speech, analyzing the possibilities of students to control the psychic process, noting the facts to the corresponding positions of the document (card) in his hands, and the information he collected is discussed at the end of the lesson at the

This is done on the basis of the content of the seminar sessions of psychology. In the subject of age physiology and hygiene, the state of sitting in the classrooms of students, the level of growth in relation to their age, the state of observance of the rules of hygiene in the classroom, a healthy lifestyle in students, physical capabilities, the level of wellness of the sensory organs are observed, it is necessary to familiarize yourself with the medical map This ensures a comprehensive study of the personality of the student and, on this basis, an individual attitude towards him. On the theory of pedagogy. Students (it is desirable that their amount does not exceed 2-3 people) are attached to the head of the class and act as an assistant until they are full of educational work of the head of the class. Starting from familiarizing the work with the plans of the head of the class and the educational institution in the educational and spiritual sphere, he is directly involved in the introduction of all the issues in the plan into life; on the second hand, it monitors the activity of the teacher in the course process: his adherence to the structure of the lesson, his chosen teaching methods, opportunities for their use, forms of support for students in determining (evaluating) their assimilation, adherence to pedagogical tactics, skill in working with textbooks, etc. 2. Passive participant in the educational process. In order to carry out the tasks of practical and laboratory training of the subjects of pedagogical technology, pedagogical skills, teaching methodology in the 3rd year, the teacher of secondary schools and secondary special, vocational educational institutions is assisted in organizing the educational process. After the theoretical knowledge gained in teaching methods and technologies in the courses of teaching methodologies, the training of experienced specialists who successfully apply these methods and technologies in the training process is observed and analyzed in his practical training. The organization of training of advanced teachers will also be desirable. 3. Practitioner-teacher. Under the guidance of a professor of higher education, he receives special training, independent training, manages the upbringing process. This educational activity is officially referred to as qualification practice, usually pedagogical practice. It is permissible to feel that the presence of pedagogical practice is a complex process in relation to its passage. In the preparation process:- General secondary education and secondary special, vocational education state educational standards, in – depth acquaintance with the curriculum of the subject and passing a special test as a result of it; – full study of textbooks in the subjects in which pedagogical practice takes place, especially studying subjects and practical work that are carried out during the internship period, also taking a test on them; -

And qualification practice is continued as usual on the basis of the current regulations and other current educational and regulatory documents. Importantly, stages 1 and 2 will fully prepare the

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student for qualification practice, that is, the student will participate in the educational process of general secondary education or a system of secondary special, vocational education from the lower courses, which will prepare the basis for their self-confident activities in qualification practice. In our eyes, in order to rationally organize this course, it is necessary to transfer the subject of "General Psychology" in the working curriculum to the 1st semester of the second course on the principle of "sharing a place", since the student of the 1st year will not yet be ready to psychologically monitor the pedagogical career.

Conclusion. It should be noted that the successful operation of the "sandwich course"will depend on its organization in strict procedures and the rational implementation of its forms of control. It turns out that the harmonious Organization of theoretical educational and qualification practice Relations (Strategic and tactical) can serve as a guarantee of the training of a full-fledged pedagogical personnel.

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TYPOLOGY OF RUSSIAN CRITICISM (CLASSIFICATION BY TRENDS AND TRENDS, METHODS, SUBJECTS OF CRITICAL CREATIVITY)

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Annotation. This article classifies the typology of Russian criticism by directions and trends, methods, subjects of critical creativity. When covering the topic, the conclusions of many scientists were used.

Keywords: literary trends, trends, the idea of the epoch, critical systems, theses, views.

By engaging in a dialogue with literature and modern life, criticism not only forms a field of public opinion (Yu.B. Borev) around works, contributes to the clarification, gradual comprehension of the potential of literary trends, but also develops itself into trends, currents, schools. In the definitions of these concepts, researchers rely on the developments of the theory of the literary process.

K.S. Polevoy called the direction in literature that, often invisible to contemporaries, the inner aspiration of literature, which gives character to many of its works at a certain, given time. It always exists and almost always happens regardless of private efforts. The basis of it ... is the idea of a modern era or the direction of an entire nation. Polevoy's statement can also be attributed to criticism, which often formulates this leading idea. The concept of direction does not fix an organizational association, not a coincidence of assessments and ideas, but the principles of the approach to modern literature. A.Vekdruzhinin emphasized: All critical systems, theses and views that have ever agitated the world of old and new poetry can be summed up under two theories that are always opposing each other, of which we will call one artistic, that is, having the slogan pure art, and didactic, that is, striving to act on the morals, life and concepts of man through his direct teaching.

The content of the literary direction is, of course, some idealization in relation to specific literary facts. This is a kind of distributive combination of works that at this period have some common features (G.Markevich).

The direction in criticism arises on the basis of a concrete historical coincidence or proximity of the general principles of the approach to literature (classicist, romantic, realistic, modernist direction). It in itself does not have any organizational character, meaning rather those force fields of attraction that make up the life of society (VEKN. Konovalov). The current presupposes a clearer self-determination of critics (currents of followers of Slavophile, artistic, soil, populist, futuristic, imagist doctrines). The concept of current includes a great closeness of critics according to programmatic ideological and aesthetic views. Literary-critical schools are formed under the direct influence of leading critics and are grouped around print media, editorial offices of newspapers and magazines, salons, almanacs, etc.

In the history of criticism, the principle of construction by stages of the change of literary trends is most often used (this is reflected in the similar names of the leading trends in criticism). However, it is necessary to take into account the sovereignty of criticism. Each direction in criticism not only justifies its literary direction, but also solves its own problems, develops its own techniques and genre-compositional structures. In the article N.Volodina's CENTURY On the typology of literary criticism of the XIX century, it is proposed to supplement the already traditional principle of historicism with

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a systematic and typological approach. The designation of critics in connection with their belonging to a certain current of social thought (Slavophile criticism, revolutionary-democratic, populist, Marxist) is not universal and most often indicates only the ideological orientation of criticism.

The typological approach is based on recurring phenomena in the history of criticism, because in the methods of literary critics of different historical periods, different ideological orientations, and non-matching literary issues, we can observe recurring phenomena associated with similar value attitudes of critics, their idea of the place and significance of literature in the system of culture and public life. In this regard, three leading types in the history of Russian criticism are distinguished: philological (aesthetic), philosophical, and journalistic criticism.

Of course, such a distinction only indicates the dominant of one or the other principle, without exhausting the real completeness and complexity of any significant phenomenon in the history of Russian criticism, which, as is known, is syncretic in nature. Each of these types of criticism arose at a certain stage of its development, naturally reviving in favorable historical and literary circumstances for its existence.

Philological criticism considers its task to analyze and evaluate a literary work as an art phenomenon from a purely artistic side. This type of criticism originated in the criticism of the XVIII century: Lomonosov, Trediakovsky, Sumarokov. Its continuation in the XIX century was the criticism of Karamzin, N.Polevoy, Belinsky of the first and second stages of his activity, literary criticism of Vekmaikov, aesthetic criticism of Druzhinin, Botkin, Annenkov.

Philosophical criticism is born in the first third of the XIX century, at the time of the philosophical awakening of society (G.Florovsky). She examines every literary phenomenon in the light of general philosophical and aesthetic problems. This type of criticism is close to Nadezhdin, Venevitinov, Belinsky of the romantic and conciliatory periods, Slavophile criticism (especially I. Kireevsky and A.Khomyakov), organic criticism of the Ap. Grigoriev and N. Strakhov's soil criticism, philosophical-religious and symbolist criticism of the beginning of the XX century, this criticism approached a literary work as a special kind of philosophical thought (i.e., as an expression of a particular worldview), solving the main issues of existence, and not only particular social or cultural issues of its time.

Journalistic criticism in the evaluation of literary works comes from reality, finding out, first of all, their social significance. Critics-publicists are sent away from the assertion that literature is connected with public life and is one of the tools of social struggle. They are interested in literature not so much as a verbal art, but as one of the types of social ideology. The purest representatives of journalistic criticism in Russia were critics of the 50s and 70s. XIX century: Chernyshevsky, Dobrolyubov, Pisarevek Dobrolyubov asked about each literary work: What does it prove? that is, he rejected works that have only literary significance, but do not prove anything. Chernyshevsky in his famous dissertation (1855) argued that reality is always more beautiful than its reflection in art, and on this basis assigned art a service role in relation to the public.

The utilitarian approach to literature (i.e., the approach from the point of view of practical public benefit) determined the attitude of the critics-publicists to individual writers. Pisarev debunked Pushkin, declaring him a superficial secular poet, and the appearance of Tolstoy's Anna Karenina was met with indignation from critics of the left-wing journalistic trend, since the novel, from their point of view, passed by social issues that were then in the center of public attention.

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From these examples it can be seen that the journalistic criticism of the 60-70s of the XIX century does not speak about literature itself as a special kind of social ideology, but talks about the issues of life itself touched upon in literature.

In the modern science of the history of criticism, from the point of view of the subjects of literary and critical activity, it is customary to distinguish between professional, writer's and reader's criticism (we rely on the typology proposed by VEKVEK Prozorov).

Professional criticism is a creative activity that has become the main, predominant occupation for the author. In Russia, the birth of professional criticism is associated with the name of the Century. Belinsky. The cultural movement of the 1830s, marked by the saturation of literary life, the increase in literary output, the expansion of competition between magazines, inevitably brings to life such a phenomenon as professional criticism. Before Belinsky, criticism for a long time could not become an independent, clearly distinguished type of literary work from the general literature: until the mid-20s. it is represented by the articles of poets, prose writers, which they published from time to time, but not systematically. A critic before Belinsky is first of all a writer, a university professor, a historian, and only then an author of critical articles.

Professional criticism is unthinkable outside the atmosphere of literary disputes and polemical discussions. The leaders of professional criticism are recognized by writers who are close to them in spirit, in the warehouse of ideological and creative interests, in the nature of aesthetic and ethical searches, as heralds of new literary trends, trends, schools. Thus, the natural school in the Russian literature of the 1840s organically associated itself primarily with the name of the Century.Belinsky. Literary and critical activity of V. S. Solovyov is inseparable from the fate of symbolism in Russian poetry at the turn of the XIX-XX centuries

Literary criticism implies literary-critical and journalistic performances of writers, the main body of whose creative heritage consists of artistic texts (in Russia, for example, literary-critical judgments and letters of the CENTURY. Zhukovsky, A.S.Pushkin, N.Vekgogol, F.M.Dostoevsky, L.N.Tolstoy, D.S.Merezhkovsky, A.A.Blok, O.E.Mandelstam, M.Gorky, etc.). As T.S. correctly noted. Eliot, no writer is entirely satisfied with his work alone, and many writers are endowed with such a critical ability that is not fully realized in the process of their own creativity.

The peculiarity of the writer's literary criticism is expressed in the fact that it is the most important means of theoretical understanding of the laws of his own creativity, a form of self-knowledge and self-control. The process of critical comprehension of one's own creativity is inseparable from the act of artistic activity. A writer remains a critic even when he does not create critical works. Drafts, rejected versions, amendments in the text are a clear proof of his active auto—criticism.

But the process of critical reflection on one's own creativity often does not stop even after the publication of the work. There is a need to evaluate the completed work more deeply, to further explain its intent, to protect your creative ideas or to test them by considering them in the context of certain literary phenomena and artistic traditions. This, in turn, gives rise to a whole group of critical genres inherent only in literary criticism (autorecence, a polemical article defending one's own aesthetic positions, a literary-critical preface to one's own works, etc.).

The starting point for the creation of many programmatic literary and critical works is the writer's own creativity. But more often, the conceptual understanding of one's own poetics is carried

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out on the basis of a critical interpretation of literary material that does not belong to the writer. This allows you to indirectly, objectively address the understanding of the problems of your own creativity.

In stylistic expression, writer's criticism, unlike professional criticism, is more original, individually unique. The general patterns of creative thinking of the writer are equally manifested in the logical-conceptual and artistic-figurative sphere of his creative activity.

For example, the high literary quality of Bryusov's poetry and prose also determines the specifics of his critical works, which was reflected in Bryusov's special attention to the form of works, in the choice of genre forms of critical reasoning (literary and philosophical characteristics, theoretical declaration, article-treatise, commented note), in the general stylistic nature of his works. Researcher of Bryusov's creativity E.Maksimov notes: Bryusov's articles – structurally clear, concise, stingy, sometimes not devoid of graphic dryness, always clear and logical, outwardly restrained, confident in tone, objective in manner, but sometimes sarcastic, often elegant, accurate and sharp, shining with a huge and comprehensive erudition – are a product great culture and great skill.

A.Blok's emotional and lyrical poetic thinking was reflected in his literary and critical works. These, as D.E. Maximov notes, are in most cases lyrical articles in which intuition and direct synthetic perception are of great importance and often prevail over analysis.

In the Russian literature of the XIX century, a huge experience of critical writing was accumulated: the introduction of a writer's critical experience into his artistic system, the role of criticism in programming writers' own artistic experience, writing critical articles as a necessary form of cognition of their own creativity, the creation of genres inherent only in literary criticism

The writers demonstrated a close connection, mutual influence of critical thought and artistic practice, genre-style correspondences of artistic creativity and criticism are not uncommon, as in Pushkin, Gogol, Saltykov-Shchedrin, Dostoevsky and others. Almost all major Russian writers of the XIX century, as B.F. Egorov notes, themselves acted as literary critics or, at least, highly appreciated the role of criticism in the literary process, a role not only secondary (criticism is an assistant to literature), but also independent (criticism is a special form of literary life). The possibility of direct, direct expression of ideas, as well as less conditionality by genre, compositional and other rules, sometimes turned criticism into a creative laboratory of the writer.

Writers' criticism of the nineteenth century performed not only an interpretative, but also an organizing role in the literary process, its tasks coincided with the tasks of professional criticism. Moreover, the role of literary criticism increased during the XIX century.

Readers' criticism is a variety of reasoned reactions to modern literary literature, belonging to people who are not professionally connected with the literary business. Readers' criticism, unlike professional criticism, Roland Barthes also called amateur.

A common genre of reader criticism is letters addressed to word artists, professional critics, and publishers. But readers' criticism can also be in the form of reviews, replicas, notes, parodies, feuilletons, etc. Speeches at literary meetings and debates can also be attributed to the oral kind of reader criticism. In an extended sense, reader's criticism is all reflections (both written and oral, including literary rumor, rumors, anecdotes, etc.) about modern literary life.

Here is an interesting sample of the reader's response from the cult work of the 60s of the XX

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century - the novel by D. Salinger Over the Catcher in the rye – the reader's reflections of the young man Holden Caulfield: ... And I am fascinated by such books that as soon as you finish reading them to the end, you immediately think: it would be good if this writer became your best friend and you could talk to him on the phone whenever you wanted. But this rarely happens. I would love to call this Dinsen, and, of course, Ring Lardner, only D.B. he said that he was already dead, but, for example, such a book as The Burden of Human Passions by Somerset Maugham is not at all the same. I read it last summer, the book is pretty good, but I have no desire to call this Somerset Maugham on the phone. I don't know why. He's just not the person you want to talk to. I'd rather call the late Thomas Hardy. I like his Eustacia Way.

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LOCAL METHODS FOR DETECTING AND PREVENTING NERVE DAMAGE IN PRESCHOOL CHILDREN

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Annotation. In the socialization of preschool children, it is very important that they are healthy from a physiological point of view. After all, physiologically healthy children have a positive attitude towards the environment, social subjects, and otherwise their attitude becomes negative. The positive or negative attitude of children to their natural and social environment is associated with nervous disorders that they experience. The article discusses these phenomena and international methods of their elimination.

Key concepts: age of preschool education, nervous disorder, definition of nervous disorder, prevention of nervous disorder, measures to prevent nervous disorder.

Its socialization is important in the development of personality. From a socio-philosophical point of view, it is said that socialization is a process that represents the acquisition of exemplary behavior, psychological mechanisms, social norms and values by a person. That is, "the process of mastering exemplary behavior, psychological mechanisms, social norms and values necessary for the successful development of society" [3, p. 173]. According to A.V. Mudrik, the socialization of a person is considered as "human development and self-transformation in the process of assimilation and acceptance of culture" [1, p. 7]. A.Sh. Sodikova, without denying that the improvement of psychological functions is important in the socialization of a person, draws attention to the fact that in the conditions of globalization, the assimilation of socio-ethical values, norms and rules of behavior, and the enrichment of the worldview take a leading place [3, p. 7-8].

A special place in the socialization of children of preschool age is occupied by preschool educational organizations, which are the initial and important stage of the system of continuing education. The process of socialization is directly based on the decision-making of a certain attitude to the environment in children of preschool age. As a result of external influences displayed by micro and macroenvironments, a positive or negative attitude towards the environment, social entities and social relations is formed in them.

The content of the positive attitude of educators to the environment and social subjects reflects: careful approach to nature and the environment, preservation of the benefits of nature, enrichment and care for reproduction; affection for the animal and plant world, an important part of nature, love and care about animals, birds and fish, understanding that plants are a "source of fresh air" and preserving them, ; respect for people around them, including parents, other family members, peers, caregivers and others, follow their instructions, act by receiving advice from them in difficult situations, seek help from adults in situations where it is impossible to independently solve the problem that has arisen in unfamiliar situations for oneself; tell parents, older family members or caregivers about the "childish problems" that afflict; during the games, it is possible not to part with peers as much as possible, to strive to be with them, to help children in need; to give up negative habits (crying, stubbornness, selfishness, bragging, manliness, disdain for peers, disdain for them, etc.), treat the team with respect.

While the reported cases indicate that preschool children are effectively prepared for social life, the occurrence of negative behavior by them indicates the opposite. In the negative attitudes of educators towards nature, environment and social entities, it is precisely the following that is reflected: harm to nature and the environment, waste nature's favors; cruel treatment of animals and plants, abuse them, plant growth, destruction of sprouts; not respecting, not loving, doing as much as he knows what he does not have the opportunity and mental potential, and not relying on the help of

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adults in this, not being affected by such arbitrary bad consequences; not being affected by the mental experiences of those around him, indifference to the tribulations that have fallen on people, but rather cartoons and; striving to stand out from peers as much as possible during games, not liking to be united with them, not helping children in need of help; possession of negative habits (crying, stubbornness, selfishness, bragging, manliness, disdain for peers, disdain for them, etc.).

Studying available resources, with parents and caregivers

the organization of series interviews, monitoring the activities of Educators confirmed that their accessibility, sociability, openness, sincerity, persuasiveness, compassionate, kind, humble, active, generous, sociable, resilient, attentive and sociable serve to ensure an effective course of the socialization process.

The fact that children of preschool age have a negative attitude towards nature, the environment, social subjects is associated in many cases with nervous disorders that are experienced in them.

The main signs of nervous disorders are: impulsive (quick) actions; inability to sit still in one place; not ending the game you started; not listening to someone (especially parents); stubbornness; decreased attention, lack of sleep; interference in the work of those around you, games of other children, interfering with them; frequent quarrels, tormenting their brothers or completely indifferent to them; forgetting personal things in kindergarten or elsewhere; hurrying answers to questions asked; quick sadness, crying; enuresis (replacing or wetting; chronic pain in the head; rapid distraction of thought; sergaplik.

From a medical point of view, when nerve disorders are observed in an individual, sedatives (Phytosedan, Persen, tenoten, Deprim, Afobazole, Gerbion, Novopassit, phenibut, pantogam, glycine) are taken in many cases, however, the use of sedatives due to the young nature of children can negatively affect the further development of their organism. Therefore, it is advisable to use various medicinal herbs in this place. During the period of experimental work, respondents-caregivers and parents-caregivers were given information about the methods of eliminating various nerve disorders observed in caregivers. The action was organized in the form of preparing a booklet and demonstrating it among the respondents. The following information was reflected in the booklet: 1 glass of boiling water is poured over the spring young leaves of 50 g of crushed Birch, infused for 5-6 hours, and the leaves are squeezed and strained, drunk from 1/4 glass 30 minutes before meals 3 times a day; a decoction of Barberry (barbaris) bark and root soothes the central nervous system, for this it is advisable to pour 1 glass of boiling water into 30 g of raw materials and heat over low heat for 15 minutes, it is useful to consume 0.5 tablespoons 3 times a day; putting 0.5 cups of red beet juice in a cool place for 3 hours, adding the same; when the child is afraid, it is advisable to burn the boznoch (Bessmertnik) plant; mint tincture soothes the nerves, 0.5 tablespoons of mint should be infused for 40 minutes in 0.5 cups of boiling water to prepare the tincture, then 0.5 cups of warm tincture should be drunk slowly, SIPs; in nervous disorders, take 250 g of sugar and the same amount of honey mixed in a glass container and consumed 2 times; In 300 g of water, a nut Leaf is boiled, with which a patient with a nervous disorder is cured if washed or applied to his body; when the water of the beet root is dripped into the nose by mixing it with honey, heals the head and nerve disease; eating ginger helps to keep the nerve strong; eating a fresh vine variety is a cure for

So, when socializing preschool children, it is important that they do not have nerve disorders. After all, a nervous breakdown leads to the manifestation of negative habits in their behavior. There are folk ways to detect and prevent nerve damage in children. Their targeted use ensures effective socialization of children.

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STRUCTURAL FEATURES OF LITERARY AND CRITICAL ARTICLES OF THE SILVER AGE

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Annotation. This article discusses the features of the content of literary and critical articles of the Silver Age. The coverage of the topic is based on the conclusions of many scientists.

Keywords: literary criticism, artistic practice, cultural experience.

Modernists have updated all literary and critical genres, but this trend was combined with the desire to rely on the most positive genre searches of Russian and European criticism. The desire to synthesize diverse cultural experience was most clearly expressed precisely at the level of genre practices – in the poetics and pragmatics of a particular critical genre, the dialogue with the critical tradition continued. As already noted in theoretical studies on the problems of genology in criticism, the reasons for changes in genre preferences and genre structures should be sought in a combination of factors: genre and style trends in the development of literature, programmatic orientations of criticism, individual requirements imposed by magazine and newspaper publications in which articles were published.

The first factor is the conditionality of the emergence and functioning of genres of criticism by artistic practice. Literature itself ultimately creates prerequisites for the predominant development of individual genres of criticism.

In the literature of the late XIX – early XX centuries . the priority of the personal factor, the supremacy of being principles were accompanied by increasing subjectivity and at the same time generality of form, there was a shift of the main emphasis from figurativeness to expressiveness. The most important feature of genre transformations in modernist literature is particularly significant – the direct impact of the lyrical element on traditionally more objectified structures (V.A. Keldysh). V.A. Keldysh, highlighting some aspects of the integrity of Russian literature of the Silver Age, does not mention criticism.

But, obviously, criticism also reacts to these processes. In the era of the Silver Age, there are active processes of interchange between prose and poetry. In I.G. Mineralova's monograph Russian Literature of the Silver Age. The poetics of symbolism the authors' attempts to solve the problems of expanding the expressive and semantic possibilities of prose by assimilating it (by adapting and recreating on a prosaic basis according to the principle of analogy) some poetry techniques are considered. In other words, we are talking about intra-literary synthesis. Thus, in prose there was an organic analogue for her to sound compositional repetitions in verse – a prosaic repetition of a detail, a group of details; elliptical constructions began to be involved, when those many particulars that would certainly have found expression in the XIX century were thrown out. At the end of her book, I.G. Mineralova raises (in order to pose the problem) the question of the possibility of identifying impressionistic tonality in the scientific thought of the Silver Age.

In parallel with the increase of the lyric-confessional principle in literature, the tendency of lyricization of critical genres is also increasing. This process is connected with another feature of the literature of the turn of the century – the desire for laconism, for a greater capacity of expressive

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means. Large genres have given way to small ones – a novel, a short story, a novella, an essay, a literary fairy tale.

So why should criticism remain conservative?.. So why should criticism refuse creativity?.. Why should she limit herself to an analytical role and abandon synthesis? P.M. Pilsky asked. Therefore, it was necessary to recall other, non-publicistic traditions. Criticism strives for laconism, expressiveness, poetics of impressions, active identification of the author's self. This process is similar to the transition from descriptive, panoramic imagery to more concentrated and generalized forms in literature. Contemporaries were clearly aware of this relationship. The same P.Pilsky noted: And just as art strives for the renewal of form, criticism is renewed. And here the form is brought to perfection, to beauty and surprise, to brilliance, brightness and strength. The style is forged and crystallized. The subordinate clause leaves. Thought becomes precise, like a formula, and strict, like a prayer [Free thought. – 1907. – May 28]. The same idea was figuratively expressed by A. Blok: ... splashes of ... lyrical streams flew everywhere: into a novel, into a story, into theoretical reasoning and, finally, into a drama.

It is legitimate to first build some structural model of a critical article among modernists. Obviously, like any model, it cannot cover everything individually creative, but at the same time it can highlight the essential features of the functioning of their articles. We will base some of the most important features of the poetics of a critical article. Among them, we will highlight: comprehension of the concept and structure of the work; the ratio of logical and artistic-figurative principles; the place and role of the theoretical aspect; journalism and journalism; someone else's word; title; compositional originality.

The practice of symbolists has developed its own type of critical article, embodied in various genre variants. In Russian criticism, starting with Belinsky's articles of the last period, a type of article has developed that would achieve complete immersion in our reality (N.G.Chernyshevsky). In the articles of the symbolists, the emphasis shifts: from reality to literature, to the comprehension of the poetic structure, the personality of the writer. The theoretical aspect of the articles is significant at all stages of the development of symbolist criticism. It can occupy the entire space of an article (in manifestos, treatises, studies), or it can be an element of any other genre, including even a review. The general weakening of journalism and journalism, accompanied by a tendency to lyricize the genre, did not really mean their predominance. Lyrical articles coexisted with strict analytical constructions even in the work of one critic (for example, in A. Blok). The theoretical attitude did not always automatically generate an analytical way of evaluation and interpretation (in K. Balmont, A.Blok, M. Voloshin and others). On the other hand, in the 1900s, the symbolists' articles also showed a preponderance of publicism, seemingly in spite of their struggle with journalistic criticism.

The boundaries of genres were pushed apart due to the synthesis of literary-critical (analytical), documentary and artistic principles.

The synthetic genre structure is found in many articles of symbolists. They boldly use elements of a diary1, memoir inclusions, excerpts from newspaper articles, etc. So, M. Voloshin always goes beyond the limits in which his article could be perceived as an ordinary review. In the faces of creativity, he is a storyteller, a reporter, an interviewer, and a memoirist. To create a synthetic portrait of the writer, he is not limited to the text being analyzed, he also needs biographical realities, everyday details that are familiar only through intimate communication (A.V. Lavrov). There are a lot of memoir fragments in the articles of Z.Gippius, D.Merezhkovsky, A.Bely, but not at all in V. Bryusov.

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In response to Voloshin's article, Valery Bryusov. Paths and crossroads Bryusov wrote an open Letter to the editorial office of the newspaper Rus (1908. – No. 3, January 4.), where he expressed his rejection of the biographical approach to the modern writer.

Similarly, I. Konevsky's rejection of the article Gippius Criticism of love. In it, Gippius recreates a biased portrait of the symbolist A. Dobrolyubov and at the same time, albeit recently, the state of decadent literature: I remember Alexander Dobrolyubov as a high school student, with big black bulging eyes, with a quiet voice, boyish bold words, with a notebook of fashionable, meaningless and very bad, boring poems, I rarely met Dobrolyubov, because in the very the case makes an unpleasant, pathetic, annoying impression...

In an unpublished article, a scathing and impetuous answer pro domo sua I. Konevsky wrote: Judgments about Dobrolyubov's poetry, which are interspersed, by the way, with immodest observations and notes about a meeting with him and his private life, definitively staining the critic, once again proves my assumption that in modern poetry Z.N. Gippius to judge, is not exactly about whom: it's none of her business [RGALI. F. 259, op. 2, ed.hr. 2, L. 9]. As we can see, the positions of Bryusov and Konevsky converge.

For Gippius, the memoir techniques of critical prose became the basis of her later memoiristics (Living Faces). The appeal to the facts of the writer's biography, literary conversations performed an important function of describing the synchronous slice of modernity, the articles were saturated with the atmosphere of authentic life in which literature was created. In this regard, the most important genre-conditioning factor of the syncretism of the genre–style structure of symbolist articles was the general trend of literature of the early twentieth century - the desire for a special aesthetic significance of the fact. Literature by the end of the XIX century, as S.N. Nosov noted, gradually seemed to get tired of the desire for fiction, from action. Artistic fiction, with all its seemingly inexhaustible variety, becomes monotonous.

A thirst for authenticity, authenticity, self-knowledge and introspection is born. This need is reflected in the critical prose of the symbolists.

The synthetics of the genre-stylistic structure was also achieved through the interrelation of analytical and artistic principles. Citation and reminiscence play a special role in the articles of symbolists, which is connected both with the general panaesthetic attitude and with the understanding of the tasks of criticism as creativity. The introduction of quotations leads to an increase in the real information of the literary-critical text, there is also an increase in associative information, references to which are quotations that lead to a multi-issue and multi-problem text.

One of the manifestations of the artistry of the symbolists' articles is citation.

A quote in a critical article can be either analyzed (interpreted) or analyzing (interpreting). In the first case, the quotation is the object of analysis, it demonstrates the course of the analysis of the work by excerpts from it. An analyzing quote is sometimes called a judgment quote, synthesizing; it is not the object of analysis, but describes its course or result. For example, I. Annensky in the article Balmont- lyricist uses examples from Balmont's poetry in order to demonstrate new trends in the development of the poetic word. In the article M.Voloshin's City in Bryusov's poetry, from the point of view of the ratio of two types of quotations, it is synthesizing quotations that prevail, helping Voloshin to create an independent kind of physiological sketch of the city of the past, present and future. All synthesizing quotes are included in the word criticism: Just as for the children of the city,

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for the closed, the stones are not a dungeon, but the wings of a dream, so Bryusov, locked in the flow of the street, feels not chains, but a winged aspiration to future other times

It is through the use of citations in this function that the artistic status of critical texts increases. This feature of citation among symbolists is consistent with the fundamental difference of literary citation: in secondary styles, interpreted quotations are changed by interpretive ones (I.P.Smirnov). In symbolism, other people's artistic texts turn out to be an important way of encoding extra-textual reality. Hence the huge role of citations and autocitates (Z.G.Mints).

The illustrative possibilities of the quotation are also changing. A quote often indicates the manifestation of one or another artistic technique. Merezhkovsky's article Dostoevsky, through quotations, seems to remind the reader of a number of Dostoevsky's techniques, such as, for example, an introduction to the hero's life by depicting the subtlest, elusive transitions in his mood, sharp contrasts of the touching and the terrible, the mystical and the real. Each technique is illustrated with a quote (cf.: in the XIX century, the citation is used mainly for the interpretation of the character, the plot situation). The selectivity of genres is manifested in the use of citations.

V.N. Konovalov in the study of the sociodynamics of literary and critical genres of the 1870s-1880s emphasized the essential role of the genre system:

The concept of genre system is not limited to the designation of their totality, but means the typological community that manifests itself in different genres: the community of social and aesthetic issues, functions, principles of analysis of the literary process, ways of expressing the personal principle, and even details such as the volume of articles and their table of contents Moreover, in the system of critical genres, those that are able to most fully accommodate the leading trends in the development of critical thought turn out to be dominant.

Let's focus on such a form of manifestation of typological generality as the titles of articles. The typology and poetics of literary and critical titles is an unexplored topic. If there are studies on the names of literary works, starting with the famous work of Sigismund Krzhizhanovsky

The poetics of titles (1931) (true, even here it is still far from a carefully reflected theory), then there are no critical titles. Only recently, due to the emergence of interest in the poetics of criticism, researchers have begun to pay attention to this essential element. When considering this aspect, it is reasonable to start from the general methodology and methodology of studying the titles of works of art, as well as from private observations on the title from certain critics.

The title is one of the most important components of any text. The book is the title expanded to the end, the title is the book stretched to the volume of two or three words (p.Krzhizhanovsky). The title, being outside the main part of the text, occupies an absolutely strong position in it. The title activates the reader's perception of what is described below. As linguists say, the title is the compressed, undisclosed content of the text. It can be metaphorically depicted in the form of a twisted spring, revealing its capabilities in the process of unfolding1 (I.Galperin). The title reflects the specifics of the artistic thinking of writers of a particular direction, the peculiarities of the artist's cultural preferences.

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FORMATION OF SELF-ESTEEM IN SMALL SCHOOL-AGE STUDENTS

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Annotation. In this article, the level of self-esteem has a great impact on the whole life of a person, so parents should understand how important proper family upbr

inging is for a child's self-esteem. that, in order to help children's self-esteem, it is necessary to support them, show them sincere care and give them positive evaluation of their actions and work as often as possible passed.

Keywords: Self-esteem, self-esteem, values, self-assessment, self-learning, self-esteem educational style , psychological characteristics.

How much a person loves, values and respects himself determines life satisfaction and success. The stronger these feelings, the more victories and achievements. Otherwise, there are defeats and constant failures on the way to life.

Psychologists believe that self-esteem is the basis of happiness. A self-respecting person accepts his personality without discussion, recognizes values and dignity. Respect gives birth to love and helps build relationships with people. People who do not love, appreciate and respect themselves experience inferiority, incompetence and insecurity. As a result, doubts arise and initiatives are accompanied by difficulties. In such conditions, it is problematic to achieve a goal or build relationships with people.

Self-esteem as a personal psychological factor inherent in each person from the moment of birth is important within the framework of the formation of a person as a specific person. It is he who forms in the human mind the need to achieve in his development a certain level that corresponds not only to the requirements and conditions of society, but also to his personal ideas and claims.

Self-esteem is the most necessary and at the same time a process that must be corrected in childhood. This is due to the fact that during this life cycle it begins to form only as an independent psychological mechanism. The child is not born with an already prepared inner potential and attitude to his own person. As he grows up, he acquires life experience, perceives the assessment of others, he begins to form certain claims to others and to himself. An important factor in the formation of self-esteem at this age is its preparation, the development of communication skills. When a child grows up, he independently acquires the ability to assess his inner "I", as well as how he understands himself as a social object. It is considered self-esteem, which also affects the further activities of the individual, related to the degree of his claim. Under the claims, or rather, their level, they understand the level of possible achievements and difficulties that a person determines for himself.

The competent balance of self-esteem and the level of claims has a huge impact on the emotional and mental state of the child. If a person's self-esteem is adequate, then the level of claims will change depending on the real capabilities of the individual. If there is a discrepancy between large claims and real life circumstances, which is often caused by excessive self-esteem and self-confidence, a person feels unhappy.

The child's self-esteem is actively influenced by the upbringing given by adults, as well as their behavior. In addition to the fact that an adult is an undeniable authority for a baby, it is also influenced by the assessment of his activity or personality in general by close adults. In order to develop self-esteem in a growing child, he needs to feel an atmosphere of approval and support from his parents and adults in general. At the same time, a positive assessment should be aimed not at what he did not try, but at the specific activities and successes of the child. It is worth being objective in your thoughts so that the future person is too confident in himself and self-esteem does not grow high.

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The education of a primary student's self-esteem relies mainly on his active work, in particular on communication with peers, reading, self-control and self-control development. In fact, any activity, especially if there is a game or other activity in a peer group, forces the child to pay attention to himself and his actions. In some cases, self-control also develops, which is due to the need to obey certain rules. This is of great importance for the upbringing of the child. The junior student will have to master the basics of self-education, because he will have to control himself and his actions, direct them to study. It is impossible to achieve this without evaluating yourself and your potential-GIZ. Thus, a person from childhood accumulates the experience of knowledge about himself. In the process of any activity, the child evaluates himself according to several schemes. First of all, it is a comparison of your personality with others. The second way to evaluate is to compare the desired and real success achieved as a result of personal activity. Of course, the higher the child's aspirations, the more difficult it will be to achieve success.

The development of self-esteem is very individual, but at certain stages of life, the type of activity that is considered the main one at this stage of development has a great influence on it. That is, the formation of self-esteem of students is closely related to their educational process. The adequacy of the child's future self-esteem also depends on how well this process goes. The success of reading largely determines success, the interest of the student to work on himself and acquire new knowledge.

Self-esteem is very important for everyone. It is not surprising that psychologists believe that the way we treat ourselves, others treat us as well. It is not surprising that people with low self-esteem, even having excellent qualities, only cause hostility and disrespect. But absolutely ordinary, but very self-loving people often achieve heights, because they arouse respect and respect for others. The child's self-esteem is formed during the entire period of growing up, and parents need to know exactly how this happens in order to influence the child's self-esteem and, if necessary, correct it.

Self-esteem can be overestimated, adequate and underestimated. Owners of a high level of self-esteem overestimate their abilities, which leads to incorrect self-perception and possible problems. Adequate self-esteem owners are usually well aware of their strengths and weaknesses, so they can show or hide them in time. Such people have a positive attitude towards themselves and are open to the world around them. Those who have low self-esteem have a very negative attitude towards others, suffer from insecurity and disrespect for their own personality. Such people feel weak, are not capable of any courage and do not believe in the world around them.

As you can see, self-esteem affects almost all spheres of life and determines the level and quality of life of a person as a whole. Of course, self-esteem can change throughout life, but its foundations are laid at an early age. Therefore, serious attention should be paid to the formation of a child's self-esteem from the first years of his life. In addition, the child's self-esteem is most influenced by the closest people.

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POETICS OF LITERARY-CRITICAL TEXT

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Annotation. This article examines the poetics of a literary-critical text. The conclusions of many scientists are used in the substantive coverage of the topic.

Keywords: criticism, poetics, literary theory, artistic idea.

The task of this lecture is to characterize the basic concepts of the structure of a literary-critical text. The system of concepts is built on the basis of certain traditions in understanding the nature and essence of literary criticism, discussed in previous lectures. Despite some aspects of the study of the poetics of criticism in the studies of B.I.Bursov, L.P. Grossman, B.F.Egorov, M.G.Zeldovich, M.Ya.Polyakov, A.M.Shteingold, in numerous dissertations on criticism in recent years, the level of theoretical generalizations in the field of poetics of criticism is still far from what has been achieved in the study of the poetics of fiction. Therefore, the problem is still relevant: to determine the goals and objectives, working principles of studying the poetics of a critical work, its inner world, the art of critical creativity in its realization, realization (M.G.Zeldovich). To define the original concept – the poetics of literary criticism – let us turn to the most developed literary definition of poetics.

The subject of poetics in a broad sense is the study of speech works of any genre from the side of their structure and forms of its expression. Each type of verbal creativity has its own poetics: the poetics of fiction, the poetics of journalism, the poetics of criticism, the poetics of folklore, etc. Applied to literature, poetics is the science of the system of means of expression in literary works. In the expanded sense of the word, poetics coincides with the theory of literature, in the narrowed sense – with one of the areas of theoretical poetics. As a field of literary theory, poetics studies the specifics of literary genera and genres, trends and trends, styles and methods, explores the laws of internal connection and the relationship of various levels of the artistic whole. Depending on which aspect (and the scope of the concept) is put forward in the center of the study, they say, for example, about the poetics of romanticism, the poetics of the novel, the poetics of the creativity of a writer as a whole or one work1. As you know, poetics consists of a general poetics that explores the artistic means and laws of construction of any work; descriptive poetics, which deals with the description of the structure of specific works of individual authors or entire periods; and historical poetics, which studies the development of literary and artistic means.

On the other hand, along with the poetics of literary texts, the poetics of journalism is also developing. The introductory article by G.A. Solganik in the collection Poetics of Journalism (1990) begins with the statement: The title of the book may seem somewhat unusual, since it connects previously unrelated concepts. However, not only fiction can be considered as art. In principle, any verbal work ... can be studied from the point of view of its expressiveness, the impact of a form closely related to its content. The articles in this collection testify to the fruitfulness of the study of expressive resources and the genre range of journalistic texts. Based on these definitions and taking into account the specifics of a literary-critical text synthesizing logical-analytical and artistic components, we define the poetics of criticism as a section of the theory of criticism about the principles and techniques of interpretation and evaluation of a work of art and the reality associated with it, about the relationship and interaction of logical-analytical and artistic elements of a critical work, about the totality of techniques for influencing the reader, about the genre-compositional

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structure of literary-critical texts.

By analogy with the structure of the poetics of literature, it seems possible to talk about the general (theoretical), private (descriptive) and historical poetics of criticism. Theoretical poetics builds an abstract model of a literary and critical work on the basis of generalized descriptions of groups of critical texts and develops tools for analyzing criticism. Private poetics describes the structure of a specific critical work, the work of a critic, a separate direction. So there is a problem of selecting elements to build an adequate model of a critical text. In the theory of criticism, there is no consensus on the number of elements of this structure, as well as, in fact, on the structure of a work of art.

A prerequisite on the basis of which it is possible to build a theoretical model of the structure of a literary-critical text (hereinafter – LCT) can be the experience of observations on the structure, content of the text from literary, linguistic positions, textual studies. To study the poetics of criticism, it is necessary to actively involve research on the natural trends in the organization of the text, linguistic poetics, lexical and syntactic stylistics (I.R. Galperin, I.V. Arnold, N.V. Cheremisina, I.F. Protchenko, etc.). The results of studies of communicative linguistics, as well as the pragmatics of the text (N.D. Arutyunova, Y.S. Stepanov, M.N. Kozhina, T.V. Bulygina, V.Z. Demyanov, etc.) are strikingly little used in the study of the poetics of criticism. These directions, as is known, show interest in the communicative nature of language systems, and in connection with with this – and to functional, dynamic.

When studying literary criticism, where the communicative component of its nature is decisive, these approaches cannot be ignored. The involvement of such general textual categories as informativeness, cohesion (intra-textual connections), inter-textual connections, prospectus, retrospection, subtext, etc., allows a deeper understanding of the intra-textual signs and criteria characterizing the principles of the organization of a critical text. The main problem is to determine how a number of general text categories and categories of literary text manifest themselves in criticism. The tendency not of separation, differentiation, but of convergence of linguistics and literary studies, as a result of which new fields of knowledge appear (on the borders, in the intervals between traditional sciences) (D.S.Likhachev), manifested today in the research of fiction, should become familiar for the study of literary criticism.

The study of the structure of a literary-critical text can be based on the following provisions:

The literary-critical text obeys general textual patterns. Within the framework of the typology of texts, LCT (from the point of view of intention) refers to narrative-explanatory, argumentative texts. According to the classification of text types proposed by the Czech linguist K. Glausenblaz, LCT is included in the group of texts with a complex structure. It can be placed between scientific and artistic text. Scientific prose consists mainly of a number of arguments and proofs. Its style–forming principle is a logical sequence of presentation, a chain of consistent coherent logical judgments put in a cause-and-effect relationship; it strives for maximum objectivity of thinking. Scientific work, as a rule, does not make it possible to imagine the mood, the physiognomy of the author, his attitude to the reader, the assessment of what is being presented. The penetration of emotional elements in a scientific text is possible only through polemics.

In a literary text, unlike other texts, researchers distinguish its conditional nature (fictionality), universal motivation on the part of meaning. An artistic text contains not only semantic, but also so-

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called artistic or aesthetic information; it is polysemantic and multifunctional, included in the system of intertextual (intertextual) connections. A specific artistic text, writes G.V. Stepanov, conveys a meaning that, in our opinion, cannot be expressed by synonymous statements. The artistic meaning cannot be semantically represented regardless of the given language design. Changing the language design entails either the destruction of a specific artistic meaning, or the creation of a new one.

LCT is not as plural (polysemantic) as a literary text, but also not as monologue-like as a scientific text. Let us refer in this connection to the opinion of the prominent American theorist Paul de Man. His work Blindness and Epiphany is devoted to the rhetorical aspects of modern criticism. He notices: Since they (i.e. texts. – K.V.) are not scientific, critical texts should be read with the same regard for their ambivalence as the literary texts under study, and since the rhetoric of their discourse is based on categorical statements, the discrepancy between meaning and utterance is a constituent part of their logic. In the mobile world of interpretation, there is no place for Todor's concepts of accuracy and identity. The necessary immanence of reading in relation to the text is a burden from which it is impossible to get rid of. It remains an insurmountable philosophical problem that arises in connection with any form of literary criticism, no matter how pragmatic it may seem or does not want to seem (our italics – K.V.) here, in critical discourse, we encounter it in the form of a constitutive discrepancy between the blindness of utterance and the insight of meaning.

The critic's judgments may indicate his blindness (as well as the blindness of a writer groping around the world), but the objective meaning of the work that the critic discovers in this judgment is an epiphany. In the total volume of LCT information, an important role belongs to both intra-textual information and information brought from other texts, i.e. hypertext. But since artistic quotations are the main means of introducing hypertext information, then the introduction of an artistic quotation in a substitute function (i.e. thoughts about the object of analysis are formulated at the expense of someone else's word) leads to an increase in the content and conceptual information of the LCT. Thus, the artistry of the LCT increases.

It is possible to cite the conclusions of specific analyses of critical articles confirming this thesis. Y.B. Orlitsky's research on the inclusion of poetic quotations in the composition of critical articles shows that not only does the rhythmic status of such texts change (they become not purely prosaic, but prosymetric), but also the deformation of the speech structure of this text itself occurs. In the article Poetic quotations in V. Solovyov's critical articles, the researcher demonstrated that poetic quotations embedded in the prose of Solovyov's critical articles interact rhythmically with the prose monolith of articles in some way, sometimes even grow into it due primarily to metric roll calls. This allows us to conclude about the transitional (partly artistic) nature of Solovyov's articles. It is interesting to apply a similar approach to the texts of other critics of the XIX and early XX centuries.

It has long been argued in science that the boundaries between artistic and non-artistic texts are often quite shaky. On the one hand, from a functional point of view, fiction will be any verbal text that is able to realize an aesthetic function within a given culture (Yu.M.Lotman). On the other hand, as it is noted in the modern stylistics of the text, with all the originality of artistic texts, their inherent properties and categories are mostly found in non-fiction texts (A.I.Gorshkov. Russian stylistics. M., 2001. p.66). This applies to categories such as the author's image, intertextuality, composition, plot, character, time, genre, etc.

LCT can approach artistic prose by its properties (for example, Belinsky's Literary dreams with the subtitle Elegy in prose), or abstract reasoning, but its main types are located in this interval.

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Despite the variety of specific textual varieties, it is possible, based on the above provisions, to identify a number of structural features, the interaction of which gives it LCT, and not another. At the same time, the analogy between artistic and LCT (not a mechanical transfer!) they may have significant heuristic value.

The poetics of LCT is conditioned by a number of functional properties of criticism, of which we consider the most important: 1) the dialogical connection of criticism with its subject – literature; 2) the significant impact of the laws of rhetoric on the poetics of LCT; 3) the appeal of criticism, along with literature, to life. Let's take a closer look at these aspects.

1. The artistic structure of the work itself, its stylistic features, the volume of the critic's literary memory (literary thesaurus), the specifics of his own artistic style (in the case of writer's criticism) – all this can actively influence the critic, generate a close fusion of the subject-logical and emotionally expressive principles. Therefore, it is always a problem for literary criticism to maintain a distance or convergence between the language of literature and the metalanguage of its description.

In different critical systems, it was solved in different ways. In modernism, this distance was sometimes deliberately shortened. Zh.In his work The Attitude of Criticism, Starobinsky provides an interesting commentary on Albert Thibaudet's reflections on the conditions under which criticism can become creative: Thibaudet even admits that the gift of artistic fiction can be used in criticism – it is something more than the ability to penetrate into the spiritual world of a writer or an epoch. Friendship and creativity become criticism when the relationship between the reader and the author results in a dialogue, when the book speaks and is answered in its language. Does such a construction of criticism have a chance of success? Responding to a work in his language, does criticism risk becoming his paraphrase, too submissive echo? It is not for nothing that today we have cooled this kind of friendship, re-created distance and suspicion in criticism, allowing us to find moments of blindness, misunderstanding of ourselves, unconscious betrayal of ourselves in the writer.

The Russian researcher S. Vayman also reflects on the same topic. For the critic, the figurative material becomes the material of his thought about the text: the measure of the direct representation of the figurative material in the material of critical thought depends on the individual way of the critic – his talent, taste, temperament, etc. At the same time, consciously or unconsciously, but the critic is forced to approach his subject not so close as to lose sight of the whole, but also not to move away from it at such a respectful distance that you can no longer distinguish the details [ibid.].

One way or another, the problem of distance arises every time, especially when it comes to criticism, as if competing with a work of art. At this level, the phenomenon of critical intertextuality (citation, including autocitation, allusions and reminiscences, the use of paraphrases, thematic-compositional connections, continuations, etc.), intra-textual connections (distant, associative, figurative cohesion, repetitions, retrospection and prospectus), modality, the category of time, etc., acquires special importance. a modality that organizes the role of the author in the LCT.

2. The modern revival of interest in rhetoric and non-rhetoric is associated with the deepening of the analysis of the features of a literary work, with the structure of the text (the rhetoric of the open text, the rhetoric of the closed text) and the problem of literary communication. The term rhetoric is known to be used in both its classical and modern meanings. In its classical meaning, the content of the term is interpreted as the art of prose speech, as opposed to the art of poetic speech, as a set of rules, a mechanism for generating speech addressed to the creators of texts. For literary criticism, in

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our opinion, it is this classical meaning of the term that is of great importance.

The genesis of criticism and the history of its functioning are closely related to rhetoric. Let's focus on those studies that at least occasionally talk about this problem (there is no holistic understanding of the problem of criticism and rhetoric in modern science). If we do not talk about criticism as a special institute of artistic culture, then its isolation from rhetoric in complex relationships with philosophy began in ancient Greek criticism. Ancient rhetorical treatises (Protagoras, Aristotle, Cicero, etc.) laid the foundations of the evaluation procedures of poetic art, the theory of verbal expression and argumentation, genre varieties of various types of speech (laudatory, accusatory, defensive, etc.). This created for future criticism a kind of base of evaluation procedures, interpretation of a literary text and general rules for the creation of interpretative and evaluative texts.

In the process of historical development, criticism uses the achievements of rhetorical knowledge, but does so in the interests of literary or social struggle, addressing a wide audience, convincing them of their point of view on the subject. So, in the study of J.Starobinsky's Critique and the principle of authority. From Rousseau to Germaine de Stael, it is traced how one of the directions of European criticism goes back to the academic-rhetorical tradition of praise. Zh.Starobinsky considers Germaine de Stael's Letters about the writings and character of Jean-Jacques Rousseau as an initial example of such a new criticism and concludes: Literary praises of the XVIII century are a prototype (albeit distant) of criticism closer to us, seeking to reveal the essence of a work or creative thought. The very fact that passionate admiration is primary immediately reverses the traditional stages of analysis and evaluation: usually evaluation, conclusion followed a scrupulous presentation of motivations, after a thorough study of the advantages and disadvantages. Here, enthusiastic admiration is primary: Rousseau immediately receives emotional support.

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SEMICONDUCTORS: THE HISTORY OF FORMATION AS A SCIENCE. DEFECTS IN THE CRYSTAL STRUCTURE. ELECTRICAL CONDUCTIVITY AND CONTACT PHENOMENA

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Abstract: This article mainly covers basic information about semiconductors, the history of the formation of semiconductor physics, crystal structure defects, their electrical conductivity, contact phenomena, semiconductor devices and research in this area, problems and shortcomings, as well as achievements. It is also reported that solar cells based on the internal photoelectric effect are called light-emitting diodes, and solar cells-semiconductor silicon solar cells that convert solar energy into electrical energy-are called solar cells. Again with the aim of developing the field of semiconductors Information about the strengthening of the activities of the Institute of Semiconductor Physics at the National University, that currently semiconductors occupy an important place in science and technology, as well as that semiconductor electronic devices are used in various sectors of the national economy is highlighted.

Key words: semiconductors, semiconductor physics, semiconductor electronic devices, electronics, microelectronics, diodes and transistors, radio engineering, telemechanics, solar cells, LEDs and solar cells, contact phenomena, n-type mixture, p-type mixture, integrated circuits, mixed semiconductors, etc. k

Semiconductorsare substances that occupy an intermediate position between substances that conduct electricity well (mainly metals are conductors) and substances that conduct almost no electricity (dielectrics). Semiconductors are very widely used in electronics and microelectronics almost all modern electrical equipment-from computers to mobile phones-is based on semiconductor technology. The most widely used semiconductor substance is silicon, and other substances are also widely used.

History of the formation of semiconductor physics

The discovery of semiconductor diodes and transistors led to the development of a new stage in radio engineering. First with semiconductor physics mostly A. F. Under Joffe's leadership, a broad theoretical and experimental study of the properties of semiconductors began.

Semiconductor tools

Most semiconductor devices are designed based on the properties of the p-n junction. These are diodes, transistors, integrated circuits, etc. that can be manufactured for various purposes. Composite semiconductors The semiconductor tools currently used in engineering are composite semiconductors.

Defects in the crystal structure of semiconductors

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An ideal pure crystal is not found in nature at all.of course, it contains atoms of other elements that cause deviations from the ideal state, space in the crystal lattice, mismatch in the position of the atom, and vibrations of the atom around its own equilibrium. All this leads to a violation of the structure of the crystal lattice. For this reason, they are collectively referred to as defects in crystal lattices. Free electrons in crystals, as well as mobile holes, also cause the crystal to deviate from the ideal. Because an electron acting with its field on the lattice can significantly deform it.

Electrical conductivity of semiconductors

In semiconductors, electric current is generated by electrons and cycles. In this process, the total current is equal to the sum of the currents carried by electrons and the currents carried by holes, and in this process there is the concept of partial conductivity.bo;in this case, the current carried by the electrons is equal to the amount of current carried by the holes.

Contact events in semiconductors

Practically most devices made of semiconductors are based on contact properties. In the 70s of the XIX century, it became known that when an electric current is passed through a metal contact with a semiconductor, the electrical conductivity of the contact is not the same in both directions. Crystal diodes (detectors) were manufactured on the basis of such a scheme of metal contact with a semiconductor and were widely used in the years of radio engineering development. solar cells based on the internal solar cell are light-emitting diodes and solar cells-semiconductor, converting solar energy into electrical energy, that is, silicon solar cells are widely used, and it is called a solar cell. the n-type mixture is coated with a p-type mixture 1-2 micrometers thick. As light falls on the surface of the element, the P-field electron pores in the N-field increase.

p-n (electron beam) junctions

a layered p-n junction (electron beam junction) with an amazing property that forms at the interface between a p-type semiconductor and an n-type semiconductor is called a p-n junction (electron beam junction). The simplest of them is the p-n homojunction, in which this transition is formed inside a single semiconductor crystal at the junction (contact) of its p-and N-conducting fields.

In practice, one type of input in terms of volume, for example, donors, is made by introducing another type of input-acceptors into the part of the semiconductor where the donors are evenly distributed, and the acceptors in this part exceed the donors. In this case, the donors will have a multipheric N-conductivity, and the acceptorswill have a multipheric P-conductivity, and a P-N transition layer will form at their boundary. For example: The aforementioned p-n transition occurs when boron atoms (acceptors) are introduced into the layer of a silicon crystal sample into which phosphorus (P) atoms (donors) were originally introduced.

Scientific achievements

Currently, semiconductors occupy an important place in science and technology. Semiconductor electronic devices are used in various branches of the national economy. From year to year, the properties of semiconductors that are still unknown to this day are

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revealed and more and more new devices are made from them. For this reason, interest in semiconductor physics is growing.

Semiconductor devices are now widely used in automation, radio engineering, and telemechanics. When determining soil moisture and accurately measuring temperature in agriculture, photovoltaic cells (solar panels), made on the most important conductors of plants and animals, allow you to convert the light energy of the sun directly into electrical energy, while thermoelements (thermogenerators) help to generate electricity from thermal energy.

Semiconductor innovations

The activity of the Institute of Semiconductor Physics at the National University has been strengthened. The resolution of the Cabinet of Ministers development of alternative energy, electrical and microelectronic industries state support for improving the efficiency of scientific research in the field of semiconductor physics also defines measures to strengthen the activities of the National Research Institute of Semiconductor Physics and Microelectronics at the Mirzo Ulugbek National University.

Industry research, challenges and shortcomings

The automotive industry suffers from a shortage of semiconductors. It is reported that in the first half of this year, 2 million cars may be produced. The agency says that the shortage of microchips is becoming increasingly apparent thanks to the annual reports of the world's auto industry concerns.

Currently, chip manufacturers claim that the problem is difficult to solve earlier. On the other hand, engineering companies focus not only on reducing the number of products, but also on simplifying the component assembly process to spend less money.

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THE IMPORTANCE OF TEACHING PRESCHOOL CHILDREN TO MEASURE MAGNITUDES IN THE FORMATION OF THEIR MATHEMATICAL IMAGINATION

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Annotation. This article describes the importance of teaching preschool children to measure magnitudes in the formation of their mathematical imagination.

Keywords: size, mathematical representations, units of measurement, size, quantity, comparison, relativity.

In the composition of mathematical representations, issues that introduce children to the magnitudes of objects occupy a certain place. The importance of the size of a subject in giving a correct and complete characteristic to any object is no less important than the importance of its other main characteristics. Only on the basis of comparison can the size of the subject be described. Revealing the meaning of the concept of" size", the mathematical Methodist D.Galanini shows that:" size is said to be such a property of objects and actions that we can compare objects on this property with each other, this property can be in different quantities on different objects". According to certain criteria for comparing objects, the relationship of equality or inequality of the magnitudes of objects is established. But not always subject to direct comparison. We often compare a given object in the general perceptions (thoughts) generated in ourselves about the magnitudes of familiar objects. In this place, the magnitude of the perceived object is compared with the generalized image, in which the experience of practically differentiating objects seems to be completed. Size is also characterized by variability. V.V.Davidov writes that " dimensions are such a state of an object that, even if it goes up to certain limits and changes a mentally given individual object, but does not change its type, Initial Quality. A change in the length of a given table changes only its size, but does not change its content and quality, it remains the same as a table".

The third property of magnitude is its relativity. Indeed, an object itself can be defined as large or small, depending on what object it is being compared to in size. It should also be noted that magnitude is such a property of the subject that it cannot be separated from the subject and imagined separately, and magnitude cannot be separated from the subject. By perceiving the size of the object, we get a whole picture (orientation) about the object (and only then we determine it by the words "large, small") or information about the ratio of individual lengths (own width, height). For such a subject, each concrete case serves as the basis for determining magnitude in multiple cases for which it has practical significance. In this case, the "high", "long", "large", etc.of the magnitude.k. they use specific definitions such as ("a child needs a low chair"," cars are going the wide way"," bought a tall arch", etc.k.). There are a number of objects for which the terms "Big-Small" cannot be used. For example: the tape can be long, short, wide, or thin (narrow: while the jumper can be long or short, etc.).k. Together with these 6, observations and Special Investigations show that preschool children prefer to use the words "Big-Small", "more-rare" when determining the size of objects. This is because, firstly, children cannot differentiate objects from their individual lengths (length, width, height, height, size relationships between them, and each of them., that they cannot identify with words, and secondly, they themselves often use the terms large-small, which are very general instead of the exact definition of size.

Large-small is the most common of the spatial signs of things, their distinguishing sign from

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each other. When we talk about every volumetric thing, we talk about something big or small. In addition, the thing will have three dimensions – height, length, width (thickness, height). Only when you know these dimensions can you say something long or short, wide or narrow, high or low. But it should also be mentioned that as the size of the items (height, color, low, width) changes, the name of the table or chairniig does not change. The table remains on the table, and the chair remains on the table. If we take numbers 6 the number is greater than the number 5, Not only greater than 5, but also greater than 4,3,2,1. And the number 3 is not only smaller than the number 4, but smaller than all of the numbers above it. Introducing the child to the kata-smallness of things is essential in preparing them for school, and is important in the mental, mathematical growth of children, in particular, in the growth of mathematical abilities.

As in the lessons of preliminary writing, mathematics, painting, Labor, it requires children to distinguish between large and small things, compare them and tell them verbally. The study of units of measure in elementary school is associated with the ability to distinguish signs of smallness of things. Having the right idea of big - smallness is of great importance in the study of geography, natural science, geometry, drawing. In connection with the introduction of elements of polytechnic education into the primary school, knowledge about the large or small size of things is of particular importance. Therefore, it is necessary to compose an idea of adulthood in children as early as preschool age. For example, for a large group, The “Wonderful Bag” Game on the amount Go: The Children stand in a circle the tutor comes out by giving each child one pen, the pencils will be Pencils of different lengths. The tutor stands in the middle of a circle in the hand of the tutor, in the “wonderful bag” there will be Pencils of different lengths. The children come one by one and hold one pencil from the bag to tell how it is(long, short).And measure with a pencil in his hand and say that he is longer or shorter than him.

Knowledge of large-small is determined in the process of direct perception of things. The perception of the large-small of things is a complex process, which is carried out on the basis of the activity of the analyzers of vision, perception and movement. The perception of large-small also includes the word about it. That is, the great-smallness of things is two-sided: the real great-smallness that their things perceive, and is assessed by saying the great-smallness that is said in words. Things that vary in size and size can be distinguished by children from an early age. Children of this age acquire the concepts of" senior "and" junior", but cannot yet distinguish other signs of adulthood. Under the generic name" large "or" small", all that belongs to the width, length, height, thickness of objects is understood. Three-year-old children easily determine the size and size of things (height, width, etc.) under the influence of teaching, if this sign of the thing is clearly visible. They find the largest or smallest of them, without errors, from within the same objects. But they find it much more difficult to place a few things in order according to their size and size, to find those of the same size from within a few things. Most three-year-olds cannot build a pyramid by picking in order from the largest of the first time out of various large-sized objects.

Four-year-olds know their new names, such as "largest" (longest), "smaller" (smaller), "very small (shortest), based on a comparison of the size and size of several things. At the same time, the relativity of assessing the magnitude of Things begins to understand: the child realizes that only one thing is sometimes said to be large in relation to other things, and sometimes small. The tutor puts a basket with ribbons on the table. He calls two children next to the table and offers to grab the other end of the ribbons he has caught, making it clear that the ribbons are long and short. Similarly, to cut the ribbons, children are divided into groups of 3 people using ribbons of 7 different colors and measure by taking a ribbon from a basket and comparing it with the ribbons in them. They need to

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find long and short ribbons from the ribbon on their hands. If the tutor says lift the longest tape, then each group will lift the longest tape in themselves, the shortest tape, if they say. Educator: "children, take the ribbons in front of you. These are supposedly the road. How to know which path is longer? We lay the ribbons side by side, making their end Equal from the left. Now we can tell which path is longer, which is shorter. With the right hand we take the doll and take a walk on the roads. Which path is shorter? From this, walk the doll. Which path is longer? Let the doll walk through it". The tutor watches how the children are doing the task and asks them: "is this path longer or shorter?”

At this time, in children of this age, it is observed to add a word to something specific, which means its size. For example, in one setting, a child takes one of several boxes as the longest, while in another setting, the box will call it "long", even if this time is higher than in others. The same is observed in much older children. Children 5-6 years old have a much wider understanding of adulthood (imagination). He can compare not only what is seen, but also what is not: "our house is older than our kindergarten, it has a floor". However, children of this age also have a special feature. For example children quickly understand and use the sentence "tall man" in their speeches, but do not use the concepts "tall doll" or "Tall Bear", where they only use the word "big" and "small". Children master the concepts of" deep","surface" with difficulty. So children have difficulty separating different sizes of things.

Children easily master the concepts of large and small during the comparison of numbers. Older preschoolers can compare specific things and distinguish their sizes, but this does not make it possible to distinguish the size of each thing separately. For example, children often consider the upper plane of a thing to be higher than it, while instead of the length they usually indicate the height of a thing or its width. Older preschoolers cannot even accurately distinguish the size (length, width, height) of the writing table, for example, in what occupies a clear permanent spatial position. The child often shows three sides of the thing instead of these three dimensions. Revealing the possibilities and peculiarities of preschool children to master the concept of the great-smallness of things as a result of scientific examinations makes it possible to determine the required amount of knowledge and qualifications for each age group in kindergarten according to the department provided in the program.

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THE ROLE OF THE PEDAGOGICAL ACTIVITY OF MODERN ENLIGHTENERS IN IMPROVING HUMAN VALUE AND QUALITY IN TODAY'S SOCIETY

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Annotation: In this article, the educational activities of Turkestan Jadid enlighteners and their importance in increasing the human value and quality of education in the society have been revealed. Also, the article deeply analyzes the importance of the enlightenment efforts of the moderns in the development of today's education system.

Key words: moral rule, education, Turkish culture or morality, thought education, perfect person, pedagogy, humanitarianism, moral education.

Human dignity and education is not a personal matter, it is a social work of importance to the state and society. His dignity, the perspective of the Motherland and the fate of the nation are also related to him and his education. In the words of Abdulla Awlani, "Education is for us either life or death, salvation or destruction, happiness or disaster."

As every citizen of the society stands on the threshold of the 21st century, it is natural for him to try to evaluate the value of the past years and define various aspects of his future life. In particular, those working in the field of education are no exception. Today, the interest and attention to the application of pedagogical technologies in the educational process is increasing day by day, one of the reasons for this is that until now, traditional education focused on the acquisition of ready-made knowledge. , modern technologies teach them to search for the acquired knowledge by themselves, to study and analyze independently, and even to draw their own conclusions [1]. In this process, the teacher creates conditions for the development of the personality, learning and upbringing, and thus the listener takes the main place in the educational process. Today, as well as in the last century, education is recognized as the main link of society. For example, if we take Abdulla Avloni's work "Turkish flower garden or morality", we can see that modern pedagogue education, creation of new textbooks and creation of new sets of educational methods and skills have a large place in it. Even the writer about this work, he said, "I presented this work to the great literature lovers and moral enthusiasts, equal to the education of our first schools." It should be noted that the main idea of every author's work is the issue of education and upbringing of young people with all-around potential. Education and upbringing are the most important pillars of life. Abdulla Avloni understands the scope of education in a broad sense. He does not limit it to only morality. He emphasizes the need to take care of the child's health first of all. Including, in 1913, Avloni's work "Turkish Gulistan or Morality" was published. In 1917, it was published for the second time. The book is written for high school students. But the importance of this work, which is one of the rare events of modern Uzbek enlightenment at the beginning of our century, was not limited only to the school circle. It also serves as a guide for lovers of literature and ethics. The work reflects on morality, a science that "calls people to goodness and deters them from evil" [2]. Ethics is a set of behaviors. Behavior is the form of manifestation of goodness or vice in a particular person. Therefore, every behavior is a symbol of goodness and nobility or vice and malice. In this respect, one or another aspect of behavior does not appear in a person by itself. Certain conditions and training are necessary for their formation. People are not born evil. Certain conditions make them worse. So, everything depends on education. Education begins from the day of birth and continues until the end of life. It consists of two stages - family and school education. Avloni has a wide understanding of the scope of education. He does not limit it to only one morality. He knows well that the saying "A healthy body is a healthy mind" is not in vain.

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Education cannot be separated from education, education from education - this oriental view is an oriental philosophy of life. In particular, if earlier in the madrasa, teachers and teachers provided education and upbringing, now they have found their place in this school as well. Because the school is the main place to teach the basis of our national culture, national customs and values. In madrasahs, Jadids taught science to students based on their level of activity. In his works, Jadidlar expressed the opinion that science is dead if it does not serve the benefit of society, if it is not used for the welfare of the people. Therefore, they call young people to learn, to know its secrets, to solve the essence of events, to read books. Educating an all-around mature person, turning him away from evil and encouraging him to be good depends directly and indirectly on education. His above-mentioned work promotes education and knowledge. Knowledge is the honor of the world and the honor of the hereafter. Knowledge is a very high and sacred quality for a person. Because science shows us our situation and actions like a mirror. A person without knowledge is like a tree without fruit.

From the pedagogical point of view of the modern enlighteners, they say that the value of a person is to know his native language perfectly, to use every word in its place, and to be zealous for the development of the national literary language. Pedagogically, they also pay attention to the manners of conversation in human science. Giving a high value to the essence of the word in determining human dignity, the word is a scale that measures the level and perfection, knowledge and virtue of a person. People with intelligence know their thoughts and intentions in their language, knowledge and strength, value and value from the words they speak. Love for language and culture is the attitude of every person towards his people. It should also be said that language and literature are the mirrors of the life of every person and nation in the world. The Jadids paid more attention to the issue of teaching the mother tongue as the basis of national education, because the national spirit, national spirituality, as they say, "entered with milk", can be absorbed only through the mother tongue. This is the fundamental view of the pedagogical views of modern thinkers.

In this period and in our past, the work of Abdullah Avloni mentioned above is important in the field of studying the development of pedagogical ideas at the beginning of the 20th century. This work of Abdulla Avloni is of great importance for the society of that time. The work is a work of moral education and education. Abdulla Awlani, as a pedagogue, said, "If a person's ego is corrupted at a young age, and he grows up without education and morals, Allahu Akbar, expecting good from such people is like standing up from the ground and reaching for the stars." . In his opinion, the social environment, family conditions and surrounding people are of great importance in the development of moral qualities of a person. Developing the ability to think in people and regularly engaging in this education and training is absolutely necessary and a sacred task. Therefore, it is a sacred duty of teachers, "relying on their attention, entrusted to their conscience... Because the strength, beauty, breadth of thought depends on the upbringing of the teacher." Jadid Abdulla Avloni emphasizes the need to provide education from a young age, and everyone should be involved in this work: parents, teachers, government and others. In this sense, the views of Abdulla Avloni in the field of education are closely connected with the mentality, lifestyle, and national values of the Uzbek people. It serves as a national school and a valuable resource for educating spiritually mature youth. From the first page to the last page of the work "Turkish Gulistan or Ethics" Avloni's humanitarian ideas are expressed. Above all, he cares about human dignity and the interests of the people.

In his eyes, he is not a person who does not care about people, who is far from the people, and who is a gossip. One of his famous sayings about education has not lost its place in our society [3].

Education is "a matter of life or death, salvation, destruction, loyalty, or disaster." These words of Jadid are still used in Uzbek society with their own reins in every field. Including, as our first President Islam Abdugyanevich Karimov pointed out, these words of our great thinker grandfather are our nation at the beginning of our century. As much as it was important and relevant

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for us, it is even more important and relevant for us now." In recent years, our Honorable President Shavkat Mirziyoyev has paid special attention to the education of young people, and we should raise our children ourselves without leaving them in the hands of others. "For this, we need to talk more with young people, listen to their hearts, and give practical help to solve problems," he said. The President of the Republic of Uzbekistan, Abdulla Avloni, who has been perfected for centuries in the implementation of these tasks, is currently putting before pedagogues the idea that education is "a matter of life or death, salvation, destruction, loyalty or disaster" [4]. Currently, this idea is considered as the main issue in every field. This is another important issue that always comes to mind - it is related to the manners, behavior and, in a word, worldview of our youth. Today, times are changing rapidly. Those who feel these changes more than anyone else are the youth. May the youth be in harmony with the demands of their time. But at the same time, let them not forget their own identity. Let the call of who we are and what kind of great people we are, always resonate in their hearts and encourage them to stay true to themselves. What will we achieve this at the expense of? Of course, relying on education, high pedagogical views and the rich heritage of our ancestors.

In conclusion, I can say that the modern enlightened people value human dignity in the social environment, the role of the family, "Physical education" is the education of a healthy person, "Thought education" is the development of thinking, teaching to think, "Ethical education". " - focuses on issues such as inculcating good manners and habits.

The most important thing is that the value of a person, realizing his noble aspirations, and increasing his social activity remain the main goals of the state and society in Uzbekistan.

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CULTURAL DEVELOPMENT OF INDIGENOUS MUSIC

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Annotation. This article describes the history of the development of the culture of qomusi music.

Keywords: musical tone, instrument, musical instrument, song, dance.

The fall of the Tahiri dynasty in 873 created favorable conditions for the settlement of the Samanid power in Mowarounnahr. From this period, the Somonites united Movarounnahr.

By the years 886-887, Nasr ibn Ahmad, who was from the Samanis, declared himself the ruler of the entire Movarunnahr. But his brother Ismail disobeyed Nasr, and in 888 a war broke out between the brothers. Nasr's troops were defeated and Movarounnahr fell into the hands of Ismail. In the 900s, the Somani state became stronger. Ismail expanded the lands under his control at the expense of Eastern Iran.

Central Asia entered the stage of advanced feudalism. Feudal khanates strengthened, cities grew, trade revived. During the time of the Somanids, Central Asia was not attacked by foreign invaders for almost a hundred years, which allowed the country's economy and culture to develop.

Growing exchange of goods between the city and the countryside, booming caravan trade ensured the development of agriculture, mining and crafts.

During the Samanid period, the caravan trade connecting Southeast Europe, Iran and the Caucasus with Mongolia and China through Central Asia gained great importance in Movarounnahr.

In the 10th century, merchants joined trade associations, and checks were widely used in trade. It was possible to give a large amount of money to a money changer in a city, get a check from him in exchange for it, and go to the intended place and show this check and get back the amount of money indicated on the check in full.

During the Arab conquest, it was allowed to learn Arabic in the Islamicized area. The Arabic language began to be used not only in Muslim circles, among official officials, but also in the environment of Persian, Khorezm, and Sugdian nobles. All Sharia rules, official documents, all scientific works were written in Arabic. A person who does not know Arabic could not be an official.

The cultural life of Khorasan and Mowarounnahr experienced a great upsurge during the reign of the Samanids. Marv, Bukhara, Samarkand and Urganch were the cultural centers of their time. Among them, Bukhara was particularly famous; because it housed the palace and the central office of the state.

Abu Ali ibn Sina writes about the great book market in Bukhara. In one of the bookstores here, he manages to find Aristotle's "Metaphysics", which he needs, with the comments of Alloma Farobi.

The booksellers themselves were among the learned people. It was possible to meet a poet, a philosopher, a doctor, a mathematician, an astrologer, a historian, etc., and conduct voluntary discussions with them on various topics in bookstores.

Bukhara was famous for its library in the emir's palace. With the permission of Amir, Ibn Sina had the opportunity to use this library and gave a brief description of it. The library occupied several rooms. In each room, there were many manuscripts related to a special field, sharia, and poetry. Manuscripts were stored in chests. Bukhara library could compete only with Shiraz library. No other library in ancient Asia could match it.

Famous poets Rudaki and Daqiqi lived in Bukhara at that time and wrote wonderful poems, Firdavsi was also here. The famous naturalist, physician, philosopher, poet Abu Ali ibn Sina spent his youth in Bukhara.

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In the 9th-10th centuries, all types of science, culture and art flourished, great thinkers, scholars and fuzalo also grew up in this period and from this land. The main part of the sources related to our past culture and spirituality was also created during this period. In particular, the works of lexicographers-scholars such as al-Kindi, Abu Nasr al-Farabi, "Ikhwanus-Safa", Abu Ali ibn Sina, Muhammad al-Khorazmi on music issues are the main source for studying the music culture of the 9th-10th centuries.

It should be said that the art of music was greatly influenced by the household lifestyle and waste of time of the ruling classes of that time. Music was one of the important pleasure factors in the life of the ruling class. Interesting information about this is also given in the famous "Nightmare" of Unsurulmaoli Kaikovus.

In that period, two main groups of musicians were formed. The first is a group serving at parties and gatherings, consisting of singers, performers of strings and percussion, as well as performers of percussion instruments intended for performance in a closed area; and the second is a group that performs military-practical functions, and includes performers of loud instruments such as trumpets and drums, which are played in the open field. According to the famous scientist F. M. Karomatov, this division later led to the emergence of two main types of Uzbek national musical ensembles [1].

In the 9th-10th centuries, the peoples of Central Asia were distinguished by a wide variety of musical instruments. The oud (or barbat) was the most popular instrument among professional performers and theorists. It is no coincidence that separate chapters of musical treatises are devoted to the description of this instrument. In addition, two types of Baghdad and Khurasan tanburi, as well as rubab, were used in practice. Wind instruments - various types of flutes and trumpets are common.

The moral and professional rules for court musicians are reflected in the famous "Nightmare" of Kaikovus: "Even if you are a teacher without a nazir (benazir), look after the harif (ulfat) in the assembly, if there are old people and special people who enjoy music. If so, be happy, click on the good roads and paths [...] Also, pay attention to which road each person likes at this party, tell him when the cup reaches that person . At that time, if you hope for something from those people, you will find it..."[2].

However, despite the fact that musicians were subject to the tastes and needs of cyborgs, the music culture of this period preserved and developed its artistic and aesthetic principles formed over the centuries. The high artistic-aesthetic ideals of music art, the code of ethics of a professional musician were first of all expressed in the works dedicated to the science of music [3].

Poetry especially flourished during the Somonites period. Palace poetry was created mainly on the basis of folk literary traditions and folk oral creativity. "The main genre in the works of court poets and musicians was odes praising and honoring the rulers. The main essence of qasidas was to glorify the person to whom the qasida was dedicated. Its prelude (nasib) was accompanied by a musical instrument. Sometimes, during parties, musical instruments could play tunes independently. Ghazal was born from Nasib, an independent form of musical-poetic art, that is, performed by a musician - mutrib. Along with hymns and poetic works, songs expressing social views were also created".[4]

During the reign of the Somanites, Rudaki was a master of odes. According to some information, Rudaki was born in the village of Rudak in Samarkand (this village still exists today, and residents consider it the poet's homeland). According to other information, Rudakiy's name was taken from the name of the musical instrument that the poet mastered perfectly - "rud".

Rudaki was born in a poor family. He learned to play a musical instrument and sing early. His fame reaches the emir of Bukhara, Nasr ibn Ahmad (914-943), and the emir invites him to be a court musician and poet.

According to the 11th century poet Ustadi Rashidi, he calculated that Rudaki had one million three hundred thousand verses. A small part of Rudaki's poetry has reached us.

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RESULTS OF STATE PROGRAM OF ACTION STRATEGY - INCREASING HUMAN BENEFITS AND EDUCATIONAL EFFICIENCY

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Abstract: In this article, the Decree of the President of the Republic of Uzbekistan dated February 7, 2017 "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan" on the implementation of the Strategy of Actions in the "Year of Communication with the People and Human Interests" in the 4th direction of the State program [1] called "Development of the social sphere", measures to ensure the convenience of preschool educational institutions, improve the quality of general secondary, secondary special and higher education and their development will be explained in detail. In this direction, the results of the special attention paid to the development of the field of education and science, to the education of well-rounded, intellectually mature, and at the same time, highly qualified specialists are analyzed.

Key words: Action strategy, social protection, quality education system, public education, human value, communication with the people, education, qualified personnel.

During the adoption of this Strategy of Actions, which determined the past five-year development of our country, it was aimed to comprehensively study and analyze the current problems of the population and take appropriate measures to eliminate them step by step, in a word, to increase the well-being of our people. Uzbekistan is now recognized by the world community as a country that is rapidly developing, achieving stable growth rates in the economy, and most importantly, the socio-economic conditions of the population are fundamentally improving, and the standard of living is consistently rising. Here, as for the priorities of the development of the social sphere, which is the 4th direction of the strategy, today the kindness and attention shown to single and single intellectuals, low-income families with many children and disabled people - putting their rights and interests in the first place, providing housing, strengthening the attention of state bodies and other organizations, and dramatically improving material supply are the fruits of today's new stage of reforms. After all, "Construction of affordable housing in rural areas according to updated model projects in 2017-2021", "Prosperous village" and "Prosperous neighborhood", "Every family is an entrepreneur", "Youth is our future", "Five positive initiatives" The works carried out within the framework of State programs [2] and plans are today a bright example of care to improve the standard of living and well-being of the people. Therefore, according to the 2019 State Program, a total of 370,000 new jobs were to be created in our country, and more than 266,300 new jobs were created in the past nine months, which exceeded the forecast by 119.8%. Or, compared to 2018, the number of employed people increased by 1.4 times, and the number of unemployed people who received unemployment benefits increased by 4.5 times. More than 252,700 people were involved in entrepreneurship within the State programs "Every family is an entrepreneur" and "Youth is our future". 9,672 women living in difficult living conditions were provided with employment [3]. The active and effective, open and creative activity of Uzbekistan in the field of foreign policy in terms of priority directions in the field of ensuring security, inter-ethnic harmony and religious tolerance and implementing a well-thought-out, mutually beneficial and practical foreign policy is the further expansion and development of relations with all countries of the world and international organizations is an important factor. In this place, first of all, the relations with the other sister countries of Central Asia, which are close neighbors - the soul neighbors, have warmed, the ice between them has melted, mutually beneficial relations have been established consistently, thousands of ordinary people can easily cross the borders, free movement across the region, relatives and relatives - the creation of all the conditions for its arrival

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was an important historical step. Uzbekistan continues its independent policy of ensuring human rights and freedoms, and this policy is recognized by the international community. The institution of amnesty for prisoners was introduced in the country, and amnesties were announced seven times in the next three years. As a result, nearly 4,000 prisoners who sincerely repented of their actions and determined to recover were released from their prisons. On the eve of the Independence Day, the closure of the penal colony in the Jasliq fortress of the Republic of Karakalpakstan, the repatriation of 156 citizens (mostly women and children) from Syria, where hostilities are ongoing, and the restoration of their civil rights were applauded by the international community and are another vital expression of the humanitarian policy implemented in this country. it was noted. In general, today's Uzbekistan is showing itself as a country capable of protecting the rights, interests and freedoms of its citizens, regardless of where they are. The most important thing is that today in Uzbekistan, the desire to find a positive solution to any problem that troubles the population, rather than turning a blind eye to the existing problems in society, has increased, and the influence of parliament and public control over the implementation of laws is increasing. In particular, the fact that the responsibility of officials and state bodies has greatly increased, and that the noble principle that "the people should serve the people, not the state agencies, the state agencies should serve the people" is a factor of success.

In accordance with the strategy of actions, in 2017-2021, development of the Program for the radical improvement of the higher education system, further improvement of educational programs, provision of paid services and expansion of the powers of higher educational institutions in search of additional sources of financing gradual development is envisaged. As a result of this, on October 8, 2019, the Decree of the President of the Republic of Uzbekistan "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030" was announced. This decree defines a number of tasks for the radical reform of the higher education system. Based on the meaning and relevance of the policy carried out by our state and government on the development of the field of education and science, it can be explained as follows: first, the new education system, changes in the training of qualified personnel and new approaches, the emergence of modern professions and its connection with the conditions of our country; secondly, the concept of education, as a result of socio-economic development, has become a separate independent field of human activity from a certain period, transferring the social experience of society to the next stage; thirdly, education is a set of actions aimed at forming the intellectual and spiritual aspects of a person, ensuring his active and successful participation in society's production and social, political, cultural, educational life, enlightenment and means imparting knowledge; fourthly, science is one of the social institutions of society, a form of social consciousness that reflects the life of nature and society. All this, in turn, creates a foundation for the formation of a free and fair society, a healthy environment, people's agreement and sense of belonging to the implemented reforms, and active participation in the country's development. These life-giving reforms and renewals are mobilizing the whole society, every person who is a member of it, to practical work, uniting them in the way of the interests of the country and the future of the Motherland.

In short, the noble idea of President Shavkat Mirziyoyev that "We will build our great future together with our brave and noble people" is being consistently realized today.

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MUSICAL BROCHURE CREATED IN THE XI-XIII CENTURIES

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Annotation. This article will talk about the musical brochure created in the XI-XIII centuries, dedicated to Bukhara.

Keywords: musical tone, instrument, musical instrument, song, dance.

The poem dedicated to Bukhara is one of the great works. This is what they say about its creation. "Amir Nasr ibn Ahmed lives in Marv, the courtiers get bored in a foreign city and have a desire to return to their homes. They ask Rudaki to write an ode in honor of Bukhara. After hearing this ode, Amir immediately asked for a horse and immediately left for Bukhara.

Daqiqi was one of the witty poets who wrote in Tajik language. He relied on folk tales and folk art. He created at the end of the 10th century during the reign of Nuh ibn Mansur (976-997) and laid the foundation for the creation of the Shahnama. This work should have reflected the history of Iran and Central Asia before the Arab invasion. But Daqiqi died early and could not finish the work he started. "Shahnoma" was completed by the great Firdausi at the beginning of the 11th century during the reign of Mahmud Ghaznavi (998-1030).

Ferdowsi's worldview was formed during the Samanid period. Abulqasim Firdavsi was born in 934. He started writing his famous epic "Shahnoma" at the age of 37 and finished it at the age of 71.

By this time, interest in ancient epics and narratives, which only had pictures in folk art, grew. Professional (vocational) heroic epics, based on a ten-syllable rhyme scheme with two lines rhyming with each other, were created.

Shahnama is a heroic history of Iran and Central Asia, told in a poetic style, from ancient times to the conquest of the Samanid state by the Arabs in the 7th century. This work is a rich source for studying the music, musical life, and musical instruments of that time. Among the stringed instruments mentioned in the "Shohnoma", the rud and percussion bell are widely used. The image of the circle is often found in various miniatures of "Shohnoma" and other manuscripts. Rudaki's odes mention dust and a four-stringed harp.

Stringed and wind instruments such as chiltar and oud were widespread at that time. An oud with five or six pairs of strings was used, which was tuned to a quarter. Darveshali CHangiy (XVII century) assessed the oud as "the king of all musical instruments".

In the 9th and 10th centuries, science also flourished. The religion of Islam, which was introduced among the peoples of Central Asia, could not overcome the ancient scientific traditions with its roots.

During this period, the famous mathematician and astrologer Ahmed Al-Fargani was among the outstanding scientists, poets, and musicians; Muhammad ibn Musa Al-Khorazmi, a great scientist, the author of the treatise Algebra; Abu Nasr Al-Farabi, the famous philosopher of the Middle Ages, whose work in the field of music was the basis for his contemporaries and the next generation of musicians; Abu Raykhan Beruni, who made a great contribution to many sciences in the Middle Ages; the great thinker Abu Ali ibn Sina lived and created.

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The great mathematicians Ahmad Al-Farghani, Abu Ja'far Muhammad ibn Musa Al-Khorazmi came from Ferghana and Khorezm. In the academy of Caliph Al-Ma'mun (813-833), Al-Khwarizmi took a firm place in the history of science with his works on algebra, that is, mathematics. In Europe, the name Al-Khorazmi has been preserved until our time as the term "algorithm" and "algorithm". The name Algebra comes from its title "Kitab al-jabr wa al-muqabala".

The great philosopher-scientist, one of the founders of medieval Eastern music theory - Abu Nasr Muhammad Farabi was born in 873 in the city of Farab on the banks of the Syr Darya. He comes from the Turkic tribes of Central Asia and receives his initial education in his native city. Farobi, who is a well-educated person, went to the cities of Baghdad, Damascus, and then to Egypt, where he increased his knowledge [5].

Farobi was an excellent musician and music theorist. It is said that he played on all the musical instruments available in his time.

Farabi is his nickname, and his full name is Abu Nasr Muhammad ibn Uzlug ibn Tarkhan - the greatest representative of the medieval Eastern music culture. Due to the fact that Farabi perfectly knew all the fields of science of his time and made a great contribution to the development of these sciences, he interpreted Greek philosophy and made it widely known to the world, he was called "Al-Muallim as-Sani" - "The Second Teacher" (after Aristotle) in the countries of the East. received the great name "Arastus of the East". It is known that he spent his youth in his homeland and studied in Tashkent, Bukhara and Samarkand during his youth. Later, Farobi went to Baghdad, the cultural center of the caliphate, in order to improve his knowledge. He also visited the Iranian cities of Isfahan, Hamadan, and Rai. Around 940 he lived in Damascus. The next years of Farobi's life will be spent in the city of Aleppo (Aleppo). He served under Sayfutdavla Hamdami (943-967) and won his favor. According to some reports, he knew more than 70 languages. He performed the tunes especially on flute and tanbur with great skill. According to some sources, Alloma Farobi invented the instrument of law and did a lot of work in improving the sound of oud, which was popular at that time [6]. I. Rajabov's opinion based on the available sources is as follows: "In some sources, it is noted that the opinion that Abu Nasr Farabi is the inventor of the word of law is incorrect. Authors of the past often considered musicians-scientists who made minor changes to the structure or strings and frets of musical instruments to be the inventors of that instrument. The idea that Farobi is the inventor of the "Law" can be understood in the same way.

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THE ROLE OF RADIO BROADCASTS IN THE DEVELOPMENT OF READING AMONG THE POPULATION

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Abstract: This article discusses the role of radio broadcasting in the development of reading among the population. The article also talks about the analytical results of broadcasting programs aimed at improving the culture of reading among young people through "Mahalla" radio.

Keywords: radio, journalist, program, network, listeners, reading, broadcasting, literature.

Today, one of the important tasks facing radio journalists is to increase the volume and level of literary-artistic, educational and spiritual broadcasts on "Uzbekistan" radio. That's when the radio's position of popularity, relevance and wide distribution will remain in its original strength. And radio is a convenient and cheap, timely and effective source of information that works around the clock. The first program of Radio Respublika airs every two to three hours, and Radio "Mahalla" airs every half hour with the latest news. In addition, you can always listen to the radio, whether you are at home or on the road, in the field or in the pasture, in the service office or at the machine. This is why the role and importance of radio in social life is increasing today.

In Uzbekistan, great attention has been paid to the development of the radio sector, which is considered an important branch of mass media, and in recent years, wide opportunities have been created for the creation of the organizational and legal foundations of the network, the formation of a modern material and technical base, and for journalists to work and create freely. "Delivery of fast and reliable information to the population, comprehensive reflection of the democratic reforms implemented in our country" [1] is one of the urgent issues. In this regard, it is important to carry out scientific researches in such directions as the establishment of radio and broadcasting activities, its material and technical condition, the issue of radio journalist personnel, and the process of covering the population with radio.

Radio and television play a big role in our lives today. After all, through their various shows and broadcasts, we get to know about world events, increase our consciousness. At the same time, radio and television programs serve to enrich our culture and spirituality. Therefore, in our independent country, great attention is paid to the development of radio and television networks and strengthening of their material and technical basis. At the same time, efforts are being made to train TV and radio journalists, improve their professional skills, and bring the quality and content of programs to the level of modern requirements.

Through Republican radio, we are informed about the scientific and technical achievements of social, political and economic processes not only in society, but also in the whole world. In addition, republican radio broadcasts many broadcasting programs aimed at developing the worldview of the population and its spiritual consciousness. In particular, it is certainly positive that programs on the development of reading are being broadcasted on "Mahalla" radio. An example of our idea is the "Radio Kitab" program, which is broadcasted every day at 21:30 on the "Mahalla" radio channel. In this broadcast, works related to a certain category will be read and broadcast figuratively. This broadcast is very interesting for the listener, as if the heroes of the work appear before our eyes one after another. But in this case, the role of the singer must be great, and it is required to be able to penetrate the heart of the listener through the words. In particular, excerpts from unique masterpieces of Uzbek and world literature will be read and broadcast during the broadcast. At the end of the broadcast time, a conclusion will be made to a certain part of the work, and the listeners will be informed that the continuation will be read out in tomorrow's broadcast.

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The meaning of this program is that the listener listens to the radio again to find out the continuation of the work, as if listening to a fairy tale as a child. This will greatly help to improve the literacy of the works for a person who is busy with certain tasks during the day.

A number of other reading programs have been organized by Mahalla Radio, which has a large following, one of which is ``Adabiyot Gulshan", which is broadcast every Sunday at 12:40 PM. Literary scholars are invited to this broadcast, and they will express their opinions about the subtle aspects of our literature, the art of words in literature, and the possibilities of the Uzbek language. This broadcast has a deep content and essence and has many listeners. Because in the broadcast, the works of Navoi, Babur, Atoyi, Mashrab, Fuzuli, Lutfi and many other classic representatives of our literature will be analyzed. In particular, in the life and scientific heritage of Navoi, special attention is paid to the aspects that contribute to the formation of feelings such as nationalism, humanity, integrity, correctness and knowledge, which are disappearing in our social lifestyle today. The purpose of this broadcast is to create a passion for books, knowledge, and especially literature in the hearts of the growing young generation. Because literature is the most effective means of encouraging a person to spiritual perfection.

Another interesting broadcast on the development of reading through this radio channel is called "The Book and the Future". The broadcast airs every Saturday at 4:40 PM. Although the weekly program of the "Book and Future" broadcast is prepared in a different way compared to other broadcast programs, the goal is the same - to develop the culture of reading among young people, to encourage them to read books and research. For example, if a specific work is analyzed in one travel program, spiritualists are invited to give their advice on what a person can achieve by developing reading skills in other programs. In another program, the best and most perfect works of a certain field and their content are shared by experts. Another broadcast aimed at developing the culture of reading among the population is called "The Pleasure of Reading", which is broadcast on Wednesdays at 22:00. This broadcast also has a unique aspect, in which various interviews and quizzes are held on the issues of reading not only books, but also newspapers and magazines [2].

It is impossible to imagine the society we live in today without science and technology and mass media. But no matter how fast time continues to grow, we must always remember that science and thought lie under this speed. Knowledge and thinking are acquired through reading, studying and research. For this reason, efforts are being made to develop literacy in all areas today. The above-mentioned opinions and arguments are an example of how radio is fully fulfilling its role as an important and convenient propaganda tool. Because it is not surprising that a certain layer of the society is making the current attitude towards books and libraries more positive and active.

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IMPORTANCE OF A COMMUNICATIVE METHOD FOR TEACHING FOREIGN LANGUAGES

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Annotation: This article is devoted to highlighting the importance of a communicative method for teaching foreign languages.It is true that the communicative approach of learning foreign languages is one of the most popular in the world. Communication develops all language skills - from speaking and writing to reading and listening. Grammar is intelligent in the process of communication in a language: the student first remembers words, information, grammar and then begins to understand what grammar means. The goal is to teach the student to speak a foreign language not only effectively, but also accurately.

Key words: communication,presentation,grammar,teaching, learning, verbal communication.

Today, language learning has taken on a new meaning; but at first it was a little secretive and thoughtful. The role of the teacher in the teaching process has changed dramatically. The coach-mentor, coach-supervisor was replaced by an observer coach, a mentor coach, a "pacifier" coach, and a leader [18, 3].

The first line in the popularity of methods is strongly held by the communication method, which, as its name suggests, refers to the communication method. The communication method is directly related to the access of the communication. The communication approach is based on the idea that language is related and, therefore, the goal of language learning should be communication skills, which includes language proficiency (availability of language materials for use in the context of spoken speech), sociolinguistic communication (inability to use language units in terms of communication), interpersonal skills (inability when you understand and achieve interdependence in the vision and development of individual information in the use of critical discourse), what is called " skills (degree of familiarity with a cultural view of language use), social skills (ability and willingness to communicate and others). The emergence of the communication system and the precise definition of "clean communication" was influenced by the notion of language competence. Chomsky, which refers to the speaker's ability to generate structural correct grammar.

Characteristics of the communication method: the meaning is based; language learning is communication learning; the goal of communication skills (the ability to use and use language effectively); through trial and error, the student develops his or her own language.

The communicative approach of learning foreign languages is one of the most popular in the world. And even those who are looking to see what this method is all about, are convinced that it is the most advanced and most effective way of learning a foreign language [64 , 67].

Ya.M. Kolker elaborates on the following concept: "In recent years, traditional foreign language learning has been confronted with communicative and dynamic approaches" [45, 327-335]. Communication learning of different languages is of a dynamic nature, since verbal communication is done through "verbal actions", which, in turn, helps to solve the problems of human activity in terms of communication social of human communication (I.A. Zimnyaya, G.A. Kitaygorodskaya,

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and A.A. Leontyev). Communicate participants trying to solve real -life and imaginative collaborations using a different language.

Ellis emphasizes: “to be frank, speech, as it were, does not exist. It is merely a form of speech that is part of any activity - very specific, mental or physical ” [23, 127].

Therefore, the author concludes, and the learning to speak a foreign language should be done from a standpoint of establishment and independence, depending on the totality of its characteristics of the activity. The uniqueness of this type of discourse is that, by its purpose and meaning, it is related, first and foremost, with another type of discourse, so we find its general use when it comes to learning to read, listen, translate, and so on. And there is only one method that today, language learning has taken on a new meaning; but at first it was a little secretive and thoughtful. The role of the teacher in the teaching process has changed dramatically. The coach-mentor, coach-supervisor was replaced by an observer coach, a mentor coach, a “pacifier” coach, and a leader [18, 3].

The first line in the popularity of methods is strongly held by the communication method, which, as its name suggests, refers to the communication method. The communication method is directly related to the access of the communication. We know, which tries to involve the learning of a completely foreign language, such as the communication method, that gives us the basic sign of an active form of learning. According to O. Gromova, author of the communicative approach, “communicativeness is that speech is the process of learning, not so much the pursuit of speech performance goals (in fact, all aspects of the past). and now such a goal has been set), but there is a way to achieve this through the use of language itself. goal, but also a means on which both languages depend ”[51, 355].

The verbal partnership is largely dependent on the teacher’s communicative behavior, which, in turn, also enters the course of the speech orientation of learning and is due to the dynamic nature of communication. In fact, at all levels of use, communication is specially trained. But there are many areas that require specialized training. Thus, for communication, a specific role is played by: the ability to access communication, reduce and restart; the ability to follow your guideline in communication, implemented in behavioral tactics as opposed to the plans of other networks; the inability to share regularly for new speakers (several new ones at the same time), changes in partner roles, or changes in communication; inability to predict the behavior of speaking partners, their statements, the outcome of a particular situation. The modern method of communication is a good combination of many methods of learning foreign languages, perhaps at the top of the evolutionary pyramid of different teaching methods.

In the age of foreign language learning, many language teachers consider communication to be the most effective and criticize traditional ways of working on the principle of “from grammar to words, then the change in performance for enforcement. Special exercises are made by not using a language, and a person who learns a language correctly by this method will be more silent than saying the wrong phrase. And the “assistant”, on the other hand, is called to “stop” the language.

Communication develops all language skills - from speaking and writing to reading and listening. Grammar is intelligent in the process of communication in a language: the student first remembers words, information, grammar and then begins to understand what grammar means. The goal is to teach the student to speak a foreign language not only effectively, but also accurately. Rules, meanings of new words are explained by the teacher with the help of familiar words to the student, basics and grammar information, with the help of gestures and facial expressions, drawings and other aids. They can also use computers and CDs, the Internet, TV programs, newspapers, magazines, and more. All of this helps to awaken students ’interest in the history, culture, traditions of the country of the language being studied.

In foreign language lessons, the teacher creates situations where students interact in pairs and with each other, in groups. This makes the lesson even more varied. When working in a group,

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students demonstrate speaking independence. They can help each other to properly correct the interviewers 'information. The teacher in the classroom is responsible for the tasks of organizing communication, asking leading questions, communicating ideas to participants 'initial ideas, and acting as a proxy in discussing controversial issues. Unlike voice-language and other methods based on repetition and memorization, the communicative approach organizes performances "with an open-ended conclusion": students do not know what their actions are within. the classroom will pour out everything that will depend on the answers and answers. Standards apply every new day. This reinforces students 'interest in classes: after all, everyone wants to be meaningfully connected to meaningful topics. Most of the time in lessons speaking (although reading and writing are also audible). At the same time, teachers talk less and listen more, only directing student activities. The teacher sets the exercise, then "talks" with the students, and then he or she disappears backwards and acts as an observer and judge. He prefers to use only research language.

The communication approach is to compare learning to the communication process, more accurately, based on the fact that learning is a model of the communication process, although somewhat simplified, but even in basic parts, it is the same as real communication. system. All of the above about the interactive approach of learning to speak a foreign language allows us to argue that the subject of education in this case is speaking a foreign language. In this way, the division of speech skills is clearly seen, and exercises are ordered for their continuous formation. All of this, on the other hand, provides reason to prove that the communicative approach of speech learning in E.I. Easter represents a type of foreign language learning activity.

Based on the foregoing, we can see the following positive aspects of the communicative approach of learning a foreign language:

1. Only the contact method in the learning of foreign languages gives us the main characteristics of the type of learning activity, its uniqueness, through its purpose and meaning, is related, first of all, with another type of speech, so we have its general use, when it comes to reading, listening, translating, and so on.

2. An example presentation is not only a goal, but also a method, on which both depend.

3. The modern communication method is a good combination of many foreign language learning methods, perhaps at the top of the evolutionary pyramid of different learning methods.

4. The use of communication techniques to eliminate language barriers.

5. Grammar is well known in the process of communication in a language: a child first remembers words, phrases, grammar and then begins to understand what grammar means. The goal is to teach the student to speak a foreign language not only effectively, but also accurately.

6. In the process of learning can also use computers and CDs, Internet,

TV shows, newspapers, magazines, and more. All of this helps to arouse students' interest in the history, culture, and traditions of the country of the language being studied.

7. New features every day. This reinforces students ' interest in classes: after all, everyone wants to be meaningfully connected to meaningful topics.

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DEVELOPMENT OF THE TEA CULTIVATION ON THE TEA ROAD (for example Georgia)

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Annotation

This article presents the history of the study of tea cultivation in Georgia, and examines these historical sources based on the reviews of various critical comparative sources. Also, various articles and monographs of O.Tatishvili, T.Sosesvili, B.Chkadua, Y.Stalinskii, Yersov, P.Gugushvili and K.Gabunii, who studied the history of tea cultivation in Georgia at the end of the 19th century, were analyzed.

Key words and phrases

The Tea Road, tea culture, tea industry, Georgia, technology, Chakva, botanic garden, Sukhumi, Zugdidi, Ozurgeti.

A comprehensive study of the issue of the introduction of the tea bush, the introduction of its culture and the development of the tea industry in general in Georgia is a very necessary and important matter. It was the subject of wide discussion and heated debate in the second half of the last century, especially in the last decade. This topic has retained its relevance to this day. The scientific study of the development of tea culture and tea production in the republic has recently unfolded with renewed vigor. Many scientists of various specialties take part in it, shedding more and more light on the historical course of development of this important branch of the national economy of Georgia.

Unfortunately, along with specialists in the history of the national economy, non-specialists, so to speak, "volunteer historians" are also taking on this task. These latter begin their work, no matter what branch of tea production (agrotechnics, technology, biochemistry, biology, etc.) it belongs to, necessarily from the history of its occurrence. There is nothing surprising in the fact that such "stories" are written, for the most part, by hearsay, without deep study and careful verification of historical facts.

“In Georgia”, writes O.Tatishvili, “the tea plant was first brought in 1842 from the Nikitsky Botanical Garden and planted in the Sukhum Military Botanical Garden. In 1848, from the same Nikitsky garden, the tea importants brought and planted in the Ozurgeti state nursery, in the former Gurieli garden, and in Zugdidi, in the Dadiani garden” [Татишвили О. – P. 142]. The author, apparently, considers his “statement” to be such a well-known fact that he did not even find it necessary to refer to any source.

“They have known the tea plant in Russia since 1833, when the ordered tea seeds and seedlings were planted in the Nikitsky Botanical Garden (Crimea)... In 1848, tea bushes from the Crimea were transported to Sukhumi, Zugdidi and Ozurgeti, where they were well accepted... For experimental purposes, in 1872, several different forms (?!) of a tea plant were planted”, – T.Soselia writes [Соселия Т. – P. 8]. He not only does not refer to the source, but he did not even indicate where the tea plants were planted for experimental purposes in 1872.

New discoveries are presented by B. Chkadua. It turns out that they were planted in 1849-1950. in the Sukhum Botanical Garden, tea bushes died only in 1942, and in the city of Makharadze, the bushes planted in 1847 are still in good condition.

Everyone believed that the Salibaur tea state farm (the former estate of K.Popov) was founded in 1893, and Chakvinsky (the former specific estate) - in 1895. Turns out there was a "mistake"! According to B. Chkadua, “established in Saliba by the lesson of the tea state farm in 1843-1850. Tea bushes today are characterized by an abundant yield. Even older Chakvin tea bushes” [«Сакартвелос

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экономисти», 1966, No 4]. Therefore, it must be assumed that the Chakva plantations were established earlier than the Salibaur ones. It is surprising that for almost 50 years no one noticed these plantations, and, most importantly, they were planted on lands that did not yet belong to the Russian state.

O. Tatishvili, T. Soselia or B. Chkadua are not specialists in tea production or its history. Therefore, it would be possible to ignore their statements. But one cannot ignore the fact that, unfortunately, tea growers, under the guise of the "history" of the tea industry, present in their works erroneous, contradictory statements, based on also sometimes unreliable, unverified sources.

So, for example, one of the scientists writes that “tea bushes, prescribed in 1833, were sent partly to the Crimea, partly to Sukhum to Professor Bagryanovsky, who was in charge of the botanical garden ... Therefore, the prescription of the tea plant in Georgia should be calculated from 1833” .

Individual periodicals often sin too. For the reader's information, sometimes unverified reports appear in these publications about the importation of the tea bush to Georgia, about its introduction into culture, etc. More recently, one of the Tbilisi newspapers published information "From the history of Georgian tea." The information says: “The first tea bushes were brought to the Sukhum Botanical Garden and the Ozurgeti (Makharadzevsky) acclimatization nursery from the Nikitsky Botanical Garden in 1833 [Карчава Г.З. – P. 7]. Tea bushes are well received on Georgian soil.”

If the authors of this information had in the slightest degree taken an interest and checked their authenticity, they would have made sure that in 1833 the Sukhum Botanical Garden did not exist at all, not to mention the Ozurgeti acclimatization nursery.

Not so long ago, excessively laudatory articles and essays appeared in the press about the Chinese citizen Lau John-jau, who worked since 1893, first at the estate of K. S. Popov in Salibauri, and then at the Chakva specific estate as the head of a tea factory. It seemed that if it were not for Lau John-jau, then tea production in Georgia might not have originated at all or would not have received its further development. Meanwhile, it was enough to take an interest in his (Lau's) past activities in these estates to be convinced of the groundlessness of such praises.

Some authors even today persistently assert that the former editor of the newspaper "Kavkaz" E. Stalin, in 1872, with the permission of the governor, formed a partnership with a capital of one million rubles in order to organize tea production in Transcaucasia. If any of these authors would try to delve into the essence of the matter, it would become clear that in 1872 no partnership was formed, that it was only in 1875 that Stalinsky spoke on the pages of his newspaper about the possibility of tea culture in the western Transcaucasus (in Georgia).

Such absurd "statements", such "hearsay information" today are not even worthy of refutation, but this is necessary to establish the historical truth.

It is known that in 1875 a certain Yeritsov on the pages of the newspaper "Caucasus" published his version of the importation of the tea bush to Georgia in 1833. After some time, Begichev made a lot of efforts to give it a shade of truth. Over time, the falsehood composed by Yeritsov and Begichev received the right of a literary source, and some ignorant authors still use it as a reliable source. It is possible that a similar story will not repeat itself in the future. Unverified reports, unreliable information, appearing from time to time in our publications, will certainly disorientate the new generation of researchers, complicate their further scientific work in this direction.

We have important scientific research on the introduction of the tea bush in Georgia and the history of its culture. Among them, first of all, it is necessary to point out the works of Prof. P. Gugushvili [Гугушвили П.], prof. K. Gabunia [Габуния К.] and others.

In the mentioned works, a number of issues of tea production in Georgia are scientifically developed and, most importantly, the far-fetched statements of Yeritsov-Begichev about the introduction of the tea bush in Georgia in 1833 are exposed [Карчава Г.З. – P. 8].

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It is surprising that some authors stubbornly bypass the above scientific works and use dubious sources. As a result, science has to fight against such fabrications until today. It is necessary to continue, along with painstaking research work, to consistently expose unscientific conclusions based on unverified, dubious sources of assertion.

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THE POLICY OF WORKING PERSONNEL MOVEMENT FROM THE TERRITORY OF THE USSR TO THE UZBEKISTAN SSR IN THE 1950-1960

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Abstract. When considering this issue, which is "the policy of moving workers from the territory of the USSR to the Uzbekistan SSR in the 1950s and 1960s," in particular the internal and external labor policies of the Soviet government and the improvement of personnel quality, it was determined that it was necessary to examine the historical and statistical sources of their transformation. Consequently, this article addresses the potential of our country's industry personnel and their migration.

Keywords. *Soviet Union (USSR), Uzbekistan SSR, labor and personnel policy, production, industry and construction, personnel qualification.*

Introduction. The issue of researching the Soviet system's personnel policy and its consequences is one of the significant problems in the history of Uzbekistan. This issue was on the agenda as an important issue in the history of the Soviet era, in particular in the 1950s and 1960s. It remains a unique issue in social and political development even today. From this perspective, it is impossible not to examine the personnel policy implemented under the administrative-command system of the Soviet state for many years, its impact and repercussions on social and spiritual life, and the standard of living of the population, and to draw the appropriate lessons and conclusions.

From the vantage point of the researched period, the chosen era has an ideological aspect, including the emergence and development of large industries in Uzbekistan during the transition of the economy to a peaceful path in the years following the war, the migration of many nationalities and peoples, and the full reason why it stayed. All of this was accomplished at the expense of human development planning.[1]

In the first half of the 20th century, the labor policy implemented by the Russian Empire and the Soviet state in Uzbekistan used violence as its main tool. “It is common knowledge that the Uzbek people have endured difficult periods and trials throughout their thousand-year history”.[2] During the period under study, the inhabitants of the Surkhan oasis were subjected to a variety of sociopolitical processes, including labor reforms, general collectivization, resettlement on newly appropriated lands, mass repressions, and cotton's singular rule. Their objective evaluation determines the significance of the study.

Resolution No. F-5598 of the President of the Republic of Uzbekistan dated October 8, 2020 is the law "On additional measures to further study the heritage of repression victims and perpetuate their memory"[3] which serves as a scientific-legal part in this article.

In the Soviet Union, in 10 years (1950–1960), modern industry was built as a result of a heroic process of industrialization (and in fact, in 1950, almost 90% of the economically active

[1] Hamidov Dilshod. Master's thesis on personnel policy and its consequences in Uzbekistan during the Soviet era (1950-1991). Andijan - 2016. 4th p.
[2] Mirziyoev Sh. Together we will build a free and prosperous, democratic country of Uzbekistan. -Tashkent: Uzbekistan, 2017. -p. 5.
[3] Decree of the President of the Republic of Uzbekistan dated 08.10.2020 No. F-5598.

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population worked in agriculture).[4] Priority development of heavy industry was achieved with great losses: constant backwardness in agriculture, production of consumer goods, low standard of living for almost all layers of the population, chronic hunger, and extremely unfavorable living conditions.

The most important aspect is that this industrialized economy was able to guarantee victory during the most difficult years of the Second World War, which included a period of retreat, evacuation, and the establishment of production in the east. If we compare the economic potential of Germany and the USSR before the war, it should be taken into account that the industries of many occupied European countries worked for German fascism, and together they produced 1.5–3 times more coal, metal, and electricity than the USSR produced machines.[5] This also ensured Germany's armament superiority (in terms of tanks, aircraft, and guns) compared to the USSR, which gave it an advantage from the start of the war.

Literature Review. There are opinions and facts in the literature that reflect the essence of the Soviet government's reforms in the national republics, including Uzbekistan, regarding labor and personnel policies and their activities. In the 1920s, the first investigations on this topic were published. Its authors participated directly in these reforms. For example, Y.L. Zelkina worked as a member of the Land Commission in the Tashkent region and explained the beginning and tasks of agrarian reforms.[6] In another work, he examines labor relations in Central Asia from the period of Tsarist Russia to collectivization. A.M.Davidov's work covers labor and personnel relations in Kokan Volost on the eve of the reform, while Ye.D. Yefanov's research examines the issue of labor reforms in Andijan. In the years after World War II, the issue was raised by G.R. Rizayev and A. Gurevich. In 1950–1980, labor reforms were studied by such scientists as R. Yu. Bobojonova, K. M. Tursunov, R. Kh. Aminova, L. D. Kunakova, J. A. Zaychenko.

In the works of Sh. Rashidov, N. Rahmonov, K. Tuychiev, S. I. Gitlin, and S. Rakhimov, the role of the ideas of Marxism-Leninism in the construction of the Soviet national policy, the content of decisions and orders issued on personnel policy, and the important ideological importance of the Communist Party in personnel policy are illuminated in style.[7]

Research Methodology and Empirical Analysis. According to labor sociology and general knowledge in this subject, an employee is always a citizen of his society. His consciousness and behavior are inextricably linked to the social and political climate of the globe and the country in which he resides and works.

First of all, it is necessary to remember the scale of inequality, which has become an important characteristic of both world and national social systems. This applies to every country, including Uzbekistan.[8]

The training of native workers suffered from serious shortcomings in the growth of the republic's industry. New industrial businesses for the populace were quickly formed in big cities. For example, 15 enterprises were built between 1960 and 1975 in the city of Tashkent alone. By the end of the 1970s, there were more than 400 industrial enterprises and associations in the city. 1/3 of the entire amount of industrial goods produced in Uzbekistan were supplied by these companies. Generally speaking, Tashkent city and region was home to 50% of the nation's industrial companies, and just 33% of their workforce is made up of members of indigenous peoples. According to data from 1979, despite an increase in the population's employment rate, Uzbekistan ranked 13th out of

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[4] Materials on the balance of the national economy for 1928, 1929 and 1930. Under the leadership of A.I. Petrov. - M.: Tsunhu USSR, 1932.

[5] Orlov B.P. Soviet industry during the Great Patriotic War // ECO, 1985. P. 34.

[6] Zelkina E.L. Land reform in Uzbekistan. -Tashkent, 1925.

[7] Rashidov Sh. Leninism is the banner of the liberation and progress of peoples. - Tashkent: Uzbekistan, 1972. – p.60

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the Soviet republics in this parameter. The proportion of native-born employees was much lower in Uzbekistan. Although significant measures and appropriate decisions are taken to address this issue, the distribution of national personnel has become uneven in certain sectors. It was emphasized in the official documents that there should be more indigenous peoples' representatives among the employees. In practice, however, this problem was only partially resolved.

The subject of investigating the Soviet system's personnel strategy and its effects is one of the issues in Uzbekistan's history that needs to be studied. In the Soviet era's history, particularly in the 1950s and 1960s, this subject was on the table as a crucial one. It continues to be a unique problem in social and political development today. From this vantage point, it is impossible to avoid examining the personnel policy implemented by the Soviet state for many years under the administrative-command system, its effects and repercussions on social and spiritual life, as well as the standard of living of the populace, and coming to the necessary conclusions and lessons. The emergence and growth of significant industrial sectors in Uzbekistan during the transition of the economy to a peaceful path in the years after the war, as well as the migration of numerous nationalities and peoples that led to his arrival and his entire stay, are two examples of the ideological aspects of the chosen period from the perspective of the researched period. All of this was done at the price of human development that was intended.

Result and Discussions. The mobilization of a significant portion of the industry's professionals and workers to the front during the war years created a challenging environment for the sector and the country's economy. As a result, many old and new industrial businesses in the republic had a considerable demand for expertise, especially workers, in the years following the war. Therefore, it was necessary to pay special attention to the training of workers, especially to increase them at the expense of representatives of the local nationality. At that time, the composition of the existing personnel was not very high-quality, and there was a problem training national personnel for the labor pool in the educational institutions of the republic. For example, in the 1944–1945 academic year, Uzbeks made up 25% of the total number of students in all FZT (factory education) schools in Uzbekistan, while in 1945, out of 24,737 workers trained, 4,181 were Uzbeks (17%). Indicators of Uzbek managerial staff in these years ranged from 14.5% in heavy industry to 27% in light industry. Workers were trained in 1945 in 23 FZT schools, 12 vocational schools, and 3 railway schools.

In general, the following aspects are important in the personnel policy of this period and its transformation in the former union zone:

- First and foremost, the "Marxian-Leninist" philosophy, which had a strict class orientation, led to the strengthening of the one-party rule in the social, economic, and spiritual realms of the nation. This thus resulted in Uzbekistan experiencing challenging living conditions and an eruption of challenging socioeconomic issues;
- Second, the artificialization of the "unified economic space" caused problems such as urban-rural differences, food, housing, a shortage of highly qualified national specialists, and unemployment. The widespread use of the practice of sending personnel from the center instead of training local personnel and the specialization of the republic in the supply of raw materials were the practical proofs of the above processes;
- Thirdly, the educational system used for staff training prioritized quantity above quality. Despite the fact that several reputable secondary special education schools train specialists, a staffing deficit persisted. "This system produced thousands and thousands of low-level employees and dumb people, not personnel who are dedicated to their country, people, and nation, who think independently, who solve any problem consciously and responsibly, who are inquisitive, and who strive for innovation."[9]

[9] Karimov I.A. We build our future with our own hands. Volume 7 - Tashkent: Uzbekistan, 1999. - P. 94-95

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- Fourthly, although local leaders were mostly responsible for managing the economic, political, and socio-cultural life of the former allied republics and their territories, their actions and outcomes were intimately tied to the party and the union's administration. Keeping personnel under a sense of fear at the expense of cruel repressions and educating them in the spirit of ideological dependence became one of the priorities of the personnel policy.

Conclusion and Recommendations. In general, the analysis during these years revealed the following conclusions:

- The socioeconomic development of the Soviet state followed a "planned development" strategy during the study years. The creation of the "unified Soviet people" was directly related to personnel issues in the Soviet government's policies, and since the national interests of the allied republics were not taken into consideration, Uzbekistan's personnel policy was carried out unilaterally based on the interests of the center;
- The Soviet government constantly applied the policy of transferring personnel to the allied republics, including Uzbekistan. The procedure for appointing representatives sent from the center to responsible positions in the national republics was established, and this process continued until the years of independence. The implementation of this policy was one manifestation of discrimination against the interests of the local population. The policy of relocating locals from their homes to regions designated for new cotton growing has intensified in order to better the conditions of center staff and provide them with housing. As a result, the population experienced housing issues, there were more workers than there were jobs available, and the demographic situation became even more complicated.
- The Soviet state, which declared Uzbekistan the republic of workers and peasants, then the republic of "workers", and finally the republic of the "masses of the people", left it under the strict control of the communist party ruling the country, in the hands of the "party soviet complex". As a result, cadres became the main movers of the party.

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METHODOLOGICAL BASIS FOR EVALUATING THE ACTIVITY OF INFRASTRUCTURES SERVING PRODUCTION INFRASTRUCTURE

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Annotation. This article provides a wealth of information on the concept of infrastructure assessment. Based on the goals and objectives of the assessment, it includes consideration of its socio-economic and other indicators. In addition, the opinions of scientists about the efficiency indicators of the infrastructure complex are cited.

Key words: experience, monographic, income, infrastructure, institutional enterprise, investment, profitability indicators.

In the innovative development of the infrastructure network, it is necessary to have detailed information about its actual state of development, the development trend compared to previous years, and the level of provision. In general, the concept of "evaluation" implies consideration of its social, economic and other indicators based on the goals and tasks of the evaluated system. Performance indicators can be evaluated through the infrastructure complex's own systems (internal evaluation) and by other institutional enterprises (external evaluation), based on the set goal.

Indicators for evaluating the level of innovative development of infrastructure serving production infrastructure are based on indicators reflecting quantitative and qualitative indicators. Collecting and processing quantitative indicators is somewhat complex, but important in evaluating performance. Methods such as statistical reports and questionnaires can be used to collect quantitative indicators, economic-mathematical, statistical, monographic, experimental, calculation-constructive and modeling methods can be used to process these data.

Quality indicators can be collected through structured interviews and questionnaires. These data reflect the status, interactions and decision-making mechanisms of economic entities.

Evaluating the effectiveness of innovative development of infrastructure related to the production network is a new direction. In the course of the conducted research, in general, the main directions of evaluating the efficiency of the infrastructure network were determined. As a result of the scientific substantiation of this issue, a reliable mechanism for attracting investments to the infrastructure network is based and serves to develop an optimal solution for its development.

The theory of evaluation of reproduction efficiency can serve as a methodological basis for evaluating the efficiency of the infrastructure network. Efficiency, on the one hand, reflects the result obtained as a result of production, distribution, exchange and consumption, and on the other hand, the interaction between labor costs and other costs of society. It is known that there are different manifestations of effectiveness and efficiency: social, economic, political, environmental, etc. But this approach is somewhat complicated when considering the economic efficiency of the innovative development of the infrastructure network, taking into account its specific features.

First, the labor of infrastructure network workers does not always lead to an increase in the final product.

Second, the operation of the infrastructure network usually results in cost savings, resource savings, reduced downtime, and so on.

Therefore, there are different approaches to evaluating the efficiency of the infrastructure network in theory and practice.

Various methods are used to evaluate the effectiveness of investments in the development of infrastructure. The "cost-benefit" method is widely used abroad.

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Its essence is that, taking into account the system of social and economic indicators characterizing the result of investment activity, it is the justification of the effectiveness of investments and the impact on the country's economic growth. The advantage of this method is that this method can be analyzed not only at the micro level, that is, in the case of an individual enterprise, but also at the macroeconomic level of investments made in infrastructure based on large programs.

The investment spent on the development of the infrastructure serving the production infrastructure should be directed to increase the economic efficiency of this sector. The method of assessing the economic efficiency of the activity of the infrastructure network serving the production should be the same as in the material production sectors, and at the same time, the specific characteristics of the transaction processes should be taken into account.

When evaluating the effectiveness of the innovative development of infrastructure serving production, the following aspects should be taken into account:

- proportional distribution of investments made for the purpose of development of the infrastructure serving production and the production sector;
- specific features of the organization of infrastructure facilities serving production;
- sources and scale of existing and expected costs in case of insufficient development of infrastructure facilities.

Taking into account the above points, the level of existing and innovative development of the infrastructure is determined.

In modern economic conditions, the indicators and criteria for evaluating the innovative development of infrastructure serving production should meet the following requirements:

- these indicators and criteria should fully reflect the tasks performed by the agricultural infrastructure network;
- the system of indicators should clearly indicate the process of introducing innovative developments, transfer technologies to the network;
- the evaluation indicator and criteria should reflect the effect of the innovative development of the infrastructure on its final product;
- these criteria should clearly distinguish and evaluate the contribution of each subject in the infrastructure to the final result of the activity, that is, each sub-unit should be responsible for the performance of its task;
- evaluation indicators should encourage efficient and quality performance of tasks and services performed by the infrastructure.

It is known that the production service infrastructure has a direct and indirect effect on the development, that is, as a result of the innovative development of the production service infrastructure, it has a positive effect not only on the infrastructure network itself, but also on the economic efficiency of the product production, storage and processing networks.

It is appropriate to classify these indicators of economic efficiency according to the hierarchical level (macro-, meso-, micro-), which allows to estimate the income from the level at which expenses were incurred.

At the macro level, the indicator of innovation is the share of innovation in GDP. There is no direct relationship between this indicator and GDP, but according to the experience of developed countries, the more economically developed the country is, the more money it allocates to innovation and innovative projects, while the higher the amount allocated to scientific research and development, the more the population lives. the higher the GDP per capita.

At the meso level, i.e. at the scale of the region or industry, in particular, when evaluating the level of innovative development in the field of production and infrastructure serving it, the share of innovative products in the gross product of production, the competitiveness index of the manufactured

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product and the industry, the amount of funds spent to finance the production of innovative products, etc. evaluated through indicators.

Based on the results of scientific-research works and as a result of the introduction of innovations aimed at increasing its effectiveness and labor productivity in the network and solving social problems in the region, production will be updated from an organizational, economic and technical-technological point of view.

Economic efficiency describes a certain efficiency in the implementation of production relations, ensuring increased reproduction. To determine the economic efficiency of innovations in production, it is appropriate to use indicators such as additional profit, additional gross income, cost savings, additional income, cost of products (by type of products), production profitability (by type of products). It is necessary to use indicators such as gross income and profit per one hectare of cultivated area or one head of livestock (poultry), which allows to determine the economic efficiency of individual types of crops or types of livestock (poultry), to assess the relative efficiency of production in farms.

In determining the economic efficiency of innovations, additional profit is one of the main indicators. Profit is an indicator of value, therefore, when analyzing the dynamics of profit, it is appropriate to take into account the influence of inflationary factors on changes in its amount. For this purpose, the income is adjusted according to the average calculated index of the increase in the prices of the average products in the sectors, and the expenses are reduced by the amount of their increase as a result of the increase in the prices of resource consumption in the analyzed period.

For a more complete analysis of innovations, profitability indicators describing the efficiency of the enterprise's general activity are determined, because the profitability of activities in different directions is extremely important. The need for profitability indicators is that these indicators more accurately describe the final results of economic entities, showing the ratio with the effectiveness of resources used in advance.

In order to analyze the effectiveness of innovations more thoroughly, it is suggested to take into account the following two indicators, which are not included in the above-mentioned system of indicators: the competitiveness of innovative projects and the assessment of received patents and licenses. The need for these indicators is explained by the fact that production is entering market relations, as well as by the increasing competition in the market of production products. The first of the indicators allows to evaluate the competitiveness of the manufactured products, and the second - the economic efficiency of a new type of patented product.

In the conditions of economic liberalization, not only the management and financing of innovative activities, but also the increase in economic efficiency resulting from their utilization is of great importance. From this point of view, determining the economic efficiency of implementing innovations in agricultural production is one of the main tasks.

Taking into account the implementation of structural changes in the economy, an approach to objective requirements that illuminates the factors of scientific and technical development is appropriate for such an analysis. This situation shows the need to use new theoretical and practical methods to determine the economic efficiency of mastering scientific-research and experimental construction works, a fundamental change of economic relations.

Calculation of the economic efficiency of the development of scientific developments depends on a number of factors: the types of scientific and technical products, the field of application, the stages of scientific and technical work, the level of costs of the formation of innovations, the analysis of the results of implementation, etc.

Economic efficiency is mainly calculated according to:

- socio-economic and scientific-technical forecasts, state, inter-sectoral, sectoral and regional scientific-technical programs;

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- technical and economic substantiation of plans for the prospective development of research and development in the fields of production, as well as in contracts for the development of scientific and technical products;
- determination and justification of the economic efficiency of production of new types of products and technologies (new varieties of agricultural crops and new breeds of livestock, agricultural machinery and equipment), determination and implementation of measures;
- evaluation of the effectiveness of planned measures based on the introduction of new technologies;
- calculating the real economic efficiency of the measures;
- calculation of the economic efficiency of the measures on technical production and prices of scientific and technical products. The perspective, project, plan or real effect is calculated depending on the stage of issues related to the creation, production and introduction of new types of products (techniques). Prospective efficiency is determined in cross-industry and sector-by-industry forecasting, as well as in feasibility studies.

Project effectiveness is calculated at the stage of formation of technical issues and necessary conditions in conducting scientific research and experimental design work.

Planned efficiency is calculated in the processes of creation, introduction and production of new types of products (technologies).

Real efficiency is calculated based on the results of implementation of innovations.

The effectiveness of the implementation of the measures differs by its purpose, the types of the main analyzed indicators, the basis of comparison, the depth of calculations, the number and accuracy of the initial data, and the methodology of their determination.

At the current stage of production-related reforms, indicators describing the implementation of innovations are of great importance.

When determining the effectiveness of adopting innovations in the production process, taking into account the specific characteristics of production, they can be divided into several: technological, economic, social and ecological systems.

Economic efficiency describes a certain efficiency in the implementation of production relations, ensuring increased reproduction.

Indicators of technological efficiency are used to clarify the level of use of land, labor and material resources.

In contrast to economic indicators, indicators of technological efficiency of innovation implementation in agriculture and animal husbandry sectors are different. The main indicators that determine technological efficiency are: yield of agricultural crops (in crop production), productivity (in animal husbandry), stock availability, stock return, gross agricultural product in comparative estimates, productivity of machines and aggregates, energy availability, electricity availability, machine and equipment prices and performance.

Indicators of technological efficiency have a simple enough appearance when comparing the database and data obtained during the implementation of innovations, that is, most of them are natural indicators. When determining technological efficiency, it is necessary to take into account not only the quantitative indicators of product production, but also natural loss in farming, quality categories, stability of productivity in animal husbandry, the share of products by quality categories (breed of cattle, average fat content of milk). When analyzing the effectiveness of innovation adoption, it is necessary to take into account the factor of labor resources. The successful introduction of innovations into practice depends to a certain extent on the skills and interest of the labor team, as well as the levels of mechanization, automation and computerization of production processes. It is also necessary to increase the material well-being of workers as a result of the implementation of innovations. In order to determine social efficiency, the following indicators should be used:

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- share of manual labor;
- share of workplaces in unfavorable working conditions;
- implementation of health care measures;
- the number of qualified specialists with a category.

In the analysis of the effectiveness of the implementation of innovations in the conditions of economic liberalization, it is important to determine the environmental efficiency. This category of indicators sheds light on the impact of certain types of innovative developments on the environment and represents the movement of funds aimed at improving the environmental situation in the area where the project is implemented, the main indicators of which were calculated as follows:

- use of the funds provided for in the project, aimed at environmental protection;
- the volume of labor and material costs related to environmental protection.

Production efficiency increases as a result of innovative development of production and the infrastructure network serving it. In order to accelerate this process, it is necessary to provide socio-economic conditions that encourage the use of new means of development and intensification.

In general, many factors affect the economic efficiency of production and infrastructure serving it, and it is a collective indicator. Currently, indicators of economic efficiency are used according to the type of separately manufactured product, but determining the efficiency obtained as a result of the innovative development of the integrated network is quite complicated due to the influence of different resources in the production process. Therefore, it is important to develop indicators that reflect the level of innovative development of production networks and infrastructure facilities serving it.

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