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Teacher of dermatology, Health technical school named after
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Irgashev Abdulaziz Raimberdievich,

Teacher of Nursing work, Health technical school named after
Abu Ali ibn Sino, Kattakurgan city, Samarkand region

Abstract: The most effective methods of stroke treatment help if the disease is detected after the first symptoms and diagnosed within three hours, experts of the center say. Patients may be prescribed a thrombolytic drug to break up blood clots. Studies show that patients who are treated early with thrombolytic drugs have a better chance of recovery or recovery of disability or less disability than those who are not treated in time. Patients who have experienced a stroke have a high probability of recurrence of the disease. Within five years, one in four people who have had a stroke will have another stroke.

Key words: Stroke, thrombolytic drugs, the World Health Organization.

Introduction

According to the forecasts of the World Health Organization, the number of deaths due to diseases of the circulatory system was 17 million in 2008, and it may increase to 25 million by 2030. The rate of death due to diseases of the circulatory system is one of the highest rates in the world, despite the fact that it is 55.4% of all causes of death in Uzbekistan. Of these, 83.9% occurred due to cerebrovascular diseases. Primary prevention of the disease by correcting the main controllable risk factors is important in reducing the disease and death and disability rates caused by it.

- In 2021, 1 in 6 deaths from cardiovascular disease was due to stroke.¹
- Every 40 seconds, someone in the United States has a stroke.² Every 3 minutes and 14 seconds, someone dies of stroke.¹
- American scientists reported the first signs of a stroke. A stroke is caused by an acute disruption of blood supply to the brain.
- Brain cells die in a few minutes due to lack of oxygen, but if the symptoms are detected in time, the patient can be effectively helped.
- Stroke is the third leading cause of death. For this reason, experts from the US Center for Disease Control and Prevention (CDC) informed the Express online publication about the five warning signs of this terrible disease.

When these symptoms are observed, it is necessary to immediately seek emergency care.

Eliminating the main causes of stroke is important to reduce the risk of developing the disease in the first place. It helps regulate blood pressure, reduce "bad" cholesterol, and maintain healthy blood sugar levels. The recovery period is individual for each patient. Some go home within weeks, while for some patients, it can take years to recover. Some complications can include paralysis and memory problems. Problems with understanding and forming speech may also remain.

"Some people will recover completely, while others may become disabled for a long time or for life," experts say.

Analysis and results

The cause of a stroke is a violation of blood circulation in a certain area of the brain caused by blockage and rupture of blood vessels in the cerebral hemispheres. The cause of this blockage can

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be embolism or thrombosis. Cerebral artery rupture can occur due to hypertension, congenital vascular defects (weak vascular walls), aneurysms, and serious injuries.

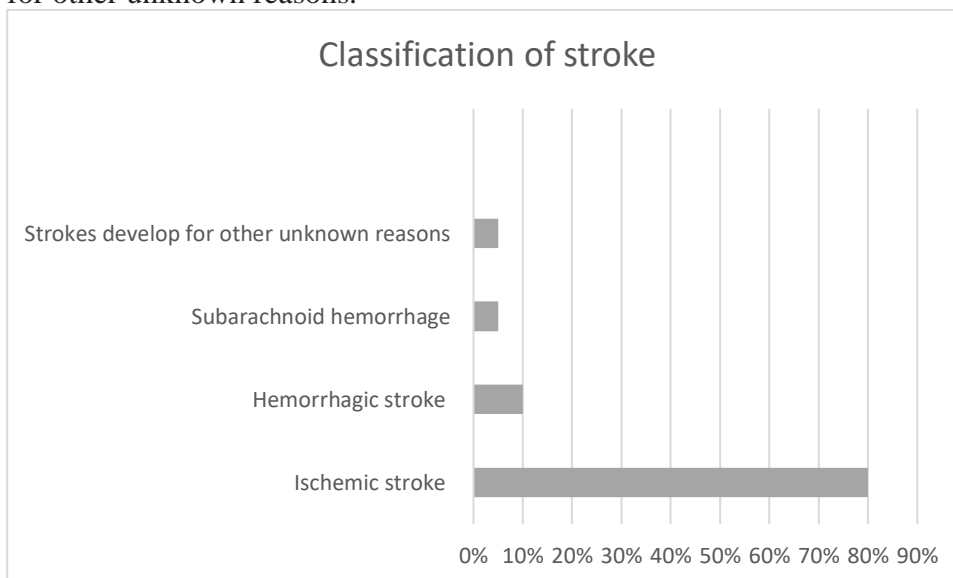
Factors that increase the likelihood of developing a stroke include:

- Age. The older a person is, the more likely he is to develop a stroke. The condition of blood vessels deteriorates with age, and chronic diseases affect cerebral circulation, which worsens with age.
- Taking certain medications. Some drugs (long-term use) increase the likelihood of developing heart disease. Oral contraceptives containing estrogens increase the risk of stroke.
- Arterial hypertension. Pregnant women or those taking contraceptives should be especially careful.
- Bad habits, especially smoking. Excessive consumption of alcohol and smoking is an important provocative factor for stroke. Cigarettes and alcohol together significantly increase the likelihood of developing cardiovascular diseases, which in turn contributes to the occurrence of strokes.
- Other diseases: diabetes, arterial hypertension, Fabry's disease, peripheral vascular disease, carotid artery stenosis, other cardiovascular diseases.

Classification

Several types of stroke are distinguished:

- Ischemic stroke (cerebral infarction). This is the most common type, accounting for about 80% of cases. This type of stroke is a severe lack of blood circulation in a certain area of the brain.
- Hemorrhagic stroke (hematoma inside the brain). This is a blood injury to a certain part of the brain. It accounts for about 10% of all cases.
- Subarachnoid hemorrhage. This condition develops as a result of rupture of cerebral blood vessels. Subarachnoid hemorrhage accounts for approximately 5% of all cases.
- Common stroke. This is a collective term for massive strokes. A generalized stroke is a type of severe stroke that presents with general brain symptoms.
- Lacunar stroke. This is a type of ischemic stroke. This type of stroke is characterized by narrowing of small arteries. This name is given because the injection is located in the lacunae of the infarct, into which this fluid is injected. According to statistics, lacunar stroke accounts for 20% of ischemic stroke. It is observed in approximately equal amounts between men and women. Most often, this pathology is diagnosed in people aged 48-75 years. The most common cause of lacunar stroke is atherosclerosis on the background of arterial hypertension.
- Spinal cord stroke. This type of stroke is a severe lack of blood circulation in the spinal cord. Ischemic or hemorrhagic brain stroke is often the cause of spinal cord stroke. 5% of strokes develop for other unknown reasons.



SIGNS AND SYMPTOMS OF STROKE

Symptoms of pathology are manifested as follows:

- Sudden weakness, insomnia, facial muscle paralysis (usually on one side of the body);
- Loss of speech;
- Visual impairment of one or both eyes;
- Dizziness and acute headache;
- Loss of balance and sudden gait disturbance.

When these symptoms occur, it is necessary to call an ambulance immediately!

The most common symptoms of a stroke are divided into two conditional groups:

- General cerebral symptoms. These are symptoms associated with injury to the cerebral hemispheres. These symptoms include dizziness and numbness.
- Heart symptoms. These include sudden paresis, paralysis, as well as visual disturbances, changes in the position of the pupil, slurred speech, incoordination, excitable neck muscles, etc.

It is very important to be able to correctly perceive the symptoms of the disease, because the treatment will have a positive outcome only if it is started 3-6 hours after the vascular injury. The initial symptoms of a hemorrhagic stroke are bleeding in the brain, and those of an ischemic stroke are associated with the appearance of a necrotic area in the brain. These signs can be detected using instrumental diagnostics, in particular CT, MRI and EEG.

IDENTIFY

Stroke is diagnosed on the basis of the most important diagnostic studies, in particular computer tomography (CT) and magnetic resonance imaging (MRT). In most cases, it is possible to distinguish between this pathology and other types of "new" brain hemorrhages with the help of computer tomography.

With the help of MRI, it is possible to determine areas of ischemia, as well as to assess the spread of ischemic brain damage. MRT allows to distinguish hemorrhagic stroke from ischemic type, as well as to determine the exact location of the affected area and its size. In addition, with the help of MRI, other diseases with similar symptoms can be excluded.

In ischemic stroke, a number of additional studies were conducted, including ultrasound examination of the vessels of the neck and brain (UTT), echocardiography, cerebral angiography.

STROKE TREATMENT METHODS

General therapeutic treatment of stroke is aimed at normalizing the cardiovascular system, restoring respiratory function, reducing brain swelling, as well as preventing its recurrence and correcting its complications.

In an ischemic stroke, blood circulation and the damaged area are restored by means of antiaggregant, anticoagulant, neuroprotector (cavinton, etc.) and nootropic (picamilon) drugs. If necessary, surgical treatment is performed. The normal functioning of the brain is supported by antioxidants, vitamins, and drugs to improve tissue metabolism.

In hemorrhagic stroke, angioprotectors, vasoactive drugs were prescribed. The most effective method in the treatment of hemorrhagic stroke is surgical intervention.

CONSEQUENCES

A stroke can lead to long-term coma, paralysis, or paresis of muscles in certain parts of the body. A stroke can cause cognitive and memory loss. A severe stroke can cause the patient's death.

STROKE PREVENTION

Stroke prevention is done by regular blood pressure measurement. People with hypertension should be especially careful and follow all the recommendations of the doctor, such as taking prescribed medications, exercising regularly, and making dietary restrictions. Stopping smoking and controlling blood sugar levels can reduce the risk of developing the disease.

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A stroke does not happen suddenly. You may not think about a stroke at this age, but women aged 35-64 are 3 times more likely to have this disease than men. According to statistics, 60 percent of female stroke patients die.

What actually happens in the body after a stroke? First of all, blood circulation in a certain part of the brain decreases or stops altogether. This is caused by blood clots that block an artery or capillary in the brain, or when a blood vessel ruptures in the brain. In both cases, cells in the affected part of the brain stop receiving oxygen and begin to die. Many people have a question, why women have a high risk of getting sick? One of the main reasons for this is mainly overweight. For overweight people, the risk of any disease increases several times.

Conclusion

That's why it's so important for everyone to monitor their blood pressure, cholesterol, blood sugar, and heart rate. If a person feels that his weight is more than normal, he should immediately consult a doctor. If the results of the examination confirm the risk of stroke, it is necessary to immediately change the lifestyle and start treatment. In fact, stroke symptoms can develop over several years. During this period, patients must have time to recover health.

It is necessary to eat products useful for the brain

Beets are one of the most effective foods available at any grocery store to help prevent stroke. This vegetable is rich in nitrite, which lowers blood pressure. Some experts believe that beets can improve blood circulation in the brain and stimulate the growth of blood vessels. Therefore, it is recommended to include beets in the diet and follow the rules of healthy eating. It is also necessary to eat more vegetables, fruits, fish, lean meat, and grain products. It is better to reduce the consumption of fast food and sugar as much as possible.

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**THE ROLE OF INVESTMENTS IN THE DEVELOPMENT OF THE ECONOMY OF
UZBEKISTAN**

Uralov Jamshid Vokhid ugli

Student of the Jizzakh branch of the National University of Uzbekistan

e-mail: jamur9708@gmail.com

Annotation. This article discusses the importance of the volume and composition of investment funds attracted to various sectors and industries of the national economy in the social-economic development of our country. Emphasis is placed on the central direction of the development strategy of each country, the relevance of shaping a conducive environment for attracting investment funds to enhance the national economy, promote sustainable economic growth, increase the income of the population, and improve living conditions. The article also highlights the significance of formulating scientific proposals and conclusions to increase the volume of investment inflows into the national economy.

Key words. investment, economy, strategy, development, resources, investor, national currency, foreign currency, capital.

Introduction. Uzbekistan, with the aim of achieving a high level of economic development in the near future, places significant importance on enhancing the investment attractiveness of the republic. This involves increasing the inflow of investment funds through both domestic capital resources and foreign investments and credits. The active implementation of measures to modernize the Uzbek economy is a crucial prerequisite for achieving the goals of economic development. The effective pursuit of an investment policy and attracting foreign investments are considered essential for realizing the modernization efforts in Uzbekistan's economy.

The volume of foreign investments attracted to our economy has been steadily increasing year by year, providing clear evidence of this trend. In recent years, a wide range of comprehensive and systematic reforms have been implemented in various sectors of our economy. Innovative methods for modernizing economic sectors, laws, decrees, and resolutions adopted to meet contemporary requirements, are contributing to the advancement of our nation. It is essential to emphasize that in the current stage of global development, no country can achieve social-economic progress without attracting investments.

Countries that lack the ability to attract investment resources to their national economies are left behind in the rapid development of the world community. States experiencing financial constraints find it challenging to keep pace with economically developed nations. In this context, surplus capital resources in developed countries are directed towards attracting capital resources to developing nations, contributing to their economic growth¹.

Reference review. Literary Works on the Subject. Among economists, there are various opinions regarding the economic essence and significance of investments. No single definition has been universally accepted. Each researcher approaches this category with their own methodology and perspective. The theory of investments has gone through several stages in its historical development.

In foreign economic literature, issues of investment and investment processes have been extensively elucidated by scholars such as Dj. Keynes, P. Masse, K. MacConnell, S. Bryu, E. Dolan, U. Sharp, and other researchers. U. Sharp provides the following definition for investments: "Real investments are primarily investments made in tangible assets (land, buildings, factories). They

¹ A.U. Burkhanov, X.X. Khudoikulov. Financial Market and Investments. Textbook. T.: "Ma'naviyat", 2021. 329 p.

involve ordinary stocks and bonds. In a developing economy, the main part of investments is related to real investments. However, in a developed economy, the primary part of investments is associated with the broad development of financial institutions related to monetary investments. The two forms of investments are not competitive but complementary to each other." ²

E. D. Dolan and D. S. Lindsey, discussing the essence of investment from a microeconomic standpoint, emphasize that investment is "the increase in the volume of capital in a developing economic system, promoting the supply of resources used by people in production." ³

Similarly, Russian economists have also contributed their perspectives on investments. G. S. Vechkanov and G. R. Vechkanova assert that investments are "long-term commitments of state or private capital with the aim of making a profit, both domestically and internationally, in various sectors of the national economy."

According to S. S. Borgayakov, the concept of investments can be approached from two angles: as a reserve category and as a dynamic category. The author considers the duration of measuring indicators to be the main aspect of the temporal dimension. If investment indicators can be measured without reference to time (such as the volume of accumulation, the amount of capital assets, product quantity, etc.), then this category is considered a reserve one. Conversely, if these indicators can be measured dynamically over time, it belongs to the dynamic category. According to our opinion, this approach expresses the interdependence of the nature of "capital investments" and the "investment" essence.

In the Uzbekistan economy, there exist various theoretical views on the importance of investments. For instance, Sh. Shodmonov and U. G'afurov state that "investment is the form of expenditure in the shape of monetary resources aimed at the restoration and expansion of basic and ongoing capital, increasing production capacities." ⁴

Meanwhile, B. A. Abdukarimov, A. N. Jabriyev, and M. K. Pardayev suggest that "investment is placing financial (money) or real capital. It is invested in the form of monetary funds, loans, valuable papers, movable and immovable property, intellectual property, rights to benefits, and other valuables, in other words, it is used for all assets of an enterprise." ⁵

R. I. Kayumov and R. Kh. Khodzhimatov argue that understanding a wide range of activities is necessary for investments and that it involves directing idle financial resources towards creating material and financial wealth in the future. ⁶ Additionally, other authors suggest that investments are an effort to mobilize idle capital for the socio-economic benefit.

This commentary highlights the diverse perspectives within the literature on investments, illustrating the multidimensional nature of this economic concept and its importance in various economic contexts.

Analysis and Results. National Economy and the Evaluation of Invested Capital into its Sectors.

In Uzbekistan, a comprehensive analysis of financial resources allocated for the development of the social and economic spheres was conducted in 2019. This includes active investments and socio-economic development, amounting to 189.9 trillion Uzbekistani sums, indicating a substantial increase of 133.9% compared to 2018.

In 2019, out of the total investments, 70.7% or 134.3 trillion sums were directed towards accumulated capital. The remaining 29.3%, equivalent to 55.6 trillion sums, were contributed by

² U. Sharp, G. Alexander, D.J. Bailey. Investment. Translated from English. – Moscow: "INFRAM", 1997. 7 p.

³ E.D. Dolan, D.S. Lindsey. Microeconomics. – St. Petersburg: 1994. 448 p.

⁴ Sh. Shodmonov, U. Gafurov. Economic Theory. Textbook. – Tashkent: "Iqtisod-moliya", 2010. 347 p.

⁵ B.A. Abdukarimov and others. Corporate Economics. Textbook. – Tashkent: "Fan", 2005. 241 p.

⁶ R.I. Kayumov, R.X. Khojimatov. Formation and Financing of Investments. Textbook. – Tashkent: TDIU, 2010.

enterprises, organizations, and the public from their own resources. Analyzing the distributed funds reveals that, in 2019, the centrally allocated financial resources decreased by 3.1% points compared to the previous year, constituting 26.6% or 50.7 trillion sums.⁷

1-table

BASIC CAPITAL INVESTMENTS⁸

Indicator	Years								
	1995	2000	2005	2010	2015	2016	2017	2018	2019
Volume of Investments, billion sums	88,9	744,5	3165,2	16463,7	44810,4	51232	72155,2	124231	189924
Growth Rate, %	104	101	105,7	108,7	109,6	107,7	120,4	118,1	133,9
GDP, %	29,4	22,9	19,9	24,6	24,3	25	26,9	30,6	37,1
Per Capita Income, thousand sums	3,9	30,2	121	543,4	1331,4	1562,8	2112,6	3256,9	5655,8
Per Capita Income Growth Rate, %	102,1	99,6	104,5	107	107,7	105,8	118,4	116,1	131,4

In 2019, the ratio of foreign direct investment to GDP constituted 37.9%, increasing by 6.5 percentage points compared to the previous year. This indicator was 26.9% in 2017 and 30.6% in 2018 (Table 1). It is worth noting that this indicator is higher than the average global investment-to-GDP ratio. However, given the strategic goals set for the socio-economic development of our country, it is necessary to increase the volume of investment in the national economy to achieve them. This can be accomplished, firstly, by increasing the volume of domestic investments and, secondly, by attracting foreign investments on the basis of promoting them into the national economy.

Summary and Recommendations. The conditions created for both national and foreign investors, particularly the timely development of the legal framework, are contributing to the annual growth of the investment volume. To further increase the volume of investments in the national economy, especially through domestic investments, the following actions need to be implemented:

- Strengthening the existing mechanism for converting savings into investments through the allocation of funds for investments in bonds.
- Mobilizing financial resources available in the hands of the population, whether in national or foreign currency, by commercial banks and providing them as credit amounts to entrepreneurial entities.
- Channeling accumulated funds in the hands of the public into the investment process through the "Tashkent" stock exchange and other platforms.

As seen, the process of increasing domestic investment funds into the national economy requires completing a stage related to the enhancement of the mechanism operating in the national economy with the conversion of internal investment funds, and it demands time.

⁷ <https://stat.uz> – Official website of the State Committee of the Republic of Uzbekistan on Statistics with information

⁸ <https://stat.uz> – Official website of the State Committee of the Republic of Uzbekistan on Statistics with information

Therefore, expanding the scope of attracting internal investment funds into the national economy requires the completion of the mechanism for channeling existing capital resources into economic sectors. This includes the following steps:

Improving the mechanism for converting savings into investments through the allocation of funds for investments in bonds.

Mobilizing financial resources available in the hands of the population, whether in national or foreign currency, by commercial banks and providing them as credit amounts to entrepreneurial entities.

Channeling accumulated funds in the hands of the public into the investment process through the "Toshkent" stock exchange and other platforms.

It is worth noting that addressing the above issues and enhancing the mechanism for attracting foreign investments into the national economy involves studying and re-evaluating all existing resources and reserves. This, in turn, requires revisiting and improving the mechanism of attracting foreign capital to national enterprises.

In conclusion, resolving the above-mentioned issues positively contributes to the increase in the volume of both domestic and foreign investments, ensuring sustainable economic growth, and enhancing the overall development of our country, ultimately improving the well-being of our people.

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Khojamkulov Anvar Jozilovich

Doctoral student of Samarkand State University

E-mail: a.xujamqulov@mail.ru

Abstract: *The article analyzes on the author's unique poetic style on the example of the novels "Xotin podshoh" and "Ffu" by Amon Mukhtar, one of the great representatives of modern Uzbek literature.*

Keywords: *poetic style, existentialism, folklore, novel, myth, narrative, contrast, realism, absurd, chronotope, modern literature.*

Each artistic work has its own poetic style of the author – it is felt the worldview, individual approaches, thoughts, the influence of the reasons specific to the time and place in which he lives. In addition, the writer can turn to the past, historical traditions and values along with the life of the period in which he lives in order to realize his identity [1:127]. In this view, the works of the writer Amon Mukhtar, there are many pictures of historical events. Literary critic D. Kuronov said that: "The most acceptable aspect of O. Mukhtar's creative research is that a high level of creativity is observed in the acquisition of methods and views typical of his modern literature. In particular, the writer takes as a basis the non-realistic methods typical of the national folklore, religious narratives and Eastern classical literature and enriches them with modern methods, as a result of which they leave the impression of a purely national aesthetic phenomenon, as if they grew out of the national literary soil itself..." [2:228]. The novel of writer named "Xotin podshoh" ("The wife is the king") is proof of our opinion. The novel contains historical facts, information written down by historians, poetic passages whose author is clear, ancient legends, legends, anecdotes, stories told by narrators – an examples of folklore can also be found.

The novel notes that the invasions of the Arab caliphs in Bukhara and all of Turkestan, the promotion of Islam and at the same time, the wars and rebellions of the local rulers against the Arabs, sometimes united and sometimes scattered [3:431].

The novel consists of three parts, the first part is entitled "Turkestan" and in it, the history of the emergence of the Turkestan region, how Bukhara and it is depicted that the surrounding towns and villages came into being, the lifestyle of the countries of Khorasan and Turan located on the two banks of the Omul (Amu Darya) river, which divides the territory into two. The main character of the play is Khatin podshoh (Wife of King). This name comes from the Arabs. Her real name is Aynur, she is a sixteen-seventeen-year-old girl-bride with youthful innocence and beauty. Her husband Bidun Bukhorkhudot was killed in the battle during the defense of Bukhara and Aynur was forced to sit on the throne with her still-nursing child. The events of the work begin with the image of Aynur - Khatin, the Xotin podshoh, hearing the news that the enemy is crossing the river Omul, and because of this, she can't sleep at night and spends a restless night awake and thinking. The writer clarifies who the enemy is under the pretext of the Khatin podshoh thoughts: during the height of Jahiliyyah in Makkah, the emergence of Islam, the life of our prophet Muhammad and the caliphs who became the leaders of Muslims after him ("khulafa ar-rashidin", i.e. "the right way") the caliphates of Hazrat Abu Bakr, Hazrat Umar, Hazrat Uthman and Hazrat Ali, followed by Caliph Muawiya and precisely during his reign, Khurasan and Turan, among other things, it will be known that the enemy who is preparing to attack Bukhara, ruled by Khatin padshoh, is the Arabs. In addition, in the exposition of the work, facts and information on the climate, conditions, fauna and flora of Bukhara and its surrounding towns

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and villages give the reader the impression that he is reading a memoir and the style of “Boburnoma” involuntarily comes to mind, firstly. The author explains as follows: “Who can call this work historical, who can call it educational. It is a modern novel and the rest is the work of literary critics... While working on the work, I had to study long history records, old folk narratives and songs, Narshakhi, Vamberi books, historical articles of master Sadridin Aini, and some observations of academician Ibrakhim Muminov....” [3:4-5]. In fact, in the process of reading the work, the reader receives aesthetic pleasure as well as “educational” food, as the author said. In addition, they are also acquainted with many legends and myths belonging to the oral tradition of the people. The skillful integration of these myths and legends into the plot of the work ensured that the work was read as easily as a fairy tale without excessive strain. It is expressed in the course of events that comparison of the Xotin podshoh with the legendary Tomaris [3:10,25], the lack of courage of the Bukhara princes through the description of the bravery of Shirak [1:10], the image of a wise storyteller – folk storyteller with the image of Ovy [3:5]. In addition, the legend about the creation of Bukhara by Alp Er Tonga (Afrosiab) [3:12-16], the Iranian prince Siyovush trusted Alp Er Ton (Afrosiyob), married his daughter and eventually was executed as a result of his betrayal of Alp Er Ton (Afrosiyob) and the people mourned him [3:12], the narration of various traditions (for example, slaughtering a rooster) along with historical and educational information, leads the reader to folklore. The first part of the novel is mainly about these, in which the reader does not fully understand the idea and theme of the work.

The Xotin podshoh “come into action” is seen in the second part called “Birds without Wings”. In it, the Arab caliph Muawiya’s viceroy of the eastern lands, the emir of Khurasan, Sayyid ibn Osman, marched to Bukhara, the details of the battle that took place in the middle, the Xotin podshoh was forced to make peace with Sayyid ibn Osman, and for this she had to go to his reception and it talks about the painful suffering of lovers because of the fact that they fell in love, during the meeting, a warm relationship appears and gradually turns into love, but there is no meaning in this love. As a result of these relationships, the Xotin podshoh is not only a brave ruler, but also the feelings and weaknesses characteristic of women, in a word, the inner spiritual world is revealed. In this place, the reader-rediscovers the king for himself. Warm relations between the two nations will spread to both nations, and the war will end. Sayyid ibn Usman took 80 of Bukhara’s most prominent officials with him as a condition of the negotiated peace in return for their later return. Sayyid ibn Usman’s failure to fulfill his promise in a situation that is not clear to the reader, whether it is due to the pride of the amirship or some other reason, hurts the Xotin podshoh. In the meantime, a conspiracy broke out and 80 captives attempted to assassinate Sayyid ibn Usman and executed themselves along with him. While these events were taking place in Bukhara, something unusual for local traditions was that clowns and porters came from Ferghana and were performing in the Khysar (palace) of the Khatin king. At the climax of the spectacle, the Lady brings the unpleasant news to the king about what happened. In these regard, we can see that the folk art was once again referred. A 40-day mourning period is announced at a time when jokes and jokes are in full swing. In our opinion, these images are described through the method of contrast, the writer wants to warn the reader that good and evil, joy and sadness always walk side by side. Having lost both her lover and 80 siblings at one point, Khatin, the king, was left in a whirlwind of suffering and handed over the throne to his grown-up son, Taghshoda. His son will not be the ruler he thought he would be. He surrenders his homeland – Bukhara to Qutayba ibn Muslim, the emir of Khurasan after Sayyid ibn Usman, without a fight. He even named his first child – a son – Qutayba in her honor. Even though such cases have abdicated, the Xotin podshoh, popularly known as “mother” and “momo”, causes the king to suffer even more and at the age of forty, his hair turns gray, he grows old and sinks day by day. At this moment, the same dreams begin to torment him. In his dream, his people were being dragged in chains in the desert, his hands and feet were shackled, and the wounded Sayyid

ibn Usman was walking ahead of him, increasing his discomfort even more. In the meantime, Qutayba ibn Muslim, the Arab emir, also had a dream and was given similar signs, and Khatin encouraged him to establish a warm relationship with the king. Through the depiction of these events, we witness a situation that often occurs in folklore - the elimination of a problem with the element of a dream. As a result of their dreams, the two rulers meet and negotiate with each other. Qutayba ibn Muslim Khatin witnessed the king's potential and wisdom. After the negotiation, the Xotin podshoh went to sleep in her room, but did not wake up and died. He was honored, and even though he did not convert to Islam, Qutayba bin Muslim personally led the funeral prayer during the Friday prayer.

In some places, as the author himself noted that lines from the poems of Alisher Navoi, Boborahim Mashrab, Muqimi, Hamid Olimjan are quoted [3:5]. But these passages seem to distract the reader from the main idea rather than providing additional aesthetic pleasure, in our opinion. In general, this unique style can be found in other works of the writer, such as "Man in front of the mirror", "A thousand faces", "Love is stronger than death". In these novels, as well as in the novel "Khatin podshoh", the productive use of folk traditions and examples of folk oral creativity is evidence of the writer's poetic style.

Depicting the truth of life as it really is, without extra embellishments, as it really is, is reflected in our national literature under the influence of world literature. Such works show the human's desire to find his "I", the meaninglessness of life, the desire to be controlled in people ("the philosophy of slavery"), the desire to free his life from stereotypes, but in the end, no innovation. It is characterized by not being able to get used to (updates) and other similar topics [5:161]. Such topics can be found in the novel "Ffu" by Amon Mukhtar. It describes the main character – an ordinary builder Mulla Tashpolat and his only child Toshtemir – their desire to find meaning in an absurd (meaningless) life and the changes in their psyche as a result. Based on the similarity of the events of the novel "Ffu" to the narrative, it can be said that in the analysis of the work, as in Camus, the reference to long history is visible in Amon Mukhtar. Focusing on the plot of the novel Ffu, the author himself calls it a "narrative-novel" and explains it as follows: "The world that seemed new one day - tomorrow begins to become old" [4:5]. Mullah Tashpolat, the main character of the play, is dissatisfied with the current situation of his grown-up son Toshtemir. At this moment, he happened to be among the sellers in the market, "a chubby-faced breed with a crooked hat on his head" [4.12]. – He meets Haydar Makhsum. Unlike other sellers, he was a smart seller. Mullah Tashpolat buys half of his mind from Haidar Makhsum, hoping that his foolish son Toshtemir, who is wasting his life and "spit" on all the traditions left by his ancestors, will benefit from it. Toshtemir usually used only three words – "Oh-oh" when he was happy, "Iy-y" when he was surprised, and "Ffu" when he was angry. After his father buys him a brain from the market, he suddenly becomes speechless. Now, he doesn't use the words "Oh-oh", "Iy-y", but he always uses "Ffu". Toshtemir, who has always lived in his own world, returns to a "normal" life like ordinary people in society. He even says about himself: "A person is a bird that frees itself from a cage" [4.20]. Mullah Tashpolat is grateful to his son for taking the lead in the construction-architecture profession like he and his ancestors. However, his joy did not last long. His son Toshtemir, who quickly grew in popularity among the people, gathered all the builders and young men around him, did not look down on ordinary people, and even began to consider himself worthy of the head of the country - the kingdom, turns into a cruel person. He gathers young men around him and begins to commit various acts of violence. The advice of master Mahmud does not fail either. He treats Nigor, the teacher's beautiful daughter and lover, unfairly. Tired of such situations, the father - Mullah Tashpolat, as a last resort, looks for that chubby-faced breed - Haidar Makhsum and begs him to buy back the mind he bought for his son. Haidar Makhsum's redemption of his mind will have dire consequences as he warned: Toshtemir will be imprisoned. Now the palace built by his son for Mullah Tashpolat does not enjoy a luxurious life. It will not help if his son goes

to the king to ask for his sin. The danger of losing even his only son caused him a thousand pains and at the moment, he was helpless.

Toshtemir, who is in prison, “runs out of his mind”. The oppression of his father, teacher and lover makes him suffer. He starts looking for meaning in meaningless life. He remembers what he once said to his teacher: “When you get angry, you lose your mind”. Don’t worry, leader. If I have done something wrong, tell me, let me hear... For me, man is the crown jewel of the universe, the king of existence! He believes in his own mind and strength! Blessings from heaven, do not wait for donations! Knowing that the world is four days long, he walks around saying “Ffu”. He spends the life he has been given once, not afraid of hardships, but enjoying it... I aspired to it. I didn’t fit into the mold you made. I went my own way! Is this my sin?” [4.26]. Toshtemir realizes his existence in life - existentialism. The fact that Toshtemir’s existence was atheistic before his imprisonment can be seen in his dialogue with his father, Mullah Tashpolat, who tried to dissuade him from this path at the height of his violent activities:

– ... Zulfizar (M.I.: Toshtemir’s deceased mother) enters the dream! What will I say to your mother on the Day of Judgement?!

- Is there a curse on the doomsday?! Ffu! What should you say to my mother?!
- If your mother sees you like this...
- Am I that bad?!
- Ruined... The building is also a man’s property. Clothes! You destroyed what monuments and put everyone in a cage! There is no such thing as craft! You can’t find a person called a craftsman by lighting a lamp during the day! [4.32]

The search of Toshtemir, who cannot find a specific mission in life for himself, becomes more concrete in the following places: “Why did I come to the world?! Why am I living?! Is there any meaning in life or is it an unknown destiny?! Who I am?! Where is my place?! What is the destination I am wandering like a hare?! Toshtemir was thinking about these things.

What was the purpose – you came to the world?! – express your mood ... ”[4.33]

These same questions come to Toshtemir’s mind on the eve of his imprisonment [4.45] and create the impression in the reader that this situation happened as a result of Heydar Makhsum’s buying back his mind. Toshtemir’s situation in prison and his thoughts cause changes in his psyche. Now his atheistic existentialism has shifted to religious existentialism. In the work, a similar narrative is presented under the pretext of Toshtemir’s thoughts: “The devil says that if you live in lust, you don’t need to worship an idol! I will lead them astray in three ways:

1. By resorting to illicit, unjust gain.
2. By spending what they lost on unworthy things.
3. By refraining from spending on worthy activities” [4.48] This narration was the exact model of Toshtemir’s life until the prison. However, it can be said that his life in prison caused radical changes in his mentality. His thoughts on the search for meaning in life and the transitory nature of the world can be seen in the following places:

“I don’t know that this world is mortal and evil.

The good always need the bad”. [4.50]

“The world itself is dust in the palm; taking a deep breath, ffu! - if you say, it will fly away!”[4.54] “I am a disobedient servant, I have many sins! Now I'm shaking the world. Ffu... The world is not worth loving! I want to protect myself from oppression and crookedness and purify myself. After all, everything has an answer...”[4.58]

Like Albert Camus's *The Legend of Sisyphus*, Ffu ends well: all the prisoners, including Toshtemir, who was put on the gallows, will be saved from punishment due to the joy that the daughter of the king of the country gave birth to a son. Toshtemir's next life will be spent doing good things to people. So, the writer Amon Mukhtar tries to express the ideas of a person's desire to find his existence in life – "I", the transience of life, and the struggle to find meaning in an absurd life, using the example of Toshtemir, the hero of the work.

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Akhmedova Mehrinigor Bahodirovna,

Associate professor (PhD), BukhSU

Nizomova Aziza, Master student of BukhSU

Abstract. This article discusses the description of the child's image used in dramas of Penhall. The image of the child is a recurring theme that holds significant meaning in the dramas of J. Penhall. Through his creative works, the playwright explores various aspects of childhood and present nuanced perspectives on the experiences, challenges, and complexities faced by children. In his respective plays, Penhall delves deep into the psychological, emotional, and social dimensions of children in order to evoke a compelling portrayal of their innocence, vulnerability, curiosity, and resilience.

Key words: children, emotional and mental state, family crises, image, depression, cruelty, indifference, description.

Introduction. The last third of the 20th century and the beginning of the 21st century is a period characterized by a number of theatrical and dramatic experiments, the emergence of many aesthetic concepts and the formation of new trends. To describe new trends in theater and drama, an appropriate conceptual apparatus is needed, the term "post-drama theater" has appeared, reflecting changes in drama and theater. There are several views describing this aesthetic phenomenon.

The term "post-drama theater" was introduced into scientific circulation by the German researcher H. T. Lehman. In 1999, in the eponymous work "Postdramatic Theater," this concept includes the entire range of theatrical and dramatic transformations of the late 20th and early 21st centuries. In the book "Postdramatic Theater," the scholar notes that the emergence of a new model of theater and drama is associated with the use of theatrical signs and changes in language style. H. T. Lehman identifies a number of features characteristic of drama and describes in detail each structural element of aesthetics: lack of hierarchy, musicalization, visual drama, corporatism, event/situation. Lehman noted that the presence of absolutely all elements in the play and drama is not enough to classify them as post-dramatic, but these parameters determine the trend.

Postdramatic experiments, problems of authenticity and authenticity of the work are questioned; post-drama theater talks about acute social problems, often scientific theses and theories are reflected in the post-drama.

Literature review. In English literature, the child heroes are described in the works of D. Lessing (Lessing, Doris May 1919-2013), G. Swift (Swift, Graham Colin 1949), J. Wyndham (Windham, John Parks, Lucas Baynon Harris 1903-1969), D.S.S. Eltzer (Seltzer, David 1940), J. Harris (Harris, Joanne Mishèle Sylvie 1964), M. Ravenhill (Ravenhill, Mark 1966) and other authors.

Analysis. Joe Penhall (born 1967) is a British playwright, author of dozens of plays and scripts. The circle of conflicts and contradictions studied by the playwright is very wide, and the contradictions between children and parents are one of the topics of interest to Joe Penhall, his play about how young patients trained in schizophrenia penetrate society, personal and family crises very often occur, in our modern world – as a result of the development of cruelty.

The presence of young heroes in Joe Penhall's drama "A Huge Child" (Haunted Child, 2011) is associated with the destruction of the world and the foresight of horror approaching: nine-year-old Thomas, separated from his father at night, hears him scared that there is someone. This is what the house looks like:

“T h o m a s. The door. The door opened.

J u l i e. It was a wind.

T h o m a s. There’s somebody upstairs.

J u l i e. There’s nobody upstairs....

T h o m a s. I think I saw daddy. I think I saw him in the house. I think I heard him. Maybe it’s him I heard on the stairs.

J u l i e. It wasn’t your father.

T h o m a s. Who was it?

J u l i e. It wasn’t anybody”.

The child shares fear with his mother, which drives him crazy. Starting with the scenes of the first night, the reader understands that terrible events happen. The feelings of the child and the mother are inexplicable and mysterious threats that scare and scare them, special chronotopes (mainly at night, a closed place in the house, an abandoned and abandoned industrial building, ruthless rain), parameters inherent in the thriller genre and generally terrible aesthetics, realities aimed at forming the heroes of the work and its audience.

The cause of the hero's right-wing crisis and the emergence of a family conflict in the drama were expressed by Douglas during a chance meeting with his wife, which made such an impression on Julia:

Douglas. You look as if you’ve seen a ghost. You’re trembling....:

Douglas. I was having very... self-destructive thoughts. I became obsessed with the futility of things – with my failings, I suppose... at work... at home. (Pause.)

After me father died and Thomas was born I found in quite difficult to cope... with just the daily grind... I felt I had nobody to advise me or guide me. I felt very alone really, for a few years.

The severance of Douglas's ties with the family becomes a big conflict, which is based on the struggle of two opposite types of heroes, that is, causes constant debate between the coal and the mother:

Douglas. The Spirit is the soul of the universe. It’s what connects all of our souls together. My father’s soul is in me. My soul is in you... You see, I believe you a have inner life, a spiritual life which I, as your father, have a divine responsibility to nurture.... Also: I believe that when Grandpa died he was reincarnated and he came back as you. So, really, you’re ma dad.

The hero of the play Penhall really not only violates the lifestyle of his family, but also dies himself. Douglas joins religious sects, where, together with members of this society, torture and punishment are committed:

D o u g l a s. They drilled into my gums... down to the bone. The pain was... indescribable.... They said I was imagining it... everybody agreed... This is the problem with pain... you can't see it... you can't prove it exists... so you start... imagining thing. You imagine phantom pain. You imagine... all sorts of things.

..... I couldn't think straight, I couldn't... after that I couldn't concentrate on anything much at all, really. I had no energy, couldn't sleep. If I slept somebody would come in and wake me and tell me that I was grinding my teeth... grinding them down to the stump! Because I was so – I was so tense”.

The intonation system of drama and emotional dominants play an important role in the remark, which describes the psychological state of the characters and determines the pace of development of the movement.

The behavior and position of the heroes, their attitude to what is happening is determined by their speech: the speech of the heroes is inappropriate, expressed, there are many pauses, rumors, characterized by comments, inferior phrases, many points, unfinished or, conversely, repeatedly repeated words and there are phrases. Joe Penhall talks about psychiatric illness and the effect of this syndrome on Thomas, the hero of the drama.

Discussion. In the drama "Birthday" (2012), Joe Penhall looks at the problems of birth and parenthood in the modern world, where the sustainability of functions and family building is regularly questioned and the playwright addresses elements of fantasy. Heroes Play Ed and Lisa are expecting the birth of their second child, but jeans and family roles have changed in the family: the child is raised by his father, and the mother is united by a socially active feminine.

In the relationship of Ed and Lisa to overcome the theft of a woman in the process of birth, thanks to the help of her husband in reproducing and supporting her wife in a test tube, she destroys the stereotypical family matrix of patriarchy and strengthens gender relations.

At the same time, at the beginning of the performance - a powerful cold-blooded conversation. The playwright turns to various types of comics, rejects the complaints of Lisa's husband, whose characters' dialogues are saturated with cinema and irony, for example, with her husband's offending.

“Ed. Lisa! I need my magazines! There’s a diet I want to look at ... I need distractions ... I can’t go through what you went through with Charlie, I really can’t. The whole thing was a nightmare from start to finish.

Lisa. Don’t say that. And don’t call it a ‘nightmare’. I can’t think like that –

Ed. Why can’t you?

Lisa. Because it makes me feel like a victim.

Ed. We both are. You haven’t seen what I’ve seen. People with their fists right up you to the elbow.

Lisa. I’m glad I didn’t see it.

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Ed. Sewing you up, cuts, cutting, blood gushing

Lisa. I've forgotten all about it.

Ed. Well I haven't. Like a shark attack. It's worse for the man.

Lisa. Oh poor you!"

In the actions of Ed, one can observe the unfounded and ridiculous attention of a man with a child's pearl, infantile age. That Penhall gave the male hero the ability to have children is both a satirical and fantastical display of the injustices felt by women and mothers. In addition, in modern literature, the image of a man with hatred, thinness, weakness of character and "childish" behavior appears as a novelty. Despite the fact that the hero himself, his birth and upbringing are actively discussed by the big heroes, the first son of Ed and Lisa, whose birth became an extraordinary experiment, does not appear on stage throughout the action.

However, at the end of J. Penhall's drama, there is an unexpected rejection of the tradition of depicting a child in the late 20th century, according to which the appearance or participation of a child does not make any sense. "Birthday" - a drama that opens up a dramatic image of the silence and old age of women in a patriarchal family.

Penhall is more interesting to images of women and children than men, men are depicted as weak and younger heroes, and women as mature, responsible and intelligent thinkers.

The playwright pays great attention to family issues, the upbringing of the younger generation, critically understands the path of the family in which the mother and child depend on the father, and shows the established matrix of the family as an outdated system. This will bring suffering to the heroes, and going beyond it will be an occasion to revise family relations and build new effective models of interaction.

Conclusion. J. Penhall offers diverse and thought-provoking portrayals of the image of the child in their dramas. Through their artistic approaches, these playwrights shed light on the multifaceted nature of childhood and invite audiences to reflect on the universal struggles and triumphs experienced by young individuals. Motifs of fairytales are demonstrated as a tale of the children's dreams of little heroes, of the invention of the "most powerful weapon," closely related to the political realities of the late 20th century, capable of destroying all enemies and stopping hostilities from the playwright. Postdramatic theatrical features such as collage and decomposition of a dramatic text, the author's openness to improvisation, contribute to the modeling of various fairy tales (mobility, flexibility and dynamism), which are part of postdramaturgy.

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LEVEL OF GRADATION IN LINGUISTIC TERMS "SPIRITUAL MAN"
AND "KOMIL INSON"

Akhmedova Mehrinigor Bahodirovna,

Associate professor, PhD,

English literature and Translation studies department,

Bukhara State University

mexrisha82@mail.ru

Abstract. Despite the fact that the definition of the terms "spiritual man" and "komil inson" are connected with the concept of "spirituality" in both English and Uzbek language there have been different views how these two terms are different by their usage. As it is seen from the analyses, both words show the last stage of being perfect and connected with high spirituality.

Key words. Semantic field, new spirituality, old spirituality, spiritual man, spirituality, units, invariant, core.

Introduction. In English society, the concept of "spiritual man" is used to refer to persons who have the best qualities of Allah Almighty. "The fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law" (Galatians 5:22-23). That is, a spiritually strong, spiritual person has such qualities as love, joy, peace, tolerance, kindness, goodness, faithfulness, gentleness and self-control.

Analysis. There are 7 steps to this level and they are:

Stage 1. Honesty/acceptance;

Stage 2. Justice;

Stage 3. Hope;

Step 4. Forgiveness;

Step 5. Faith;

Step 6. Courage;

Step 7. Spirituality.

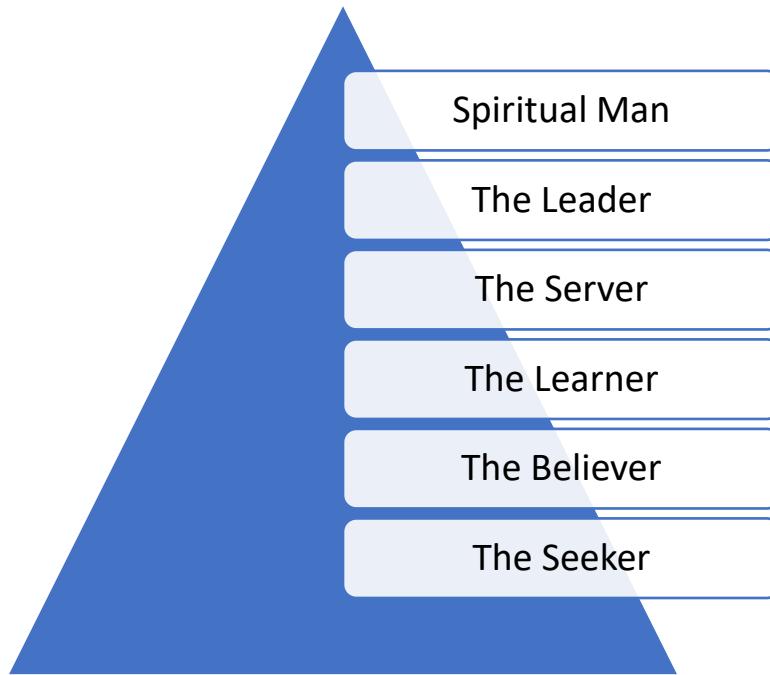


Table 1. Gradation of creation of "Spiritual man" in English

In the same sense, spirituality means "soul" from the English language, the soul is what moves and improves the body and the person.

The levels of spirit and levels of body are located in the seven heavens and they are as follows:

1. The soul of believers
2. People of piety
3. Hermits
4. Wise judges
5. Saints
6. Prophets
7. Mursal prophets

So, the souls of the most perfect people - the prophets - took place in the highest heaven.

Spiritual upliftment is characteristic of all religions, and they mainly have such features as gratitude, compassion, spiritual purification and upliftment, feeling love for God from the heart. The step-by-step development to reach the level of "spiritual man" (perfect man) includes three stages: the stage of purification, the stage of illumination and the stage of unification. We show these steps in the table below:

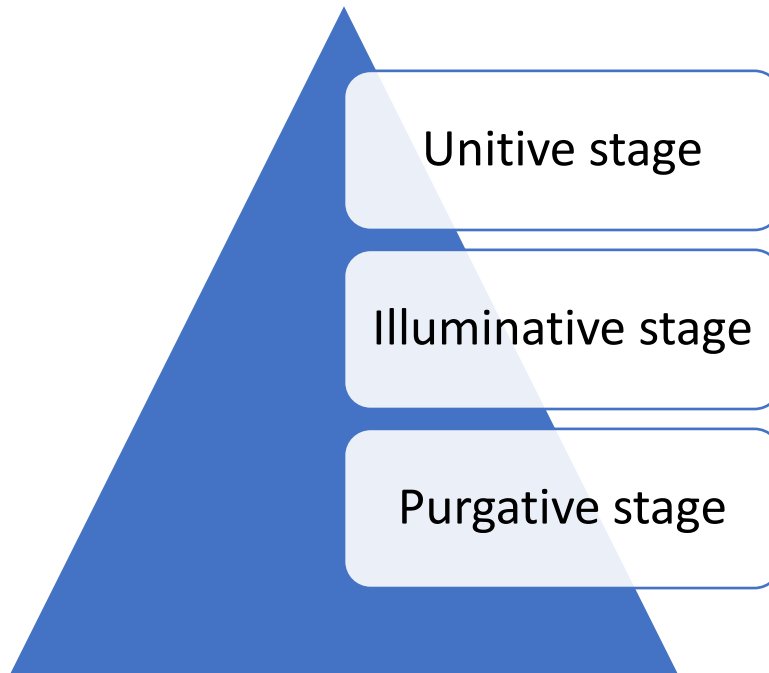


Table 2. Steps to reach the level of Spiritual man.

In Sufism, the concept of Al-Insan al-Kamil (Arabic: الإنسان الكامل - the vicegerent of God on earth and the ideal person in which all spiritual qualities are manifested) was introduced by Hallaj and is religiously used to refer to believers who have reached the highest spiritual maturity. This teaching is a truth that includes all the perfect divine qualities of man, all material and spiritual levels. By following this Sufi doctrine, spiritually perfect, divine-willed persons are created. Prophet Muhammad (PBUH) is the highest symbol of all the attributes of Allah, a spiritually mature and truly perfect person. To reach the career of perfection, a person must have pure divine love, truth and truth, pure human qualities, perfection, love and human concepts, purity, generosity, modesty, devotion, diligence, faith, piety, courage, youthfulness, nobility, humility, should have the qualities of ignorance, sainthood, guardianship, Sufism, and scholarship.

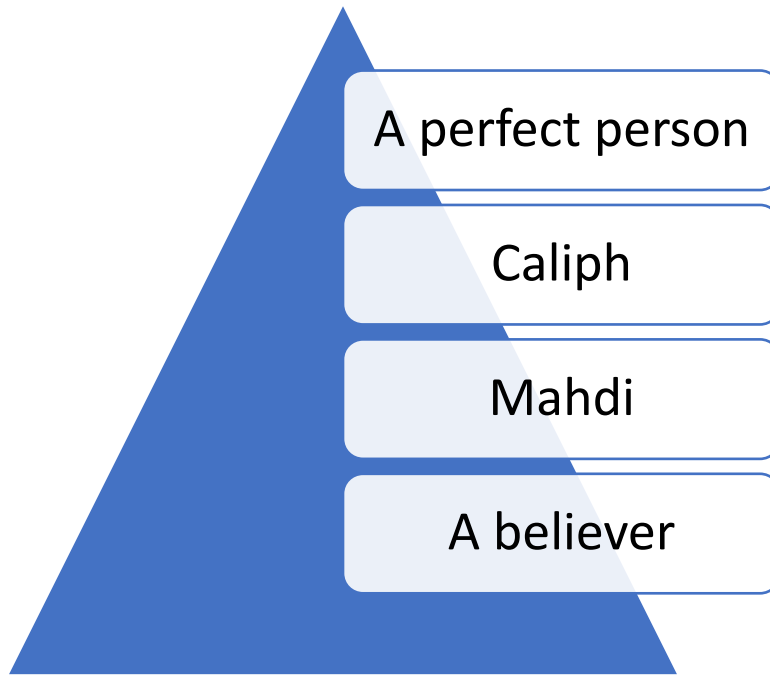


Table 2. In the Islamic world, a spiritually mature person is a gradation of the concept of "Kamil inson".

Spirituality is a characteristic of a person, he has thoughts and imagination, thoughts, feelings, ideas and dreams and can realize them. As the object of study of social sciences, man is considered a cultural being, creator and possessor of spiritual wealth, while concrete sciences study man as a biological or physiological being. From a social point of view, a person is evaluated through his intellectual capabilities, creative ability, activity, behavior, value and respect, social qualities and concrete activity criteria.

Throughout its history, mankind strives for spiritual perfection and maturity, tries to increase the power of mind, power of thinking, and the level of knowledge. Achieving perfect humanity has been a noble dream of mankind, a part of spirituality. He expressed a broader meaning through Islamic philosophy, and the ideas about the perfect human being were used by Khorezmi, Farabi, Ibn Sina, Kaikovus, Yusuf Khos Hajib, Ahmed Yugnaki, Mahmud Koshghari, Lutfi, Alisher Navoi, Zahiriddin Muhammad Babur, Jan Amos Comensky, Johann Heinrich Pestalozzi It is expressed in the works of scientists such as In "Avesta", the idea of achieving perfection is shown by the example of people who have three qualities, namely "good thoughts", "good words" and "good deeds". Attar believes that reaching the level of a perfect human being is in love, while Nasafi says that this path is in the study of knowledge and going through the authorities of the sect, Sultan Walad seeks perfection from divine inspiration, Koshifi says that perfection is the benefit of a person, sacrificing himself for the happiness of others . is the way.

Abu Nasr Farabi defines a human being as follows: "A human being differs from all animals by its special properties, because it has a soul. It is from this soul that there is a power which acts through the organs of the body, and also there is a power in it which acts without the agency of the organs of the body. This power is intelligence. The mind is related to the soul, the innate power that is unique to man." For Farabi, a human being is a socially active creature with social characteristics

perfected through the power of reason, his life should be guided by reason, directed to a specific goal, and have social significance.

In his book "The Essence of Plato's Laws", Farabi explains the quality of "nobility", which means perfection, as follows: "A noble (person) is not noble because of his beauty, strength, weakness, health or fatness, but because of his laws. he is noble because he observes the accepted customs of the proper way of life.' For Farabi, the concept of perfection is related to a person's behavior and compliance with accepted rules in society.

The path to perfection is through knowledge, that is, through reading, learning, and knowing. Zahiruddin Muhammad Babur's

*" Whoever wants knowledge needs knowledge,
A student of knowledge needs knowledge.
I am a seeker of knowledge, and there is no seeker of knowledge.
I am a seeker of knowledge, I need knowledge."*

He described enlightenment and knowledge, which are the core of spirituality, as great qualities that lead a person to spiritual heights.

Conclusion. In the 21st century, a solution to problems such as preserving the humanity of a person, preserving the naturalness of a person's nature, protecting the best qualities in a person's heart, and protecting mankind from spiritual degradation is being sought. human qualities can be noted:

- His Highness;
- Intelligence;
- Knowledge;
- Virtue;
- Justice;
- Ability;
- Goodness.

A person's ability to reach the level of perfection is a concrete phenomenon or a high level of spiritual elevation that can be achieved in the process of serving goodness, mastering and developing knowledge, and doing good deeds.

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AUTHOR'S DICTIONARIES AS AN OBJECT OF LINGUISTIC RESEARCH

Farangiz Makhmudova

PhD, Department of Uzbek Linguistics
Karshi State University

Abstract. In the article, what is a dictionary of authorship, its place and features in linguistics, the emergence and development of lexicography of authorship in Uzbek linguistics, how works related to the lexicography of authorship in our classical literature were created, differences and general characteristics of written dictionaries. The article examines the importance of author's lexicographical dictionaries in modern Uzbek linguistics.

Key words: author's lexicography, period, dictionary, vocabulary, lexical layer, linguistic research.

Introduction. Studying the language and world of a creative person serves to understand the living processes taking place in the national language. The study of the language of the period, the diachronic study of the language, the comparative analysis of the works of different writers - all forms of scientific understanding are naturally accompanied by reference to dictionaries, including dictionaries of individual authors. Specific features of reference books on the author's lexicography are the clarity of the word, the presence of word-forming layers, the representation of the image of the language personality. Depending on the period in which the author's dictionaries are published, they serve for in-depth study of the history of the literary language of that period and act as a guide in their own way. By studying the author's work, it helps to understand the text correctly, to study linguistic and literary methods, and to carry out many other historical and philosophical studies. During the study of author's dictionaries, it is determined that the writer uses common language tools regularly and how the words reflect their individual characteristics in the work, or the words are shown in a national background, and the words introduced by a certain author are first. they remain on the fringes of linguistic usage, but over time they cease to be accepted as neologisms and enter the ranks of frequently used words.

Literature review. The author's dictionaries provide comprehensive information about the general literary language, the written speech system reflects the established literary language and embodies the semantic-stylistic features of the new era. Linguist L.V. Shcherba states that "The writer's individuality is based on his own direction, otherwise we would not have understood his individuality, his style." [1]. Among other things, it is necessary to remember the description of R.A. Budagov about the relationship between the general and the individual in different historical periods. In his opinion, in the Middle Ages "the originality of the writer's language was weak", therefore, the literary language of that period and the artistic language is not easy to distinguish. With the emergence of great creative figures in the new era, the distinction between the literary language and the language of great writers became important, because writers and poets actively participated in the "formation of a new literary language" and contributed to its further development. The criterion of literary language was equated to the language of "absolutely good writer" [2].

Analysis. Poets and prose writers take an active part in the formation of literary language norms, but writers also break the rules of literary language norms by finding their own means of expression. Lexicography has a separate branch known as authorship lexicography. He deals with problems such as the theoretical foundations of creating a dictionary of the author's language, ideas of creating new types of dictionaries, comparative and analytical research of changes in the modern

literary language based on the author's lexicography. Dictionaries of authorship are a complex type of lexicography, they are dictionaries of the language of writers, represent lexicography and interpret the artistic language as a part of the national language. Each writer brings his own style and a new direction to lexicography, thus raising the level of lexicography with the emergence of new types of dictionaries.

In the Middle Ages, there were many works explaining lexical and phraseological units in the works of poets and writers in Arabic, Persian and Turkish lexicology. This tradition has been going on for centuries.

Authorship lexicography has a long history in English, the first references appeared in the middle of the 16th century, and the dictionaries created in the 1st century were formed on the basis of systematics. The most authored lexicography in the English language is based on the works of Shakespeare. There are more than a hundred author's dictionaries on Shakespeare's works. One of the most popular works on Shakespeare, written by Professor Stanley Wells, it covers all of Shakespeare's works and the dictionary includes alphabetically arranged entries, providing the reader with a thorough understanding of all aspects of Shakespeare's work in his own time and his later influence.

Discussions. The work "Dictionary of the Language of Pushkin's Works" created by V.V.Vinogradov is the first historical lexicographical work, which includes Pushkin's works and collected letters. In the dictionary, the words are given in alphabetical order, the words are explained by explanation, and in its own way, it is a unique guide to the study of the history of the Russian language. The creator of the dictionary wanted to reflect A.S.Pushkin's language, and there are also interpretations of less-used words, and the words are listed in chronological order. This dictionary is considered a very important spiritual weapon in the history of Russian national literature. There are also dictionaries based on individual works of writers such as M. Gorky, T. Shevchenko.

A dictionary of Abay Kunanboyev's works in Kazakh literature in the 20th century (80 plates) was compiled and published by the Institute of Linguistics and laid the foundation for a new direction in Kazakh literature. [3].

Author lexicography in Uzbek linguistics began in the 10th and 5th centuries and is considered to have revealed a specific direction of lexicography. As early as the 15th century, the first theoretical data of the author's lexicography appeared. In the formation of Uzbek lexicography, the role of dictionaries based on the works of Alisher Navoi and Babur is significant. The explanatory dictionary of Alisher Navoi's works covers all the lexical wealth of the great poet. The dictionaries are compiled on the basis of lexicography and historical-philological analysis of the materials of Navoi's Turkish works, in which a perfect explanation of the words is given. The first dictionary written by Toli Imoni Hiravi, compiled by Husayn Boygaro, is called "Badoye ul-lugat". In this work, the writer used Chigatoy-Persian words in the composition of the dictionary. The lexicographer used the best traditions of medieval lexicography in creating a dictionary. He left three types of information about each word, the first is the sound structure of the word, the second is the meaning of the word, and the third is information about the grammatical feature.

The old Uzbek-Persian dictionary "Sanglokh" by Muhammad Mirza Mehdikhan is considered the largest of the dictionaries written on the works of Alisher Navoi. This dictionary also includes a grammatical essay called "Maboni ul-lugat" ("Fundamentals of Language"). The lexicographer used the poetic works of Alisher Navoi to reveal the possibilities of the words in the dictionaries. It differs from other dictionaries in that it is also quoted from prose works.

Among the dictionaries composed of Navoi's works, "Badai al-lug'at" and "Sangloh" are distinguished by the perfection of the principle of creating a dictionary. In the second half of the 20th century in Russian linguistics, the principles of creating a dictionary based on combining

words into units were developed by Uzbek lexicographers as early as the 15th century, and dictionaries were created based on these principles.[4]

The Turkish dictionary named "Abushqa" provides an explanation of Chigato-Turkish words. The dictionary contains 2000 words, which are mainly taken from the artistic, scientific and historical periods of Navoi. The lexical and figurative meanings of each obscure word are explained in Turkish with examples from Navoi's ghazals and epics. A. Borovkov writes that "Abushkha" is a revised version of "Badoye ul-lugat". [5]

Two-thirds of the work "Lug'ati atrokiya" created by Fathali Kojar Qazvini in the 19th century was taken from Navoi's works.[6] A.Zahiri, A. Kadiri, YDPolivanov, AKBorovkov, VVReshetov, S. Ibrohimov, Olim Usman, Z. Ma'rufov, Sh.T. Rahmatullayev, N.Mamatov, A.Hojiyev, T.Alikulov and others made a worthy contribution.[7]

Conclusion. From a practical point of view, author lexicography has provided various examples of dictionaries for many years, which was greatly helped by the development of computer technology. The composition of authors expanded significantly, their work became the focus of lexicographers, the process of dictionary processing was carried out, and author dictionaries of new varieties appeared.

The main purpose of a dictionary is to serve as a guide to the study of each language in its history. The theory and practice of literary lexicography, as you can see, develop in parallel and interconnected. The first steps in this field highlighted a number of theoretical issues, the relevance of which has not disappeared even in our time - this is, first of all, the question of how to describe the word completeness of the dictionary is highlighted. Author lexicography is currently undergoing an active development process, but the idea of creating dictionaries in one way or another appeared long ago.

The creation of the author's dictionary is only born and not formed today. A square with its own history. The need for a dictionary of the poet-writer's language as a means of explaining or explaining individual words and other word units in the works of great poets and writers appeared in very early times. For example, a dictionary of Homer's works was created in Ancient Greece as early as the third century BC. The dictionary was created to explain and interpret the meanings of obsolete words that fell out of use in the 3rd century BC.

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TO THE POETRY OF ABDUVALI QUTBIDDIN

Ismoilova Mushtariybegim

Named after Sharof Rashidov Samarkand State University,
2nd year student of the Faculty of Philology

Annotation: In this article, the work of Abduvali Qutbiddin, the artistic analysis of the unique features in his poems, the expression of feelings are analyzed.

Key words: Poetry, emotion, creativity, pleasure, comfort, quick, pain, simple, heart, shine, treasure.

*I'll find you in that corner
One more time,
Pure harmony.*

Poetry cleanses the soul. The force that leads a person to a great destination. Everyone interprets the poem differently. Poet Aziz Said acknowledges, "Poetry is the biography of the poet's soul. It is a biography not only of his heart, but also of his inner spirituality, lessons learned from the school of life and poetry." And for some, poetry is life, the form of the world translated into words. And for some it's the road, for some it's suffering, and for some it's sounds. As we have seen above, there is no definite definition of the poem.

Just as the world cannot be seen and understood through the eyes of others, poetry cannot be felt through the emotions of others.

Abduvali Qutbiddin's poetry is a highway. As we read the poet's poems, the image of "Osima" appears before our eyes.

*Ichikdim. Sog 'indim seni, shekilli,
Tongim rangi sariq, xasta kunduzim.
Ihrab quyosh chikar, o 'kchib oy sho 'rlik,
Osima —
Sen kinning qizi!*

*In English:
I drank. I guess I miss you
My morning is yellow, my day is sick.
Ihrab, the sun rises, the moon is salty,
Osima —
Whose daughter are you!*

There is great pain and sorrow in the poems of the highly talented Abduvali Qutbiddin. As we read the poet's poems, the songs of parting that are playing in our

hearts fill our hearts with the night of sadness. Sometimes the feeling of hatred can flare up in our body. Including:

*Yolg'iz shoqol yashar bu shaharda,
Minora tagida uvlar,
G'ingshinadi
Har oqshom,
Shoirning kallasi tashlandi.*

*In English:
A lone jackal lives in this city,
Hunt under the tower,
He whispers
every evening
The poet's head was thrown.*

When we analyze the poem mentioned above, the injustices and oppression against the poet make our hearts dull.

It can be observed that Abduvali Qutbiddin made appropriate use of the masterpieces of folklore, Sufism, mythology and world literature. The character of the lyrical hero created by the poet appears before our eyes.

There is a saying among artists: "If you want to study a poet's poems, first of all, you need to study his personality. It is said that only then will we begin to understand the poet's poems. In fact, every image created by the artist reflects his life to a certain extent.

About the lyrical hero in the poet's poems, the literary scholar Qazoqboy Yoldosh writes: "A. Qutbiddin's lyrical hero - the child of the 80s was brought up by the years of stagnation and showed the way to life. The generation of the 80s faced a difficult task - it was necessary to create a whole body of the Great Truth by collecting the human truth bit by bit from yesterday's and today's life, which was mixed with a lot of lies.

The teacher poet Rauf Parfi, who wrote the foreword to the poet's first collection "Nayson", said: "Abduvali's poetry is an excellent example of figurative perception of the world. He cannot imagine existence naked. He feels every moment, event and event in his heart and gives it a rainbow shine.

*Tongdan yulib keldim, seni, Osima!
Quyoshdan taxt so'rab, shamoldan tulpor.
Tilab, so'rab topgan ganjim, xazinam,
Sen- chobuksuvor!*

In English:

*I woke up early, you, Osima!
Asking for a throne from the sun, a vulture from the wind.
My treasure, my treasure,
You are a whippet!*

Analyzing this quatrain taken from one of the poet's poems, the word chobuksuvor draws our attention. Before analyzing this, it is worth recalling the last lines:

*Tongdan yulib keldim, seni, Osima,
Bu she'rim xayoldir, bu she'rim yolg'on.
(Garchand tegrimizda shataloq otar, oq-oppoq jayron).
Tongdan...*

*In English:
I woke up in the morning, you, Osima,
This poem is a fantasy, this poem is a lie.
(Though in our neighborhood there is a white-white gazelle).
From dawn...*

If we pay attention to the end of the verses, shataloq atar is white-white gazelle (or sometimes it is also called gazelle). Based on this, we can understand the meaning of "chobuksuvor" in the first four. That is, this word means ildam, a skilled rider. It is noted that the poet asked the wind for a vulture and plucked Osima from the dawn.

In conclusion, it can be noted that in the works of Abduvali Qutbiddin, the human spirit and his artistic world are clearly visible. When reading poems, the poet's spiritual world will attract you like an beautiful. Therefore, we believe that the soul of the poet will remain in his poems, and will live forever in the hearts of readers.

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DEVELOPMENT PRINCIPLES OF YOUNG SPORTSMEN'S STRENGTH BY
UPDATED TECHNOLOGIES

Kokand State Pedagogical Institute, Uzbekistan

Shokirov Shuxrat G'ayratovich

Kokand State Pedagogical Institute, Uzbekistan

Yakubjonov Ikrom Akramjonovich

Annotation. The article deals with the results of the conducted research on the problem of the development of the power qualities of young men. Strong muscles help maintain correct posture, while weak muscles contribute to the curvature of the spine.

Key words: strength qualities, bodybuilding, physical training, educational and training process.

It has long been known that bodybuilding contributes to the development of physical qualities. In the theory and methodology of physical culture, a number of basic physical qualities are distinguished: strength, speed, endurance, flexibility and dexterity. It is no coincidence that in this list of physical qualities, strength is given the first place. It is the strength preparedness of a person in its many manifestations that mainly determines his physical fitness, and along with this, his health. As a rule, physical qualities develop in a complex way, with the dominance of one of them. Most often it is the quality of strength.

The manifestation of the improvement of strength depends, as a rule, on two types of factors - congenital (genetic) and acquired during life. Any progress will be of little effect if it is not controlled and corrected. Therefore, knowledge of the features of control over changes in the level of strength training is the main component of this process. And, finally, you need to know well the content and technique of exercises, the technology of their application.

Bodybuilding classes shape a person not only from the physical side, but also from the psychological side. It has been established that athletes involved in athletic gymnastics are more purposeful, balanced, disciplined, they have highly developed moral qualities. This suggests that athletic gymnastics improves a person both physically and spiritually.

Medical statistics states that up to 35% of students have posture disorders (scoliosis), mainly due to weakness of the back muscles. The percentage of conscripts who, due to health and physical fitness, are not suitable for military service, is approaching a critical level. A large number of students are injured at home due to muscle weakness. Strong muscles help maintain correct posture, while weak muscles contribute to the curvature of the spine.

Age and, in particular, anatomical and physiological characteristics of a person are the most important factor in the technologically correct organization and content of strength training. If we are talking about young athletes starting a sports career, then the process of strength training, its technology is determined by the coach. When it comes to the improvement of the child's body, its harmonious development, it is better to use the means and technologies of general physical training. But if you use pronounced strength exercises at the same time, then only under the guidance of experienced specialists who own the technology of strength training for people of different ages.

There are no strict restrictions in the means and technologies of general physical training. Another approach should be to the beginning and content of targeted strength training, and this is especially important for teenagers.

Modern living conditions create favorable conditions for the accelerated formation of the body shape of a teenager. The period from 12 to 17 years is characterized by the intensive development of the body of a young man, when the skeleton is actively growing, the musculoskeletal system is strengthening, and muscle mass is gradually increasing. At the same time, there is some lag in the development of the cardiovascular system, which is the most important factor in choosing the right technologies for strength training of young men with the main task not to harm, to prevent those excessive physical and mental stress that can cause negative changes in the body.

At the age of 13-16, adolescents and young men have favorable biological opportunities for building muscle mass and developing strength. In adolescence, it is important to create a functional basis for power loads, for the possibility of using weight training in the future.

To achieve this goal, two main tasks must be solved:

- 1) the formation of a sufficiently strong muscular corset of the trunk and main articular joints;
- 2) creating favorable conditions for the formation of the musculoskeletal system, as well as for the development of the cardiovascular, respiratory and nervous systems.

There are two main limitations to be aware of in the process of strength training. The first is heavy weights that can adversely affect the emerging spine and cause inguinal hernia. The second limitation is associated with high strain exercises, which are also undesirable for a growing organism. Starting positions for strength training of young men should contain exercises with low weights with a gradual transition to the use of weights of 40–60% of the maximum.

For the experiment, 20 athletes aged 16–18 were recruited.

Athletes were divided into two groups - control and experimental, 10 people each. Athletes in the control group trained according to the traditional program.

The program of the experimental group included additional exercises using training devices aimed at developing strength qualities.

Throughout the training process, classes were held three times a week. The duration of each complex was 8–12 weeks, after the completion of the complex, a week's rest was given before proceeding to a new complex. On average, the duration of one training session was 70–90 minutes.

It is now known that when planning the load, first of all, it is necessary to take into account the duration, frequency, volume, intensity of training, as well as the type of exercise performed. The duration and frequency of training should be linked to other training components. It is advisable to conduct classes at the same time, providing for rest intervals between individual exercises. Rest intervals between sets depend on the objectives of a particular lesson. When building muscle mass, breaks should be on average 2-3 minutes; when improving the volume and relief of muscles, they are reduced to 1.5 minutes, and in the pre-competitive period - up to 30 seconds.

When exercising on simulators, a more selective effect on certain muscles is provided. This gives a good result during the period of work "on the form" and "on the relief". When planning the magnitude of the training load, one should take into account the level of preparedness of the athlete, the speed of recovery, i.e., correctly alternate large and small loads.

In order to test the effectiveness of the developed experimental methodology, control tests were selected to assess the dynamics of the indicators of the strength qualities of young men of pre-prescription age involved in athletic gymnastics.

At the initial stage of the experiment, testing of young men of pre-prescription age involved in athletic gymnastics was carried out in order to determine the actual values of the indicators and compare them in the experimental and control groups.

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PECULIAR FEATURES OF VOLLEYBALL TRAINING

Kokand State Pedagogical Institute, Uzbekistan

Yakubjonov Ikrom Akramjonovich

Kokand State Pedagogical Institute, Uzbekistan

Irmatov Shavkat Anvarovich

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; indelektual 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, journalists 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.

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 methodlaming 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 boiajak 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 boiib, 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 usuuari and tactical combinations. The connecting player must be able to correctly assess the progress of the game and effectively organize the attack from different boigan game situations.

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FAMILIARIZATION OF FOOTBALL PLAYERS' TRAINING SESSIONS

Kokand State Pedagogical Institute, Uzbekistan

Muminov Sherzod Ilyosovich

Kokand State Pedagogical Institute, Uzbekistan

Quvvatov Umid Tursunovich

Annotation. Basic and additional classes are planned and conducted in the training process. The main tasks of a certain stage of preparation are solved in the main classes. In additional classes, special training tasks are solved, in particular, the restoration of athletic performance. Based on the localization of the orientation of the means and methods used in the classroom, there are classes and complex orientation.

Keywords: sport, sports, study, coach, factor, methods, cardiovascular.

The training session consists of three parts: introductory and preparatory, main and final. In the introductory and preparatory part, organizational and methodological influences of the coach are carried out (communication of training tasks, familiarization with the structure of the training session, if necessary, an analysis of the previous lesson is done very briefly) and a warm-up is carried out.

Warm-up is understood as a set of specially selected exercises performed by athletes in order to prepare the body for the upcoming work. In the process of warming up, functional (acceleration of the period of the body's systems working into muscular work: cardiovascular, respiratory, etc.); motor (optimal inclusion of the muscular system, strengthening of efferent information and afferent innervation) and emotional (formation of a positive psychological attitude for the upcoming work) are solved.

In football players' training sessions, the warm-up usually consists of two parts: general and special. The general part of the warm-up consists of general developmental exercises. It provides activation of the cardiovascular, respiratory systems of the body, as well as the motor apparatus for specific work with the ball. A special part of the warm-up through special preparatory exercises contributes to the operational adjustment of the motor apparatus of football players, energy supply systems and psychological mobilization for the upcoming main work in the training session. In the main part, the main tasks of the training session are solved. Depending on the orientation of the training session, there may be several such tasks (preferably no more than four). The duration of the main part depends on two components of the orientation and the magnitude of the load.

Selective classes solve the problems of preferential development of individual properties and abilities that determine the level of special preparedness of athletes – their speed and speed-strength qualities, anaerobic and aerobic performance, special endurance, etc.

Classes of a complex orientation are based on the simultaneous development of various qualities and abilities. They are built according to two options. The first is that the program of a separate lesson is divided into two or three independent parts.

For example, in the first part, means are used to increase speed capabilities, in the second and in the third – to increase endurance when working, respectively, of an anaerobic and aerobic nature. Or, in the first part, the tasks of teaching new technical elements are solved, in the second – physical training, and in the third – technical improvement, etc.

Selective and complex classes are used in the training of football players. The form of classes depends on the tasks that are solved in a certain microcycle, as well as on the number of training sessions during the day. Usually, if two-day classes are held, then one of them is unidirectional (for example, the development of speed and strength qualities), and the second is complex (improvement of technical and tactical skills and special endurance).

In the process of training football players, all types of classes are used, but mostly they are training, training, modeling and rehabilitation. In the training sessions, the tasks of improving technical and tactical skills and developing motor abilities are mainly solved. Most often, such classes are held during the competitive period.

Training sessions are more conducted in the preparatory period, where, along with improving the mastered material, new elements of the technique and tactics of the game are studied. Model training sessions are usually conducted in the pre-competition mesocycle and during the competition period. The main purpose of such classes is to test the plan of the upcoming game. In this lesson, the game is played by two teams, one of which represents the starting line-up for the upcoming game.

The task of the second team is to copy the game of the future opponent if possible. In the planning of the training process, such an activity is referred to as a "model game". Recovery classes are usually held at the end of the microcycles or after the game. Their main task is to stimulate recovery processes and contribute to the formation of so-called delayed training effects.

Depending on the specific tasks and content of the training session, as well as the level of preparedness of athletes, there are such organizational forms of training sessions. With an individual form of training, athletes receive tasks and perform them independently.

The group form of the lesson is characterized by the fact that athletes are previously grouped into several groups, each of which performs a specific task. With a frontal form, all athletes simultaneously perform the same exercises. The free form provides for the independent training of athletes without the supervision of a coach. From the point of view of organizational and methodological forms of conducting classes, there are stationary and circular forms. During stationary training, athletes perform tasks at specially equipped "stations".

Circular training involves athletes consistently performing exercises at various stations. During collective training, all players perform common tasks under the guidance of a coach who has the ability to control almost the entire team at the same time. The disadvantage of the collective form of training is the insufficient ability to influence each player. Most often, the collective form of training is used for warm-up, the development of motor qualities, when performing exercises of a restorative nature.

In group training, each group of players trains independently, performs different exercises, has a different load and uses their own auxiliary means. Usually, group training is conducted with players of the same line (goalkeepers, defenders, midfielders, forwards). Quite often, during group training, two groups of players are created in order to solve certain technical and tactical tasks: the first is a group of defensive players; the second is an attack.

During individual training, one or more players are given individual tasks, although the rest of the players can perform some kind of general task at this time. At the same time, the principle of group individualization is used, based on the fact that athletes with identified unidirectional features of gaming activities are grouped and engaged in the same program.

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**EXPLORING CHEMICAL CONCEPTS AND TEXTS BASED ON NATURAL
SCIENCE LITERACY IN CHEMISTRY CLASSES**

S.Y.Botirova

Associate professor of the Department of Natural Sciences of the Academy of the Armed Forces of the Republic of Uzbekistan, doctor of philosophy in philosophical Sciences (PhD)

Abstract: This article discusses the importance of natural science literacy in science lessons. It also provides information on creative thinking based on natural science literacy, as well as opportunities for students to understand chemistry knowledge along with new ideas and thoughts. In particular, there are questions and assignments based on creative thinking of ozone.

Keywords: Natural science literacy, creative thinking, conflict situation, evaluation criteria, different thinking.

Today, attention to the education system is increasing. Much work on the development of a number of sciences has been carried out by the respected head of our state. Our respected leader Shavkat Mirziyoyev said this in his speech at the solemn ceremony dedicated to “October 1 - Teacher and Coach Day.” “We have made decisions on the development of mathematics and chemistry and biology. On their basis, schools in these subjects will be gradually created in every district and city. This year alone, 27 schools in the field of chemistry and biology have been created... this is the beginning of things”. Therefore, we, chemistry teachers, must be able to use our skills and talents to convey the secrets of science to students. Chemistry is a difficult but very interesting subject. When explaining a topic, it is advisable to choose appropriate teaching methods based on the content of the topic, the age and psychology of the students.

At a time when our republic is rapidly developing, it is important to fully use the creativity of the younger generation, who is considered our future, to form their knowledge in accordance with the established state educational standard, to establish an assessment system based on the experience of developed foreign countries and international requirements.

Today, the need for education and training is increasing as people's food and energy needs increase, while at the same time they need to adapt to climate change. As one of these needs, science literacy plays an important role, as stated above. At the same time, this will lead to further development of scientific achievements. At the same time, according to the commission created in Europe.

If our younger generation is not well versed in science, they will not be able to solve the problems associated with today's advanced technologies. However, this does not mean that all young people should occupy this area, but rather that young people should sense changes in the world around them and be able to respond to these changes. Having this knowledge allows them to understand the opinions of experts in the field and express their opinions in accordance with these opinions. All problems of our old age require deep scientific thinking and solutions based on scientific discoveries. And our society needs scientists and scientists who are mature in all aspects, capable of solving and eliminating both economic, social and environmental problems.

Science literacy refers to the student's ability to know and understand terms related to the sciences and, as an independent citizen, to be able to express opinions on all problems related to these sciences and to be able to solve these problems. A person with natural science literacy is able, on the basis of his existing knowledge, to participate in the discussion of conflict situations related to natural science, problems related to technology, and knows how to act in such situations. Science literacy, although considered a distinct area with social impact, is more universal and generalizable than one might think. That is, if we consider it in a broad or relatively narrow sense, every person has the possibility

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of natural science literacy. In addition, according to a common understanding among psychologists and educators, thinking, which is closely related to creativity and is understood as participation in mental processes, improves a number of other specific thinking skills. In particular, it improves metacognitive abilities, interpersonal and personal problem-solving skills, development of the concept of equality, mastery of science, future professional success and integration with society. Divergent thinking is the ability to take new approaches and generate unexpected combinations from existing information, and to use the capabilities of connections, thinking and transformation, such as semantic variability and fluidity, to create original ideas. Divergent thinking is also described as the ability to refuse ready-made instructions, look for different solutions to a problem, resort to unexpected measures when all other means have been exhausted, look at problems from a different point of view, and abandon ready-made solutions. -create methods and try new ones. . In general, divergent thinking often involves creating new, unusual, and unexpected responses.

For example, the ability to generate new and valuable ideas may depend on the prior execution of other processes, such as problem definition. Indeed, Goetzels and Csikszentmihalyi (1976) found that art students' success in problem setting was closely related to criteria for the aesthetic value and originality of the paintings they drew. These criteria, in turn, are far from these students.

The role of science literacy in chemistry teaching is unparalleled. We can look at this with a few examples. The Six Hats Method. Edward de Bono's "Six-Color Hat Method" involves choosing a theme. Hats are put on one by one: white - carefully, without any emotions, all facts are checked; black – defects detected; yellow - current status is analyzed; green - new ideas added; red – emotional mood is expressed; blue—work has stopped.

For example, if in an inorganic chemistry course the subject of chemical bonding is studied, then first the subject of chemical bonding is studied in detail, i.e., what are chemical bonds and what are chemical bonds? How many types of chemical bonds are there? What are examples of each type of substance? They must have the knowledge to answer such questions. Then all points are checked. During the inspection, deficiencies will be identified. All concepts on the topic are analyzed. If students have additional thoughts and ideas, they are included as additions. Readers' opinions and judgments are checked. Suggestions are made for quickly and easily mastering the topic, depending on how correct and relevant these new ideas are. The level of effectiveness of these proposals is explained by several considerations. The proposal is drawn up in the form of a project.

The atmosphere is an ocean of air and an invaluable natural resource that supports life on Earth. Unfortunately, human selfish activities are harming the common resource represented by the depletion of the thin layer of ozone that protects life on Earth. Unlike diatomic oxygen molecules, ozone molecules are made up of three oxygen atoms. Ozone molecules are extremely rare: less than ten per million air molecules. However, the presence of ozone in the atmosphere for almost a billion years is of great importance for the preservation of life on Earth. Ozone can protect or harm life on Earth, depending on where it is located. Ozone in the troposphere (up to 10 km above the Earth's surface) is "bad" ozone, which can damage lung tissue and plants. But about 90% of ozone in the stratosphere (10 to 40 km above the Earth's surface) is "good" and beneficial because it blocks the sun's harmful ultraviolet rays.

Humanity developed gradually until it reached its present advanced age. Chemistry, like other fields, has its place in this process of development. Today it has taken its place as the leading science for many other fields. Further improvement and development of this science is necessary. To do this, it is necessary to educate students at a high level, starting from school education. It has been established that the thinking abilities and thinking frameworks of students can be formed and improved using interactive methods in school lessons. These methods also provide great help to students in learning chemistry. Because with the help of the same techniques and methods, the learning potential of students increases, their thinking abilities develop, and they easily find the given

news. They exchange easily with each other. This will strengthen the science learning process. Individual, that is, individual work of students requires a lot of work on themselves. This sets the stage for faster and more efficient learning of chemistry. Schools are convenient places to observe and assess students' thinking, both individually and in groups. Forms of creative expression (i.e., inner world and experience through writing, drawing, music, or other art forms) as creative milestones and progress in the classroom expression) refers to the acquisition of knowledge (that is, the creation of new knowledge for a group) or a creative approach to solving problems.

The main task of education is to form the skills that the student will need today and in the future to lead a successful life in society. In doing so, creative thinking is one of the most important skills that today's youth should have.

Therefore, teachers can also hinder students' creative thinking. For this, pedagogues should abandon the above-mentioned factors that stifle creative thinking in the course of the lesson.

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Sadriddinova Latofat Husniddin qizi

Tashkent State University of Law

12.00.09 - "Criminal proceedings.

criminalistics, investigative law and forensic expertise" doctoral student

[E-mail:latofatsadriddinova@gmail.com](mailto:latofatsadriddinova@gmail.com)

Abstract: This article will talk about the right of citizens to appeal to the courts of high instance for criminal cases in order to ensure the independence of the Justice Authority and increase the spirit of trust in the fairness of the court among the people. In addition, the article cited problems with the procedural procedure of appeal by citizens to the courts of high instance, which are found in practice, and suggestions that may be a solution to them.

Keywords: the right to appeal to the courts of high instance by citizens.

Introduction and relevance

Everyone has the right to the effective restoration of these rights by competent national courts in cases where the fundamental rights granted to him by the Constitution or by law have been violated.

Article 8 of the Universal Declaration of Human Rights

"Higher courts consider criminal cases on the basis of complaints and protests and administer justice. The analysis of the practice of law enforcement and the norms of criminal-procedural legal acts regulating the conduct of court cases in courts of appeal and cassation leads to the conclusion that these stages actually serve as a means of quickly correcting mistakes and improving the quality of justice by controlling the judicial activity of lower courts allows" ¹.

The right to appeal against court decisions provided for in the Code of Criminal Procedure of the Republic of Uzbekistan derives from the Constitution of the Republic of Uzbekistan and norms of international law². The norms of international law stipulate the right of every convicted person to file an appeal against court decisions and the fact that this appeal should be considered by the higher court authorities in the prescribed manner, and the decisions of the lower court should be checked.

In accordance with paragraph 5 of Article 14 of the International Covenant on Civil and Political Rights, every person convicted of any crime has the right to have his trial and sentencing reviewed by a higher court on the basis of law³.

The right to appeal court decisions is one of the most important basic rights of citizens involved in criminal proceedings, and it is also a guarantee of the right to judicial protection and fair trial. On the one hand, the right to appeal against court decisions is a guarantee of protecting the rights and interests of a person, on the other hand, it also serves the interests of justice. Protection of the rights and interests of a person involved in criminal proceedings is recognized as a component of conducting criminal proceedings. The interests of justice consist in making a legal, reasonable and fair, that is, a just decision. Any limitation of the opportunity to identify and remedy judicial errors is detrimental to the interests of justice. Deprivation of the right of a person whose rights and legal interests have been violated due to an error in court decisions to apply to a higher court for the

¹ U.A.Tukhtasheva U.A. Criminal procedural ways to eliminate judicial errors: Monograph. – T.: Publishing house TSUL, 2020. – P. 19.

² Constitution of the Republic of Uzbekistan 08.12.1992.

³ International treaties on the Republic of Uzbekistan and human rights.-T.:-Adolat.2007.-B.60

restoration of his rights and interests leads to the limitation of his right to use judicial protection. This, in turn, contradicts the above-mentioned constitutional principles.

The essence of any procedural institution is determined by its structural elements and legal guarantees that ensure its implementation. The fact that the right to appeal against procedural actions and decisions, including court decisions, is defined as one of the main principles of the criminal procedure in Article 27 of the Criminal Procedure Code, giving a special status to the right to appeal, is the basis for the formation of the principle of freedom of appeal. According to the principle of freedom of complaint, persons involved in the process of conducting criminal cases may appeal against any court decision that affects and violates their rights and freedoms.

As N. N. Polyansky wrote, "Freedom to complain is a vivid expression of the guarantees of individual interests and the interests of justice gathered in one institution."⁴

Freedom of appeal in criminal proceedings has not always been fully implemented. Especially during the period of the Red Empire, the freedom to complain was limited in various ways, and the interests of the state prevailed over the interests of the individual in the criminal proceedings. For example, according to the Decree No. 1 "On the Court" adopted in 1917, it is allowed to appeal in the appeal procedure against sentences of deprivation of liberty for a period of no more than 7 days and a fine of no more than 100 rubles. did not By the decision of the Central Executive Committee of the USSR on December 1, 1934, it was forbidden to appeal the verdicts in the cases of terrorist organizations and terrorist acts.

In the Uzbek SSR, the Law "On the Judicial System of the USSR" (1938) is in force, which was considered the main document for the legal regulation of the judicial system and court proceedings for all former republics of the Soviet Union. According to Article 15 of this Law, "Convicts, their defenders, plaintiffs, defendants and their representatives can appeal against the judgments, rulings and decisions of all courts, except the Supreme Court of the USSR and the Supreme Courts of the Union Republics, and the prosecutor can appeal to a higher court can mean.

When considering complaints and protests, the higher court examines the legality and reasonableness of the verdict or decision issued by the lower court, based on the materials available in the case and submitted by the parties"⁵.

In the Criminal Procedure Code of the Republic of Uzbekistan, which was in force until 1994 and adopted in 1959, it was not possible to appeal in the cassation procedure against the judgments issued by the Supreme Court in the first instance cases.

During the formation of our republic as a young independent state, many of the norms of the criminal procedural legislation were similar to the procedures existing in the previous criminal procedural law. In 1994-2000, the review of court decisions in criminal cases was carried out in cassation bodies, and their tasks were sharply different from each other. The basis for hearing a criminal case in the court of cassation is the appeal of the convict, his lawyer, the victim, as well as the prosecutor's protest, filed within 10 days from the date of the court verdict. The judgment of the court of first instance entered into legal force only after the case was considered in the cassation procedure.

The gradual reform of the judicial system in Uzbekistan made it possible to reform and update the criminal justice system, ensuring the rights and freedoms of citizens at the initial stage of the formation of an independent state.

The turning point in the history of review of court decisions began on December 14, 2000, with the introduction of the procedure for review of court decisions made by the court of first instance

⁴ Polyansky. N.N. The purpose of the criminal process Yaroslavl.1919.-P.208.

⁵Law on the judicial system of the USSR. <http://www.consultant.ru/cons/cgi/online>

in the court of appeal, and the reform of cassation and control institutions⁶. An independent Chapter 55¹ - "Proceedings in the Appellate Procedure" was introduced into the Code of Criminal Procedure, which provides for the legal determination of the procedure for reviewing cases at the appellate instance, the examination of the grounds for the review of court decisions at this instance, and the registration of the powers of the appellate instance court.

The introduction of a new appellate instance into the law with the tasks of reviewing court decisions led to a change in the system of checking the legality, reasonableness, and fairness of the court of first instance. Persons who participate in criminal proceedings and have the right to appeal court decisions have the right to appeal against the court verdict within 10 days in the appeal procedure, and after 10 days - the right to appeal in the cassation procedure against the legally binding sentence. Later, the authorized persons could file a protest against the verdict and decision of the court in the appeal or cassation procedure.

If in 2000, almost half of court errors were corrected in the control procedure, according to the results of 2009, more than 85% of such cases were eliminated in the appeal and cassation procedure⁷.

It should be noted that the procedure for reviewing court decisions in the current Criminal Procedure Law is implemented on the basis of the legislation at the time of the introduction of the appellate institution. At the same time, due to the fact that it is important to improve the criminal and criminal-procedural legislation in the course of the reforms carried out in the judicial system in Uzbekistan, appropriate changes are being made to the criminal-procedural legislation step by step.

At the same time, on the basis of the Laws of the Republic of Uzbekistan dated March 29, 2017 and January 29, 2018, to improve the process of reviewing criminal cases in higher courts, to review court decisions in order to protect the rights and interests of participants in criminal proceedings made appropriate changes in the matter.

On July 24, 2020, the President of the Republic of Uzbekistan Sh.M. Mirziyoyev announced important changes to the national criminal procedural legislation to strengthen the legal system, reliable protection of the rights and legal interests of citizens and entrepreneurs, effective justice signed the decision "On additional measures to further improve the activity of courts and increase the efficiency of justice" aimed at ensuring and increasing the role of judicial community bodies.

In addition to the implementation of organizational and structural changes in the judicial system, in the Decree, the Supreme Court of the Republic of Uzbekistan, the Supreme Council of Judges, the General Prosecutor's Office and the Chamber of Advocates are to be terminated by the Supreme Court of the Republic of Uzbekistan. and the proposals of their deputies, which envisage the introduction of the cancellation of the right to lodge a protest in the control procedure over the decisions, sentences, rulings and decisions of the court into the criminal procedural legislation, were approved.

Since 1994, in the Republic of Uzbekistan, the right to appeal against all court judgments in the cassation procedure and in the third stage of the control procedure, regardless of which court was issued, is guaranteed. "on the basis of the law, since 2002, the appellate instance was introduced as a higher instance to review the legality of sentences that have not entered into legal force. Starting from January 12, 2021, the practice of reviewing the legality of non-legal judgments in the appeal procedure and the second stage, i.e. the decision of the appeal instance, in the third stage in the

⁶ Vahabov D.D., Tukhtasheva.U.A. Powers of higher instance courts to identify and eliminate judicial errors. Scientific and practical treatise. -T., 2016.-4b.

⁷ Karimov I.A. The concept of further deepening of democratic reforms and development of civil society in our country: speech at the joint session of the Legislative Chamber and Senate of the Oliy Majlis of the Republic of Uzbekistan, November 12, 2010.-T.: Uzbekistan, 2010.B.18.

cassation procedure, was introduced⁸. It should be said that in some countries the right to appeal is still limited to a certain extent. For example, in the Federal Republic of Germany, it is not allowed to appeal against sentences on the imposition of small fines (Article 313 of the Criminal Code of the Federal Republic of Germany)⁹. According to the sixth part of Article 370 of the Criminal Code of the Republic of Belarus, the rule that it is not possible to appeal against the judgments of the Supreme Court of the Republic of Belarus has been strengthened¹⁰.

One of the important guarantees that ensure the freedom to appeal against court decisions is the procedure for filing an appeal established by law. Review of a judgment or other court decision in the appeal procedure is carried out by complaints of interested parties or protest of an official established by law. Before the introduction of the institution of appellate review of cases into the criminal procedure, there were no strict requirements for appeals against court decisions. Soviet proceduralists believed that the absence of mandatory requirements for the content of complaints and protests was a manifestation of the principle of freedom of complaint¹¹. The fact that there are no requirements for the content of the complaint, the fact that the complaint can be drawn up in any way and the higher court instance cannot refuse to consider it ensures the right of interested parties to appeal against court decisions in any way they want. However, it should be noted that the absence of legal requirements for the content of a complaint or protest makes it difficult for the higher courts to fully investigate the case, identify and eliminate judicial errors. Moreover, this situation, that is, the complainant's failure to fully state his reasons, failure to indicate the errors in the court's decision, destroys the essence of the complaint. Because the circumstances of the court's decision do not agree with them and the reasons justifying this disagreement are not given, it makes it difficult to identify errors in the court's decisions. On top of that, the practice of filing an "initial" complaint and then filing a complaint filled with new reasons and grounds was widespread in those days, even though it was not stipulated by the law. This, in turn, led to the prolongation of the time periods for consideration of the case in the higher instance court, and in most cases, the case was sent to the first instance court for re-registration in the higher instance court. As a result, the entry into legal force of the verdict was delayed for several months, and the person deprived of his freedom was unnecessarily kept in detention centers for months¹².

Appeals and protests can be filed through the court that issued the sentence or directly to the appellate instance. If the complaint or protest is submitted directly to the appellate court, it shall fulfill the requirements stated in the second, third and fourth parts of Article 497⁶ of the Civil Code, inform the interested participants of the process about the submitted complaints, familiarize them with the received complaints, e 'sends the judgment to the court that issued the sentence to provide opportunities for objections, etc.

In accordance with Article 497¹⁰ of the Civil Code, a person who has filed an appeal or protest against a sentence has the right to withdraw his appeal or protest. The senior prosecutor also has the right to withdraw the protest. The prisoner has the right to withdraw the complaint of his defender.

Withdrawal of complaint or protest is tantamount to not giving them. Therefore, the person who withdraws the complaint or protest does not have to prove the reasons for withdrawal.

⁸ Law of the Republic of Uzbekistan "On Courts" dated July 28, 2021 No. 703

⁹ Federal Republic of Germany Law of May 23, 1949 "On the Judicial System". // <https://www.gesetze-im-internet.de/bundesrecht/gvg/gesamt.pdf>.

¹⁰ Criminal Procedure Code of the Republic of Belarus, dated July 16, 1999 No. 295-Z. // <http://online.zakon.kz>.

¹¹ Kalashnikova N.Ya. The main problems of the Soviet cassation in criminal cases Dissertation... candidate of legal sciences.-M., 1944.-P.225-227

¹² Vahabov D.D., Tukhtasheva.U.A. Powers of higher instance courts to identify and eliminate judicial errors. Scientific and practical treatise. - T., 2016.

After the expiration of the time limit for filing an appeal and protest against the verdict, the court that issued the verdict, having fulfilled the requirements stipulated in Article 497⁶ of the Civil Code, shall return the case to the appellate instance within ten days, together with the complaints, protests and objections expressed in connection with them, as well as additional materials submitted. sent to the court. (Article 497⁷ of the Criminal Code).

In order for the persons who have the right to appeal or protest the verdicts in the appeal procedure to exercise their rights fully and without hindrance, higher courts, Plenum of the Supreme Court of the Republic of Uzbekistan No. 13 dated April 20, 2021 "Courts in accordance with the decision of "On the practice of hearing criminal cases in the appellate procedure", the lower courts must check whether the following requirements have been met or not¹³:

- that the contents of the verdict, the term and procedure for filing an appeal or appeal against the verdict at their request have been explained to the parties;
- that those whose interests are affected by the received complaint or protest have been informed about it;
- that copies of court decisions have been handed over to the convicted (convicted), victim, acquitted person;
- that they and other interested parties have familiarized themselves with the complaint or protest, including the additional submitted documents, and have expressed their objections;
- that the appeal, the person who filed the appeal, as well as those whose interests are affected by the complaint or protest, the participants of this process have been duly informed about the time and place of hearing of the case;
- that the requirements of the law on the possibility of the convicted (sentenced), acquitted person, their defenders and legal representatives, the victim, the civil plaintiff, the civil defendant and their representatives to participate in the hearing of the case in the higher instance court have been met, etc.

Subjects of the right to file a complaint and protest in the appeal procedure, as well as submit objections to the received appeal complaints, appeal protest, additional appeal complaint, additional appeal protest before the case is considered by the court of appeal instance, submission of new materials to the appeal instance have the right to ask the appellate court to request such materials.

All the rights listed above, the right to appeal (as well as the right to protest) serve to ensure that the subjects of this right can protect their rights by filing an appeal against the verdict.

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Khakimova Khurshida Bakhtiyarovna

The branch of Tashkent region of Astrakhan state technical university

ABSTRACT. The article examines the problem of the linguocultural aspect of the study of toponyms. Particular attention is paid to work carried out in line with the cognitive and functional approaches to the analysis of toponymic material. The main directions of research of toponyms within the framework of these approaches are described.

Key words: toponym, toponymy, onomasiology, cognitive approach, structure of knowledge, conceptual structure of toponym, cognitive mechanisms, toponymic picture of the world.

The period of the late 20th - early 21st centuries is characterized by increased scientific interest in research in the field of onomastics in general and toponymy in particular, an understanding of the importance for linguistics of finding answers to various questions facing toponymy (Greek *topos* - place + *onyma* - name, title) - a branch of linguistics that deals with the study of geographical names (toponyms), identifying their originality, the history of their occurrence and analysis of the original meaning of the words from which they are derived. Toponyms are an integral part of the vocabulary of any natural language.

According to V.V. Molchanovsky, a toponym is a repository of knowledge about the country, a custodian and transformer of historical and cultural information about an ethnic group: "The national and cultural component of the semantics of toponyms is distinguished by its special regional representativeness and the richness of cultural and historical associations." Onomastic material has huge cultural potential, declares the fact of the cultural and historical value of the geographical name.

Of course, the toponym is distinguished by its strict regional affiliation. On the one hand, a geographical name conveys significant information of an extralinguistic nature, and on the other hand, it makes this same information closed to the "uninitiated" who do not possess the necessary background knowledge, which is concentrated in onomastic vocabulary. The figurative nomination contained in a toponym "is always nationally specific in the sense that it consolidates what has historically developed in the consciousness of the people.

The cultural component in language is studied by linguoculturology - "a complex scientific discipline of a synthesizing type that studies the relationship and interaction of culture and language in its functioning and reflecting this process as an integral structure of units in the unity of their linguistic and extra-linguistic (cultural) content using systemic methods and with an orientation towards modern priorities and cultural institutions (a system of norms and universal values)". The task of linguoculturology is a holistic description of language and culture synchronously interacting in discourse. Linguoculturology deals with the identification and presentation of specific language units, the semantics of which reflects Russian culture in the language. From the point of view of linguoculturology, the toponym, of course, is of particular interest. A toponym functions at two levels of the communicative space of a linguistic personality - at the level of language and at the level of culture. A toponym, like any proper name, is a specific conglomerate of linguistic and extralinguistic plans; information about the word is intertwined with regional and cultural information about the object.

Linguocultural analysis of toponyms allows us to consider them as a repository of knowledge about the language and culture of the country. Geographical names are a reflection of the history of a nation; they record various periods of development and prosperity of the language and culture of society.

The study of geographical names is one of the current problems modern linguistics, because, appearing in different historical periods, toponyms develop depending on the characteristics of the development of society, reflecting its various layers of life and activity. A person selects from the outside world and then assigns in the name only that which correlates with his knowledge about the surrounding reality, reflects his personal view of the world and corresponds to his existential values. Toponyms of a

certain region constitute its onomastic space. From the point of view of the national-ethnic and historical specificity of onomastic ideas, the term “onomastic space” is usually used in two senses:

- 1) as a general linguistic category, that is, a system of onomastic units that serve for a special (more specific, individualized) identification of objects of reality;
- 2) as a category of a certain language in a particular period of its history.

Onomastic space always depends on belonging person to a certain culture, territory and era. Toponyms store significant cultural information and the national culture of an ethnic group.

A geographical name may appear as a result of any political or economic changes in society, and then store cultural and historical information about its era for a long time, passing it on to subsequent generations. Toponyms contain information about the life and beliefs of people, their historical contacts; they “encode” information about the language, culture and history of the people.

The worldview of a nation as a whole is determined not only by a rational and logical understanding of the world, but also by contemplation, feeling, comprehension and assessment of the world, which are realized in the naming of toponyms, due to which it can be argued that they play an important role in the cultural and philosophical perception of the life of the nation. Geographical names can rightfully be attributed to linguoculturological phenomena that function in the communicative space of a linguistic personality, forming and carrying a unique national flavor. The connection between a toponym and the designated object is complex; it is not direct, but indirect. The meaning of a toponym is not so much the relation to the designated object itself, but rather to its image in the mind of the individual.

Geographical names act as units of natural language with the cultural semantics of a cultural code and perform the functions of verbalized signs of culture, updating associative connections of a cultural and historical nature in the recipient’s mind. It is known that successful intercultural and interlinguistic communication involves harmonious assimilation of linguistic patterns and the necessary background knowledge of a foreign language culture, knowledge of the national and cultural characteristics of the native speaker people.

Toponyms are an important part of the cultural and philosophical perception of the life of any ethnic group, since they consolidate socio-historical experience - universal and national, and store and transmit cultural information. Toponymy itself can be figuratively represented as a kind of mirror of human history. In general, toponyms play a significant role in the formation of the cognitive base of a linguistic personality in the process of its formation.

The attitude towards the basic unit of toponymy, the toponym, is also changing radically, which is interpreted not only as a unit of language (linguistic aspect), but also as a linguocultural aspect, as an ethnocultural phenomenon (ethnocultural text) as a structure of knowledge. The versatility and diversity of functions of geographical names - toponyms have led to different approaches to their study. The ethnolinguistic approach, presented in the works of A. S. Gerd, N. I. Tolstoy, E. L. Berezovich, and the linguocultural approach, found reflected primarily in the works of the founders of the linguistic and cultural theory of words E. M. Vereshchagin, V. G. Kostomarov and V. D. Bondaletov.

The functional load of a toponym and its stylistic functions are largely determined by the genre of literary works. Thus, in J. R. R. Tolkien’s epic “The Lord of the Rings,” toponyms form the core of the onomastic space of the virtual world of fantasy works, since they are the ones who concentratedly carry linguoculturological, ethnic, and cultural-historical information.

The study of the functioning of toponyms in American journalistic discourse using cognitive analysis techniques revealed the peculiarities of the formation of mental spaces based on toponyms, as well as the main types of interaction of these mental spaces - comparison, assimilation and opposition.

The use of a pragmatic approach made it possible to identify such functions of toponyms in journalistic discourse as identifying, intensifying, evaluative and characterizing, the function of attracting the attention of the addressee, the background function and the function of switching temporary and event context.

Interest in modern toponymy is determined by the intensive growth of those subject areas and directions that are interdisciplinary in nature. Such interdisciplinary areas of homonymous science include toponymic studies that integrate linguistics, geography, history, sociology, cartography, etc.

Thus, the analysis of diverse linguistic material leads the authors to a theoretically significant conclusion about the relationship between the communicative and discursive conditions for the use of toponyms, between the stylistic and genre affiliation of the text and the role that toponyms play in it. In conclusion, we note the following. In general, a review of the literature showed that in the study of geographical names there is a close relationship between traditional research and new directions caused by changes in scientific paradigms of linguistic knowledge. Addressing the problem of the human factor in language based on toponymy, the organization of knowledge and its influence on the choice of geographical name allowed scientists to draw important conclusions about the patterns of toponymy and reveal the cognitive mechanisms underlying education geographical name, and interpret toponyms as a verbally fixed system of naive everyday, cultural and historical-social knowledge and ethnocultural experience obtained as a result of the long development of the people; toponyms are a unique means of reflection, identification and assessment of the surrounding world, geographical space and people; they allow us to discover the connection between language and mentality, language and national identity; toponyms have great functional potential, which is revealed differently in different communicative and discursive conditions. Intercultural and interlinguistic communication processes in the modern world intensify the study of connections between toponymy and linguistic and cultural characteristics of native speakers. In our case, the research is based on the materials of the Crimean Tatar language - a language that, due to certain circumstances, has not received a full-fledged modern description in this aspect. The need for a comprehensive description of the geographical names of the Crimean Peninsula, in which the linguocultural component will be considered as a full-fledged component, is very relevant.

The study of toponyms from the point of view of linguoculturology as an element of the toposystem allows us to determine its place both in the language system and in the conceptual picture of the world of a particular linguocultural community. Place names play an important role in the formation of national and, therefore, linguistic consciousness. They correspond to a system of culturally marked values and ideas and serve as unique markers of an individual's belonging to the corresponding linguistic culture.

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FEATURES OF TEACHING THE RUSSIAN LANGUAGE IN UNIVERSITIES OF
UZBEKISTAN

Norboeva Dilafuz

Samarkand Institute of Economics and Service

Senior teacher of the "Uzbek language and literature" department

Abstract. This article is devoted to the study of the role of the Russian language as a language of interethnic communication. In sovereign Uzbekistan, the quality of training of highly qualified specialists who speak Uzbek and Russian is of particular importance. In a strong mastery of the Russian language, the upbringing of interest and love for it plays an important role. In order for a student to become interested in a subject, he must understand why he is studying it, feel the beauty, richness, expressiveness of the Russian language, deeply understand why the Russian language has become the language of interethnic communication.

Keywords: education, interest, expressiveness of the Russian language, the language of interethnic communication, rich in cultural traditions, thematic conferences.

The Russian language retains its active role in sovereign Uzbekistan. Our republic, as a sovereign state, is expanding its economic ties with countries near and far abroad. And in these cases, the Russian language, which has developed patterns of business speech, contributes to the establishment of economic contacts. For the Uzbek people, Russian is the language of interethnic communication. At this stage, when the National Program for Personnel Training is being implemented in the Republic of Uzbekistan, the quality of training of highly qualified specialists who speak Uzbek and Russian languages is of particular importance. The main goal is to develop students' oral and written communication skills. Oral speech, in turn, involves the development of dialogic speech.

In solid mastery of the Russian language, nurturing interest and love for it plays an important role. In order for a student to become interested in a subject, he must understand why he is studying it, feel the beauty, richness, expressiveness of the Russian language, and deeply understand why the Russian language has become a language of interethnic communication. It is important to convey to students that the Russian language is a language with the deepest and richest cultural traditions, a language capable of serving all spheres of human activity, expressing the most complex scientific concepts and the most subtle movements of the human soul. No wonder K.G. Paustovsky wrote: "For everything that exists in nature: water, air, sky, clouds, sun, rain, forests, swamps, rivers and lakes, meadows and fields, flowers and herbs, - in the Russian language there is a great many good words and names"[1,74]. It is important that students realize the truth of such statements, fall in love with the Russian language, and become eager to delve deeper into its secrets. To this end, universities in Uzbekistan hold Russian language Olympiads and thematic conferences in Russian. This helps to improve the general language culture of students and develop interest in language as an academic subject [3,34].

A Russian language teacher working in national groups faces a difficult and responsible task - not only to teach students all types of speech activities in Russian, but also to instill the skills of Russian speech culture. Students, studying the Russian language, gradually master the norms of oral and written literary language - the rules of pronunciation, word usage, and learn to use expressive language means in different communication conditions in accordance with a specific communicative situation [2,65].

Today it has become a recognized fact that non-Russian students should be taught, first of all, practical Russian speech, since one of the main functions of the Russian language as a means of

international communication is the communicative function. The ability to use the Russian language in all spheres of social and cultural life, the ability to competently compose a business paper, speak at a public event, read scientific, technical and fiction literature is no less important.

From the first lessons of the Russian language, we, the teachers of the Samarkand Institute of Economics and Service, strive to ensure that students do not just memorize new things, but thoughtfully research, compare linguistic phenomena, and draw their own conclusions. At each lesson, in addition to didactic and educational, a cognitive goal is also set. It is important that the student not only becomes interested in the work he does for the lesson, but also strives to acquire independent knowledge.

Solving problems independently, of course, should be within the capabilities of the student. In each group there are students who easily learn the material, but there are also those who find it difficult to learn new things. It is necessary to instill self-confidence in students and help them overcome difficulties that most often arise due to the lack of a Russian language environment. Therefore, the teacher is tasked with filling this gap [4,17].

The basis in creating a Russian language environment is the accumulation of vocabulary - the building material of speech. Developing speech means, first of all, enriching students' vocabulary. For this purpose, vocabulary work is required. The ways of introducing words into students' speech are varied. For example, when fixing the topic "Gender of nouns," students are explained the meaning of the phrases independent republic, state symbols, and world community. He finds out that these words relate to the topic "My homeland is Uzbekistan." For the lesson, with the help of the teacher, students make proposals. Then these phrases are included in the students' coherent speech.

A major role in instilling interest in mastering the Russian language is played by differentiated tasks, which are widely used both when repeating what has been learned in order to consolidate and deepen knowledge, and when introducing a new topic. For example, tasks are differentiated when studying the topic "The city in which I live." Students are divided into three groups according to their language proficiency level. One group is asked to write an essay on a given topic. Another is to make sentences with supporting words. The third is to create questions on this topic. So, each student receives a task that is feasible for him, the completion of which brings him satisfaction and, naturally, awakens interest in the work.

Teachers of the Russian language in Uzbek groups have the opportunity in their classes to rely on the experience, knowledge, and skills of students acquired in Russian language lessons in schools, lyceums and colleges. We are talking, for example, about such issues as sound and letter, significant parts of a word, members of a sentence, types of simple and complex sentences. Phonetic, grammatical and lexical concepts learned in Russian language lessons in schools, lyceums and colleges are not explained in Russian language lessons at the institute as new, but are only restored in the students' memory using the corresponding Russian terminology. The time saved in this way is used for students to perform other types of work. Most often these are translations from Uzbek into Russian, from Russian into Uzbek, since they make it possible to compare the facts of the Uzbek and Russian languages, find the general and the particular in them, draw conclusions and generalizations. In addition, translations are one of the most effective ways to enrich students' vocabulary and improve literacy. It is important to select texts for translation that make it possible to solve spelling, syntactic and lexical problems [5,26].

Practice shows that reading and retelling a literary text is very useful for activating the mental and creative activity of students. When retelling, students have the opportunity to make digressions, express their opinions on the course of events, go beyond the scope of the episode, and even introduce an element of speculation. It is also important to encourage students to not only recreate events, but also convey feelings and thoughts. Retelling creates a more favorable speech situation. And the

vocabulary work that is carried out during the lesson contributes to success in working on the retelling.

Self-preparation of reports provides great assistance in the development of students' speech. Self-prepared reports develop monologue speech skills and accustom students to public speaking. In preparation for a report, students develop the ability to use scientific and popular science literature, select the most important material, skillfully use quotes, learn to express their thoughts consistently and coherently, and enrich their vocabulary. Of course, the preparation of the report should take place under the direct supervision of a teacher who recommends relevant literature, gives advice on the selection of material, the content of the report, and its composition [6, 90].

Students are especially interested in classes that take place outside the classroom. For example, a lesson on the topic "The city in which I live. Historical Monuments of Samarkand" the teacher conducts with students in the form of an excursion to the world-famous sights of the city of Samarkand. Students' observations and impressions provide rich material for creative work on the Russian language. This kind of work arouses keen interest among students.

As a conclusion, we can conclude that the students' attitude towards the subject depends on the teacher's erudition and knowledge of his subject. Let us remember the famous words of L.N. Tolstoy: "If you want to educate a student through science, love your science and know it, and your students will love you and science, and you will educate them; but if you yourself do not love it, then no matter how much you force it to be taught, science will not produce an educational influence."

Our task is to ensure that the keen interest in the powerful means of unity and friendship - the Russian language - does not disappear among students of national groups, and that the constant improvement of oral and written speech gives students aesthetic satisfaction.

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Chernova Tatyana Alekseevna

Lecturer at the Samarkand Institute of
economics and Service

chernovatatyana@sies.uz

Annotation. This article analyzes the work of the famous Russian-speaking poet Alexander Feinberg, his definitely unique manner of translation, writing peculiar and rather original poems. The features of the description of the native land in his works, its relation to Uzbekistan and traditions are considered.

Key words: *peculiar, mystical awe, spiritual vacuum, singing reed, national heritage, unique flavor.*

The creativity of Alexander Feinberg is distinguished by its originality, uniqueness and great love for the land of Uzbekistan. This poet masterfully translated into Russian the famous works of modern Uzbek authors, he wrote more than seven hundred poems. His poems not only make a dazzling impression with their form, but, more importantly, have become a hymn to truth and conscience. He was awarded the honorary title "People's Poet of Uzbekistan". This poet literally breathed poetry, was obsessed with it "Perhaps I really am an outsider for everyone in the world. But not for poetry"- said the author himself. Both his peers and young people sincerely applauded him. Feinberg has always treated his gift with mystical awe:

«Скоро слово станет мною.

Ни восторгов, ни обид.

Чайка вскрикнет над волною.

Лес в ответ ей прошумит» (из неопубликованных).

In the literature of Uzbekistan, this remarkable poet occupied such a place that no poet on the scale of Russia could claim. After going into eternity, "perhaps the best of the Russian-speaking, there is simply no Russian poets of the post-war Tashkent time - Alexander Arkadyevich Feinberg" in the literary life of the Uzbek capital, no matter how you look at it or look around, an irreplaceable spiritual vacuum has formed. Feinberg associated poetry with freedom, consolation, and salvation. This poet modestly called himself "the singing reed."

Feinberg's poetry cannot leave anyone indifferent, his poetry will always be popular, in demand, exciting the hearts of millions of people, it is rooted in the Uzbek land and its rich literary national heritage. The poet bows very sincerely to the refined Beauty of the East, once sung by S. Yesenin in his "Persian Motives", the poet's voice changes with age: his soul matures, in his verses there are dull mournful intonations of the author's deep heart feelings for the fate of the country and the entire planet.

Alexander Feinberg's talent is unique, this poet until the end of his days was inextricably linked with his native land. Feinberg always remained boyishly mischievous, prone to pranks, good irony, despite the difficulties of life, illness and age. Feinberg can be safely called a Russian-oriental poet, in his poems one can strongly feel the oriental mentality, the unique flavor of the era, country, time. The style of this poet is very light, agile, open. Alexander Feinberg was very worried about Good and Evil, as categories of philosophical being, as applied not only to the East, but also to the West. The work of this wonderful poet continues to be in demand to this day. People's poet of Uzbekistan Alexander Fainberg said that for a poet, writing poetry is like

breathing. A. Fainberg was sure that “from the very beginning the poet or artist who says is wrong - I did it. Yes, he did nothing, it was transmitted from above through him, as through a singing reed.

This is not a merit, but a gift from God, for which we must thank fate. Who am i? I don't know what will be written in the next line. Poetry is a God-given song. ”He is a poet with a capital letter, there is no need to prove it - this is reflected in his poems. Love for the Motherland makes his poetry even warmer and brighter. The captivating East without excessive exoticism and artificial stylization opens in verses: "Homeland", "Return", "Rosary", "Saratan". With deep sadness for his youth and with love for his native places, Alexander

Arkadyevich exclaims:

Печальный край. Но именно отсюда
я родом был, я родом есть и буду.
Ау, Европа! Я не знаю Вас [1].

In his poem "Motherland" the author describes happy moments with such emotional experiences that a tear suddenly falls to him, he yearns and confesses his love to his Motherland:

Вдали орла безмолвное круженье.
В зубах травинка. Соль у самых глаз.
И горестно, и счастливо мгновенье [1]!

Alexander Fainberg in the poem "The Return" writes how he yearned for his province, the streets, bazaars:

Провинции любимые черты.
Базарчики, шлагбаумы, бараки [2].

Alexander Arkadievich was never able to exchange his native land, his heart entirely belongs to Uzbekistan. An impeccable connoisseur of the Russian language, a person who grew up in the East and fully absorbed its spirit is the People's Poet of Uzbekistan Alexander Fainberg.

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Ivanova Kristina

Teacher of the Samarkand Institute of Economics and Service

Rabbimova Marjona

Student of Samarkand Institute of Economics and Service

Abstract. Despite the growing importance of acquiring proficiency in foreign languages, language instruction worldwide (with limited exceptions) appears to be relatively ineffective. This manuscript seeks to delineate prevalent challenges in general language education and explore potential remedies. The initial section identifies linguistic, psychological, methodological, and external elements impacting the learning journey. The subsequent section delves into strategies to address these issues, offering practical suggestions.

Keywords: linguistic instruction, second languages, pedagogy, psychological aspects, multilingualism, applied linguistics.

In numerous regions globally, excluding a few Central and North European nations, overall language instruction, regrettably, appears to lack efficiency despite the growing need for individuals proficient in multiple languages in today's highly interconnected international communications. Following years of studying a foreign language at both school and university levels, individuals acknowledge their limited ability to engage in basic conversations. The question arises: why do extensive class hours, textbook materials, teacher efforts, and public funding yield such suboptimal outcomes, and what potential measures can be taken to address this issue?

PROBLEMS

Challenges

Discrepancy between applied proficiency in foreign languages and theoretical linguistics. In contemporary educational frameworks, the exploration of foreign languages and theoretical linguistics is often treated as distinct (and occasionally conflicting) realms of knowledge and instruction. Many professionals in language-related fields, such as interpreters and educators, frequently rely on personal experience, with practical language proficiency not being deemed essential in linguistic studies or language acquisition research within academia. However, fostering closer ties between language learners and academic communities could prove mutually beneficial, addressing the fragmentation of knowledge in language studies [17, p. 4–5], [12, p. 134–135], [1, p. 6–7].

Lack of guidance in language learning methodologies. Although teacher education programs typically incorporate a module on language teaching methodology, students rarely receive instruction in the essential principles and practical techniques of language learning. It is widely acknowledged that success in acquiring foreign languages is increasingly dependent on individual educational self-management—embracing self-motivation, self-discipline, and the utilization of personally tailored learning methods and resources—rather than relying solely on external instruction [19, p. 3–4], [5, p. 72].

Insufficient awareness of language learning processes and methodologies prevails. It might be accurate to assert that a considerable number of individuals engaged in language education lack a scientifically grounded comprehension of language learning as a psycholinguistic and biological phenomenon, primarily due to the aforementioned absence of relevant instruction. Since the late 19th century, substantial progress has been achieved in language education methodologies. In addition to

the traditional grammar and translation approach, alternative methods such as direct, audio-lingual, and communicative methods, as well as suggestopedia and others, have emerged. Accompanying these are instructional materials like Assimil self-teaching textbooks, Pimsleur and Michel Thomas listening courses, among others. Familiarity with these resources is crucial for selecting the most suitable tools based on the learner's needs. Unfortunately, many students and language educators remain unaware of these methods and materials, and the practices and resources implemented in educational settings often lack coordination and consistency.

Negative experience. Adverse experiences significantly contribute to challenges in acquiring and utilizing foreign languages during adulthood, frequently stemming from negative emotions linked to previous language learning, particularly in primary or secondary school. The issue may arise from a lack of rapport with the teacher (absence of affinity or mutual respect), the student's inability to discover (or the teacher's failure to assist in finding) a captivating aspect of the language (insufficient motivation), or the presence of an unfriendly and intimidating classroom atmosphere.

Self-doubt arises as a natural consequence of past negative experiences. This challenge manifests as a diminished self-evaluation (a prevalent psychological issue worldwide), the perception of lacking "language learning ability" (contrary to the claims of polyglots who deny possessing any special talent), the belief that mastering a foreign language is exceptionally challenging (though the difficulty lies more in the learning process and methods), and the misconception that only children can successfully acquire languages (despite age limitations primarily affecting the natural acquisition of the mother tongue, not subsequent foreign languages).

Restricted perceptions of potential exist among many individuals in the realm of languages. They view attaining fluency in a single foreign language as barely attainable, and the notion of mastering multiple languages is deemed extraordinary. Nevertheless, in practice, becoming a polyglot is both feasible and within reach. The simultaneous use of several languages is a commonplace occurrence in many regions globally. In the 21st century, embracing multilingualism is imperative, and thanks to contemporary technologies, it is more accessible than ever before.

Lack of concrete goal. Absence of specific objectives can hinder learners who harbor unclear aspirations, like aiming "to enhance general language knowledge." In such instances, the learning process becomes perpetual, and evaluating the efficacy of studies becomes challenging. It appears more advantageous to establish tangible practical goals as concrete outcomes of classes, such as reading a book in its original language, comprehending a film without translation, or effectively communicating during travels abroad, among other objectives.

The conflation of language, speech, and the writing system is typically perceived as a unified entity in language study. However, Saussure's fundamental differentiation between language as an abstract system of signs and speech as tangible language use (spoken or written) holds significance not only in linguistic theory but also in educational practice. The fundamental questions arise: What should be learned and taught—language (the rules governing language elements) or speech (common speaking patterns)? The proportion between these components in classes and textbooks becomes pivotal in shaping the educational process for foreign languages. Boris Belyaev proposes the following correlation: 10–20% for language theory and 80–90% for speech practice [4, p. 149]

Another concept requiring distinction is the writing system. Learners sometimes equate sounds and letters, but a letter merely represents a conventional way of depicting a specific sound. The writing system is a secondary system designed to graphically reflect speech. In the learning process, the script can be more intricate than the language itself, as seen in languages like Chinese and Japanese. In such cases, it might be reasonable to separate the study of the language "substance" and its writing system, incorporating phonetic transcription in the initial stages of study.

Mixing up the phases of assimilation and practice is a common issue in the overall process of learning a foreign language. Broadly speaking, this learning journey can be divided into two phases: "assimilation," aimed at internalizing speech patterns for basic communication (exemplified by textbooks like Japanese for Beginners by Gakken), and "practice," focusing on acquiring more stylistically varied expressions [10, p. 105]. The challenge often lies in introducing activities and exercises suitable for the practice phase (focused on expanding vocabulary) into the assimilation stage (which requires extensive and, perhaps, repetitive exposure to the most typical and frequent speech patterns), or vice versa.

Inadequate exposure remains a significant issue. Numerous studies indicate a direct correlation between a learner's proficiency in a foreign language and the volume of input (language material assimilated through listening and reading) processed by the brain [17, p. 32], [9, p. 115], [13, p. 258–259]. For this input to be internalized, it must be comprehensible—achieved through transparent vocabulary, context, or translation—and aligned with the student's needs and interests. A primary reason for the widespread dissatisfaction with language education outcomes globally is the insufficient provision of authentic foreign language input in classrooms and textbooks. For instance, it has been estimated that Japanese students studying English for six years in junior high and high school read only around 40 thousand words in English [22, p. 17]. However, recent research indicates that achieving an intermediate functional level in a foreign language (B1-B2 in the European framework) requires exposure to about 1 million words [14]. In essence, after six years of study, Japanese students receive only 4% of the necessary input, primarily because much of what they encounter in class and textbooks consists of explanations in their native language rather than conversations and texts in English.

Disrupted language learning processes are common, often due to traditional language education being excessively prolonged and lacking concentration. Achieving confident and fluent language proficiency necessitates consistent daily study, particularly during the initial stages. Mastery of a language is not merely the accumulation of memorized data but rather a skill that develops through regular practice. Emphasizing concentrated, daily language learning over a limited period (a few months) would likely yield more productive results than extending the process over years with infrequent study sessions once or twice a week.

Excessive focus on memorizing individual words is a common practice, with students often dedicating time to reading lists of foreign language words and their translations, as frequently observed in Japan, for instance. This could be an assigned task from the teacher or an expectation from examiners. However, the reality is that we communicate using larger units, such as phrases. For more effective memorization, it would be pragmatic to learn phrases or entire texts by heart. This approach not only allows one to use them in speech in their fixed form but also demonstrates the natural way to combine language elements within a sentence.

Prioritizing tests over overall proficiency in a foreign language is a common issue, particularly in East Asia. Many students focus solely on honing their skills for standardized written exams like TOEIC or TOEFL, which serve as formal criteria for university admissions or job applications. However, improving language proficiency cannot be achieved solely through test preparation, as these exams typically aim to assess existing language knowledge rather than impart new linguistic skills.

Shortcomings in formal education encompass external factors, not directly linked to language learning methodology improvement, such as the necessity to maintain classroom discipline (especially in secondary school), fixed class schedules, prescribed textbooks, and the teacher's personal attributes (competence, communication style, physical and emotional well-being, enthusiasm, and workload). Additionally, the current academic qualification system appears to have limited relevance in evaluating teaching capabilities. Since language is a skill akin to music or sports,

holding a PhD in linguistics doesn't necessarily translate to being a more effective foreign language teacher. While academic degrees qualify individuals for research and theoretical lectures, proficiency in conducting practical language classes might be better demonstrated through language examination certificates, translation experience, and textbook publications. Considering this, one can envision the development of a parallel system of didactic qualifications alongside the existing research degrees.

Possible solutions

Polyglottery, the intentional attainment of individual multilingualism, holds significant promise as a rich source of innovative ideas and inspiration for enhancing language training in widespread educational practices. Just as athletes draw inspiration from Olympic champions and musicians from virtuosos, it is logically sound to glean insights and guidance from the experiences of polyglots—exceptional language learners. A substantial body of published memoirs by polyglots, including works like *How I Learn Languages* by Kato Lomb [18], *The Art and Science of Learning Languages* by Erik Gunnemark & Amorey Gethin [7], *Kak Stat’ Poliglottom* by Dmitry Spivak [23], and others, provides a valuable resource.

Recent developments in the research literature on polyglottery include works such as *Kak Naiti Svoy Put’ k Inostr*

Incorporating language learning methodology into curricula could be implemented through specialized courses for language teachers and applied linguists as part of their higher education or professional development seminars. An experimental course of this nature was conducted at the Faculty of Foreign Languages and Area Studies, Moscow State University, in 2012 [11]. Relevant topics could also be integrated into existing university courses on language teaching or introduced in introductory sections of foreign language classes for a broader audience of language students. This outline would likely cover the nature and principles of language acquisition, efficient learning materials, and techniques, as well as include psychological encouragement for students to foster ongoing language study [19], [20].

Expanding the use of video and audio materials is crucial, given the current overemphasis on printed text in language teaching. Modern technologies allow for more extensive utilization of listening and video resources, providing exposure to authentic language use and enhancing learner engagement. Timur Baytukalov argues that video holds the supreme rank in the hierarchy of learning materials, followed by audio recordings, with printed text occupying the lowest position [3, p. 28, 109]. A suggested sequence for learning a language involves starting with a listening course, progressing to video courses, and ultimately studying original films with subtitles [3, p. 154].

Emphasizing extensive reading, especially for developed literary languages, is crucial for comprehensive language acquisition. Extensive reading focuses on understanding the general content of large amounts of writing and guessing the meaning of unknown words from context, proving to be more favorable for practical language use and accessing information from foreign sources [17, p. 73]. For beginners, the progression from bilingual editions to adapted literature and finally to originals is recommended [16, p. 12483].

Studying subjects of interest through the target language serves as a highly motivating and productive approach to language acquisition. Engaging in activities where the target language is a medium for obtaining information related to personal interests can enhance communication and cognition. This approach involves reading professional literature, watching specialized talks, taking classes on various subjects offered in the target language, etc. Focusing on the content from these sources, provided it is comprehensible, rather than on the verbal structure, indicates progress in language acquisition [17, p. 66].

Conclusion

The challenges discussed earlier can be categorized into linguistic (limited input); psychological (negative experiences, lack of confidence, constrained beliefs about possibilities,

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absence of concrete goals); methodological (lack of specific guidance, inadequate knowledge, confusion between language, speech, and writing, as well as assimilation and practice stages, interruptions in the study process, excessive focus on memorizing isolated words, overemphasis on tests); and extralinguistic or external issues (disconnection between language learning and linguistics, flaws in formal education).

Linguistic issues pertain to the inherent nature of language acquisition, while psychological challenges revolve around the emotional and volitional state of the learner. Methodological shortcomings are linked to the structure and priorities of the learning process, and extralinguistic factors emanate from the broader environment where the study process occurs. Although all these factors contribute to suboptimal outcomes, both research literature and learners themselves emphasize psychological problems as the primary hindrances to successful language acquisition [24, p. 48]. Therefore, addressing these psychological challenges should take precedence.

In conclusion, contemporary language education is generally deemed ineffective due to the significant expenditure of time, money, and effort without achieving satisfactory results. However, despite the numerous problems, there are ideas and methods available for resolution. A shift is suggested from the language teaching paradigm to that of language learning, wherein the teacher's role evolves to motivate and advise students in their self-studies. The improvement process should involve both rationalizing formal training programs based on language acquisition methodology data and achievements and fostering informal, independent public initiatives that promote language interest, idea and experience exchange, and mutual support among learners.

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THE EFFECTIVENESS OF USING ROLE-PLAYING AND BUSINESS GAMES IN FOREIGN LANGUAGE LESSONS

Komilova Mukarram Kobiljonovna
Senior lecturer of the Department
of "Uzbek language and Literature"
Samarkand Institute of Economics and Service
komilova.mukarram29@gmail.com
komilovamukarram@sies.uz

Annotation: The article discusses the effectiveness of using role-playing and business games of a problematic orientation. Which are very productive, which is expressed in imitation, modeling of socially significant relations between the participants of the game, in the ability to apply knowledge, creativity, practical skills to express their thoughts in a foreign language. This method also influences the development of students' critical and creative thinking.

Keywords: visibility, situations, speech, language, educational, program, orientation, method, modeling, employee, motivation, role-playing game, character.

The use of games in the classroom helps students to create the inner clarity necessary to present a certain situation in the classroom, synchronize mental and physical actions with speech in a foreign language. With their help, you can not only work out the lexical material well, but also form imagination and linguistic flair. They allow you to diversify the types of educational activities and make the process of learning a language more dynamic and interesting.

Games in general and role-playing games in particular are a powerful educational tool. In humanistic pedagogy, we are interested in role-playing and business games of a problematic orientation. However, it is a matter of studying, for example, the textbook features of the course of a particular program, and it is quite another matter in the process of the business game "make a program", to participate in conferences on programming, at which programmers report to specialists of different profiles their methods of programming. However, it is important to familiarize yourself with the company's registration and hiring rules in the literature; another thing is to imagine yourself as a businessman starting a business, an employee of the registration department or a tax inspector and imitate their actions in a certain problematic situation. These are business games. Their task is to model professional situations. And such activities are extremely important. We believe that many students of technical universities sometimes get lost when faced with the need to solve professional problems in non-standard situations.

The motivation of teaching plays a great role in the organization of the educational process. It helps to activate thinking, arouses interest in a particular type of activity, to perform an exercise.

Currently, the idea of the need to teach a foreign language as communication has become obvious, certainly in a collective activity, taking into account personal and interpersonal ties. Group activities have a positive effect on the personality of the student. And success in learning is the result of the collective use of all learning opportunities. Extensive opportunities for activating the educational process are provided by the use of role-playing games.

A role-playing game is a conditional reproduction by its participants of real practical activities of people, creates conditions for real communication. The effectiveness of teaching here is primarily due to an explosion of motivation, increased interest in the subject.

The role-playing game is gaining more and more popularity among foreign language teachers. The idea of using role-based behavior has been reinforced by role theory. When mastering

a foreign language as a means of communication, it is necessary to recreate conditions similar to those existing when mastering the native language. The measure of conventionality can be different: transformation into real people, into literary characters, into heroes of fairy tales, etc. The element of convention and reincarnation is inherent in all varieties role-playing games.

The role-playing game has great learning opportunities:

1) Role-playing can be regarded as the most accurate model of communication. After all, it involves imitation of reality in its most essential features. In a role-playing game, as in life itself, the verbal and non-verbal behavior of partners is closely intertwined.

2) The role-playing game has great possibilities of a motivational and motivational plan. Communication, as you know, is unthinkable without a motive. However, in an educational setting, it is not easy to evoke a motive for speaking out. The difficulty lies in the following mediation: the teacher must outline the situation in such a way that an atmosphere of communication arises, which, in turn, causes students to have an inner need to express their thoughts.

In terms of foreign language communication, however, it is important that students are able to express what they want to say. Language support (vocabulary and grammatical material, skills in using them) often obscure the very purpose of communication from both students and teachers. The lessons are dominated by statements brought to life by directive: "Tell me about your friend", "Tell me about your family", "Tell me about your work" as the teacher checks how students are able to combine the appropriate language material. The motive that students are guided by lies beyond speech: it is important for them to answer the teacher. The situation changes if students are involved in a role-playing game. Precisely designated "proposed circumstances" create a general motivating background, and the specific role that the student receives narrows it down to a subjective motive.

3) Role-playing involves strengthening personal involvement in everything that is happening. The student enters the situation, although not through his "I", but through the "I" of the corresponding role.

4) Role-playing helps to expand the associative base when learning language material.

5) Role-playing contributes to the formation of educational cooperation and partnership. The performance of roles involves the coverage of a group of students (role-playing is based not only on dialogue, but also on a monologue), who must interact harmoniously, taking into account each other's reactions accurately, and help each other. When assigning roles, both linguistic and "acting" capabilities of students should be taken into account, assigning some more verbal, others pantomime roles, while assigning others to the roles of "prompters", giving them the right to prompt based on the text.

6) Role-playing has an educational value. Students, although in an elementary form, get acquainted with the technology of the theater. The teacher should encourage them to take care of simple props. Every kind of invention is encouraged, because in educational conditions the possibilities in this regard are limited. Reincarnation itself helps to expand the psychological range, understanding others people.

Thus, role-playing has great opportunities in practical, educational and educational relationships. In role-playing and business games, the accompanying background is of great importance - all kinds of visibility: illustrations, photographs, video clips, slides, diagrams, diagrams, and so on. Depending on the scenario of the game, its plot, it becomes necessary to show where the action will take place, who is involved in it. You can use photographs for these purposes: landscape, story, which give an idea of the place of action, its target orientation, including professional ones, for example, a photograph of an office, a press conference, an audience, and so on - for business games; photographs of various attractions, representatives of different peoples with whom the participants of the "journey" meet, family holidays. As the game progresses, it becomes necessary to develop some documents, for example, an expedition route, proposals to legislative bodies, reports for the tax

inspectorate. There is a need to discuss some issues, which may require convincing evidence that requires not only verbal, but also graphical expression: tables, graphs, drawings, diagrams, diagrams.

Almost all the educational time in the role-playing game is devoted to speech practice, while not only the speaker, but also the listener is as active as possible, since he must understand and remember the partner's remark, correlate it with the situation, determine how realistic it is in the situation and the task of communication, and react correctly to the remark. Games have a positive effect on the formation of cognitive interests, contribute to the conscious development of a foreign language.

In conclusion, we emphasize once again that role-playing and business games of a problematic orientation are very productive, which is expressed in imitation, modeling of socially significant relations between the participants of the game, in the ability to apply knowledge, creativity, practical skills in various fields in simulated situations. It is an effective tool for developing critical and creative thinking.

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COMPARATIVE-LEXICOGRAPHIC STUDY OF TERMINOLOGY IN THE FIELD OF MANAGEMENT PSYCHOLOGY AND PROBLEMS OF TRANSLATION

Norboeva Dilafuz

Samarkand Institute of Economics and Service

Senior teacher of the "Uzbek language and literature" department

Annotation: This article is based on a comparative analysis of the terms of modern management psychology, the worldview of the two peoples, the specifics of psychology, the possibility of bringing many international terms in the Uzbek language. Differences in the lexico-semantic features of Russian and Uzbek terms related to management psychology, a wealth of terms related to management psychology, from other industry terms to specific terms (and abbreviations), traditional use of words and relatively greater use of some syntactic expressions. Since the terminology of management psychology in Uzbekistan has not been specifically studied, the analysis of psychological terms shows the need to expand and analyze the scope of the use of the Uzbek language.

Keywords: management psychology, terminology, vocabulary, semantics, syntactic expression, comparison, feature, industry, study

There is a tradition of psychological evaluation of leading personnel, development of a complex of qualities necessary for them, and study of issues of correct selection of candidates in the field of social psychology. The seriousness and relevance of the scientific research carried out in this field has led to the emergence of an independent direction called management psychology.

If we take the example of Uzbekistan, it is necessary to form a layer of managers who are not free from the influences of world civilization and universal values without losing the unique aspects of our traditions, national values, and mentality, and through their activities, the fundamentals of justice, humanity and democracy.

inculcating them into people's minds and consciousness is the demand of the times [1,184]. Accordingly, there is a need for extensive research on management psychology terminology today.

Since the management psychology terminology has not been specially researched in Uzbekistan, the analysis of psychology terms serves to expand the scope of the Uzbek language. With the development of innovative ideas, the terminology of new fields is also developing. Accordingly, based on the principles of development, "first of all, expanding the range of use of our native language, in-depth study of its historical roots and comprehensive development on a scientific basis is becoming an extremely urgent issue today." [2,78].

Terminology issues have always been one of the topical issues of linguistics. Because the fields of terms are dictionary Determining the place and function in the layers allows to understand the meaning and essence of the concept correctly. Dedicated to terminology in all works, the units that represent specific concepts of one or another field, have a definition and mainly perform a nominative function are considered to be terms. A. Defining the term, Reformatsky concludes that "... terms are special words" [3,165].

Scientists such as E.V. Juchkova, A.M. Klyoster, I. Yu. Savostyanova, and G. N. Khaybulina have carried out certain works on the research and analysis of leading psychological terms in world linguistics. Citing the works of psychologists L. Tursunov, E. Goziev as works dedicated to the study of psychological terms in Uzbekistan possible [4,125].

Terms related to the field of management psychology are distinguished from terms related to other fields by the richness of special terms (and abbreviations), the traditionality of word usage, and the relatively greater use of certain syntactic expressions. A large number of special terms in a text

(especially a text on the psychology of leadership), especially those that have recently appeared (neologisms) and have not yet been returned in dictionaries, for example, the term "delegirovanie polnomochiy" (the correct distribution of responsibilities by the head) has led to significant difficulties in practice. [5,188]. The wealth of such new terms in the field of management psychology is explained by the fact that terms are an inherently mobile layer of the language vocabulary.

The observations showed that the terms adopted in the beginning of the 20th century are still used in the Uzbek language management psychology terminology. For example, "Psychology. On the basis of the "Brief Explanatory Dictionary", it is possible to express certain opinions about the terms used.

In the terminology of Uzbek language management psychology, many terms are formed by the full kalka: management (<управление), team (<коллектив), career, position (<карьера), profession (<профессия), etc. Both artificial terms and compound terms were formed by half-circle: communicative competence (<коммуникативная компетенция), personnel management (<управление кадрами), lability (<лабильность); professional career (<профессиональная карьера), management psychology (<управленческая психология).

The Persian-Tajik lexical layer is a disadvantage in the psychology terminology of the Uzbek language. The following are among such lexemes (terms): bearable, awake, bejo, smart, kind, cunning, sad, happy, etc [6,21]. Part of the psychology terminology of the Uzbek language consists of terms borrowed from the Arabic language. We turn to evidence: attention, activity, analysis, humiliation.

Terms should express clear concepts and clear names of things that exist and should be used in a clear sense among representatives of the field of management psychology. Therefore, these terms are in high demand. First of all, the term must be clear, that is, have a clear meaning. That meaning should be understood through logical determination when applied in management psychology [7,163].

Management psychology terminology was formed and developed on the basis of internal capabilities of languages and external capabilities, that is, word acquisition. In the formation of terms on the basis of internal possibilities, the termination of words in the general literary language is characteristic for both languages.

So, the Uzbek language is characterized by a higher level of vocabulary acquisition than other languages. In this language, the acquisition of the term by direct, semi-kalk and full-kalk methods is leading. In the management psychology terminology of the Russian language, the adoption of terms from Greek, Latin, French, and English languages, adding Russian suffixes to them is strong. Russian-international adaptations, Persian-Tajik adaptations and Arabic adaptations are widely used in the psychology terminology of the Uzbek language.

Thus, it is necessary to improve the work on the text, terminological and explanatory dictionaries, taking into account the features specific to the field of management psychology. In fact, it would be appropriate if field experts and terminological scientists work together to ensure that the terms being changed or replaced are simple, concise, and most importantly, understandable to the public.

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Komilova Mukarram Kobiljonovna

Senior lecturer of the Department
of "Uzbek language and Literature"

Samarkand Institute of Economics and Service

komilova.mukarram29@gmail.com

komilovamukarram@sies.uz

Abstract: The article discusses the use of the project method as a component of the education system. About the applications of various types of projects that allow solving different tasks in teaching and educating students. About project activities in Russian language lessons, which makes it possible to: - develop and improve students' communicative competencies.

Keywords: interactive learning, individuality, resource, creativity, pedagogical technologies, educational resources, electronic textbooks, simulators, interactive collections, dictionaries, computer programs.

Recently, the concept of "interactive learning" (from English) has increasingly been included in the educational methodology of teaching the Russian language (and not only). The words interaction – interaction), that is, learning based on the interaction of the teacher and students, in which the most active role is assigned to the student, his experience serves as the main source of knowledge. The teacher does not consider himself the only carrier of information and organizes the educational process in such a way as to encourage students to search for knowledge, he teaches them to acquire knowledge on their own, creates an educational environment for learning experience. It is easy to see that interactive learning has a lot in common with the pedagogy of cooperation, with problem-based learning.

Interactive learning absorbs and uses proven traditional and modern information technology-related methods and techniques for organizing active cognitive activity of students by the teacher in accordance with their age. This is an open system of interaction with the student, which is built by the teacher, given that the distinctive feature of interactive learning is the predominant participation in the educational process of the student, whose knowledge is based on his experience.

The project method, which is considered as one of the innovative approaches in modern education, has recently gained great popularity. A project in training is a specially designed detailed development of a problem, providing for the search for conditions and ways to achieve a real practical result; it is the independent development of developed skills, the application of knowledge gained in Russian language classes, but at a new, productive, search level.

By definition, a "project" is a set of certain actions, documents, preliminary texts, an idea for creating a real object, an object, creating a different kind of theoretical product. It's always a creative activity.

Project activity is a pedagogical technology focused on the application and acquisition of new knowledge through self-education. The method gives scope for creative initiative of students and the teacher, implies their friendly cooperation, which creates a positive motivation for the student to learn the language. "I know why I need what I'm learning. I know where and how to apply this knowledge." These words may well serve as a motto for project participants.

The project is valuable because in the course of its implementation, students are engaged in independently acquiring knowledge, gaining experience in cognitive and educational activities. If a

student receives research skills in the university of orientation in the flow of information, learns to analyze it, generalize, see a trend, compare facts, draw conclusions and conclusions, then, due to a higher educational level, it will be easier for him to adapt in later life, orient himself correctly in any situation, and live a creative life. The need for technology is an objective requirement.

This means that education should provide not only the knowledge that an adult will need in the future, but also knowledge, skills and abilities that can already help a student solve his pressing life problems.

The project is literally "something abandoned, put forward." Recently, this word has become firmly embedded in our lives, and is most often associated with bold and original undertakings in the field of intellectual or practical human activity, symbolizing the novelty and non-standard approach to solving problems. The most important feature of the project method, reflecting its essence, is the independent activity of students. They are active participants in the learning process, not passive statisticians.

The main goal of pedagogical activity is to create such a methodological system that, by means of the Russian language, will contribute to the education, upbringing and development of a person's speech.

The purpose of my activity is to improve the quality of learning through the use of modern pedagogical technologies, including design ones.

To achieve the goal, the following tasks are set:

Educational – to develop students' language reflection. To think over the work with students so that they think about how we speak, why we speak like that, and how to use this knowledge in the future. While working on their topic, students learn to collect language material, analyze it, draw conclusions, read special literature, master terminology, etc., that is, to join the culture of research and deepen their knowledge in linguistics, as well as in other fields of humanities.

Educational – to foster tolerance for the opinions of others, an attentive, friendly attitude to the judgments of other participants, to bear personal responsibility for the performance of collective work, etc.

Developing – to develop the ability to work independently with special additional literature, broaden horizons, increase erudition, develop interest in various sources of knowledge, develop research skills (skills of identifying problems, collecting information, observing, conducting experiments, analyzing, building hypotheses, generalizing), develop systemic thinking, creative abilities of students, the ability to present your work to others, etc.

Basic requirements for the use of project activities:

1. The presence of a socially significant problem or task – research, informational, practical.
2. Planning actions to solve the problem.
3. The activity should be based on the independent (individual, paired, group) work of students.
4. The use of research methods.
5. The completed work should demonstrate the depth of knowledge of the author(s) of the chosen field of research.
6. The work must meet the established formal criteria, must demonstrate the presence of theoretical (practical) achievements of the author(s).

1. **Research projects** are completely subordinated to the logic, albeit small, but research, and have a structure that approximates or completely coincides with genuine scientific research.

The structure of research projects:

- argumentation of the relevance of the topic adopted for research,
- definition of the research problem, its subject and object,
- designation of research tasks in the sequence of accepted logic,

- definition of research methods (laboratory experiment, modeling, sociological survey, etc.), sources of information,
- hypotheses for solving the designated problem, determining ways to solve it,
- discussion of the results obtained, drawing conclusions, designating the results of the study, identifying new problems for the further course of the study.

The following studies can be attributed to this type of work: "Uzbekistan and the world community", "There is no present without the past".

2. **Creative projects** involve the most free and unconventional approach to the design of the results. These can be presentations, theatrical performances of works of art, videos, etc. Such projects, as a rule, do not have a detailed structure of joint activities of the participants.

3. **Information projects.** This type of project is initially aimed at collecting information about an object, phenomenon, familiarizing project participants with this information, analyzing it and summarizing facts intended for a wide audience. Such projects, as well as research ones, require a well-thought-out structure, the possibility of systematic correction in the course of work on the project.

The structure of the information project can be indicated as follows:

- the purpose of the project,
- the subject of information search,
- sources of information (mass media, interviews, questionnaires, brainstorming),
- methods of information processing (analysis, generalization, comparison with known facts, reasoned conclusions),
- results of information search (article, abstract, abstract, report, video, etc.),
- presentation.

Such projects include Phraseological units, "Russian writers A.S.Pushkin, M.Y.Lermontov, etc.", "Speech portrait of a student", "SMS as a new speech genre", "The language of entertainment programs".

4. **Practice-oriented projects** are distinguished by a clearly defined result of the activities of the project participants from the very beginning. Moreover, this result is necessarily focused on the social interests of the participants themselves and can be used in the life of the institute or group. Russian Russian, for example, the result of the development of the topic "The causes of the appearance of neologisms (or foreign words) in the Russian language" may be a selection of materials "Neologisms of the twenty-first century" or "Foreign words in modern Russian".

Russian language projects are also classified by duration.

- Mini-projects fit into one lesson. Their development is most productive in speech development classes.
- Short-term Russian language projects take 4-6 classes.

When studying grammatical materials, there is no way to do without a project. First, the students completed short-term projects on the topic "Formation of words, phrases and sentences", "Spelling of words". And they summarized their knowledge in the lesson on the topic "The role of words and phrases in a lexical text." Similar projects are being carried out on other topics.

I want to focus on the reflection stage in more detail. In order to make students think about the results of their activities, including speech, it is necessary to improve their reflexive skills, which include:

- 1) the ability to evaluate one's own actions by comparing them with the activities of other classmates;
- 2) the ability to evaluate one's own actions by comparing them with one's own activities in the past;
- 3) the ability to evaluate one's own actions in accordance with established norms;
- 4) the ability to evaluate the actions of classmates in accordance with established norms;

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- 5) the ability to exercise self-control taking into account the task;
- 6) the ability to identify the problems of their own activities;
- 7) the ability to identify the causes of problems in the implementation of activities;
- 8) the ability to make the necessary changes to the content and scope of the task, the sequence and time of its execution.

In the specialized literature, two options for evaluating activities are considered:

- "ranking of works" - deduction of the arithmetic mean score from marks for cognitive value, originality of the collected material, research skills, structure and logic of the work, language and style of presentation;
- "division into nominations" - for the most original idea, for the best experiment, for high observation, etc..

It seems to us legitimate to combine both methods of assessment. On the one hand, a step-by-step scheme for evaluating activities throughout the project is needed, on the other hand, each project must earn approval and support.

In our opinion, it is absolutely impossible to analyze all the stages of work in detail in each project. Having planned the project system, the teacher should determine the main stages for himself. Experience shows that it is necessary to start with the reflection of the project presentation, as this is the most spectacular, vivid and interesting stage of work for students. In addition, the presentation is in many ways similar to a speech, and this genre is in demand in many classes and is constantly used in the educational process.

When preparing the first presentation, you can discuss with students what is necessary for an adequate assessment of the performance of the project participants, that is, you can invite students to develop criteria for evaluating the performance of their comrades. Initially, there will be few of them: "interesting – uninteresting", "clearly spoken – unclear", "poorly performed – good", "liked – disliked", which is clearly not enough. Therefore, it is necessary to explain to students that any analysis involves not only criticism, but also pointing out the strengths of the performance and ways to solve problems. After thinking about it, the students will put forward a few more provisions. By combining them together, we will receive a performance evaluation memo. This way, students retain the feeling of a self-developed memo, so the work on evaluating the performance will become personally significant for each student. Of course, sometimes the teacher has to supplement the criteria or change the wording.

The memo is a series of questions that need to be answered.

The memo.

How to evaluate the performance.

A. Analysis of the author's non-verbal behavior.

1. Was the venue chosen well?
2. Did the speaker move correctly?
3. Were facial expressions and gestures appropriate?
4. Did the speaker look at his listeners?
5. Did the appearance of the speaker correspond to the situation and the task of communication?

B. Analysis of the sound of speech.

1. Was the pace of speech optimal?
2. Did the speaker speak loudly enough?
3. Was the diction clear?
4. Did the author use logical accents?

C. Speech language analysis

1. Did the speaker observe the norms of the Russian language?
2. Were parasitic words present in the speech?

3. Did the speaker use jargon and dialectisms?
 4. Were there unjustified repetitions?
- D. Analysis of the content of the speech.**
1. Was the information new and interesting?
 2. Is the main idea of the presentation clear?
 3. Were there any violations of logic and sequence of presentation?
 4. Were there enough facts?
 5. Were the arguments convincing?
 6. How original was the information provided?
 7. Was the participation of the listeners thought out?

E. General conclusion.

Constant reference to the memo allows students to improve their reflexive skills. Realizing the difficulty of preparing for utterance and the complexity of the verbal realization of the idea, children become much more friendly in evaluating their comrades and, on the contrary, stricter to their performances.

Evaluating their own presentation or the presentation of their friends, students analyze information, intellectual, speech, logical and organizational skills. Thus, the work on improving reflexive skills allows the teacher to form the entire complex of general educational skills.

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Yuldasheva Dilnoza Bekmurodovna,
 – Samarkand Institute of Economics and Service
 Head of the Department of Uzbek Language and Literature,
 Associate Professor
dilyuldasheva83@gmail.com

Abstract: In this article, we scientifically studied how to use dictionaries to study economic terms, how to approach the study of specific expressions and important doctrines. In this article, we focused on information designed to improve user experience, improve accuracy, and provide information in the economic field.

Keywords: Terminology, glossaries, technical indicators, analysis, electronic resources, interactive reading, useful indicators.

Learning advanced terms in the field of economics requires an understanding of the language and indicators of the field, analysis, and attention to news. This article will show you how to use dictionaries, specific methods and recommendations for learning economic terms.

Terminology and Its Meaning. Terms used in the economic sphere, their meaning, technical descriptions and their impact on practice are discussed.

Acquaintance with Dictionaries. The most important tool for learning is to become familiar with economic vocabulary and learn how to use it. It is useful to give a brief description of the dictionaries mentioned in the article and explain their adopted methods.

One of the most effective ways to explain terms in dictionaries is to use annotations and technical indicators. Abstracts help users analyze and explain terms, while technical specifications are easy-to-use electronic dictionaries that teach how to use them.

It is an important guide to facilitate the process of learning terms in the economic field, getting acquainted with new knowledge and skills, and explaining interests. This article aims to show the most effective and unique ways to learn economic terms.

1. Terminology and basic meanings

It is required to explain the terminology in the economic field and give their main meanings. It describes the main terms used and their importance in the economic field.

2. Dictionaries and their features

Economic vocabulary is of great importance in the learning process. This article introduces the best dictionaries, how to use them, their features, and details on how to use them.

3. Analysis and definitions

When learning terms, it is important to analyze and define them. This section will show you how to analyze a term, to interpret its meaning and characteristics.

4. Annotation and interactive guides

Explains to users how to use and access annotations and interactive guides. This section provides information on how to learn the terms and how to use them in practice.

5. Electronic resources and virtual educational platforms

Electronic resources, mobile applications, and virtual learning platforms are tools that help facilitate the learning process. This section shows how to use them and what knowledge and skills can be gained through them.

This main section is useful in guiding the study of economic terms, providing users with guidance and instructions to facilitate the learning process.

It requires facilitating the process of learning terms in the economic field, getting acquainted with new knowledge and skills, and explaining interests. This article presents the problems of using dictionaries to learn economic terms and the scientifically proven solutions to them.

Difficulties in learning terms through dictionaries. Dictionaries are one of the ideal tools for learning, but to analyze and explain them well, we want to avoid some problems. This article shows how to use dictionaries, analyze them, and explain problems.

Consolidation of terminology. In order to solve problems, it is necessary to master the terminology and fully explain the terms. A scientifically proven solution is to ensure that vocabulary terms are implicit in acquisition through scientific abbreviations, explanations, and definitions.

Online dictionaries, mobile applications, and virtual learning platforms are shown to provide effective ways of learning terms. It is a convenient and easy method for learners.

Scholarly Articles and Recent News: One of the problems covered in the article is to focus on new developments in the study of economic terms. This is one of the most effective ways to keep up with the latest developments in the field, and to conduct learning through materials related to Uzbek academic discussions.

Vocabularies, manuals, and quizzes make it easy to learn terms. It is effective for learners to test themselves independently and is important for putting learning into practice.

Strong Academic Skills: Scientific solutions to problems are based on building strong academic skills. It helps learners analyze terms, develop their knowledge, and create academic writing.

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Adilova Soliyakhon

PhD, Associate Professor of the Department of Uzbek Language and Literature of Samarkand Institute of Economics and Service. Uzbekistan

Abstract: In this article, the main laws of the science of educational technologies are explained philosophically. In addition, the specific laws of education and training technologies in Western countries are revealed.

Keywords: pedagogical technology, pedagogical process, educational process, pedagogy, modern pedagogical technology, teaching technology, educational method, educational methodology.

Pedagogical technology has the following specific features will: 1) Pedagogical technology to improve the pedagogical process, the factor of meeting the social need for optimization is considered. 2) Pedagogical technology makes the educational process of a didactic, educational nature effective, a set of theoretical and practical knowledge related to skillful organization, methodological appears as a science. 3) Pedagogical technology of the educational process is a holistic process that reflects its general essence. 4). Pedagogical technology acts as a guide, i.e. it develops, educates, serves to form. 5). Pedagogical technology – personality in the process of teaching certain technologies. There are no single, strict, normative (standard) requirements for use. 6).characteristics of the educational environment in which a pedagogue operates, certain technological, taking into account existing internal and external conditions able to implement the approach. 7). Pedagogical technology in itself represents the unity of education, training and personal development (maturity).

The science of "pedagogical technology" was formed in the 90s of the last century as a practical-pedagogical science. As a practical pedagogical science, it fully relies on the foundation of "Pedagogy" and clearly defines its place in the pedagogical methodology. Today, the fundamentals of science reflect the dynamic development of the most advanced pedagogical views. During the years of independence, attention was paid to the active implementation of advanced pedagogical technologies in the continuous education system of the Republic of Uzbekistan, and significant progress was made in this regard.

Pedagogical technology theory from the second half of the last century although it is based on the concept of "pedagogical technology". There are relatively different approaches. In particular, pedagogic scientist V.P. Bepalko defines pedagogical technology as "the project of a specific pedagogical system applied in practice" and focuses on the preliminary design of the educational and pedagogical process. N.F. Talyzina notes that pedagogical technology should be "an independent science that develops methods that advance certain principles between science and practice, and directs them to solve issues such as their consistent application", etc. In recent decades concepts such as "pedagogical technology", "modern pedagogical technology", "teaching technology" have been widely used in our speech. "Pedagogy" taught in the educational practice of the Republic of Uzbekistan. The subject of the science is an example of the content of the process of organizing educational and educational activities aimed at forming a person and ensuring his maturity. The concept of "educational technology" is broader than the concept of "educational methodology". The educational method is a method of joint activity of the pedagogue and the students aimed at solving the collective tasks of the educational process. Educational technology is the general content of the process of achieving the educational goal, that is, the step-by-step implementation of the previously

designed educational process on the basis of an integrated system, the development of a specific system of methods, methods and tools in order to achieve a specific goal. their effective, productive use and high-level management of the educational process have been considered. In terms of the dictionary, the concept of "educational technology" (eng. "An educational technology") means a science and teaching that provides information on the organization of the educational process at a high level of skill and art. General scientific-pedagogical research methods are actively used in the research of pedagogical technology issues.

In conclusion, it should be said that modern development is of the last century to the application of technologies in all spheres of society's life created the ground. In connection with this situation, educational institutions, more precisely, there was a need to teach "Pedagogical technology" in higher educational institutions. Educational technology serves to organize educational activities effectively and successfully, to create the necessary conditions for their thorough learning of educational materials in cooperation with the pedagogue.

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USE OF NEOLOGISMS IN ECONOMIC TERMS

*Yuldasheva Dilnoza Bekmurodovna,**– Samarkand Institute of Economics and Service**Head of the Department of Uzbek Language and Literature,**Associate Professor*dilyuldasheva83@gmail.com

Abstract: This article analyzes new words and expressions, namely neologisms, that appeared in the economic sphere. The article includes the main meanings of new words and expressions that appeared in the economic sphere, their application to the economic sphere, scope and explanation. Information is provided on how new words and expressions are located in economic terminology and how they are used.

Key words: neologism, economic terminology, main meanings, explanation, analysis, scope, use, translation.

The economic sphere is familiar with new developments and changes every day. These changes lead to the emergence of new words and phrases to express themselves, that is, to neologisms. In this article, we aim to study new words and expressions in the economic sphere and analyze their impact on the Uzbek language.

The main concept of neologism. Neologisms in the economic field are new words or expressions associated with new economic concepts and developments. These concepts and developments are used to represent changes and innovations in the economic sphere.

Economic neologisms and their main meanings. In this part, it is necessary to give neologisms that represent the latest innovations in the economic sphere and explain their main meanings. This is convenient for teachers and learners.

Neologisms and focus words. How new words and expressions in economics are kept in focus, making them easier for learners to understand and use. This section shows how words can attract attention and coordinate learning.

Neologisms and new developments in the economic field. Neologisms related to new developments and trends in the economic sphere are given, and the meaning of the developments in the economic sphere is analyzed.

The influence of neologisms on the Uzbek language. In this part, the analysis of the impact of new words and expressions in the economic field on the Uzbek language, how they are expressed in the Uzbek language, and their impact on the Uzbek language will be explained to the students.

The main goal of this article is to study new words and expressions that appeared along with changes and developments in the economic sphere, to give them a certain unique meaning and to analyze how they can be expressed in Uzbek. In this article, we will consider the influence of economic neologisms on the Uzbek language and the main part for their explanation.

Neologisms are new words or expressions that express their original meaning. Neologisms, which also appeared in the economic sphere, are based on updating the world of words and developments in the field. In the following sections, we will look at the main meanings of the latest neologisms in the economic field:

1. Cryptocurrency:

The basic meaning of "crypto-currency" is an electronic currency that is not controlled by a state or central bank and organizes commerce. Cryptocurrencies are protected by cryptographic methods.

2. Electronic currency:

"Electronic currency" refers to the currency accepted by a new financial system, management system or electronic commerce.

3. Blockchain:

"Blockchain" basically refers to a system used as a spreadsheet that controls the execution of other requests or changes for commercial or other purposes.

4. Cyberspace:

"Cyber domain" is a term used in the economic sphere for cyber security and protection of systems.

5. Digital Finance:

"Digital finance" refers to electronic financial assets that are transacted through electronic platforms or systems.

6. Electronic currency trading platform:

The term "electronic currency trading platform" refers to online platforms used to trade cryptocurrencies or electronic currencies.

7. External debts:

The term "external debt" refers to temporary assets that a country supports or acquires from external financial resources.

8. Economic innovations:

The term "economic innovation" refers to the emergence of new approaches, technologies, or methods in the economic sphere.

These basic meanings of words and expressions help to explain changes and news in the economic sphere. Through new words, it affects the development and changes of the economic sphere.

Neologisms that appear along with changes and developments in the economic sphere create problems in Uzbek language terminology. In this article, we analyze the problems related to neologisms among economic terms and their solutions on a scientific basis.

Problem: Understanding and oral pronunciation of neologisms.

Neologisms are words and expressions that can have their own meaning and structure in the economic sphere. Mastering these concepts, coordinating and translating them into Uzbek language creates problems.

Scientific Solution: Concepts of Philology and Linguistics: Philology and linguistic analysis play an important role in explaining neologisms. Philological and linguistic rules are useful in the structure of economic terms, their meanings and how they are adapted to the Uzbek language.

Handbooks and Dictionaries: Academic dictionaries and economics handbooks are of great help in providing correspondence for economic neologisms. Explanations and insights from these resources can help learners become familiar with new words.

Translation: Translation of neologisms into Uzbek helps to explain them in a better way for learners. Correct translation of economic terms in a translator helps to preserve their basic meanings.

Contrastive linguistics: It is important to apply the principles of English linguistics (contrastive linguistics) in explaining the problems in the Uzbek language. Through this method, it can help to compare and translate economic neologisms to Uzbek language problems.

Terminological rules: Rules in the field of terminology help self-study when applying information externally. The understanding of these rules will help in explaining neologisms in the economic sphere and finding solutions to the main problems in expressing them in Uzbek.

These scientific solutions are used in studying economic terms and applying neologisms to the Uzbek language. They are helping to provide students with guides and necessary knowledge to explain, analyze, and apply problems in Uzbek.

The analysis of the main sections in the explanation of how the neologisms in the economic sphere were developed in cooperation, international organizations and economic relations between countries, and their use is applied in the article. This conclusion shows the influence of neologisms

that appeared in the economic sphere on the Uzbek language, helps to study them and suggests the necessary ways to learn how to use them.

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HISTORICAL AND THEORETICAL FOUNDATIONS OF THE SCIENCE OF LINGUISTICS

Adilova Soliyakhon

PhD, Associate Professor of the Department of Uzbek Language and Literature of Samarkand Institute of Economics and Service. Uzbekistan

Abstract. Nowadays, the economic, cultural and scientific relations between the nations have been further strengthened. Thus, the connections show that language is interrelated with culture and language. Already in the 20th century, scientists who study culture and language realized that these areas can be the basis of a new science. This field was named by them linguistic and cultural studies. That is, a new science in modern linguistics that combines language and culture.

Key words: Linguistics, anthropocentric, component, linguistics.

Language and culture are the main means of proving that any nation is a nation. These two concepts are inseparable and regularly require each other. Language reflects culture in every aspect, and culture cannot be fully manifested without language. Nowadays, new fields are emerging in the science of linguistics, work related to the study of the text problem is developing rapidly. The purpose of this is to determine the role of the person who creates speech and perceives it in human activity, and on the other hand, to study the semantic, linguistic and cultural features of the text more deeply. A number of works are being carried out in this direction in Uzbek linguistics. For example, A. Nurmonov's "Linguo-cultural direction in the Uzbek language", N. Mahmudov's "Looking for ways of perfect language research" as examples of initial scientific research focused on a number of issues such as the scientific foundation of linguistics and cultural studies in Uzbek linguistics, the reflection of culture in the language ", articles named In these works, the issues of the essence, subject and object of the science of linguistics and culture have been studied. Each nation reflects certain national traditions. It is known that language is a social phenomenon and is inextricably linked with culture. Today, economic-political, cultural and scientific relations between people, peoples, countries, international-cultural communicative processes in the field of linguistics, such as the interaction of languages and language culture, as well as the national identity of the language, and cultural studies itself. It is causing the emergence of a new field with a specific direction and subject - linguistic and cultural studies. By the end of the 20th century, a new branch of linguistics, linguoculturalology, aimed at studying the problem of language and culture, developed rapidly. Lingvoculturology is a separate scientific field that studies the interrelationship of "language and culture", phenomena that reflect its formation and development - language and culture together. It is a general science that arose between the sciences of cultural studies and linguistics, and deals with the study of the phenomena of interaction and connection between language and culture. It is known that culture acquires a wide ethnographic content as a system of concepts, a life image of a certain people, a national character, and a national mentality. According to N. S. Trubetsky: "There cannot be a word without cultural connotations, that is, there must be some common parts in comparison." Such closeness and connection between man and culture made it possible to study them on a single methodological basis. That is, language and culture. In the next approach, it is aimed to study the opposite side of this influence, that is, the question of the influence of language on culture, which remains open and controversial to this day.

When talking about the formation of linguistic and cultural studies, almost all researchers claim that the roots of this theory go back to V. F. Humboldt. In this literature, it is noted that the opinions

of linguists such as A.A. Potebnya, L. Weisgerber, H. Glins, H. Halls, D. Whitney played an important role in the development of this field. Based on these ideas, a new science - linguistics and cultural studies - was born abroad in the 1990s and was formed as a special field in the 90s of the 20th century. Linguistics today is manifested in several directions:

In conclusion, we can emphasize that linguistic and cultural studies is the science of culture and language, which applies to both areas. This means the unquestionable unity of knowledge, the mentality of the nation, cultural characteristics and their manifestation in the language, and the primary goal of this field is to learn the language, preserve the culture, and embody them in unity. Language and culture are the main means of proving that any nation is a nation. These two concepts are inseparable and regularly require each other. Language reflects culture in every aspect, and culture cannot be fully manifested without language. Nowadays, new fields are emerging in the science of linguistics, work related to the study of the text problem is developing rapidly. The purpose of this is to determine the role of the person who creates speech and perceives it in human activity, and on the other hand, to study the semantic, linguistic and cultural features of the text more deeply. A number of works are being carried out in this direction in Uzbek linguistics. For example, A. Nurmonov's "Linguo-cultural direction in the Uzbek language", N. Mahmudov's "Looking for ways of perfect language research" as examples of initial scientific research focused on a number of issues such as the scientific foundation of linguistics and cultural studies in Uzbek linguistics, the reflection of culture in the language ", articles named In these works, the issues of the essence, subject and object of the science of linguistics and culture have been studied. Each nation reflects certain national traditions. It is known that language is a social phenomenon and is inextricably linked with culture. Today, economic-political, cultural and scientific relations between people, peoples, countries, international-cultural communicative processes in the field of linguistics, such as the interaction of languages and language culture, as well as the national identity of the language, and cultural studies itself. It is causing the emergence of a new field with a specific direction and subject - linguistic and cultural studies. By the end of the 20th century, a new branch of linguistics, linguoculturalology, aimed at studying the problem of language and culture, developed rapidly. Lingvoculturology is a separate scientific field that studies the interrelationship of "language and culture", phenomena that reflect its formation and development - language and culture together. It is a general science that arose between the sciences of cultural studies and linguistics, and deals with the study of the phenomena of interaction and connection between language and culture. It is known that culture acquires a wide ethnographic content as a system of concepts, a life image of a certain people, a national character, and a national mentality. According to N. S. Trubetsky: "There cannot be a word without cultural connotations, that is, there must be some common parts in comparison." Such closeness and connection between man and culture made it possible to study them on a single methodological basis. That is, language and culture. In the next approach, it is aimed to study the opposite side of this influence, that is, the question of the influence of language on culture, which remains open and controversial to this day.

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METHODS OF DEVELOPING SPORTS ACTIVITIES BASED ON INTERNATIONAL TRENDS IN ORGANIZING THE EDUCATIONAL PROCESS IN HIGHER EDUCATION

Aminov Botir Umidovich

Kokand State Pedagogical Institute

Annotation. This article analyzes the methods of developing sports exercises in the organization of the educational process in higher education based on international trends.

Keywords: high quality, physical, mental, technique, personality, sport, result, education, goal.

The tasks of sports training are: strengthening health and the requirements of spiritual education, comprehensive harmonic development of the personality; mastering sports techniques and tactics; the development of physical, mental and volitional qualities characteristic of the chosen sport, the acquisition of practical and theoretical knowledge in the field of sports hygiene and self-control. During sports training, the tasks of strengthening health, developing their physical qualities, acquiring the necessary vital necessary skills for serunum labor and protection are solved, without acquiring only high skills.

To achieve high results, all means of physical education are used: physical exercises, hygienic factors and health-improving forces of nature, as well as a widely developed system of means during training. L.P. Matveev divides sports into 5 groups as a means of training, depending on the achievements of athletes.

All tools are divided into competition and training exercises, training exercises in turn include special training and general training exercises.

Competitive exercises are a holistic movement activity that is characteristic of a sport and is performed exactly according to the requirements of a particular sport. Many competing exercises will have a limited and short direction in terms of movement structure; these are monostructural exercises. This includes exercises that require speed strength (jumps, throws, lifting weights, sprints) and sciatica (running, swimming, and other)movements that are performed with submaximal, large, and moderate exertion that require endurance.

The complex of competitive exercises consists of two fights and all – around, which have a constant content. One type of all-around includes a skating rink, a mountain skiing rink, while many types of wrestling include the Athletics all-around, the modern all-around, the ski two-wrestling, the Alpomish and all-around.

In training, competitive exercises take the main place, because with their help, a set of special requirements defined by sports classification is created. However, it is rarely used in complex training. Because they quickly tire the body, cause the adoption of stereotypes that are not always effective, etc.

Competition exercises should be characterized by great variety in training. Special training exercises include movements similar in form and character to competition movements.

For example, in track and field athletes, it includes running on separate parts of a certain distance, performing elements and parts of a competition combination or imitation exercises. Exercises can only be at the level of special preparation exercises if they have some integrity with the selected competition exercise. The listed means of sports training are not only physical means, but also a means of technical, tactical and voluntary training of the athlete.

All tools aimed at achieving high sports skills are part of sports training methods. The methods of teaching movement activity are known to us from the general principles of the theory and methodology of physical education. Here it is necessary to clarify them in relation to sports activities. The main purpose of the methods is aimed at improving movement skills and training physical qualities. Different variants of strictly regulated training methods are used in sports training according to the defined tasks. In the process of improving movement skills in training sessions, standard and alternate training methods are widely used.

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In order to improve movement qualities and functions of the body, a set of exercises selected for the purpose, interval training method (resting at a fixed time between successive exercises), continuous training (a set of exercises is performed continuously without rest) and various methods mentioned above are used. One method can serve as a basis for solving a wide range of tasks and training an athlete, for example, training endurance at the same time with the help of a variable training method in running, improving running technique, tactical options for power distribution over the distance. It is possible to train, etc., that is, it is possible to implement the physical, technical and tactical preparation of an athlete through one method. In addition to strictly regulated methods, competition and game methods, as well as circular training methods, are widely used in sports training. The basis of the competition method is not only a test of strength with an opponent, but also exercises of competition with oneself. At the same time, with the help of the game methods included in the training, a high level of morale is achieved, the ability to think, to achieve the set goal, will and determination are developed.

Circular training is aimed at improving the complex manifestation of physical qualities as a form of the organizational method of using physical exercises.

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THE EFFECT OF PHYSICAL ACTIVITY OF DIFFERENT INTENSITY ON THE FEMALE ORGANISM

Arabbojev Qahramon Tohirjonovich

Senior lecturer, Kokand State Pedagogical Institute

Zokirova Feruza Mukhtorjon kizi

Student of the Kokand State Pedagogical Institute

Annotation. The evolutionarily acceptable amount of physical activity is different for men and women. This article describes the influence of the most effective and optimal physical activity on the body of female students involved in physical exercise and sports.

Keywords: sports, health, intensive exercise, dosage, optimal regime, bone tissue, menstrual cycle.

Significant work is carried out in our country in order to increase the activity of women in all aspects of the country's economic, political and social life, to comprehensively promote their education and professional skills and employment, to further support entrepreneurial initiatives. In our country, strengthening the health of the population, especially mothers and children, has risen to the level of public policy, making a wide decision on a healthy lifestyle in families and society, creating favorable conditions for the maturation of the needy generation is being carried out consistently and step by step. One of the means of implementing this reform is to involve women in physical education and sports training on a large scale.

Physical education is one of the important components of maintaining human health. Exercise accelerates movement activity and the physiological processes that occur in the body. Exercise does not take the same form for people of different sexes either. An example of this is that women's physical development and body structure are different from that of men. This primarily depends on the different sizes and physiological indicators of the organs. The physical load, which is optimal for an average man, may not be beneficial for the female organism.

Also, when preparing a set of exercises for girls, it is necessary to take into account its initial indicators, its diseases, goals of fogging with physical education and sports and functional and psycho-emotional states associated with various stages of the physiological cycle.

According to scientific sources, muscle mass in men is about 40-45% of body weight, and in women it is about 35%. This can be evidence of men's high ability to work and their tolerance for physical loads. The indicators of adipose tissue in the body of women are higher than in men. While the female organism covers 28% of the total body weight by adipose tissue, in males this causative agent is 18%. In combination with this, there are also great differences between the heart of women and men. The average weight of a male's heart is 300-400 gr, while a female's heart weighs an average of 220 gr. These indicators allow a man's heart to drive large volumes of blood into the aorta. Because women have a lower heart size and weight, each contraction shoots much less blood in the aorta than in men's hearts, but, in women, the rhythm of heart contractions is somewhat faster.

There is a direct relationship between physical loading and the response reactions of the organism. The higher the intensity of the applied load, the more significant the changes in the body. However, over time, the body's response to the same physical load being given to the trained body gradually decreases, meaning that the body adapts to the load.

Physical loading can manifest as a support later, if the organism acquires the characteristic that it initially develops. That is why there is a need to gradually increase the intensity of the physical load.

Physical labor and physical education help to improve the mechanical properties of the bone, such as its resistance to fracture, crushing, stretching and various degrees of damage.

It can increase the level of mobility of the joints through systematic exercise. Under conditions of normal movement activity and physiological activity, the range of motion of the joints is maintained for a long time, the components of which acquire significant strength. The body's attitude to heavy physical

activity is different, and the readiness of a person at this stage can be attributed to his age, gender and other parameters.

Physical activity improves brain health and cognitive function, and reduces the risk of anxiety and depression. We must not forget that intense sports training has a profound effect on all physiological processes. This often leads to depression, poor health, and reluctance to continue working. In a certain sense, this state is similar to a state of physical and nervous exhaustion, and a person is a potential patient of a doctor. Thus, the human body does not have time to recover through excessive physical exertion and causes problems related to the cardiovascular system, musculoskeletal system, and nervous system. Vigorous physical activity negatively affects the structure and function of joints, leading to limitations of movement and a decrease in the range of motion. Frequent lifting of heavy weights can worsen pelvic prolapse and reproductive problems in girls.

Based on the above information, through this article, we aim to study the adaptation of the female body to intensive physical activity, using the analysis of industry sources, our observations and questionnaires.

Physical exercise is a set of specially selected actions used in physical culture and physical education. The difference between physical exercises and simple movements is that they are performed for a specific purpose and are selected separately.

A person's muscular system, which does not engage in physical exercises, weakens and becomes atrophied. An inactive body is like stagnant water that turns moldy. In this case, muscle fibers are replaced by fat and connective tissue and break down. In this case, excess weight accumulates in the body. Today's widespread obesity disease is caused by these factors. According to research, the number of people suffering from obesity increased fivefold from 1975 to 2023. 65% of these figures are women. Although there are many reasons for this, we can point to physical inactivity and inactivity. Exercise is very important in preventing such conditions among women.

The easiest and most convenient form of physical exercise for women is walking. Half an hour or an hour of walking every day is optimal. The benefit of this physical activity for the body is high. There are also effective aspects of walking for the female body:

- Improves blood circulation by increasing blood flow and blood vessels
- Stimulates metabolism. Increases the rate of metabolism, allows you to lose weight even at rest.
- Helps control appetite.
- Reduces the risk of some types of breast cancer and gastrointestinal cancer.
- Regulates bowel function. Regular walking improves the digestive system. It is useful for constipation and reduces the frequency of digestive system diseases.
- Supports sleep mode.
- Regulates blood pressure by reducing the rise in blood pressure during stress.

Under conditions of optimal physical activity, the condition of the main nervous system is normalized. Excitability increases with the increase of inhibition processes, inhibitory reactions develop with pathologically expressed excitability. Endocrine gland (hormonal) activity products and muscle activity products entering the blood cause changes in the humoral part of the body. A number of studies show that moderate and optimal physical exercises stimulate the body's metabolism, endocrine system, and tissue metabolism. They increase enzymatic activity, immunobiological properties, and also contribute to the body's resistance to diseases, have a tonic, trophic, normalizing effect on psycho-emotionality and the body, and form compensatory functions.

Thus, the results of observations show that physical exercise, especially when performed in fresh air, helps to reduce the concentration of cholesterol in the blood. Through exercise and training, muscles become stronger and more resilient, and a person becomes less tired and more active. This is especially important for the heart muscle, which makes the trained heart less prone to disease. However, every useful thing has its limits, crossing which can be dangerous. Modern research shows that physical stress is harmful for both girls and boys. Let's consider this effect in the example of the skeletal system. As mentioned above, exercise has a beneficial effect on bone mineral density - a so-called osteogenic effect.

This is especially important because the amount of bone tissue formed during youth determines bone health in adulthood.

It is important to increase the muscle mass to create an osteogenic effect. The increase in the muscle component during sports causes mechanical stress on the bone tissue, thereby creating an osteogenic environment for the development of bone tissue. According to statistics, girls who exercise above safe levels often experience a number of ovarian dysfunctions: problems with the menstrual cycle, secondary amenorrhea, insufficient luteal phase, etc.

Some studies have shown decreased vertebral bone mineral density in amenorrhoeic female athletes.

One study found that young ballerinas have an increased incidence of scoliosis and stress fractures, and the risk increases with age. Therefore, reduced bone growth during adolescence may predispose to early-onset osteoporosis later in life.

Gynecological problems can be associated with more than just strenuous exercise and heavy lifting. The training load may be moderate, but a woman who does not get the necessary calories from food will lose weight with her body. For a menstrual cycle to occur at all, a girl's body fat should be around 22%. It ensures the normal functioning and activity of hormones in a woman's body. That is, if a girl spends more calories than she gets from food, then she will start losing weight. If you eat more than you expend, you gain extra pounds, or weight. This rule, among other things, is the basis for losing excess weight and gaining muscle mass. A balance is required between energy intake and expenditure in the body.

One of the benefits of physical exercise for the female body is the slowing down of the aging process. We all know that the human body and appearance changes with age. After the age of 40, metabolism slows down in women, hormonal changes occur, and the body becomes less flexible and mobile. This greatly affects the physical and mental condition of a woman. The best cure for all age-related changes is regular exercise. An active woman can maintain her health and shape well into old age.

Based on a number of studies, it can be concluded that both the lack of physical activity and the increase in permissible physical load negatively affect the health of young girls, as well as their psycho-emotional stability and the condition of their body in general. Taking into account the contraindications, characteristics and diseases of girls, physical activity, moderate physical exercises have a beneficial effect on the health and general condition of female students. Simple walks in the fresh air, massage, taking multivitamin complexes, etc. are very useful.

Regular exercise has a beneficial effect on the female body and strengthens the immune system, develops stress resistance, expands functionality and adaptability, and as a result, has a positive effect on the reproductive function of the body. Based on the above, it should be noted that the physiological characteristics of the female body require a special approach to choosing a set of physical exercises. We cannot overestimate the capabilities of the female body and impose excessive physical loads on it.

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THE USE OF PEDAGOGICAL TECHNOLOGIES IN TEACHING STUDENTS THE SCIENCE OF PHYSICAL CULTURE IN HIGHER EDUCATION

Axmedov Umidjon Usmonovich

Kokand State Pedagogical Institute

Annotation. This article analyzes the use of pedagogical technologies in teaching students the science of Physical Culture in Higher Education.

Keywords: innovative pedagogy, Innovative School, innovative technology, scientific social tool, development, result, educator, management, teaching, style form.

Ensuring the prospects of the Independent Republic of Uzbekistan at the level of World Development is associated with major changes in the economic, social, political and mine spheres. Participation in such changes requires a high level of general and special knowledge, high upbringing, spirituality and a broad outlook from people. Reconstruction of the educational system based on these requirements – serves to satisfy the needs of society in the field of education of the future generation. In the educational process based on pedagogical technology, the scope of the activities of the teacher and the activities of the student is clearly defined, the exact technology of the organization of education is indicated. In this sense, the practical introduction of advanced pedagogical technologies also plays an important role. The technological approach to education is calculated from the factors that actively influence the pedagogical process and determine its effectiveness, integrity and success. The humanization, democratization of the educational system of Uzbekistan and the introduction of new technologies set before the pedagogical science such complex tasks as determining the content, structure, level of development, capabilities and technology of Education. The solution of these tasks caused a number of problems.

It is not by chance that the idea of a new, technological approach to education is being developed. An important task of the teacher remains the tireless search for the establishment of teaching based on interactive methods, the creation of understandable and interesting areas of the educational process for students. It should be done so that students become active subjects of the pedagogical process. As with all types of education, it is important to use interactive techniques in the lessons of theory and methodology of Physical Culture. Because it ensures the mental development of students in the process of classes, plays an important role in activating students, teaching them to work independently, turning students into active subjects of the educational process in the later stages of Education. But in the pedagogical literature, physical education lessons are given little attention to the issues of educational technology. When applying these, it is important to take into account the specifics of the lesson of the theory and methodology of Physical Culture. In teaching the subject of theory and methodology of physical culture, it is aimed to study the scientific and methodological foundations of the use of innovation training technologies, to develop practical recommendations for their introduction into the educational process. Based on this goal, the following tasks were identified in the work: - study of pedagogical, psychological and methodological literature on teaching the theory and methodology of Physical Culture; - analysis of pedagogical control on the basis of interactive and advanced foreign experiments;

Scientific and methodological information obtained in the process of creating an educational module can be used in solving tasks related to the problems of improving the process of lesson training in the science of theory and methodology of Physical Culture. Important components of the pedagogical system also consist of “results”, “management of the educational educational process”, “technologies”. They are conspicuous in the model of the pedagogical system in the given picture. The goals are aligned

with the results and a continuous cycle is organized. The full correspondence of goals with the result serves as a trust, measurement indicator of the pedagogical process. The pedagogical system is a relatively independent part of management, all components of the unifying, since they have their own goals and structures. As an organizing component of the pedagogical system, it is often indicated by the technology of the educational educational process, emphasizing that it is a unit of individual factors. Such an approach will be a solid organizational technological complex, which will ensure the achievement of the mahsad for which the pedagogical system is intended. It should be noted that the pedagogical system is always a technology. It is easy to distinguish a pedagogical system by this sign from an optional “set” of components. Technology is an internal quality of a system that determines its capabilities, subordinate to strict organizational logic. At the same time, as far as the level of evaluation of the assignment is concerned, the technologist relies on certain processes and phenomena. Certain processes are used as evidence of the expression of success, while the results of striking events are carried out as sources of a new cause and formula. The methodology for designing educational technologies does not know the conclusion” it is impossible “different from the generalization of experiments. For a technologist, this is only a matter of time and cost. The technologist is based only on well-known, checked, grounded, not doubted opinions. The technologist does not conduct experiments and works with clearly intended results. Technology does not allow Options, its main task is precisely guaranteed results, it is always simple in basic yyechimi. Understanding the basic yyechim reveals all the rest, the content of the order of the system of mutually necessary elements. No part of the technology can be removed, there will be no excess there, it cannot be. This is a rather complicated situation, every second teacher works in a search - research order, thereby increasing the uncertainty of the result of the child's life at school.

The main direction of innovative structures in the pedagogical system: -a holistic pedagogical system; -an educational institution; -pedagogical theory; -teacher; - students; -pedagogical technology; - content; -form, methods, means; - management; -goals and results. In terms of the depth of the subsystem structures, one can conclude about the essence, quality and feasibility of innovative new inputs

Technological schedule

Functions	Improving the general technology of pedagogical attitude and pedagogical activity mastering the technology of innovative activity.
Contents	Mastering the methodology for correcting author's programs. Planning the stages of the experiment, analysis, forecasting of the applied innovation, development application of the innovation to the pedagogical process, correction, observation of the results of experimental work

Technologies	Organizational-activity games. Reflex-Innovative Practice study of author's concepts. Drawing up author's programs. Practical work in educational institutions of an innovative type, participation in various professional development. Pedagogical workshops.
Degree	Psychological preparation takes on a methodological nature, reflexive-analytical skills develop high responsibility, creative activity.

As previously said, the implementation of the technologies under discussion begins with the fact that innovative conditions are actualizing the problems of the school. The basis of this is innovative pedagogy, which introduces students to the main sections of innovation. These are: Neology, Axiology, varaxiology. The main task of this course was not only to reveal the reasons, factors, obstacles of the innovative activity of the teacher, but also to create psychological training for the adoption of innovation, to co-organize the adoption of pedagogical innovations. Creative activity is carried out in the context of solving Psychological Laws, studying the mechanism of Search, Selection, trying education. The basis of the program is the principle of creative development of the individual himself. When a subject not only manifests and shows in his activities, but also makes and determines creativity, it is possible to identify and formulate his own, depending on the direction of his activity. (S .L.Rubinstein). The level of informative awareness studied the proposed solution by changing it in different ways, the degree of their recovery in different ways. The emerging experiments consisted in the fact that in the era of innovative practice, conditions were created that were not subject to relationship procedures, an abundance of informative information, creative samples were shown. After the completion of the experiment, the test and experimental groups were compared with the final test. At the beginning, middle and end of the experiment, we evaluated the level of Student Innovation relations and creativity, the expressions of the averages the results of the experiments showed that there are large differences in the three types of indicators being investigated. At the first stage, the indicator of the causes of the individual grew, at the second stage, personal causality and productivity, at the third stage, productivity, reflexive indicators were higher. At the same time, the growing indicator of personal causality of innovative activity speaks of even deeper changes in the level of personality, in particular: emotional participation in the search process will grow to put and understand school attitudes, there will be a desire to continue training in practical work, support for the achieved level of causality it can be concluded that the level.

Change in the relationship between the teacher and the student (pedagogy of cooperation); teaching not only through “listening”, but also through “participation”; looking not only at the result, but also at the process; having a wide “repertoire” of modern ways and methods of teaching; applying empathy and reflection; applying methods of developing critical thinking; mastering and following personality-oriented, humanistic pedagogy; applying; Variety of application of modern technologies and methods of teaching in the process of conducting a specific training, including at the creative levels of creation and research; demonstration of the application of a modern system for assessing the results of training. The modern methodological potential of the educator is characterized by the following: he is also engaged in his own independent education, not limited only to teaching others. His work is not limited only to the

delivery of the information provided for in the curriculum to students, but also encourages students to actively participate in the educational process, supporting various methods. To do this, he must change the traditional model of his behavior, be more interactive himself; the teacher must be able to use innovative and pedagogical technologies, since all new learning methods and forms are associated with them; The organization of the educational process requires some handling skills, communicativeness, variability, independent decision - making, a critical assessment of the results of its activities; due to the development of the Internet, distance education and an increase in the number of users of them, special specialists-educators will be needed who will be able to study them. Taking into account the student's intellectual capacity in the reception, assimilation, processing of information: - verbal-linguistic, word and language-related (written and oral) ability; - subject-logical, deductive thinking, associated with numbers and abstract signs; -the personality's perception of its own internal reflex, the spiritual being, the inner state of its "I";- interpersonal relationships, mainly related to circulation; -Spatial Perception, an objective view, the property of generating a mental apparent vision of it; -physical-kinetic property, which is associated with physical movement and body control, including

Jismoniy madaniyat nazariyasi va uslubiyati fanini o'qitishda innavatsion ta'lim from the study of pedagogical, psychological and methodological literature on the topic of the use of their technologies, it turned out that innavation through educational technologies gives students a good effect in revealing topics. Features of pedagogical activity in problem teaching will consist in the process of clarifying goals by transferring the content of educational information to problematic tasks and problem situations. The application of problem teaching helps to form an understanding of knowledge, forms psychological and professional readiness for the development of pedagogical creativity and professional skills. 2. Any of the pedagogical requirements for teaching methods of conducting lessons of theory and methodology of physical culture, as well as methods of teaching in scientific research of criteria, despite the fact that they have their own positive sides, cannot fully provide quick and effective teaching. Therefore, in practice, all methods are used both in some-individual and at the same time together, and it is necessary to rely more on the student's activity, that is, he himself must correct mistakes at the level of opportunity. In this case, it was found that the means of preparation have a characteristic of experimental influence in different situations and conditions. 3. In the process of applying interactive techniques in teaching methods of conducting classes in the theory and methodology of Physical Culture, the priority is not the teacher, but the level of skills and training of each student, his capabilities, the complexity of the studied methods

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THERMAL EXPANSION OF SOLIDS

Bozorov Nosirjon Sodikovich

Candidate of Physical and Mathematical Sciences, Head of the Department of Physics and Astronomy of the Kokand State Medical Institute
 e-mail: bozorov1970@mail.ru

Umurkulov Kayumjon Parpievich

Lecturer of the Department of Physics and Astronomy of the Kokand State Medical Institute

Alisherov Otabek Alisher ugli

Teacher, Kokon City. 5 regional specialized boarding schools, some subjects are studied in depth

Annotation.

The article presents the basic assumptions about the thermal expansion of solids and their thermal conductivity. It is shown that the coefficient of linear expansion α is proportional to the heat capacity of the body. In the region of high temperatures, the energy of linearly oscillating particles is equal to $E = qD$. In the region of low temperatures, α behaves similarly to C_v : it decreases with decreasing temperature and tends to zero as it approaches absolute zero.

Keywords: thermal expansion, thermal conductivity, coefficient of linear expansion, temperature, potential well, Hooke's law, potential energy, particle vibrations.

From the point of view of the harmonic approximation underlying the theory of heat capacity of solids, it turned out to be impossible to explain a number of well-known phenomena: the thermal expansion of solids and their thermal conductivity.

Let us turn to the curve of the dependence of the potential energy of interaction of solid body particles on the distance between them (Fig. At absolute zero, the particles are located at distances r_0 corresponding to the minimum interaction energy U_0 (at the bottom of the potential well we abc). These distances determine the size of the body at absolute zero. As the temperature increases, the particles begin to oscillate around the equilibrium positions O. Let's assume that only particle 2 is oscillating. The oscillating particle has the kinetic energy that reaches the highest value at the moment of passing the equilibrium position O.

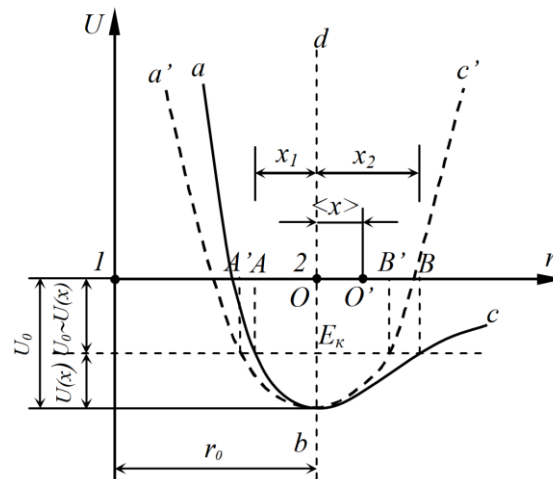


figure 1

In Figure 1, the energy E_k is deposited from the bottom of the potential well. When particle 2 moves to the left of the equilibrium position, kinetic energy is spent on overcoming the repulsive forces from particle 1 and passes into the potential energy of particle interaction. The deviation to the left occurs until all the kinetic energy of the particle E_k is converted into potential energy.

The latter will increase by $U(x) = E_k$ and will be equal to $-(U_0 - U(x))$, and particle 2 will move extremely to the left by a distance x_1 . When particle 2 moves to the right of the equilibrium position, kinetic energy is spent on overcoming the forces of attraction to particle 1 and also passes into the potential energy of

particle interaction. At the point B, which is separated from the equilibrium position by a distance $x_{of\ x_2}$, all the kinetic energy E_k passes into the potential energy, as a result of which the latter again increases by the value $U(x) = E_k$ and becomes equal to $-(U_0 - U(x))$.

If particle 2 performed purely harmonic vibrations, then following Hooke's law, the force $f(x)$ that occurs when it deviates from the equilibrium position by a distance x would be strictly proportional to this deviation and directed to the equilibrium position

$$f = -\beta x \tag{1}$$

The change in the potential energy $U(x)$ of the particle would be described by the parabola a'a'bc' (Fig. 1), the equation of which is

$$U(x) = \beta x^2/2 \tag{2}$$

This parabola is symmetric with respect to a straight line bd parallel to the U-axis and at a distance r_0 from it_0 . Therefore, the deviations x_1 and x_2 would be the same in magnitude, and the midpoint of the oscillation range A'B' would coincide with the equilibrium position 0. Heating the body in this case could not cause its expansion, since with an increase in temperature there would only be an increase in the amplitude of particle vibrations, and the average distances between them would remain unchanged.

In reality, the potential curve abc is, as can be seen from Figure 1, non-symmetric with respect to the line bd. This means that the vibrations of particles in a solid are anharmonic. To take into account the asymmetry of the potential curve, it is necessary (2) to introduce an additional term in equation (2) – $gx^3/3$, which expresses this asymmetry. Then equations (1) and (2) take the form:

$$U(x) = \frac{\beta x^2}{2} - \frac{gx^3}{3} \tag{3}$$

$$f(x) = -\frac{\partial U}{\partial x} = -\beta x + gx^2 \tag{4}$$

The unsymmetric nature of the potential curve leads to the fact that the deviations of particle 2 to the right and to the left are not the same ($x_{x_2} > x_{x_1}$). As a result, the average position of particle 2 (point O') no longer coincides with the equilibrium position (point O), but is shifted to the right. This corresponds to an increase in the average distance between particles by $\langle x \rangle$.

Thus, when heated, the volumetric expansion of the body is explained by an increase in the average distances between particles, and not by an increase in the amplitude of vibrations of particles near their equilibrium positions.

Let us estimate the coefficient of thermal expansion α . The average value of the force that occurs when the particle 2 is displaced from the equilibrium position is written according to (4)(3.19) by the relation

$$\langle f \rangle = -\beta \langle x \rangle + g \langle x^2 \rangle.$$

In free vibrations, $\langle f \rangle = 0$, so $I g \langle x^2 \rangle = \beta \langle x \rangle$. From here we find

$$\langle x \rangle = \frac{g \langle x^2 \rangle}{\beta} \tag{5}$$

Up to the second order of smallness, the potential energy of an oscillating particle is determined by the relation (3), and its average value is $\langle U(x) \rangle = \beta \frac{\langle x^2 \rangle}{2}$. Hence we find $\langle x^2 \rangle \approx \frac{2 \langle U(x) \rangle}{\beta}$

Substituting this formula in (3.20), we obtain for the value of the average distance between particles the expression: $\langle x \rangle = \frac{2g \langle U(x) \rangle}{\beta^2}$. In addition to the potential energy $U(x)$, the oscillating particle has a kinetic energy E_k , and $\langle U(x) \rangle = \langle E_k \rangle$. The total energy of the particle $E = \langle E_k \rangle + \langle U(x) \rangle = 2 \langle U(x) \rangle$. This allows the value $\langle x \rangle$ to be rewritten as follows: $\langle x \rangle = gE/\beta^2$.

The relative linear expansion, which is the ratio of the change in the average distance $\langle x \rangle$ between particles to the normal distance $\langle x \rangle r_0$ between them, is $\frac{\langle x \rangle}{r_0} = \frac{g}{\beta^2 r_0} E$, and the coefficient of linear expansion is defined as

$$\alpha = \frac{1}{r_0} \frac{d \langle x \rangle}{dT} = \frac{g}{\beta^2 r_0} \frac{dE}{dT} = \chi C_V \tag{5),}$$

Where $\chi = \frac{g}{\beta^2 r_0}$, a $C_V = \frac{dE}{dT}$ is the heat capacity assigned to a single particle.

Thus, the coefficient of linear expansion α is proportional to the heat capacity of the body.

1) In the region of high temperatures, the energy of linearly oscillating particles is equal to $E_k = kT$, the heat capacity assigned to one particle теплоёмкость $W_{\nu} = k$, so the expansion coefficient of a linear chain of atoms will be equal to

$$\alpha = \chi C_V = \frac{gk}{\beta^2 r_0} \quad (6)$$

Substituting the numerical values g, k, β , and r_0 for various solids gives for α a value of the order of 10^{-4} - 10^{-5} , which is in satisfactory agreement with the experiment. Experience also confirms that in the region of high temperatures α is practically independent of temperature.

2) In the region of low temperatures, α behaves similarly to C_V : it decreases with decreasing temperature and tends to zero as it approaches absolute zero. In conclusion, we note that a formula similar to (6) was first proposed for metals by Gruneisen and had the form

$$\alpha = \gamma \cdot \eta \cdot C_V / 3V$$

where η is the compressibility coefficient of the metal, V is the atomic volume, and γ is the Gruneisen constant, which varies from 1.5 to 2.5 for different metals.

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Erkaboeva Nigora Shermatova

Professor of Kokand State Pedagogical institute, doctor of Pedagogical Sciences

Annotation. This article describes a theoretical analysis of differentiated educational methods, in which modern educational methods, technologies and methods are scientifically covered.

Keywords: shortcomings, self-assessment, duty and an obligation, differentiation, education, assessment, identifying, students' maturity, potential, achievements

Introduction

The main goal of educational reform is to create objective and subjective conditions for the formation of the personality of students as a perfect person. To this end, the spiritual and moral education in educational institutions will be strengthened, and attention will be paid to the formation of students' understanding of national identity, patriotism, and a sense of pride for their homeland. It should be recognized that these tasks are solved mainly in the educational process. Therefore, it is important to create objective conditions for the formation of a perfect person. One of them is the differentiation of Education. It is no exaggeration to say that the concept of the development of society and its future is inextricably linked with the education system.

The head of state studied the historical experience of the advanced countries of the world and revealed his leadership and civic responsibility based on ingenious, scientific and methodological principles. As schools create our future, it is both a duty and an obligation for us to think and care about its future. One of the important aspects of its development is the differentiation of education, as noted above.

Materials and methods

The first elements of differentiation, which are organized in the study of sciences in the current groups, are the process of transition to differentiated education instead of homogeneous groups. It will be possible to implement differentiated education in two directions. This is due, firstly, to the fact that on the basis of tests used in developed countries, students can be divided into gifted - intelligent (gifted) group, average gifted and low middle group, depending on the level of intellectual maturity. The current school has 3 categories of pupils in one class. Classes are mostly tailored to the average pupils. The interest in talent fades. Low skilled students do not understand these materials.

Teaching pupils to assess themselves in the educational process, to correctly determine their learning opportunities leads to an increase in their desire for knowledge. In the course of your life and work, you need to not only correctly assess yourself, but also the assessment of others is very important. This opens the way to self-awareness, self-esteem, a clearer idea of your capabilities. The essence of the technologies described above is that internal (self) and external (expert) assessment are important in identifying students' maturity, potential, achievements and shortcomings in self-assessment. If a student (teacher-peer, expert, parent) is highly valued by the teacher, it will lead to new achievements to justify this trust. For any individual and student, the assessments of the adults around them are important, and it is important that they are consistent with the assessment that the student gives to himself or herself.

In particular, teachers are required to be objective, not emotional. The teacher's underestimation of the student's abilities leads to a negative reaction to it. Not only negative, but self-confidence, desire to read, leads to a decrease in aspiration. "I didn't know. It's useless for me to try" The most important task of the teacher is to fight for the student not to create such a mood, to convince the student of his own strength, to teach him always use their opportunities. To do this, the student must develop the skills of self-observation and self-knowledge. It is important to teach them to evaluate their own behavior and knowledge on the basis of self-control, self-examination. At the same time, it is necessary to have a clear idea of the aspects that ensure the positive success of educational activities. In turn, the technologies

described above are the basis for developing students' sufficient intellectual ability to think critically and positively. It is only important to use them appropriately and skillfully in the learning process.

Teachers have an external (superficial) assessment of student performance. There is no denying that. However, this assessment gives the expected results when carried out on the basis of objective and pedagogical-psychological technologies.

The teachings of L. Vygotsky ("Near Development Zone"), D.B. Elkonin on the gradual formation of mental operations for the development of education and the intellectual development of students have long existed. However, their purposeful use in the new socio-economic conditions serves as a scientific basis for new pedagogical technologies. For example,

D.B. Elkonin showed that the main criterion for the mental development of the student is the appropriate choice of objects and symbols on the basis of the task, the tools used, self-examination of the content and components of learning activities. Such organization of student activities is consistent with independent learning activities and develops independent decision-making skills in learning activities. But it takes place in stages such as self-assessment, self-observation, self-analysis, self-knowledge. Here it is important for us that the most important student knows his potential and correctly evaluates his behavior. But in order to do this, the student must have formed a certain evaluation criterion for values (knowledge) and be able to compare his achievements in different areas.

Result and discussion

It is important for students to be able to justify their position, knowledge, actions, defend their decisions through discussion, dialogue, "brainstorming" in the learning process. The student leads the intended goal by aloud with the partners to prove their actions, decisions, and in turn to listen to them diligently, to respond to them reasonably, to make changes in their actions. This in turn leads the student to form confidence, their own actions, and their own control program. On this basis, if the student is able to make changes to his decision, the movement of opportunity, and draw conclusions for future action, then it can be said that the foundations of self-assessment have been formed.

But these processes do not take place spontaneously, smoothly, without contradictions. First of all, along with the educational technology, the personal skills of the teacher are also important. A teacher must learn to evaluate his or her own actions by equipping his or her students with self-improvement, independent thinking knowledge, and skills.

The ability of students to enter the state of self-knowledge (understanding) and others, the reflexive skills necessary for their assessment and self-observation, the technology of stratification in the formation of thinking creates important pedagogical conditions.

It forces the reader to study material of extreme complexity and impairs its development. Most importantly, the desire (motive) to read and learn decreases, the student not only loses interest in reading, but also increases the mood of educational indifference. The moderate organization of the educational process in schools, that is, the teaching of all the same, all the same, regardless of the educational opportunities of the student, paves the way for the formation of indifference, disregard, qualities. This model of education is economically, politically, socially and morally harmful. As a result, society will be deprived of talented and intelligent people.

Differentiated organization of education, based on the pupil's learning opportunities, the learning material for highly gifted children is more complex, with moderate difficulty for average abilities, and much easier for third-group pupils. Documents defining the content of education in the future school: curriculum, syllabi, textbooks and manuals should be designed for three different pupils. As talent, intelligence, independent thinking in our country determine its development and future, we must inevitably follow the path of differentiation. Such an approach to education should be the main direction of educating a perfect person. In the model of secondary education, when the pupil is tired of reading, his devotion returns, and in differentiated education, the pupil's aspiration increases.

The organization of the educational process at the level of the pupil's abilities creates the basis for the creation of a sense of satisfaction with their work. A simple example: when each of us is forced to do something we do not like, we feel mental tension, internal and external discomfort. This process has

a strong negative impact on the student, who has little experience in life and his own level of knowledge.

The second type of differentiated direction is depending on the interests, desires and abilities of pupils can be socio-humanitarian (native language and literature, foreign languages, law, human and society, etc.), natural-mathematical (mathematics, physics, medicine, geography, chemistry, biology, IT, etc.) and production (labor, fine arts, physical education, etc.). In all three directions, schools (classes in the second direction) do not deny the teaching of subjects. For example, mathematics, chemistry, physics, geography, computers, physical education, labor, etc. are taught in social schools and classes. But the main emphasis is placed on the subjects of priority direction. Young people graduating from schools (classes) in this area will have great opportunities to gain a deeper understanding of the idea of national independence, the national ideology. This is because the type of study in schools (classes) in this area is determined by the pupil's desire to learn, based on the initial knowledge of the professional direction.

Schools (classes) of the third production direction will have ample opportunities for students to deepen their knowledge and skills acquired in the initial profession in future vocational colleges, to gain a deeper understanding of production techniques and technology.

This model of differentiation of education does not discriminate against the student, is more convenient than the first proposed model, as it allows to further develop the desire (motive), ability, to some extent in accordance with the principles of transition to a market economy in national independence.

The educational process has a great practical and theoretical significance in teaching pupils to think independently. If in the process of learning the pupil is taught to think independently and creatively, he will be able to find the right path in complex life situations. He is always striving for innovation in his work. Increases the productivity of independent labor on the basis of invention. Independent thinking also helps to get rid of the psychology of dependency waiting for everything to be ready. This demand inevitably stems from market relations.

In didactics, it is recognized that in the process of differentiated education, the individual characteristics of the pupils are taken into account. The individual characteristics of the pupil should be understood as the basic qualities of the learner's personality. This is in line with individualized learning technologies that differentiate education in it.

Differentiation is "internal and external" and individual stratification of students in didactics on the basis of consideration of social-psychological (motive, interest, orientation, individual features), psychological, physiological features (age, cognitive abilities) and personal qualities in the learning process.

In the internal differentiation study group (class), the level of knowledge of pupils is divided into groups, taking into account their interest in science, intellectual level. In this case, differentiation is close to individualization.

In external differentiation, pupils with different levels of knowledge are grouped into special study groups. The purpose of person-centered education in the internal differentiation of the classroom (lesson) is realized through pedagogical-collaborative teaching, the method of projects and a variety of methods that suit them.

There is also a special approach to differentiation in didactics. For example: differentiation of pupils according to their abilities (general ability, special ability, incompetence), occupation to be acquired, interests. In the classification on the basis of general abilities are taken into account the general development and level of knowledge, some features of their psychological development - memory, thinking, cognitive activity. Other individual characteristics of pupils are taken into account in the internal differentiation using certain technologies in the lesson.

Conclusion

Based on individual abilities, differentiation takes into account pupils' propensity for a particular subject - their interest in the social or specific sciences. Gifted pupils also belong to this category and should be grouped into a separate group or class and taught on the basis of special programs. In this

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case, it is necessary to distinguish between the concepts of "talented" and "capable". Gifted pupils include those who demonstrate talent in certain areas - music, drawing, logical and creative chess, sports. They will have a strong memory, logical and creative thinking. It leads to the development and self-expression of the ability to teach them on the basis of enhanced and focused programs.

There are more gifted children than talented ones. In the process of education, their innate qualities and abilities should also be taken into account. They can be taught on the basis of a differentiated approach in normal classrooms.

Thus, a differentiated approach to education is an organization based on a specific technology of teaching, in which each pupil masters the material at the level of their individual capabilities.

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IMPROVING TEACHING USING MOBILE APPLICATIONS IN DEVELOPING THE CREATIVE ACTIVITY OF FUTURE IT TEACHERS

F.Kh. Rasulova

Teacher of the Department of Informatics of Kokand SPI

Abstract. This article provides extensive information about the creation of electronic educational resources based on mobile technologies, mobile education, the possibilities and conveniences of mobile education are highlighted. The analysis of world trends shows that the use of mobile technologies for solving various pedagogical tasks in the educational process is of great vital importance. The article also presents the technology of creating electronic educational resources based on mobile technologies, programs that create mobile books, and several ways of using mobile devices for educational purposes.

Key words: Mobile education, mobile devices, mobile technologies, Information communication technologies, teaching process, knowledge, skills, educational goals, site, resource, multimedia tools, smartphone, tablet.

Introduction. Today, the current development of science, technology and technology defines the image of modern society. The most important feature of modern society is that globalization is visible in all its spheres. Globalization itself requires rapid movement, immediate acquisition of necessary information, their processing and effective application in practice. To be able to move in this way, a person who is knowledgeable in his field, able to acquire professional skills at a high level, as well as the ability to distinguish the necessary information from the large volume of information available on the global Internet network, the ability to quickly absorb scientific news, only personnel with rich experience and skills will have it.

In his address to the Oliy Majlis, our President Shavkat Mirziyoyev stated that it is necessary and necessary to acquire digital knowledge and modern information technologies in order to achieve progress. The most important condition for the stable and rapid development of the country is to educate well-rounded, goal-oriented and active young people who have modern knowledge and skills and can take responsibility for the country's worthy future.

In recent years, the theory and practice of using mobile devices and mobile educational resources have been actively discussed at various scientific events.

The analysis of world trends shows that the use of mobile technologies for solving various pedagogical tasks in the educational process is of great vital importance. Mobile learning refers to the planning and delivery of learning through mobile devices.

M-learning problems and prospects. The term mobile education (M-learning) began to be used fifteen years ago in the pedagogical literature in English, and now in our country as well. Mobile education (m-education) allows to organize learning and education using mobile and portable devices.

Among the major projects abroad aimed at providing theoretical and practical education with the help of mobile devices, it is worth noting the following:

"Mobile learning system" (The Mobile Learning Network Project-MoLenet) (Great Britain), "Mobile Learning Environment Project- the MoLe) (USA), "Mobile technologies in lifelong learning" (Mobile Technologies in Lifelong Learning: best practices-MOTILL)(European Union), "Mobile Learning Consortium" (Mlearning Consortium) (Canada).

Mobile learning is defined as:

Mobile learning is a systematic activity carried out through compact, portable, mobile devices and technologies that allow learners to be more effective in the learning process by accessing or creating information and communicating.

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Mobile education is the ability to receive or present information in any format on personal mobile devices.

Mobile education is an opportunity to receive education through mobile technologies regardless of time and place.

We will not be mistaken if we say that the popularization and development of the practice of mobile education is due to its following characteristics: - the concepts of space and time are not important in mobile education. That is, mobile education is an opportunity to receive education anywhere and at any time through mobile devices;

- the use of mobile technologies for educational purposes is a unique tool that increases the educational motivation of students;

- mobile education is not just placement of educational materials on small screens, but a way to introduce innovative educational forms and methods;

- mobile education incorporates elements of gamification;

- the exchange of information between the participants of the mobile education process takes place rapidly;

- the flexibility of mobile devices provides an opportunity to monitor the level of knowledge and mastery of materials of a large number of learners at the same time, while maintaining an individual approach to each of the learners;

- mobile education collects and visually presents a variety of multimedia educational materials;

- mobile education is a unique means of skill development and improvement in the field of professional and ICT.

Problems and solutions. A teacher can approach the process of using mobile technologies in the design of traditional day-time classes of education in different ways. They grouped the methods of using mobile devices in the educational process as follows: multimedia education - for displaying web resources (audio files, video films, graphics, maps and images); providing quick access to educational sites, resources, references, dictionaries; to ensure communication during the educational process (SMS messages, twitter, telegram, web seminars, etc.).

Yu. Shishkovskaya, talking about several ways of using mobile devices for educational purposes, listed the following:

First, independent education. Based on mobile educational technologies, the following general pedagogical principles are created: ease of use and simplicity of materials, interactivity, and special applications that allow self-management and self-assessment.

Secondly, the ideas of m-learning can be used equally in the traditional educational process in schools, as well as in higher education institutions.

Third, mobile learning can be an effective complement to distance or corporate training courses.

The introduction of mobile technologies into the educational process has the following advantages: it is possible to study and learn at any time and in any place (Mobility); the ability to present educational materials in different ways, in a visual way full of multimedia possibilities such as audio, video, picture, graphics (Multimedia); mobile education is often implemented in the form of a game (having a gamification character); availability of participation monitoring (Participation monitoring); educational process has an encouraging (motivational) character; uniform control of the education level of students; acceleration of information exchange between the participants of the educational process; flexibility of mobile devices in individual approach based on personal psychological and physiological characteristics of learners (Individual approach).

Besides:

- there is no need to carry heavy books with you. All necessary textbooks, books and manuals are at hand at any time;

- mobile books do not get lost, torn or worn out;

- mobile textbooks are very convenient to use, and when using them, you can set the settings according to yourself, that is, see the text in a larger font, enlarge the images, set bookmarks in the necessary places, continue reading from where you left off etc.;

- mobile textbooks and training manuals have the ability to help in independent study of the subject and strengthening of knowledge.

Technologies that create this type of mobile books include:

- Android Book App Maker;
- Flip PDF Professional;
- Book Creator;
- Online service provided by "Go Dev" group

<http://www.goforandroid.com/ebook/> etc.

The following mobile communication environments and devices can be used for mobile education:

- Smartphones, iPhones, tablets;
- mp4 players, Netbooks, GPS-navigators, etc.; - Portable computers (laptops, netbooks).

Conclusion. In conclusion, traditional education practitioners believe that the use of smartphones, tablets and similar mobile devices in the educational process has a negative effect on the success of learners, distracting their attention from the lesson. It is emphasized. But by the 21st century, on the contrary, the growth and development of technology offers teachers a unique opportunity to achieve scientific achievements in a new and innovative way, using the advantages of devices that were once interpreted as distractions.

At this point, it is worth saying that now, teachers do not have to constantly fight to attract the attention of learners, through the use of mobile technologies in the educational process, which automatically encourages their participation, A new learning environment is created that encourages learning and always working on oneself. Many practitioners and industry experts believe that in the future, mobile education will become a new standard in the field of education and will rise to the level of a trend.

In conclusion, it can be said that the use of educational resources based on mobile technologies helps to organize the educational process more effectively, the effective use of mobile technologies, and most importantly, to increase the student's interest in science, mastering science more deeply, and allows self and even parents to monitor their child's level of mastery of science.

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G.Shodiyeva

Kokand State Pedagogical Institute

Annotation. This article provides instructions on the training of singing skills in preschool children, rules for singing spoons, exercises for the development of breathing, breathing.

Keywords: breath, song, sound, vowel letter, consonant letter, pronunciation.

In the process of studying and listening to musical works, it is necessary for children to remember a number of works, form the correct understanding of these works, and even learn about the mediation of influence of music, while loving them. This process of work is carried out in close connection with the music basket and listening to music. The knowledge gained in music literacy is applied in the study of musical works. Children not only get used to listening to music gradually, but also learn to tell about music. Obviously, this thing will not happen at once.

Thanks to the explanations of the music educator about the listened works, his narration about the use of various means and elements of musical influence in those works, children go to prepare themselves for an independent analytical attitude to music in the process of listening to music. Children are required to observe the singing position when standing or sitting and singing. This consists of keeping children straight without bending their torso, leaning on a seat, with light shoulders, without lifting the jaw too much, keeping the neck and head straight, keeping the palms lightly over the knees, sitting without bending, and placing their legs freely shoulder-width apart.

It should be noted that the skill of standing up correctly can not be quickly formed. Children easily fall out of the rule, but also quickly forget. For this reason, the music leader must always be in control of how children sit when they sing. A qualified music leader will remind the whole group of children during the training process, and sometimes individual children, of the rule of proper sitting. With this, the music leader creates a spirit of organization in training. This will help children to behave well, concentrate in one place, become disciplined. The situation in singing also raises patience in children. It is also better to perform the studied songs, preferably standing. In this, too, the jaw is slightly raised, the legs are shoulder-width apart, the arms are required to be on the side. In this case, the sound will resonate. "Music is such an art form that it unites people through their experiences, emotional emotions. It becomes a means of communication between them. The music created by one composer can be described as a miracle of the evocation of various experiences in the hearts of other people".

Music leader bolalami must be taught to stand slowly, freely, while they stand up to sing. At the moment when the spoon is performed, it is necessary that the attention of the child playing it does not flow, the surface is expressive and meaningful, that is, the content and character of the asaming from the Facial Facial Facial Facial Facial Facial Facial Facial Facial Facial expressions are necessarily reflected. The correct posture of the child allows him to breathe correctly and produce sound.

When mastering the skill of singing: it is required to start the song on time, finish it on time, before starting to sing and breathe between musical phrases, sing the song in a pure light voice, in a moving

tempo, with an emphasis on meaningful, musical phrases, accurately pronounce vowels and consonants.

Music begins a person into a world of strange melodies, thins his feelings, charms his taste, teaches him to love beauty. Each song sung by the performer is brought up in the spirit of devotion to the motherland. A happy life, a prosperous marriage is glorified. Therefore, it is necessary to achieve a deeper understanding of the content of melodies and songs, the perception of the unity of speech and tone, the qualification of performing in an expressive and harmonious way. May the spoon and the mica give your tongue a spring, and may joy and joy delight your soul.

It is not for nothing that the art of singing is the art of breathing. Almost all children do not know how to breathe correctly and use it correctly when singing. It is known that there is a certain difference between the breath in singing and the physiological breath. Physiological breathing begins to act naturally from the date of birth of the child and occurs in a specific rhythm, at an interval of M'lum. When singing, however, breathing occurs at fast, short intervals, and breathing depends on the length, pace, and character expression of the song sentence. The rhythm of breathing varies depending on the character of the work being performed and is taken deeply in relation to physiological breathing.

When the children breathe, only the upper part of the lung is filled with air, which is known from the superficial enticib-enticib rise of the shoulders. in order for the educator to sing, it is necessary to teach him to use the most comfortable and useful type of breathing, that is, the Deep Breathing Method. Children should always be reminded that when breathing, their shoulders remain calm, without moving. If the shoulders of any of the children are raised while breathing, the music leader should help that child breathe properly. To do this, the musician puts his hands on the two shoulders of the singing child and does not allow his shoulders to move while breathing. This method will help the child breathe properly. During singing, it is desirable to use the types of breathing with the lower ribs expanding breathing and abdominal breathing.

The diaphragm separates the chest and abdomen in the human body. Breathing and exhaling through the lower ribs and diaphragms is regulated by the diaphragm. This happens like this: the singer breathes as if the flower “smells”. In this, the lungs expand, pushing the lower ribs outward, and the diaphragm decreases, as a result, the wall of the abdomen swells forward. The shoulder and upper chest do not change in this case. Breathing should be deep, complete and, most importantly, without noise. Breathing is required to be economical, long-term, flat. Exhaling is controlled by the movement of the abdominal tense shell, which directs the air upwards and stimulates the vocal cords to vibrate. The lower ribs and diaphragm gradually return to their position. Teaching children to breathe correctly is not only necessary to sing, but also necessary for the health of children.

Breathing in singing has two main States, breathing in general, and the quality and stretching of the melody of the song depends on this moment. These conditions consist of breathing and exhaling. The character and “pace” of breathing depends on the work to be performed. If you need to stretch the song and say it slowly, a deep and heavy breath is taken. If the work is written at a cheerful tempo, the breath in the performance is also taken quickly and lightly. The second condition of singing-specific breathing is breathing.

The essence of correctly exhaling when singing is to make the most of the breath taken into the

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lungs. He stopped for a moment before exhaling. In this, the children should not let the breath out for a moment. This thing helps to properly use the Reserve air in the lungs. Otherwise, as soon as the first sound of a musical phrase, the air in the lungs becomes the end. And the song turns out to be muffled and without polish. However, getting too much air into the lungs will also not be good. When breathing is overexposed in a singing instrument, it negatively affects the quality of the sound, the pronounced output of intonation. Work is done on breathing by performing song repertoire and special exercises with children.

For the development of breathing in singing, it is necessary that the exercises are no matter how useful the music leader does not forget that the main place in this area should be given to the repertoire of songs. For children, each new piece serves as an exercise on the way to learning to breathe. As children grow older, they also acquire the skills of using breathing correctly when singing. Children should always be told to cut the word and not breathe in the middle of it. After the music leader indicates in which places of the song to breathe, it is necessary to achieve a clear and thorough execution of each given instruction.

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GENERAL DESCRIPTION OF INTERACTIVE LEARNING. INTERACTIVE EDUCATION AND ITS DIDACTIC POSSIBILITIES

Kadyrova Muhayyokhon Solievna

Associate professor of Kokand State Pedagogical Institute, candidate of philological Sciences

Mamatkulova Feruzakhon Tokhirovna

Kokand State Pedagogical Institute (PhD)

Abstract: one of the important requirements for the organization of modern education is to achieve high results in a short time without spending too much mental and physical effort. Based on the delivery of specific theoretical knowledge to students in a short period of time, the formation of certain activity skills and competencies, control of their activities, assessment of the level of theoretical and practical knowledge acquired by them requests the teacher to educator high skills and a new approach to the educational process. requests. The article briefly covers these issues.

Key words: innovation, method, interactive, problem analysis, changes, new ideas, pedagogical process, non-traditional lesson.

In modern conditions, the most optimal way to increase the effectiveness of education is considered to be the organization of training with the help of interactive methods. So what are the interactive methods themselves? What didactic possibilities do they have? What effects does the appropriate, purposeful application of interactive methods in the educational process guarantee? The following is a brief answer to such questions.

The most correct step in finding answers to the above questions is to get acquainted with the dictionary meaning of the term "Interactive" - a basic concept.

The concept of "Interactive "is expressed in English in the form of" interact "(Russian for" interactive"), and the lexical meaning is" inter " – mutual, double – sided;" act" - means to act, to see work

Interactive education-education that is based on the organization of a joint, collaborative movement of participants in the educational process towards the acquisition of knowledge, skills, qualifications and certain moral qualities

Interfaith means that participants in educational processes have the ability to organize a joint, collaborative effort towards the acquisition of knowledge, skills, skills and certain moral qualities

From a logical point of view, interactivity represents, above all, the conduct of conversation (dialogue), interaction-based action, activity of social subjects.

Every professional in the field of Education knows well that traditional education is also based on conversation (dialogue), and this conversation is organized in the following forms of interaction:

Teacher-student (student)	Conversation participants in traditional knowledge	Teacher-student (student) (team)
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In traditional education, information also naturally forms the basis of conversation. But the main source of information transmission is the experience of the teacher, in the process of which he leads, dominates, that is, he seeks to deliver knowledge at the main time of the lesson to the student (student) in a verbal way. Activity is unique to the teacher, and student (students) remain slow listeners in this situation. Their main task is to listen to the teacher, write in the necessary places, return answers when asked questions, speak only when allowed in few cases.

One-sided higher education in traditional education prioritizes the system of higher education not only in lecture classes, but also in seminar, practical classes. According to him, in the role of "supplier", no longer a teacher, but a student (student) is manifested. The student (student), in principle, demonstrates the knowledge acquired by him, while the teacher listens to his thoughts, addresses them with questions in the necessary places. A group (team) of student (students) in this situation remains a completely sluggish participant, a listener. At first glance, the acceptance of information transmitted by a student (student) or teacher gives the impression that it provides an opportunity for a group (team) of students to master knowledge. However, the results of the psychological study show that knowledge (information) received in this way is very quickly forgotten. In particular, American psychologist scientists R. Karnikau and F. According to mcelrow's studies, the natural physiological-psychological capabilities of an individual make it possible to preserve to varying degrees the knowledge acquired in certain forms. That is, a person: 10% when he reads the source himself; 20% when he hears information; 30% when he sees an event, event or process that happened; 50% when he sees information about them, seeing an event or process; 80% when he transmits information (information) himself (speaks, demonstrates knowledge); has the ability to keep in mind a 90 %

Accordingly, interactive teaching is organized on the basis of "cooperation, heated debate, the possibility of mutual exchange of ideas between the main participants of the educational process - a teacher, a student and a group of students, free thinking, hesitant statement of personal views, joint search for solutions in problem situations, the emergence of student intimacy in mastering educational materials," the teacher - the student-student group is characterized by "mutual respect, understanding and support of each other, sincere attitude, achievement of spiritual unity."

In modern education, including its increasingly popular form-interactive teaching, the conversation between individuals (dialogue) is organized between the following individuals:

	Teacher-student (student)
	Working in a group or small group of teacher – student (student)
	Team of teacher-student (student) (work in a group, class team)

Participants in the conversation in interactive education	Reader-information and communication technologies
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In the essence of interactive education, the organization of the conversation in the form of "Student - Information-Communication Technologies" means the acquisition of knowledge, skills, qualifications by student (student)independently or with the help of Information Technology under the guidance of a teacher.

The fact that teaching is based on interactive learning at first glance is incredibly simple, simple and even gives the impression of a "children's game". However, this requires that the teacher to some extent have the following factors:

At the same time, the effectiveness of interactive education in education also depends on the following secondary factors:

With the help of interactive education, the teacher manages to develop students ' abilities in the educational process, form such qualities as independence, self-control, self-control, effective conversation, work with peers, listen and understand their opinions, independent and critical thinking, advance alternative proposals, freely state their opinions, defend their point of view, strive to find a solution to the problem, be able to Above all, through the use of interactive techniques, the teacher acquires the opportunity to objectively assess students ' collaborative efforts towards achieving a specific educational goal by organizing, directing, managing, controlling and analyzing them.

Typically, educational action based on interactive methods is organized in the following forms: individual; pair; group; work with a team.

Students (students)in the process of interactive education:

- working in collaboration with a group or team;
- Free statement of their ideas among peers,
- demonstrate knowledge without any mental barriers;
- creative approach to solving the problem;
- achieving spiritual intimacy with a group or teammates;
- being able to fully show their inner capabilities and abilities;
- thinking, summarizing thoughts and sorting out the most important among them;
- control and independent evaluation of its activities;
- to be sure of their capabilities and strength;

- acquires opportunities such as the ability to move in different situations and master the skills of being able to get out of complex situations.

Interactive education:

- the learner (student, student)arouses interest in the acquisition of knowledge in Lai;
- encourages each participant in the educational process;
- has a positive effect on the psyche of each student (student) ;
- creates favorable conditions for the effective assimilation of educational material;
- has a multifaceted effect on the student (student); arouses the opinion and attitude of the student (student)on the topics studied;
- forms vital skills, qualifications in Students (Students) ;
- ensures that the behavior of the student (student)is changed in a positive way

The main signs of interactive learning are:

Main characters	
Polygamy	Interview (diologist
Thought-based activity	Creation (promotion)
Availability of selection options	Generating successful situations
Ryeflyeksia	

Note: Ryeflexia (Latin for "reflexio" - backwardness, reflection): a theoretical activity of a person, aimed at understanding, understanding their own actions, their foundations; a separate activity of knowledge; understanding the essence of personal kyechinmas, feelings and thoughts through thinking).

Interactive education is based on the following principles:

1. Training is not a lecture, but the general work of the team.

The experience of the group is more than that of a teacher (educator).

2. Students are equal in age, social status and experience.

4. Each student has the right to express his opinion on the problem of the learner.

5. In training, the student's personality is not criticized (the opinion can be criticized).

6. The expressed ideas do not control the activities of students, but serve as information (information) for thinking

In order to decide an interactive approach to the organization of education, it is necessary that teachers (educators) can comply with a number of conditions. They are:

Note: when the chairs are arranged in a small and large circle, students will be placed in a small circle, and an expert group will be placed in a large circle.

Today, it is known to everyone that interactive teaching in the world education system is carried out in the following forms:

The basis of interactive education is interactive methods. "In the process of education, methods are considered interactive methods, which serve to make a decision on cooperation between students and the teacher, to increase activity, to effectively assimilate knowledge by the learners, to develop personal qualities in them."

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DESCRIPTION OF KAZI POSITIONS AND THEIR ACTIVITIES IN THE LOCAL GOVERNMENT SYSTEM

Karimov Kahramon Sadikovich

Associate professor of History Department of Kokand State Pedagogical instituti, doctor of philosophy in historical sciences (PhD) gahramonjob876@umail.uz

Annotation

In this article, issues related to the history of Kazakhstani courts, legal regulations, notarial acts, their impact on local government, economic, political, social, religious, cultural life, procedures for conducting business of the Kazakhs of the Turkestan region, legal foundations and legislative reflection of legal values were considered.

Keywords: inheritance, right of succession, activities of people's judges, mandatory share in inheritance.

Introduction. In the years of independence, the struggle was broken to further strengthen the legal system, studying the centuries-old traditions of the Uzbek people as well as the rich experiences of developed democratic states.

The activities of the Kazakh court, established in the management system of the governor-general of Turkestan, the established rules and the state of their observance, the problematic issues that arose were analyzed using the information contained in the work of Muhammad Aziz Marghilani "history of Aziziy". Methods such as logical, historical, comparative legal, sociological were also used on their solutions.

In his work, Muhammad Aziz Marghilani brings important information about the Qazi court, the duties and powers of the qazi, the general and private aspects of the judicial system of the Turkestan region, the new laws introduced in the National Qazi court system during the colonial period, their introduction into practice.

Analysis of thematic literature. Depending on the content of the conceptual and methodological approaches in the existing literature on the subject historiography, it was considered desirable to study into three groups, namely literature created during the years of the Russian Empire and Soviet power, studies created during the years of independence and works of foreign researchers.

The first group, the literature of the colonial and Soviet periods, was separated from the periodic point of view by two separate stages: 1) 1867-1917; 2) 1956-1991.

Scientific literature related to the topic was analyzed according to territorial and periodic principles in 3 groups: 1) literature created during the years of the Russian Empire and Soviet power; 2) scientific research in the years of independence; 3) works of foreign authors.

Research methodology. Methods such as the principle of historicism, comparative analysis, systematization, classification, problem-chronological and interdisciplinary approach were used in the research process.

Analysis and results. The emirate of Bukhara, Khiva and Kokand khanates had a qazi court based on Sharia law and the Qazi Court performed supervisory and punitive duties. [1].

Qazi's duties included reviewing all civil and criminal cases in his city or province, supervising public morals and foundation properties, appointing a guardian, monitoring the condition of public buildings, structures, roads, streets, squares, heritage, probate matters, ensuring that Qazi sentences are properly executed under Customs and Sharia law, law enforcement agencies supervise wardens, properly meeting and distributing Zakat, alms and other public funds [2].

The existence of a Kazakh court system based on sharia rules required that local conditions and national characteristics be taken into account when creating a new secular court system and legislative procedures[1].

In particular, Kabir bin Kabir ad - Dizzahi's "Fatwoi Kabir" - (فتاوى كبير) presents population appeals to the Qazi[3].

یکی در شهر المالع یکی را صد دینار داد که به سمرقند برو بضان کس که دایت منست بره و حجت افرار با بدل اجارت را از وی بکیر این انیر با صد دینار بسمرقند امد دادای د این نمیکند درینصورت این و این تواند که بظر این خیره این صد دینار از این رنید و وکیل طلب و کیرد.

Translation: A man gave a hundred dinars to a man in moleg, and the document came to Samarkand with a hundred dinars with the help of a man who rented aforor. This person does not do this in this case, and he can hire a legal defender (lawyer) to ask them[3].

در انج ذید یکی دو از کوش معین را بر حفص دعوی میکند که در این کوش حق و ملک منست و صفص میگوید که این در از کوش را خالد غلام تو عین با مانع مانده است و بروفق مقالش اقامت بلینم علول میکند شرعا در ین صورت دعوی از یدمندفع شودیا نه اجاب شود والله اعلم.

Translation: then Zaid claims to Hafs for one or two specific attempts, in which he owns rights and property, and Safs claims to have left behind the door of this action with Khalid Ghulam To Ibn with Mant, and remains in place according to his instructions. Is the claim a sharia or not in this case? God knows[3].

فتاوی "Fatwoi Shaybani" Ali bin Muhammad Khwarazmi's (شیبانیه) [4].

در انج ذید خانها معلوم الجدود ملک خودش را بخاله بخشیده است مع قبولم کرده این خانها اشیا ذید بوده است این اشیا را از این خانها نی بر آورده بوده است شرعا در ین صورت ین هیه بوجه مذکور درست باشد یا نهاجاب نی والله اعلم قوله در همین صورت اگر ذید بعد از بخشیدن این خانها این اشیا خودش را از این خانها بر آورده باشد و این خانها را بخالد تیلیم کرده باشد موغا شرعا در ین صورت این هیه درست باشد نیز ایطه یا نه اجاب شده والله اعلم.

Translation: in this house, it is known that Al-Jadud tightened his property to holasi, holasi accepted, but he gave the objects of these houses to time. Then he took these things from the houses. If, after giving these houses, these things were taken from these houses to their own house, according to Sharia, God knows whether there was the right answer in this case or not[4].

The territories conquered by the Russian Empire were incorporated into the Empire and they were governed under a charter. Specifically, Section 13 of Chapter 3 of the 1886 Charter states that "every colonial territory shall have one military governor and one provincial governing Court"[5].

In order to give a legitimate position to the management of the subjugated territories, the military-administrative structure of chorism wanted to carry out peaceful and peaceful management with the rest of the states, and to conduct their relations "culturally" (after the forceful conquest of Turkestan). But as in any colonial state, Tsarist Russia acted under the slogan "reign and Reign." [6]

The Russian Empire gradually decided not only politically, but also its economic dominance in the country. This situation was manifested by the introduction of new laws related to the field of Economics. These laws, in turn, were created in order to bring constant success for the participants in the metropolis* of economic processes, and for local participants, who practically did not adapt to the conditions of colonial-capitalist development, to ensure exploitation.

L.Kostenko* , I.Geyer* , A.I.Vasilchikov* He put forward the idea that it was necessary to introduce civil, land-ownership laws in the territory, which were in Russian Practice[7].

This management, based on administrative command, was extremely centralized and embodied the duties of executive and control, creating law, issuing orders. In the mid-60s of the 19th century, in the 80s, economic activity was managed by the administration of the regions, regions and uyezds on the basis of a temporary "Charter". In each urban area, it was established that citizens operate in accordance with the city charter[8].

Lev Feofilovich Kostenko (1841-yil 19-fevral — 1891-yil 28-sentyabr) — rus harbiy ofiseri, Bosh shtab general-mayori, diplomat, Sharq harbiy boshlig'i, O'rta Osiyo yurishlari ishtirokchisi.

Ivan Ivanovich Geyer (1860-1908) — O'rta Osiyodagi rus tarixchisi va etnografi, Sirdaryo viloyati gubernatori o'rinbosari. Davlat maslahatchisi.

Knyaz Aleksandr Illarionovich Vasilchikov (1818-yil 27-oktyabr [8-noyabr], Sankt-Peterburg — 1881-yil 2-oktyabr Trubetchino mulki, Tambov viloyati) — rus yozuvchisi va jamoat arbobi.

It was decided that Sharia and local customs would be used until they were brought into compliance with colonial law, as well as all law rules that were contrary to the interests and management of the Russian state were abandoned.

Muhammad Aziz Marghilani's" history of Azizi " provides clear historical evidence on the processes of conforming Sharia and local customs to colonial law. This work is considered one of the rare sources on the history of the period of the Tsarist colony of the Turkestan region. It reflected the extreme cruelty of the Tsarist government towards the indigenous peoples of the country, and the policy that military-administrative management conducted the system in violation of our national customs and traditions.

It is known that the authority to govern the territory of Turkestan was entrusted by the emperor of Russia to the governor-general, who was appointed to the post and released. The governor-general of the Turkestan region ruled from Tashkent, which was the Administrative Center[9] and through which the Russian Empire had political-economic convenience and superiority in Central Asia[10]. At first, the "backwardness" of local courts was forcibly promoted, and the judicial system formed over thousands of years was reformed and new procedures were introduced. But their complete destruction was not achieved, and this was done after the establishment of the Soviet government in Turkestan in the first quarter of the last century[11].

Initially appointed governor of Fergana Province, general M.D. Skobelev (1843-1882) in accordance with the Order of the Governor-General of Turkestan, sent to the Istanbul war*. After that, the military governor of Samarkand A.K. Abramov (1836-1886) was transferred to head the Fergana region.* 1877-yilda esa Yangi Marg'ilon shahri bino qilinadi[12].

In the Fergana region, at first, in New Margilan, Russians are then given a check (land) to the local population, and attention is paid to landscaping. But Bekchurin, the governor of this uyezd, finds the notebooks of the previous governor, Sultan Murodbek, and gathers the mirzo and sarkors who served at that time, and calls the tanabkhash and re-arranges the tanabi Sharia notebook (list). He appoints the sarkors as sarkors to the villages by attaching one mirzo to each. It also sets the amount of hiroj* tax to be collected from villages to the sarkors and also makes them a notebook (list). To gain control over the local mirzo and Sarkos, Abduwali leaves Mirzo in front of him. After a year or two, the hiroj tax is calculated according to the stumbling block to set the limit and orders to receive money on it. Documents in the local language were submitted to the court of the governor-general of Turkestan in translation into Russian. In addition to collecting money from Hiraj and tanab, which left (or was issued) property, the court also dealt with the written response to the applications of an official and a citizen, to reports on various issues, documenting them[13].

From the day the Russians took Margilan, they divided the city into four geniuses by election and assigned them one thousandth and one Qazi by election. At the same time, it should be noted that the administration of the Russian Empire has retained some local office methods, as well as the introduction of new lavoisis into the management procedure. In particular, the Kazakh court and the post of mingboshi can be included among them. The new law of 1889 further strengthened the order.

The majority of the residents were elected. When there was an election to the millennium, most people who deserved this position did not accept it for fear of responsibility. As a result, people who were not talented in the millennium were also elected and set salaries for them based on their role. Elections were not held for the position of fiftieth Bishop, but they were appointed by Russian administrators. But the fifties had the right to vote in the election of the judges of the people. There are also cases of violations of the rules by some fifties in archival documents, abuse of their authority[14]. According to the National

Istanbul urushi-ya'ni 1877-78 yillardagi rus-turk urushi.

Abramuf-general-leytenat Aleksandr Konstantinovich Abramov. Farg'ona viloyati harbiy gubernatori (1877-80). Pishpek, Avliyoota, Chimkent, Toshkent shaharlarini bosib olishda jonbozlik ko'rsatgan.

Ya'ni yerni o'lchab soliqni pul bilan to'lash joriy etildi.

Xiroj-asosiy yer soligi. Ekilgan don mahsulotlaridan olingan. Serhosil sug'oriladigan yerlardan olingan hosilning 1/5 qismi, lalmikor yerlardan 1/10 qismi hajmida bo'lgan.

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Archives of the Republic of Uzbekistan (hereinafter – own MA,) i-19-fund List 1 3987-document held in the case, a person named Mulla Abdurasul offered money to fifty to vote for himself in the elections for the Kazakh election, and the election was postponed[15].

Justice is the supreme manifestation of the spiritual values of mankind, and, like the concepts of happiness, freedom, equality, peace, a person expresses his ERK and will. But such blatant irregularities in the elections left their mark as a black page in the historical ravines of the colonial era.

The administration of Tsarist Russia, officials, the province, the mayor-council of the city were responsible for large-scale bribes from officials, merchants and citizens of the Central Asian khanates under their colonial control in various ways[16]. About this Hungarian scientist P.Sarturi reported the following. "In the summer of 1936, Uzbek writer Abdullah Qahhor (1907-68) published a story in the satirical magazine "Mushtum" ("fist"). "The thief" is the moral story of an old little man who fought against the colonial bureaucracy to recover his property, a stolen ox, and got lost between local government connections."The plot is simple. The old woman, the disappeared Ox, her husband Cain grandfather, curious neighbors and among them the image of an amazing person, a deformed face[17] fifty noses without a nose are presented.

Paolo Sarturi advances the idea that through the story of the" thief", one can identify the contours of the colonial justice system. It characterizes bailiffs, police chiefs and translators as individuals with arbitrary authority to act in the way they see fit. How true does it actually fit?

Illegal behavior in the processes of electing people's judges to be said to be democratic or transparent by the Russian Empire has also been observed[18]. There were also cases of taming by colonial administrators. They also held repeated elections to elect their men. Even they received bribes not only in the form of money, but also in the form of wheat and expensive gifts. An example is the following archival document. According to the decree of the new Marghilan District Judge, Mulla Nurmat Eshboyev was elected people's judge of Kurshab volost on November 28, 1909, convicted of distributing wheat and valuable gifts as bribes to officials inclined to take office, and the case was heard in court. Mullah Nurmat Eshboyev explained this situation as a donation, not a bribe[19].

In the event of an event similar to the one mentioned above, the military governor had outlawed the electoral processes and sent instructions to the venues for a re-election[20]. Also, the election was re-held even though qazi, who was elected at the end of the election, did not approve of the governor-general[21].

State of failure to fully comply with the established procedures for Public Administration L.Festinger*, in words, caused a state of "cognitive dissonas", i.e. acute psychological discomfort, among the population[22].

In order to work as an Alamu* mufti* in the qazilik court, he recommended that some qazis themselves be familiar. In this case, the governor submitted an application or a request by writing a report and was given the necessary document. With little probability in this case, istihson[23] may also be based on the principle of applying which one is better, more useful, more acceptable to the Muslim community. Issues addressed to public discussion at public meetings have usually found their solution in many cases[24]. Muhammad Saint Marghilanius, comparing the laws and regulations present in Tsarist Russia and the Times of the khanates, gives the following information: "But at the time of the Muslim kings (esa), the King, i.e., was received in the presence of the Khan, and a suporishnoma (order, commandment, decree) was made to the universe, and then suporing to the Lord of the universe. This man handed over to mirzoboshi in milk (court). Grace was written according to him. Khatib, the father of Khatib, was an imam and had a grace on his hand. But mumayyiz (the examiner) said that either okhund

Leon Festinger (ing. Leon Festinger; 1919-yil 8-may, Nyu-York-1989-yil 11-fevral, Nyu-York)-amerikalik psixolog, fikrlashni tartibga solish psixologiyasi mutaxassisi, ijtimoiy psixologiya, kognitiv kelishmovchilik nazariyasining muallifi.

A'lam-ilmiy martaba, olimlarning olimi.

Mufti-turli masalalar bo'yicha to'g'ri qaror chiqarish uchun fatvo, xulosa beruvchi olim.

or kazikaloni would be the capital, a moderate person”[25]. It can be said that in Turkestan, state organizations controlled by election will have only an advisory voice in the management of the colonial territory.

In the Turkestan territory, we cannot say that the principles of Justice, Justice, correctness, which serve as a criterion in distinguishing between one of the normative categories of morality and law during the rule of the Russian Empire, whether existing social reality corresponds to the essence and rights of a person, are “fully established”.

This problem is determined by the fact that each event, event and process is in harmony with the development of society, the development of humanity, the rules of humanism and democracy. In this sense, universal justice rises above Class, national, group Justice.

The state of dependence can be seen in the fact that the khanates are deprived of the signs of supremacy and sovereignty of state power in the wake of the conquest of territories or the establishment of the rule of the Russian empire over them in other ways.

In local governance, the Quran, which is considered the Holy Book of Islam, was implemented with the help of Islamic traditions, requirements of faith, legal and moral standards, restrictions and prohibitions.

Conclusion

In the late 19th – early 20th centuries, opinions and reflections on the history of the Kazakh courts in Turkestan are found mainly in the process of descriptions of major events related to the Russian invasion and the colonial invasion of Central Asia. No special scientific research has been carried out on the history of the activities of the people's judges of the Turkestan region during this period and the Kazakh court.

1. Active in the Islamic legal system of the 8th and 19th centuries, the faqih and Qazi tried to legally justify, regulate and strengthen ownership, trade, socio-moral relations.

2. The Kokand Khanate was annexed into the Russian Empire much earlier than in other regions of Central Asia. The establishment of the Turkestan governorate general and Russian power in the place of the Kokand Khanate also did not initially lead to serious political changes. The colonial administration was transformed from the control of the territory at the disposal of the Kokand Khanate to the governor – general of Turkestan, which was the Office of the administrators of the Russian mutamlaka.

3. Even in social life, significant changes were not visible in the early period of the reign of the Russian conquerors. During the last years of the colonial rule of the Russian Empire, the Turkestan region in particular underwent significant changes in the socio-economic life of the Fergana Valley, including education, property ownership issues and tax policy towards adaptation to the interests of the mustamalaka administration through the principle of subordination.

4. Islamic culture and legal values, formed in the historical process in Turkestan, have penetrated into the way of life of people in order in accordance with the traditions of various aspects of the life of society: jurisprudence, public education, language, religion, moral standards and a number of other spheres of social life, existing local conditions. These processes are clearly visible in the activities of people's judges – veterans directly.

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Zohidova Durdona Lutfullayevna,

Doctor of Philosophy (PhD) in philology, associate professor

Kokan DPI

zohidova1972@gmail.com

Saidakbarova Saint Muhammadrahimovna

Doctor of philosophy in philology (PhD), associate professor

Kokan DPI

mukaddassaidakbarova@gmail.com

Annotation. The article will talk about the life and creative path, literary heritage of the prolific creator of Uzbek literature of the second half of the 19th century and the beginning of the 20th century, satellite Mawlavi. It is based on the need to thoroughly study the personality and literary heritage of this creator, whose works have not been widely studied, from a scientific point of view.

Keywords. Kokand literary environment, jadidism, enlightenment, letter, mysticism.

Uzbek literature of the second half of the XIX and early XX centuries is one of the important and complex stages in the history of artistic thinking of our people. It stands out as a special stage in the history of our literature with the mastery of the ideas of the national renaissance and enlightenment, with the character of folksy, with the extraordinary variety of socio-educational motives, the circle of artistic thinking. The versatility and versatility inherent in this stage can also be seen on the example of the Kokand literary environment, which has occupied one of the important places in the Uzbek literary movement. This enlightenment space, matured by many talented word artists, retained its literary status during the second half of the 19th and early 20th centuries also under Amir Umarchon (1787-1822): it continued to function as a creative center, hosting many poets in its environment. The colorfulness of the literary life of the period was also reflected in the activities of pen owners, who at this time went on the stage of creativity. At this time, Muqimi, Muhyi, Furqat, proportionate, pleasure, Zory, Pride, Yori, Nusrat, Pisandiy, Tahayyur, Qoriy, Roji, Muhaiyir, Nayyiriy, Mirzoi Khogandiy, Mahmud Hakim Yayfani, Niso, Khani, Gharibi-Shury, and dozens of other creative people grew up. As a result of the hard work of the staff of the Museum of Kokand literature of the Fergana region named after Ghafur Ghulam, one can look at the finds collected in the following years and now kept in the museum's Treasury and make sure that the Kokand literary environment of the second half of the 19th and early 20th centuries is richer and Among the poets whose names have been mentioned above, he has also bred many talented pen owners, such as Muhsiniy, Shaydoi Khogandiy, Farhat, Kamina, Eshmuhammad poet, Comrade Mavlaviy, Nasimiy, Shukriy, the appointment of the position of these creators in their literary environment and the importance in the history of our literature in general is one of the tasks that stand before our Below we reflect on some aspects of the life and work of one of these creators – the owner of a rare personality and a talented Adib Comrade Mavlavi.

Mawlavi, son of Muhammad Yo'ldosh Muhammadumar, was born in 1861. He is an avid creative person with respect and opportunities. In literary studies, until the last quarters of the 20th century, only a few poems and a few others were known about this alloma, which the friend of the breed Muqimi said to his death. The acquired literary heritage of Yolande Mawlavi is now composed in Tuban: Ghazal, masnawi, mustahzad, qasida, Kontinental, ruboi, fard and Ta'rikhs of the poet, Commentaries on the works of Jalaliddin Rumi and Bedil, many scientific and literary works that he copied as calligraphers, letters to the phozils of his time and their letters to Yolande Mawlavi. The title of the enlightened scholar of his time, the talented poet, the calligrapher Comrade Mawlavi, with 42 letters to Tajalli, Miskin, Muhammad Kamiy, Farhat, Honourable, Muhyi, Shukri, Muhammad Ali Isfahani, Moses Jorullah, the editor of the Majalla "Shoro" Rizouddin ibn Fakhriddin, indicates the prestigious position he held in his environment.

Comrade Mavlaviy was a high-spirited, ambitious person and was one of the active participants in the jadidism movement in Kokand. In this regard, it is worth noting that Comrade Mawlavi was one of the breeds in the status of a teacher for Abdulhamid Chulpan. Chulpan, in his timely article "two losses", wrote about the satellite Mawlavi: "Domla satellite Mawlavi was one of the scientists who left, unlike his nature work, without

being influenced by the fact that Turkestan and Islamic Ulama in general were blind to reality, as other young people were unable to cope with them. Head-on to the movement of the “method jadida” in khoqand, this venerable breed was a man of hur-minded and rind, qalandar... He understood more than what fear was the end of the path of our land, which went beyond ignorance. Speaking about this issue when I went on a pilgrimage in 13-14, Olturub said, “I am very afraid of this departure.” Those who knew the conditions and conditions of the time were deeply aware of the horrors of the word. This breed, who died at the age of 63, was one of the great scholars of Arabic literature, above the controversies of this literature there was a seal with the editor of the “show” Rizo Qazi. Turkish (Uzbek) and Persian poems also say, in the poem The Horse of Jovid was hands.”[1,42] with these thoughts, Chulpan had highly appreciated the Comrade Mavlawi as a person and a person, and informed important aspects clarifying his vital, creative activity. In poetry, The comrade Mavlavius used the pseudonym Mavlavius in addition to the jovid signature, from which the number of poems reached is more than 100.

Comrade Mavlavy was a connoisseur of mysticism literature. His treatise “Favoidul-mawlaviya and mavoidul-Ma'anawiya” (1923), dedicated to the master of his son Mullo Abdullo Khan Makhдум Eshonkhan, is a scholar and an important source on the life, work of ADIB. The archives of the satellite Mawlavi hold samples of the saga of dozens of famous siyimos, including Muqimi, Roji, Qori Hisari, Muhsini, Mirmahmud Qori, Abdulhakim Marghinani.

Comrade Mawlavi died in 1922. Chulpan saw his loss as a great loss, and said that a three-man jury had been formed by young scribes to examine and study alloma's works after his death. How it operated is unknown to us. But there is no doubt that the study of the creative heritage of Comrade Mawlavi in the perfect picture now is the continuation of this good deed.

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**THE ROLE OF THE CULTURAL AND INFORMATION APPROACH IN THE
FORMATION OF THE UNIVERSAL CULTURE OF SCHOOLCHILDREN**

Yuldoshev Utkir Zhumakuzievich
Kokand State Pedagogical Institute

Annotation: The article examines the problem of cultural and information approaches to the formation of information cultures of schoolchildren in the conditions of globalization and digitalization of education

Key words: approach, cultural approach, information approach, creativity.

The formation of a human personality can be correlated with a multidimensional, multilevel and nonlinear system, in which the movement of bases and the periodically carried out alternation of determinants are assumed. In this study, we have concretized the presented position by supplementing the process of assimilation and translation of information, which, along with the gender and age characteristics of the student's development, affirm the priority of various determinant relationships at the level of the subjects under consideration.

Culturological is of great importance within the framework of the topic of this study (I. Kant, F. Hegel, I.-G. Herder, E. Kassirer, B. K. Malinovsky, M. Mead, A. Toynbee, O. Spengler, N. A. Berdyaev, M. Heidegger, M. M. Bakhtin, S. S. Averintsev, M. K. Mamardashvili, D. S. Likhachev, Y. M. Lotman, L. N. Gumilev, G. S. Pomerants, V. S. Bibler, M. S. Kagan, K. D. Ushinsky, M. Montessori, L. N. Tolstoy, V. A. Sukhomlinsky, A.V. Lunacharsky, etc.). Solving the problem of forming the information culture of schoolchildren in the context of this methodological approach requires addressing the basic category of culture, which in the generally accepted interpretation acts as a multidimensional and interdisciplinary concept, the problematicity of which in its essential content quite clearly reveals some contradictions, which is partly explained by its versatility. In the currently existing scientific literature, we have identified a fairly large number of definitions of the phenomenon under study, the multiplicity of definitions of which is explained by the actualization in each case of only individual characteristics of "culture". However, it should be recognized that the analysis of interpretations of the concept under study gives an understanding that its scale does not allow any of the definitions to claim to be exhaustive.

The main pedagogical principles that form the basis of the considered approach directly in the context of the educational process should be called: 1) the principle of cultural conformity (A. Disterweg, P. Florensky), which establishes the nature of the relationship between education and culture as an environment that provides opportunities for the development of a student's personality, educating him as a "cultural person"; 2) the principle of productivity (N. B. Krylov) [3, p.34] allows you to show the ability of the productivity of the education system, expressing it through the creation of conditions for the disclosure of the creative potential of the student in his practical activities; 3) the principle of multiculturalism, as the ability during the educational process to demonstrate the versatility of culture, which is expressed in a variety of interactions, while creating the most optimal conditions for the formation of tolerance through the tools of culture of the student; 4) the principle of unity and harmonization of rational and emotional factors (B. M. Nemensky, V. A. Alekseeva) is based on the consideration of the process of education as a pedagogical process aimed at the need-motivational sphere of personality.

Summarizing the above, within the framework of the considered approach, it can be concluded that the cultural approach allows you to create a set of necessary conditions for solving complex educational tasks, based on traditionally established cultural foundations in a particular society, more projecting national characteristics outside, while contributing to their preservation and translation. In this study, under the culturological approach, we consider a set of the most effective pedagogical techniques through which the level of understanding is achieved, which allows us to analyze any sphere of social and mental

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activity of a person, passing its components through the essential characteristics of cultural concepts (culture, cultural patterns, attitudes, rules, values, lifestyle, cultural activities, etc.), linking it with the understanding of the interaction of three components: the personality of the student □ education □ culture.

The application of a cultural approach in the form of a methodological foundation that allows the formation of a student's information culture provides an opportunity for:

1) the creation of a coherent hierarchically structured value system of the student, represented by a set of ideals and standards that act as an axiological guideline during the implementation of the pedagogical process;

2) the organization of pedagogical interaction focused on the identification of individually determined cultural characteristics of the student's personality in order to further build objectively approximate educational conditions that maximize the personal potential of each student in his development;

3) the organization of the pedagogical process in its entirety, taking into account the leading didactic principles, forms, methods and means, as an effective tool for building the subjective position of each child in the learning process.

An important approach in our study is informational (J. Masuda, D. Bell, Z. Brzezinski, M. Castels, A. Tofler, A. Touren, K. Jaspers, Y. M. Gorsky, V. I. Shtanko, etc.), which can be considered as an effective way to formulate an abstract generalized reconstruction, through which it becomes possible the study of the information aspect of multidimensional systems, the study of information interconnections and relationships by applying the basic provisions of the theory of information. The scientific research of R. Atkinson, A. A. Bratko, A. N. Kochergin, M. L. Vekker, G. A. Golitsyn, V. M. Petrov, V. I. Dmitriev, V. A. Kotelnikov, V. V. Nalimov is devoted to the study of some, to a greater extent disparate aspects of the information approach in the context of their application to practical activities in the pedagogical process, B. Palyusheva, A. I. Rakitova, U. Reitman, G. L. Smolyan, A. Turing, A. I. Uvarova, etc.

The considered approach provides an opportunity to explore a number of structural components that are part of socio-natural phenomena, in the functioning of which the mechanism of the information exchange process is revealed. In addition, the information approach allows, somewhat moving away from the biological, social and physical essence of the phenomenon, to explore the nature of information interactions, providing for a deeper study of it in the form of a system with all its functional capabilities: to "consume", save, interpret (analyze) and broadcast information.

From the point of view of the content of information, it should be emphasized that it is possible to circulate within the educational process, while operating with three components: 1) subject-based, presented in the form of an educational goal displayed in pedagogical activities directed from the teacher to the student; 2) functional, the essence of which is to organize the process of mastering information transmitted to the student during educational and cognitive activities (language, symbols, PC user skills, etc.); 3) switching, involved in regulation of the pedagogical process.

During the implementation of the main provisions of the information approach, the evaluation of a number of characteristics is carried out, the most significant of which is the value of information, which is measured using quantitative (structural changes in the system, the number of sources, replenishment of the thesaurus of information, etc.) and qualitative (the possibility of processing information, the importance of information to achieve the goal, etc.) indicators.

Based on the above, we can say that the formation of students' skills to operate with information, it must be borne in mind that it acts as one of the particular tasks, in the case of formation: 1) information competence (T. S. Vinogradova, O.A. Kizik, A. L. Semenov, O. G. Smolyaninova, A.L. Semenov, S. V. Trishina, S. E. Shishov, etc.); 2) information culture (I. N. Gaidareva, N. I. Gendina, E. V. Danilchuk, E. P. Semenyuk et al.); 3) culture of cognition (O. A. Zavyalova et al.); 4) universal educational activities (N. M. Gorlenko, A. P. Gladkova, V. G. Zakirova, N. N. Zhukova, E. O. Ivanova, M. P. Kalinina, V. I. Orlov, E. G. Sabirova, L. M. Friedman, etc.); 5) research skills (A. P. Gladkov, N. N. Poddyakov, A. N. Poddyakov, A. I. Savenkov, N. S. Shlyk, V. V. Shchetinina, etc.).

Thus, in the context of this study, the information approach provides a set of effective tools through which it is possible to identify the features of the "movement" of information in the process of teaching and educating schoolchildren based on the essential basis of information culture. At the same time, it is simultaneously possible to describe the pedagogical process through the language of information theory, assess the so-called "information saturation" of the learning process, evaluate the effectiveness of mechanisms for acquiring, analyzing (interpreting), transforming and preserving information that is necessary to achieve a given goal.

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