

**MATERIAŁY
XVI MIĘDZYNARODOWEJ NAUKOWO-
PRAKTYCZNEJ KONFERENCJI**

**NAUKOWA PRZESTRZEŃ EUROPY -
2020**

07 - 15 kwietnia 2020 roku

Volume 9

Przemysł
Nauka i studia
2020

Adres wydawcy i redakcji:

37-700 Przemyśl ,
ul. Łukasieńskiego 7

Materiały XVI Międzynarodowej naukowo-praktycznej konferencji ,
«Naukowa przestrzeń Europy - 2020» , Volume 9 Przemyśl: Nauka i studia -
284 s.

Zespół redakcyjny:

dr hab. Jerzy Ciborowski (redaktor prowadzą),

Dr. Ephieva M.K. PhD

mgr inż Dorota

Michałowska, mgr inż Elżbieta Zawadzki,

Andrzej Smoluk, Mieczysław

Luty, mgr inż Andrzej Leśniak,

Katarzyna Szuszkiewicz.

**Materiały XVI Międzynarodowej naukowo-praktycznej konferencji ,
«Naukowa przestrzeń Europy - 2020» , 07 - 15 kwietnia 2020 roku**

ISSN 1561-6916

© Kolektyw autorów , 2020

© Nauka i studia, 2020

EKONOMICZNE NAUKI

VIOLATION OF GRICE'S MAXIMS IN BUSINESS COMMUNICATION

Hafizov Abror Alisher ugli

Uzbekistan State University of World Languages

Khasanova Musallam Muminovna

National University of Uzbekistan

Annotation: The article analyzes the problems of violation of Grice's maxims and the aim of intentional violations in business conversation. The author discusses some consequences of such speech activities, which have an impact on communicants' psychological state.

Keywords: Grice's maxims, maxim of quality, maxim of quantity, maxim of manner, maxim of relation, business conversation, verbal communication, communicants, goal of communication.

At present, the study of the problems of verbal communication is in the centre of attention of linguistic science and a number of related disciplines. The characteristic of business communication as one of the types of verbal communication is of particular importance at the present stage of socio-economic transformations in our society.

The problem of the rules and principles governing speech communication has attracted the attention of many scientists (P. Grice, R. Lakoff, G. Leech, W. Edmondson, E. G. Gerasimova, T. G. Mirolyubova, etc.). As a result, a whole a number of rules and conventions that communicants should follow for optimal dialogue.

The most important rules of verbal communication are considered the Principle of Cooperation by Paul Grice and the Principle of Politeness by Geoffrey Leech. Despite the great interest of scientists in the problem of the principles of verbal communication, in the works devoted to the study of this issue, there is no comprehensive description of the operation of the Principle of Cooperation and the Principle of Politeness in business communication.

P. Grice's Principle of Cooperation is one of the most important principles regulating speech communication. In the work "Logic and Conversation" P. Grice rightly points out that the process of communication is not a set of unrelated statements

[Grice, 1985]. On the contrary, dialogue is a joint activity of communicants aimed at achieving a specific goal. The principle of cooperation is implemented in four private postulates (or maxims) - quantity, quality, relation (or attitude) and manner of the information communicated.

In most cases, violations of the maxim of quality (not to say what you consider a lie) are related to the purpose of one of the communicants to mislead his interlocutor, that is, this violation is intentional. In business communication, the maxim of quality is often violated for the sake of observing the postulate of tact, when you have to refuse something to the interlocutor. Such violations are typical in dialogues between the secretary and the visitor or client.

The most characteristic cause of the violation of the maxim of quantity is the intentional unwillingness to communicate some information. According to N. A. Komina, an explicit refusal to answer a question is an extremely rare phenomenon, most often it is veiled or hidden [Komina, 1987]. Also, a violation of the maxim of quantity can be associated with the psychological state of the communicant. As noted in the studies, the psychological state significantly affects the nature of human activity: negative mental states have a disruptive effect on human speech activity [Suslova, 1997]

In business communication, violation of the postulate of relevance, as a rule, is intentional and aimed at taking the interlocutor away from the issue under discussion. The purpose of violations of the maxim of relation may be the desire to impress the interlocutor and put pressure on him.

Violation of the maxim of manner is usually associated with an unsuccessfully constructed statement, unwillingness to violate the modesty postulate or the maxim of quantity.

Business conversation is one of the types of official interaction, which is characterized by its specificity in terms of communication content (discussion of a business issue), in terms of communication goals (reaching an agreement or mutually beneficial business cooperation), in terms of relationships between communicants (social distance).

Like any speech activity, business communication proceeds in accordance with the rules and standards that allow communicants to adequately assess each other's behavior. The most important among the rules governing speech communication in

general, and business communication in particular, are P. Grice's principle of Cooperation (PC) and the principle of Politeness of G. Leech (PP).

For business communication, compliance with Principle of Politeness is no less important than compliance with Principle of Cooperation. However, the observance of the postulates of tact, generosity and sympathy, which are least directly related to the exchange of information, is of the greatest importance.

References:

1. Leech, G. N. Principles of Pragmatics / G. N. Leech. – London, NY : Longman, 1983. – 250 p.
2. Грайс, Г. П. Логика и речевое общение [Текст] / Г. П. Грайс // Новое в зарубежной лингвистике. – Вып. XVI. Лингвистическая прагматика. – М. : Прогресс, 1985. – 504 с.
3. Комина, Н. А. Оппозитивный неоднородный блок реплик в диалоге [Текст] / Н. А. Комина // Языковое общение: Единицы и ре-гулятивы. – Калинин, 1987. – 268 с.
4. Суслова, М. М. Синтаксические конструкции аффекта в современном английском языке : автореф. дис. ... канд. филол. наук : 10.02.04 – Германские языки / Марина Михайловна Суслова. – М., 1997. – 16 с.

JAPAN IN DIGITAL REALITY

Yusupova Shakhnoza Adhamovna

*Head teacher at the Department
of "World Economy" TSEU.*

Gazieva Sulkhiya Saidmashrafovna

*Assistant Lecturer at the Department
of "World Economy" TSEU.*

Tel: 998935683833, mail: sulya@mail.ru

Abstract: In this article are researched the questions of the development of digital economy of Japan and strategy of the country called “Society 5.0”. Modern Japan is one of the most active participants in the global innovation process, the most effective achievements of science and engineering are actively used in almost all areas of its socio-economic development.

Key words: digitalization, society 5.0, e-commerce sales, Japan, digital economy.

Japan has created a mechanism capable of effectively generating a wide stream of innovations, driven, on the one hand, by the progress of science and technology, and on the other, by the needs of the consumer environment. An efficiently working complex has been formed that combines the production of knowledge and entrepreneurial activity in a single process based on carefully selected priorities.

Society 5.0 is a socio-economic and cultural development strategy for society based on the use of digital technologies in all areas of life.

The idea of such a society is part of the Japanese national strategy for the development of human capital. Strategy "Society 5.0" - a new approach to forecasting the possible technological development of Japan in the near future. The creation of the concept of “Society 5.0” was Japan’s response to the strategies of other countries in promoting their initiatives on their own vision of long-term development, maintaining or gaining leading positions in the global economy.¹

¹ https://www.keidanren.or.jp/en/policy/2016/029_outline.pdf

Tasks of this strategy:

Prevent new social problems of the future.

Increase industry competitiveness and improve people's lives through digital production and forecasting techniques.

Ensure long-term cooperation and cooperation both between the public and private sectors, and between private companies.

Go beyond the research and development of companies and the public sector to improve the social structure of the country and society.

To create the basis of the development direction and infrastructure of the Company 5.0.

As areas of application, choose the following categories important for the country and society: urban and rural areas, goods and services, infrastructure and cyberspace

In order to realize society 5.0, it is necessary to link various “things” through the network, to create highly developed systems of these things and integrate several different systems for coordination and interaction. This integration allows you to collect, analyze and apply a wide range of data in all coordinating and collaborating systems to constantly create new values and services.

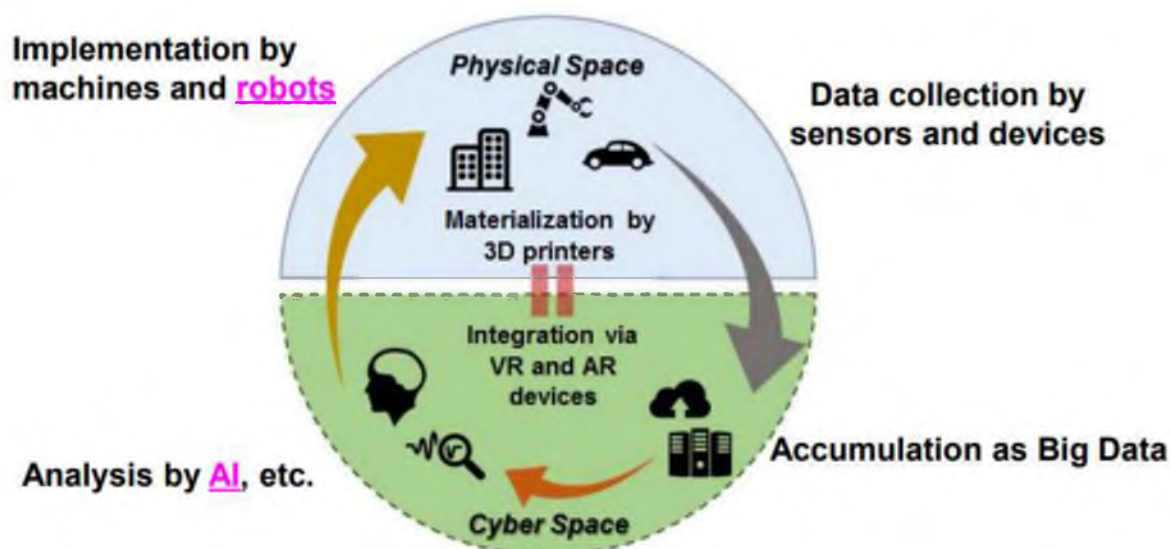
To increase competitiveness, Japan will implement intellectual strategies ownership and international standardization of technologies and interfaces for the implementation of the super-smart platform societies through the development of cooperation between industry, academia and government, as well as relevant ministries.

Japan will develop human resources capable of using the superhighways of service platforms to create new business models and enterprises producing new values and services, as well as stimulate those with basic knowledge, such as data analysis and programming, and who can use fundamental technologies, such as big data and AI, in detecting new problems and solving them.²

The foundation to underpin the reform is a creation of new values by integration of cyber space and physical space (CPS) with rapid evolution of ICT as a background. Value creation is also accelerated by AI and robots based on CPS.

² <https://cyberleninka.ru/article/n/obschestvo-5-0-kak-otvet-chelovechestva-na-vyzovy-globalnogo-razvitiya/viewer>

Picture 1. Technological background of the “Society 5.0”³



“Society 5.0” Aims at the new economy and society which focuses on individuals.

Reform of individuals - Increase the power of individuals. Every individual including elderly people and women can live safe and secured comfortable and healthy life and each and every individual can realize his/her desired lifestyle.

Reform of companies - Provide new values. Improvement of productivity through digitization and reform of business models are promoted, and at the same time, the new economy and society will be realized by promoting innovation and globalization.

Solving social issues - Create future. Efforts are made to solve a pile of issues of our country such as falling population, super aging society and natural disasters so that rich and vigorous future will be realized. Through overseas expansion of new businesses and services, we can contribute to solving global scale issues as well.

As an example of digitalization of the economy of Japan take E-commerce is one of the components of the digital economy. It covers goods and services sold and bought online, including transactions via platform-based companies such as ride-hailing apps, reflected under business to-consumer (B2C) revenue reported by the transportation sector, and room-sharing platforms reported under accommodation.

³ https://www.keidanren.or.jp/en/policy/2016/029_outline.pdf

The global value of e-commerce is estimated by UNCTAD to have reached \$29 trillion in 2017 which is equivalent to 36 per cent of GDP. In Japan it equals to 2 975 billion U.S. dollars or 61% of its GDP.

Table 1. E-commerce sales: Top 10 countries, 2017⁴

Rank	Country	Total e-commerce sales	As a share of GDP	B2B	Share of total e-commerce	B2C	Annual average expenditure per online shopper (\$)
		(\$ billion)	(per cent)	(\$ billion)	(per cent)	(\$ billion)	
1	United States	8 883	46	8 129	90	753	3 851
2	Japan	2 975	61	2 828	95	147	3 248
3	China	1 931	16	869	49	1 062	2 574
4	Germany	1 503	41	1 414	92	88	1 668
5	Rep. of Korea	1 290	84	1 220	95	69	2 983
6	United Kingdom	755	29	548	74	206	4 658
7	France	734	28	642	87	92	2 577
8	Canada	512	31	452	90	60	3 130
9	India	400	15	369	91	31	1 130
10	Italy	333	17	310	93	23	1 493
	Total of above	19 315	36	16 782	87	2 533	2 904
	World	29 367		25 516		3 851	

Potential impacts on value creation and capture from an expanding digital economy

- New jobs in digital services, especially for highly skilled people.
- New forms of digital work, including for the less skilled.
- New opportunities in digital ecosystems.
- Increased competition from foreign digital firms.
- Enhanced productivity from data-driven business models.
- Greater control of value chains using platform-based business models.
- New opportunities in the sharing economy.

⁴ https://unctad.org/en/PublicationsLibrary/der2019_en.pdf

- More tax revenue resulting from increased economic activity and formalization of enterprises.

- Lost customs revenue from digitalization of products

- More tax revenue resulting from increased economic activity and formalization of enterprises.

- Lost customs revenue from digitalization of products.

- Higher growth, productivity and value added.

- Employment creation/losses.

- Higher investment.

- Aggregation of digital firms in some locations.

- Mixed trade impacts.

- Market concentration.

FRIENDSHIP SOCIETIES AS AN IMPORTANT INSTITUTION FOR STRENGTHENING INTERSTATE TIES: THE EXAMPLE OF UZBEK-FRENCH RELATIONS

Makhmasobirova Yulduz Uktamovna

PhD researcher, UWED

Annotation: The article considers the role and place of the friendship society institution in strengthening the partnership of the state with foreign countries. The activity of the Uzbekistan-France friendship society is analyzed as an example. The main problems of this friendship society's activity and ways to solve them to further strengthen the Uzbek-French relations were also identified.

Keywords: Uzbekistan, France, Friendship society, foreign policy, cultural ties, non-governmental organization

About 6 thousand years ago, with the arise of the first universal institute of streamlining social and political life of society – state, strengthening foreign relations was and remains one of its main functions [2]. Strong, differentiated, durable, flexible and mutually beneficial relations of cooperation not only serve to strengthen the country's international image, but also are a direct impetus for the overall development of the state, since not one state can develop and progress without the outside world. In order for the state to skillfully use its potential and the capabilities of other actors in international relations for self-development, it must have strong institutional foundations of foreign policy: from traditional ministries of foreign affairs and the diplomatic service to developed public and transnational structures that take part in deepening formal and informal ties of the country.

Uzbekistan, as a rapidly developing country with a good internal potential, is taking away special attention to strengthening friendly and strong partnerships with developed states of the Eurasian macro-region. France is one of the classic partners for Uzbekistan, but at the same time, countries have a huge supply of untapped cooperation potential.

Friendship societies play a significant role in the development of cultural and humanitarian cooperation not only by government agencies but also with the peoples of foreign countries. They are part of public diplomacy. In the legal framework, friendship societies are mainly in many countries either a non-governmental or public organization [3]. In Uzbekistan, friendship societies with foreign countries are self-governing, self-financing non-governmental public associations. According to the legislation of Uzbekistan as an NGO, they report to the Ministry of Justice as the founder of an NGO. Also, the activities of all friendship societies with foreign countries are coordinated by the Committee on Interethnic Relations and Friendly Relations with Foreign Countries established under the Cabinet of Ministers of the Republic of Uzbekistan, established in 2017 [1]. Currently, the Committee operates 35 friendship societies [4].

The Uzbekistan-France Friendship Society was established in 1998. The aim of the society is the organization and development of friendly and cultural-educational ties between Uzbekistan and France in the field of education, science, literature and art. On May 3, 2017, the Chairman and the new composition of the Uzbekistan-France Friendship Society were elected. Rector of the National University of Uzbekistan A. Marakhimov approved as Chairman of the Uzbekistan-France Friendship Society. [4]

The main objectives of the Uzbekistan-France Friendship Society are establishment of cultural, educational and friendly relations between Uzbekistan and France; cooperation with government organizations in the ongoing exchange of information on international, scientific and cultural ties; Creation of information and reference funds and data banks on the Republic of Uzbekistan, holding conferences, symposia, seminars on cultural and educational ties; and others [4].

The Uzbekistan-France Friendship Society works closely with all friendship societies in the republic, as well as with the French Alliance in Tashkent, the Union of Writers of Uzbekistan, the broadcasting company, the Versailles Academy of France, and the International Association “Lingufest 37” in France.

The work of the friendship society of Uzbekistan France has a number of problems that are characteristic of all other friendship societies on the territory of Uzbekistan. Firstly, this is the uncertainty of the status of OD in connection with its activity, since friendship societies being a non-state structure are coordinated by the state structure - the Committee on Interethnic Relations and Friendly Relations with Foreign Countries under the Cabinet of Ministers; until 2017, the activities of society

were coordinated by non-governmental associations of friendship societies. Also, due to the ongoing administrative reform in the country, and as a result of the frequent change of heads of ministries, departments and universities, from which heads of friendship societies are elected, 18 posts out of 35 chairpersons are vacant, which actually stops the activities of friendship societies and makes it difficult to systematically analyze them activities. That is, if the rector of the National University of Uzbekistan changes frequently, then this is reflected in the simple everyday practice of the Uzbekistan-France friendship society. Changes in practice should be reflected in the regulatory framework, or vice versa, the current legislative framework should work instead of existing practice. If these procedural issues are resolved, the Uzbekistan-France friendship society may become one of the main locomotives for the development of bilateral relations between the countries. And so, today the Uzbekistan-France friendship society is more symbolic.

Literature:

1. Decree of the President of the Republic of Uzbekistan No5046 On further development of interethnic relations and friendship ties with foreign countries on 19 May 2017;
2. Barrow, Clyde W. (2002). The Miliband-Poulantzas Debate: An Intellectual History. In Aronowitz, Stanley; Bratsis, Peter (eds.). pp.9-10;
3. Bealey, Frank, ed. (1999). [The Blackwell dictionary of political science: a user's guide to its terms](#);
4. Committee on Interethnic Relations and Friendly Relations with Foreign Countries, information about friendship societies of Uzbekistan. <http://interkomitet.uz/o-komitete/obshhestva-druzhby/#1519473794000-78557cad-a083>

СОБЫТИЙНЫЙ ТУРИЗМ КАК ВАЖНЕЙШИЙ ФАКТОР РАЗВИТИЯ РЕГИОНА

Маткабулова Дилором Халилulloаевна

самостоятельный соискатель ТГЭУ

e-mail: d.matkabulova@gmail.com

Аннотация. Одним из самых динамично развивающихся и перспективных видов туризма является событийный туризм, доля которого в секторе туристических услуг ежегодно увеличивается. Сегодня туристов все больше интересуют не только архитектурные и археологические достопримечательности, но и то, чем живет территория, какие события на ней происходят, каков ее стиль и ритм жизни.

Особенность развития событийного туризма в условиях регионального туристского рынка в том, что проводимые мероприятия могут быть масштабными и не очень крупными проектами. Главным является создание информационного повода для брендинга территории. Можно привести множество примеров событийного туризма в различных регионах.

Ключевые слова. Событийный туризм, социальные события, фестивали, туристический потенциал, продвижение, диверсификация продукта.

Для многих стран мира туризм является одной из наиболее быстро развивающихся отраслей, приносящих огромные прибыли. По оценкам Всемирной туристской организации, туризм стимулирует развитие 53 отраслей народного хозяйства, создает новые рабочие места и способствует росту ВВП.

В последнее время появилась тенденция интереса туристов разных стран к Узбекистану не только в плане традиционных достопримечательностей, сколько традиции, менталитет, какие события происходят, каков стиль и ритм жизни в стране.

Событийный туризм является уникальным видом туризма, так как он неисчерпаем по содержанию. События встраиваются в существующий

социально-культурный ландшафт и являются катализаторами процесса интеграции, популяризации ценностей, важным инструментом достижения взаимопонимания и сотрудничества, обогащения культур разных народов⁵

События являются важным мотиватором в туризме. Событийный туризм опирается на привлечение большого количества туристов, на какое-либо событие в жизни страны, привлекательное для туристов.

Профессор канадского университета Калгари Дональд Гетц классифицирует события, которые являются поводом для туризма следующим образом (табл 1).

Таблица 1

Классификация событийного туризма по Гетцу⁶

	Политические и государственные события	Встречи на высшем уровне Официальные визиты Выборы
	События в области образования и науки	Конференции Семинары Научные премии Студенческие олимпиады
	События в искусстве и развлекательные события	Концерты Церемонии награждения Выставки, ярмарки Бизнес, торговля
	Социальные события	Праздники в стране
	Спортивные события и конкурсы	Профессиональные соревнования (Олимпиады, чемпионаты и т.д.)
	Частные события	Свадьбы и другие праздники
	Культурные торжества	Фестивали Карнавалы Религиозные события

Во всем мире событийный туризм является не только положительной имиджевой составляющей страны, визитной карточкой города, но и катализатором развития экономической среды, прибыльным бизнесом.

⁵ Климова Т.Б., Вишневская Е.В., Богомазова И.В. К вопросу развития событийного туризма на уровне региональных экономик. журнал «Современные проблемы науки и образования» № 6, 2014

⁶ Арбузов, А.Ф. География туризма: учебник для студ. сред. проф. образования / А.Ф. Арбузов. - М.: Издательский центр «Академия», 2015

Примером может послужить фестиваль Октоберфест проводимый в Мюнхене, который ежегодно собирает 6 миллионов человек, из которых 30 процентов составляют иностранные туристы. Бразильский фестиваль один из значимых бразильских праздников, который длится семь-восемь дней и является невероятно притягательным для туристов. В 2017 году его посетило до 1,1 миллион туристов, что принесло в местную экономику более 740 миллионов долларов. В 2018 году количество туристов поднялось до 1,5 миллионов. Для сравнения: Олимпийские игры привлекли в Бразилию 1,4 миллиона туристов, а празднование нового года – 856 тысяч. На транспорт, аренду жилья и питание приходится 85 процентов оставленных туристами денег.

Ещё одним ярким примером является карнавал в Венеции в 2017 году проходил 11-28 февраля, как видите даты не самые привлекательные с точки зрения сезонности. Тем не менее каждый год карнавал привлекает миллионы туристов со всего мира.

Особенность развития событийного туризма в том, что проводимые мероприятия могут быть как крупными, так и не очень масштабными проектами. Главным является создание информационного повода для брендинга территории.

В последние годы масштабные спортивные, культурные, деловые события превратились в важный элемент государственной политики. Многие страны, в том числе и Узбекистан, активно борются за право проводить на своей территории различные мероприятия международного масштаба. Включения стран в эти глобальные события помогают решать сразу несколько задач, включая модернизацию инфраструктуры, продвижение на мировом уровне и, как следствие, привлечение туристов и инвесторов.

Узбекистан является страной контрастов, где успешно сочетаются современные строения с архитектурными шедеврами наших предков. Следует отметить, что Узбекистан занимает девятое место в мире по количеству исторических и архитектурных памятников⁷. Прохождение по территории страны Великого шелкового пути придает Узбекистану особую значимость, что вызывает большой интерес среди иностранных гостей. Наряду с этим можно выделить такие немаловажные факторы, как неповторимый вкус национальной

⁷ Расулова Н. Н. Потенциал и перспективы развития туризма в Узбекистане // Молодой ученый. — 2016. — №13. — С. 500-502

кухни, живописную природу, традиции и обычаи народа, дружелюбие и гостеприимство, что в свою очередь не может не притягивать гостей в нашу страну.

Событийный туризм в Узбекистане является направлением достаточно молодым, но активно развивающимся, однако перспектива развития именно этого направления туризма огромна.

В последнее время Узбекистан активизировался в проведении различных музейных экспозиций, выставочных показов, фестивалей традиционной культуры, гастрономических фестивалей и т. д.

В свете развития событийного туризма, одним из ярких примеров можно назвать международные музыкальные фестивали «Шарк тароналари», который начиная с 1997 года проводится в Узбекистане и стал одним из крупнейших фестивалей в Центральной Азии, «Фестиваль искусства Бахши», который был проведен по инициативе Президента Шавката Мирзиёева апреля 2019 года в Термезе. Основной целью и задачей данных фестивалей являются широкая популяризация лучших достижений национального музыкального искусства, сохранение и развитие великих традиций народа, поощрение талантов в области музыки и вокала, а также дальнейшее расширение международных творческих связей, укрепление взаимного культурно-духовного сотрудничества, широкой популяризации в мире нашего богатого культурно-духовного наследия и туристического потенциала страны.

Фестиваль «Шелк и специи» ежегодно проводимый весной в Бухаре у стен цитадели Арк становится визитной карточкой города. По подсчетам организаторов 2018 году в нем приняли участие более 20 международных и посетило свыше семи тысяч гостей.⁸

Событийный туризм - это не только перспективный и динамично развивающийся сегмент мирового туристского рынка, но и яркий, многогранный, бесконечно увлекательный инструмент продвижения нашей страны. Понимая важную роль событийных мероприятий в моделировании имиджа необходимо консолидировать усилия специалистов сферы

⁸ Sayora Safayeva. Event tourism- perspective form of tourism development in Uzbekistan. 15 th KIMEP International Research Conference. Special Joint Conference: The Silk Road and the Tourism and Hospitality Industries. April 13-14, 2018, Almaty, Kazakhstan.

общественных коммуникаций и государственных органов для решения актуальных задач формирования положительного имиджа, путем создания фестивально-конкурсного комитета. Результатом этого взаимодействия должны стать новые яркие мероприятия, привлекающие туристов.⁹

Необходимо активное продвижение событийных продуктов Узбекистана как на региональном, так и мировом уровне. С этой целью важно проводить комплексные мероприятия выставочно-ярмарочного, форумно-фестивального формата, организация информационно-ознакомительных и рекламно-информационных туров, распространение рекламно-информационной продукции, создание и функционирование республиканских и региональных туристско-информационных центров, интернет сайтов.

Расширение практики туристских поездок, приуроченных к событиям, отвечает стратегической задаче диверсификации туристических предложений и снижения сезонности туризма в Узбекистане, будет способствовать развитию внутреннего и въездного туризма

Литература:

1. Сафаева С.Р. Туризм и национальное наследие Узбекистана. Учебное пособие. –Т.: ТГЭУ, 2017. – 155 с.
2. Sayora Safayeva. Event tourism- perspective form of tourism development in Uzbekistan. 15th KIMEP International Research Conference. Special Joint Conference: The Silk Road and the Tourism and Hospitality Industries. April 13-14, 2018, Almaty, Kazakhstan.
3. Арбузов, А.Ф. География туризма: учебник для студ. сред. проф. образования / А.Ф. Арбузов. - М.: Издательский центр «Академия», 2015
4. Климова Т.Б., Вишневская Е.В., Богомазова И.В. К вопросу развития событийного туризма на уровне региональных экономик. Журнал «Современные проблемы науки и образования» № 6, 2014

⁹ См. там же

5. Расулова Н. Н. Потенциал и перспективы развития туризма в Узбекистане // Молодой ученый. — 2016. — №13. — С. 500-502

6. XI Международный музыкальный фестиваль «Шарк тароналари» 25-30.08.2017 - <https://sharqtaronalari.uz/ru/page/44/festival>

7. www.advantour.com/rus/uzbekistan/festivals/silk-and-spices.htm

ОСНОВНЫЕ НАПРАВЛЕНИЯ ПРИВЛЕЧЕНИЯ ИНОСТРАННЫХ ИНВЕСТИЦИЙ В СВОБОДНУЮ ЭКОНОМИЧЕСКУЮ ЗОНУ «НАВОИ» (НА ПРИМЕРЕ КИТАЙСКИХ ИНВЕСТИЦИЙ)

Назира АЗИЗОВА,

*Старший преподаватель кафедры «Экономики Дальнего Востока и
Южной Азии» Ташкентского государственного института востоковедения,
кандидат экономических наук.*

Шахзод ИБРАГИМОВ,

Студент Ташкентского государственного института востоковедения.

Кувончбек САГДУЛЛАЕВ,

Студент Национального университета Узбекистана.

Abstract: This article covers investment cooperation with foreign countries, particularly China, in the Navoi Free Economic Zone. Uzbek-Chinese joint ventures established in the Free Economic Zone – Telecom Innovation, Navoi Hunan Pulp, Hayat Power Cable Systems, Navoi Cable Connector. The sides also exchanged views on perspective directions of investment cooperation.

Key words: free economic zone, small industrial zone, Navoi region, investment, investor, investment climate, investment project, foreign investments, investment cooperation, Uzbek-Chinese joint ventures

Как известно, Навоийская область является одним из наиболее развитых регионов страны. Регион особенно богат природными ресурсами и обладает высоким промышленным потенциалом. Учитывая эти возможности, первая свободная экономическая зона в Узбекистане была создана в 2009 году в Навоийской области.

Инвестиции - это сердце экономики. Мировой опыт показывает, что любое государство, которое проводит активную инвестиционную политику, имеет стабильный рост в своей экономике. Свободные экономические зоны играют важную роль в привлечении иностранных инвестиций в экономику Узбекистана.

Нужно отметить, что вся территория Навоийской области обозначена как свободная экономическая зона. Основными направлениями развития Навоийской области, как СИЭЗ являются развитие инновационной деятельности, привлечение прямых инвестиций, создание кластеров по производству химических и строительных материалов, развитие транспортной и инженерной инфраструктуры.

Хозяйствующие субъекты в свободных экономических зонах имеют ряд привилегий и преференций. В частности, предприятия, получившие статус участника СИЭЗ «Навои», освобождаются от следующих платежей:

- единый налоговый платеж по земельному налогу, подоходному налогу, налогу на имущество для юридических лиц, микрофирм и малых предприятий;
- для собственных производственных нужд с целью создания новых предприятий, а также для модернизации, реконструкции и технического, технологического перевооружения существующих объектов, строительства производственных объектов, закупки сырья для собственных производственных нужд таможенные пошлины (за исключением сборов за таможенное оформление) с правом не возврата отрицательного налога на добавленную стоимость на ввозимое оборудование, сырье и комплектующие при экспорте товаров;
- таможенные пошлины (кроме сборов за таможенное оформление), которые не производятся в стране и ввозятся в рамках проектов в установленном порядке.

Вышеуказанные привилегии предоставляются на срок от 3 до 10 лет в зависимости от объема инвестиций, сделанных в следующем порядке:

инвестиции от 300 тыс. до 3 млн. долларов - сроком на 3 года;

инвестиции от 3 до 5 млн. долларов - сроком на 5 лет;

инвестиции от 5 до 10 млн. долларов - сроком на 7 лет;

инвестиции на сумму 10 млн. долларов и более выдаются сроком на 10 лет с использованием действующих ставок подоходного налога и единого налога по ставке 50 процентов на следующие 5 лет;

В СЭЗ «Навои» реализуются инвестиционные проекты в сотрудничестве с рядом стран, таких как Великобритания, Китай, Республика Корея, Италия и Индии, в этом отношении китайские инвестиции играют определенную роль.

Китай является одним из крупнейших инвесторов в экономику Узбекистана. В нашей стране действуют более 700 компаний и предприятий с китайским капиталом. За последние годы китайские инвесторы вложили в экономику Узбекистана около 7,8 миллиардов долларов.

В настоящее время в Навоийской свободной экономической зоне действуют 19 предприятий, из которых 4 с китайскими инвестициями. С момента создания Навоийской свободной индустриально-экономической зоны около 35% из них являются прямыми инвестициями.

ИНФОРМАЦИЯ о узбекско-китайских СП в СЭЗ «Навои»

№	Наименование предприятия	Год деятельности	Инициатор проекта	Стоимость проекта, млн. доллар	Количество созданных рабочих мест
1.	узбекско-сингапурско-китайское совместное СП “Telecom Innovations”	2010	“Servetchno PTE Ltd” (Сингапур), “ZTE Ltd.” (Китай), ООО “Telmax Elektroniks” и АК “O`zbektelekom”	4,87	40
2.	узбекско-китайское совместное СП “Navoi Hunan Pulp”	2011	“Hunan Aloft Imp Exp. Co. Ltd” (Китай) и ОАО “Navoiyazot”	4,2	54
3.	узбекско-китайское совместное СП “Hayat Power Cable Systems”	2013	“Gulf Cable Trading Company” (Китай), ОАО АГМК и СП “Uzkabel”	20,5	50
4.	узбекско-китайское совместное СП “Navoi Cable Connector”	2015	“Gulf Cable Trading Company”(Китай)	10,2	100

Особо отметим о совместных узбекско-китайских предприятиях, действующих на территории СИЭЗ «Навои»:

1. Узбекско-сингапурско-китайское совместное предприятие «Telecom Innovations» - предприятие выпускает 50 000 цифровых ТВ-тюнеров в год.

2. СП «Navoi Hunan Pulp» - компания, которая производит высококачественные гигиенические товары для женщин и детей. Здесь производится 8 видов продукции, все из которых производятся учеными и новаторами. Совместное предприятие использует высокие технологии для создания качественной и конкурентоспособной продукции. Сырье для производства импортируется из США и Китая.

Одной из приоритетных задач этой компании является также создание высококачественной импортозамещающей продукции на внутреннем и внешнем рынках. Кроме того, она осуществляет деятельность, направленную на привлечение иностранных инвестиций в производственный процесс, эффективное использование инноваций и высоких технологий, а также создание новых рабочих мест.

Вся продукция, производимая в «Navoi Hunan Pulp», имеет сертификат о государственной регистрации и сертификат об эффективности и безопасности продукции.

3. СП "Hayat Power Cable Systems" СП - создано на основе инвестиционного проекта по организации производства кабелей с полиэтиленовой изоляцией до 400 кВ. Уставный капитал предприятия составляет 18,8 млн. долларов США. Акционерами являются Алмалыкский горно-металлургический комбинат (50%), «Uzkabel» (25%) и Китайская компания «Gulf Cable Trading» (25%).

4. СП «Navoi Cable Connector» - производственные мощности, установлены китайской компанией «Gulf Cable Trading Company». Примечательно, что это совместное предприятие было создано со 100% китайских инвестиций. Основным видом деятельности предприятия является производство электрических кабелей из алюминия и алюминиевых сплавов, а также электрических кабелей для высоковольтных линий электропередач.

Следует отметить, что инвестиционное сотрудничество между Узбекистаном и Китаем в СЭЗ «Навои» не находится на уровне экономических возможностей стран. Всего за 10 лет было реализовано 4 инвестиционных проекта.

Основным приоритетом является улучшение инвестиционного климата, создание инвестиционной привлекательности и привлечение иностранных инвестиций.

Мы считаем целесообразным привлечь китайские инвестиции в СЭЗ «Навои» по промышленности строительных материалов, текстильной промышленности, пищевой промышленности, фармацевтической промышленности, транспорту и логистике, химической промышленности, электронике и электротехнической промышленности, производству солнечных панелей.

В заключение следует отметить, что Навоийский регион является огромным инвестиционным пространством, одна из наших основных задач - привлечь иностранных инвесторов, расширить инвестиционные потоки и эффективно использовать имеющиеся возможности. Торгово-экономическое и инвестиционное сотрудничество с Китаем, крупнейшей экономикой мира, полностью отвечает интересам обеих стран. Самое главное, что мы обязаны использовать строгое и рациональное использование иностранных инвестиций для развития нашей экономики и улучшения условий жизни наших людей.

Список используемой литературы:

1. Указ Президента Республики Узбекистан «О мерах по определению Навоийской области свободной экономической зоной для инновационных, высокотехнологичных, экспортоориентированных и импортозамещающих производств» 15 мая 2019 года.
2. Development of Navoi Free Industrial Economic Zone in Uzbekistan. – Seoul.: Knowledge Sharing Program, 2010.

Электронные ресурсы:

www.uza.uz

www.navoi.uz

www.feznavoi.uz

СТРАТЕГИЯ РЕСПУБЛИКИ УЗБЕКИСТАН ПО ОБЕСПЕЧЕНИИ ПРОДОВОЛЬСТВЕННОЙ БЕЗОПАСНОСТИ

Абдуллаева С.С.,

*PhD по экономическим наукам, старший научный
сотрудник НИИ экономики сельского хозяйства*

Аннотация

Продовольственная безопасность страны – неотъемлемая часть ее национальной безопасности. Улучшение обеспечения населения продуктами питания представляет собой важную социально-экономическую задачу, решение которой имеет огромное значение для Узбекистана. Обеспечение продовольственной безопасности является приоритетным направлением государственной политики, так как охватывает широкий спектр национальных, экономических, социальных, демографических и экологических факторов.

Ключевые слова: продовольственная безопасность, продукты питания, сельское хозяйство

Важнейшим структурным блоком национальной безопасности в различных государствах мира являются получившие самостоятельную значимость комплексные мероприятия в области обеспечения продовольственной безопасности страны. Проблема международной и национальной экономической безопасности, включая в частности, гарантирование достаточного продовольственного обеспечения, занимает одно из центральных мест в политике всех экономически развитых государств мира. При этом вопросы развития сельского хозяйства и продовольственного положения в мире является приоритетными для международного сообщества.

Узбекистан – страна, обладающая многовековым богатым опытом в сельском хозяйстве и высоким научным потенциалом. После обретения независимости в результате осуществления реформ начался совершенно новый период в развитии сельского хозяйства нашей страны. Благодаря

огромному вниманию руководства страны к данной сфере и созданию достойных условий труда для сельчан успешно достигаются поставленные цели. И все это является наглядным результатом широкомасштабных реформ, всесторонне продуманной и дальновидной политики, государственных программ, реализуемых с целью стабильного обеспечения узбекистанцев качественной продовольственной продукцией.

Аналитическое подразделение британского журнала Economist – The Economist Intelligence Unit опубликовало отчет по "Глобальной продовольственной безопасности" за 2019 год. Узбекистан улучшил свои показатели, заняв итоговое 71 место в мире, и поднялся на 9 позиций по сравнению с 2018 годом. Наибольшие положительные изменения в Узбекистане наблюдались в таких показателях, как способность городов впитывать потоки продуктов питания, безопасность продуктов питания, тарифы на импорт сельскохозяйственной продукции. Сегодня Узбекистан экспортирует более 180 видов свежей и переработанной плодоовощной продукции в 80 стран мира и с этим путем вносит вклад в продовольственное обеспечение других стран.

Дехкане и фермеры, умело пользуясь предоставленными льготами, упорным и самоотверженным трудом получают на полях и фермах высокие урожаи, надои и привесы, обеспечивают достаток на столах соотечественников, развитие агропромышленного комплекса и в целом — прогресс любимой Родины.

В стране разработан проект закона [“О продовольственной безопасности”](#). На текущий момент идет общественное обсуждение этого законопроекта. Согласно проекту закона, в Узбекистане планируется ввести порог продовольственной независимости в размере не менее 80% обеспеченности главными продуктами питания в год. В проекте закона также впервые закреплена норма о том, что “продовольственная независимость Республики Узбекистан считается обеспеченной, если годовое производство жизненно важных продуктов питания в стране составляет не менее 80% годовой потребности населения в них в соответствии с физиологическими нормами питания”.

Продовольственная стратегия Узбекистана продемонстрировала высокую эффективность и получила широкое признание и одобрение. Так, ряд ключевых компонентов продовольственной политики Узбекистана (распределение активов (земли и скота) среди малообеспеченных домохозяйств; интегрирование продовольственных программ в национальную систему здравоохранения) рассматриваются в качестве международно признанного передового опыта и рекомендуются Всемирной продовольственной программой ООН другим развивающимся странам. Вместе с тем, изменения, происходящие в глобальной и национальной экономике сегодня, определяют новые вызовы и, соответственно, предъявляют ряд новых требований в области продовольственной безопасности страны в среднесрочной и долгосрочной перспективе.

На наш взгляд, для дальнейшего обеспечения продовольственной безопасности в Республике Узбекистан целесообразно осуществлять следующие мероприятия:

внедрения системы интегрированного управления водными ресурсами путем вовлечения всех заинтересованных сторон и ее увязка с управлением земельными ресурсами;

обеспечение и поддержание ценового паритета в АПК (агропромышленный комплекс) между сельским хозяйством и промышленностью, преодоление движения к монополизму со стороны партнеров сельского хозяйства и коммерческих структур;

достаточный уровень инвестиций для поддержки аграрного сектора и использования достижений научно-технического прогресса;

развитие кооперативных форм и связей между промышленностью и сельским хозяйством;

продолжение мер по дальнейшей оптимизации фермерских хозяйств и сельскохозяйственных земель.

Список литературы:

1. Хушматов Н.С., Абдуллаева С.С. “Развитие животноводства основа обеспечения страны продуктами питания”, Материалы IV-ой международной научно-практической конференции молодых учёных. Прикаспийский НИИ аридного земледелия: Том II. 22-23 мая 2015 г. стр. 89-91 Том II. 2015 г. стр. 89-91
2. Абдуллаева С.С. “Приоритетные направления обеспечения продовольственной безопасности в Узбекистане”, Сборник материалов международной конференции. Прикаспийский НИИ аридного земледелия: -2016 г, 412-стр.

ПРОБЛЕМЫ РАЗВИТИЯ БУХГАЛТЕРСКОГО УЧЕТА В СОВРЕМЕННОЙ ЖИЗНИ

Эшмаматова Мадина

Студентка Ташкентского Государственного

Экономического Университета

E-mail: eshmamatovamadina@gmail.com

Contact: +998971431202

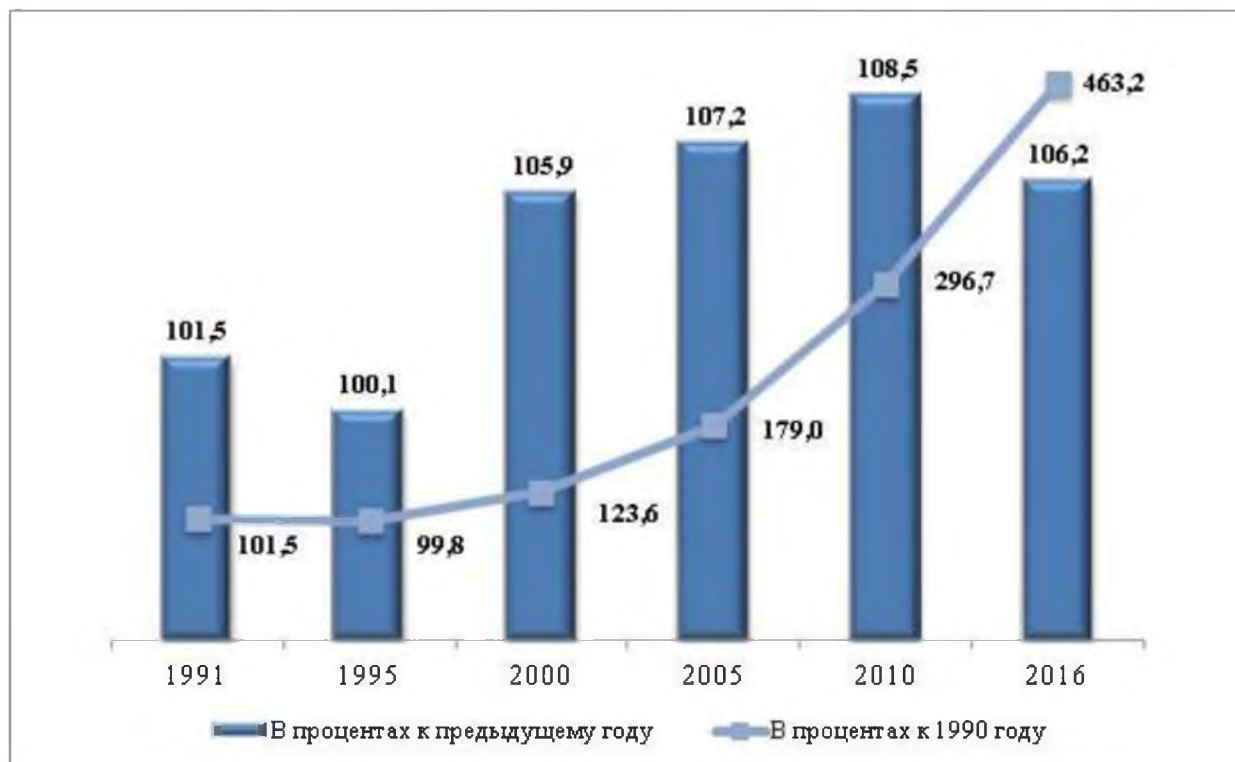
Аннотация: В данной статье рассматривается ряд проблем возникающие в процессе работы в бухгалтерской и аудиторской сфере. Подчеркнуты положительные аспекты ведения новой системы бухгалтерского учета. Проанализирован плюсы и минусы внедрения МСФО в НСБУ Республики Узбекистан. Выделен ряд проблем, связанный с использованием МСФО в создании национальных стандартов. На основе проведенного анализа сделан вывод о целесообразности внедрения МСФО в НСБУ.

Ключевые слова: проблемы бухгалтерского учета, МСФО, НСБУ, концепция бухгалтерского учета, расчеты с контрагентами, нематериальные и материальные активы, счета учётов, финансовые результаты.

Предприятия малого и среднего бизнеса играют все более заметную роль в экономической и общественной жизни современного общества. Они объективно существуют и развиваются как относительно самостоятельный сектор рыночной экономики и имеют большое социально-экономическое значение, так как обеспечивают социальную и политическую стабильность, способны смягчать последствия структурных изменений, быстрее адаптируются к скоротечным потребностям рынка и вносят значительный вклад в развитие регионов. За последние три года значительно увеличилось количество малых и средних предприятий. по данным статистических показателей можно сказать что в 2016 году объем промышленного производства республики сформировалось в основном за счет г.Ташкента (21,0%), Ташкентской (15,1 %), Навоийской (9,5%), Кашкадарьинской (8,6%), Ферганской (7,2%), Андижанской

(7,1%) и Самаркандской (6,7%) областей, незначительная доля приходится на Джизакскую (1,8%), Сурхандарьинскую (2,0%) и Хорезмскую (2,5%) области.

Динамика роста промышленного производства¹⁰



Приведенные статистические данные свидетельствуют о том, что в последние годы государство прилагало немало усилий для поддержания деятельности хозяйствующих субъектов малого и среднего бизнеса, создавало благоприятные условия для их возникновения, существования и развития.

Малый бизнес представляет собой самую многочисленную категорию предпринимателей, которые по своему уровню жизни и социальному положению принадлежат к большинству населения, одновременно являясь и производителями, и потребителями различного рода товаров, работ и услуг. В секторе малого бизнеса создается и обращается основная масса ресурсов, которые предопределяют развитие крупного и среднего бизнеса.

В рамках реализации мероприятий государственной поддержки предприятий малого и среднего бизнеса проводились многочисленные исследования, которые выявили значительную тенденцию роста. Тем не менее,

¹⁰ www.stat.uz

существуют некоторые факторы, препятствующие их развитию. По нашему мнению, к ним можно отнести:

чрезмерный контроль за хозяйственной деятельностью предприятия;
отсутствие четкой координации структур поддержки предприятий малого и среднего бизнеса;
несовершенное информационное обеспечение;
сложности в решении финансово-кредитных вопросов;
отсутствие должной поддержки со стороны государственных структур;
несовершенство нормативно-правового регулирования бухгалтерского учета, отчетности и налогообложения.

Практика показывает, что многие организации, использующие упрощенную систему налогообложения, ведут бухгалтерский учет в полном объеме. Это происходит в силу следующих причин:

во-первых, при ведении бухгалтерского учета в полном объеме у них не возникает проблем с учетом расчетов с контрагентами;

во-вторых, как указывалось выше на основании закона организации, использующие упрощенную систему налогообложения, обязаны вести учет основных средств и нематериальных активов в порядке, предусмотренном законодательством Р.Уз. о бухгалтерском учете, организации, у которых остаточная стоимость основных средств и нематериальных активов, определяемая в соответствии с законодательством Р.Уз о бухгалтерском не вправе применять УСН. Следовательно, если предприятие работает по УСН, то оно обязано не просто вести учет основных средств, но и отслеживать их остаточную стоимость, чтобы не превысить установленного предела;

в-третьих, организация может утратить право на применение УСН при превышении предельного уровня доходов. В этом случае у нее с момента перехода на общий режим налогообложения возникает обязанность вести бухгалтерский учет в полном объеме. Если это случается в середине года, то приходится восстанавливать бухгалтерский учет, вводить начальные остатки. На практике это создает серьезные проблемы;

в-четвертых, полноценное ведение бухгалтерского учета позволяет иметь полную и достоверную информацию об имущественном положении и хозяйственной деятельности предприятия.

Для предприятий малого и среднего бизнеса можно предложить установить процедуры бухгалтерского учета и отчетности, отличные от общепринятых:

в отношении средних предприятий необходимо разработать упрощенные правила ведения бухгалтерского учета и составления бухгалтерской отчетности в отношении отдельных действующих норм, при этом позволив данным хозяйствующим субъектам применять более сложные правила бухгалтерского учета, если предприятие считает это необходимым для своей деятельности;

в отношении малых предприятий необходимо установить особый порядок бухгалтерского учета, при котором бы исключалась система параллельного учета (т. е. максимально используя данные налогового учета), т. к. одной из главных проблем учета на предприятиях малого бизнеса является необходимость ведения двойного учета одних и тех же объектов в силу различий в обязательных требованиях бухгалтерского и налогового законодательства, что отнимает достаточно много сил, времени и денег.

Предположено что, упрощение правил ведения учета для малого бизнеса возможно только в том случае, если такие предприятия ведут один учет. Очевидно, что если порядок ведения бухгалтерского учета для малых предприятий, пусть и упрощенный, не будет использовать информацию, собранную для целей выполнения нормативных актов иных отраслей законодательства, прежде всего, налогового, это фактически приведет к необходимости расчета отдельных показателей повторно для целей бухгалтерского учета по близким, но не всегда идентичным правилам. В этом случае сохранится необходимость применения параллельных регистров, используемых для выполнения отдельных требований бухгалтерского и налогового законодательства, и не произойдет значительного снижения трудоемкости ведения учета. Поэтому в основу правил учета для малых предприятий может быть положен принцип максимального использования показателей, рассчитанных в рамках налогового учета, при формировании соответствующих показателей бухгалтерского учета и отчетности. Фактически такие предприятия при ведении бухгалтерского учета не должны будут рассчитывать повторно те показатели, которые уже были ими рассчитаны в рамках налогового законодательства.

На основании проведенного исследования можно сделать следующие выводы:

1. На основе анализа действующего национального законодательства были выявлены возможности установления упрощенных процедур бухгалтерского учета и составления бухгалтерской отчетности предприятиями среднего и малого бизнеса.

2. Для малых предприятий предлагается установить особый порядок бухгалтерского учета, при котором бы исключалась система параллельного учета (т. е. максимально используя данные налогового учета), т. к. одной из главных проблем учета на предприятиях малого бизнеса является необходимость ведения двойного учета одних и тех же объектов в силу различий в обязательных требованиях бухгалтерского и налогового законодательства. При этом должна сохраняться возможность выбора более сложной процедуры ведения бухгалтерского учета, если предприятие считает это более целесообразным для своей деятельности. Требования к бухгалтерской отчетности должны быть минимальны и ограничиваться минимальным перечнем информации, требуемым законодательно.

3. Для средних предприятий предлагается разработать упрощенные правила ведения бухгалтерского учета и составления бухгалтерской отчетности в отношении отдельных действующих норм, при этом позволив данным хозяйствующим субъектам применять более сложные правила бухгалтерского учета, если предприятие считает это необходимым для своей деятельности. Но следует заметить, что в любом случае обязанность ведения бухгалтерского учета и составления бухгалтерской отчетности для предприятий среднего бизнеса должна быть сохранена.

4. Многие положения, предусматривающие особые правила бухгалтерского учета и отчетности в отношении субъектов малого предпринимательства устарели либо недостаточно четко прописаны законодательно. В связи с этим представляется необходимым, чтобы все правила ведения бухгалтерского учета и составления отчетности были изложены в одном нормативном документе. В идеале это мог бы быть план счетов для малых предприятий с инструкцией по его использованию, а также правилами составления бухгалтерской отчетности либо комплексное положение по бухгалтерскому учету и отчетности.

Применение и внедрение международного стандарта финансовой отчетности МСФО в национальный бухгалтерский стандарт республики Узбекистан НСБУ намного облегчает систему работы в бухгалтерской сфере. Это является важнейшим фактором повышения эффективности корпоративного управления, инвестиционной привлекательности и обеспечения прозрачности предпринимательства.

В 1994 году принята Государственная Программа перехода Республики Узбекистан на принятую в международной практике систему учета и создана межведомственная комиссия для реализации данной программы. Главной целью программы является создание условий для эффективного государственного регулирования экономики республики, объективного анализа роли и значения ее различных сфер деятельности в мировом сообществе, на основе системы информации, адекватной структуре рыночной экономики, своевременного выявления тенденций, прогнозирования их развития и оценки последствий управленческих решений.

В 2002 году был введен в действие НСБУ "План счетов бухгалтерского учета и Инструкция по его применению" который разработан с учетом принципов МСФО и получил высокую оценку всех пользователей. Практически каждый год вводится новый НСБУ, в 2009 году был введен НСБУ "Учет затрат по займам". Всего введено в действие 25 Национальных стандартов разработанных на основе МСФО. Введение НСБУ разработанных на основе МСФО позволило поднять на высокий уровень систему бухгалтерского учета на предприятиях Узбекистана и значительно облегчило работу главных бухгалтеров и аудиторов.

Успешное внедрение МСФО в Узбекистане требует наличия достаточного числа специалистов по МСФО, а также системы их подготовки; независимого аудита; четко разработанной нормативной и правоприменительной базы; адаптированной версии МСФО для малых предприятий; внимания к ключевым техническим проблемам; отлаженных механизмов обеспечения соблюдения; тщательного согласования МСФО с налоговой системой.

В настоящее время обязательные требования к прохождению обучения и получению сертификатов(дипломов) МСФО в Узбекистане не установлены, но

планируется ввести данное требование для аудиторов и главных бухгалтеров. Основные проблемы внедрения МСФО:

отсутствие официального статуса финансовой отчетности, составляемой по МСФО, а также необходимой инфраструктуры применения МСФО;

формальный подход хозяйствующих субъектов ко многим категориям, принципам и требованиям МСФО;

необходимость высоких затрат хозяйствующих субъектов на подготовку консолидированной финансовой отчетности по МСФО путем трансформации финансовой отчетности, подготовленной по национальным стандартам бухгалтерского учета;

адаптация программных продуктов автоматизированных систем бухгалтерского учета на МСФО;

недостаточная степень участия профессиональных общественных объединений бухгалтеров и аудиторов и другой заинтересованной общественности, включая пользователей финансовой отчетности, в регулировании бухгалтерского учета и финансовой отчетности, а также в развитии бухгалтерской профессии;

низкий уровень профессиональной подготовки большей части бухгалтеров, а также недостаточности навыков использования информации, подготовленной по МСФО;

отсутствие официального перевода МСФО на русском и узбекском языках.

Возможные пути их решения:

совершенствование нормативно-правовых актов в области бухгалтерского учета и финансовой отчетности направленные на полное внедрение МСФО;

создание инфраструктуры применения МСФО;

совершенствование системы регулирования бухгалтерского учета и финансовой отчетности;

повышение квалификации специалистов, занятых организацией и ведением бухгалтерского учета и составлением финансовой отчетности основанной на МСФО, а также пользователей финансовой отчетности;

организация качественного официального перевода МСФО на русский и узбекский языки;

введение обязательной сертификации по МСФО аудиторов, главных бухгалтеров, руководителей финансовых служб.

Придя к выводу можно сказать что, внедрение МСФО на образование НСБУ не только облегчает работу бухгалтеров, кроме того это считается большим плюсом для развития финансового рынка государства. Так как финансы экономика и все другие деятельности тесно связаны с ведением бухгалтерского учета. Все возможные проблемы встречающийся в деятельности работы рассмотрены на статье и даны определенные решения для решений возникших проблем и трудностей. Сделанные анализа показывают правильность рассмотренных решений на определенные вопросы.

FILOZOFIA

CONDITIONS WHICH NEED IN ORDER TO PREVENT PUPILS' STRESS AND DECLINE

Ra'nokhon Sultonova

Student of Samarkand state institute of foreign languages

E-mail address: ranoxonsultonova1807@gmail.com

Uzbekistan, Samarkand

Kamolakhon Sultonova

Student of Samarkand state university

E-mail address: ranoxonsultonova1807@gmail.com

Uzbekistan, Samarkand

Annotation:

Preventing stress and depression in students and understanding the beauty of life, developing a sense of gratitude, educating against social situations, instilling in them a desire to overcome difficulties, self-reliance and create a sense of confidence, determination, carry out personal activities and to help with the formation of a good result.

Keywords: stress, "entertaining" games, "recreation", relationships between people.

First of all, the school should ensure the proper distribution of children's free time, to prevent them from participating in "entertaining" games, "recreation" and wandering the streets aimlessly. strengthening of cooperation between the public and the family, the neighborhood children as possible to implement measures to attract out-of-school institutions, officials in the objective assessment of the acquisition, the consideration of the age and individual psychological characteristics, classes at a high level, and interestingly enough, to create favorable conditions in the family and in the class community is important in their development as adults.

Stress (continuous feelings of worry about your work or personal life that prevent you from relaxing) - human and animal power with impressions that will

happen as a result of extreme emotions, nervousness situation, in organism different impression relative prosperity in the nonspecific reaction. The term stress was coined by a Canadian pathologist. Scientists say that the factor that leads to a state of stress is stressors, adapting to changes in the body under their influence (adaptation).The strength of stress depends on the duration of exposure, the physiological system and mental state of the person or animal .

Our study was conducted among students in grades 8-9 in a secondary school. During the training of the practicing psychologists, the students were impressed by the exercises "the time of happy", "Rotating swing", individual work "I analyze myself" and "Magic chair ". Let's carry out:

Purpose: to calm the nervous system, to provide psychological support to depressed people.

Dancing and music placed on the participants themselves, exposing the trainer by imagine.

Coach's word:

I would be happy or feel happy, lack of when, where, when, finally, remember that you now imagine yourself in the same place. You remember it and you feel the same way now, how you would have called your situation then: place, happiness , easy , joy, happiness

Those happy days may be in the past, but the joy and mood in it will always be with you. Go back to where you are now, feeling the feelings of that time .

After the trainer finishes his speech, the participants open their eyes. Any student can talk about the mood they feel.

Exercise "Rotating swing"

Objective: To teach students to broaden their horizons, engage in communication, and work together.

Required equipment: 4 white sheets of A-4 format and 4 different felt-tip pens.

Transfer order?

The coach's word is about happiness.

The class is divided into 4 groups and sits in a circle around 4 tables. Each table is given one A-4 white paper and one pen. 4 questions on the topic are distributed to 4 groups, the answers are written on paper. There is time for each question. When the

trainer says “stop,” the groups stop writing and the papers are exchanged between the groups.

Question:

I think happiness is...

What does a person need to do to be happy?

What can you do to make your loved ones happy?

How do you imagine a happy person?

At the end of the exercise, each group's answer to each of the four questions is written down, and one student from each group reads the answers written on their group's paper.

These methods which consist of interesting games increase pupils' horizon and create new ways.

References:

1. I.A.Karimov ” High spirituality is an invincible force” — T.2008.page 176.
2. M.Rixsiyeva ”Collection of psychological trainings and methods” (for practical psychologists).Jizzakh. 2003.

FILOLOGICZNE NAUKI

HISTORY OF ENGLISH LITERATURE

Atayeva Ogulnur Magsatbayevna

Abstract The purpose of this course is to encourage you to gain an insight into, and broad awareness of, the development of English literature from its perceived origins in the ninth century until the end of the nineteenth century.

Keywords Some writers, poets and playwrights considered are Langland, Chaucer, Malory, Marlowe, Shakespeare, Pope, Swift, Wordsworth, Keats, Byron and Dickens.

Attention will be paid not only to influential writers and movements, but to themes such as the influence of Greek mythology, religion, politics, and the rôle of Ireland. Some writers, poets and playwrights considered are Langland, Chaucer, Malory, Marlowe, Shakespeare, Pope, Swift, Wordsworth, Keats, Byron and Dickens. I apologise to the many superb but deceased writers whom I cannot include in this all too brief summary, and even to those whom I have included, for treating them somewhat summarily.

The course takes the form of a series of lectures, which form but the tip of the iceberg, providing you with a door to your own research and study. You are encouraged to share the results of your studies, helping not only your fellow students, but the lecturer. We are, after all, in the same boat, even if I am at the helm. Evaluation will be by unseen short written essays. I shall provide some examples of examination questions at the end of this hopefully helpful guide.

The course kicks off by considering English literature's fairly late entry into the world of writing, a fact explained by the destruction of Roman Britain by barbaric German tribes, and a series of subsequent invasions that made it difficult to standardise the language and create high-level writing until the late Fourteenth Century. Naturally, once the area later to be known as England began to settle down during the reign of Alfred, priests began to translate Latin texts into Anglo-Saxon/Old English. Churchmen had an advantage, since they were literate. Gildas, born around 500, wrote

The Destruction and Conquest of Britain in Latin, while Bede (who died in 735) wrote the *Ecclesiastical History of the English People*, also in Latin. They cannot therefore be included as writers using Old English exclusively, although their works were later translated into Old English. Although the story of Beowulf is the longest known epic poem in Old English, it is a Scandinavian tale dating from the Eighth Century.

English literature begins to define itself more clearly following the Norman invasion, which resulted in a minor transmogrification, with the importation of thousands of French words. By 1150, we can therefore identify the result, known as 'Middle English'. Here we have two superb works, one by the poorish priest, William Langland (1332-1400), *Vision of William concerning Piers the Ploughman*, which is a religious journey through morality, mentioning the seven Deadly Sins of sloth, avarice, anger, gluttony, lust, envy and pride, concluding that it is better to be good than rich. In contrast, his counterpart, Geoffrey Chaucer (1343-1400), was well off, working in senior government and as a diplomat, going on various European trips. He is said to have met Petrarch or Boccaccio. Certainly, his renowned *Canterbury Tales* seems to betray elements of Boccaccio in its earthiness and methodology. He wrote several works, including *Troilus and Cressida*, and *The Legend of Good Women*.

The next well-known piece of work with which we deal is Marlowe's (c. 1405-1471) *Morte d'Arthur*, extrapolated from old French and some English tales, and written in early modern English. One can truly say that it has been impregnated in the British national consciousness. Many scholars think that Arthur was a Romanised Briton who fought against the German invaders. He probably was, but in the centuries of literary Chinese Whispers since then, the tale has probably been considerably embellished.

INFLUENCE OF LEXICAL GRADUONYMY AND GRADUONYMIC RESEARCH ON SYNONYMOUS VIEWS.

Azamjon Ixtiyorov,
Fergana State University,
II course postgraduate
Phone: +998905500277

Annotation

This article discusses the role of lexemes in the formation of the phenomenon of graduonymy, which is a type of inter-verbal semantic relationship based on differences, as well as the decreasing or increasing realities that shape differences.

Keywords and phrases: identity, difference, graduonymy, synonymy, synonymous series, ingredient, connotation, denotation

According to BN Kedrov, as a result of the process of gradual transformation of quantitative changes in the motion of matter into qualitative changes, the worlds of mechanics - physics - chemistry - biology (organic) - social worlds [3; 289]. The continuous motion of matter, the gradual change of quantitative changes from one qualitative type to another through intermediate states, shows that being is formed on the ground of hierarchy.

The great discoveries that have taken place in various disciplines are also in fact related to the determination of the nature of the hierarchies in the study sources of these disciplines. In particular, D.I. Mendeleev's periodic table related to the degree of increase in the atomic weights of chemical elements, Ch. Such as Darwin's theory of the evolution of species in the biological world are clear evidence of our view [2; 9]. The dialectical hierarchy associated with the gradual transition of quantitative changes in being to qualitative changes is reflected through language perception and becomes the law of linguistic hierarchy. Linguistic hierarchy reflects the dialectical continuous hierarchies of existence by misinterpreting them, that is, by "magnifying" them (discretely), but at the same time in a way that is essentially true to reality. The law of linguistic hierarchy is specific to all languages and is manifested in each language on the basis of peculiarities in the construction of the content and form aspects of that

language [1; 69]. Ferdinand de Saussure had shown in his time that language is made up of identities and differences [5; 141]. As can be seen from the above interpretations, the concept of synonymy is related not only to differences but also to identities. Modern linguistics focuses mainly on differences. Lexical and grammatical categories were distinguished by the predominance of differences. On the other hand, only equivalents with different forms and meanings have been studied as synonyms. However, the diminishing or increasing identities that make up the differences have been overlooked. The words "baby" - "boy" - "teenager" - "boy" are mostly united by the "young" semaphore. But this unifying "age" semantic is an expression of a different degree for each word in this line. So, this line unites in terms of the general meaning of "age" and the semantic aspects of "age" in the hierarchical system (1 year (infant) - 7 years (child) - 15 years (adolescent) - 20 years (boy)) distinguish them. In recent years, such lexical series (relationships) have been accepted as graduonymic (level) series (relationships) [1; 30]. It is clear that each word in this series also has its own characteristics of mixing, such as specificity - difference or synonymy - antonymy. The theoretically correct assessment of these dialectical cases, which are characteristic of synonyms, creates the task of further developing the concept of traditional synonymy from the point of view of modern linguistics at the expense of deep theoretical interpretations. Based on the above, it can be said that in recent years in Uzbek linguistics the formation of views on the phenomenon of lexical graduonymy, another type of inter-word spiritual relations, indicates that there are pressing problems at the level of Uzbek lexicology. In this regard, the clarification of the question of the interrelationship of the phenomenon of graduonymy with the views on traditional synonymy reveals a new study conducted in the context of word form and their spiritual relations. In particular, such a relationship between synonymous words, which is one of the groups of lexical meanings, is based on the fact that words that are semantically identical differ in the degree of plurality. The grouping of words taking into account these relations, that is, the grouping of words based on the ranking of the meaning of the word according to the quantitative indicator, consists of a graduonymic lexical series. Each word in such groups has the same character at different levels. For example, man - individual - human - symbol - genius, wet - soaked - suffocate; draught - breeze - wind - storm - hurricane.

A hierarchical character in the sense of a word can be diverse and colorful in different word groups (paradigms). This diversity and variety is distinguished by the

amount of a particular character in words (paradigms) in a group, such as minority or plurality. For example, if we take a line like draught - breeze - wind - storm - hurricane, then the rate of increase of air flow is observed. Based on these differences, the lexemes of the same series serve to form the phenomenon of graduonymy, which is a type of inter-verbal spiritual relationship. Hence, when the effect of graduonomic research on synonymous views is observed, it is natural that there are cases in which inter-verbal spiritual relations move from identities to differences. In semiotics, the study of the content plan (sememe) of a lexeme is emphasized. This, of course, does not mean that the content plan of a lexeme lives independently of the plan of expression. As a linguistic unit, the lexeme exists in the form of a unity of expression plan with content plan. While in linguistics the semantic plan of a lexeme is referred to as sememe, the term sememe was not created only to name the content plan of a lexeme, but the need for this term was formed because lexemes can have multiple meanings. While the original lexical-semantic variant term arose as a result of a lack of recognition of ambiguity in a lexeme, the term sememe, in contrast, is coined to emphasize the independence of each lexical meaning. The structural part of the semantics plays an important role in revealing the independence of this lexical meaning. This element of the lexical meaning is sema. To recognize a lexeme as a unit of language, it suffices to prove that it has its own plan of expression and content, that a particular plan of expression is a linguistic possibility at the stage of language, not in speech. When evaluating a lexeme as an element of the language system, other features must be taken into account, of course. If a lexeme is unambiguous, all the attributes belong to the lexeme as a whole. If a lexeme is ambiguous, these character traits must be studied for each lexical meaning and identified separately. These features can be the same, similar, different, contradictory between lexical meanings. Then these different, contradictory features do not belong to the lexeme as a whole, but to each semantic.

It seems that in lexical synonyms the description of lexical meanings is the same, some of them are semantically different semantics. Hence, lexical synonymy is a phenomenon in which noun and function semantics are the same and expression semantics are different. In particular, the semantics of the five lexemes in the face-face-visage-mug-mush- synonym series are the same, but the expression semantics are different. More precisely, in this case, the sema "negative attitude" is expressed in the mush lexemes face - visage - mug-, and in the lexeme of the face is neutral (moderate).

The level of negative attitudes increases from face to mush. Such a synonymous line is formed by lexemes face -affable - elegance - beauty -image - on the basis of "positive attitude" and its degree. The study of expression semantics is an important factor in the complete, comprehensive study of synonymous relations. Such expression semantics include: a) positive evaluation, negative evaluation, or attitude semantics; b) the semantics that define the scope of the lexeme ("speech-specific", "biblical", "exalted", "unusual", "poetic", "specific to a certain category of speech" (slang, slang), dialect-specific; and so on); c) semas representing the lexeme's relation to the period ("obsolete" (archaic), "new" (neologism), extreme modernity, etc.) [4; 106].

A thorough examination of synonymous series based on the above series of semaphores will undoubtedly allow the identification of new expression semaphores. A common feature of synonymous series is that these series are, of course, united around a single main lexeme (dominant). The peculiarity of the main lexeme is that the semantic expressions contained in the semantics of this lexeme are defined, clarified, indifferent to the semantic expressions in the semantic sequence. Thus, synonyms are additional features that accompany the expressive (connotative) semantics of the noun (denotative) meaning in different stylistic, emotional, superfluous qualities. Typically, the constituent (internal, fixed, linguistic) and adherent (external, contextual, verbal) types of connotation are noted [6; 87]. Ingredient connotation relies on a series of semantics mentioned above in the study of semantic relations. The hierarchy of ingredient connotations occurs primarily in synonyms where the unifying meanings (denotations) are exactly the same. Ingredient relying on the above-mentioned hierarchy of connotations also refers to the semantics of "defining the scope of the lexeme" and "expressing the relation of the lexeme to the period". Connotative semantics, as already mentioned, are synonymous with the denotative meaning - lexemes denoting the methodology - for example, the denotation of "something presented" as a sign of respect, esteem (gift).

The gift in this synonymous series is a simple style of speech, offering, donation, a handout, largesse, - a bookish style, lexemes that express the denotative meaning of emotionally, for example, verbally "express" an idea, a goal. - squeaking is a synonymous series. In addition, the following lexemes form a synonymous series of lexemes meaning "to be in the act of finding": to seek - to find - to search - to want. Of the lexemes of the same line, the lexeme of desire is dialectal, a dialectal lexeme, and the rest are lexemes peculiar to literary language.

Hence, connotation is an additional semaphore attached to the denotation that surrounds it. Denotation, on the other hand, is a naming semantics of an objective being — a thing, a sign, a property, a quantity, etc. — a potential belief that determines the relationship of concepts and semantics in our minds.

Thus, the component analysis of lexeme semantics serves to clarify the relationship of lexical synonymy with graduonymy by revealing the full essence of noun and expression semantics and approaching it from the point of view of lexical synonymy.

REFERENCE.

1. Bozorov O. Leveling in Uzbek language. - Tashkent: Fan, 1995. - 132 p.
2. Bozorov O. Leveling in Uzbek language. Filol.fan. d-ri avtoref. - Tashkent. 1997. - B. 9.
3. Kedrov B.M. Formal and dialectical principles of classification of science and general structure of scientific knowledge // Dialectics and logic. Forms of thinking. -M., 1962. - C. 289.
4. Ne'matov H. Rasulov R. Fundamentals of Uzbek language system lexicology. - Tashkent, Teacher, 1995. P.78.
5. Sausage F.D. Trudy on yazykoznaniiyu. - Moscow: Progress, 1977.- P.141.
6. Qilichev E. Lexical means of artistic image: - Tashkent, Science. 1982. - B.87.

PROBLEMS OF TRANSLATION OF DIPLOMATIC LANGUAGE

Bayjanova Oqila Iskandarovna

*Teacher of theory and practice of translation of English, Faculty of Translation,
USWLU, Tashkent, Uzbekistan*

Abstract: This article is devoted to the discussion of specific peculiarities of translation and interpretation of diplomatic language from the source language to the target language. In particular, it emphasizes the importance of consideration of cultural, communicative, stylistic, sociolinguistic aspects of translation, language specificities of diplomacy, the social-cultural, traditional, historical and ideological specificities of diplomatists in the process of translation.

Key words: translation, interpretation, diplomacy, diplomatic language, cultural, national specificities, language specificities.

Nowadays, translation problems are also in new trends as many scientific issues as noted in related literature. Cultural, communicative, sociolinguistic and stylistic aspects of translation are key aspects which determine trends in contemporary translation studies. New approaches to translation phenomenon is the result of the deep integration of national cultures, and their interactions and communication in different fields. Common problems of prose, poetry and drama, specific questions of translation process, the place of translation in multicultural literary process have become the subject of translation study research as mentioned by S. Burbekova and A. Nurzhanova (1, 120). From this thesis, it is clear that translation of diplomatic language in to the target language is topical issue for the right interpretation of the speakers' utterances in general, for successful communication in particular.

As is stated and defined in literature, diplomacy is a formal way of communication between the states. Since in most of the cases the various states use different language or even languages in their internal exchanges, the interstate communication usually meets the challenge of having a common language in order to avoid misunderstandings. This common language used for diplomatic purposes is sometimes called "diplomatic language". A diplomatic language is practically the

language used by the parties concerned during the actual international negotiations and during the wording of the actual international legal acts (treaties, conventions, agreements etc.). The parties involved have to come to an agreement concerning this language on the basis of their equality as explained by Tamas Baranyai (2, 2). It should be noted that language specificities should be taken into account while translating diplomatic language.

In addition, diplomatic speeches are often regarded as the form of written language. Xiao Zhang points out that major issues and realistic problems at home and abroad from the perspective of political views are discussed in diplomatic language (3, 0893). Diplomatic language can convey backgrounds such as the social culture, tradition, history and ideology represented by native speakers. In diplomatic speeches, speakers are required to resort to direct or indirect ways to reflect or imply his/her underlying meaning, thus revealing his/her true attitude and opinions. So, it is clear that the social culture, tradition, history and ideology of representatives from other countries should be taken into account in the process of translation of diplomatic language.

While translating diplomatic language, the aim of translation and interpretation is not the semantic and syntactic transmission of the sentences from one language to another, but to achieve the same effect with the translation as what the original version is supposed to achieve in accordance with the ideas of Tamas Baranyai (2, 8). These cultural features include both linguistic and non-linguistic elements. So, while translating diplomatic language linguistic and non-linguistic elements should be considered.

One of the foreign linguists, Tamas Baranyai deals with some ways of reaching agreement between the counterparts in different languages in terms of diplomatic language use. In particular, one way of reaching to an agreement is that the use of the mother tongue by one of the negotiating parties. One more way of dealing with the language barriers is the mutual acceptance of using a third language which is spoken by none of the participants as a mother tongue. That results in a situation where theoretically none of the negotiating parties can have an unfair advantage concerning the linguistic competence. Another way is the employment of translators, people mediating between the communicators. This might happen in two cases: either there's no common language shared by the participants of the communicative situation, or they intentionally don't wish to directly communicate by using a common language.

All in all, it can be said that cultural, communicative, stylistic, sociolinguistic aspects of translation, language specificities of diplomacy, the social-cultural, traditional, historical and ideological specificities of diplomatists are key issues to be taken into account in the process of translation.

References

1. Burbekova Saule a, Nurzhanova Aisulub. Problems of translation theory and practice: original and translated text equivalence// Procedia - Social and Behavioral Sciences, 136 (2014), P. 119 – 123.
2. Tamas Baranyai. The role of translation and interpretation in the diplomatic communication //Journal of Translation and Interpretation, 2011, Vol. 5, no. 2, P. 1-12.
3. Xiao Zhang. The Discourse Analysis and Translation Method of Diplomatic Speeches in Chinese and English from the Perspective of the Appraisal System - a Case study of President Xi visiting England in 2015// 6th International Conference on Management, Education, Information and Control (MEICI 2016), Beijing, China.- Atlantis Press, P. 0892-0896.

SPEECH ACT AND SENTENCE-WORDS IN UZBEK AND ENGLISH LINGUISTICS

Karimova Z.G.

Teacher, Tashkent State Agrarian University, Department Languages

Abstract: In this article the conception about viewpoints on speech act theory of linguists in Uzbek and English languages and the types of speech act. Furthermore, the connection the sentence-words (interjection phrases) with speech act is illustrated by Uzbek and English examples.

Key words: sentence-word (interjection phrases), pragmatic, speech act, locutionary, illocutionary, perlocutionary.

As it's known that, speech act theory is one of the main problems of pragmalinguistics. In a speech act, various linguistic actions are performed, such as asking a question, conveying a message, ordering, commenting on a situation, thanking, asking, congratulating, confirming, denying. It is understood that a speech act is a linguistic communication that occurs between people in a specific environment, for a specific purpose. According to M. Hakimov, the speaker, the listener, the object of speech - the factual material and the speech situation are the components that must participate in the speech act. [1] Linguist Munavvara Kurbanova mentioned that the general linguistic knowledge and language skills of the participants should be included in the list of components required for the speech act to take place, but emphasizes that its implementation is unlikely. [2] Thus, the act of speaking is the expression of one's inner purpose, one's experiences, through language, that is, the delivery of speech to the listener. In this process, if the ideas emphasized by the scholar are taken into account, the perfect state of the speech act emerges. The theory of speech act has been discussed in the research work of several scholars, but was first put forward as a complete doctrine by the philosopher J. Austin, a professor at Oxford University. His book, *How To Do Things With Words*, published after his death, contains a comprehensive study of his speech act.

M.Khakimov specially studied the problem of Uzbek language speech act. In the study of pragmalinguistics, the scientist created his book "Uzbek pragmalinguistics" based on the concept of the American psychologist J. Serl, and explained all the issues in it on the basis of Uzbek texts. In general, there are different views in world linguistics on the theory of speech act and its interpretation.

All pragmalinguists agree that the content of a speech act consists of a generalization of linguistic and non-linguistic features. Many of them are in favor of looking at the speech act as a three-step activity. In these stages, three different actions are performed. They are locutive, illocutive, and perlocutive movements. [3] The concept of a locutive act is an act of speaking certain words with the pronunciation of that language within the law. Different views on the concept of locutive are also interpreted. M. Kurbanova, a linguist who has done special research on the pragmatics of children's speech, disagreed with pragmalinguist M. Hakimov's opinion that although they are part of it, they do not intersect at the same point as the locutive act. "In our opinion, M. Kurbanova's opinion is close to the truth for the concept of locutive act. J. Yul interprets that "the locutive act is the act of producing the basic or meaningful linguistic expression of speech." [4] It is clear from these ideas that the locutive act is linguistic communication, that is, the living communication of that language, the expression of words by language. Also, "*Ey xudoyim!*" call for Uzbeks, "Oh my God!" does not constitute a locutive act for English speakers. For example, Utkir Hoshimov in his novel "Between Two Doors" described a similar reality and revealed a process that contradicted the locutive act. In this passage, the speeches of an elderly Uzbek man and a German officer create a non-locutive speech act for both:

Chol avval titradi, keyin ko'zini ochdi.

- *Hayvonlar!* – dedi xirillab. *Qalashtirib so'kdi.*

- *Gut!* – *Ukol qilgan ofitser soldatlarga bir imo qilgan edi, endi hushiga kelgan cholni tag'in suvga tiqishdi.*

J. Austin divides locutive act into 3 groups: phonetic, fatic, retic. [5] The phonetic act is related to the pronunciation of sounds. In this case, the writer can explain the speech of the protagonist in 2 different ways: the correct expression of the word or the irregular use of sounds in the pronunciation of the word. The abnormal use of sounds in word pronunciation leads to a pragmatic barrier, of course. The writer uses this method to show the emotional state of the character in a real state. Some people's

speech has an innate pragmatic barrier, i.e., speech impediments, while some people may fall into such a state in a state of nervousness or intoxication. For example:

Qo'y bolam, har qancha gaping bo'lsa, ertaga gaplashasan. – Yo'qqq! – dedi mauzer og'zidan ko'pik sachratib. – YO hoz-z-zir, yo h-h-hech qachon! (Ў.ҲОШИМОВ, Frigthy Dreams) In this passage, the skillful writer finds out about his father's intrigues and succeeds in vividly portraying the mental state of the character, who is drunk in a rage. Especially - – *Yo'qqq!* we can observe that the letter q in the word negation is hampered by a pragmatic barrier using the norm, and at the same time represents a very strict tone. "Shhh!" felt Professor McGonagall, "you'll wake the Muggles!" "S-s-sorry," sobbed Hagrid, taking out a large, spotted handkerchief and burying his face in it. (Rowling J.K., *Hurry Porter and the Sorser's Stone*) This passage is another example of the pragmatic hurdle that results from the abnormal pronunciation of the consonant s in the word S-s-sorry.

A pragmatic comparative study of Uzbek and English words is also one of the research issues. Putting the problem in this way serves to clarify the pragmatic features of the Uzbek and English languages.

A pragmatic comparative study of the problem reveals the pragmatic and interlinguistic differences between the two languages, gives a certain idea of the sociopragmatic, lingvoculturological features of the compared languages.

As we have seen, there are many problems that need to be studied in terms of speech. This puts a number of tasks before linguists.

REFERENCES:

1. Hakimov M. Pragmatic interpretation of the text in Uzbek language: Philol. fan. d-ri ... diss. - Toshkent, 2011. - B. 108.
2. Kurbanova M., Pragmatic features of Uzbek children's speech. F.f. dok.diss. abstracts. 2018y.
3. S. Safarov, Pragmalingvitika. Toshkent 2008y.
5. Austin J. Word as an action. H3L. Wk Xvii. - M., 1986. - S. 84.

THE LATEST TERMS IN THE VOCABULARY OF TOURISM: UNDERSTANDING AND INTERPRETATION

Khafiza Nishonova

Uzbekistan State World Languages University, teacher

hanifa_81@mail.ru

Annotation

The article reveals the etymology of many terms and comments on their Russian-language meaning and discusses lexico-semantic, structural characteristics of terms related to tourism in general. Particular attention is paid to several terms not included in the dictionary, but presented in the vocabulary of Russian tourism in the last 3-4 years: stakeholder and storytelling.

Key words: tourism vocabulary, terminology, borrowing, explanatory dictionary, etymological dictionary

In Uzbekistan enough attention is being paid to tourism and researches are also being done. It is a known fact that Uzbekistan is a country with potential for an expanded tourism industry. Many of its central Asian cities were main points of trade on the Silk Road, linking Eastern and western civilizations. Especially nowadays Uzbekistan attracts tourists with its historical, archeological, architectural and natural treasures. According to Statistical Internet Survey, the largest proportion of visitors contain 39 percent, who are interested in the architectural and historical sites of Uzbekistan. More than 24 percent tourists visit Uzbekistan to see its culture, and to do researches on way of life and customs. So, in our research we intend to analyze lexico-semantic, structural characteristics of terms related to tourism.[1]

Terminology, we are making an attempt to analyze the latest vocabulary of domestic tourism, which appeared after 2015 in our research. It will be truth if we say that there isn't a single dictionary in the republic on tourism in Uzbek. We use modern explanatory dictionary of the Russian language E.N. Shagalova, as well as materials of the Russian electronic scientific library e-Library.

Before writing the article, we tried to make the list of dictionaries, that is very few on tourism and we selected 135 words from the dictionary as tourism terms,

which are grouped into five categories depending on their content. The article reveals the etymology of many terms and comments on their Russian-language meaning. All new terms are borrowed from different languages. Once again, the clear predominance of English words among borrowed vocabulary, which revealed about 94%. Particular attention is paid to several terms not included in the dictionary, but presented in the vocabulary of Russian tourism in the last 3-4 years: stakeholder and storytelling. The meaning of these new terms in the tourism sector is disclosed.

Over thirty years ago, the restructuring of the tourism industry began in Uzbekistan. One of the notable results of the changes has been the active introduction of foreign language terms into the vocabulary of domestic tourism after the Independence of Uzbekistan. Dozens of neologisms using various borrowing techniques have been introduced into the professional and everyday vocabulary of participants in the tourism process. In the past two decades, the process of replenishing the terminology of tourism with new words has accelerated dramatically. If in the second half of the XX century, tourist terminology developed especially rapidly, then at the beginning of the XXI century it is rapidly replenished with new words and phrases. As the source of information, "The Newest Explanatory Dictionary of the Russian Language of the 21st Century" was chosen, which was compiled relatively recently by E.N. Shagalova [2]. Convenience analytical work with him is due, to the fact that the electronic version of the explanatory dictionary is available on the Russian Internet.

Three times we looked at the entire contents of the dictionary of E.N. Shagalova. It contains about 1,500 terms, each of which has a brief description. Of these, 100 words were selected, which, in our opinion, related to tourism, recreation or to the hotel industry. A few words, called "newest" and included in the analyzed explanatory dictionary, do not meet the criterion of novelty, as they have been actively used in tourism for several decades. All identified "latest" terms are grouped in five groups depending on the membership of the term in one or another block of the tourism system. The following groups we highlighted:

1. New names of participants in the tourism process or new general terms. For example: "couch surfer" (English Couch surfer) - someone who travels through the system of couch surfing, representative of the community of people who offer help to each other for free, overnight during travel.

2. The names of the latest items and equipment used in tourism. For example: "Paraglide" (English Paraglide) - a soft wing equipped with air intakes, resembling a parachute and intended for entertaining planning flights using ascending air currents on mountainous or hilly terrain, or above water.

3. Names of the latest leisure activities, types of tourism and recreational activities. For example: "Geocaching" (Eng. Geocaching) - a journey to participate in the game using satellite navigation systems (GPS, GLONASS), consisting in finding caches hidden by other people.

4. The name of the latest technology in tourism and the hotel industry. For example: "low cost" (Eng. Low costs) - a cheap flight ticket with a limited range of services.

5. Names of the latest infrastructure facilities in tourism and hotel industry. For example, / Wellness center (Engl. Wellness center) - a center of beauty and health.

As conclusion, we summarize that while compiling E.N. Shagalova grouped terms to classes. It contains about 1,500 terms, each of which has a brief description. Of these 100 words were selected, which, in our opinion, related to tourism, recreation or to the hotel industry followed by the names of technology in tourism and infrastructure facilities in tourism.

REFERENCES:

1. Online Etymology Dictionary. URL: <https://www.etmonline.com> (Accessed on December 7, 2017).
2. *Shagalova E.N.* Noveishii tolkovyi slovar' russkogo yazyka XXI veka / - M., 2011.

CLASSIFICATION OF POLYSEMOUS WORDS IN TERMS OF THEIR FIGURATIVE MEANINGS

Masharipova Nargiza,

Phd Student Urgench State University, Uzbekistan
narziss_0787@mail.ru

Annotation. This article researches the features and specific items of polysemous words more deeply because it is evident that the relatedness and unrelatedness seem not to be appropriate terms for lexical ambiguity distinction because it is not easy to establish a common semantic feature for polysemous words' senses.

Key words: polysemy, regular, irregular, figurative, semantic form, systematic, meaning

Polysemous forms are the different meanings the word has have a connection between them. Polysemous forms can be divided into words that show regular and irregular polysemy. In accordance to Apresjan [1, 59] "Polysemy of the word A with the meaning ai and aj is called regular if, in the given language, there exists at least one other word B with the meanings bi and bj, which are semantically distinguished from each other in exactly the same way as ai and aj and if ai and bi, aj and bj are non synonymous. Polysemy is called irregular if the semantic distinction between ai and aj is not exemplified in any other word of the given language."

Regular form of polysemy is a form of systematic, recurring polysemy. The words have a systematic relationship between them. For instance, in the English word *girl* which can mean both *small female child* and *girlfriend*. Words that we categorize as possessing irregular polysemy do not have this systematic relation. Words that possess irregular polysemy however do tend to be connected to one another via metaphorical relationships. For example, *cherry*, it can be the name of *fruit* or kinds of *color*. It has different meanings related to the context of word. In other word, word A is called regular if in the given language there exist at least one other word B with meaning which are semantically distinguished from each other in the same way and nonsynonymous, [Klein and Murphy, 2001]. For instance: *He is tall and quiet, with*

big, blue eyes and light hair; Sue was dark. The word *quiet* in a sentence of the story entitled “*The last leaf*” included in regular polysemy because it has the same systematically word but different semantically or non synonymous. Usually it means *tinch* (in Uzbek) but in that sentence of the story it means *calm*.

Irregular form of polysemy. The word *dark* in Uzbek means “*qorachadan kelgan*”, “*bug’doy mag’iz*” not “*qora*” or “*xira*”. It included in irregular polysemy because it has same meaning or true meaning with other word even it has been not systematic relation. It has similar meaning to black by natural dark-nearer to black than white in colour. Another example is ... *they were young and full of hope*... The word *full* in the phrase *to be full of hope* on “*The last leaf*” included in irregular polysemy because meaning or true meaning with other word even it has been not systematic relation. It has similar meaning to expect something. In Uzbek it means “*umidvor*” in translation and word for word translation can be “*umidga to’la*”. e.g., *Really, Johnsy lay and looked out of the window at the grey wall of the next house .she was not interested in anything; she spoke less every day, and every day there was less hope in her eyes.* The phrase “*hope in her eyes*” means “*kutmoq*”, “*umidvor*” also being synonym with above phrase and the words *to desire*, *await* are considered as equivalents; *Those old leaves are only old leaves; the vine loses all of its leaves every autumn*... The word *lose* on the story is example of irregular polysemy, because that word has more than one meaning for a given word and connected to one another via metaphorical relationship. *Mislay* and *misplace* are the synonymous of *lose*, while it means “*to’kmoq*” ... *the vine loses all of its leaves every autumn (uzum daraxti har kuzda barcha barglarini to’kadi); During the night a cold rain began to fall* ... The word *cold* on that sentence of story included in regular polysemy because it has same systematically word but different semantically or non-synonymous. In usual it means as *chill* but in that sentence of story it means *cool*, not *sovuq* but *salqin*.

Based on the result of the research, we found that there are polysemous words in the work “*Saylanma*” by Mukhammad Yusuf. They were divided into two types, namely regular types and irregular ones. The examples and descriptions of each type will be explained as below:

- *Qirq yil qulluq qilsam ham agar, uzolmasman sendan qarzimni.*
- *If I thank you begging by forty years, I cannot pay my debt.*
- *Sen tebratgan beshigini Sohibqiron, sening bolang yulduzlarga qo’ygan narvon.*

– *You rocked the cradle of Sohibqiron (born under one's lucky star: there Amir Temur), your son put the ladder on the stars (son means astronomer Ulughbek).*

– *Menga bir tabassum hadya et, ey yor, nur tomsin lablaring sohillaridan.*

– *Hey, beloved, give smile to me, may beams drop from the shores of your lips.*

There exist polysemous words belonging to *sohil* and *tabassum hadya etmoq*, *nur tomsin* phrases on Saylanma poem, *biz baxtli bo'lamiz* included irregular polysemies because they have the same meanings or true meanings with other words even they have not systematic relations, they have similar meaning to *edge – chet*, *chekka*, *to give smile to smb – kulib qaramoq*, *shine – nurlanmoq*.

The existence of more than one meaning for a given word proves that the figurative meaning has closely relationship to polysemy. Based on the findings, many kinds of polysemous words in the work entitled *Saylanma* have been analyzed. Semantic structures of words in Uzbek language as well as in English can expand their horizons in an unlimited number of meanings. Keeping this in mind, we have tried and made an attempt to give details and using all the time a comparative approach and illustrating them with relevant examples from both languages to give some valuable insights in terms of this so – much debated distinction.

REFERENCES

1. Apresyan Yu. D. Leksicheskaya semantika. Sinonimicheskie sredstva yazyka. Lexical semantics. Synonymous language means. – Moscow: Nauka Publ., 1974. – 368 p.
2. Yurchenko A., Lopukhina A., Dragoy O. Meaning relatedness in polysemous and homonymous words: an ERP study in Russian. Working papers by the Basic Research Program. Series WP BRP 67/LNG/2018 “Linguistics / LNG”, 2018.
3. Kempson, R. M. Semantic theory. – Cambridge: Cambridge University Press, 1977.
4. Evens, M. W., Litowitz, B.E., Markowitz, J. A., Smith, R. N., & Werner, O. Lexical-semantic relations: A comparative survey (Current Inquiry into Language and Linguistics No. 34). – Carbondale, IL, and Edmonton, Ontario, Canada: Linguistic Research, Inc., 1980.

5. Whitehurst, G. J. Meaning and semantics. In G. J. Whitehurst & B. J. Zimmerman (Eds.), *The functions of language and cognition*. – New York: Academic Press, 1979.
6. Riemer N. *The Semantics of Polysemy. Reading Meaning in English and Warlpiri*. – Berlin: Walter De Gruyter GmbH & Co., 2005. – 487 p.

WAYS TO INCREASE THE EFFECTIVENESS OF TEACHING THE LIFE AND WORK OF ALISHER NAVOI (ON THE EXAMPLE OF 5TH GRADE LITERATURE TEXTBOOK)

Mohira Sadullayeva

first-year master's student at Alisher Navoi Tashkent State Medical University

Abstract: Today, special subjects have been introduced for secondary schools, taking into account the age of students and their interests. Within each subject, there are special areas to increase the potential of students, to expand their worldview, to have their own position today.

Keywords: In particular, poets, writers, more weighty ideas.

The 5th grade literature textbook is designed for 102 hours and is based on a four-term syllabus. The choice of each topic is very careful, serious and, of course, alternative. In particular, poets, writers and their works deserve special recognition. Exactly in the textbook:

- Masterpieces of Wisdom;
- In the world of fairy tales;
- The immaculate world of childhood;
- There are sections such as Classical Literature Garden.

The themes in each of them have a lot of meaning and content. In particular, the life and work of Alisher Navoi were continuously passed from the 5th to the 11th grade. In the 5th grade textbook, 4 hours are allocated for the life and work of Alisher Navoi, and an excerpt from the epic "Hayrat ul-abror" is given for reading.

Here is an example of a work plan for 5th grade:

BOSTON OF CLASSICAL LITERATURE

Questions and answers

From 91 to 106 pages of the textbook, this topic is given, in which the information about the life of Navoi is enriched with much broader and more weighty ideas. I think this process is unique and appropriate for a 5th grader. I would like to explain this in the following sentences from the book:

-... The future poet began to practice poetry at the age of seven or eight...

-... Thus, at the age of 12, Navoi amazed the most famous poets of his time with his poems...

-... Alisher's schoolmate Hussein Boykaro is fighting for the throne. Alisher continued his education in Mashhad madrassas...

There is a reason for this information. 5th grade child is 11-12 years old. He compares himself and his peers to Navoi and Hussein Boykaro. At their age, one of their great ancestors decided to fight for the throne, and another began to create in two languages. All of these conclusions nourish the child's psyche. When? When directed correctly by the teacher. To make this process more effective, I offer the following recommendations:

- The teacher gives the subject as a pre-reading assignment;
- In the process of explaining a new topic, not only the teacher, but also the students should be able to express their opinions (if they are already familiar with the topic, they will be able to express correct and clear opinions);
- It is possible to organize several intellectual games in the process. Of course, taking into account the regulations.
- Although the lesson is 45 minutes long, it is possible to organize the lesson correctly and make it interesting and unique. It is worthwhile to tell children about the undiscovered aspects of Navoi's life and work in a more interesting way.

Hayrat ul-abror is Hamsa's first epic. The tenth article of this work is "Straightness and Curvature", which is in every way suitable for the age, thinking and thinking skills of students. The prose description is also given to make the passage more understandable. First, straightness and curvature are depicted in various symbols, and then the story "The Lion and Durroj" is told. This served to make the article easier to understand.

One of the unique skills of the teacher is to form in students an interest in the life and work of Navoi, to reveal its peculiarities and, of course, to engage students in reading. Different methods and techniques can be used effectively. I suggest the following methods and techniques:

Case study, 3x4 method, Glossary, T scheme, Boomerang technique, Glossary method, Hierarchy technique, Debate, Venn diagram, Cluster method, Insert and so on. It is these and other techniques that make the lesson topic more interesting and

memorable. It is important that students are not distracted. We have different options. Every 4-5 minutes we can speed up the process, make it more interesting, move from one to another and, of course, make different lyrical retreats depending on the mood of the students. Depending on the nature of the lesson, real-life examples and serious conversations can be discussed. This serves to improve the quality and duration of the lesson. Most importantly, we have enough and wide opportunities. The literature shines even brighter.

It is good to be given a piece from the work. Suitable for class hours and student opportunities. If the teacher manages to give more detailed information about the work in 4-5 minutes, which is not in the textbook, it will be a great light upon light.

In conclusion, we can say that today it is in the hands of teachers to make the lessons more interesting and effective, using all the opportunities. Just be aware of research and news.

References:

- 1.G.Alimova, J.Kamolov, Sh. Abdullayeva.Partnership of family- the neighborhood-educational institution.T.,2014y
- 2.P.F.Lesgaft. Family upbringing of a child and its importance. Stuttgart.1876y
3. G.Alimova, J.Kamolov, Sh. Abdullayeva.Partnership of family- the neighborhood-educational institution.T.,2014y

ТОН И УДАРЕНИЕ КАК СУПРАСЕГМЕНТНЫЙ ПРИЗНАК СЛОГА В РАЗНОСИСТЕМНЫХ ЯЗЫКАХ

Mukaddas Abdufattah Nurmukhamedova

*Lecturer, Faculty of Philology,
Department of Theory and Practice of Chinese Language,
UzSWLU, Tashkent, Uzbekistan*

Abstract: Nowadays, the study of prosodic dominants is an important linguistic object. This is because supersegment units cannot exist in isolation, but function as part of segment units. The inseparability of supersegment units from segment units is the main reason for their study. These three languages — Chinese, Russian, and Uzbek languages, as an objects of study of this research work, are multisystem languages, therefore, prosodic dominants are different. The phonetic integrity of a word in diverse systems of languages are expressed by various means: stress, synharmony and tone. The Russian, Uzbek, and Chinese languages, according to the description of the phonetic integrity of a word, turn out to be incomparable or incommensurable.

Key words: phonetics, super-segmented elements, prosodic dominants, stress, intonation, tone, etymological tone, phrase, phonological units, Chinese language.

Понятие фонетики сильно расширилось с той поры, когда эта отрасль лингвистики, взявшая начало от греческого слова *Phonetikos*, была лишь учением о звуках. На сегодняшний день фонетика занимается изучением всей системы звучания, т.е. изучает звуковые единицы языка, их акустические и артикуляционные свойства, а так же законы и правила их функционирования.

Как известно звуки, фонетические единицы речи делятся на сегментные (линейные), суперсегментные (просодические). Они же в свою очередь подразделяются на фонетические единицы и фонетические средства. К фонетическим единицам относятся такие единицы, как фраза, речевой такт

(синтагма), фонетическое слово, слог и звук, тогда как интонация, фразовое тактовое, словесное ударение относятся к фонетическим средствам.

Согласно исследованиям, проведенных в области фонологии супrasegmentных единиц можно прийти к выводу, что тон, в общем понятии, является повышением и понижением голоса говорящего, ударение – выделением одного из слогов в составе слова (или слова в составе речевого такта – синтагмы, или синтагмы в составе фразы) различными фонетическими средствами (усилением голоса, повышением тона в сочетании с увеличением длительности, интенсивности, громкости), и оно также может быть рассмотрено в различных аспектах: в фонетическом, морфологическом, ударение в различных единицах языка, в аспекте интеллектуального и эмоционального содержания высказывания. Ударение, в свою очередь может быть словесным, фразовым, тактовым (синтагматическим) и логическое (смысловое). Интонация является ритмико-мелодической стороной речи, служащая в предложении средством выражения синтаксических значений и эмоционально-экспрессивной окраски.

С фонетической точки зрения, структура слога китайского языка значительно отличается от структуры слога русского или узбекских языков. Так, например, слог в русском и узбекских языках может состоять из разного количества звуков, а количество звуков в слогe китайского слова обычно не превышает четырех. В русском и узбекских языках за гласным звуком может следовать несколько согласных, почти любой звук может занимать первое место в слогe, или же стоять в середине или в конце слога. А в китайском языке, данное явление встречается в совершенно ином виде. Отдельные звуки размещаются в строго установленном порядке и занимают зафиксированное отведенное ему место. В китайском языке на первом месте всегда стоит слогаобразующий согласный, за ним неслогаобразующий гласный, в третьем месте находится слогаобразующий гласный, в конце слога – конечный полугласный или носовой сонант. В китайском языке, смыслоразличительную функцию выполняет не морфема или фонема, а тонированный слог, который обычно принято называть силлабемой или слогафонемой.

____ Следовательно, отличительной чертой китайского языка является наличие тона и он, в свою очередь, относится к тональным языкам. В своё время изучением тонов занимались многие филологи, такие как, Алексахин А. Н.,

Задоев Т. П., Спешнев Н. А., Сусов И. П. и другие. В основном, тональные языки мира имеют в составе своего фонетического строя четыре или пять тонов, которые служат смысловыми различителями и реализуются в виде повышения или понижения голоса.

Тон – это суперсегментный признак слога, основной характеристикой которого является высота звука. В путунхуа различают четыре разновидности тона: первый – ровный (一声), второй – восходящий (二声), третий – нисходяще-восходящий (三声), четвёртый – нисходящий (四声) и существует так же пятый – нулевой тон (轻声). Носителями тона чаще всего являются гласные.

В зависимости от того, какой тон имеет слог, определяется его смысл. Ошибочное восприятие или неверная реализация системы тонов китайского языка, в устной речи приводят к нарушениям произносительной нормы и затрудняют процесс общения, ведут к искажению информации.

Кроме этого в китайском языке, существует множество омонимов, а так же в их составе омофоны и омографы. Омони́мами в китайском языке являются слова, которые имеют одинаковое звучание и разное значение. Однако, при этом тон не учитывается.

Несмотря на это, данная точка зрения не является полностью точной, поскольку минимальной фонетической единицей в китайском языке в качестве морфемы или слова выступает не отдельный звук (фонема), а тонированный слог, т.е. силлабе́ма.

Поскольку тон в китайском языке является неотъемлемой частью фонетической оболочки слова и играет смысловую различительную роль, омони́мами в китайском языке считаются слова, одинаковые по звучанию и по расстановке тонов, а иногда имеют различного иероглифического обозначение. Отсюда и вывод, что омони́мы в китайском языке – слова, одинаковые по звучанию (в том числе и тон), но имеющие разное значение независимо от иероглифического написания. Например: 花 huā-цветок- 花 huā-тратить; 吉利 jílì-счастливый 及力 jílì-изо всех сил.

СПИСОК ИСПОЛЬЗОВАННОЙ ЛИТЕРАТУРЫ:

1. Джусупов М., Сапарова К.О. Сегментная и суперсегментная фоностилизация русского языка как лингвистическая и методическая проблема // Языковое пространство Казахстана в новом тысячелетии и проблемы мировой лингвистики: Матер. Междунар. науч.-теор. конф. - Алматы, 2008. - С. 550-565.
2. Спешнев Н. А. Фонетика китайского языка / Н. А. Спешнев. – Л., 1985. – С. 15–16.
3. Борунова С.Н. Сегментация речевого потока в разных типах речи // Русский язык в его функционировании: Уровни языка. - М.: Наука, 1996. - С. 53-74.
4. М. А. Нурмухамедова. Сопоставительные исследования просодических доминантных средств в китайском, русском и узбекском языках: маг. дисс. - Ташкент. 2018. - 98 с.

THE ANALYSIS OF THE WRITTEN SPEECH

Nasrullaev Javohirkhon Ravshankhonovich,

4th year student of the Samarkand State Institute of Foreign Languages, Uzbekistan

Bobojonova Munisa Muhammadshukur qizi,

1st year student of the Samarkand State Institute of Foreign Languages, Uzbekistan

Abstract

Writing can be a process, without which it is impossible to imagine the exit of an up-to-date person into the cultural space. The formation of written speech allowed us to beat the spatio-temporal gaps in communication, created the condition for the mix of vast cultural spaces, which include people from different cultures, communities, generations.

Key words: written language; letter; psycholinguistic approach; neurolinguistics; analyzer systems; cognitive processes.

Written speech is that the topic of close attention of scientists of various areas of scientific knowledge: psychology, neurolinguistics, psycholinguistics, correctional pedagogy. Writing is also a mental activity that's complex in structure and functional organization, including type of consecutive operations that form an integral self-organizing functional system (B.G. Ananyev, P.K. Anokhin, L.S. Vygotsky, A.R. Luria and other).

In linguistic knowledge, the number of organization of communication answers the question by what means the writing is distributed. in line with A.A. Leontiev, this level provides writing with linguistic, linguistic means of implementing the strategy, that is, it translates the inner meaning and content that are formed at the psychological level into linguistic codes - into lexical-morphological and syntactic units, that is, into words, phrases and texts [3]. From the aim of view of the psycholinguistic approach, A.A. Leontiev notes that written speech is taken into account from the standpoint of integrity, connectedness, language means and literacy. Further, the scientist indicates that the essence of written speech is taken into account as a system of processes

generating a coherent written statement. The result, the material product of written speech, is text because the embodiment of thought [3].

The psycholinguistic level of written language, per L.S. Tsvetkova, consists of several links:

1. The strategy of sound discrimination, with the help of which the analysis of the sound composition of a word, its acoustic, kinesthetic and kinetic basis at the phrase level is meted out. This unit analyzes the larger units of speech - the number of words within the phrase and also the perception of the overall sound outline of the phrase.

2. The number of acoustic perception and auditory-speech memory provides the perception of a selected amount of information and its retention in a very very specific memory.

3. Updating images - representations of the grapheme on the premise of incoming sound information and its re-encoding within the corresponding letters.

4. Actualization of the motor image of the letter and its re-encoding into the corresponding letter a series of subtle hand movements.

5. Writing letters, words, phrases [7].

From the aim of view of neurolinguistics, per A.R. Luria, written speech is taken into account as a phenomenon provided by several analyzer systems: auditory, speech-motor, visual, motor. Between them, within the method of writing, an in-depth relationship and interdependence is established:

1. The strategy of sound discrimination is ensured by the joint work of speech-motor and acoustic analyzers.

2. The number of perception of acoustic speech signals is provided by an acoustic analyzer (and, possibly, together with kinesthetic); The perception structure includes, because it became known, the link of iconic memory, and it provides short-term selection and retention of the mandatory information for its processing.

3. The decoding from one process to a unique (from sound to letter) occurs because of the joint work of acoustic, visual and spatial analyzer systems, which are provided by the tertiary posterior brain zone - the temporal-dark occipital zone; here the actualization of images - representations of alphabetic characters.

4. The re-encoding of the optical image of the letter within the motor and within the spelling of the letter occurs because of the complex joint work of the visual and motor analyzer systems [5].

A.R. Luria argues that the formation and flow of writing and written speech is impossible without the presence of inter connections which writing isn't applied by the work of 1 analyzer, but by a gaggle of jointly operating analyzer systems. The scientist notes that when pondering a letter at its initial stage, of those levels inherit operation sequentially, but when implementing this function, all levels work together in an exceedingly tight and complicated hierarchy: depending on the task, one or the alternative level comes first [5].

From the position of neuropsychology, in step with L.V.Tsvetkova, the implementation of such a flowery process as writing is possible only with the joint work of type of brain zones, each of which has its own function and provides one or another condition (component) of the formation and course of writing. Neuropsychological studies have shown that writing is provided by the interaction of the lower frontal, lower dark, temporal and occipital zones of the cortex of the neural structure of the brain. The temporal region of the neural structure is that the identical apparatus for auditory sensations and auditory analysis. The parietal region is also a cortical apparatus that has subtle and clear movements of the organs of the body in space. The front sections of the neural structure are associated with the organization of the course of movements in time, with the event and preservation of motor skills and with the organization of complex targeted actions [4].

Defining written speech from the position of psychological knowledge, A.N.Kornev notes that it represents a special type of activity that has both independent forms and acts as a structural component of other varieties of activity (epistolary, educational, management, mnemonic) [2]. The psychological approach, per A.R.Luria, allows you to determine the structure of written speech, which has type of links: the emergence of intent, the motive for writing, creating a plan (what to write about), creating on its basis a general sense (what to write), regulating activities and exercising control over the actions performed. The scientist indicates that the letter includes type of special operations: analysis of the sound composition of the word to be recorded; translation of phonemes into graphemes considering the position of their elements; "Re-encoding" of visual schemes of letters into a kinetic system of sequential movements necessary for writing. A.R.Luria states that the writing process is least of all an easy "ideomotor" act. It consists of the numerous processes that lie both outside the visual sphere (associated with the representation of letters) and out of doors the motor sphere, which plays employment within the direct implementation of writing

[5]. L.V.Tsvetkova also notes that writing should be thought to be a mental function, the psychological content of which has various mental processes in their interaction [7].

Mastering a written speech, per L.S.Vygotsky represents a higher level of speech development, since the character of writing is more abstract as compared with oral speech. the strategy of mastering the letter is administrated on the concept of metalanguage activity within the popularity of the principles of the language, and through this regard involves even more significant than within the mastery of oral speech, the participation of all mental processes. Analyzing the background of the formation of the letter, L.S.Vygotsky wrote that the event of writing, the preparation for it, begins long before the child learns to write at college. The author indicates that when the children begin to draw, this is often often already a preparation for writing, just like a gesture - this is often often a letter within the air, which later within the method of development turns into a written sign. L.S.Vygotsky notes that mastering a written speech means mastering a special and complicated symbolic system of signs [1].

In the study of written speech, the attention of scientists is attracted by the role of cognitive processes, which are the foremost important and integral components of any act, therefore writing as a kind of activity cannot proceed without the participation of attention, memory, perception, thinking and speech. to keep with L.V.Tsvetkova, written speech proceeds on the concept of the interaction of various higher mental functions and, above all, the perception of assorted modalities, speech, memory and objective actions. These mental functions provide the processes necessary for the idea of writing, sound recognition, updating images - representations of alphabetic characters and transcoding them into a system of hand movements [8]. within the study of N.V.Razzhivina, the processes of attention, memory, and analytical-synthetic activity are considered because the foremost significant psychological conditions for the success of writing. So, the auditory-speech memory is answerable for the retention in a very very STM of type of auditory-pronouncing stimuli, which must be translated into written speech, and visual - for remembering, saving and reproducing letters. The interaction of auditory, visual, kinesthetic perception, coordination of perception of various modalities ensures the successful flow of the writing process. The operations of lexical and syntactic analysis of the structure, phonemic, morphemic analysis and

synthesis of the syllable structure, without which writing is impossible, are components of analytical and artificial activity [6].

Thus, written speech can be a fancy, systemic and voluntary mental activity, which is ensured by the participation of various structural and functional components and much of mental functions. Writing is closely related to oral speech and is disburshed only on the concept of a sufficiently high level of its development.

THE LIST OF USED LITERATURE:

1. Vygotsky L.S. Thought and speech. SOBR. Op. Vol. 2. Moscow, 1982. PP. 5–361.
2. Kornev A.N. Disorders of reading and writing in children: a teaching aid. St. Petersburg: MIM, 1997. 286 p.
3. Leont'ev A.A. Language, speech, speech activity. Moscow: Prosveshchenie, 1969. P. 214.
4. Luria A.R. Basic problems of neurolinguistics. Moscow: Publishing house of Moscow University, 1975. 253 p.
5. Luria A.R. Language and mind. Edited by E. D. Khomsky. Moscow: Publishing house of Moscow University, 1979. 320 p.
6. Razzhivin N.V. Logopedic work on the development of cognitive activity in the correction process dysgraphia younger schoolmates. Abstract of thesis...candidate. ped. Sciences. Saint-Petersburg, 2008. PP. 8–9.
7. Tsvetkova L.S. Brain and intelligence. Moscow: Prosveshchenie, 1995. 304 p.

THE SIGNIFICANCE OF PSYCHOLOGICAL MECHANISMS OF INTELLECTUAL GAMES IN THE FORMATION OF POSITIVE MOTIVATION IN THE TEACHING OF ENGLISH LANGUAGE

Yarmatov R. B.,

PhD, Jizzakh State Pedagogical Institute

Ahmedova M.X.

student, Jizzakh State Pedagogical Institute Uzbekistan

ABSTRACT

This article describes an analysis of the significance of psychological mechanisms of intellectual games in the formation of positive motivation in the teaching of English language.

Keywords: positive motivation, intellectual games, continuous education, psychic process, interaction, innovative technologies.

Reform and improvement of the continuous education system of our country, which is currently developing independently, has risen to a new level of quality, introduction of advanced pedagogical and innovative technologies to it, as well as increasing the level of quality of Education has risen to the level of state policy. Also in continuing education, attention was paid to the psychological implications of intellectual games forming positive motivation in teaching English language. A number of reforms are being carried out in the field of education in the Republic of Uzbekistan, the main goal and driving force of which is to educate and develop future teachers who are comprehensively developed. The evolution of the educational sphere, the changes to upgrade it in accordance with the requirements of Tomorrow are carried out with the necessary steps. The main documents in this field were adopted at the IX session of the Oliy Majlis of the Republic of Uzbekistan on August 29, 1997, the law "on education" and the national program of training of personnel, in which the main directions of development of the education system in the Republic as a priority sphere were defined. Educating the present younger generation, who is the owner of our future, as perfect people and mature specialists, is the responsible and sacred duties of educators in our society.

Also, particular attention was paid to the role of motivation and motivation in public documents such as the law on education, the National Program on training, the National idea and the ideology of national independence. The formation of educational motivation in students is one of the central and urgent problems of the branches of Higher School Psychology, pedagogical psychology. Similarly, an important aspect of the modern education and training system is the study of the issue of motivation. The formation of high performance, indicative-quality educational motivation which is perceived in students in order to raise the educational system to a high level, is a period demand. Also, since the 2013-2014, the study of foreign languages in all regions of the Republic, mainly English, begins in stages from the first classes of secondary schools in the form of game-style lessons and oral speech lessons, and from the second class to the mastering of the alphabet, reading and mathematics;

In higher educational institutions, training in some special disciplines, in particular technical and international specialties, is conducted in foreign languages.

In the science of psychology, there are a number of independent theories that approach the stages of development of thought and speech from each point of view and are based on principles that differently illuminate the essence of the problem. For Example, J.Piaje put forward the idea that the child develops his speech and thinking as a result of communication with the surrounding objects. From the theory of Piaje it is known that the child assimilates with the surrounding parts in harmony with physical movements, that is, the head brain is involved in the activity of the right hemisphere. Therefore, if children are taught foreign languages, in particular English on the basis of games, exercises, songs, mastering, it will be easier to remember, the motivation (interest) for reading will increase further and the development of thinking will help.

The issues of students' speech, the ratio of foreign language learning skills, the formation of pedagogical abilities, the essence of knowledge, skills and qualifications, their interaction, features of formation, professional motivation of the student, the student's preparation for the acquisition of teaching activities, self-awareness in the professional pedagogical sphere and adaptation to the conditions of Higher Education constitute the psychological foundations. As a result of this psychological factor, the following were identified:

- The formation of conversational and foreign language learning abilities are associated with psychological processes. To develop the ability to learn, a system of actions consisting of orient and executive parts is used. In teaching a foreign language

to language-worthy students, executive actions are developed, while in teaching a foreign language to vacant students, teaching a foreign language is used in both types of actions and more orientated actions;

- Knowledge plays an important role in the formation of professional skills. Grouping knowledge on the basis of scientific criteria, determining the content and quantity of knowledge according to the need to form this or that professional qualification are important factors of professional orientation of Education;

- Methodical skills, methodical qualifications are part of the pedagogical activity of a foreign language teacher and are two different levels of possession of movement;

- Motivation includes movement motivation and activity motivation. In the formation of professional motivation, it is recommended to approach actual and potential motivations.

Psychology is a science about the psyche that expresses the function of the brain, reflecting the objective reality.

Co-founder of the Center for Cognitive Research at Harvard University, doctor of psychological sciences, professor J. Bruner believes that the student should be given an assignment that he can perform independently, and not an assignment that he can perform with the help of a specialist. That is, the material of the new language plays an important role in the selection and successful mastering of it, taking into account the potential of the learner, the skillful support of a specialist.

By the decree of the president of the Republic of Uzbekistan № PF-4947 “On the strategy of Action for the further development of the Republic of Uzbekistan” on February 7, 2017, “The strategy of Action for five priority directions of development of the Republic of Uzbekistan in 2017-2021” was approved. Among its functions in the fourth direction, called "Development of the social sphere", it is envisaged to further improve the system of continuous education, increase the opportunities of quality education services, continue the policy of training highly qualified personnel in accordance with the modern needs of the labor market, and according to which it should be noted that continuous development of the educational system is one of the wide use of the achievements of World Science and innovation in modern conditions is an important factor in the consistent and sustainable development of all spheres of life of society and the state, restoration of the country's worthy future. Also, intellectual games

are the most effective, positive motivation-forming tool in language learning for learners-students from a pedagogical and psychological point of view.

It is also important to teach a foreign language on the basis of psychological views, in combination with pedagogy, in the field of preschool education, the most important link between continuing education. In the psychological development of children of kindergarten age, the kindergarten environment plays a very catchy role. Order, discipline and various educational activities in the kindergarten create conditions for the hormonal occurrence of high social, moral and hygienic needs in children. From the point of view of psychology, habits are close to need in terms of their essence.

Scientists have expressed different opinions about the connection of methodology with the science of psychology. I.V.Rahmonov believes that:

In the study of psychology as a specific type of human speech activity;

The methodology is manifested in the implementation of the educational process using psychological legislation.

Currently, psychologically based sciences help to develop the methodology of teaching a foreign language on a scientific, practical basis. Also, the changes that are taking place in the school curriculum and programs, the penetration of innovative technologies into educational programs, the process of compounding educational programs, the application of individual-oriented and developing educational didactics also require certain knowledge, qualifications, skills, as well as psychological preparation and adaptation in the students themselves.

In conclusion, it should be noted that in teaching English not only pedagogical, but also psychological aspects increase the quality of Education. Negaki psychologists note that the psychosocial background of the game activity is that it helps students to express themselves, to find a stable position in life, to self – manage, to increase their opportunities, and also gives motivation to study. Therefore, there is a further increase in the emphasis on the psychological implications of mental games that form positive motivation in teaching English.

References

1. Decree of the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2017 "On the Strategy of further development of the Republic of Uzbekistan"

- and approved by this decree "Uzbekistan in 2017-2021 Action Strategy for the five priority areas of development of the Republic.
2. Education management. 2014-th Year, №2. P.4.
 3. G.Gaynazarova. "Psychological aspects of teaching foreign languages to primary school students"" Scientific and methodological Journal of public education. In 2014-th year. Number 2. P.108.
 4. G.Ermatov. G.Begmanova. Socio-psychological characteristics in the adaptation of schoolchildren to the school process, Journal of Public Education №2, 2014-th year. P.106.
 5. Sh.T.Boltayeva. Yo.Mirsanova. "Pedagogical-psychological features of the formation of the creative activity of the student in the educational system". Journal of continuing education. Number 5, 2014. P.103.
 6. S.A.Boltaboyev, H.A.Umarov. Preparation of future teacher for innovative learning process. Journal of educational technology. Number 6. 2016. P.2.
 7. Sh.Abdusalomova. Sh.S.Alimov. "Formation of skills in the use of multimedia technologies in future Foreign Language teachers". Andijan-2016.
 8. R.Nuriddinov. Course work on the subject "General psychology". Andijan-2016.
 9. " Child and Time " magazine. Number 2, 2018. P.32-33.
 - 10.D.Zahidova. Pedagogical-psychological features of non-assimilation in school. Journal of child and times. Number 3, 2018. P. 36.
 11. D.T.Pulatova. "Improvement of skills based on the needs of public education staff." Journal of modern education. №2 2018. P.12.
 12. A.T.Sadiqov. The importance of interactive techniques used in general education school classes. Journal of thought light. №1,2018. P.100.
 13. Dictionary of pedagogical terms. Aim.uz

THE ROLE OF OUT OF CLASS ACTIVITIES FOR IMPROVING THE SPEECH OF PUPILS

Rakhmatullayeva Nargiza Bakhtiyor kizi

Annotations: The article gives information about the way of improving and developing the speech of pupils through the activities that appear out of classes.

Key words: Activities out of classes and lessons, acme logical improvement, the development of quality of education, speech activity.

The behavior of youngsters who are the future of our country is the most crucial function of parents, teacher and masters. The First President of the Republic of Uzbekistan I.A.Karimov said in the 9th Session of Oliy Majlis that: "We announced the upbringing of perfect human being as the priority sphere of government policy. We understand perfect human being as having advanced intellect, independent mind and they can be sample for others with their behavior, intelligent and knowledge"¹¹. Indeed, if we now recognize the problem of the formation of a well-rounded personality as a social necessity, new approaches to the organization of the educational process – to further expand the focus on extracurricular, extra lesson activities and efficient organization of time is more important than ever.

The most essential problem of current days is organizing indoor and outdoor activities of class and lessons for raising the education to new steps and putting them in practice. The main aim of the behavior out of the lesson is to help initially children how to spend their leisure time appropriately, attract pupils to mass and tutorial works as far as possible, raise their outlook, their taste towards fictional books and their love for motherland.

These days, activities that are out of lessons are being paid much attention in the educational curriculum in our country. Out of lessons activities can be self-study, extra courses, scientific conferences, olympiads, circles, competitions, trips and creative meetings.

¹¹The speech of I.A.Karimov in the 9th session of Oliy Majlis.

The effective way of enhancing the speech of youngsters is reading books. Organizing readers' circle and conferences out of lessons among pupils in order to raise their interests towards fictional works also serves to grow pupils' spiritual and intellectual ability.

We can count the effects of doing activities out of lesson during the educational process:

- acme logical development;
- supporting to spend leisure time effectively;
- improving spiritual – intellectual opportunities;
- enhancing qualimetry of the education;
- increasing fiction taste;
- widening and expanding outlook;
- enlarging the speech of educator;
- upbringing people who think independently;
- educating on the basis of love towards motherland.

Activities out of lessons are essential for evolving the speech of pupils and being independent citizen who can imply their thoughts and worldview autonomously. Even though pupils work on themselves during outdoor activities, it is advisable to be controlled by teachers and parents. The requirement of current educational system is to teach pupils who give ideas autonomously. The first President of the Republic of Uzbekistan said in the 9th session (1997, 29th august) of Oliy Majlis that: "in the Democracy government, children, generally every person are brought up as thinking independently. If children cannot comprehend independently, the effect of the education will be low. Apparently, the knowledge is essential. But the knowledge is another thing. Having an independent view is also great treasure" ¹².

Indeed, the autonomous idea is crucial to find the position in life for everyone. The main purpose is that every person should work on themselves independently, pay the main attention to improving oral ability during the lesson and out of lesson activities in order to enlarge his own independent views and oratory.

¹²The speech of I.A.Karimov. in the ninth session of Oliy Majlis (1997, 29-august).

Out of lesson activities support the independence and freedom of pupils. As a result of this, new innovational ideas are appeared while children are getting older and older. Innovational ideas are essential for the development of our country.

The evolvement of the speech ability of primary school pupils during out of the lesson and class activities is a basic purpose, initially, it is the convenient process for working individually and adapting pupils to group working. Using out of lesson activities in higher education gives an opportunity for students to do self-study, to be skillful staff in the future and to try it in the practice. It serves for integrating pupils, growing creative ability, being an independent thinker and organizing the leisure time effectively on the eve of using out of activities in which sphere of the education procedure.

In summary, activities which are out of lessons and classes have a great role for enhancing pupils' speech ability, organizing effectively and supplying the quality of education procedures during the educational-behavior processes. One of the important process in developing young generation as an independent and perfect thinker is out of lesson activities.

EASY METHODS FOR LEARNING ANOTHER LANGUAGE

Rasulova Gulnoza

Student of Samarkand Institute of Foreign Languages

As we know, currently majority's main target is to learn foreign languages. How we can learn fast and easy it? An important goal in learning foreign language is to cultivate this speech.

There are the following factors in learning a foreign language:

--Foreign language teaching begins with teaching oral speech first

--Language learning is done on the basis of speech patterns of different structures

--The exercises also require that there be exercises that require language to be repeated many times, based on language

--The choice of grammatical patterns and vocabulary should depend on the results of the comparison of the native language with the foreign language

--Great attention is paid to pronunciation.

Easy options for learning foreign languages have been explored by many professors and linguists. For example, professor Azamat Akbarov's opinion: "Learning a foreign language is more important than having" a good impression" translation or a handy tool when travelling. It makes you a smarter, quicker decision maker. Psychological research has also defined that people who know two and more languages are so intelligent. A man, who speaks two languages, brain works better than others.

Famous and powerful polyglot Lydia Makhatova's opinions are so important for our topic. She shared her own ideas with us. "I love learning foreign languages. I learn a new language every two years. People always ask me: "How do you do that? What's your secret?" To tell the truth, I have told like that for years. I don't know I only like learning language. But this answer doesn't satisfy people. They want to know why they don't achieve great results although they spend many years. They wanted to know the secret of polyglots (who know much more languages). I was interested in it

too. Actually, how polyglots manage it? Is there any general points? What helps us learn language faster than others? I decided to met with polyglots and define it.

The most easy way is to go to the party which has a lot of polyglots and exchange experiments. I asked their own methods.

I got acquainted with Irish Benny. He says his method is to try to communicate from first day. He learns some expressions through dictionary and he meets a few people who speak the same language and immediately begins to communicate without delay. He doesn't worry although he does two hundred mistakes a day. Because he learns through communication. Nowadays, you don't have to travel for it. It is great. Because now it's easy to talk to people who speak another language, and you can do it without leaving your room. Another easy way to learn a language is to enjoy it. For example, if somebody is interested in cooking, they can get a recipe from the internet in the language they're learning, and those the method of preparation is organized in that language. Another recommendation is that the learner should read his favorite books and watch moves in that language. As for me I can truly speak in two languages. At first it was difficult for me. Then I started reading my favorite book in that language. I almost didn't understand at the beginning but the last it was clear for me.

Shortly saying, more practice is needed to organize the language. For instance, watching movies, reading books and talking with friends. Practice makes perfect.

THE EFFICIENCY OF TEACHER-MADE MATERIALS

Raykhona Gulomova .

Uzbekistan State University of World Languages

Tashkent, Uzbekistan

Shakhriyor Djahangirov

Namangan State University

Namangan, Uzbekistan

Annotation: The article is about the teacher-made materials and their efficiency in the teaching foreign languages. The data are given in the following article were concluded by the student's survey. There given charts and graphs to open the main structure and plot of the work.

Key words: teacher-made, materials, undergraduate, analyze, corporate work, chart, effective methods.

Considering teachers' responses relating to their experience in designing learning materials, out of 7 teachers, 5 responded to the questions. For the question on the number of experience in preparing the learning content, while 80% of them have been involved in this for 1-5 years, only 20% is involved for more than 10 years. It must be stated that those who are involved within 1-5 years, have been exposed to material designing only by virtue of working in the deemed university. In the case of the teacher, who works on material design for more than 10 years, had started working on it while serving in other universities. Similarly, for the next question on end-users of the materials, 75% of teachers have said that their materials are being used by undergraduates and for the 25% the end users are post graduate students. 80% of the teachers modify their materials based on the needs of the curriculum. However, when it comes to students' contribution to designing materials 60% of teachers say that they take their input occasionally. 60% of teachers use the resources prepared by other professionals. Now as a deemed university, the freedom is given to teachers to design their course materials and at the same time additionally use the modules. Moreover, this has facilitated the integration of technology within the course materials designed.

Nearly 80% of teacher design materials with the integration of social media like Facebook, Twitter, YouTube, and Web 2.0 tools like Blog and Podcasts. Considering preference to present the materials to students as reading materials, as CDs and as a combination of reading material and CDs, 60% of teachers have opted for reading materials and 40% for presenting a combination of materials and CDs. Considering the effective presentation of the materials, 60% of teachers have believe that students have shown creativity in handling business related tasks. However, 40% of teachers have felt that students show creativity only in few occasions. It must be stated that students would be able to analyze the tasks provided as part of learning material and handle them efficiently, if the materials give a clear picture of corporate work culture. This is quite evident in the materials designed, as all the teachers (100%) consider that the materials offer adequate exposure to corporate scenario. When the teachers were asked to rate the proficiency of students, the following responses have been given by the teachers.

Analyzing the responses given by 25 students as feedback, it was found that nearly 86% of them felt that the materials provided to them was effective. For the related question on the adequacy of input provided, 86% of them felt that the input was adequate. 70% of students said that they had learned to do the written tasks given in text with the input given through lab course materials. However, the remaining 30% of them felt that they need to improve their writing skill. Similarly, nearly 70% of students responded that they were confident only to some extent, to do listening tasks. While 14% felt very confident, the rest 16% felt not confident to do listening tasks. For the question on the effectiveness of the reading materials provided in the lab, 79% felt that it was effective, 14% found it to be very effective and .0.7% found the materials to be ineffective.

Having received students' inputs, it was decided to get suggestions from them for improvising the course materials. The following Pie chart would provide the data.

As mentioned earlier, students were given five options to suggest to the teacher. Nearly 95% of them have felt the need for listening to a non-native speakers' audio files as they are more comfortable with the Uzbek accent and pronunciation. Since these students have been exposed to Uzbek accent and the way of pronouncing words, there is more probability to understand the audio content with less effort. Next to this, the response given by number of students (60%), who have suggested the provision for

self-instructional tips, indicates that they prefer to be self-reliant in their learning process. With regard to the number of vocabulary tasks given, 30% suggest that more tasks have to be given for acquiring general vocabulary. Similarly 25% of them have suggested the need for providing writing tasks. The reason is that, normally these students find writing tasks, particularly writing tasks to be very challenging compared to other skills. This fact is evident in their response to earlier question that focused on their writing ability (30% felt the need to improve). With regard to the reading tasks, only 15% of them expect the teachers to provide more reading passages.

While 20% have felt that students are very efficient in using the language skills, 60% of teachers have mentioned that the students are proficient, and the remaining 20% consider that students need to improve. This rating reflects the different levels of students' performance in the examinations. It must be stated that in the Uzbek institutions students who are admitted in various disciplines exhibit different levels of language proficiency. The training given in the language lab is aimed at redressing that gap and enhancing students' performance in examinations.

The final question was framed with the aim of finding out the extent to which the language teachers have realised the advantages in designing materials. The responses received from them are given in the following diagram.

It is evident that teachers enjoy the experience in designing learning materials and that the responses show their interest to develop their professional skills. Hence the responses given by teachers are attributed to Professional development, as presented in the above diagram.

Two classes with 12 and 13 freshman students majoring in English were presented with the experimental material. . The learning content is Freshman English Writing course presented in the multimedia form described in the previous section. Due to the limitation of time and available computers, all learners are seated as in the computer lab with computer projector during the learning activity. The instructor (author of this study) used a computer connected to the projector to present the “prezi” material. All learners were encouraged to ask questions as a normal classroom course, and they also had their own textbooks for reference.

Learners' feedbacks toward the designed learning material were surveyed by a Likert questionnaire as shown in Appendix 1. The topic is divided into four categories: attractiveness of presentation mode, helpfulness of presentation media, personal preference toward presentation style, and overall acceptance. There are five

questions for each category, and each question has 5-point scale. The total questions are 20.

The preliminary summary result of learners' feedbacks upon the designed "prezi" material is shown in the Figure 6, and it is obvious that the attractiveness of multimedia presentation gains the best positive feedback from the students. As to the helpfulness in assisting learning and the style of learning method play fair around the average role in the overall gauge of learning activities for language learning. The results may be expected to be further improved by the inclusion of adaptive interaction between learner and material.

References

Altan, M. Z. (1995). Culture in EFL contexts: Classroom and coursebooks. *MET*, 4(2), 58–60.

Hall, D. (1995). Materials production: Theory and practice. In A. C. Hidalgo, D. Hall, & G. M.

Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.

Maley, A. (1998). Squaring the circle: Reconciling materials as constraints with materials as empowerment. In B. Tomlinson (Ed.), *Materials development in language teaching* (pp. 279–294).

Resource Collection Series, 9, December. Washington, D.C.:National Clearinghouse for Bilingual

Education. Retrieved 29 January 2004 from:

<http://www.ncela.gwu.edu/pubs/resource/effectiveness/thomas-collier97.pdf>

Thornbury, S., & Meddings, L. (2001). Coursebooks: The roaring in the chimney. *MET*, 8(4), 11–13.

Thornbury, S., & Meddings, L. (2002). Using a coursebook the Dogme way. *ME*

THE ROLE OF COMPUTER TELECOMMUNICATIONS IN SECONDARY EDUCATION

Ruziyev Asadbek Gayratjon Ugli

Student of International school of finance and technology

ABSTRACT: this article presents the benefits of computer technology in many areas, especially in education, as well as providing many opportunities for students and offers many opportunities for use in many organizations for various purposes.

Key words: computer technologies, urban and rural schools, the internet, educational services, self-education, memory skills, global network, joint projects.

New computer technologies are used in a regular classroom in urban and rural schools, gymnasiums, lyceums. They make it possible to implement current trends in the educational systems of many countries. These are the world trends in education. However, until now we were limited to technologies that are used in a particular class in a particular school, in full-time education system. It is said that the desire for integration in the field of education, as one of the most pronounced trends dictate the need to go into a single world educational space. Hence, there is such interest in all countries of the world to new information technologies and, in particular, to computer telecommunications, which opens a window into this world space.

The development of communication systems in developed countries has led to a unique Internet. In Uzbekistan, the choice of Internet service providers is quite broad and allows you to find for yourself the ability to work, which is most relevant to the needs and capabilities of each individual subscriber.

The internet is a global network of users from different organizations, government agencies and private companies, as well as private users. The internet was an experimental prototype of the US Defense Department network. Now the network of the internet spreads worldwide, and its users are already more than 40 million people. Over the past few years there have been dramatic changes in the programming approach to the use of computer telecommunications (CTC). The properties and the CTC function become much more powerful, the scope of application, particularly in pedagogy, is dramatically expanding. There is a strong trend of educational activity

with the use of CTC as online publications [1, 96]. Almost any result obtained by students during the school project or just in the classroom, in a few minutes can be published on the Internet. In fact, any training activities with funds of new information technology now cannot simply be considered, but actually be a network.

Until the 90s, the Internet was mainly used for sending e-mails, that is, messages and files from one user to another. Were available and other features based on the e-mail newsgroup - exchange of views with the help of e-mails about these or other topics, news servers - newsletters on various topics in the form of emails, file servers - file storage, which the Internet user can get in the form of e-mail by sending it a specially prepared a request to the file server. To facilitate the data online, special search services were organized - computers that allowed people to find the right document. Therefore, until 1993-1994, the Internet was used mainly in the field of science [2, 34].

In the area of the internet 1993-1994, the situation changed, and the reason for this was the emergence and widespread introduction of new services in the network - the WorldWideWeb, literally - the World Wide Web. WWW- is contained in the Internet worldwide distributed database of hypertext documents. Every computer has a permanent connection to the Internet, can be used as Web- server and put it on the documents.

Of course, it is unlikely that the Internet can be attributed only to the training facilities. This is the information environment, in which there is an educational and subject-area, fully reflecting all the features of the global network and all its services. That is why it is advisable to understand the didactic properties of these services, in those characteristics that may be useful in the educational process.

It is now all known that the Internet has tremendous opportunities of information and services no less impressive.

Educational services are designed to meet user needs in different areas and aspects of education. For example, e-mail includes the following properties: the Internet, which will be very useful in any education system:

The ability to transmit various types of information (text, image, sound) over long distances;

The ability to store and structure the information transmitted to the computer of the service provider;

The ability to store and structure the information transmitted to the sender's computer, and the recipient of e-mails;

The ability of the service provider's computer to keep track of "destiny" of e-mails (to identify and report delivery is delayed writing about the wrong address, etc.);

The ability of the software and the sender computer the recipient of emails to figure out the structure of the storage of received emails, delete or archive emails, lost relevance, to maintain a database of addresses of correspondents etc.;

The compatibility of hardware and computer software provider of the service and its PC phone;

This list can be further expanded.

At present time, there are becoming increasingly important capabilities such as education at a distance, communication between students and teachers not only within a single school district, but also in other countries of the world. With the help of modern information technologies it becomes real to be educated not only internally, but also remotely, without leaving home. The global network, the Internet provides access to information in the scientific centers, libraries, creating real conditions for self-education and memory skills.

There is an opportunity to organize joint projects of students from around the world, sharing experiences, teachers, students, scientists. Any education system is an open and sufficiently stable system. Therefore, its components, such as the objectives and the content of training, should remain unchanged in any form of education within a state in accordance with the programs in this state and standard of education. As for the methods, organizational forms and teaching aids may vary depending on the applied learning concepts, forms of training. That is why we consider it necessary to refer to funds that can provide the most complete implementation of these opportunities to push the walls of classrooms, open access to a world of knowledge, including the dialogue of cultures.

By definition, E. S. Polat, "a didactic qualities of a learning tool to understand the basic characteristics, features of this tool, which distinguish them from other things, essential for didactics, both in terms of theory and practice [3, 15].

Thus, analyzing the quality of teaching aids, teachers seek to determine their didactic properties and then function in the learning process.

In the classification of didactic Internet properties we consider it reasonable to distinguish two main classes of computer telecommunications properties (CPC):

Properties associated with their telecommunications basis, i.e. their technological capabilities. Properties associated with the use of computers.

However, the Internet, not exceptionally being a learning tool, provides teachers and students with opportunities, including the study of a foreign language.

The list of used literature:

1. Азимов Э.П. Материалы Интернета на уроке ИЯ // "ИЯШ", 2001, - №1. – p.96.
2. Круглова И.В. Использование НИТ в учебных предметах школьного курса // Вопросы Интернет-образования, 2006, -p.34
3. Полат Е.С. Интернет в школе: проблемы и решения // Вопросы Интернет – образования, 2004, - p.15
4. Савелова С.Б. Интернет - проекты и современное образование // Вопросы Интернет – образования, 2001, p. 17

REVIEW OF WEDDING CEREMONIES IN THE WORK OF MO`MINJON TOSHQIN "TURMUSH URUNISHLARI"

Shergoziyeva Gulnozaxon Adahamjonovna

Doctoral student of Andijan State University

Annotation: The article examines the national traditions and customs of our people in the late nineteenth and early twentieth centuries, wedding ceremonies and their conduct, how they get named.

Keywords: "Xotin oshi", "Qiz oshi", "Kengash oshi", "Patir Ushatar", "Omiq – Somiq", "Kichik to'y", "Katta to'y", "Sarupo bazm", "Nikoh bazm", "Katta charlar", "Kichik charlar", "Yuz ko'rsatar", "Kuyov keldi", "Kelin tushdi". The work "Turmush Urunishlari" of Mominjon Toshqin (Muhammadjanov) tells the story of the social, political and everyday life of our people in the late 19th and early 20th centuries. In this historical memoir, there are many situations that reflect the national traditions and customs of our people. In this work, the author focuses on wedding-related ceremonies. From the work of "Turmush Urunishlari", the author reveals the realities of the wedding ceremonies of the 30s and 40s of the XX century in a stratified way. That is, the weddings of rich people lasted 3-4 days, maybe a week. Every day two or three pots of plow were distributed. Many rituals and ceremonies were performed at the Groom's wedding. There were traditions of distributing plow called "Xotin oshi", "Qiz oshi", "Kengash oshi". Hundreds of women gathered on the day the pot was hung on the "Xotin oshi", and the "Qiz oshi" was distributed to the girls. That evening, 15-20 elders and businessmen from the mahalla and other places of the country were summoned, the "Kengash oshi" was distributed, and a list of people from the mahalla was compiled. Every day, 20-30 people from each of the 50-60 mahallas like inviting young and old, to the plow after praying in the morning, and the following extravagances: a loaf of bread is weighed from a loaf"[1: B.165]. There is a tradition of distributing plow called "Iraqi yovi" in the description of circumcision ceremonies, and the author explains it as follows: The imam of each mahalla and respected people of the mahalla are presented with robes. The robe given to teachers and imams and teachers is approximately one som, one som, even if it does not exceed a gold coin,

the Qazi and Mingboshi's robe worth to 4-5 soms ". As the wedding days were everywhere, the fun began, and from 10 am to 11 am the trumpets sounded on the roof. It was customary to sing 2-3 songs to the hafiz. Invitations are also sent in envelopes. The author calls all this extravagance, and explains the reason for this extravagance as some people do it out of reluctance, out of obligation not to be left in the lurch: It is a waste of more than a thousand (1000) soms for the circumcision parties of the Rich people's children. He who does not find it will spend 60-70 soms, otherwise he will not be able to stand on his own two feet "[3: B166]. In the early twentieth century, weddings among our people were called "Qiz to'yi", Kelin-Kuyov to'yi". There are many ceremonies at the wedding of a bride (bride and groom), such as "Patir ushatar", "Omiq - somik", "Kichik to'y", "Qozon qayratishi", "Katta to'y", "Sarupo bazm", "Nikoh bazm", "Katta charlar", Kichik charlar". or "Yuz ko'rsatar" All of these ceremonies were at the expense of extra costs, hassle, and extravagance. From time immemorial, women have played an important role in the conduct of all wedding ceremonies. The wedding ceremony began with the women going to the bridegroom: If a man marries his son, starting with 2-3 wives, the girl is sent everywhere. They, too, walk from door to door, from neighborhood to neighborhood for a few days, and finally like a girl. Then the young man sends 1-2 wives to the girl's house, adding 1-2 loaves of bread and 2-3 other fruits; The wives who go are wearing shawls. This is called patir ushatar "[4: B.166]. The next banquet will be at the girl's house, the girl's father will welcome three or four guests from the young man's side and will elect one or two people to talk to the bridesmaids: The girl's representatives: a few hundred soms, nine sheep, a horse, crop from each variety (rice, wheat and other grains) they ask for 2-3 batmans, 1-2 kasavas, halva, and enough bread for 400-500 people. After the two sides come to an agreement after a bit of arguing, the girl's father feeds the guests plow and puts them on one by one. Its name is: omik - somik "[5: P.166]. The hustle and bustle does not end there, the people's hustle and bustle continues in ceremonies such as the "Kichik to'y" and the "Qozon qaytarishi": ; then the money of 50 to 100 sums is given to the girl's threshold . This is called a "Kichik to'y". The next day, plow comes from the girl; this is called "Qozon qaytarish". The girl's father: - We will have a big wedding at such and such a time! Every Sunday and every Thursday there is a plow and a handkerchief from the bridegroom's house until the time is up "[6: P.166]. In addition to these, customs such as the "Kuyov keldi", the "Kelín tushdi", "Maqr" are also described in the book in the example of a wedding, which is held in detail. As can be

seen, the wedding ceremony during this period was much more extensive and less specific. M. Toshqin introduces the reader not only to the socio-political and economic life of the period, but also to everyday life by giving wedding ceremonies in the play. Indeed, this example of classical prose can serve as a basis for our conclusion about the traditional continuation of the coverage of folk customs and rituals in the work of Boburnoma.

REFERENCES:

Mominjon Muhammadjonov. -“Turmush Urinishlari” --/ Composer and publisher Muqaddas Tadjibayeva. -Tashkent: MUMTOZ SOZ, 2016.

Kasimov B and others. “Milliy uyg`onish davri o`zbek adabiyoti”-- Tashkent: Manaviyat, 1999.

Tadjibayeva M. “Jadid adabiyoti va mumtoz an`analar”-Tashkent: MUMTOZ SOZ, 2011.

METHODS OF ORGANIZING THE DEVELOPMENT OF THE FIRST MATHEMATICAL IMAGINATION OF CHILDREN OF PRESCHOOL AGE IN FUTURE EDUCATORS.

Tairova Madinabonu Bakhtiyarovna

Andijan State University

Methods of preschool education

senior teacher of the Department

tairova-1988@list.ru

Annotation This article covers several methods of organizing the development of the first mathematical imagination of children of preschool age in future educators

Keywords: number, figura, spatial forms, set, element, quantitative relation, future educator, natural, circle, square triangle, back, chap, on the right.

In a small group, he begins to conduct special work on the development of mathematical concepts. The upbringing of children as a perfect human being depends on the extent to which successful organization of the first perception of quantitative relations and spatial forms of Exact Sciences. In modern mathematics, the theory of sets is used when basing on the concepts "number", "figura" and others. This in turn creates conditions for the formation of quantitative relations in children and the emergence of an understanding of the natural number. Collection is an indescribable concept, it is given on the basis of examples, for example, a children's collection in Organization of preschool education, a collection of fingers on the hand, or a collection of words in a sentence. In addition, the set is used in place of words that denote the sum of something, for example, a gala, a guldasta, a herd, but in this sum there may not be a single element or even a single element. The collection can be given in different ways, for example, a whole set of numbers between the numbers 2 and 0, a collection of trees in a garden yard, a collection of nurseries in the region, etc., in general the issuance of the collection is given by counting the elements or saying the characteristics of what makes it. The ability to distinguish qualitative signs of things and combine them into a group on the basis of one sign common to them is an important condition for moving from qualitative observations to quantitative observations. Working with children begins with the assignment of the choice and merging into

groups ("choose all the red colored cubes", etc.), depending on the general signs of the things. Collection by separating some of its elements, combining the elements into a balllamba, children learn to perceive the collection as its elements suddenly a whole. The little ones are taught methods of comparing sets and determining their equal strength according to the amount of elements included in the collection ("how much goats, how much sheep, too," ""pens more than backpacks"). Children determine whether there is a mutual value compatibility between the elements of the set using the methods of superimposing or side by side. The concept of mutual one-value compatibility for two sets is such that for each element of the first set only one element of the second set is suitable, and vice versa (how much the divisors are, so are the paws; how much the girls are, so are the boys, and so on). The concept of Natural number sets being compared is content based on the establishment of a value compatibility between the elements. Tirib do different things with things to the little ones, bringing them to the mastering of the number, creating opportunities for the emergence of an understanding of the natural number. In a small group, great attention is paid to the exercises of comparing things by Height, Width, Height, size. In children, a preliminary picture of the size (quantity) and their properties is formed, they are introduced to the figures, the circle, the Square are taught to choose a model of these forms, to say their name, to differ from each other, regardless of the color and size of the objects in the form of triangles. Children are taught to know the location of things (front, back, left side, right) and also correctly determine the time, correctly apply the words Morning, day, late, night. The work to be carried out is carried out from September 2 in groups of children (6-8 children) and from October onwards, according to the plan, the whole group will be accompanied by classes in mathematics. The work is organized by giving them new knowledge little by little, gradually, knowing what the children know and what they can do. In the distribution of the volume of work, it is important not to overestimate or overestimate the possibility of children, since in both cases, at an inevitable Pace, it can lead to inactivity in the training of kittens.

A thorough mastering of the knowledge is achieved by repeating the exercises several times, and then the visual material is replaced and the working methods are changed. Changing the character of the activities of the little ones allows them to keep their assets and prevent them from getting tired: children listen to the educator or educator, watch his work, do some work on their own, participate in the general game. Children are given the same tasks, no more than 2-3 pieces, and from 2 to 4 pieces.

Each of these tasks is repeated no more than 2-3 times. Children can get acquainted with the new material for 10-12 minutes, because mastering the new material requires much more careful attention and strength than the crutches; it is possible to continue the training, during which the repetition exercises are performed, up to 15 minutes. The educator observes the feats of children during the training period and stops the training as soon as symptoms of fatigue appear in them (often distractions of other things, incorrect answers to questions that they answered earlier, getting excited, etc.), which in turn raises the mood of the little ones.

Preschool education is the main unit of continuing education. Previously, this system served only to create a condition for the social activities of parents working in different spheres of the national economy, now the requirements for the content of work of children's Organization of preschool educations have been changed. One of the main tasks is to prepare the kittens for schooling at the school stage. New programs have been developed, tested and introduced that bring children closer to school curricula in the teaching of Organization of preschool education educators. Positive results were obtained by using these programs in the educational process.

In particular, with the introduction of new goals in front of the school, the content of teaching mathematics in Organization of preschool education led to a radical change. Effective teaching of mathematics to children of Organization of preschool education future educator it is necessary to master and deeply master the methods of reading the course "formation of mathematical imagination in preschool children", developed for children of preschool age. Since the younger generation is able to feel responsibility for the future fate in the spirit of self-sacrifice to its people, society and country, to educate in the spirit of respect and preservation of our rich national cultural heritage and our values is an urgent task facing our society, all education in this case requires a great deal of work from the Specialists have further increased the requirements for the quality of training. In this regard, the issue of improving the educational process in the pedagogical higher educational institutions of the Republic has become a topical issue. In the system of training of preschool education specialists, the course "formation of elementary mathematical imagination in preschool children" plays an important role. In the last years, in our country, changes in the entire system of teaching mathematics in children's Organization of preschool education were made, which were incredibly large in terms of their scale and importance. With the introduction of new goals in front of the school led to a radical change in the content

of teaching mathematics in Organization of preschool education. Effective teaching of mathematics to children of Organization of preschool education the future educator should deeply master the methodology of reading the course "formation of mathematical imagination in preschool children", developed for children of preschool age.

UNIVERSAL IDEAS OF NAKSHBANDIYA SECT

Turdiqulova Sadoqat Farxodovna,

second year student of

Navoi State Pedagogical Institute 998997574822

Annotation: Independence is one of the great changes in the history of our people, which has created a wide range of conditions for self-realization, enjoyment of our spiritual wealth. During the years of independence, a lot of work has been done to study the ancient traditions of our people and cultivate a sense of patriotism. One of such noble deeds is the reforms and changes in the spiritual sphere.

Keywords: Naqshbandi sect's universal ideas, spiritual maturity, etc.

Bukhara is a sacred land. From time immemorial, at the crossroads of various trade routes, cultures and civilizations, the melody and splendor of this ancient corner always attracts people. This blessed place, inhabited and created by great scholars, religious and secular scholars, on this land, which is the cradle of human civilization, today attracts travelers from all over the world.

The architectural complexes of the seven shrines of Bukhara - Abdukholik Gijduvani, Muhammad Arif Revhari, Mahmud Anjir Fagnavi, Khoja Ali Romitani, Muhammad Boboi Samosi, Sayyid Amir Kulol and Bahauddin Naqshband are sacred places not only for our compatriots, but also for Muslims all over the world. The seven perfect human beings are recognized as the successors of the Golden Series, which began with the Prophet Muhammad (peace and blessings of Allaah be upon him). They preached the ideas of purifying the heart from lust, living honestly, and loving God wholeheartedly. The works and good deeds of these blessed people have been educating people for a long time and teaching them religion, morality, good words and deeds.

Bahouddin Naqshband was known in the Islamic world as "Bahouddin Balogardon", "Hazrat Bahouddin", "Shahi Naqshband", "Khoja Bahouddin", "Hojai Buzrug" and "Hoja ul-famous". The name of Bahauddin Naqshband is mentioned under different names in different sources. In particular, Mir Alisher Navoi writes:

"Their name is Muhammad bin Muhammad Buhadi." The main one is Bahauddin Muhammad ibn Burhaniddin Muhammad al-Bukhari.

Muhammad Bahauddin Naqshband was born in the month of Mezan in 718 AH (August-September 1318 AD) in the village of Qasri Hinduvar, 12 km from Bukhara, to a Kosib family. His grandfather Sayyid Jalaliddin Bukhari has a special role in his destiny. He was in close contact with the Sufis. This is why his grandson aroused great interest in theology.

"Bahauddin" are the honorary titles of that person, given by the people for their achievements in the religion of Islam, meaning "the light of the religion", "the enlightener of the religion".

Its name "Naqshband" is a combination of the Arabic words "pattern" and the Persian word "band", meaning "pattern-maker", "pattern-binder". In addition, a number of orientalists, Islamic scholars, literary critics and historians believe that the name of Naqshband is "Naqshband bar dil band", which means to engrave the remembrance of Allah in the heart. So, the meaning of the word "naqshband" is to engrave, place, embroider the name of Allah in the heart.

Bahauddin Naqshband is popularly known as "Balogardon" (i.e. the one who repels calamity with prayer). He based his teaching on the theories of Yusuf Hamadoni and Abdukhalik Gijdivani. At the heart of his teaching is the motto "Dil-ba yor-u, dast-ba kor" (Let your heart be in Allah and your hands be in labor). Bahauddin Naqshband softened the strict requirements of mysticism in the past and adapted them to everyday life. According to him, striving for Allah should be done with the heart. The hand, on the other hand, remains busy with labor. Bahauddin Naqshband's idea that it is possible to reach Allah without being secular and without completely giving up the affairs of this world ensured that mysticism penetrated into a very large segment of the population in the Muslim world.

Naqshbandi is one of the mystical sects. Naqshbandi emerged on the basis of the Khojagan sect, developed the views of Yusuf Hamadoni, Abdukholik Gijdivani, Ahmad Yassavi, gave them a new spirit. In the XV-XVII centuries it was widespread among the urban population engaged in trade and handicrafts, as well as among the nomadic pastoral population. In this doctrine, the rules of pi-u murid are greatly simplified, superficial belief, firmness of faith, sincere obedience to the Almighty, sincerity and spiritual maturity play a key role. Rituals, blind observance of customs, hypocrisy, false religiosity are condemned. Moral purity, contentment, patience, and

striving for Allah with voluntary poverty are the highest virtues. In the teachings of Naqshbandi, a person's worth is measured not by his position and wealth, but by his spiritual perfection. In this teaching, it is required to eat an honest bite by one's own profession, and begging is a disgrace for a Sufi. It is forbidden to keep a slave, a servant, or to use the labor of another. He thus opposes vagrancy and selfishness. This teaching condemns arrogance, Sufism, sheikhism, making noise and attracting people's attention with dhikr. The main requirement in Naqshbandi is to purify the heart from the dust of the world, to fight with one's self, to find light in the soul, and to embroider the names of Allah on the heart. Dhikr secretly served this purpose. "Being with the people from the outside, with the Truth from the inside", taking every breath with the remembrance of God, stepping into good deeds, doing good deeds, traveling around the country, visiting the graves of saints, awakening the ignorant, in any case Achieving awareness of the heart is the main method of spiritual education of the Naqshbandi sect. It is said in the Naqshbandi sect that one should control oneself, consolidate one's knowledge in one's heart, spend every moment of one's life in good deeds, and every breath for spiritual perfection.

References

1. P.F.Lesgaft. Family upbringing of a child and its importance. Stuttgart.1876y
2. G.Alimova, J.Kamolov, Sh. Abdullayeva.Partnership of family- the neighborhood-educational institution.T.,2014y
3. www.kitobxon.uz
4. www.zivonet.uz

METHODS OF TEACHING FAIRY TALES

Khasanov Z.Kh., Toshboyeva H.J.

*teachers of general-secondary school №7, Jalakuduk district, Andijan region,
Uzbekistan*

Abstract. When reading works of art of different genres, the teacher is required to choose the appropriate methods. This thesis presents ways to study fairy tales, methods of teaching them, what pedagogical technologies to use in teaching the text of fairy tales.

Keywords: fairy tales, reading, children's ability, genre in folklore, animal stories, fiction.

Fairy tales are the most common genre in folklore, telling simple events and fantastic adventures in people's lives. In many fairy tales, the image of real life is combined with elements of fantasy.

The pedagogical value of a fairy tale is that children rejoice in the fact that righteousness and honesty prevail in it, that people are saved from hardship, that is, that goodness and virtue are realized and that evil and wrongdoing are condemned.

They want it to be that way in life. Fairy tales develop children's ability to discuss and evaluate the behavior of characters. What qualities do you like in people when pupils analyze a story? What for? Why is it punished (or encouraged)? Why do some of the heroes in fairy tales even help the forces of nature, while others turn their backs on them? Think to answer questions such as, discuss and evaluate the behavior of fairy-tale characters.

One of the reasons why the genre of fairy tales is well received and read by children in folklore is the effectiveness, sharpness, meaning and closeness to the language of fairy tales. In many fairy tales, the image of real life is combined with elements of adventure.

When working on a story, it is important to teach children not only to read the story, but also to tell it. Telling a fairy tale enhances oral speech, enriches children's speech with new words and phrases.

It is necessary to work on the proverbs in fairy tales, to bring to the minds of children the ideas put forward in them, to develop a speech associated with memorization, to increase the effectiveness of speech. For example, in the story "The Honest Boy" (Grade 1), the boy is told that he was pleasing to the king for his honesty. The conclusion of the fairy tale is "Speak the truth, even if you have a sword in your head." If pupils understand the content of this proverb, they can create and tell a story like the one above.

With all of the above in mind, the structure of a storytelling lesson can be as follows:

1. Introduction to the fairy tale:
 - a) Preparing pupils to understand the story;
 - b) The teacher reads the story aloud, memorizes it, and so on.
2. Have a short interview to find out how well the pupils understand the story;
3. Read and analyze the story in parts; some visual aids, finding synonyms, dictionary work (explaining the meaning of some words);
4. Preparation for storytelling (reading aloud);

Divide into groups and work on the text of the story. The pupils will be divided into 4 groups of experts. The teacher calls them experts. Each group of experts reads a section of the text that is relevant to them. The experts then move on to other groups. Newly formed groups should have one representative in each expert group. Reads the beginning of the text by any expert and tells the content. In this way, all members of the group introduce their section to the other pupils. The team members choose the expert who explains best. Whichever team gets the most votes wins.

A role-playing storytelling exercise. The teacher instructs to select one participant from each expert group. Each participant is assigned a role. Punctuation is taught in role-playing. The winner is the pupil with the best reading.

Animal stories are taught more in the primary grades. Anwar Abidjan's tales such as "The Wolf as a Doctor", "The Fox with the Glass", "Olapar, Mosh, Musicha" are taught and analyzed in the form of real-life stories. Working with text involves selective reading, answering questions, pupils asking and answering questions, graphic

drawing with words, planning, retelling, and storytelling. In these tales the habits of animals are analyzed, but it is not recommended to compare them to the character of men. It is known from school experience that young pupils know that fairy-tale animals do not speak, foxes and cranes do not visit each other, but they perceive the world of fairy tales as a life story. When reading and analyzing a fairy tale, all the work is focused on a better understanding of its content, the behavior of the characters involved in the development of the plot, the correct understanding of the relationship. The final step in working on a story is to read the part of the story that you like the most and say why you liked it. Have you ever had a story like this in your life? ” questions such as help pupils understand the story. Fairy tales should remain fairy tales for pupils and children should learn to approach events in their lives as an author.

In addition, children read the story "State" in 4th grade. This tale is a tale that depicts elements of ordinary life. Because fairy tales are fiction, it requires pupils to be roughly prepared to read a fairy tale. In preparation for reading the fairy tale, there will be a conversation about how our ancestors imagined the environment, nature, the universe. Such a conversation helps to understand the artistic images of fairy tales, their relationships, behaviors and characters.

When working on a story, it is important to teach children not only to read the story, but also to tell it. Telling fairy tales enhances oral speech, enriches children's speech with new words and phrases, cultivates love for the native language.

REFERENCES:

1. New edition of the state educational standard on primary education // Primary education magazine. Tashkent, 2005. №5. Pages 5, 6, 8, 9.
2. Matchonov S., Shojalilov A., Gulomova X., Sariyev Sh. Dolimov Z. "Reading book": textbook for 4th grade. –Tashkent: "Yangiyul polygraph service" 2013.
2. Fulomov. Principles and methods of mother tongue teaching. T .: Teacher, 1992.

TEACHING SPEECH ACTS IN DEVELOPING STUDENTS' PRAGMATIC COMPETENCE IN ENGLISH

Zokhida Tursinova Sharabidinovna

Tashkent State Institute of Oriental Studies, Tashkent, Uzbekistan

Orunbaeva Uminiso Sharabidinovna

Fergana State University, Fergana, Uzbekistan

ABSTRACT

Teaching and learning a foreign language not only embodies grammar, vocabulary, reading, listening or writing skills but the social awareness aspect as well. This aspect is usually defined as pragmatic competence even though there are many other definitions of this notion. Possessing pragmatic ability means being able to understand the intended meaning and the purpose of written or spoken text. Including the instruction of pragmatics through various speech acts in the curriculum of teaching a foreign language is important.

Pragmatics is considered to be an important aspect of language instruction. Today, scholars in language instruction recognize that learners must develop linguistic as well as pragmatic competence. Pragmatic competence helps learners understand, employ, and interpret language in context. However, pragmatics is regarded as one of the most strenuous aspects of language teaching and learning. Studies in pragmatics still seek to respond to the question about the teachability of targeted pragmatic features, which opens the question about whether pragmatics can be taught effectively. Can pragmatics be fully taught or must educators focus on key features of pragmatics such as speech acts, which is perhaps currently the most important established part of the subject?

Certainly pragmatics and language teaching should accompany each other. However, in order to assist and assess learners in the appropriate use of language in context, language teachers today must receive some explicit instruction about pragmatics themselves. They need to be acquainted with the resources available to

teach pragmatic norms. Speech acts, as part of pragmatics, can help teachers orient their instruction on developing a general awareness of how language forms are used in context. Speech acts provide a framework on which teachers can build learning opportunities for L2 pragmatic development. Speech acts can greatly support students' development of pragmatic competence. Focusing on speech acts to teach pragmatics seems to be the answer today in language instruction; at least until new classroom research arise to help teachers find resources and materials of pragmatic features and norms.

Keywords: pragmatic competence, speech acts, English Language Learner (ELLs), second

Teaching students to communicate effectively in English developing pragmatic competence alongside with other language skills is crucial in the field of teaching and linguistics. In this way according to Hilliard (2017 a), lessons targeting the instruction of pragmatics through various speech acts should be included in the curriculum of any foreign language.

In the process of teaching effective communicative skills, students need not only to use the lexis or grammar of the target language in a correct way but appropriate **speech acts** which are considered to be the basic unit of conversation. In this paper I will try to define a suggestion of teaching one of the mostly used speech act – **request**. It is not a secret that each speech act has its own communicative function. **Request** is a speech act that students and even every human being may come across with every day. Three main strategies i.e. direct strategy, conventionally strategy and non-conventionally indirect strategy and the other two aspects- request perspectives and upgraders should be addressed while teaching requests to students.

As for the **pragmatic and cultural objectives**, as they are closely related, students may be expected to comprehend their knowledge and awareness in the field of pragmatic competence, precisely, implementing the strategies in an oral and written forms mainly and using and understanding appropriately the types of requests considering **social status, social distance and intensity** as appropriate for the chosen speech act and for the level and needs of the learners. As pragmatics really vary culturally depending on the social status, distance and intensity, it is important to use more than one scenario (Hillary, 2017b). It can be extended by giving different types of role-plays in pairs and then acting out for the entire class. Teacher can lead the class

discussion and help to choose the correct words or phrase appropriate for the situation, tone or intonation which plays the crucial role in request and the reaction to the partner.

Regarding **the integration of productive and receptive skills**, as they are the core skills of the curriculum, first of all, students would better get acquainted with the situation and discuss it using questions cards especially in pre-activity. After, they may be given different situations which they should read the situation of request in the target language and give examples in native one. As to have the real imagination of the introduced speech act, students would better be provided with the ready script of dialogues which will serve like a framework. In each process the use of appropriate lexicon and grammar structure is required as they are crucial in organizing correct and understandable speech.

The next procedure will be listening to dialogues compiling forms of request which will be authentic to understand the speech act of the target language. Leaning on the activity students can develop their own dialogues as a role-play. Key words and phrases should be provided.

The assessment of the learners throughout the lesson progression will be held in an **ongoing process** as the lesson itself goes step-by-step. The type of assessment will be informal and formative in the initial class but in the next lessons it should have a summative and formal character.

It is not a secret that education has gradually evolved to incorporate **the technology**. The first thing when we talk about the technology which comes to our mind is computers, projectors and smart phones (mainly for students). Other gadgets are speakers, slides and the like. All of these developing will serve to be more successful for both teachers and students. If the lesson includes the competence of acting out the dialogues or creating them by students, observing classmates' performance which will show the communicative aspects of the target language, it may be highlighted that the main goal or approach of the lesson is communicative language teaching. Moreover the interaction between students will improve not only their communicative skills but help to evolve their pragmatic abilities which is crucial in the real life communication.

REFERENCES:

- Bezzi, C. (2006). Evaluation pragmatics. *Evaluation*, 12(1), 56-76.
- Hillary A., 2017, *Twelve activities for teaching the Pragmatics to L2 learners*.
English
- Ishihara, N., & Cohen, A. D. (2010). *Teaching and learning pragmatics: Where language and culture meet*. Harlow, England: Pearson Longman.
- Marasco K. et al., *Pragmatic Language Assessment Guidelines: A Best Practice Document*, 2004
- Yule, G. (1996) *Pragmatics*. Oxford, England: Oxford University Press.

ТЕНДЕНЦИИ ИССЛЕДОВАНИЙ ЯПОНСКОГО «ОТКАЗА» «В СЛУЧАЕ ЗАПРОСА»

Гайратова Захрохон Давронхуджа кизи
*Ташкентский Государственный Институт
Востоковедения Магистрант
2 курса японской лингвистике
Телефон: +998(97)744-40-34
e-mail: zahroxon.gayratova@mail.ru*

АННОТАЦИЯ

This research summarizes prior research and studies on "Refusal" in Japanese and explores research trends and the direction of research in the future. Prior research is roughly divided into two categories, control study on "Refusal" and a comparative study on "Refusal" between native speakers and learners. After arranging the subjects of each prior research, research methods and research results, I made two suggestions regarding the future direction of research based on them. The first is that while prior studies are mainly targeted at school settings, research on "Refusal" in business situations is necessary. Secondly, data collection methods such as discourse completion test and role-play are used extensively for investigation methods, but I think that it is necessary to include natural conversation and actual scene data in future analysis.

Ключевые слова: Отказ, рассуждения, «я хочу быть свободным», DCT, дискуссий.

«Отказ» - это акт высказывания, который защищает область отказа (ощущение «я хочу быть свободным»), не реагируя на намерения другой стороны. Отказ - неприятный поступок для собеседника, и следует позаботиться о том, чтобы его предотвратить. Если отказ не оправдан, человеческие отношения между ними могут быть опасными. Точно так же Сяо и Чен (2008) говорят, что словесные действия «отказаться» - это действия, которые передают другой стороне чувства, с которыми они не согласны, и позволяют им понять и в некоторой степени ранить эмоции собеседника

и уменьшить их отношения. Он указывает на то, что существует риск повреждения. Чтобы сохранить человеческие отношения при отрицании, необходимо ответить таким образом, который не является неприятным для собеседника.

Если изучающий японский язык не изучает, как отказаться на японском языке и характеристики выражения «отказаться» в разговоре с носителем японского языка на японском языке, может отклонить «запрос». Мы считаем, что понимание знаний японского метода отвержения и отклонения фраз необходимо для формирования хороших отношений От носителя языка. Считается, что существует возможность создания коммуникационного препятствия. Нужно учиться и понимать, как отказаться от японского и как отказаться от него, чтобы сформировать хорошие человеческие отношения.

В образовании на японском языке было проведено исследование «отклонения» с разных точек зрения, чтобы помочь студентам лучше понять «отказ» от японского языка. Цель этой статьи - предоставить обзор предыдущих исследований японского «отказа» в ответ на запросы и показать направление будущих исследований на основе результатов и проблем.

Исследование, в котором анализировались модели «отказа» и языковые выражения в ответ на запросы японцев, включало контрастное исследование «отказа» на японском и других языках, а также исследование на японском языке, ориентированное на носителей японского языка и иностранных изучающих японский язык. Было проведено много сравнительных исследований по слову «отказ».

Будим сравнивать японский "отказ" между носителями языка и учащимися.

Обзор исследований, посвященных различиям в отказе от японского языка между носителями японского языка и иностранными учащимися. Ранее проводилось исследование, в котором изучались учащиеся из англоязычных стран, таких как американцы, но затем лидировали исследователи, изучающие китайский японский и корейский японский, что составило большинство. Ранее проводилось исследование, в котором изучались учащиеся из англоязычных стран, таких как американцы, но затем лидировали исследователи, изучающие китайский японский и корейский японский, что составило большинство.

Кроме того, появилось новое исследование, в котором участвовали тайские и вьетнамские исследователи, которые учатся в Японии. Сравнение между учеником и носителем японского языка показывает, что на ученика повлияет родной язык, и что прагматика родного языка изменится. Было проанализировано, что эти выражения часто используются в прагматических переходах с родного языка. Мэн сосредотачивается на том, что такое отказ и конец отказа, сравнивая частоту использования шаблона отказа среди китайских не японцев, продвинутых китайцев и носителей японского языка.

В разделе отклонения три основных шаблона, наиболее часто используемые учащимися, носителями японского языка и носителями китайского языка, - это извинения, рассуждения и колебания / присоединения. Мы сравниваем частоты и исследуем статистическую значимость различий в моделях отказа. Продвинутые ученики распознают различия между японским и китайским языками, стараются по возможности избегать китайских паттернов и используют японские паттерны. Смысл видится как результат. С помощью DCT, сбора большого количества данных и статистических методов выясняются характеристики отказа учащегося.

Kanok One (1997) анализирует «отказ» от запросов и приглашений, классифицируя их как близких и незнакомых. Предметом исследования являются носители японского языка и изучающие японского языка филиппинские изучающие японский язык и бахрейнские изучающие японский язык.

Чтобы прояснить проблему использования языка студентами, мы собираем телефонные разговоры и сравниваем функции «отклонения» с местным японским языком. В результате слово «нет», возникающее из «отклонения», используется относительно правильно, но из «невозможного», что является прямым выражением «отклонения». Другой стороны есть проблемы конечной частицы, которая показывает внимание в использовании. Тем не менее, в этом исследовании было отмечено, что рассматриваются только «причины» и «невозможные» части, а стратегия «отказа» полностью не рассматривается.

Существуют также исследования, которые анализируют когнитивное поведение носителей японского языка и изучающих китайский язык японцев с когнитивной точки зрения. Ван просит китайских изучающих японский язык и изучающих японский язык посмотреть видео интервью с близкими японскими

женщинами, и оба рассказывают, как они предсказывают поведение клиента. Это сопоставимо с точки зрения знаний.

Результат этого исследования показало что можно узнать заранее отрицательного ответа языка носителя чем изучающие.

В этом исследовании рассматривается, как китайские студенты и носители японского языка интерпретируют неприятие японского языка, сравнивая их представления о намерениях говорить. Объясняет разницу.

Тем не менее, нет упоминания о различиях в восприятии и факторах, которые приводят к различиям в характеристиках «отклонения» между двумя языками.

Многочисленные исследования, проведенные до настоящего времени, анализировали появление школьной сцены, но Такаши и соавторы провели исследование «отказа» в условиях бизнеса.

Для каждого тайванско язычного делового человека с 12-летним опытом изучения японского языка показатели определяются социальной дистанцией между спикерами, властными отношениями и уровнем вовлеченности, а данные собираются посредством ролевых игр на японском языке.

Данные интервью, полученные в результате анкетирования, подразделяются на множество «дискуссий», и анализируется использование лингвистических выражений, структур дискурса и выражений уважения в запросах и отклонениях. В результате японские и тайваньские бизнесмены едва ли используют «прямое отрицание» или извинения.

В случае общения между японскими бизнесменами и тайваньскими бизнесменами японские бизнесмены объясняют ситуацию в соответствии с пониманием другой стороны, эффективно используя другие альтернативные предложения и отстранения. Было замечено, что тайваньские бизнесмены, как правило, используют однообразные фразы в ходе разговора по сравнению с японским языком.

Что касается использования уважительных выражений, было подтверждено, что тайваньские бизнесмены могли получать четко определенные слова чести, но они были ограничены строгими выражениями и не было никаких различий в выражениях.

Был дан обзор исследований по японскому «отказу», включая сравнительный анализ между языками, сравнительный анализ между изучающими японский язык и носителями языка, а также аналитическое исследование по трактовке «отказа» в учебниках. В предыдущих исследованиях бремя запросов и близкие отношения с другой стороной считались факторами, влияющими на отказ и выражение отказа.

Кроме того, изучается модель развития структуры дискурса «отказ» и конкретные стратегии для реализации развития. Кроме того, характеристики языкового выражения учащихся и влияние их родного языка и целевого языка разъясняются с точки зрения прагматики промежуточного языка. Таким образом, «отказ» изучался со многих сторон. Далее, основываясь на предыдущем исследовании, я опишу вопросы исследования и будущие направления отказа Японии.

1) Многие опросы проводятся в школах для учащихся, но необходимо изучить «отказ» в деловых ситуациях.

В предыдущем исследовании причинами опроса были студенты университетов. Две причины заключаются в том, что студенты университетов имеют больше возможностей общаться с разными культурами, чем другие социальные группы, и что легче собирать большие объемы данных. До сих пор исследования на студентов были доминирующими. На сегодняшний день было проведено несколько исследований, направленных на офисных работников и создание деловых ситуаций на работе. Однако в последние годы, с глобализацией бизнеса, иностранные бизнесмены имеют больше возможностей использовать японский язык. Иностранным сотрудникам наиболее трудно использовать надлежащие выражения чести, выражения обращения и выражения эвфемизма при выработке и принятии мнений, особенно в ситуациях «отказа». Как описано выше, мало исследований, посвященных запросам и отказам, которые иностранные бизнесмены часто называют трудными ситуациями. В будущем понадобятся исследования, чтобы уточнить дискурсивную структуру «отказа» и фактическое состояние, как от него отказаться.

2) Методы сбора данных, такие как тест завершения речи и ролевая игра, часто используются в качестве методов опроса, но мы считаем, что необходимо включить данные о естественных разговорах и реальных сценах в будущий анализ. В предыдущих исследованиях подчеркивался

количественный анализ, и часто использовались анкетные опросы с использованием DCT, который представляет собой письменную анкету, подходящую для одновременного получения больших объемов данных.

В последние годы широко использовался метод ролевых исследований, который использовался для анализа языковых выражений в разговоре. Однако очень немногие исследования касаются реальных данных как в школе, так и в бизнесе. Кроме того, в исследованиях, связанных с электронной почтой, существует метод сбора данных электронной почты путем назначения и написания электронной почты. Нет исследований, анализирующих данные электронной почты, которыми обмениваются на сайте Nes, за исключением Mune, который имел дело с носителями японского языка. Из вышесказанного можно сказать, что не ясно, как на самом деле выполняется «отказ». В будущем необходимо будет собирать более естественные разговоры и проверять результаты.

В данной статье показаны темы исследования и направления «отказа» на японском языке. Ожидается, что иностранцы будут наняты японскими компаниями в будущем, и с ростом признания иностранных работников контакты между японцами и иностранцами будут увеличиваться все больше и больше.

В бизнес-среде необходимы дальнейшие исследования будущего обучения японскому языку о том, как добиться беспрепятственного общения, включая такие ситуации, как «отказ».

СПИСОК ЛИТЕРАТУРЫ

1. Beebe, L. M., Takahashi, T, and Uliss-Weltz, R. (1990).
2. Pragmatic transfer in ESL refusals. In R. Scarcella,
3. Second Language (pp.55-73). New York: Newbury

6.コミュニケーション」『言語』第 19 卷 8 号、
pp.59-66 大修館書店

ПРИНЦИПЫ ПЕРЕВОДА ХУДОЖЕСТВЕННОГО ТЕКСТА В ЖАНРЕ-ФЭНТЕЗИ

Мирсагатова Д.У.

УЗГУМЯ

Аннотация: Это статья изучает различные принципы перевода художественного текста в жанре фэнтези. Тексты жанра фэнтези можно разделить на следующие направления: «высокое» эпическое фэнтези, героическое фэнтези, розовое фэнтези, детское фэнтези, философское фэнтези, историческое фэнтези, юмористическое фэнтези, научное фэнтези и черное фэнтези. Все эти направления отличаются друг от друга по ряду признаков и продолжают развиваться по настоящее время.

Ключивые слова: жанр фэнтези, историческое фэнтези, роман-фэнтези, современная литература, стилевые и жанровые особенности текстов.

Annotation: This article examines various principles of translation of a literary text in the fantasy genre. Texts of the fantasy genre can be divided into the following areas: "high" epic fantasy, heroic fantasy, pink fantasy, children's fantasy, philosophical fantasy, historical fantasy, humorous fantasy, scientific fantasy, and black fantasy. All these areas differ from each other in a number of ways and continue to develop to the present day.

Keywords: fantasy genre, historical fantasy, fantasy novel, modern literature, style and genre features of texts.

Роман-фэнтези – это, в первую очередь, произведение, сюжет которого разворачивается в выдуманном и тщательно разработанном автором мире, стилизованном под средневековье, в котором неизменно присутствует магия и мифологические или «мифоподобные» существа. Во-вторых, автор романа-фэнтези делает акцент на поступках и переживаниях героев, описываемых на фоне авантюрного сюжета, в основе которого стоит противостояние добра и зла. В-третьих, произведения этого жанра объединяют в себе элементы других литературных жанров. Тексты жанра фэнтези можно разделить на следующие

направления: «высокое» эпическое фэнтези, героическое фэнтези, розовое фэнтези, детское фэнтези, философское фэнтези, историческое фэнтези, юмористическое фэнтези, научное фэнтези и черное фэнтези. Все эти направления отличаются друг от друга по ряду признаков и продолжают развиваться по настоящее время. Жанр фэнтези, несмотря на свое заслуженное место в современной литературе, продолжает развиваться и сейчас, ведь необычное всегда привлекало читателей. В стремлении заинтересовать большую аудиторию своим творчеством, авторы создают миры, все более отдаленные от существующего на различных уровнях. Учитывая то, что никаких каноничных ограничений в литературе такого вида не существует, ее язык претерпевает постоянные изменения, чем обусловлена сложность перевода таких текстов.

Целью работы являлось изучение жанрового своеобразия романов-фэнтези и способов его сохранения при переводе. В первую очередь, для достижения поставленной цели необходимо было выявить стилевые и жанровые особенности текстов в жанре фэнтези.

Основополагающей характеристикой романов-фэнтези является наличие в них авторской безэквивалентной лексики – без нее невозможно создание авторского мира. Кроме того, в таких романах встречаются упоминание или включение в текст элементов авторских языков, историзмов, архаизмов, устаревших грамматических форм, инверсии, эвфемизмов, эпитетов с четким разграничением эмоционально-оценочного значения, авторских метафор и сравнений, а также применение приемов антитезы и персонификации. Как было сказано в первом пункте, в текстах жанра фэнтези используются эвфемизмы, причем практически во всех случаях они встречаются в речи представителей высших слоев общества: как и в реальной жизни, приближенные к правительству люди стараются скрыть отрицательную информацию за нейтральной лексикой, что в современном мире называется «политическая корректность». Е.А. Будник и А.Т. Ахмедова выделяют несколько способов перевода политических эвфемизмов, применимых к текстам жанра фэнтези:

1. Подбор эквивалентного русского эвфемизма с помощью словарей (например, *golden age* – пожилой человек).

2. Калькирование, которое помогает наиболее полным образом передать задумку автора (например, social stereotypes – социальные стереотипы).

3. Модуляция, т.е. «лексико-семантическая замена слова или словосочетания ИЯ единицей ПЯ, значение которой является логическим следствием значения исходной единицы» [Комиссаров, 1990, с.177]. Таким образом, переводчик переводит текст, оставляя между оригиналом и переводом понятную логическую связь (например, satisfied – уверенный).

Особенность перевода художественных текстов заключается в адекватной передаче особенностей текста-оригинала, т.е. перевод должен быть выполнен с учетом авторских стиля и интенций, с максимальным сохранением всех средств, служащих функциям оригинального текста. В случае с текстами-фэнтези, особенностью их перевода является адекватный перевод авторской безэквивалентной лексики.

Список использованной литературы :

1. Алимова, М.В. Особенности и основные критерии перевода художественного текста. // Вестник РУДН. Серия: Русский и иностранные языки и методика их преподавания. –2012. – № 2. – С. 47-52.
2. Бархударов, Л.С. Язык и перевод: вопросы общей и частной теории перевода. – М. : ЛКИ, 2010. – 240 с.
3. Беренкова, В.М. Жанр фэнтези как объект лингвистического исследования [Электронный ресурс] – 2009. – № 4. URL : <https://cyberleninka.ru/article/n/zhanr-fentezi-kak-obekt-lingvisticheskogoissledovaniya>

ВИРТУАЛЬНЫЙ МИР: ИДЕАЛИСТИЧЕСКАЯ И РЕАЛИСТИЧЕСКАЯ ДИАЛЕКТИКА

Орипов Элёр Шавкатович,
преподаватель КГПИ

Сегодня человечество одновременно гордится тем, что поднялось на вершину научно-технического прогресса и вместе с тем, находится в замешательстве. Хотя человечество добилось этого благодаря недюжинному интеллекту и способностям, наличие первичной сущности имеющихся в нем материальных свойств, сегодня создает ряд проблем. В связи с этим, человечеству, для смягчения появившегося отрицательного эффекта. Необходимо разработать систему новых технократических ценностей¹³ основанных на «человеческих» критериях.

В нашем понимании, фактор устойчивости в традиционных обществах это равновесие между научно-техническими достижениями и социальным поведением. В современных обществах однако, развитие ИЧР, служа материальному развитию общества, оставляет духовные отношения в стороне. В частности первая промышленная революция в Европе вытеснила необходимые для той действительности традиционные ценности. Например, развитие техники привело к кризису промышленности, основанной на ручном труде, а это в свою очередь к обнищанию занятого в этой сфере населения и даже к острому недовольству существующим положением. (Вспомните движение луддитов!) На сегодняшний день этот процесс получил в некоторой степени серьезную окраску. Если в 80-90 годах прошлого века в сталелитейных компаниях США, при неизменившемся объеме производства количество рабочих сократилось в шесть раз, а в компании «Дженерал электрик»¹⁴ в три раза, то на сегодняшний день в связи с мировым финансовым кризисом эти цифры растут день ото дня, и в современном обществе технический прогресс служит отдалению человечества от социально-духовной жизни, а точнее научно-техническое развитие служит не

¹³ Основанием для этого термина служит исследование американских экономистов Г. Скотта, Т. Веблена в 20-гг. XX века

¹⁴ Баходир Зокир Глобаллашув зиддиятлари. « Тафаккур» 2000г. 2 том, стр.35

благу людей, а способствует формированию групп с противоположными интересами. Для достижения настоящего социального благополучия научно-техническое развитие необходимо как воздух. Но отрицательное воздействие на духовную жизнь и окружающую среду прогресса в нынешнем его виде никак нельзя оправдать.

-Для формирования технократических ценностей, прежде всего необходимо отметить необходимость изучения одной из его составляющих, виртуальную (от лат. *возможный*) — объект или состояние, которые реально не существуют, но могут возникнуть при определённых условиях.) реальность, а также положительное и отрицательное воздействие на человеческое сознание и душу.

Понятие « виртуальная реальность» впервые использовал сотрудник Массачусетского технологического института в 70-х годах прошлого века и введено в обиход американскими кинематографистами. Они выпустили киноленту с одноименным названием о возможности искусственного осуществления воображаемых возможностей которые невозможно исполнить в силу ряда причин естественным путем, в цифровой форме.¹⁵

Сегодня мы можем наблюдать стремительно врывающиеся в различные области социально-духовной жизни технологии, предназначенные для передачи информации в самых различных формах. Качества, связанные с фундаментальными ценностями исчезают под действием ИЧР, это в свою очередь становится причиной универсализации единства этнических культур, ослаблению традиционных ценностей и образцовых норм социального поведения.

В результате технологического воздействия на соответствующие сферы искусства, науки и социальной жизни- появился Виртуальный мир. Развитие явлений и событий этого мира своеобразно формирует человеческое общество и ценности в виртуальном мышлении. Как только человек начинает ощущать себя неотъемлемой частью виртуального мира, то явления и события из этого мира превращаются в ценности. В нашем понимании, более близкий анализ для нашего исследования понятия виртуального мира – сделав объемным при помощи средств компьютерной графики материальные предметы и события,

¹⁵ Мавлуда Ёкубова Ижтимоий тараққиёт ва маданиятнинг глобаллашуви. Т.: NISHON-NOSHIR, 2010.Б.33

мысленное воспроизведение или субъективизация объективной реальности. Виртуальный мир подобно настоящему миру имеет закономерности места, времени, наличия или отсутствия. Присущая ему особенность в том, что в рамках своих возможностей он может представлять, менять реальный мир, изображать его в темных или светлых тонах, то есть он обладает подлинной самостоятельностью. В некоторых случаях, «Будучи независимым от всех других реалий в онтологическом отношении, он может взаимодействовать с ними, существует до тех пор, пока он актуален, то есть пока не активизировалась породившая его реальность»¹⁶

В виртуальном мире в воле субъекта находятся такие возможности как вероятность, идеализация, проектирование, повтор, имитация, выбор образа человека либо животного.

В этом мире всего лишь отражаются предметы и события реального мира.

Творец и создатель виртуального мира, это несомненно человек и его разум. Человек в этом процессе имеет немного больше свободу и более широкие возможности чем в реальной действительности. Отсутствие факторов, препятствующих деятельности человека в виртуальной реальности дает возможность свободного осуществления отрицательных чувств в сознании человека. Рост коммуникационных возможностей в этой реальности приводит к отчуждению индивида от общества, а кризисы социального прогресса ведут к развитию нечеловеческих наклонностей. В этом мире у человека есть большие возможности, которые он не может осуществить в повседневной жизни, и это создает условия для материализации различных воображаемых образов. В субъективном понимании появляются новые ценности, они являются важными для этого мира и самое главное, их возможно осуществить. По мере погружения человека в этот мир изменяется его мировоззрение, образ жизни, увлечения, формируется своеобразная система ценностей и это либо повышает духовное сознание человека, либо ослабляет его.

В результате улучшения средств связи появились Интернет-игры. Двери интернета широко открыты, он стремительно меняет мир духовных ценностей, перестраивает его, превращение человека в пленника виртуального

¹⁶ Михайлов А.Н. Диагностика виртуальной образности {Текст} А. Н. Михайлов, Н.А. Носов. М.:2008 с.8

мира усиливает его самоуверенность, посредством общения на расстоянии помогает полностью удовлетворить потребность в выражении своего «Я». Конечно, действительность в виртуальном мире интереснее и предпочтительнее реального мира. Сегодня у большинства людей это выражается в виде фактора отказа (временного) от настоящего мира, полного проблем и забот. В виртуальном мире возможности человека очень широки, мир как серьезное препятствие отсутствует потому что в этом мире все можно начать заново, то есть спокойно совершить ошибку и не отвечать ни перед кем за последствия своих действий. Высшая ценность в реальном мире- человеческая жизнь в этом мире вообще ни имеет никакой ценности. Наличие возможности «перезагрузить» достаточно, чтобы понять своеобразие виртуального мира.

В мире виртуальных возможностей и форм есть основы двух типов, они активно проявляются в процессе появления интернет-зависимости и оказывают различное воздействие на мир человеческих ценностей. Еще одна особенность виртуального мира это расширение возможностей общения между людьми. Это облегчает знакомство, общение, установление связей, дружбу и даже любовь так как при этом участники виртуального общения не видят друг друга и могут скрывать свои слабые стороны. Все это рождает у участников диалога чувство душевного спокойствия и защищенности, оказывает психотерапевтический эффект, помогает человеку понять себя, свои желания, содействует выражению творческих способностей, проведению досуга, таким образом является одним из простых и доступных способов психического успокоения в период ограниченности круга ценностей.

Отрицательное воздействие на образ жизни и деятельность человека системы ценностей, сформированной в виртуальном мире:

Во-первых в сознании человека попавшего в «плен» этого мира реальность кажется скучной и бесцветной и решение экзистенциальных проблем он ищет в мире грез, это то есть становится подвластен «нехимическому» виду наркомании;

Во-вторых духовный облик личности превратившегося в героя определенной игры, ведущего, может разделяться на несколько слоев. То есть одно лицо за время игры может быть любого пола, возраста, вероисповедания, так может и появиться в виде группы индивидов. В определенном смысле эти мысли также относятся и к миру, в котором мы живем, человек за период своей

жизни и деятельности может быть в разных образах (например дома- властный мужчина, а на работе послушный сотрудник).

В этом случае как взаимодействуют в этом процессе настоящее и виртуальное «Я»? В нашем понимании в результате разрыва связи с реальностью в онтогенезе один из основных признаков отношений основанных на ценностях это переход от одного возраста к другому. Это приводит к нарушению принципа преемственности в системе ценностей и рождает ценностную непропорциональность в жизни человека, потому что « ценность игры служит доминантой в иерархии ценностей детей дошкольного возраста. Иерархии ценностей детей старшего возраста и взрослых присуща другая доминанта- выражение своей основанной на ценностях самобытности, стремление самостоятельно выразить смысл своей жизни»¹⁷ Особенно, образы виртуального мира оказывают некоторое отрицательное воздействие на духовный мир подрастающего поколения, «раннее вхождение в мир ребенка разумных, логических значений и событий, может лишить его эмоций, чувства сострадания к окружающим. В результате отсутствия нормальных отношений с взрослыми у детей все чаще наблюдаются признаки умственной отсталости»¹⁸.

Виртуальный мир дает своему «пленнику» возможность жить в спокойствии, не подчиняясь другим, постоянно доставляя себе удовольствие различными способами. Эта «свобода» приводит к утрате возможности полноценного общения, помимо « передачи информации». Попадание в плен виртуального мира может привести к различным видам социальных конфликтов, нарушению системы ценностей. Об опасности превращения человечества в общество «одномерных людей»¹⁹ под действием виртуального мира предупреждал в еще 60-х годах прошлого века Г. Маркузе.

Если принять во внимание популяризацию интернета и мобильных телефонов среди сегодняшней молодежи, то видна растущая необходимость сохранения устойчивой духовной среды общества. На наш взгляд, правильно ли называть «виновником» разрушения духовной среды общества современные информационные средства? Возможно, было бы справедливым возложить вину на «героев нашего времени», загружающих в бесчувственные, бездушные

¹⁷ Каган М.С. Философская теория ценностей {Текст}/ М.С. Каган.-СПб.; ТОО ТК «Петрополис», 2007. Стр.153

¹⁸ Мавлуда Ёкубова Ижтимоий тараққиёт ва маданиятнинг глобаллашуви. Т.: NISHON-NOSHIR, 2010 Б.19.

¹⁹ Маркузе Г. Техногенная цивилизация. –М.: Элигия, 1998.-С.45

компьютеры той или иной формы материалы противоречащие морали, образу жизни, менталитету, традициям и ценностям нашего народа? Этот вопрос Х. Ленк толкует следующим образом: компьютеры не являются социальными духовными существами, они не могут осуществлять какой-либо разумный процесс. По этой причине информационные системы не могут брать на себя моральной ответственности. Попытки возложить на компьютер моральную ответственность за принятые решения, не что иное как попытки определенных людей или групп уйти от ответственности, подобную ответственность нельзя возлагать на машину».²⁰

Новое информационное пространство производит глубокие аксиологические изменения в сознании всей планеты. Традиции и обычаи, которые до сегодняшнего дня человечество хранило и берегло, в большинстве случаев оказываются беспомощными перед ценностями виртуального мира. В частности, система ценностей, формируемая в виртуальном пространстве не только быстро усваивается человечеством, но и превратившись в средство борьбы с традиционными ценностями дающими духовную жизнь настоящему миру, приводит к отдалению от семьи, продуктивной деятельности (работы), социальной ответственности, общественности. «Наше будущее, если оно и будет, связано с нынешними технологическими процессами. В тот же момент, мы зависим от стремительно развивающихся технологий, нам необходимо хорошо осознать динамику перехода от человеческого общества к «постчеловеческому». Особенно мы должны уметь определять, где расставлены ловушки, какие пути могут привести к неминуемой смерти.²¹ В этом смысле вопрос «Повышения у молодежи уровня культуры рационального использования интернета, информационно-коммуникационных технологий, повышение у них идеологического иммунитета к идеологическим и информационным атакам»²² отмечен в постановлении Президента № 3160.

В заключение можно сказать, что в процессе социального развития ценности изменяются, совершенствуются. Важные в прошлом явления и события сегодня могут утратить актуальность, вместе с появлением в будущем

²⁰ Х. Ленк. Размышления о современной технике.- М.,1996-С.141

²¹ Ник Бостром Ph.D., is Director of Oxford University's new Future of Humanity Institute. Угрозы существования человечества. Анализ сценариев вымирания.//. <http://www.nickbostrom.com>

²² “Маънавий-маърифий ишлар самарадорлигини ошириш ва соҳани ривожлантиришни янги босқичга кўтариш тўғрисида” ги Ўзбекистон Республикаси Президентнинг 3160 –сонли қарори. 2017 йил, 28 июль

новых ценностей могут «возвращаться» ценности прошлого. Сегодня направление аксиологии находится на новом этапе своего развития. Обладающими большими возможностями информационные и коммуникационные технологии сегодня не только ускоряют сближение людей, но и создают условия для модернизации системы ценностей. Исследование этих процессов приводит к следующему заключению: человечество наблюдает появление новых ценностей в аксиосфере современного мира в виде достижений научно-технического процесса и новейшей информационной революции.

ONOMASTICS AS A MODERN DIRECTION IN LINGUISTICS

Abdusamadov Zafarbek Nurmat ugli

Uzbek State University of World Languages,

Senior Lecturer, Department of General Linguistics

Annotation. This article discusses onomastics, its history and features as a modern direction in linguistics.

Key words: onomastics, means, names, anthroponyms, toponyms, zoonyms.

As soon as people began to know the language consciously, they began to give names to objects, phenomena, events, and, of course, to the people themselves. Name is the main means of communication. The name always sees something more than just the 'name' of a person; there is a certain meaning. The world is constructed in an incomprehensible way, but in our understanding it is reasonable. And therefore, from ancient times, it seems to people that the name is invisible thread associated with the past, future and present of its owner. The history of names, their meaning and meaning, their connection with the history of society, with the worldview and beliefs of people are studied by a special science - onomastics.

Literally, this term means the art of giving names. Names are given to objects of animate and inanimate nature. These are the geographical words of the name, the so-called toponyms, the names of space objects - astronoms, the nicknames of animals - zoonyms. But perhaps the largest group of proper names are anthroponyms - names, patronymics, last names of people, nicknames, pseudonyms.

In different countries, different peoples have extremely diverse names in sound, origin and use. Names are part of the history of the people. They reflect everyday life, beliefs, aspirations, imagination and artistic creation of peoples, their historical contacts. Each name bears a bright imprint of the corresponding era.

Onomastics is the science of proper names of all types, of the laws of their development and functioning. This discipline belongs to both philology and history, therefore it is most often defined as a branch of linguistics and at the same time an auxiliary historical discipline.

Linguistic at its core, onomastics includes historical, geographical, ethnographic, cultural, sociological, literary components that help to identify the specifics of named objects and traditions associated with their names, which takes onomastics beyond linguistics proper and makes it an autonomous discipline that uses mainly linguistic methods, closely related to the complex of humanities, as well as sciences about the Earth and the Universe [1].

Onomastics - the art of giving names) is a section of linguistics that studies any proper names [2], the history of their occurrence and transformation as a result of prolonged use in the source language or in connection with borrowing from other languages. In a narrower meaning, onomastics are proper names of various types, a combination of onomastic words is onomastic (onymic) vocabulary.

Thus, the subject of the study of onomastics is it (proper name), which serves to highlight the object named by him among other objects. Onomastics provides, thus, the most valuable material for history, establishing the places of settlements and migration routes, often disappeared peoples, characterizing local myths, giving an idea of the type of settlements, of social and family relations.

Onomastic studies help to identify migration paths and places of former settlement of various peoples, linguistic and cultural contacts, the more ancient state of languages and the ratio of their dialects. The study of proper names is of great importance due to the specific laws of their transfer and preservation. Owing to its social function — to serve as a simple, individualizing reference to a specific subject — a proper name is able to maintain its basic significance when its etymological meaning is completely obscured, that is, when it is completely impossible to associate it with any other words of the same language.

Hence the enormous stability of proper names, preserved not only during revolutionary shifts in the history of a particular language, but even with a complete change of language of one system to another. Thus, it is possible, through the etymological explanation of certain names, to establish the nature of the language in which the corresponding name was first created [3]. Onomastic studies help to identify migration paths and places of former settlement of various peoples, linguistic and cultural contacts, the more ancient state of languages and the ratio of their dialects.

The boundaries of the world of onomastics, allowing us to determine the number of such unusual words in our speech, are removed from the eyes of even an

experienced researcher: statistics here also cannot be comprehensive - this is simply impossible.

Modern onomastics is a complex scientific linguistic discipline with its own range of problems and methods. Onomastic studies help to study the migration paths of individual ethnic groups, identify their former habitats, establish an older state of individual languages, determine the linguistic and cultural contacts of different ethnic groups.

Uzbek onomastics has become one of the most advanced areas of linguistics since the second half of the last century. Extensive research on Uzbek linguistics enriched the field of Uzbek onomastics with a number of monographs, brochures, annotated dictionaries, numerous scientific articles, PhD and doctoral theses²³.

Anthroponymy (or anthroponomastics) is the study of the [names](#) of [human beings](#)²⁴. The study of anthroponyms is a branch of [onomastics](#). Linguists and researchers in many other fields take part in anthroponymic studies, including anthropologists, historians, political geographers and genealogists.

Literature

1. Bondaletov V.D. Russkaya onomastika. - M.: Prosveshcheniye, 1983.
2. Podol'skaya N. V. Slovar' russkoy onomasticheskoy terminologii / Otv. red. A. V. Superanskaya. — Izd. 2-ye, pererab. i dop. — M.: Nauka, 1988. — 192 s.
3. <https://ru.wikipedia.org/wiki>

²³ See: Begmatov E., Ulukov N. Uzbek onomastics. Bibliographic index (published works from the end of XIX - 2008). - Namangan, 2008. - 168 b.

²⁴ Robert Fossier (2010). [The Axe and the Oath: Ordinary Life in the Middle Ages](#). Princeton, NJ: Princeton University Press. p. 34.

CHEMIA I CHEMICZNE TECHNOLOGIE

Тўхтаев Хуршид
МАГИСТРАНТ НДКИ
Саидова Нодира
СТУДЕНТКА НДКИ

СПОСОБ ПЕРЕРАБОТКИ УРАНОВЫХ РУДЫ

Аннотация: Изобретение относится к извлечению металлов из руд, в частности к переработке урановых руд. Руду перерабатывают, осуществляя кислотное агитационное выщелачивание богатого сырья и сорбцию урана из пульпы, вывод из пульпы и отмывку от нее насыщенного ионита. Проводят десорбцию урана, отмывку отдесорбированного ионита от избыточной кислотности, ввод отдесорбированного ионита на сорбцию урана, кислотное перколяционное выщелачивание урана из бедного сырья, сорбцию урана из растворов, десорбцию урана с ионита, насыщенного из растворов, экстракцию урана из элюатов, полученных при его десорбции с ионитов, насыщенных из пульпы и растворов, реэкстракцию урана и обезвоживание осадка. При этом воды отмывки ионита от избыточной кислотности используют для орошения руды, подвергаемой перколяционному выщелачиванию, а на отмывку ионита от пульпы подают растворы перколяционного выщелачивания урана или маточники сорбции урана из растворов.

Базовые слова: Руду перерабатывают, десорбцию урана, , насыщенных из пульпы и растворов, реэкстракцию урана и обезвоживание осадка, отличающийся тем, что для орошения руды.

Данный известный способ обеспечивает высокое качество конечной продукции, к его недостаткам относятся пониженная производительность и недостаточная эффективность извлечения урана из сырья.

Рассматриваемая известная технология является комбинированной, объединяющей пультовой и перколяционный процессы обработки сырья на стадии экстракционного извлечения урана из элюатов десорбции. Смешение десорбатов до проведения операции экстракции позволяет усреднить их по качественным параметрам (содержанию нитрат-ионов, урана, концентрациям

ряда примесей), что обеспечивает получение высококондиционной продукции. Тем не менее возможности и преимущества взаимоувязки пультового и перколяционного процессов в полной мере не использованы.

Эксплуатация промышленных гидromеталлургических схем переработки урановых руд неизбежно предполагает образование и утилизацию оборотных растворов, а также промывных, ураносодержащих, преимущественно кислых вод. Воды отмывки отдесорбированного ионита от избыточной кислотности и маточники экстракции, как правило, направляют в операцию агитационного выщелачивания урана и на приготовление десорбирующих растворов, где используют вместо серной и азотной кислот. Воды отмывки насыщенного ионита от пульпы, относящиеся к высокоионистым, подают на сорбцию урана из пульп. Ураносодержащие растворы, образующиеся при обработке дренажных систем, гидроуборке оборудования и т.п., также утилизируют в пультовом процессе - на переделах выщелачивания и сорбции. При этом образование основных объемов промывных вод приходится на операции отмывки ионита от пульпы и избыточной кислотности. Их утилизация на переделах выщелачивания и сорбции урана из пульп приводит к разубоживанию рудных суспензий, сокращению времени их пребывания на стадиях обработки пульпы и в конечном итоге к снижению эффективности извлечения урана, падению производительности рассматриваемой технологии.

Предложен способ переработки урановых руд, включающий кислотное агитационное выщелачивание богатого сырья и сорбцию урана из пульп, вывод из пульпы и отмывку от нее насыщенного ионита, десорбцию урана, отмывку отдесорбированного ионита от избыточной кислотности, ввод отдесорбированного ионита на сорбцию урана, кислотное перколяционное выщелачивание урана из бедного сырья, сорбцию урана из растворов, десорбцию урана с ионита насыщенного из растворов, экстракцию урана из элюатов, полученных при его десорбции с ионитов насыщенных из пульп и растворов, реэкстракцию урана и обезвоживание осадка, отличающийся тем, что для орошения руды, подвергаемой перколяционному выщелачиванию, используют воды отмывки ионита от избыточной кислотности; на отмывку ионита от пульпы подают растворы перколяционного выщелачивания урана или маточники сорбции урана из растворов.

Техническим результатом предложенной технологии является повышение производительности и эффективности извлечения урана из рудного сырья. Исключение подачи вод отмывки отдесорбированного ионита от избыточной кислотности в перерабатываемую пульпу позволяет снизить ее обводнение и соответственно обеспечивает увеличение времени обработки сырья на стадиях сорбции, повышая степень извлечения урана ионитом. Использование данных вод в качестве растворов орошения руды, подвергаемой перколяционному выщелачиванию, позволяет эффективно утилизировать содержащуюся в них кислоту и интенсифицировать перколяционный процесс перевода урана в раствор. Аналогичный эффект достигается и при исключении подачи в пульпу и использовании в качестве растворов орошения вод обработки дренажных систем, сборников сливов, гидроуборки оборудования и других кислых растворов передела десорбции урана.

Вывод поданных на орошение руды кислых вод передела десорбции, основной объем которых составляют растворы отмывки отдесорбированного ионита от кислотности, может осуществляться через узел сорбции урана из растворов в виде маточников сорбции - в операцию нейтрализации, либо на отмывку ионита от пульпы взамен дамбовой воды. В последнем случае также эффективно могут быть использованы и растворы перколяционного выщелачивания урана. Таким образом, количество поданных на орошение руды промывных вод выводится из процесса перколяционной обработки сырья в виде маточников сорбции либо в виде растворов перколяционного выщелачивания.

В целом предлагаемая технология извлечения урана из сырья позволяет снизить обводнение пульпового процесса, интенсифицировать процесс перколяционного выщелачивания урана и в совокупности увеличить производительность переработки руд и повысить извлечение урана в готовую продукцию. Далее приводятся примеры ведения процессов переработки урановых руд по известной и предлагаемой технологиям.

В период проведения опытно-промышленных испытаний в переработку поступала рудная шихта, в которой силикатные вмещающие уран породы были представлены трахидацитами, андезито-базальтами, фельзитами, конгломератами и гранитами; минералы ценного компонента - настураном, коффинитом, урановой чернью, браннеритом, уранофаном и уранотилом.

Руду, содержащую свыше 0,25% урана, измельчали с получением пульпы, ее выщелачивание осуществляли в пачуках серной кислотой в присутствии диоксида марганца при pH 2,2-2,4; ОБП 480-520 мВ; температуре 60-65°C. Сорбцию урана проводили в десять ступеней, с противотоком ионита и пульпы. Содержание сорбента в аппаратах составляло 9-10 об.%. Насыщенный ураном ионит выводили из головного, по ходу пульпы пачука сорбции, промывали дамбовой водой в колонных аппаратах и направляли на десорбцию, последнюю осуществляли серно-азотнокислыми растворами. Отдесорбированный ионит отмывали от избыточной кислотности дамбовой водой и подавали в хвостовой, по ходу пульпы аппарат сорбции. Воды отмывки ионита от избыточной кислотности направляли на выщелачивание урана из пульп и на приготовление десорбирующих растворов.

Перколяционное (кучное) выщелачивание сырья, содержащего менее 0,1% урана, осуществляли путем орошения сернокислыми растворами крупнокусковой руды, уложенной в штабель. Концентрацию серной кислоты в растворах орошения поддерживали 1-3 г/дм³ с тем, чтобы pH растворов перколяционного выщелачивания урана составляла 1,7-2,2. Сорбцию урана из них проводили в аппаратах с зажатым слоем ионита, маточники сорбции доукрепляли по серной кислоте и направляли на орошение руды. Десорбцию урана с ионита насыщенного из растворов осуществляли серно-азотнокислыми растворами, отмывку отдесорбированного ионита от избыточной кислотности вели дамбовой водой.

Элюаты десорбции урана с ионитов насыщенных из пульп и растворов объединяли и направляли на экстракцию органической смесью. Реэкстракцию урана проводили растворами углеаммонийных солей, осадок обезвоживали на барабанных вакуум-фильтрах, полученные кристаллы уранилтрикарбоната аммония являлись конечной продукцией рассматриваемой схемы переработки руд.

На операцию отмывки ионита от пульпы взамен дамбовой воды направляли растворы перколяционного выщелачивания урана. Аналогичные результаты были получены при использовании для отмывки ионита от пульпы маточников сорбции урана из растворов.

Как видно, из приведенных табличных данных, предлагаемая технология обеспечила по сравнению с известной повышение извлечения урана

в готовую продукцию из рудных пульп с 90,8 до 92,7% при одновременном увеличении производительности на 4,9 кг урана/м³ объема используемых аппаратов выщелачивания-сорбции и увеличении выпуска металла из руды, подвергаемой перколяционному выщелачиванию, с 0,052 до 0,057 кг/т.

В целом представленные материалы показывают, что предлагаемый способ по сравнению с известным позволяет повысить извлечение урана в готовую продукцию и обеспечить рост производительности по переработке рудного сырья.

ИСПОЛЬЗОВАННАЯ ЛИТЕРАТУРА

1. Литвиненко В.Г., Телятников В.А. Технический прогресс на объектах рудоперерабатывающего комплекса // Горный вестник, 1998, 3, с.29-31.
2. Технический прогресс на объектах рудоперерабатывающего комплекса. Горный вестник. 1998, №3, с.29-31.

HISTORIA

Л.С.ТОЛСТОВА О ЗНАЧЕНИИ УСТНОГО НАРОДНОГО ТВОРЧЕСТВА В ИЗУЧЕНИИ ИСТОРИИ КАРАКАЛПАКСКОГО НАРОДА

Максетова М.К

*Кандидат исторических наук, доцент
Каракалпакский государственный университет
+998973561965*

Аннотация: В статье анализируются труды Л.С.Толстовой по истории каракалпакского народа. Л.С.Толстова подчеркивает что созданные в древности каракалпакские легенды, а также сказания, эпические творения имеют исключительно важное значение о воссоздании и восстановлении истории, их исконных традиций.

Ключевые слова: этническая история, каракалпакские легенды, предания, сказания, героических эпосы, традиция.

Annotation: The article analyzes the works of Tolstova L.S. regarding the history of Karakalpak people. She emphasized that Karakalpak legends created in antiquity, as well as legends and epic creations extremely important in the reconstruction and restoration of its history and ancient traditions.

Keywords: Karakalpak legends, ethnic history, traditions, tales, heroic epics and traditions

В качестве исторического источника фольклор подвергается исследованию в трудах известного историка Л.С.Толстовой. Это наиболее четко мы прослеживаем особенно в ее исследовательской работе под названием «Исторические предания Южного Приаралья». Как она пишет, народы Хорезмского оазиса исключительно богаты историческим фольклором. Землю древнего Хорезма можно назвать страной легенд в подлинном смысле этого слова. Здесь существует великое множество легенд, связанных с топонимикой

городов, земель, крепостей. Среди них легенды о Куня Ургенче, Хиве, Гулдурсун, сорока девушках получили у народа широкое распространение. О них же повествуют узбекские, каракалпакские, и казахские эпосы. Определенную часть их составляют доисламские религиозные взгляды жителей современного Хорезма. Некоторые мотивы, встречающиеся в узбекском, каракалпакском, туркменском фольклоре, сохранили признаки матриархата, существовавшего когда-то у древних предков этих народов – саков и массагетов. Наиболее влиятельная и знаменитая царица Хорезма Туребек ханум, образ Гулайм из каракалпакского героического эпоса «Сорок девушек» удивительно напоминают массагетскую царицу Томарис, сакскую царицу Зарину. Рассказы о том, как женщины правили государством, часто встречаются в легендах народов Хорезма. Эпические жанры у народов Приаралья выглядят разными, вобравшими в себя в той или иной степени крупницы исторической действительности. Они состоят из легенд и преданий, героических эпосов и родословного древа, исторических песен. В эпическом жанре фольклора отражаются различные этапы истории народов Приаралья. Исключительный интерес среди них вызывают проблемы этнической истории. Наряду с легендами и сказаниями, эпический сюжет воплощает в себя первые эпохи эпической истории данной территории. Существует великое множество эпических творений, в которых изображаются расселение народов Приаралья, их столкновения друг с другом, их отношения с другими странами, а также воплощается их средневековая этническая история. В этом отношении особенно выпукло бросается в глаза время существования предков этих народов в составе печенежско-кипчакского племенного объединения - золотоордынская и Ногайская эпохи. К качестве примера тому можно назвать общих для всех тюркских народов средневековый письменный памятник на огузском языке «Книгу моего деда Коркута», в которой художественно выразительно и красочно повествуется о прошлой легендарной жизни огузов. Основная часть «Книга моего деда Коркута» создана огузами на их исконной родине – Средней Азии, а некоторые ее сюжеты оказываются связанными и с Приаральем. А окончательное завершение этого эпоса относится к последующим временам - XV веку и связано с Малой Азией. Красноречивые следы пребывания полукочевых предков каракалпаков в средневековье, в Золотоордынскую и Ногайскую эпохи в составе входивших в ногайский союз народов

обнаруживаются в эпосах «Едиге», «Коблан», «Ершора», «Еркосай», а многочисленных исторических сказаниях, в частности, в историческом толгаве «Ормамбет бий» повествуется о том, как предки каракалпаков в незапамятные времена населяли берега Едила (Волги) и Жайыка (Яика). Записанными исследователями из уст информаторов – узбеков, каракалпаков и казахов сказаниями, письменными историческими источниками достоверно подтверждаются картина того, как предки народов Приаралья, особенно отдельные их роды и племена 200-300 лет тому назад разделялись на две большие группы, одна из которых устремилась в Среднюю Азию, в Туркестан и обосновалась жить там, а другая продолжала населять русские земли на берегах Волги и Яика. Легенда об исконной земле предков этих народов – Жидели Байсын встречается у каждого народа с различными варивциями и версиями, которые иной раз противоречат друг другу.

Сохранившиеся у народов приаралья сюжеты сказаний, легенд, песен, эпосов можно действительно назвать неисчерпаемым историко-этнографическим источником.[1]

Л.С.Толстова в своем труде под названием «Каракалпаки за пределами Хорезмского оазиса в XIX и начале XX вв» указывает что созданные в древности каракалпакские легенды, а также сказания, повествующие о передвижении и расселении каракалпаков в XVIII-XIX веках, имеют исключительно важное значение о воссоздании и восстановлении истории, их исконных традиций. Значительный интерес представляют, к примеру, исторические легенды, мотив амазонок из каракалпакского фольклора, эпосы, сохранившие отголоски эпохи матриархата. В этом отношении Н.Каразиным из уст старухи и города Чимбая и опубликованная им же «Сказка о женском царстве», каракалпакский героический эпос «Кырк кыз» («Сорок девушек»). Архаические элементы из эпоса «Кырк кыз» («Сорок девушек») проявляются в записанной А. Утемисовым легенде под названием «Гулаим», а также в легенде о волевой и бесстрашной старухе Жупар, в легендах о знаменитых женщинах-каракалпачках Акшолпан и Арухан, чьи имена стали боевым кличем соответственно у муйтенов и кыятов, в легенде и толгавых об Ормамбет бие. Весь каракалпакский фольклор глубоко проникнут матриархальными мотивами.[2]

Л.С.Толстова в своей монографии «Исторические предания Южного Приаралья» особо останавливается на предании о Жийдели Байсыне. По ее

словам, ученые фольклористы и этнографы Средней Азии на протяжении долгих лет уделяли пристальное внимание топониму «Жийдели Байсын», ставшему давным давно легендой. Легенда о прибытии каракалпаков из Жийдели Байсына распространена, в основном, среди выходцев из Кунградского родоплеменного объединения. События в каракалпакском героическом эпосе «Алпамыс» разворачиваются в Жийдели Байсыне. А сам Алпамыс изображается выходцем из рода ыргаклы родоплеменного объединения Кунград. В каракалпакском, узбекском и казахском фольклоре Жийдели Байсын воспевается как исконный отчий край, земля предков, упоминается о тех обстоятельствах, при которых прибывали этих народов оттуда. Позднее наблюдаются случаи, когда отдельные группы этих народов исконной землей своих предков неизменно называли Жидели Байсын, когда то же название они присваивали и тем местностям на которых обосновывались жить и в дальнейшем, в силу тех или иных жизненных обстоятельств. В качестве отчего края, родной земли эпических героев Жидели Байсын упоминается часто не только в эпосе, но и в других жанрах фольклора.[1,132]

По мнению Л.С.Толстовой, особое место среди образцов устного народного творчества народов Средней Азии занимает эпос «Кырк кыз» («Сорок девушек»), не имеющий себе равных у соседних народов, созданный с исключительным художественным мастерством. А его мотивы соприкасаются с мотивами эпоса о нартах у народов Кавказа. «Кырк кыз» («Сорок девушек») и кавказский эпос о нартах относятся с тем эпосам, которые показывают общую схожесть скифско-сарматского, сакско-массагетского мира. С точки зрения своего происхождения они оказываются связанными с аланскими эпосами, то есть близкими с осетинам, устанавливают отношение определенного компонента народов Приаралья, в том числе и каракалпаков к ним, в результате чего дают представление о значительной схожести упомянутых выше эпосов. [1,192]

Большая часть пространства Арало-Каспийского региона в древние времена являлись местом расположения и колыбелью традиции матриархата. Та этническая среда, в которой когда-то обитали сарматы, саки и массагеты, послужили основой основ формирования этих народов. В оставленных ими в наследие будущим потомкам фольклорных творениях возвеличиваются женщины, повествуется об их активном участии в военных действиях. Все это красноречиво подтверждается и материалами археологических раскопок, и

трудами других авторов. Общеизвестно, что археологические исследования неопровержимо показывают, как бережно сохраняли традиции матриархата сарматы, которые в VI- IV веках до нашей эры населяли Приаралье, а позднее низовья Волги. Подобные материалы представляют и сакские памятники, расположенные в низовьях Сырдарьи. Обнаруженные в сакских захоронениях в Тагескене и Уйгараке материалы оказываются довольно схожими с теми, которые найдены в Южном Приаралье и низовьях Волги. Например, в захоронениях сакских амазонок в Жанадарье встречаются, как и у сарматов, конские украшения, каменные изделия, наконечники стрел лука. [1,192-193]

Подвергая исследования содержащиеся в историческом фольклоре народов Приаралья матриархальные и амазонские мотивы, Л.С.Толстова говорит следующее: «Амазонские мотивы можно проследить отнюдь не только в эпосе «Кырк кыз», но также в ряде других произведений фольклора народов Приаралья и прежде всего опять-таки в каракалпакском фольклоре, ибо именно в нем сильнее всего сохранились субстратные явления сака-массагетского времени. Так, «Сказка о женском ханстве», записанная Н.Каразиным в 1875 году у чимбайских каракалпаков, в целом является совершенно явной репликой к приведенным Диодором Сицилийским сказаниям о скифских амазонках. В этих сказаниях мы увидим и мотивы, знакомые по эпосу «Кырк кыз» [1,192-193]

Использованная литература

1. Толстова Л.С. Исторические предания Южного Приаралья. Москва.1984
2. Толстова Л.С. Каракалпаки за пределами Хорезмского оазиса в XIX и начале XX вв. Нукус-Ташкент.1963

О БОЛЬНОЙ ПАТРИАРХАЛЬНОЙ СЕМЬЕ В ХОРЕЗМСКОМ ОАЗИСЕ И ЕЕ ИЗУЧЕНИИ

Умаров Бахтишод Бахридин угли

*Бухарский государственный университет,
магистр этнографии, этнологии и антропологии*

Аннотация

В этой статье автор предоставляет информацию о больших патриархальных семьях в Хорезмском оазисе, о проблемах их возникновения, о том, что они стали основной единицей домашнего хозяйства.

Ключевые слова: большая патриархальная семья, оседлое население Н.А.Кисляков, хозяйственной единица

Вопросы семейных и брачных отношений народов Центральной Азии являются одним из важных направлений науки этнографии.

Мы знаем многих этнографов, которые собирали научные данные по этнографии региона во второй половине XIX века и организовывали научные и полевые исследования. Хорезмская археолого-этнографическая экспедиция, организованная под руководством археолога и этнографа С.П. Толстова, имеет большое значение для всестороннего изучения народов Центральной Азии. Такие исследователи, как Т. А. Жданко, К. Л. Задыхина, И. Джабборов, Г. П. Снесарев, проводившие свои первые научные исследования в этой экспедиции, впоследствии стали известными этнографами. Им создано множество фундаментальных работ по культуре и быту народов, проживающих в Хорезмском оазисе - узбеков, каракалпаков, туркмен и казахов.[1] Эти работы являются ценными источниками не только в изучении Центральной Азии, но и в этнографии Хорезмского оазиса.

Одновременно с Хорезмской археолого-этнографической экспедицией Центрально-Азиатская этнографическая экспедиция под руководством Н.А. Кислякова действует с 1957 года. В результате этой

экспедиции в 1969 г. была опубликована работа Н. А. Кислякова «Очерки истории полубрачного брака народов Средней Азии и Казахстана». В книге рассматриваются вопросы семейных и брачных отношений в Хорезме с древних времен до середины XX века с научной точки зрения.

Вопрос о том, когда были сформированы большие патриархальные семьи среди оседлого населения Центральной Азии, был в центре внимания этнографов. Хотя С.П. Толстов отметил появление большой общины патриархальных семей в Хорезме в начале нашей эры[2], Н.А. Кисляков утверждает, что такие семьи могли появиться раньше, но у нас нет никаких доказательств по этому вопросу[3].

В середине первого тысячелетия большие патриархальные семьи расширились в Центральной Азии, в то время как большие патриархальные семьи распались в экономически развитых регионах соседнего Ирана, уступив место маленьким, а большие патриархальные семьи оставались в экономически отсталых районах до начала двадцатого века. Н.А. Кисляков отмечает в своей работе, что большие патриархальные семьи были сохранены, о чем свидетельствуют исследования, проведенные в некоторых горных районах Таджикистана и материалы об узбеках в южном Хорезмском оазисе[4].

В Хорезмском оазисе уже давно существуют большие патриархальные семьи среди оседлых узбеков по сравнению с другими регионами Центральной Азии. М. В. Сазонова, изучавшая большие патриархальные семьи в Хорезмском оазисе и отношения между ними, отмечает при изучении архивов хивинских ханов: в середине XIX века в Хивинском ханстве основной хозяйственной единицей была большая семья[5]. Такие семьи сохранились до начала двадцатого века. Из исторических источников мы знаем, что их состав варьировался от 30 до 45, и что сыновья и дочери, иногда братья и сестры, которые были женаты, собрались вокруг главы семьи[6]. Так, по словам Н.А. Кислякова, такое большое количество семей свидетельствует о том, что население на ферме в основном занимается сельским хозяйством. Небольшие семьи были обременены земледелием на больших территориях.

Большие семьи состояли в основном из двух разных социальных групп населения: первая была среди самодостаточных семей и священнослужителей, а вторая - среди населения, находящегося на грани банкротства и бездомности. Тот факт, что члены семьи жили и работали вместе,

не позволял им расставаться. В Хорезмском оазисе большие патриархальные семьи назывались «семья» или «большая семья».

Основным занятием таких больших семей было земледелие. Во главе семьи был не взрослый, а мужчина самого высокого ранга в семье. Все сельскохозяйственные работы выполнялись мужчинами, а женщины помогали только собирать урожай, а остальное время они занимались домашним хозяйством. Все имущество принадлежало членам семьи и не являлось личными деньгами, принадлежащими физическому лицу или собственности какого-либо резидента. Глава семьи распределял и контролировал всю работу; и его жена распределяла труд женщин. Существует строгий порядок в распределении труда. Каждый член семьи выполнял свою работу в определенном возрасте, в зависимости от твердости и легкости работы. Ни один из членов семьи не имел отдельного источника дохода, и деньги за “калин” считались доходом всей семьи, не принадлежащей родителям девочки[7].

Г.П. Снесарева, который изучал остатки большой патриархальной семьи, сохранившейся среди узбеков Хивинского ханства, также из объединения родственных семей - этносов; и их формирование связано с распадом больших патриархальных семей[8].

Литература:

1. Аширов А. Этнология. Т.: "Янги нашр", 2014, -С. 26-27
2. Толстов С.П. Древний Хорезм. М., 1948.С.132.
3. Кисляков Н.А. Семья и брак у таджиков. — Л., 1959., С.239-240.
4. Кисляков Н.А. Очерки по истории семьи и брака у народов Средней Азии и Казахстана, Л.: Наука. 1969. С.14-15
5. Сазонова М.В. К этнографии узбеков Южного Хорезма. ТХАЭЭ. т. I. М., 152, С. 301.
6. Кисляков Н.А. Очерки по истории семьи и брака у народов Средней Азии и Казахстана, Л.: Наука. 1969, С.18
7. Кисляков Н.А. Очерки по истории семьи и брака у народов Средней Азии и Казахстана - Л., 1969, С.19
8. Снесарев Г.П. О некоторых причинах сохранения религиозно-бытовых пережитков у узбеков Хорезма. СЭ, 1957, №2, С.67.

MEDYCYNĄ

LIVER AND ITS DANGEROUS DISEASES

Rustamova Dilafruzā Samariddin kizi

Khudayberdieva Diyora Akramovna

Samarkand State Medical Institute

2nd year student of the Faculty Therapy

Annotation: The liver is the largest organ in the body and performs many important functions. Along with the fact that the liver is the large storage, it performs important functions and helps to maintain the constancy of the body. Along with this, liver damage or disease can lead to serious consequences up to death.

Keywords: Hepatocytes, liver biopsy, acetaminophen paracetamol, hepatitis

Anatomy. The liver is the largest and perhaps the most complex organ in the body. The liver is located in the upper right-hand portion of the abdominal cavity, beneath the diaphragm, and on top of the stomach, right kidney, and intestines.

The liver is a reddish-brown, wedge-shaped organ with four lobes of unequal size and shape. A human liver normally weighs approximately 1.5 kg, and has a width of about 15 cm. In the liver, proteins are broken down into amino acids, then into important compounds, glycogenic synthesized, into which excess glucose is processed and fat metabolism takes place (the liver is sometimes called the “fat depot”). In addition, vitamins and hormones are metabolized in the liver, various toxins and bacteria are neutralized, after which their decomposition products are excreted by the kidneys, and bile is synthesized and, which consists of bile acids, pigment and cholesterol. Bile is involved in the digestion of fats, the absorption of vitamins, and stimulates intestinal motility. If you're concerned you might have a liver disease, it's best to make an appointment with your healthcare provider to narrow down what's causing your symptoms. They'll start by looking over your medical history and asking about any family history of liver problems. Next, they'll likely ask you some questions about your symptoms, including when they started and whether certain things make them better or worse. Depending on your symptoms, you'll likely be asked about your drinking and eating habits. Make sure to also tell them about any prescription or over-

the-counter medications you take, including vitamins and supplements. Many liver diseases are chronic, meaning they last for years and may never go away. But even chronic liver diseases can usually be managed.

Histology. Hepatocytes are the main tissue cells of the liver. The gallbladder contains the mucosa, muscularis, perimuscular, and serosal layers. A hepatocyte is the main tissue cell of the liver and makes up 70–80% of the liver's cytoplasm mass.

In addition, vitamins and hormones are metabolized in the liver, various toxins and bacteria are neutralized, after which their decomposition products are excreted by the kidneys, and bile is synthesized in this gland, which consists of bile acids, pigment and cholesterol. Bile is involved in the digestion of fats, the absorption of vitamins, and stimulates intestinal motility. The liver is located just below the diaphragm (the muscular membrane separating the chest from the abdomen), primarily in the upper right part of the abdomen, mostly under the ribs. However, it also extends across the middle of the upper abdomen and part way into the left upper abdomen. Further, the liver is organized strategically to coordinate its structure, including its blood circulation, with its functions. Four key features of this organization of the liver are as follows. The basic unit of the liver is called an acinus (pronounced as "i-nus: plural acini", there are numerous acini in the liver.) In each acinus, the liver cells (hepatocytes) are grouped into three zones that are anatomically related to the liver's blood supply and drainage. Thus, the blood enters zone one first, and then travels through the second and third zones before leaving the liver. Each zone has its own special functions to perform. (Moreover, because of these different functions, as well as the different relationships to the flow of blood, the zones have different susceptibilities to injury.)

What is the hepatitis?

Hepatitis is an inflammation of the liver. This condition can be self-healing or lead to the development of fibrosis (scarring), cirrhosis, or liver cancer. The most common pathogens of hepatitis in the world are hepatitis viruses, but it can also be caused by other infections, toxic substances (such as alcohol and certain drugs), and autoimmune diseases. There are 5 major hepatitis viruses, called types A, B, C, D, and E. These 5 types pose a huge problem due to the burden of disease and death they cause, and their potential to cause outbreaks and lead to epidemic spread. In particular, types B and C lead to the development of chronic disease in hundreds of millions of people and, in total, are the most common cause of cirrhosis and liver cancer. The cause of

hepatitis A and E is usually the consumption of contaminated food or water. Hepatitis B, C, and D usually develops as a result of parenteral contact with infected body fluids.

Statistics. Chronic hepatitis C dominates among all types of hepatitis in the world is comparable to mortality from HIV and tuberculosis. Of this number, approximately 47% of deaths are caused by hepatitis B virus, 48% by hepatitis C virus, the rest by hepatitis A and E. Up to 60% of death so patients with chronic hepatitis C are caused by cirrhosis, there stbyhepa to cellular carcinoma. Viral hepatitis is increasingly leading to the death of HIV patients. Approximately 2.9 million HIV-infected carriers of hepatitis C co-infection

References:

1. Nosek, Thomas M. Essentials of Human Physiology. Section 6/6ch2/s6ch2_30
2. Elias, H.; Bengelsdorf, H. (1 July 1952). "The Structure of the Liver in Vertebrates". *Cells Tissues Organs*. 14 (4): 297–337. doi:10.1159/000140715.
3. Abdel-Misih, Sherif R.Z.; Bloomston, Mark (2010). "Liver Anatomy". *Surgical Clinics of North America*. 90 (4): 643–653. doi:10.1016/j.suc.2010.04.017. PMC 4038911. PMID 20637938.

PROSPECTS FOR STUDYING AN IMMUNE STATUS IN CHILDREN WITH IRON DEFICIENCY ANEMIA

Sharifova Feruza Rustamovna, Ashurova Dilduza Tashpulatovna

Faculty's pediatrics, Tashkent Pediatric Medical Institute, Tashkent, 100140, Uzbekistan.

The aim of the study was to consider the prospects for studying the immune status in the presence of iron deficiency and iron deficiency anemia (IDA). Literature sources were analyzed, a review of literature devoted to the problems of IDA, its prevalence of diagnosis, treatment and prognosis, as well as the accompanying immune system disorders. Research in this direction can serve as the basis for the further development of a system of diagnostically significant changes in the immune system associated with iron deficiency and IDA in children

Keywords: immune status, iron deficiency anemia (IDA), iron deficiency, children.

Целью исследования явилось рассмотрение перспектив изучения иммунного статуса при наличии железодефицита и железодефицитной анемии (ЖДА). Были проанализированы литературные источники обзор литературных источников, посвященных проблематике ЖДА, её распространенности диагностике, лечению и прогнозированию, а также сопровождающим её нарушениям иммунной системы. Проведение исследований в данном направлении может послужить основой для дальнейшей разработки системы диагностически значимых сдвигов в иммунной системе, связанных с железодефицитом и ЖДА у детей.

Ключевые слова: иммунный статус, железодефицитная анемия (ЖДА), железодефицит, дети.

Iron deficiency in the body is the cause of the development of serious pathological conditions, which is especially true in developing countries. Anemia in general and especially iron deficiency anemia are very common in the Central Asian region. According to the WHO, every quarter of the total population of the planet suffers from nutritional deficiency and iron deficiency, and children and adolescents are primarily at risk.

The main reasons for the emergence of iron deficiency and the development of IDA in Uzbekistan are nutritional deficiency caused by a low social standard of living, caused either by malnutrition, or more often by a monotonous, incomplete diet. Another very common cause is maternal anemia, in particular frequent childbirth, an insufficiently long intergenetic interval between childbirth and subsequent pregnancy, and chronic latent iron deficiency in women before pregnancy. Another factor affecting the development of malabsorption and reduced digestibility of iron, often associated with helminthic invasion, as well as increased iron loss due to blood loss - often hidden gastric or hemorrhoidal bleeding, as well as pathological forms of menstrual bleeding [3, p. 111-113].

The immune system is a very sensitive system that subtly responds to changes in the state of the body. Immune disorders can be established not only against the background of anemia or simultaneously with development, but also before the onset of its first signs [3, p. 111-113; 4, c. 63-67].

Objective: to consider the prospects of studying the immune status in the presence of iron deficiency and iron deficiency anemia (IDA).

Materials and methods. Literature sources were analyzed, a review of literature devoted to the problems of iron deficiency anemia (IDA), its prevalence of diagnosis, treatment and prognosis, as well as the accompanying immune system disorders.

Results. According to the literature, in IDA patients there are changes in humoral immunity, manifested in a decrease in the concentration of total immunoglobulins of class G, M and A (IgG, IgM, IgA) [3, c. 112-117].

These data are confirmed by the research results of Turdubaev K.T., Turdubaeva E.K. (2013), which also established not only changes in the content of total immunoglobulins (IgG, IgM, IgA), but also related this fact to the presence of pregnancy pathology in mothers, the presence of anemia and acute respiratory viral infections (ARVI) [6, c. 111-113].

According to researchers, changes in humoral immunity can be associated both with age and regional characteristics of the children's immune system, and with the anthropogenic effects of environmental factors, which may be especially relevant for agricultural and in particular cotton-growing regions of the country [2, c. 111-113]. This problem may also be relevant for industrial regions, where immune disorders are often found in patients with anemia [1, c. 663-665].

Also, according to Ismailov K.I., Khodjaev N.N. (2009) in patients with IDA, there is a decrease in both the absolute and relative numbers of T-lymphocytes and their subpopulations, both of T-helpers and T-suppressors. Also, there was a downward trend in phagocytic activity. Moreover, the severity of changes correlated with the severity of anemia [1, c. 112-117]. The imbalance in the system of cellular immunity in anemia is evidenced by rabotyotes and other researchers. So, according to Klochkova-Abelyants S.A. et al. (2012) there was a significant decrease in the expression of HLA-DR system antigens on monocytes with hypochromic anemia [5, c. 63-67].

Disorders in the immune system that accompany IDA or iron deficiency can also be associated with deficiency of macro- and microelements [2, c. 16], as well as with violation of intestinal microbiocenosis [4, c. 17- 21].

Thus, research in this direction can serve as the basis for the further development of a system of diagnostically significant changes in the immune system associated with iron deficiency and IDA in children.

References:

1. Akhmetova N.S., Gazalieva M.A., Timchenko N.A., Knaus A.A., Muhametzhanova R.A. Features of the functioning of the immune system of

- the population living in industrial regions // International Journal of Applied and Fundamental Research. - 2014. - No. 11-4. - S. 663-665.
2. Dagbashyan S. S., Khachatryan B.P., Israelyan K.I. et al. Molecular criteria for assessing cellular immunity in iron deficiency conditions and zinc deficiency // *2013* .-- S. 16
 3. Ismailov K.I., Khodjaeva N.N. Features of the specific and non-specific immune status of children with iron deficiency anemia // Bulletin of Avicenna. 2009. No1 (38). C. 112-117.
 4. Karimova M.N., Ibragimova F.M., Aripova D.P Interdependence of intestinal microbiocenosis, immune status in children with iron deficiency anemia // experimental and clinical gastroenterology 2016 | issue 136 | No. 12 - S. 17-21
 5. Klochkova-Abelyants S.A., Surzhikova G.S. Expression of HLA-DR antigens on peripheral blood monocytes as an indicator of the state of the immune system in case of hypochromic anemia // Politrauma. 2012. No2. - S.63-67.
 6. Turdubaev K.T., Turdubaeva E.K. Immunological features of iron deficiency anemia in young children in the cotton growing regions of Kyrgyzstan // Bulletin of the KSMA 2013 No. 4 (I). - 2013. - S. 111-113.

THE STATE OF LEUKOTRIENE RECEPTORS IN CHILDREN WITH BRONCHIAL ASTHMA AND THE EFFECTIVENESS OF NEOCLAST THERAPY

Tashmatova Gulnoza A'loyevna

Tashkent Medical Academy

Abstract. Bronchial asthma is the most common chronic allergic respiratory disease, the debut of which is more likely in childhood. The literature of recent years increasingly discusses the role of leukotrienes (LT) in the pathogenesis of allergic diseases and the possibility of controlling them to achieve a therapeutic effect by prescribing antileukotriene drugs. Cysteinyl LT play an important role in all variants (phenotypes) of BA, but the maximum increase in their production is observed in severe BA, with an exacerbation of the disease induced by a viral infection, allergic provocation, tobacco smoke, aspirin, and physical exertion. The role of LT in allergic rhinitis, the allergic form of BA in adults is most studied, this issue in BA in children is not covered. It is known that the effectiveness of therapy directly depends on the leading mechanism of pathogenesis and various forms of BA require a differentiated approach to the choice of treatment method. Increased LT values are an indication for the appointment of antagonists of leukotriene receptors - NEOCLAST® (Nobel PHARMSANOAT, Uzbekistan), in particular, montelukast, used in our country and abroad. However, therapy with these drugs is carried out empirically without taking into account the level of leukotrienes in children. A study of the level of leukotrienes in dynamics during treatment with montelukast has not yet been carried out. In connection with the foregoing, the study of the dynamics of RT during treatment with montelukast and the clinical effectiveness of this type of therapy is an urgent problem that requires further study.

Key words: bronchial asthma, children, leukotriene, pathogenesis, treatment.

Purpose of work. To study the level of leukotrienes C4D4E4 in children with bronchial asthma and evaluate the effectiveness of therapy with NEOCLAST.

Materials and methods. The study was conducted at the Department of Pediatric Allergology at the TMA Multidisciplinary Clinic. A total of 92 children with bronchial

asthma were examined during the exacerbation period. The average age of the children was 6.05 ± 0.12 . The control group consisted of 23 relatively healthy children of a similar age. The diagnosis of bronchial asthma is established in accordance with the International Consensus on the Diagnosis and Therapy of BA (GINA, 2018). Total C4D4E4 leukotrienes in urine were determined by enzyme-linked immunosorbent assay (ELISA), kits of the company "Neogen Corporation" (USA) based on the central research laboratory of the Tashkent Medical Academy. NEOCLAST was prescribed depending on age: for children from 2 to 5 years old, 4 mg each, for children aged 6 to 10 years old, at a dose of 5 mg daily, overnight for 1 month in addition to standard basic therapy. Statistical processing of the material was carried out using the software package "Statistics 6" on a personal computer.

Results and discussion. A study of the history of children showed that the duration of the disease averaged 3.5 ± 0.6 years. In 65.2% of children, the main manifestation of bronchial asthma was a cough, which intensified at night, after physical and emotional stress. 52.2% of children within 2-3 years were treated with a diagnosis of chronic recurrent bronchitis. In accordance with the goal of our work, we conducted a study of the level of C4D4E4 leukotrienes in urine in 92 children with BA. Among them, there were 62 children with first stage BA (67.4%), and 30 children with 32 second stage (32.6%). A comparative analysis of the initial data revealed a significant increase in LT release in 72 (78.3%) patients with a cough of BA. In 20 patients with 1 stage BA, the LT values were at the upper limit of the norm (1.0 ± 0.01). In 15 children with 2 stage BA, an increase in the level of RT was revealed more than 5 times in comparison with the permissible norm ($p < 0.05$). The appointment of antileukotriene preparations, in particular NEOCLAST, having pharmacological activity against cystenyl leukotrienes, is optimal in these patients. The clinical effect of NEOCLAST therapy was accompanied by positive dynamics after 7-10 days, which was manifested by a decrease in symptoms such as cough, shortness of breath, asthma attacks. The severity of asthma significantly decreased from 2.36 ± 0.08 to 1.72 ± 0.09 points ($p < 0.05$). A study of the level of leukotrienes a month after the prescribed therapy also showed a decrease. Statistically Significant Results Received

When comparing the level of C4D4E4 before and after the therapy in patients with BA. Thus, the content of C4D4E4 in children after a month decreased on average 1.5 times ($p < 0.05$) (3.26 ± 0.45 ng / ml to 1.76 ± 0.45 ng / ml). In 29 children (40.3%), the level of RT after treatment reached control values. An individual approach revealed

that in 13 children (18.1%) the level of C4D4E4 after a month tended to decrease, but did not reach the control values. In children with 1 stage of BA, the level of LT after treatment decreased by 2 times, while in children with 2 stages of BA 1.6 times ($p < 0.05$). These results indicate a positive effect of the antileukotriene drug in children with intermittent and mild persistent BA.

Thus, our studies showed the pathogenetic role of cystenyl leukotrienes in the development of BA in children, especially the cough variant. The dynamics of the level of leukotrienes can serve as a biochemical marker of the effectiveness of the type of therapy.

DESCRIPTION OF PATIENTS WITH CONTROLLED ARTERIAL HYPERTENSION IN AN OUTPATIENT SETTING

Tulaboeva G.M., Kamolov B.B., Abdukodirova N.M.

*Republic of Uzbekistan, Tashkent Institute of Postgraduate Medical Education,
Andijan Medical Institute.*

The purpose of the study: Analysis and evaluation of hypotensive pharmacotherapy in the proper control of arterial blood pressure in patients with AH.

Research materials and methods. In assessing the pharmacoepidemiological status of patients with hypertension, medical records of 298 patients under control in the multidisciplinary polyclinic No.1 of Asaka district of Andijan region were examined. Statistical processing of the obtained results was carried out on a computer "Pentium IV" using STATISTICA version 6 "StatSoft" and Biostat software packages.

Results and discussions. We have the following data on the prevalence of AH: 34% (n = 101) in patients under 60 years of age and 66% (n = 197) after 60 years of age, which means that the incidence of AH in our elderly patients is higher than in patients under 60 years of age. As high as 51.2%. When we analyzed the incidence of AH in relation to the sex of patients, we found that the incidence of AH was 40% (n = 120,) and 60% in women (n = 178,). This showed that AH was 48% higher in women than in men. According to our analysis, 201 (67%) of our 298 patients with AH were aware of AH.

At the same time, 69% (n = 139) of our female patients were aware of the increase in blood pressure, while this figure was 26% (n = 62) in men. A similar pattern was observed in the analysis of patients' age (68% (n = 137) > 60, 32% (n = 64) < 60 patients).

The enalapril group (58.6%) was the most widely used drug from patients receiving ACE inhibitors, followed by the lisinopril group (20%), and the least recommended group was ramipril (9%). received a hypotensive drug, of which 40% (n = 18) atenolol, 35.6% (n = 16) bisoprolol, 11% (n = 5) carvedilol, 4.4% (n = 2) metoprolol, and 8.8% (n = 4)) nebivolol. Diuretic drugs were taken by 30 of our patients with AH, which was 10.2%. Of these, 21 (70%) patients received an average

of 16.9 ± 6.0 mg of the drug in the hydrochlorothiazide group, while 9 (30%) patients received an average of 7.5 ± 2.9 mg of the drug belonging to the torasemide group. It was observed that 81 of our patients with AH received antihypertensive drugs from the cancer group. The most commonly used drug was the losartan group in 45 patients (55%), the valsatan group in 30 patients (37%) and the antihypertensive drug in the candesartan group in 6 (7.4%) patients.

Conclusion. It has been proven in our scientific study that the incidence rate of AH in our elderly patients is 51.2% higher than in patients under 60 years of age. AH was found to be 48% higher in women than in men.

Studies have shown that patients with AH received the antihypertensive drugs recommended by the International Cardiology Society for the diagnosis, prevention and treatment of AH, but the daily dose is not enough. Unfortunately, 71% ($n = 211$) arbitrarily reduced the daily amount of drugs in cases.

ULTRASOUND DIAGNOSIS OF PSEUDOARTHROSIS

Usmanova Cohiba

305-group, faculty of medicine

Supervisor: assistant Yuldashev T. A.

Of Tashkent pediatric medical Institute, Department of rentgenology, Tashkent

Annotation.

The problem of rehabilitation treatment of patients with defects of long tubular bones of various origins to the present time remains important, as the difficulties of rehabilitation are associated with the presence of concomitant anatomical-functional abnormalities of the limbs in the form of regional circulation failure, extensive scarring of the soft tissues, persistent joint contractures, deformities and expressed anatomic shortening of the bone segment.

Key words: ultrasound method, diagnostics, false joint.

Despite the fact that the ultrasonic method very wide with a high degree of toxicity are used in diagnosis, this method of child traumatology rarely used. The analysis of literature, there are few publications on ultrasonic diagnosis of pseudoarthrosis. The problem of rehabilitation treatment of patients with defects of long tubular bones of various origins to the present time remains important, as the difficulties of rehabilitation are associated with the presence of concomitant anatomical-functional abnormalities of the limbs in the form of regional circulation failure, extensive scarring of the soft tissues, persistent joint contractures, deformities and expressed anatomic shortening of the bone segment.

The aim of the work was a literary study of ultrasound diagnostics of the picture about joints. Nonunion of a pathological condition, accompanied by the violation of continuity of bone, and the emergence of mobility in her unusual departments. When carrying out ultrasonic diagnosis, the patient is in a comfortable position and does not feel pain associated with the study. The observations were carried out with the modes of the device, which allowed to obtain the reflected signals to the desired depth. Served as a control plot on the symmetrical healthy extremity.

Conducted 20 observations, the age of patients ranged from 2 to 79 years. The first attempt of ultrasound diagnostics of injuries of the bones had largely indicative of diagnostic value. At the same time, the possibility of ultrasound in intra-articular evaluation of such elements as the menisci, cruciate ligaments and articular cartilage is limited, mainly due to inadequate acoustic window, therefore the ultrasound results have to be confirmed by MRI and radiography. Virtually no studies ultrasound diagnosis of fractures of the bones forming the knee joint in children.

Thus, the analysis of the literature showed that there remain unexplored issues of ultrasonic diagnostics of long bones in children is not identified and studied the characteristics of ultrasonic diagnostics of damage in the developing organism. Methods not processed ultrasound evaluation for various methods of treating fractures in children.

Literature:

1. Schegolev A. A., Al-Sabunchi O. A., Kvitivadze G. K. et al. Acute thrombosis of the main veins: Methodological recommendations. - M.: RSMU, 2005- P.23.
2. Kulikov V. P. Ultrasound diagnosis of vascular diseases. - M.: Strom, 2007- P.512.
3. Shumilina M.V. Complex ultrasound diagnostics of peripheral vascular pathology. Educational-methodical manual. – M. - 2007 .-P.310.
4. Glaudemans A. W., Slart R. H., Bozzao A. et al. Molecular imaging in atherosclerosis // Eur. J. Nucl. Med. Mol. Imaging. - 2010. - V. 37. - No12. - P. 2381-2397.

STOMACH. GASTRITIS

Zubaydilloeva Zarina Xamzayevna

Rayimjanova Kamilla Farxodovna

Samarkand State Medical Institute

2nd year students of the Therapy Faculty

Keywords: endocrine function, acute gastritis, acidity, serological diagnostic, *Helicobacter pylori*.

Anatomy: The stomach is a muscular organ located on the left side of the upper abdomen. The stomach receives food from the esophagus. As food reaches the end of the esophagus, it enters the stomach through a muscular valve called the lower esophageal sphincter.

The stomach secretes acid and enzymes that digest food. Ridges of muscle tissue called rugae line the stomach. The stomach muscles contract periodically, churning food to enhance digestion. The pyloric sphincter is a muscular valve that opens to allow food to pass from the stomach to the small intestine.

Histology: So what can we say about the glands of the stomach, which are produced by the gastric juice, performing a secretory function. So it contains enzymes such as pepsin, chymosin, lipase, hydrochloric acid and mucus.

All enzymes are aimed at the digestion of organic substances, namely proteins, fats and carbohydrates, mucus (mucous membrane) protects the stomach from the effects of hydrochloric acid, and chymosin is found only in young children and plays a role in milk feeding

Cause: The cause of gastritis is a dangerous microorganism for the entire gastrointestinal tract, the bacterium *Helicobacter pylori*, which is able to survive in the presence of hydrochloric acid contained in the gastric juice and affect the mucous membranes.

So in the 1970s, it was believed that gastritis and stomach ulcers cause stress and an unbalanced diet. One of the pioneers of *Helicobacter pylori*, the Australian

scientist Barry Marshall, was sure that it was this bacterium, and not chips with soda, that provoked pathologies. To prove his case, he, being perfectly healthy, drank a concentrate of culture *Helicobacter pylori*. Within a few days, he had signs of gastritis. The suffering was not in vain - for the scientific work on *Helicobacter pylori* Marshall and his colleagues received the 2005 Nobel Prize.

Infection of this bacterium usually occurs through contact, most often through saliva, as well as through contaminated food and water, that is, it is transmitted by the contact-household route. Airborne transmission is not possible.

Symptoms: Gastritis, depending on the course, is acute and chronic and, on the basis of this, has distinctive symptoms, also is treated and diagnosed in different ways.

Symptoms of acute gastritis usually occur within a few hours after exposure to adverse factors, such as poor-quality or expired foods, alcohol abuse, and long-term medication use.

Acute gastritis can be identified by the following symptoms, such as an unpleasant taste in the mouth, poor appetite, heaviness and abdominal pain, nausea, weakness, dizziness, and vomiting with an unpleasant odor.

Treatment: With timely treatment of superficial gastritis, the disease recedes after a few days, and there are no complications, but it takes at least two weeks to fully restore the normal functioning of the stomach. Moreover, treatment is not limited only to medications. It is recommended to clean the stomach cavity and prescribe a diet for the patient, first adding liquid food to the diet and switching to soft, after 5-7 days, appoint table No.1.

Unlike acute gastritis, chronic gastritis is more prolonged in nature. It may not appear for a long time and these are very dangerous. Depending on the level of acidity, chronic gastritis manifests itself in different ways:

- With increased acidity, severe pain after eating, heartburn after spicy and fatty foods, constipation, sour belching is observed.
- Signs of gastritis with low acidity are poor appetite, a feeling of heaviness, frequent indigestion, rotten bad breath, and frequent rumbling in the stomach.
- The chronic form is often the result of periodic attacks of acute gastritis, when the disease is left without proper treatment.

•In the treatment of chronic gastritis with normal and high acidity during the first week, diet table No. 1A is prescribed. It excludes foods and dishes that increase the secretion of the stomach and irritate the mucous membrane. Cooked or steamed food is served in liquid and porridge form. Vegetables, sour-milk products, bread and flour products, snacks are excluded from the diet. Then for 14 days they switch to diet table No. 16, which is based on soft food. For the next three months, it is replaced by diet table No. 1.

•If the patient is being treated for gastritis with low acidity, then diet table No. 2 must be followed. Such a diet excludes food that is poorly digested and lingers in the body for a long time. Dishes are served in crushed, boiled, stewed and baked form, without breading and other types of crust. Raw food consumption is reduced to a minimum.

Literature:

- 1, Sherwood, Lauralee (1997). Human physiology: from cells to systems. Belmont, CA: Wadsworth Pub. Co. ISBN 978-0-314-09245-8. OCLC 35270048.
- [2] Anne M. R. Agur; Moore, Keith L. (2007). Essential Clinical Anatomy (Point (Lippincott Williams & Wilkins)). Hagerstown, MD: Lippincott Williams & Wilkins. ISBN 978-0-7817-6274-8. OCLC 172964542.; p. 150
3. Nosek, Thomas M. *Essentials of Human Physiology*. Section 6/6ch2/s6ch2_30
4. The Stomach at The Anatomy Lesson by Wesley Norman (Georgetown University)

НЕЙРОКОГНИТИВНЫЕ РАССТРОЙСТВА У ВИЧ-ИНФИЦИРОВАННЫХ БОЛЬНЫХ

Утегенова С.К., Байжанов А.К.

*Научно-исследовательский институт вирусологии МЗ РУз, г.Ташкент
Самаркандская областная клиническая инфекционная больница, г.Самарканд
у ВИЧ-инфицированных больных*

По частоте поражения вирусом иммунодефицита человека после иммунной системы на втором месте находится нервная система. У большинства ВИЧ-инфицированных больных на каждой стадии инфекционного процесса есть различные неврологические, психоэмоциональные и когнитивные нарушения, что связано в высокой нейротропностью вируса и токсическим действием на центральную нервную систему с развитием атрофии коры больших полушарий, мозолистого тела, поражением базальных ганглиев, развитием очагов демиелинизации преимущественно в лобных и височных долях. Наличие когнитивных расстройств является важным инвалидизирующим фактором таких пациентов, снижая их социальную активность и способность к самообслуживанию.

Развитию когнитивного снижения может способствовать и депрессия, с повышенной частотой выявляемая у ВИЧ-инфицированных больных, а также прием некоторых лекарственных средств, например, седативных препаратов или бета-блокаторов [30].

Когнитивная дисфункция у ВИЧ-инфицированных больных может привести к неравномерному повреждению исполнительных функций, значительному снижению профессиональных и бытовых навыков, а в конечном итоге стать причиной развития сосудистой деменции и глубокой дезадаптации пациентов.

Материал и методы. Исследование основано на клинико-лабораторном исследовании 75 ВИЧ-инфицированных больных, которые были разделены на 2 группы: 1 группа состояла из 45 у ВИЧ-инфицированных больных с

когнитивными нарушениями и 2 – из 30 у ВИЧ-инфицированных больных без когнитивных нарушений.

Результаты и их обсуждение. Депрессия, тревожное расстройство и когнитивный дефицит как психоповеденческая реакция мозга являются единым клиническим симптомокомплексом, обладая общим субстратом - дисфункцией передних отделов головного мозга с формированием патологической связи с подкорковыми базальными ганглиями. Нами было проанализировано состояние более чувствительных когнитивных функций мозга: внимание, память и скорость обработки информации.

В 1 группе снижение концентрация внимания у 27 (60,0), устойчивости у 22 (48,9%), распределения у 21 (46,7%), переключения внимания у 29 (64,4%), объема внимания у 24 (53,3%) пациентов. Зал, что в 3 группе показатели нарушения внимания у больных 3-ей группы с высокой степенью достоверности ($P < 0,001$) были ниже показателей 2 группы, что свидетельствует о тяжелой степени нарушений когнитивной функции.

Часто когнитивные расстройства манифестируют в ранние сроки после установления диагноза. Приведена современная классификация нейрокогнитивной ВИЧ-ассоциированной патологии. Прием сегодня высокоактивной антиретровирусной терапии приводит к минимизации неврологического дефицита с доминированием в клинической картине когнитивных расстройств.

Вывод. Тяжелые когнитивные нарушения – это моно- или полифункциональные расстройства когнитивных функций, которые приводят к полной или частичной утрате независимости и самостоятельности пациента, т.е. вызывают профессиональную, социальную и (или) бытовую дезадаптацию.

Умеренные когнитивные нарушения представляют собой моно- или полифункциональные расстройства когнитивных функций, которые выходят за рамки среднестатистической возрастной нормы, но не вызывают дезадаптации, хотя могут приводить к трудностям в сложных и непривычных для пациента ситуациях.

ВЛИЯНИЕ ВИТАМИНА D НА ДИСМЕНОРЕЮ У ДЕВОЧЕК-ПОДРОСТКОВ

Шахноза Зуфарова,
Дилноза Эгамбердиева
(Андижан, Узбекистан)

Аннотация: В данной статье анализируются влияние витамина D на дисменорею у девочек-подростков при помощи зарубежных литератур.

Ключевые слова: патогенез, витамин D, кровотечение, фермент, аменорея, эндометрия, патология.

Summary: This article analyzes the effect of vitamin D on dysmenorrhea in adolescent girls using foreign literatures.

Key words: pathogenesis, vitamin D, bleeding, enzyme, amenorrhea, endometrium, pathology.

Болезненные менструации - одна из самых распространенных жалоб у девочек-подростков и занимает первое место среди причин отсутствия в школе. В среднем первые месячные начинаются у девочек в 11–13 лет, что эквивалентно тому времени, когда они обучаются в школе [1, с.23]. Среди девочек-подростков наиболее распространены такие нарушения, как аменорея, маточные кровотечения (циклические и ациклические) и дисменорея [Адамян Л.В., Богданова Е.А., Глыбина Т.М., 2013].

Центральная роль в патогенезе первичной дисменореи лежит нарушение обмена арахидоновой кислоты с патологическим [2, с.45] накоплением в эндометрии накануне или во время менструации эйкозаноидов - простагландинов, лейкотриенов и тромбоксанов [Rigon F, De Sanctis V, Bernasconi S, Bianchin L, Bona G, Bozzola M, Buzi F, Radetti G, Tato L, Tonini G, De Sanctis C, Perissinotto E., 2012., Harel Z., 2012]. Арахидоновая кислота высвобождается из фосфолипидов цитоплазматической мембраны клеток под воздействием фермента фосфолипазы A2, активность которой [3, с.86]

повышается вследствие действия протеина, активирующего фосфолипазу A2. А данный протеин активизируется провоспалительными цитокинами ИЛ-1, -6, -8, ФНО- α [ClarkJD, Lin LL, Kriz RW,1991]. Затем под действием циклооксигеназы (ЦОГ) фосфолипаза A2 превращается в простагландины (ПГ) - ПГF2 α , ПГЕ. Избыточная кумуляция ПГ в эндометрии во время менструации приводит к патологической сократительной активности миометрия и сосудистой вазоконстрикции, способствующих повышению внутриматочного давления, её ишемии и гипоксии, активируя маточные афферентные волокна, проводящие импульсы в ЦНС, что провоцирует боль [Rigon F, De Sanctis V, Bernasconi S, Bianchin L, Bona G, Bozzola M, Buzi F, Radetti G, Tato L, Tonini G, De Sanctis C, Perissinotto E., 2012., Harel Z., 2012].

Q. Wang и соавт. [Wang Q, He Y, Shen Y, Zhang Q, 2014] в своих исследованиях показали, что витамин D ингибирует ЦОГ-2, тем самым подавляя синтез воспалительных цитокинов – препятствует транскрипции ряда генов цитокинов, таких как интерлейкин-1 и -6, ФНО- α в макрофагах [4, с.29].

М. Ataee и соавт. [5, с.45] в двойном слепом рандомизированном плацебо контролируемом исследовании показали, что витамин D значительно снижает боль при первичной дисменорее и может применяться как монотерапия при данном заболевании.

Вследствие выраженного болевого синдрома при дисменорее девочки-подростки вынуждены применять нестероидные противовоспалительные препараты. Согласно результатам исследования, проведенного в 2017 г., включавшего 897 девочек-подростков, живущих в Иране, получили девять добавок с высокой дозой витамина D (50 000 МЕ /в неделю холекальциферола) и находились под наблюдением в течение 9 недель. Прием витамина D был связан со снижением частоты ряда симптомов предменструального синдрома, таких как боль в спине и склонность к легкому плачу, а также с уменьшением выраженности боли при дисменорее ($p < 0,05$). Высокие дозы витамина D могут снизить распространенность предменструального синдрома и дисменореи, а также оказать положительное влияние на физические и психологические симптомы предменструального синдрома. Таким образом, у девочек-подростков с дисменореей лечение препаратами витамина D позволяет снизить дозу нестероидных противовоспалительных препаратов.

Как уже упоминалось выше, взаимосвязь витамином D с дисменореей исследуются во всем мире. В Узбекистане подобное исследование не проводилось. В дальнейшем планируется исследование по изучению особенности становления менструальной функции у девочек-подростков с различными уровнями витамина D в Андижанской области.

ИСТОЧНИКИ И ЛИТЕРАТУРА

1. Адамян Л.В., Богданова Е.А., Глыбина Т.М. Медицина.- М. 2013.-234 с.
2. Rigon F, De Sanctis V, Bernasconi S, Bianchin L, Bona G, Bozzola M, Buzi F, Radetti G, Tato L, Tonini G, De Sanctis C, Perissinotto E., 2012., Harel Z., 2012.
3. Clark J.D, Lin LL, Kriz RW, 1991.
4. Rigon F, De Sanctis V, Bernasconi S, Bianchin L, Bona G, Bozzola M, Buzi F, Radetti G, Tato L, Tonini G, De Sanctis C, Perissinotto E., 2012., Harel Z., 2012.
5. Atae M, Zangeneh M, Mahboubi M., 2015.

MUZYKA I ŻYCIE

AVLONI AND THE ART OF MUSIC

Abdirahimova Ziyodahon Akmaljon qizi

Kokand State Pedagogical Institute, Faculty of Arts, 401st group student

ziyodaabdurahimova63@gmail.com

Annotation: Abdullah Avloni, one of the great figures of the Jadid movement, literature and art, who played an important role in the socio-political and cultural life of Central Asia, the development of national theater and music, the liberation of our people from spiritual poverty, He is one of the most active figures in the development of culture.

Keywords: Poems, articles, poems poet, playwright, actor, translator, music collector, journalist, European advanced science and technology.

At the beginning of the last century, Abdullah Avloni (1878-1934) was a poet, playwright, actor, translator, music collector, journalist, supporter of advanced European science and culture, as well as a figure of the Renaissance. . Although many popular scientific articles and works have been published on his contribution to written drama and theatrical art, very little has been written about the artist's attitude to the art of music. However, like all modern intellectuals, he made a worthy contribution to this field. His poems, articles, and poems included in the two-volume Selected Works provide a basis for this. The author's works show that his artistic and aesthetic views were very high, in particular, his devotion to the art of music from a young age, and this devotion began when he first became involved in the theatrical movement, especially during his time in the troupe "Turon". `shows. It is known that at the beginning of the XX century theatrical troupes of different nationalities, in particular, Tatar, Armenian, Azerbaijani, Russian artists came to the big cities of Turkestan (this was widely covered in the press of that time). Under their influence, Abdullah Avloni became one of the leaders of the European-style Turon troupe (1914), the foundation of Uzbek theatrical art. In his article "The Debate on Theater" about the impact of theatrical art on the minds of the people, he said, "Theater is a mirror that can be used to eradicate the bad traditions and customs of any nation, to correct itself." Avloni got

acquainted with advanced Turkish and Azerbaijani, Tatar dramaturgy, translated the best works, including Jalil Mamadqulizade's dramas "Dead", "A form of home education", "Ignorance" into Uzbek, as a director and actor he devoted himself to the troupe. took part. If you look through the newspapers and magazines published in Tashkent and Fergana in 1914-1916, you will find many interesting articles about the activities of the troupe, Avloni's directing and acting skills. Undoubtedly, Avloni played an important role in the first steps of the "Turon" troupe. His influence on the formation of the troupe's repertoire and musical decoration is obvious. From the very first steps of the theater, a great place was given to the art of music. The troupe's press releases confirm this view. It is even surprising that in one of the announcements, during the break, it was announced that Sultan Khan Tanburchi (the most influential drummer of this period) would perform various exercises.

Due to his active involvement in this process, Avloni became deeply aware of the place and role of music in human, social and theatrical art. This feature was further developed during his participation in the staging of U. Hojibekov's opera "Layli and Majnun" as an actor and choirmaster in collaboration with Siddiqi Ruhullo (Famous Azerbaijani House. He was in close contact with Turkestan artists.). He also met with many hafiz and musicians, studied the genres and ways of national music, enriched his spiritual treasury with the names and melodies of national melodies, and became accustomed to a critical observation of art. Like all modern intellectuals, he recognized the importance of the art of music in human education, especially in the education of young people. His article "Sanoyi 'nafisa", published in the first issue of the magazine "Revolution" in 1922, proves our point in every way. According to Avloni's popular opinion, people in ancient times called "the first steps taken by the human industry in the world", "could not stop the influence and feelings in their hearts and did not lie quietly, were not satisfied with what was achieved", "created by nature and Those who have begun to examine carefully the living and non-living things that they have created and created.

Emphasizing the gradual transition from imitation to the real era of creation, Avloni said, "The latter arts (more than the former) are more important and better than the previous ones, and it is everyone's destiny to be influential. "It wouldn't have happened." Therefore, he says that not everyone can be a real artist, and it takes a real talent. In both cases, the role of music is largely determined by the period of transition from imitation to oral creation, and then to real art, that is, the period of literature. He

said, "If they described the days of joy (i) with songs of joy, they would express the days of sorrow (i) with songs of sorrow." That is, he does not forget not only the social but also the philosophical aspects of music. In ancient times, the Avloni said that the human voice was the first musical instrument, and that the ancients "informed (i) other comrades that they were separated from their beauties, their loved ones, their possessions," which in ancient times was associated with love and emotion. He explains the reasons for the emergence of lyrical music. He also speculates on the creation of the first musical instruments, albeit a small one: "He saw the intestines of animals hanging from the branches of trees under the influence of air, and under the influence of wind he" heard " The sound of "ir" touched his heart and welcomed him. He says that the art of music has entered a new stage in its development, saying that they "made a" net "out of the intestines of animals to accompany their songs and chants." "It turned out to be the most elegant, the most important, the most spiritual art," he said. But when they took these arts out of scrutiny and grief, they left us as a monument, and they died in secret," he said, adding that the rise of music from simple imitation to the level of creativity and true art is "elegant. At ", its creators-composers have passed away without a name. He refrained from showing the period clearly, pointing to the fine arts of the Middle Ages, and began to sing the national anthem of our national music, which began with the words: "Sayra bulbul, sayra chinarni shoxi sinsun, yor ayrylaman, ayrylip ko'nli tinsun." mentions the poem. In his short article on the origin of the art of music, Avloni makes many interesting observations and draws mostly correct conclusions. It reminds us that music began with a simple imitation of nature, the origin of the main genres of music, seasonal, domestic and lyrical songs. In a poem entitled "Music", which he wrote because he was passionate about music, he describes in detail the power of music.

The poet, who dreamed of seeing his homeland among the most developed countries in the world without pursuing his own interests, understood and promoted the need to find a way to the heart of every person through culture and art. Avloni writes in his article "Waves of Culture": "Culture has been chasing us for half a century now. We will flee from side to side, the hardships of life will attack us, ignorance and ignorance will come and oppress us, and then misery, poverty and heresy will block our way. " In order to get rid of this situation, "the only way is to accept the culture and enter the real culture." Therefore, the poet deeply understood the role of theater and music in the formation of this culture and sought to bring it to the attention of the

people. This is evidenced by his views on art, especially music. It is very difficult to cover Avloni's artistic and aesthetic views and attitude to music in one article. However, this concise approach alone gives us every reason to say that the writer was one of the scholars and treasurers of traditional national music.

References

1. Avloni A. Selected works. 2-volume. 2 vols. T.: Spirituality, 1998 .p.221.
2. www.ziyonet.uz

YOUTH OF UZBEKISTAN AGAINST DESTRUCTIVE IDEAS

Abdurahmanova Kamola Erkin qizi

Third year student of Navoi State

Pedagogical Institute

kamola63@gmail.com

Annotation: Attention to youth means attention to the future. Our youth are happy to contribute to the development of science in the development of our country. Today, young people, rising from the foundations of science, are opening the door to development. Currently, a lot of work is being done for young people to raise their morale.

Keywords: People, science, youth, and the economy, spirituality and sports of our country, etc.

The people are the basis of the state, the people are the force that makes this state a state. As our great writer Abdulhamid Cholpon said: "People are the sea". The development of the state also depends on the spirituality of the people. First of all, science reveals the spirituality of the people. We know that almost all the people are young people. Young people are the mainstay of the state. The maturity of young people leads to the country's development. The role of youth in the development of the country is also very important. Attention to the youth means attention to the future. Our youth is happy with their contribution to the development of science in the development of our country. There is a lot of work being done not only in science, but also in various fields, that is, there are many young people who are able to express themselves. They have mastered their field perfectly, increased their knowledge and intelligence, and are recognized by foreign countries. Of course, it makes us happy. But, as without rice, there are people and young people who are influenced by destructive ideas. The development of modern technology affects the lives of our youth. If young people use them for the right purpose and contribute to the development of science, some young people fall into the trap of groups that spread various currents and destructive ideas through these technologies. a. We are saddened to see young people who do not spend their time on good deeds, but only spend hours

in front of a computer, idle work, staring at the phone for hours. In fact, there is a gap in the minds of such young people. . In order to fill this gap with spirituality, to increase his thinking, the Head of State is taking many measures.

Destructive ideas are, in fact, a call to the people to the field of struggle, the complete destruction of the roots of spirituality. A person with a weak spirituality falls into the trap of such destructive ideas. He decides his future in advance. He falls victim to this precipice.

The President's address to the youth in this regard is as follows: "We, the youth, must move away from such ideas and build our future together with the noble people." It begins with the introduction of nationalism, identity and pure faith in the minds of the people. "Whoever finds his destiny in an honest way, he will surely enjoy life," says our wise people. Therefore, we, the youth, with an honest and pure conscience, glorify the name of our Motherland and make our contribution. As Uzbek children, we must express our identity at every step, in the heart of every person. We must preserve the spiritual heritage left to us by our ancestors, our great ancestors, and inculcate them in the minds of the younger generation. We need to make a contribution. We must not let destructive ideas poison our minds, but we must take the book in our hands and get acquainted with it, because the book is the basis for glorifying man. Therefore, the Uzbek people, taking advantage of its simplicity, We must be careful of angry people and step only for the good, for the high. We must be able to show that the Uzbek people, though simple, have a mountain-like heart. We, the Uzbek youth, are against such malicious intentions. We fight against spirituality, we fight against science. After all, anti-thought, anti-idea, anti-ignorance, enlightenment is our highest motto. We, the youth, stand united against these ideas. We will fight hand in hand.

References:

- 1.G.Alimova, J.Kamolov, Sh. Abdullayeva.Partnership of family- the neighborhood-educational institution.T.,2014y
- 2.P.F.Lesgaft. Family upbringing of a child and its importance. Stuttgart.1876y
3. G.Alimova, J.Kamolov, Sh. Abdullayeva.Partnership of family- the neighborhood-educational institution.T.,2014y

KEY FACTORS AFFECTING SCHOOL PREPARATION.

Himoyeva Sarvarbegim Jamilovna

First year Master of Bukhara State University

Snipe_shoot@inbox.ru

Annotation: There are different opinions among adults about when and how much to prepare a child. Many parents and care givers believe that preparation should be intensified from the age of 3 until one year before the 1st grade. But others say you only need to prepare for the year before school. Some parents think that as soon as a child goes to kindergarten, preparation for school begins.

Keywords: School, work, sports, singing, Parents, etc.

Who should prepare a child for school life? Kindergarten educators understand that preparing a child for school should take place throughout the kindergarten period and implement it bi-noan to program requirements. But just before going to school, they pay special attention to preparation: correcting pronunciation deficiencies, putting knowledge into a system, developing fine hand movements, and so on.

However, the family is the first social environment in which a child lives after birth. In the family, the child acquires his first social experiences and skills, is brought up through the example of parents and adults, understands and appreciates family ties. Therefore, the family is crucial in preparing a child for school. Many parents believe that the cooperation of the family with the kindergarten is necessary in preparing the child for school. Some parents place the responsibility of preparing the child for school on the kindergarten, while others take full responsibility.

Y.A. Kamensky writes in the pre-school chapter of his book *Mother's School* that the work that all human beings do requires a certain amount of preparation. With that in mind, parents prepare their children for school. In addition to comprehensive preparation for school, Kamensky outlines the following tasks for parents:

1. To create a sense of joy in children when they go to school, read and play with their peers.

2. Explain the essence of school education to children, acquaint them with the types of school activities.

3. Develop respect and trust in children towards future teachers.

How parents are now preparing their children for school? Many parents believe that one of the conditions for good reading in school is the overall development of the individual. However, they believe that a child's mental development is paramount, so they try to develop knowledge, speech, thinking, and memory in the classroom. The next priority is to develop the child's reading and writing skills, memorize, talk, play logic games together. Sometimes they work, play sports, sing or dance.

In conclusion, working together with the cooperation of parents and educators of preschool education gives positive effect for preparing the child to the preschool education.

References

1. Pedagogy. R. Mavlonova, O. Torayeva, K. Kholikberdiyev. Tashkent, Teacher's Publishing House, 2006
2. "Pedagogy of preschool education" Tashkent, Science, 2006
3. www.ziyonet.uz

WAYS TO PROMOTE ETHNOGRAPHIC TOURISM IN UZBEKISTAN

Kilichova Orzigul Zafar kizi *student*

Uroqova M.U *student*

Sharipov T.S., *Associate Professor of "Sectoral Economics",
Acting, Ph.D.*

Samarkand Institute of Economics and Service

ANNOTATION: This article analyzes the problems and prospects of the development of ethnographic tourism in the Republic of Uzbekistan. Theoretical and practical knowledge in this area is covered. It was proposed to introduce a new mobile application “EtnoMobil” in the country.

KEYWORDS: International tourism, economics, ethnography, ethnographic tourism, national cuisine, EtonoMobli, mobile application.

According to the UN International Tourism Barometer, in 2025 the rate of international tourist arrivals will increase by 4.4 percent compared to 2016. If this trend continues, by 2030 the number of foreign tourists around the world will reach 1.8 billion. That is why tourism is one of the sectors that determine the development of the global economy over the past century. The international tourism industry continues to maintain its position in the global economy. International tourism is gaining popularity among the countries of the world, and the number of tourists is increasing. [1]

Another reason for the rapid development of tourism is that it does not require large expenditures on research and energy-intensive technologies. But tourism requires the development of other areas. For this reason, many services should be inextricably developed with each other. [2] These include information and communication technologies, transportation services, education, culture and art, and so on.

It is clear that Uzbekistan does not use its tourism resources to the maximum. As noted, the majority of tourists arriving in our country have visited and are limited to such cities as Samarkand, Bukhara, Khiva and Shakhrisabz. This process leads to the fact that the number of tourists arriving in our country does not increase, and constant trips along the same routes can be tiring.

According to the statesman, a trip to Uzbekistan will allow tourists to enrich their spiritual world. [3] Tourists are attracted to our country by a high level of spirituality and great history. The people of Uzbekistan from ancient times to the present day have a rich history, spiritual values and national traditions that have been preserved and transmitted from generation to generation from time to time. It reflects the hopes of the nation, the natural, geographical and social environment in which the people live, talent, skills, abilities, ethnicity, ethnogenesis and ethnic identity of people. In addition to pilgrimage and historical tourism, Uzbekistan is a country with rich tangible and intangible resources for ethnographic tourism.

The term “ethnography” is the study and explanation of differences in the cultural development of peoples and ethnic groups, the identification of the causes and mechanisms of the emergence and decline of culture, the causes of racial differences between peoples and the establishment of ethnic and socio-economic relations.

Ethnographic tourism is directly related to many areas of science, culture and social status and requires their development and promotion. When tourists come to this or that country according to the ethnographic system, they get acquainted with the development of ethnic culture, the stages of its formation, ethnogenesis and the characteristics of groups that directly include national dishes, clothes, dances, etc.

National costumes - are clothing that reflects the national characteristics of a nation created in history and used today that are closely related to culture and history.

National cuisine - reflects the lifestyle, attitude to nature and religious views of the population.

National dance - is one of the most important foundations for the study of ethnography, reflecting the art of music, clothing and social status.

Oral creativity - is a way of life, social and social life, work, views on nature and society, beliefs, feelings for a person and the world, the world of art, education, happiness and justice, sung in the song and included in the tales.

Ceremonies and traditions - are a cultural phenomenon that arises in the course of historical development on the basis of natural and social needs, which is transmitted from generation to generation. Ceremonies are a celebration of the most important events in a person's life and are accompanied by general rules and procedures in a formal and spiritual atmosphere. [4]

National architecture - as a special area of human labor, arose in ancient times and was aimed at satisfying basic necessities of life. It can satisfy a wide range of practical, useful, socio-political, material, religious and other human needs. [5]

Folk games - are the social life of a certain era, that is, what products and tools were used in games, at what time of the year, potential development, who are the participants, their prizes or fines and the economic environment.

Summing up, we can say that ethnographic tourism requires that tourists visit and witness ethnic cultural sites. Each region and region (oasis, valley, etc.) of Uzbekistan has its own unique look and rich cultural heritage. The relief of the oasis is different from the relief of the inhabitants of the valley, and each has its own unique culture. The development of ethnographic tourism will contribute to the economic, social and cultural development of remote areas of the country. Based on the above data and analysis, we would like to introduce a new mobile application - "EtnoMobil" in the Republic of Uzbekistan. A set of data points is compiled for each region. One of the advantages of this application is that individually visiting tourists can also learn about the ethnography of our people and travel around the country.

List of references:

[1] M.R.Boltabaev, I.S.Tukhliev, B.Safarov, S.A.Abdukhamidov Tourism: theory and practice. – T.: Fan va texnologiya, 2018, 400 p

[2] M.a. Mirzaev, M.T. Aliyev, Basics of Tourism. Textbook: - T.: O'zbekiston faylasuflar jamiyati, 2011

[3] <http://www.uzbekembassy.in/travtalk-about-uzbekistan/?lang=uz>
(02.01.2020)

[4] <http://hozir.org/bayramlarning-nazariy-asoslari-anana-odat-marosim-va-bayram-tu.html> (04.01.2020)

[5] <http://hozir.org/memorchilik.html> (04.01.2020)

THE ROLE AND IMPORTANCE OF EMBROIDERY IN UZBEK CULTURE.

Magdieva Marxabo Erkinovna

The 1st year MA student of TSPU named after Nizami

Annotation.

The article is about the role and importance of embroidery in Uzbek culture and art. There are also types on how to enhance the elegance of embroidery in modern clothing. It discusses the embroidery history of Uzbekistan.

Key words: Embroidery, types of embroidery, embroidery elegance, aesthetic taste.

Culture of Uzbekistan is bright and original, it was formed over thousands of years and has absorbed the traditions and customs of peoples in different times inhabited the territory of modern Uzbekistan.

Embroidery - the traditional art of the peoples of Uzbekistan. Embroidery with colored cotton, silk and even gold thread, adorned with traditional Uzbek clothing, robes, hats, wedding dresses, skullcaps, prayer and wall rugs, blankets for horses, pillowcases, bedspreads, tablecloths, curtains, wall hangings. Many large-scale fabrics (silk, velvet or cotton cloth), embroidered called - Suzane. Farsi (Persian) Suzane translated embroidered needle. The biggest Suzane are 2.5-3 meters long and up to 2-2.5 meters wide.

In the nineteenth century there were several centers of artistic embroidery such as Nurata, Bukhara, Samarkand, Shakhrisabz, Tashkent and Fergana, each of them had its local fancy peculiarities. The decorative embroidery of Uzbekistan up to the end of 1880 was made on a special matt white fabric, or on matt natural yellowish fabric. From 1880 and later simple local fabrics of violet and orange colors were used for the background, as well as imported white and colored cotton fabrics.

If we will learn Nurata Embroidery. The original style of Nurata embroidery appeared in the end of the nineteenth century. Embroidered flowers on white fabric became a signature of Nurata needlewomen. Due to wealth and variety of colored motifs, the floral patterns took a leading place in artistic embroidery of Uzbekistan.

Frequently the floral design was accompanied by images of birds on the background as well as stylized images of animals and people. The most popular composition was an eight-pointed star in the center and four large twigs in the corners. Another type of ornamental composition is slim rhomboid leaves in form of lattice “toba-doni”. Its cells are filled with flowers, rosettes, birds and animals.

Thus, the Bukhara embroidery is one of the most interesting in Central Asia. Typical Bukhara design consists of flowers on thin branches evenly distributed over the surface of cloth, or round rosettes with long stems. Colors consisted of harmonious combination of blue, grey and light yellow with red, raspberry and green.

In Samarkand the embroidery differs from Nurata and Bukhara works with its quite simplified design consisting of rosettes surrounded by foliated circles and with poor palette with a predominance of lilac.

The modern Surkhandarya embroidery is characterized with a variety of original, surprisingly colorful and bright ornaments, imparted with a magic sense. The Surkhandarya embroidery style is rich with floral ornaments with flower variations of all possible kinds: egizgul, lolagul, pakhtagul, oygul and many others. The Surkhandarya mistresses were able to retain practically all kinds of traditional motifs in decoration of various items such as: Baysun scalp-caps (embroidered in “pil’ta-duzi” style), bel’bogi (waist kerchiefs), oyna-khal’ta (bags for mirrors), suzane (wall cloth partitions), bugdjoma (coverlet for stored domestic items).

As well as in Samarkand, the central place in the ornament of Shakhrisabz embroidery takes a large rosette with multicolored details with blue foliated garlands. Sometimes the central ornament is a composition of vegetative patterns with a frame of large ornaments and circles. Also in Shakhrisabz several varieties of skull-caps were created. The color palette of the embroidery is based on some main colors: raspberry, green and red.

In Tashkent there are two kinds of large decorative embroideries like suzane Palak (from “falak” meaning «vault of heaven») and Gulkurpa. The entire surface of the Tashkent Palak is covered with solid embroidered symbols and dark red circles. The Gulkurpa is composed in the form of central star or circle with blossomed branches, making visible the larger part of clean fabric.

The embroideries of the Fergana valley are distinguished by their thin graphic design of twigs and concentric rings with large areas of uncovered space on the

background. Works of Fergana craftswomen are made on a colored background. Mainly ruijo and skull-caps are produced. Large embroideries like gulkurpa and suzane are made rarer. The decorative Fergana embroidery with its slim, elegant lines, reminds skullcaps. Colors based on the contrast of light and dark tones. Exceptionally gifted kalamkoshi women painters worked over the designs. Their art was respected, and was often inherited from mother to daughter. Depending on the subject chosen, the kalamkoshi chose the shape, size and composition of the embroidery.

The traditional Kashkadarya embroidery school is an original interlacing of the local, Samarkand and Surkhandarya schools of making ornaments. The Kashkadarya suzane decor uses mainly two types of ornaments: rosettes and freely scattered patterns with floral motifs (doiragul, archagul, kalampir gul, raykhon gul, olvali). A relatively new trend was generated in the Soviet time – images of animals: birds (kaptaroy suzane) or scorpions. Today these motifs are practically not used. Sometimes as a cloth base white glazed cotton or blue silk were used, which subsequently were decorated with beautiful patterns of floral ornaments, with images of pomegranate with a colorific elements of various kinds.

If we conclusion, embroidery was the most widespread fancywork of Uzbek women. By tradition girls and women were engaged in the embroidery. For settled Uzbek people the embroidery was an integral part of the traditional interior. Embroidery art shows our ancient history and culture.

Bibliography.

1. S.Bulatov. Uzbek folk applied decorative art. Tashkent-1991y.
2. T.Abdullaev The art of carving in Uzbekistan in the XIX-XX centuries. Tashkent 1994
3. R.Khasanov. Methods of applied decorative art. Tashkent, 2003.

THE ROLE OF MASS MEDIA IN THE DEVELOPMENT OF PUBLIC RELATIONS

Nishonova Umida Nishon qizi,

Journalism and mass communications in Uzbekistan

University 2nd year student.

+998915987986

Annotation: Since independence, we have chosen a path of development that is unique and in line with international standards. In public administration, public relations has become an important social institution. One of the important priorities for further development and qualitative renewal of our society is the implementation of democratic principles that ensure human rights and freedoms, freedom of speech and press, as well as transparency and openness of reforms in society. Accelerated development of the information sphere, liberalization of the media, radio and television should become an integral part of the process of building the foundations of civil society.

Keywords: Information services, press, radio and television, public administration.

It has been repeatedly stated that the press, which is the mirror of life, should be raised to the level of the fourth power. There are still many tasks ahead of us in this regard. Due to the long-term ideological and administrative control of the media in our country, it is still difficult for them to get out of this situation, first of all, to feel psychologically free. Therefore, in the current situation, which is new to them, it is sometimes criticized that they still seem to be waiting for instructions from above on what to do or not to do.

There is no need to explain that the media, which needs to become a platform for transparency, cannot and cannot live on instructions. In order for the media to become a platform for transparency, the Information Services of ministries, organizations, institutions and other agencies must be its wings, providing reliable sources of information. The free media must act in a real situation, boldly raise current issues of socio-economic and political life, bring all issues of public concern to public

discussion, critically and objectively assess the decisions and activities of government and administration. .

The issue of ensuring openness and transparency in society is also directly related to the level of development of methods of organizing public opinion. Further democratization of our society and the formation of civic institutions depends, first of all, on the growth of political activity of the population, its active participation in political, social and state life.

At the heart of public relations lies much of the debate. Discussions between political parties should be conducted on a serious, professional and practical basis. At the heart of these ideas is the idea of paying serious attention to people's opinions and the problems that concern them. Public relations plays a very important role in finding a solution to any problem and issue.

The role of the media in the development of public relations is invaluable. Given the diversity of opinions, the media is required to more actively cover the domestic and foreign policy pursued in our country, the events taking place in our country and abroad. Based on the experience of leading countries in the world, the improvement of the national system of training and retraining is crucial in a system of measures aimed at improving the quality and level of activities in the field of information. According to analysts, it is necessary to strengthen the role of the media in ensuring public and parliamentary control over the activities of public authorities, establishing strong links between government and the public.

At the initiative of the President of the Republic of Uzbekistan Shavkat Miromonovich Mirziyoyev, the world recognizes that in the life of our country the process of public relations and dialogue with the people has risen to a higher level. At the solemn meeting on the occasion of the 24th anniversary of the adoption of the Constitution of the Republic of Uzbekistan, held on December 7 at the Palace of International Forums of Uzbekistan, 2017 was declared the Year of Dialogue with the People and Human Interests. Along with the universally recognized democratic principles enshrined in our Constitution, it was important to express the invaluable values of our people and the rich experience of statehood, "the President said at the conference. At the heart of this idea is the understanding of the rule of law in society. After all, any reform in our country is carried out primarily on the basis of laws. The President stressed that the people should serve our people, not government agencies, and this fact should be well understood by leaders in all spheres. In this regard, it is

necessary to ensure unconditional compliance with the requirements of the recently adopted Decree on the protection of entrepreneurial activity and private property. After all, the richer the people, the richer and more powerful the state. From this point of view, the concepts of communication with the people and human interests are so interconnected that they are inseparable. Based on this need, I think that all the legislation should clearly define the norms of the system of communication with the people.

References.

1. Mirziyoyev Sh. We will build our great future together with our brave and noble people. T.: Uzbekistan, 2017.
2. Law of the President of the Republic of Uzbekistan on Education of August 29, 1997.
3. www.ziynet.uz

THE TECHNOLOGY OF IMPLEMENTATION A MODULAR CREDIT SYSTEM IN THE TECHNOLOGY OF EDUCATION IN HIGHER EDUCATION.

Rajabova Dilfuza Abdumajitovna

The 1st year MA student of TSPU named after Nizami

Annotation

The article is based on the technology of implementation a modular credit system in the technology of education in higher education system. It covers the advantages of credit system of education.

Key words: credit technology, modul, control, credit system, cognitive activity, modern information technologies, class period.

It is clear that,implementation of a credit system of training was caused by integration of a national education system of the Republic of Uzbekistan into world educational space, and need of creation of conditions of convertibility of diplomas of the specialists who graduated from higher education institutions and a demand in the labor market.

The name “credit technology” comes from the word “credit” (credit — trust, lat.), indicating in this case the unified unit of volume of study of the studying student. The credit technology is, in fact, revolution in system of higher education which is designed to increase the level of self-education and creative development of knowledge on the basis of individualization, selectivities of an educational trajectory within a strict regulation of educational process and accounting of amount of knowledge in type of loan.

Implementation of credit technology of training in higher education institutions of Uzbekistan began to be performed in an experimental order at the

beginning of the 21st century. However, as showed the analysis of the state documents in the field of education, so far the credit technology of training in

Uzbekistan has a number of the specific characteristics caused by distinction of approaches to its organization.

The transition to credit system of education began with the system development process, organizational and methodical documents defining:

- principles of the educational process with the use of credits (the curriculum);
- regulations of educational process- regulating methods of the pupils certification;
- method of calculation of an academic load of teachers (list of pedagogical loading).

Credit education system involves changing the position of the student and the teacher in the learning process. At the entered system the student from passively perceiving party turns into the active participant of educational process. In certain cases he becomes the teacher's partner in the course of knowledge acquisition. Also the role of the teacher who is not so much an information transfer source now changes, and teaches the student to obtain information, to reinterpret it, to be able to use further knowledge in practice. The credit system provides the organization of students on independent, active mastering system of knowledge, abilities, skills, on accumulating of creative experience, on development of their educational cognitive activity, professional and informative requirements, interests. According to the credit technology requirements of each discipline are invited to explore a set of interrelated and arising from one another problems that the student must learn under the guidance of a teacher mostly independently. The role of the teacher in this case is reduced to the formulation of the problem, the rationale of its relevance and practical significance, and to the general management of cognitive and creative activity of students. This technology requires a sharp decline in the mandatory group lessons of students with the teacher in the classroom. Respectively the number of hours, taken away for independent work of the student and his individual work with the teacher increases. Also nature of control of assimilation of knowledge of students changes. Its main purpose is to evaluate the effectiveness of the active search and cognitive activity of the student.

The advantage of the credit system of education is that it requires continuous improvement of pedagogical skills, advanced training of organizers of educational process, exchange of the best practices. At this system is necessary ensuring educational process with methodology and practice of development and optimum use of the modern information technologies (MIT) focused on realization of the psychology and pedagogical purposes of training and education.

This process initiates:

- improvement of mechanisms of management of educational process on the basis of creation of library of data of scientific and pedagogical information, information and methodical materials and telecommunication networks;
- improvement of the methodology and strategy selection of content, methods and forms of organization, training, corresponding to tasks of development of the identity of the student;
- creation of the methodical systems of training focused on development of intellectual potential of the trainee on formation of abilities to independently acquire knowledge, to carry out educational and research activity, various types of independent activities for information processing.

Thus, in conclusion theoretically now each student has the right to participate personally in formation of the curriculum that is an educational trajectory for the entire period of training. And ideally before him the freedom of choice of the disciplines given in the curriculum should to be opened. For an estimation of score the rating system is used. .

Bibliography:

1. Betts, M. & Smith, R. (2005). *Developing the Credit-Based Modular Curriculum in Higher Education: Challenge, Choice and Change*. London: Routledge.
- Dodds, T. & Katz, R.N. (2009).
2. The Bologna Process and the Transformation of European Higher Education. ECAR Case Study 5. Gleeson, J. (2011). The European Credit Transfer System and curriculum design: product before process? *Studies in Higher Education*, 14 Sep. 2011, 1-18.
3. Lavrent'ev, G.V. & Lavrent'eva, N.B. (2002). *Innovatsionnye obuchaiushshie tekhnologii v professional'noi podgotovke spetsialistov* [Innovative educational technologies in the training of specialists]. Barnaul: Izdatel'stvo Altaiskogo Universiteta. Modulhandbücher.

PEDAGOGICZNE NAUKI

THE FORMATION OF THE CHILD THROUGH MATHEMATICS (PRESCHOOL AND ELEMENTARY EXAMPLE)

Abdurahmonova Maxfuzaxon

Andijan State University

Methods of preschool education

teacher of the Department

tairova-1988@list.ru

Annotation

In this article, the implementation of purposeful work on the organization of the mathematical development of a child of preschool and primary school age, the scientific and practical development of the technology of mathematical development (content, methods, tools, forms) and the requirements for the level of education of the teacher are fully covered

Key words: the formation, child, through, mathematics, preschool, and elementary, primary mathematical

One of the great men "... as long as you live with the anxiety of the future, give your children good knowledge, read". It would not be a mistake if we say that the reforms carried out in the educational system of our country in the real sense were not a work aimed at achieving efficiency in a two-year or short period, but a change in the real sense for several hundred years.. "The mathematical development of the child as the goal of preschool and primary mathematical preparation" different approaches to the definition of the concept of "mathematical development" of the child were considered. The analysis shows that the concept of "mathematical development" of a child of preschool and primary school age is often associated with the concept of "mathematical abilities", which have a natural character in practice. The success of the child in mastering the mathematical content is often attributed to the denial by the teachers of the possibility of the presence of these natural abilities in the child and the possibility of a methodical impact on these abilities. As a result, in practice, teachers often pay more attention to the child's natural data than to the search and application

of methods for organizing the mathematical development of a child with a weak natural ability to mathematics. It is concluded that the concept of "mathematical development" of a child of preschool and primary school age should not be completely related to the concept of "mathematical abilities", which have a natural character. The success of the child in mastering the mathematical content is often associated with the availability of these natural abilities, but it is possible if appropriate methods are used to organize the mathematical development of a child with a weak natural ability to mathematics. In some cases, the process of targeted mathematical development of the child, in other cases, leads to the further development of his natural mathematical abilities, in other cases, to the optimal development of mathematical content necessary for the successful study of characteristics and thinking qualities, in other cases, to correct deficiencies in the development of the child's knowledge and further education create

At the pre-school and Primary School stage of education, it is based on the need and possibility of focusing on the mathematical development of the child as a global goal of mathematical education. The goal of mathematical development of a child of preschool and primary school age is to stimulate and develop a method of Mathematical Thinking (age-appropriate components and attributes of this method of thinking). In preschool age, the sensitive component of Mathematical Thinking is constructive thinking, and in primary school age, the main component of this age-sensitive mathematical thinking is spatial thinking. At the same time, the implementation of purposeful work on the organization of the mathematical development of a child of preschool and primary school age requires the scientific and practical development of the technology of mathematical development (content, methods, tools, forms) and is not considered to be fully dependent on the level of education of the teacher, since his experience and opportunities are in the design, it is necessary to organize mathematical development only in relation to children with mathematical abilities by nature.

ANALYSIS OF POTENTIAL LISTENING COMPREHENSION PROBLEMS

Alisherov Azizbek Arslonbek Ugli

Student of Samarkand state institute of foreign languages

ABSTRACT: this article provides a detailed overview of listening problems and ways to prevent and resolve them, as well as the challenges that your audience may face.

Key words: Chinese language backgrounds, tradition are generally, mental representation, listening comprehension.

The listening process is often described from an information processing perspective as "an active process in which listeners select and interpret information that comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express" [3, 321]. Considering various aspects of listening comprehension, the major listening problems are organized as follows:

- lack of control over the speed at which speakers speak;
- not being able to get things repeated;
- listener's limited vocabulary;
- failure to recognize the "signals";
- problems of interpretation;
- inability to concentrate;
- established learning habits;

Underwood sees these problems as being related to learners' different backgrounds, such as their culture and education. She points out that students whose culture and education includes a strong storytelling and oral communication tradition are generally "better" at listening comprehension than those from a reading and book-based cultural and educational background [4, 124]. Moreover, learners whose native language possesses the stress and intonation features similar to those of English are likely to have less trouble than the learners whose L1 is based on different rhythms and tones. Under these assumptions, the learners in the present study, of Chinese

background, appear to operate under the least-optimal English language learning circumstances.

Focusing on EFL learners with Chinese language backgrounds, Goh investigated listening comprehension problems in students in college EFL studies. The data were collected from learner diaries, small group interviews, and immediate retrospective verbalization [1, 65]. Findings include ten listening comprehension problems in relation to three cognitive processing phases *perceptions, parsing, and utilization*, proposed by Anderson. Perceptual processing refers to maintaining attention to spoken input, parsing means encoding the input to establish a meaningful representation in short-term memory, and utilization concerns using the background knowledge to interpret the input for storage.

First of all, in the perception stage, learners reported most difficulties as: "do not recognize words they know," "neglect the next part when thinking about meaning," "cannot chunk streams of speech," "miss the beginning of texts," and "concentrate too hard or unable to concentrate." Second, in the parsing stage, Goh found that listeners complained of problems such as "quickly forget what is heard," "unable to form a mental representation from words heard," and "do not understand subsequent parts of input because of earlier problems." Third, in the utilization stage, "understand the words but not the intended message" and "confused about the key ideas in the message" were often mentioned. These reported difficulties partially reflect Underwood's views on L2/FL listening problems. However, as learners attempt to incorporate certain strategies into the listening process, they are likely to face different challenges or problems.

Underwood states seven causes of obstacles to efficient listening comprehension:

First, listeners cannot control the speed of delivery. He says, "Many English language learners believe that the greatest difficulty with listening comprehension is that the listener cannot control how quickly a speaker speaks"

Second, listeners cannot always have words repeated. This is a serious problem in learning situations. In the classroom, the decision as to whether or not to replay a recording or a section of a recording is not in the hands of students. Teachers decide what and when to repeat listening passages; however, it is hard for the teacher to judge whether or not the students have understood any particular section of what they have heard.

Third, listeners have a limited vocabulary. The speaker may choose words the listener does not know. Listeners sometimes encounter an unknown word which may cause them to stop and think about the meaning of that word and thus cause them to miss the next part of the speech.

Fourth, listeners may fail to recognize the signals which indicate that the speaker is moving from one point to another, giving an example, or repeating a point. *Discourse markers* used in formal situations or lectures such as "secondly," or "then" are comparatively evident to listeners. In informal situations or spontaneous conversations, signals are vaguer as in pauses, gestures, increased loudness, a clear change of pitch, or different intonation patterns. These signals can be missed especially by less proficient listeners.

Fifth, listeners may lack contextual knowledge. Sharing mutual knowledge and common content makes communication easier. Even if listeners can understand the surface meaning of the text, they may have considerable difficulties in comprehending the whole meaning of the passage unless they are familiar with the context. Nonverbal clues such as facial expressions, nods, gestures, or tone of voice can also be easily misinterpreted by listeners from different cultures.

Sixth, it can be difficult for listeners to concentrate in a foreign language. In listening comprehension, even the shortest break in attention can seriously impair comprehension. Conversation is easier when students find the topic of the listening passage interesting; however, students sometimes feel listening is very tiring even if they are interested because it requires an enormous amount of effort to follow the meaning.

Seventh, students may have established certain learning habits such as a wish to understand every word [4, 17]. Teachers want students to understand every word they hear by repeating and pronouncing words carefully, by grading the language to suit their level, by speaking slowly and so on. As a result, they tend to become worried if they fail to understand a particular word or phrase and they will be discouraged by the failure. It is necessary for students to tolerate vagueness and incompleteness of understanding.

In conclusion, this article provides information on the seven main factors that hinder the listening process of listeners. I hope that students who read this article will have a lot of information that will help them improve their listening skills, as well as through this article they will learn how to strengthen their listening skills, the main

reason is that in this article provides the most relevant information on the top seven reasons that prevent effective listening.

The list of used literature:

1. Anderson A, Lynch T. Listening. New York: Oxford University Press, - 1988. –p. 149
2. Bird D. Teaching listening comprehension. Journal of Communication, 1953. 3, pp.127- 130.
3. Thompson I., Rubin J. Can strategy instruction improve listening comprehension? Foreign Language Annals, 29 (3), 1996. –p. 331
4. Underwood M. Teaching Listening. New York: Longman, 1989. –p. 247

LEARNING SPECIES OF CROP WILD RELATIVES PLANTS OF THE REPUBLIC OF KARAKALPAKSTAN

Azhiev²⁵ A. B., Almenova²⁶ G. P., P. Kamilova

Nukus State Pedagogical Institute named after Ajiniyaz, Nukus, Karakalpakstan;

The Central Asian center of origin of cultivated plants is a rich storage room of the gene pool. This hearth is the birthplace of many cultivated species (fruit, nut, fodder, etc.). In its flora there are many endemic and rare species - relatives of cultivated plants that must be preserved for the purpose of further use in breeding.

It is known that in recent years there has been a reduction in the ranges of many species, and even the possibility of their extinction is seen. Currently, arrays of wild-growing fruits, nuts, berries, thickets of onions, grass and other plants are decreasing.

The rapid development of industry, the increase in acreage, the growth of cities, the total population and the associated pollution of the biosphere can lead to an even greater unjustified elimination of species of wild flora in general and wild relatives of cultivated plants - in particular.

Creating new high-yielding varieties of plants used for the production of high-quality food and feed, adapted to the adverse environmental conditions, diseases and pests, requires a wide choice of starting material, an important component of which is the wild relatives of cultivated plants (CWRP). The priority method of preserving CWRP [1] is to preserve in areas of natural growth, which has several advantages: within the range of the species, in different geographical and ecological conditions of its population, all genetic diversity is preserved, the natural character of the evolutionary process is ensured. It is important that such a method requires less financial expenditure than the maintenance of living plant collections.

²⁵ Candidate of Biological Sciences, Associate Professor of the Department of Botany, ecology and methods of its teaching at NSPI, Nukus, alishiev@mail.ru, ** The doctor of biological sciences, manager by laboratory of vegetative resources of institute of Botany AS RUz, Tashkent, ***1-year students of the direction of the methods of teaching biology at NSPI.

²⁶ Student of the Department Botany, Ecology and Methods of Teaching.

At present, not only those species that spontaneously or with human help took part in the formation of varieties of cultivated plants, but also those plants that are potentially suitable for inclusion in the breeding process, are included in the CWRP.

In recent years, there has been an urgent need to prepare the list of CWRP for Uzbekistan, because without special studies aimed at a thorough inventory of the most valuable species of the republic, it is impossible to plan measures for their protection and practical use.

Based on the foregoing, the purpose of this study was to identify the full diversity of CWRP in the flora of Karakalpakstan and their ranking by levels.

Objects and methods of research. The republican [2-10] and regional [11, 12] lists of flora, literary sources of employees of the All-Russian Institute of Plants (St. Petersburg) and other authors on wild relatives [13-18], recommended the list of CWRP RK, developed by the staff of the Institute of Botany of the Academy of Sciences of Uzbekistan, as well as the herbarium fund, own field research. Due to the peculiarities of livestock farming in Karakalpakstan, the list additionally includes species used as feed for camels and small ruminants, as well as local food plants.

The types of CWRP are ambiguous in terms of the degree of rarity, the degree of human demand and economic importance. Most of them are represented by widespread plants whose populations are in a stable equilibrium state. There is no need to develop special measures of protection for such species, despite their breeding importance, for the majority of such plants there is no real threat of their extinction in places of natural growth. However, a number of species are assigned to various categories of rarity [19] and vulnerability i.e. needs protection. Some of the species are very actively used in the selection process and also need to be preserved in the natural communities as a permanent source of embryonic plasma.

In order to resolve the issue with the selection of species in need of priority in situ conservation, criteria for the priority of their conservation were developed in VIR [17]. By priority, all CWRPs were ranked by several indicators: participation in the breeding process (direct participation, participation in hybridization, use of useful attributes as donors, as rootstocks, etc.), systematic proximity to the cultural species, and degree of use in human economic activity. As a result, 5 groups were distinguished: 1 group - species directly represented in the culture have varieties; Group 2 - species directly involved in crosses, used as sources of genes or stocks; Group 3 - species of close relationship with those introduced into culture (as part of one section or

subgenus), promising for economic use; 4 group - other useful species of the genus used in gathering and popular selection; Group 5 - all other species of this genus.

Results and its discussion

As a result of the literature review and field research in the flora of the Republic of Karakalpakstan, 171 species of CWRP were identified, belonging to 116 genera and 38 families.

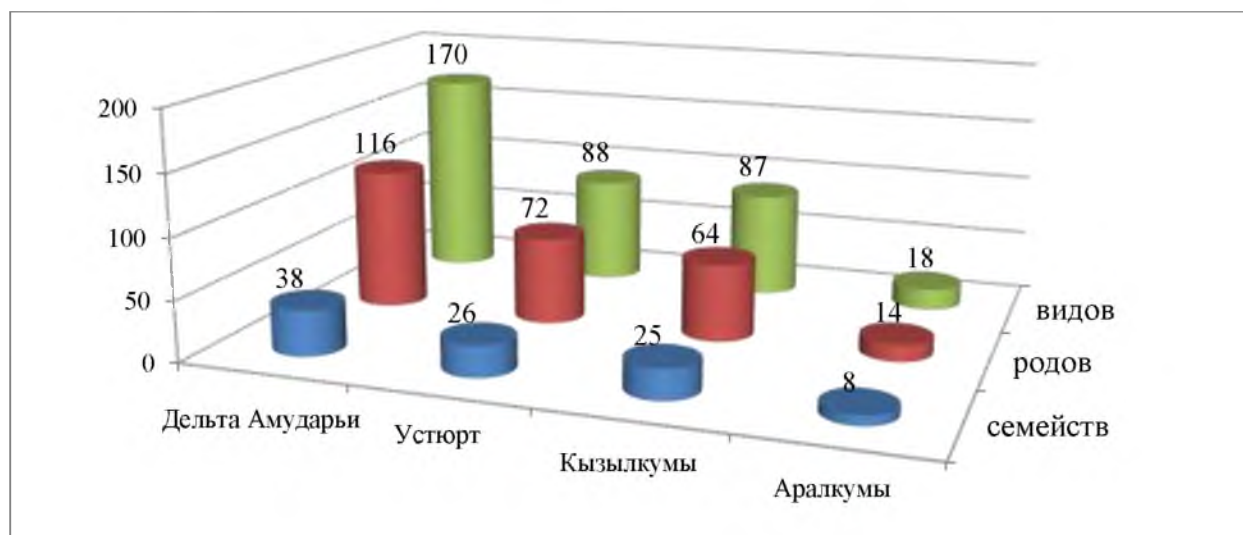


Fig.1. Floristic diversity of CWRP in the Republic of Karakalpakstan

The greatest species diversity of CWRP was found in the floristic region of the Amudarya delta - 170 species, in Ustyurt and Kyzylkumy - 88 and 87, respectively, and the smallest number was recorded in the Aralkum area - 18.

This distribution of species is due to soil and climatic conditions. So, in the territory of the Amudarya delta, the conditions are more favorable, therefore the maximum species composition is observed.

CWRP types from different families are distributed non-uniformly; the most widely distributed are representatives of this family: *Chenopodiaceae*, *Fabaceae*, *Nitrariaceae* and *Poaceae*.

We also analyzed the economically valuable groups of plants. Thus, it was determined that among CWRP, the largest number belongs to fodder plants - 132 species, the second position is occupied by medicinal plants - 107 species, in third place are technical plants - 66 and food plants - 59 species. Honey plants are represented by 37 species, ornamental plants - 24 species.

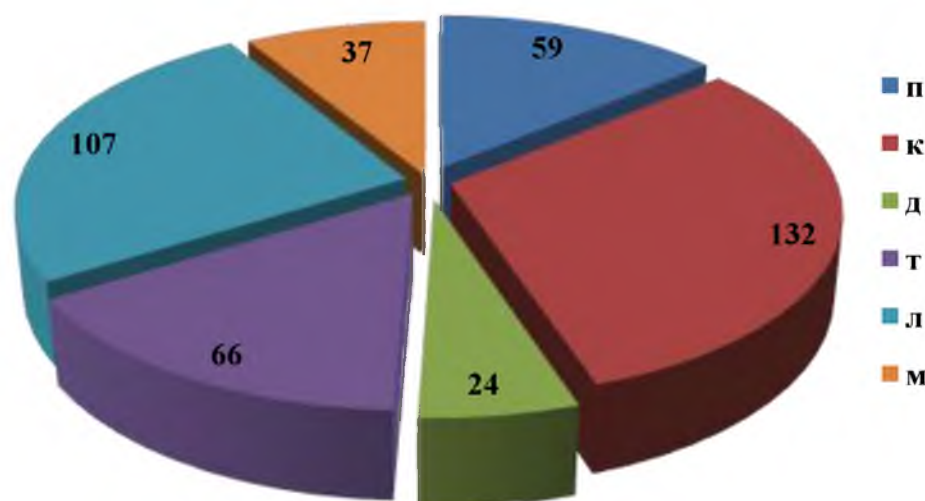


Fig.2. Distribution of DSKR of the Republic of Karakalpakstan by economically valuable groups: f-food, f- fodder, d-decorative, t-technical, m-medicinal, m-melliferous.

By priority, the species were unevenly distributed. So, in the 1st group of CWRP, which are introduced into the culture and have varieties, 57 species are assigned, among them *Cichorium intybus* L., *Sinapis arvensis* L., *Elaeagnus turkomanica* N. Kozl., *Mentha asiatica* Boriss., And others (Fig. 3).

The 2nd group of species involved in crossing includes 9 species: *Plantago lanceolata* Bunge, *Taraxacum officinale* Dahlst., *Onobrychis micrantha* Schrenk. and others. The third group includes 20 species of CWRP - closely related to cultivated plants. Among them are *Lactuca serriola* Torner in L., *Malacocarpus crithmifolius* (Retz.) C.A.Mey, *Capparis rozanowiana* B.fedsch., *Lolium multiflorum* Lam., *Solanum nigrum* L. and others. The 4th group, useful species of genera containing CWRP, includes 36 plants, including *Allium sabulosum* Stev.ex Bunge., *Amaranthus retroflexus* L., *Artemisia terraealbae* Krasch., *Zygophyllum oxianum* Boriss., And others. By the 5th group, which includes all other types of useful genera, 49 plants are assigned.

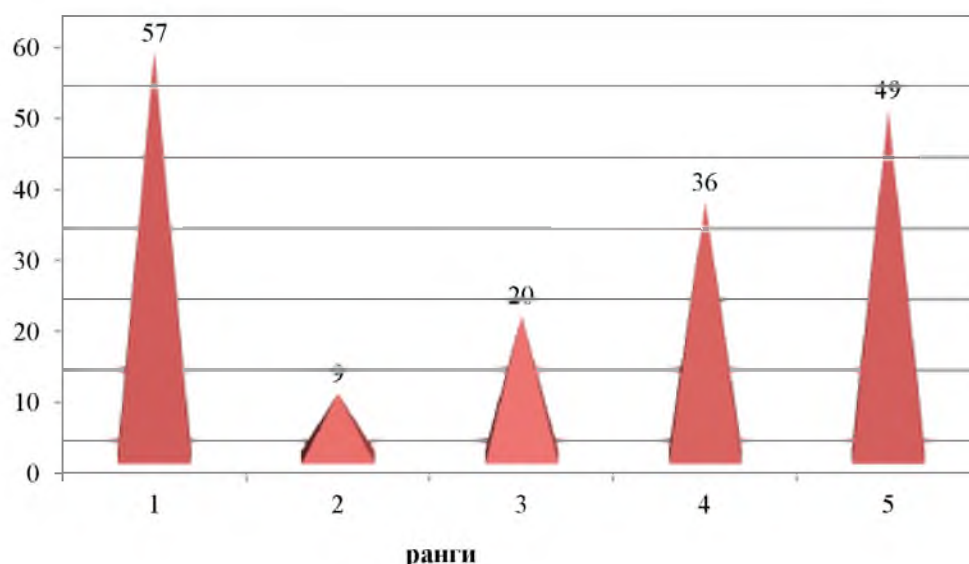


Fig.3. Distribution of types of CWRP of the Republic of Karakalpakstan by priority

Conclusion

Thus, in the territory of the Republic of Karakalpakstan, 171 species of CWRP from 116 species and 38 families grow. The greatest species diversity is confined to the floristic region of the Amudarya Delta. The most common are representatives of this. Goosefoot, legumes, Asteraceae and Cereal. By the economically valuable groups, CWRP with feed, food and medicinal properties prevail.

The research results show a wide biological diversity of CWRP of the flora of the Republic of Karakalpakstan and the prospects for their widespread use and introduction to culture.

Bibliography

1. Zhukovsky P.M. Cultivated plants and their relatives. - L.: Science, 1969. - 564 p.
2. Nikitin V.V., Bondarenko O.N. Wild relatives of cultivated plants and their distribution on the territory of the USSR (outline). - L., 1975. - 69 p.
3. Brezhnev DD, Korovin ON Wild relatives of cultivated plants of the flora of the USSR. - L.: Kolos, 1981. - 376 p.
4. Smekalova T.N., Chukhina I.G. Strategy for the conservation of wild relatives of cultivated plants in Russia // Botanical studies in Asian Russia: Proceedings of the XI Congress of the Russian Botanical Society. - Barnaul, 2003. - p. 118-119.
5. Smekalova T.N., Chukhina I.G. Catalog of the World Collection VIR // Wild relatives of cultivated plants. - SPb., 2005. - 54 p.

6. Wolf E.V., Maleva O.F. World resources of useful plants. Food, feed, medicinal, etc. : Reference book. - L. : Science, 1969. - 564 p.
7. XXVI International Horticultural Congress and Exhibition - Toronto, 2002. - P. 526.
8. Nukhimovskaya Yu.D., Smekalova T.N., Chukhina I.G. Wild relatives of cultivated plants in Russian reserves // Fundamental bases of biological resources management. - M. : KMK Publishing House, 2005. - P. 102-113.
9. Smekalova T.N., Chukhina I.G., Luneva N.N. The main aspects of the strategy of preserving the wild relatives of cultivated plants // Problems of botanists in Southern Siberia and Mongolia: Proceedings of the 1st Intern. scientific-practical conf. - Barnaul, 2002. - p. 265-269.
10. Weaver J. Genetic resources for national security more important // Diversity. - 1987. - № 11. - R. 17.
11. The Red Book of the Kazakh SSR. - T. Plants. - Alma-Ata: Science, 1996. - 160 p.
12. Azhiev A.B., Bakhodirova D.B., Nazarbayeva G.A. Analysis of the distribution of economically valuable species of wild relatives of cultivated plants of the Republic of Karakalpakstan // Problems of modern science and education. 2017. No. 6 (88). - Pp. 14-16. DOI: 10.20861 / 2304-2338-2017-88. Impact factor RSCI: 2.13.
13. Ajiyev A.B. The Republic of Karakalpakstan / Ajiyev A.B., Khozhimatov O.Kh., Almenova G.P. / International Research Journal. 2019. №2 (80). – Pp. 74-78. DOI: <https://doi.org/10.23670/IRJ.2019.80.2.013>.

Аннотация

В статье проведен анализ видового состава и степени перспективности диких сородичей культурных растений флоры Республики Каракалпакстан. В результате обработки литературных данных и собственных полевых исследований перечень диких сородичей культурных растений флоры Каракалпакстан составил 171 вид из 116 родов и 38 семейства. Наибольшее видовое разнообразие выявлено в дельте Амударьи. Наиболее широко распространенными являются представители сем. *Chenopodiaceae*, *Fabaceae* и *Poaceae*. По хозяйственно-ценным группам преобладают дикие сородичи культурных растений, обладающие кормовыми, пищевыми и лекарственными

свойствами. Анализ приоритетности диких сородичей культурных растений позволил распределить растения следующим образом: к 1-й группе — 57 видов; ко 2-й группе — 9 вида; к 3-й группе — 20 видов; к 4-й группе — 36 видов; к 5-й группе — 49 вида.

Ключевые слова: дикие сородичи культурных растений, Каракалпакстан, перспективность, хозяйственные свойства.

Summary

The article analyzes the species composition and the degree of perspective of wild relatives of cultivated plants of the flora of the Republic of Karakalpakstan. As a result of processing of literary data and own field research, the list of wild relatives of cultivated plants of the flora Karakalpakstan comprised 171 species from 116 genera and 38 families. The greatest species diversity is found in the Amudarya delta. The most common are representatives of this family. *Chenopodiaceae*, *Fabaceae* and *Poaceae*. The wild relatives of cultivated plants with feed, nutritional and medicinal properties predominate in the economically valuable groups. The analysis of the priority of wild relatives of cultivated plants made it possible to distribute the plants as follows: to the 1st group — 57 species; group 2 - 9 species; to the 3rd group — 20 species; to the 4th group — 36 species; to the 5th group — 49 species.

Key words: wild relatives of cultivated plants, Karakalpakstan, perspective, economic properties.

TEACHING FOREIGN LANGUAGE ONLINE: ADVANTAGES AND DISADVANTAGES

Gulbakhar Sratdinova

teacher

Sakhibjamal Iskenderova,

2nd year student

English language and literature Department

Karakalpak State University

Abstract: The use of Internet technologies, such as Skype, in the process of teaching a foreign language allows a student to study a subject at his own pace and schedule, helps to solve problems on his own and take responsibility for his own learning. The effectiveness of teaching a foreign language depends on the degree of students' learning interest. The article gives a brief analysis of the advantages and disadvantages of this interactive teaching method and gives an example of tasks and exercises used in the lessons.

Key words: Skype, multimedia, education technology, web camera.

Over the past decade, online learning has ceased to be a bold idea and has long been used in various educational institutions. Computers can greatly simplify and speed up many processes - for example, it is known around the world that students are successfully using distance learning via the Internet.

Computer technology can be useful while working with students in the classroom. Currently, the following are widely used for teaching a foreign language: means for recording and reproducing sound (tape recorders, CD players); telephone, telegraph and radio communication systems (telephones, fax machines); systems and means of television, radio broadcasting (television and radio receivers, educational television and radio, DVD-players); optical and projection film and photo equipment (cameras, film projectors); printing, copying and other equipment designed for documenting and reproducing information (printers, copy machines); computer tools that provide the possibility of electronic presentation, processing and storage of

information (computers, scanners), telecommunication systems that provide information for transfer via communication channels (modems, wired, satellite and other types of communication channels intended for information transfer).

But how is it easier and faster to learn a foreign language? Is it easier to learn a language online or in person with a teacher? There are a number of pros and cons. In this article, we will consider the advantages and disadvantages of teaching a foreign language using multimedia technologies.

The advantage of new technologies is that they allow a student to study the subject at a convenient pace and schedule. Moreover, students can choose how much time they will devote to studying the subject, make up their schedule of classes, and choose a convenient day and even an hour when nothing will interfere with their classes. Thus students take responsibility for their studies.

Skype is a tool to simplify the learning process; it can make the communication more effective. We highlight the main advantages of the learning process on Skype. Conventional foreign language lessons are probably not the most effective due to the fact that the group includes too many students. There are different textbooks, but the most important aspect is missing - individual communication. Today, using the Internet, any time you want, you can get the communication. There is no lag, static or hyphenation. There is an additional convenience - to build relationship with one person for a long period of time. Skype lessons help you avoid monotonous and boring exercises.

It all starts with an introductory lesson. In the introductory lesson, we determine the level of English proficiency and find out the wishes of the future student. We focus on the goals, character and hobbies of the student, so that learning gives him pleasure and the maximum result is achieved. How does a typical lesson go? In the lesson, the teacher and student include Skype, a headset and a video camera (optional), download textbooks and begin to study. No need to purchase literature. Training materials can be copied or downloaded online. In addition to textbooks, additional authentic materials from various sources are used, selected to achieve students' personal goals. The teacher explains the material, trains students using exercises and consolidates the material in practice using active games, drilling and role-plays. There are many opportunities to diversify the lessons, to make the classes take place in a fascinating atmosphere: you can share screenshots on Skype, which will save many things from explanation, you can watch videos together or open websites. The teacher motivates to speak from the

first lesson, gives useful tips and corrects errors in the chat. The atmosphere of these classes gives the student the opportunity to relax and easily leave the comfort zone.

You can verify the assignment in writing (that is, the student sends you completed exercises by e-mail) or verbally during a Skype session. Usually we divide the control process in half. The student performs assignments in writing, the teacher checks, and in the class conducts an analysis of errors. At the end of the lesson, the student always receives a summary of the lesson and homework. Homework can be sent and received by email. To improve the quality, we recommend conducting a monthly test to check whether the goals are achieved.

Skype gives us other advantages:

1. It is very convenient. You can learn the language at home or at work (if you have enough time). You need only a few things: a computer with Internet access, headphones and a webcam.

2. It saves you money and time. If you choose this type of activity, you save a lot of time, because do not rush to the lesson, and this is the main advantage. Skype lessons can be done anywhere - where there is Internet.

3. You can study materials such as texts, tables, audio, video, presentations using a computer. You do not need to buy textbooks for this, you can download and print them. Using the Internet, you can listen to audio and watch videos, which is not always easy to arrange in an individual lesson or in an audience class.

4. You can study with a teacher located at any end of the Earth.

5. Flexible schedule. You can always reschedule a lesson at a more convenient time.

6. The fact that the teacher's attention is focused on one student, and not on the group, significantly increases the efficiency of the learning process.

As for shortcomings, the main one is the dependence on technical means and Internet access. What if the webcam does not work?

Many believe that the webcam is always used in Skype lessons, but this is far from the case. Practice shows that while working with a student, a teacher may not use a video camera, thus maximizing his attention. This very effectively develops listening skills, much faster than during a regular classroom lesson, where listening is reinforced by other types of communication.

Some people think that individual lessons are more convenient. Students may not feel very comfortable communicating through technical means instead of talking face to face. But practice says the opposite - the student is easier to overcome the language barrier, sitting in a comfortable atmosphere in front of the computer, when all the teacher's attention is paid only to him and you can ask questions at any time. In addition, in an online class, the student is much more attentive to the task, writes or speaks. Skype also has group functionality, which allows you to communicate with a group of people at the same time. Some teachers use this function. A group of 2-3 people adds interest to the learning process and makes it more fun.

There is an opinion that Skype lessons are more expensive than individual lessons. It is not always so. If you want to engage with professionals at your convenience, the price may be the same as for an individual lesson.

Who may not be recommended for Skype training?

1. Skype is not the best teaching tool for children under 13 years old due to their psychological and age characteristics. Young children of school age lack motivation in learning a foreign language, as well as the ability to concentrate for a long time.

2. If a person already spends a lot of time at the computer at work, the extra time spent at the screen will adversely affect his health.

In parallel with self-improvement, the teacher needs to preserve his students and develop his own brand.

The use of multimedia programs does not at all exclude traditional methods, but is harmoniously combined with them at all stages of training: awareness, training, application, control. Using a computer can not only greatly increase the effectiveness of training, but also stimulate students to further independent study of the English language. There may also be game components that facilitate understanding and assimilation of the material presented. Success largely depends on how methodically well-organized the material is, where it is possible to implement part of the lessons with the help of multimedia courses, and carry out ongoing monitoring using the testing system. However, it should be noted that the effectiveness of language programs is associated with the conditions of the environment in which they are used. In a monolingual society, for example in Uzbekistan, English is considered as the content of the course, and not an environment for communication. Therefore, outside the

audience it is practically impossible to practice the acquired skills. On the other hand, learning a language requires students to interact to get the desired result. Considering these local contextual conditions, it should be noted that even using computer technologies in teaching, the presence of a teacher is necessary, who supervises and directs the educational process. Thus, the local context should be taken into account and necessary modifications should be made that are most consistent with the needs of the students and the tasks set.

References:

1. Mayer R.E. Multimedia learning. – New York: Cambridge University Press, 2001.
2. Mayer R.E. and Moreno R. Animation as an Aid to Multimedia Learning // Educational Psychology Review. – 2002. – 14 (1). – P. 87–99.
3. Active Learning Practices for Schools (ALPS). – <http://learnweb.harvard.edu/alps> (accessed August 25, 2016).
4. Education with New Technologies (ENT). – <http://learnweb.harvard.edu/ent/home/index.cfm> (accessed September 5, 2016).
5. Retrieved from http://en.wikipedia.org/wiki/Multimedia_learning (accessed August 30, 2016).

PROBLEMS OF DEVELOPING ELEMENTARY MATHEMATICAL CONCEPTS.

Ismanova Gulnoraxon Gulamovna

Andijan State University

Methodology of primary education

the department senior teacher

tairova-1988@list.ru

Annotation

In this article, The opinions of scientists that is, studying the problem of the development of teaching mathematics, put forward the formation of initial mathematical concepts.

Key words: problems, of developing, elementary, mathematical, concepts, mathematical, fundamental, psychological

One of the objectives of teaching mathematics to children and improving the educational process in preschool education is to develop mathematical concepts in children. In order for children to develop their mathematical concepts, it is necessary to know the features and laws that are studied in pedagogy, philosophy, logic, psychology and a number of other fundamental sciences. Mathematical knowledge in children makes it possible to study the world deeper, more fully, without separation from life. The idea that it in existed before mathematical concepts in children is of great importance. The idea appears before each novelty, then the same novelty yes, tries to understand the general style and express the same result in general to prove the results that have come. The process of solving mathematical problems requires independent thinking in its essence. The level of development of mathematical concepts varies in different people. Its formation requires constant training. These exercises are family and preschool education. Each independent solution, a structured issue, and in the independent overcoming of the difficulties encountered in the process of solving the issue, perseverance is formed, creative abilities are developed According to psychologists, the problem of the formation of mathematical concepts is complex and multifaceted. Every idea in its essence is a product of a creative, low or high level.

Each idea consists of an independent action aimed at creating and popularizing research and innovation.

Literature analysis shows that the development of mathematical concepts is characterized by a high degree of innovation in its output, the peculiarity of the process of achieving it and a significant impact on the development of reason. Some authors believe that the child's different thinking motivates him to independently solve the new problems that are facing him, to quickly acquire deep knowledge, to move lightly to favorable opportunities.

It is worthwhile for S.L. Rubinstein to do his research on the development of Common Sense, which is one of the first. He introduced and founded the category of activities in psychology as an object and objective of spiritual research. Based on the theory of activity S.L. Rubinshteyn introduces the concept of activity as the transition from the subject to the object. S.L. Rubinshteyn considers the second stage of activity to be a connection from the subject to the subject. S.L. Rubinstein's focus is on the content that in the process of human activity, not only does not reach the harmony of its characteristics as a person, but also the formation of the psyche in it is determined as an object. „The fundamental psychological concepts of the concepts of" activity, action, action" Lit up in the works of A.N. Leontev.

Activity is the interaction of the reality of the subject connected to each other, which is known as A.N. Leontev believes that the reflection of reality in the child's mind — „without the result of the"impact", is the result of interaction, that is, the processes that are faced with each other. A.N. Leontev and Judging by the conclusions of S.L. Rubinstein in his teaching practice, the developments and use of forms of activity in the formation of mathematical concepts, as well as the consecutive transfer of the principles of activity in education, are the most useful and productive direction. All research in the development of mathematical concepts is carried out in two main directions. In the first direction, the characteristic features of mathematical concepts are described. In this context, the study of problems is devoted to the work of many scholars. In them, several ideas are clearly reflected: a) bin from ideas — some characters in the performance of children's practical activities distinguish their different combinations, that is, to compose, execute practical issues independently, solving issues of a creative nature, performing with an understanding of the functional connection of certain and hidden processes, etc.; B) the second group of studies includes the interpretation of the characteristics of the formation of mathematical concepts by the level of their wealth of knowledge and its assimilation; D) the third — connects the basis of the formation of mathematical concepts with the

general abilities Research in the second direction is devoted to the mechanism of the formation of mathematical concepts, the study and understanding of their own characteristics.

In it, it was tried to connect the formation of mathematical concepts with the characteristics of the individual (interest in the profession, the importance of creative thinking for the individual, the characteristics inherent in the age of the individual). The child is considered to have formed mathematical concepts. If the novelties in solving the problem, having abandoned the interesting method of solving the problem, the standard methods that have always been supported, have the ability to understand the new solutions of the problem, the main connecting essence of the problem and find different ways to solve it, to get out of the problems of solving practical problems, to tell in advance, L.S.Vigotsky studied the problem of the development of thinking, initially proposing the formation of mathematical concepts.

DEVELOPMENT OF STUDENTS' CREATIVE ACTIVITY IN THE PROCESS OF ENVIRONMENTAL EDUCATION

Mamadjonova Diloromkhon Bakhtiyar qizi

Tashkent State pedagogical University

Direction of primary education

1 course Master degree

tairova-1988@list.ru

Annotation

This article covers the study of the results of students' activities, the study and generalization of pedagogical experience, the methods of creativity activities of students and students.

Key words: educate students, in creative, activities, with environmental education, ecology, ecosystems, problems, school.

The subject "Ecology" and an adequately structured system of teaching this subject will contribute to the formation of an environmental culture of high school students, if:

1. The content of ecology training will be made up of the "educational version" of fundamental science and its socio-applied aspects, including the following content lines: "Organism and environment"; "Ecology of populations"; "Ecology of communities"; "Ecosystems"; "the Place and role of man in the environment"; "Problems of ecological demography", "environment and human health"; "Ecological foundations of nature protection";

2. The content of environmental education will be represented by the following elements of social experience : the system of environmental knowledge, experience of methods of activity, experience of creative activity of ecocentric orientation (S. D. Deryabo, V.A. Yasvin); experience of emotional and value attitude to nature;

3. In the process of teaching ecology, conditions will be created that ensure the educational and cognitive activity of students, promote the exchange of value orientations and relationships in the "teacher-student" and "student-student" systems,

affect the emotional and sensory sphere of students and lead to changes in their personal qualities:

a) organizational-subject (the content of the educational and methodological complex, including folklore and artistic classics of the environmental direction; introduction to the structure of the lesson of the part "ABC of folk wisdom"; modular-block approach to planning the material being studied); b) procedural: the use of group forms of work ; the use of interactive methods-discussions, didactic games; solving problematic environmental situations (tasks), organized as an independent search, choice and acceptance of moral values by students as "their own".

Research problem:

- to study the degree of development of the problem; to analyze the state of the current stage of EO in high school and identify trends in the development of EO students;

- develop the concept of the academic subject " Ecology";

- to develop and justify on the basis of the concept of scientific and methodological (theoretical and methodological) foundations of environmental education; to construct a methodological system of environmental education ; to determine the "content" of structural components that favor its effective functioning;

- select diagnostic tools (methods, questionnaires, etc.), justify their choice;

- to test the model of teaching ecology (forms and methods of organizing educational activities, methods and means of teaching), to identify its impact on the students ' assimilation of environmental knowledge and skills, the formation of an experience of emotional and value attitude to nature, which is the basis for the formation of environmental culture of the individual;

- develop in accordance with the concept of the subject educational and methodological complex : for students ("Collection of tasks, laboratory and practical work", textbook materials) and for teachers (methodological guide);

- experimentally check the materials of the UMK in school practice; as indicators of achievement of learning goals, record the level of development of the system of environmental knowledge, General academic and intellectual environmental skills, beliefs and experience of emotional and value attitude to nature.

Based on such methodological principles as the unity of theory and practice, objectivity, given the continuous changes and development of the test items and the

educational system in General, and the use of alternative nature of scientific research (identifying and analyzing different points of view on the investigated problem), we have developed theoretical and methodological positions of the concept of the subject "Ecology" and scientific-methodical bases of methodological system of teaching ecology in high school, and on this basis to create a training set, developed the methodological tools for their development, methods of tracking results.

The theoretical basis of the experiment was the work of V.P.Bespalko, V.I. Zagvyazinsky, G.E.Zalessky, A.A.Kyveryalga, I.Ya.Lerner and others. in accordance with the objectives of the study, the following research methods were used at various stages: theoretical: theoretical analysis and synthesis, analogy, modeling; empirical: analysis of literature on psychology, didactics and methods of teaching natural disciplines; study of the results of students ' activities; study and generalization of pedagogical experience; observation, interviewing and questioning of students and teachers, subsequent piecemeal analysis of responses; questionnaires modified by us for specific conditions (P.I.Tretyakov, I.B. Sennovsky, 1997); psychodiagnostic methods.

LITERATURE REVIEW: THE ROLE OF MULTIMEDIA IN FORMATION OF COMMUNICATIVE COMPETENCE

Mukaddaskhon Ogay

Head of Multimedia Department,

Innovation Centre,

Uzbek State University of World Languages

ogaymukaddas@gmail.com

ABSTRACT

In this article, the author will try to clarify what researchers think about the use of multimedia in foreign language classes, the impact of multimedia on the development of students' communicative skills

Key words: multimedia, communicative skills, teaching English, young learners.

Currently, computer technology, in particular multimedia, has firmly entered the educational process and has become an integral part and an indispensable tool in teaching English at all stages of the educational system. Use of new technologies requires a new approach to teaching, changing the education system itself. The goals and objectives of teaching English are changing, especially in primary school in the early stages of language learning.

The particular attention is paid to teaching English in primary school, since it is from the 1st grade, from the first lessons, that communication skills begin to develop: the ability to listen to the interlocutor, to ask and answer questions, to agree, to express their point of view and be able to accept someone else's opinion, the ability to start, maintain and end a conversation, to be able to highlight basic information during listening, to practice the use of phrases heard in their statements, to ask the interlocutor about what he likes or does not like.

These skills are formed, according to the age, capabilities and interests of young learners. In this way, the communicative competence of young learners is formed in primary school.

B.G. Ilter mentions such a well-known fact as the inability of young learners to concentrate on studying the same issue for a long time. The author believes that the use of technology can extend this period. According to the results of a survey in Turkish schools, young learners, as a rule, are of the visual type, and they want to see material for a better perception. [1]

K. Jung believes that integrating multimedia into teaching foreign languages contributes both to the development of 4 English language skills, and to the development of learners' communicative competence and presentation skills. [2]

M. Pandey claims that with the advent and development of multimedia and its integration into teaching, the use of audio, visual, and animated effects create a favorable platform for reforming the model of teaching English itself. The author believes that the positive role of multimedia in promoting learners' activity and initiative has been proven. [3]

G. Mingazizova believes that multimedia applications develop the capabilities of learners, and also allow the use of educational material, taking into account learners' individual characteristics and skills. According to the author, the use of multimedia can help in involving learners in the language environment, developing their creative activity and communicative competence. [4]

A. Abdikhalikova A. and K. Abisheva emphasize the fact that learning with the use of multimedia in the classroom is pleasure for learners. Using multimedia allows them to get the necessary information, stimulates their imagination and interest. [5]

F. Khudoidodova thinks that the formation of communicative competence, presentation of thoughts, analysis and methods of solving problems, and development of critical thinking can be solved with using multimedia [6]

N. Gonzalez-Acevedo also believes that multimedia is an attractive tool for young learners in learning a foreign language. [7]

Currently, multimedia applications to the English textbooks have been created for schools in Uzbekistan. As one of the authors of these apps I can mention some tasks of their use in primary school lessons: development of language skills, development of interest in the language, increasing motivation to learn English, facilitation of the educational process, a variety of techniques used in the lesson with young learners, and development of communicative competence.

Reference:

1. İlter, B. (2015). *How does Technology Affect Language Learning Process at an Early Age?* Procedia - Social and Behavioral Sciences. 199. 311-316. 10.1016/j.sbspro.2015.07.552.
2. Jeong, K. (2018). *Developing EFL learners' communicative competence through multimedia-assisted language learning.* Journal of Theoretical and Applied Information Technology. 96. 1367-1376
3. M. Pandey. (2014). *The Use of the Multimedia in the Teaching and Learning of English Language.* <https://www.academia.edu/5649576/>
4. Mingazizova G. (2013). *Integration of multimedia technologies in the process of teaching foreign languages.* Bulletin of the Kazan Law Institute.
5. Abdyhalykova A. & Abisheva K. (2016). *Innovative technologies in teaching English.* International scientific review, (20 (30)), 77-80.
6. Khudoydodova F. (2018) *Theoretical foundations of the implementation of modern pedagogical technologies for teaching English lessons in secondary schools of the Republic of Tajikistan.* Thesis. Academy of Education of Tajikistan. 184 p.
7. Gonzalez-Acevedo, N. (2016) *Technology-Enhanced-Gadgets in the TEFL to Very Young Learners. Ideas on Implementation.* Procedia - Social and Behavioral Sciences, 232. 507-513

TEACHING WRITING TO FOREIGN STUDENTS AT INITIAL STAGE

Nargiza Zairova,

teacher

Jansaule Sarsenova,

student

Department of English language and literature

Karakalpak State University

Annotation

This article discusses the writing skills of foreign students. As one of the main stages of the methodology of teaching English as a foreign language, describes some types of written assignments that contribute to the formation and developing writing skills.

Key words: teaching English Language as a Foreign Language, teaching writing, kinds of writing tasks, communicative competence.

In the process of teaching English as a foreign language, a significant role is played teaching writing. Writing is one of the types of speech activity in which written way of forming thoughts, feelings, and motives according to the situation learning.

When teaching writing, several tasks are solved:

1) Firstly, writing is learning complex productive type of speech activity, the result of which is the development of students' skills in building an independent written statement.

2) Secondly, the development of writing skill contributes to developing skills in other types of speech activities, such as reading, listening and speaking.

3) Thirdly, written language throughout the learning process acts as the role of an objective fixation of the level of language competence of students [3].

Learning written language as a type of speech activity includes: teaching writing, i.e. graphic and spelling language systems for recording individual words, phrases, sentences, the formation of skills to fix oral speech with graphic characters and learning written language, i.e. skills to combine words in writing to express your

thoughts according to communication needs, the formation of communicative skills [1].

Writing can have independent meaning, but also be considered as a means of teaching other types of speech activity [2, 402].

Let us consider in more detail 2 components of teaching writing:

1. Teaching writing
2. Teaching written language

Learning to write begins with the first lessons in EFL and comes down to mastering writing technique. Acquaintance with the alphabet takes place during the period of introductory-phonetic course.

In order to use writing for better language acquisition, students must master all the components of teaching writing: graphics, spelling and entry.

Getting acquainted with the sounds of the English language, students learn to spell uppercase and lowercase letters representing these sounds and correlate them with the printed image of the data letters.

When learning English graphics, it is recommended to use exercises in inscription and exercises in sound-letter proportions.

At the end of the introductory-phonetic course, students should not only perfectly know the English alphabet, letter names, but also learn the designations of English sounds depending on their environment. A bit later they get acquainted with the main principle English spelling and morphology, in which each morpheme in writing retains a single spelling, although pronounced differently.

Spelling rules are given to students as they become familiar with the relevant words or grammatical forms and as needed, i.e. spelling is usually not stands out in an independent area.

Entry is an activity, which usually serves as a learning tool, but at the initial stage, it can also act as the goal of learning. Students must be able to write the notes made by the teacher off the board, write down the dictation material, record only the main information from the perceived material, write down your own statements when answering questions and performing various kinds of tasks.

The second component of writing instruction is actually learning written language.

Writing skill are the most difficult among other speech skills. First of all, this is due to the lack of a direct link between speaking and listening, so that the written language is more carefully organized.

When learning writing, it is important to define learning objectives. Goals are very diverse, as determined by the communicative needs of students, taking into account age, social status, and form of education, presence or absence of a language environment. [4]

The most common exercises for learning writing are dictations, expositions and compositions. Dictations, in addition to traditional ones, can be creative. During a creative dictation, students, dictating the beginning of the text, add it at your discretion. Texts of dictations are compiled on the basis of studied lexical and grammatical material.

The compositions at the initial stage are based on the material of the topic covered and are small in volume. This is most often a narrative, although descriptions ("Portrait of a Close Friend") are not excluded, but then reasoning ("What kind of books I like to read and why"). You can also write essays on a painting, on excursions, etc. The writing essay is preceded by preparatory work on the choice of linguistic material, drawing up a plan, and at the initial and secondary stages – to utter a text of the essay.

In addition to the listed types of writing, it is necessary to teach students to write everyday letters. The main content of the letter should include elements of storytelling, description and reasoning. Students should be able to write a private letter, draw up a plan, abstracts, annotation, resume, and thesis.

Therefore, teaching writing foreign students at the initial stage is a long and laborious process necessary for a successful training of future foreign specialists.

References:

1. Peter, W. The teaching of English as an International Language, 1998. -p.-143
2. Raimes, A. Techniques in teaching writing, Oxford University Press, 1983. -p.-90–91
3. Brown H.D, Teaching by principles. An interactive approach to language pedagogy. Engle-wood Cliffs: Prentice Hall regents, 2008. -p-26
4. Ur, P. A course in a language teaching. Practice and theory. . Cambridge, Cambridge University Press, 2004 p-26

KNOWING FIELD-RELATED TERMS - AS A TOOL FOR PROFESSIONAL GROWTH OF STUDENTS

Ogulnur Atayeva Magsatbayevna

Abstract Today technologies have been developing significantly and rapidly. Technology, from ancient times, began to emerge from simple elements such as stone and iron. These elements have become the modern form of technology which are used today. It should be noted that, along with the development of modern technology, a language is also developing.

Keywords: America, Germany, Japan, Korea and Russia, where technology is highly developed.

This phenomenon occurs in every language, especially in countries such as America, Germany, Japan, Korea and Russia, where technology is highly developed. We would like to concern about words change due to technological development, in particular about field related terms. Knowing field-related terms has a wide range of opportunities (it is clarified below). As we know, today the main part of modern technologies is brought from abroad. That's why most of them are based on the English language. For using technologies we should know special English terms. Development of science and technology influences on language use and language users by replacing existing common words with new terms. These are phrases, vocabulary, and even verbal expressions of everyday use. Many of them are becoming international words, where pronunciation of one word is similar to another word. For example, the "computer" is pronounced as a *computer* in English and Russian, and even in Uzbek. Whereas, a computer is actually the English word which means "to calculate". There are many similar examples. However, it is a mistake to conclude that the meaning of technical terms is the same as they are pronounced. Because in foreign languages, especially in English, there are such words that can have not only several meanings, but also lexically different meanings. For example, in English the verb "to travel" is translated as "travel", but in technical texts this verb means "wave" or "transmitting". This can be seen in the following two simple and technical texts:

1. Anvar is very interested in foreign countries since his childhood and he made his mind **to travel** around the world when he grows up.

Uzbek Translation: Anvar bolaligidan beri chet davlatlarga qiziqadi va katta bo'lganda dunyo bo'ylab **sayohat qilish**ga qaror qildi.

Russian Translation: Анвар с детства очень интересуется зарубежными странами и он решил путешествовать по миру когда он станет взрослым.

2. The wave always **travels** in a direction at right angles to the wave front but its motion depends on the relative direction of the lines of electromagnetic and electrostatic flux.

Uzbek Translation: To'lqin doimo to'g'ri burchak ostida front to'lqiniga qarab **yoviladi**, lekin uning harakati elektromagnit va elektrostatik oqimining yo'nalishiga bog'liq bo'ladi.

Russian Translation: Волна всегда **распространяется** в направлении от прямого угла к фронту волны, но это движение зависит от относительного направления линий электромагнитного и электростатических потоков.

It is important to know the meaning of technical words for future engineers. It will assist them to grow in their academic and career path. Having this skill will develop further professional skills for acquiring knowledge and practices of their field.

References

1. Ayto J. The Longman Register of New Words. - Harlow, Essex: Longman, 1989. - 425p.
2. Hornby A.S. Oxford English Dictionary. - Fifth Edition, Oxford University Press, 1994. -767p.
3. The Oxford Dictionary of New Words, ed. By E.Knowles. Oxford-New York: Oxford University Press, 1998. - 357p.
4. Webster's Third New International Dictionary. - Stein & Day, 1996. - 625p.

NEGATIVE AND POSITIVE TRANSFER BETWEEN LANGUAGES

Otaniyazova Mukhabbat

English teacher

(Karshi State University, Uzbekistan)

This article deals with language transfer and its positive and negative impact on acquiring foreign and second languages.

Key words: language transfer, methods, successful result, analytical skills, effectiveness and ineffectiveness, native and second language, language acquisition, interlingual and intralingual errors, overgeneralization, L1, L2

Research and practice in the fields of second or foreign language learning and teaching have a main role of helping learners to acquire the language effectively. There are a lot of various different views, methods to carry out the successful result in learning the language. For example, the results reported that case studies regardless of the source are significantly more effective in problem – based learning and promotes the development of analytical skills than the other methods (J Col Sci Teach. 2011).

This article is about positive and negative transfer between Uzbek and English languages and its impact on learning languages. The idea of language transfer is that the second language is influenced by the first language that the learner already knows. They can be transferred positively and negatively. Positive transfer is the process of applying the former knowledge to the latter one correctly. For example, both French and English have the word “table” which can have the same meaning in both languages. Negative transfer is the disruption of previous particular information to the present one. For example, “I live in Uzbekistan”. In Uzbek: “Men O’zbekistonda yashayman”. It can be transferred negatively like this “I Uzbekistan in live”. Linguists have realized that first language plays as a major role in second language acquisition (Ellis, 1990, p.297). Early research in language transfer discovered in 1940 an 1950s, at that time the field of linguistics was influenced by Behaviorism. Fries (1945), one of the behaviorists argued that L1 interference is the main problem for learning a second language. Lado (1957) also considered the native language a major cause of lack of success in learning L2. He argued that the similarities and differences between

two languages lead the difficulties in learning L2. Their view of language transfer faced serious criticism by the Chomskyan Linguistics in 1960. Chomsky argued that children are born with specific ability to learn the language other outside factors do not influence on learning second language. Despite these oppositions Selinker (1983) presented negative and positive transfer of the languages. According to Selinker's view, learner's native language plays important role in the development of second language.

Odlin mentioned that transfer is not always from the learner's native or first language but also from a second or a third language (1989, p25-27). Based on these discoveries Odlin (1989) offered his working definition of transfer: Transfer is the influence resulting from similarities and differences between the target language and any other knowledge that the learner has been previously acquired (p.27). As Uzbekistan is a multilingual country not only first language of the learner but also the rules of target language as well as learner's previous knowledge from any language can be transferred. However, Jarvis and Pavlenko (2008) mentioned that only first language can be transferred to the second language. L1 is influenced at every aspect of L2 such as grammar, pronunciation, vocabulary, discourse and reading (Ellis 2008, p.350). The results of positive transfer are mostly unnoticed and so are less discussed. Generally speaking, the more similar the two languages, the more the learner is aware of relation between them, the more positive transfer will occur. Lado (1957) mentioned that foreign language learner will find some factors quite easy because those elements are similar to his native language and some of them are very difficult for the reason of differences between L1 and L2. Learners can find the rules of all language learning from their native language acquisition and then apply these rules to their second language acquisition or vice versa.

There are two types of errors of language learner: interlingual and intralingual (M.Irisqulov). An interlingual error is the result of the language transfer that is caused by the learner's native language. The same mistakes are observed in producing English in Uzbek learners as the word order in Uzbek sentences is differ from English language. In English sentences object follows the verb predicate: I am watching TV. In Uzbek sentence the object of the sentence precedes verb-predicate: Men televizor ko'ryapman. Intralingual error or overgeneralization is not due to the learner's native language it is a mistake in within in one language. For example, to use one particular

rule over some grammar aspects such as “walk-walked, like-liked, go-goed, do-does(Brownp,96) which is always observed in learners’ production.

Language transfer has been regarded as a natural fact in the process of learning second language. After having discussed some of the advantages and disadvantages of language transfer should not be considered as a negative aspect in the process of teaching English as a second or foreign language. We, teachers may use positive transfer to motivate our students and create a self-confident feeling in the English class. Thanks to negative transfer we can distinguish languages and find out its similarities and differences which lead us to learn more about second language acquisition.

References

1. Brown H. Douglas (2014) Principles of language learning and teaching
2. Khalid Karim (2012) First Language Transfer in Second Language writing, Iranian Journal of Language Teaching
3. Mirabbos T. Irisqulov (2017) The effect of mother tongue on the learning languages Tashkent
4. Yolanda A. Mingorance How to deal with Language Transfer in the English Classroom

ТАМОЖЕННАЯ ТЕРМИНОЛОГИЯ КАК ОБЪЕКТ ИЗУЧЕНИЯ И ОСНОВА ПРОФЕССИОНАЛЬНО-РЕЧЕВОЙ КОМПЕТЕНЦИИ ВЫПУСКНИКОВ ТАМОЖЕННОГО ИНСТИТУТА ГТК

Ахмедова Нилуфар Яхияевна

Старший преподаватель кафедры

Узбекского и иностранных языков

Таможенного института ГТК

e-mail: gulnilufar77@mail.ru

АННОТАЦИЯ

В статье рассматриваются интерактивные формы и методы обучения как эффективное средство формирования профессионально-речевой компетентности будущих специалистов в области таможенного дела. Обосновываются значимость терминологической подготовки в профессиональной деятельности и коммуникации, необходимость овладения терминологической компетентностью как важнейший показатель профессионализма и фактор повышения качества профессиональной коммуникации. Содержательно раскрыты признаки таможенного термина, отличающими его от общеупотребительных слов. Акцентируется внимание на методической работе по усвоению таможенных терминов.

Ключевые слова: таможенная терминология, дефиниция, интерактивные формы и методы обучения, коммуникативная компетентность, таможенное дело, моделирование речевой деятельности.

Annotation

The article devoted to interactive forms and teaching methods as an effective means of forming professional and speech competence of future specialists in the field of customs matter. The author substantiates the importance of terminological training in professional activity and communication, the need to master terminological competence as an important indicator of professionalism and a factor for improving the quality of professional communication. The features of the customs terminology that

distinguish it from common words are revealed in a meaningful way. Attention is focused on the methodological work on the assimilation of customs terminologies.

Keywords: customs terminology, definition, interactive forms and methods of training, communicative competence, customs matter, modeling of speech activity.

В профессиональном общении сотрудников таможенных органов большое значение имеет владение таможенной терминологией. Термин является основной категорией профессионального мышления и профессионального освоения предметной действительности. В связи с этим изучению таможенной терминологии в институте уделяется особое внимание. По нашему мнению, формирование основных речевых умений и навыков курсантов Таможенного института, их профессионально-речевой компетенции происходит в значительной мере в процессе овладения таможенной терминологией на русском языке. При изучении ряда тем, в том числе темы «Таможенная терминология», рассматриваются возможности языка специальности в правотворчестве, его роль как основного инструмента в будущей профессии, подчеркивается, что понятийная определенность и соответствующая ей терминологическая четкость являются основными требованиями текстуального оформления служебной документации. Будучи соотнесенным с научным стилем, язык специалиста таможенных органов опирается на определенную терминологию, к которой каждое понятие в таможенном законодательстве выполняет определенную функцию, направленную на наиболее точное выражение соответствующего предмета. Грамотное употребление терминологии в контексте каждого нормативно-правового документа является показателем качества знания таможенником законодательства.

Работа по изучению дифференциальных признаков термина, в частности таможенного, начинается с его определения. Таможенный термин - это слово (или словосочетание), которое употребляется в законодательстве и является обобщенным наименованием таможенного понятия, а таможенная терминология — совокупность профессиональных терминов, употребляемых в правовых документах, регулирующих порядок управления таможенным делом, а также в процессе практической реализации таких документов. [1,90]

Таможенная терминология проявляет себя в области функционирования, где терминологические единицы существуют в контексте и

где осуществляется взаимодействие терминов в рамках данной терминосистемы. Примером может служить, например, специальная литература по таможенному делу и таможенному праву, тексты законодательных актов.

Основной понятийный аппарат, применяемый в таможенном деле, сформирован в следующих источниках:

- в Таможенном Кодексе Республики Узбекистан;
- в Законе «О государственной таможенной службе»;
- в нормативно-правовых актах, издаваемых правительством Республики Узбекистан, касающихся деятельности таможенных органов;
- в нормативных актах, издаваемых Государственным таможенным комитетом;
- в международных договорах и соглашениях.

Следует отметить, что правильное толкование понятий играет важную роль при таможенном оформлении и таможенном контроле. Свободное и неправильное толкование может привести к нарушению прав и свобод лиц, и нанести ущерб как личностным, так и государственным интересам.

Признаками таможенного термина, отличающими его от общеупотребительных слов, являются:

номинативность (термин используется для наименования специального понятия и может быть именем существительным (например – пошлина), или словосочетанием имени существительного с прилагательным (например, грузовая таможенная декларация), сокращением (ГТД);
 2) принадлежность к определенной тематической области и терминологической системе (например, к области таможенного права);
 3) дефинированность, то есть наличие определения, отражающего существенные признаки предмета или явления. [2, 90]

Дефиниция (от лат. definitio) – краткое определение какого-либо понятия, отражающее существенные признаки предмета или явления; толкование слова. [3, 193] Авторы учебников и учебных пособий отмечают, что термин должен быть:

- 1) однозначным;
- 2) лишенным эмоционально-экспрессивной окраски;
- 3) имеющим строгую логическую очерченность семантических границ.

Среди специфических свойств термина также называют системность и наличие дефиниции, четкую сферу применения и стилистическую нейтральность.

В соответствии со сферами функционирования, таможенную терминологию целесообразно условно разделить на:

- таможенно-экономическую, выражающую категории таможенного дела;
- таможенно-юридическую, касающуюся понятий таможенного права.

Терминология таможенного права в своей совокупности также подлежит классификации, в которой с учетом функционально-стилистической принадлежности слов можно выделить следующие группы терминов:

- общеупотребительные понятия, применяемые в нормативной документации (акты законодательства, Уставы, Положения, инструкции и др);
- специально-юридические, употребляемые в основном при выявлении правонарушений таможенного законодательства в процессе проведения доследственных проверок, дознания (нарушение таможенного законодательства, сокрытие от таможенного контроля, вещественное доказательство, предметы контрабанды, понятия, задержание и др.).

В свою очередь, терминологию таможенного дела (таможенно-экономическую) можно условно разделить по следующим сферам деятельности:

- таможенный контроль- декларирование, таможенный досмотр груза, личный досмотр, перевозчик, декларант, грузоотправитель, грузовая таможенная декларация, разрешение на вывоз, импорт, экспорт, транзит и др.
- валютный контроль - валютные ценности, наличная национальная и иностранная валюта, валютные условия контракта, валютный курс, свободно конвертируемая валюта и др.
- таможенные платежи - обложение таможенными платежами, акцизный налог, корректировка таможенной стоимости, рассрочка, таможенные льготы и преференции и др.
- таможенная экспертиза - инкотермс, товарная номенклатура внешнеэкономической деятельности, субпозиция товара, пробы и образцы товаров и др.

Классификация терминов, используемых в таможенной системе, позволяет проследить основные особенности употребления не только единичных

понятий, но и целой совокупности терминов, служащих вспомогательным рычагом при обучении.

Методическая работа по усвоению терминов должна рассматриваться как одна из важнейших составляющих учебного процесса, основной целью которого является усвоение терминологической лексики данной подсистемы языка, позволяющей активно использовать слова при построении собственных высказываний в коммуникационном процессе. Обращение с терминологией должно начинаться на этапе прежде усвоенного курсантами определенного уровня компетентности, сформированного на первом этапе обучения общеупотребительной лексике.

По мнению лингвиста А.А.Шарапа: «При изучении терминологии возникают, как правило, трудности семантического характера, поэтому при обучении специальной лексике на занятиях по русскому языку как иностранному следует соблюдать принцип мотивации и придерживаться поэтапности формирования терминологической лексической базы» [1, с. 146].

Изучение терминологической лексики осуществляется нами не одномоментно, а в комплексе упражнений, систематизирующих и закрепляющих новую терминологическую единицу. В связи с чем нами разработана система упражнений и заданий по усвоению таможенной терминологии в работе с терминами соблюдается следующая последовательность: введение терминологической лексики (подготовительные упражнения) – языковые упражнения – коммуникативно-речевые упражнения.

Разделение упражнений на 3 вида предполагает одновременное выделение и функционирование в работе с терминами предтекстовых, притекстовых и послетекстовых упражнений, поскольку текст по специальности является основной единицей обучения.

Рассмотрим некоторые послетекстовые задания:

1. Составление кластера на основе справочного материала. Составьте схему понятий, упорядочив представленную в справочных материалах информацию. (В справочных материалах даны таможенные термины, представляющие две группы (термины таможенного права и таможенного дела). Задача: правильно распределить их по группам. Например: правонарушитель, экспорт, декларирование, задержанный и др.

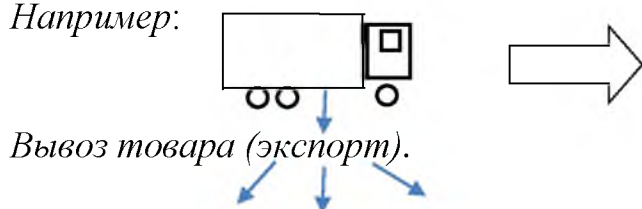
2. *Составление предложений. Курсанты с одним и тем же термином, с которым был связан текст, составляют 6 предложений. Обязательное условие: термин должен быть в разных падежных формах.*

3. *Конструирование микротекста. Курсанты получают задание составить текст, включив в него изученные термины (5 терминов). Текст может иметь как форму монолога, так и диалога. В нем должны быть представлены значения терминов. Например: Используя следующие термины и терминологические словосочетания составьте мини-текст: приграничный таможенный пост, досматриваемое лицо, понятые, инспектор, протокол личного досмотра.*

4. *Работа над ментальными картами. Данный метод графического выражения процессов восприятия, обработки и запоминания информации, творческих задач является инструментом развития памяти и мышления.*

В центре листа курсанты рисуют или пишут объект изучения (в нашем случае ключевой термин). Основные темы и идеи, связанные с ним, расходятся от центрального понятия в виде ветвей первого и второго уровней. На каждой линии записывается одно ключевое слово. Везде, где возможно, добавляются рисунки, символы и другая графика, ассоциирующиеся с ключевым термином, отражающим содержание текста. Наносятся стрелки, соединяющие разные понятия на разных ветках.

Например:



5. *Использование мультимедийных средств. При демонстрации учебного фильма (дополнение к учебному тексту) отключить звук и попросить студента прокомментировать процесс, остановить кадр и предложить продолжить описание дальнейшего протекания процесса, попросить объяснить процесс. (Нами разработаны учебные видеофильмы с участием самих курсантов на приграничных таможенных постах)*

6. Тренинги: а) «Четвертый лишний». Необходимо убрать в ряду лишний термин, обосновать свой выбор; б) «Продолжите предложение» и др. Например: Впишите пропущенные термины. Число букв в них обозначено цифрами.

Таможенная ... (6). Офицерское ... (6). Служебная ... (10). Должностное ... (4). Правоохранительный ... (5). Доследственная ... (8). Конституционное ... (5).

При разработке комплекса упражнений нами учитывались все главные составляющие процесса обучения русскому языку в служебных целях, среди которых выделим: условия обучения (профессиональная подготовка осуществляется на узбекском языке), уровень языковой, речевой и методической подготовки курсантов, учет родного языка. Все разработанные в нашем комплексе задания дополняют друг друга и способствуют успешному обучению курсантов чтению и овладению таможенной терминологией. Предлагая подобные задания и следя за их выполнением, мы ставили своей целью облегчить работу курсантов над текстом, приближая и контролируя его понимание.

Таким образом, применение различных коммуникативно-речевых упражнений, направленных на усвоение терминологической лексики, в процессе обучения русскому языку в неязыковом вузе не только способствует совершенствованию навыков выразительности речи, но и, формируя терминологический словарный запас, повышает уровень профессиональной языковой подготовленности будущего специалиста.

«Список литературы»

1. А. А. Шарапа. Терминообразование: изучение и коммуникация // Русский язык и культура в пространстве Русского мира: материалы II Конгресса Российского общества преподавателей русского языка и литературы (г. С-П, 26-28 октября 2010 г.). Т. 2. СПб.: Изд. дом «МИРС», 2010. С.-144-147.

2. Е.А. Федорченко «О дефинициях терминов таможенного дела» // Вестник Российской таможенной академии. 2009. N 2. 90 – 96 .

3. Современный словарь иностранных слов: Ок. 20 000 слов. – СПб.: «Дуэт», 1994. 193с.

ПЕДАГОГИЧЕСКИЕ СПОСОБНОСТИ И ПРОФЕССИОНАЛЬНО ВАЖНЫЕ КАЧЕСТВА УЧИТЕЛЯ

Жолдасбаева Дилноза Бахтияровна

студентка 2-курса педагогического факультета

Урумбаева Айгуль Нагметовна

кандидат педагогических наук, доцент

Нукусский государственный педагогический институт им. Ажинияза

АННОТАЦИЯ: В статье рассматривается проблема педагогических способностей и профессионально важных качеств учителя, даётся глубокий анализ специальных педагогических способностей, среди которых особое внимание уделяется способности к воспитанию детей и педагогическому общению, а также раскрывается ряд других психологических и профессионально важных качеств учителя таких как: педагогическая эрудиция, педагогическое целеполагание, педагогическое мышление, педагогическая интуиция, педагогическая импровизация, педагогическая наблюдательность, зоркость, педагогический слух, педагогический оптимизм, педагогическая находчивость, педагогическое предвидение и педагогическая рефлексия.

КЛЮЧЕВЫЕ СЛОВА: общие и специальные способности. педагогические способности, профессионально важные качества учителя, педагогическое общение.

ABSTRACT: The article discusses the problem of pedagogical abilities and professionally important qualities of a teacher, provides an in-depth analysis of special pedagogical abilities, among which special attention is paid to the ability to raise children and pedagogical communication, and also reveals a number of other psychological and professionally important qualities of a teacher such as: pedagogical erudition , pedagogical goal-setting, pedagogical thinking, pedagogical intuition, pedagogical improvisation, pedagogical blyudatelnost, vigilance, teaching hearing, pedagogical optimism, resourcefulness educational, pedagogical vision and pedagogical reflection.

KEYWORDS: general and special abilities, pedagogical abilities, professionally important qualities of a teacher, pedagogical communication.

Как известно, проблема **способностей** во все времена была актуальной и интересной для людей, потому что она постоянно ставилась перед человеком самой жизнью. Но, на наш взгляд, она особенно значима в наши дни. Разумеется, в психолого-педагогической литературе этой теме посвящено большое количество научных трудов (Ананьев Б.Г., Гуревич К.М., Климов Е.А., Ковалёв А.Г., Кузьмина Н.В., Кулагин Б.В., Мясищев В.Н., Петровский А.В., Платонов К.К., Шадриков В.Д. и др.). Все авторы указывают, что **способности** - это индивидуально-типологические особенности личности, являющиеся условиями успешного осуществления данной деятельности и обнаруживающие различия в динамике овладения необходимыми для неё знаниями, умениями и навыками.

В данной статье мы рассмотрим проблему педагогических способностей и их особенности. И этому есть своё объяснение. Профессия педагога - одна из важнейших в современном мире. От его усилий зависит будущее человеческой цивилизации. Профессиональный педагог - это единственный человек, который большую часть своего времени занимается воспитанием и обучением детей. Если процесс обучения детей учителем прекратится, то неизбежно наступит кризис. Новые поколения из-за отсутствия конкретных знаний не смогут поддерживать культурный, экономический и социальный прогресс. Чтобы быть успешным в своей работе учитель должен обладать особыми педагогическими способностями. Что же такое педагогические способности?

Как известно, в принятой классификации способностей выделяют 2 основные группы: *общие* и *специальные*. Каждая из этих групп делится на элементарные и сложные, а внутри них уже выделяются конкретные виды. К общим способностям относятся прежде всего интеллектуальные способности: хорошая память, сообразительность и другие. К специальным способностям относятся те, которые необходимы для успешности выполнения специальных видов деятельности. Показателем уровня общих способностей у будущего учителя, как правило, является успешность его обучения в средней школе и педагогическом вузе. Однако, для успешного овладения профессией

необходимы специальные способности. Уровень специальных педагогических способностей проявляется в глубине и разносторонности информации, которую учитель может получить об особенностях развития своих учащихся; в скорости перестройки своей деятельности.

Все педагогические способности имеют двойную обращённость: к учащимся и к самому учителю. Все они содержат в себе *гностический* элемент - умение познать психологию воспитанника и *творческий* - умение перестроить свою деятельность на основе самообразования и самовоспитания. Остановимся более подробно на **специальных способностях**, к которым можно отнести:

способность самостоятельно подбирать учебный материал, определить оптимальные средства и эффективные методы обучения;

способность по-разному и доступным образом излагать один и тот же учебный материал с тем, чтобы обеспечить его понимание и усвоение всеми учащимися;

способность строить обучение с учётом индивидуальности учащихся, обеспечивая быстрое и глубокое усвоение ими знаний, умений и навыков;

способность за сравнительно короткий срок добиваться усвоения значительного объёма информации, ускоренного интеллектуального и нравственного развития всех учащихся;

способность правильно строить урок, совершенствуя своё преподавательское мастерство от занятия к занятию;

способность передавать свой опыт другим учителям и в свою очередь учиться на их примерах;

способность к самообучению, включая поиск и творческую переработку полезной для обучения информации, а также её непосредственное использование в педагогической деятельности;

способность формировать у учащихся нужную мотивацию и структуру учебной деятельности (учения).

Все специальные способности касаются 3-х взаимосвязанных сторон деятельности по приобретению знаний, умений и навыков: обучения, учения и научения. Трудно определённо сказать, как и когда они начинают формироваться в онтогенезе и по каким законам развиваются. Что-то в них является врождённым и существует в форме задатков, однако до сих пор ничего

конкретного по этому поводу наука сказать не в состоянии. Как и всякие другие способности, педагогические способности воспитываются, и их вполне сознательно можно формировать у учащихся.

Особый класс специальных педагогических способностей составляют **способности к воспитанию** детей, среди которых в качестве главных можно выделить **следующие**:

способность правильно оценивать внутреннее состояние другого человека, сочувствовать, сопереживать ему (способность к эмпатии);

способность быть примером и образцом для подражания со стороны детей в мыслях, в чувствах и поступках;

способность вызвать у ребенка благородные чувства, желание и стремление становиться лучше, делать людям добро, добиваться высоких нравственных целей;

способность приспособливать воспитательные воздействия к индивидуальным особенностям воспитываемого ребёнка;

способность вселять в человека уверенность, успокаивать его, стимулировать к самосовершенствованию;

способность находить нужный стиль общения с каждым ребёнком, добиваться его расположения и взаимопонимания;

способность вызывать к себе уважение со стороны воспитываемого, пользоваться неформально признанием с его стороны, иметь авторитет среди детей.

Среди специальных педагогических способностей есть и способность особого рода, которую нельзя однозначно отнести ни к деятельности учителя, ни к работе воспитателя, так как она одинаково необходима обоим. Это способность к **педагогическому общению**. В.А.Кан-Калик, который много занимался исследованием этой способности, писал, что «педагогический труд насчитывает в своей структуре более 200 компонентов. Общение является одной из самых сложных его сторон, так как через него осуществляется главное в педагогической работе: воздействие личности учителя на личность ученика».

Ряд авторов, такие как А.К.Маркова и Л.М. Митина, выделяют следующие психологические **качества** самого учителя, важные для его педагогической деятельности: педагогическая эрудиция, педагогическое

целеполагание, педагогическое мышление (его варианты: практическое педагогическое мышление и диагностическое мышление; его виды: аналитическое дискурсивное и интуитивное), педагогическая интуиция, педагогическая импровизация (состоящая из 4-х этапов). В ходе изучения учителем учащихся и самого себя совершенствуется также и ряд других профессионально **важных качеств**, таких как: педагогическая наблюдательность, зоркость, педагогический слух, педагогический оптимизм, педагогическая находчивость, педагогическое предвидение и педагогическая рефлексия.

ЛИТЕРАТУРА:

1. Кан-Калик В.А. «К разработке теории общего и профессионального развития личности специалиста в ВУЗе»// Формирование личности специалиста в ВУЗе //Сб. науч. трудов.// Грозный, 1980. - С. 5 -13.
2. Кузьмина Н. В. «Способности, одарённость, талант учителя», Л., 1985.- 32 с.
3. Маркова А.К. «Психология труда учителя», – М., 1993. – 190 с.
4. Митина Л.М. «Учитель как личность и профессионал», – М., 1994. – 215 с.

ИЗУЧЕНИЕ ФЕНОМЕНА «ЖЕНСКОЙ ПОЭЗИИ»

Турдибаева Феруза Олимжоновна,
*преподаватель кафедры методики преподавания
русского языка и литературы ДзГПИ*

Аннотация

В данной статье рассматривается становление “женской поэзии” как феномен в русской литературе. Изучаются истоки формирования “женской поэзии”.

Ключевые слова и выражения: “женская поэзия”, автор-мужчина, автор-женщина, идиостиль, стереотип, миромоделирование.

Annotation

This article discusses the formation of “female poetry” as a phenomenon in Russian literature. The origins of the formation of “female poetry” are studied.

Key words and phrases: “female poetry”, male author, female author, idiostyle, stereotype, world modeling.

Известно, что феномен «женская поэзия» возник с появлением женщин, которые начали показывать себя не только в быту, но и в творчестве. Первой из таких женщин в истории литературы является древнегреческая поэтесса Сафо, творчество которой характеризовалось чрезмерной интимностью. Однако проявление женских сокровенных желаний, ещё при этом в стихотворном виде, воспринято современниками как нечто аморальное и безнравственное, и поэзия Сафо была забыта на долгие века. Только к XVIII веку её поэзия вновь обрела актуальность. Так, Е.В. Свиясов в своей работе «Сафо и русская любовная поэзия XVIII- нач. XX вв.» утверждает, что именно поэзия Сафо стала толчком развития «женской поэзии» в России [6, 5-19 с.].

Понятие «женская поэзия», разумеется, подразумевает занимающихся творчеством женщин. «Женская поэзия» как и «мужская поэзия» охватывает широкий круг тем, но в отличие от мужской, она всегда критиковалась жестко,

не рассматривалась как серьёзное явление, или же вообще игнорировались, так как «женская поэзия» не отвечала критериям теории литературы.

Известный критик В. Белинский имел неоднозначное отношение на этот счёт. Если он в одном из своих статей утверждает, что «женщина-писательница с талантом жалка; женщина-писательница бездарная смешна и отвратительна» [1, 105], то высоко оценивает творчество Каролины Павловой [4].

Ю.Лотман в статье «Женский мир» называет женщину «барометром общественной жизни» из-за её эмоциональности и чуткости в описании общественной жизни. [3, 85]

Исследовательница А.Ю. Большакова утверждает, что произведения автора-женщины и автора-мужчины отличаются друг от друга психологизмом, проникновенностью и чувственностью, индивидуальным миромоделированием и даже менталитетом.[2, 167-176]

Однако у исследователей, поэтов и поэтесс расходится мнение о феномене «женская поэзия». Если одни утверждают, есть только поэзия, что она не разделяется ни на мужскую, ни на женскую, то такие как Анна Ахматова, Марина Цветаева, З.Гиппиус и т.д. утверждают себя не поэтессами, а поэтами.

Исследовательница Пензина О.В. в своей работе определяет 4 критерии, имеющиеся только в женской прозе:

Наличие гендерных стереотипов;

Жанры, характеризующие женскую литературу, а именно: дневниковость (или мемуары);

Идиостиль;

Неоднозначность текста, синтез противоположных начал.[5,13]

Вышеуказанными критериями можно воспользоваться не только в «женской прозе», но и «женской поэзии».

Общепринято, что русская «женская поэзия» связана с именами З. Гиппиус, А. Ахматовой, М. Цветаевой и т.д. До появления творчества этих поэтесс, тоже существовала «женская поэзия» и связана с именами К.Павловой, Ек.Сумароковой, Е.Тимашевой, А.Готовцевой, З.Волконской и др. Однако эти поэтессы не указывали свои имена или стихотворение велось не от лирической героини, а от лирического героя.

Список использованной литературы:

1. Бахтин М.М. Эстетика словесного творчества / М.М. Бахтин. — М.: Искусство, 1979. 404 с.
2. Большакова А.Ю. Гендер и архетип: «Первозданная Женщина» в современном мире//Общественные науки и современность. 2010. № 2. 176 с.
3. Лотман Ю.М. Беседы о русской культуре: Быт и традиции русского дворянства(ХУШ начало XIX века). СПб., 1994. 310 с.
4. Павлова К. К.: биобиблиографическая справка [Эл.ресурс: [http://az.lib.ru/p/pawlowa k k/text 0050.shtml](http://az.lib.ru/p/pawlowa_k_k/text_0050.shtml)]
5. Пензина О.В. Женская проза второй половины XIX века: гендерный аспект авторства. Автореф. дисс.кандидата фил.наук. Москва, 2009. 25 с.
6. Свиясов Е.В. Сафо и русская любовная поэзия XVIII- нач. XX вв. - СПб.: Дмитрий Буланин, 2003, с. 331

ОСОБЕННОСТИ ФОРМИРОВАНИЯ ВЗАИМООТНОШЕНИЙ ДЕТЕЙ СТАРШЕГО И СРЕДНЕГО ДОШКОЛЬНОГО ВОЗРАСТА

Шахимардонова Бахтигул Хушбаковна- преподаватель

Эргашева Фотима Исматулло кизи - студентка

*Денауский филиал Термезского государственного университета Узбекистан
г.Денау*

Аннотация: Огромное значение и актуальность приобретает изучение дошкольника в системе его взаимоотношений со сверстниками в группе детского сада, так как дошкольный возраст – самый ответственный период в воспитании. Он является возрастом первоначального становления личности ребенка.

Ключевые слова: дошкольный возраст, личность, познавательная деятельность, структура, сфера межличностных отношений.

Abstract: The study of preschool children in the system of their relationships with peers in the kindergarten group is of great importance and relevance, since preschool age is the most important period in education. It is the age of initial formation of the child's personality.

Keywords: preschool age, personality, cognitive activity, structure, sphere of interpersonal relations.

Вопрос становления общения детей в дошкольном возрасте сравнительно юная, однако сильно созревающая отрасль возрастной психологии. Её родоначальником был известный педагог Ж. Пиаже. Как раз Пиаже ещё в тридцатых годах заинтересовал интерес детских ученых по психологии к сверстнику, как к немаловажному фактору и нужному относительно общественного и эмоционального формирования детей, содействующему разрушению эгоцентризма. Коммуникация — это невероятно существенная составная часть жизни малыша. Ребенок завладеет приемами общения, и именно от этого зависит благополучность в ходе взросления.

Дошкольный возраст является периодом значительных изменений в организме ребенка и считается определенным этапом созревания организма. В

этот период идет динамичное развитие и совершенствование систем организма, развитие мелких мышц, развитие и дифференцировка различных отделов центральной нервной системы. Характерной особенностью данного возраста является так же развитие познавательных и мыслительных психических процессов: внимания, мышления, воображения, памяти, речи[1].

Познавательная деятельность - это осмысленная деятельность, сориентированная на освоение окружающей действительности с помощью аналогичных психологических действий, как восприятие, мышление, память, внимание, речь. Л.С. Выготский прописал, что умственное развитие выражает то новейшее, что выполняется без помощи других посредством новообразования других иных качеств разума и переводит психические функции с наиболее низкого в наиболее важный уровень развития по направлению произвольности и осознанности.

Старший дошкольный возраст очень важен для психического развития, так как на первое место выходит целенаправленная познавательная деятельность, в процессе которой происходят существенные изменения в психической сфере. Постепенно ведущее место в структуре познавательных процессов начинает занимать мышление [2].

Структура мыслительной деятельности у детей старшего дошкольного возраста содержит следующие компоненты:

- 1) Мотивационный компонент, проявляющийся в разных видах активности;
- 2) Регуляционный компонент, проявляющийся в умении планировать, программировать и контролировать психическую деятельность;
- 3) Операционный компонент, то есть наличие сформированных операций анализа и синтеза.

Сфера межличностных отношений чрезвычайно широка. Она охватывает практически весь диапазон существования человека. Межличностные взаимоотношения выражаются в большом разнообразии сфер человеческого бытия, которые существенно отличаются друг от друга и в которых действуют различные психологические факторы.

Большое значение для развития и социализации ребенка имеет его окружающая среда. Рассмотрим, как изменяется структура системы взаимоотношений у детей старшего дошкольного возраста.

Л.С.Выготский писал, что старший дошкольный возраст – это важнейший момент в жизни малыша. У ребенка дошкольного возраста имеется две сферы социальных отношений: «ребенок – взрослый» и «ребенок – дети». В дошкольном учреждении образуется новая структура этих отношений. У дошкольника система «ребенок – взрослый» подразделяется на «ребенок – воспитатель» и «ребенок – родители». Система «ребенок – воспитатель» начинает определять отношение ребенка к родителям и отношения ребенка к воспитателю. Далее, система «ребенок – воспитатель» становится центром жизни ребенка, от неё зависит совокупность всех благоприятных для жизни условий. Хорошие взаимоотношения с воспитателем будет сказываться и в повседневной жизни ребенка[4].

Дети быстро и легко осваивают трудовые навыки вместе с ровесниками, чем с взрослыми. В процессе совместной деятельности ребенок вступает в эмоциональный личный контакт. В процессе взросления у ребенка растет потребность в общении с другими детьми.

Характерно, что дошкольники вначале даже как будто избегают прямых контактов с другими детьми (если, конечно, среди них нет соседей по дому или семейных знакомых). Этот контакт осуществляется через педагога. Если, например, кто-нибудь из воспитанников забыл принести в сад свою любимую игрушку, а ему хочется играть, то он не обращается к другим детям с просьбой дать ему другую игрушку, ребенок обычно сидит и молчит, иногда плачет, надеясь, что воспитательница заметит его бедственное положение. Воспитатель, узнав, в чем дело, обращается к детям, с просьбой, поделиться своими игрушками. Ребенок, у которого есть свободная игрушка, не отдает её товарищу сам. Он подает игрушку воспитателю, которая и передает её ребенку.

Со временем воспитатель учит детей обращаться друг другу с просьбой. В следующий раз она уже не берет сама нужный предмет, а предлагает ребятам самим поделиться друг с другом. Постепенно дети начинают все больше чувствовать себя частью целой группы. Появляется гордость за свою группу, дети начинают заряжать яркими эмоциями всех вокруг. Эти первые ростки коллективизма необходимо поддерживать и развивать. В более старших группах

овладевают такими сложными формами отношений, как совместное выполнение одного задания вместе с группой. В этом случае старшие дошкольники приобретают опыт распределения обязанностей между собой, учатся действовать вместе со своими ровесниками. Сначала действия детей такой группы согласовывает воспитатель. Затем, когда дошкольники овладевают навыками совместной организационной работы, из их числа выделяется ответственный, который начинает выполнять функции руководителя группы. Постепенно взаимоотношения детей в группе усложняются, в группе появляются активные дети, которые выступают как ядро коллектива. Но следует помнить, что активные дети занимают этот статус не только с целью помочь другим, а чтобы показать свое достоинство. Нужно вовремя замечать такие детали и разрешать их.

Список литературы

- 1 Божович Л.И. Личность и ее формирование в детском возрасте. - М., 2011. - 402 с.
- 2 Выготский Л.С. Вопросы детской психологии. – Санкт-Петербург: Союз, 1997. – 220 с.
- 3 Галигузова, Л.Н. Как помочь наладить общение со сверстниками / Л.Н. Галигузова // Дошкольное воспитание. – 2006. - № 1. –111-113с.
- 4 Дубина Л. Развитие у детей коммуникативных способностей // Дошкольное воспитание. - 2005. - №10. - 35с.

PRAWO

THE RELATIONSHIP BETWEEN THE MEDIA AND ENVIRONMENTAL LAW

Khabibullaeva Dilduza Kuanishbay qizi

Karakalpak State University 3rd course student of Bachelor degree

Annotation: this article reflects the role of the media in the field of ecology and the relationship between them in the Republic of Uzbekistan.

Key words: environmental law, society, environmental ethics, environmental culture, protection, rehabilitation, analytical materials, environmental issues.

It is very important to increase the level of work of the media in the field of ecology, as well as in the main areas of state policy on environmental protection, to familiarize them with the legislation and decisions in this area. The most important task of the media is not only to inform the public about the state of the environment, the state of health, but also to disseminate environmental knowledge in society, to form environmental culture and awareness among citizens, to increase public participation in environmental protection and rehabilitation.

The number of print media - newspapers and magazines in the country is large. Ecological materials can be found in almost all publications. Newspapers often publish in-depth information and analytical materials on environmental issues and public health, including critical materials.

There are dozens of newspapers and magazines specializing in environmental issues in the country, the founders of which are state, public and international organizations.

The pages of these publications include regulatory documents in the field of environmental protection, materials on the efficient and rational use of water and land resources, articles by scientists and experts, the results of public monitoring in the field of environmental protection. It should be noted that the purpose of the emergence and formation of environmental publications - on the one hand, to inform the public

about existing environmental problems, on the other - to increase the relevant literacy and environmental culture of the population based on the idea of continuous environmental education.

At present, the fields of ecological pedagogy, ecological culture, ecological ethics, which serve to increase ecological literacy and knowledge, are developing rapidly.

Websites in the \ UZ domain zone, officially registered as media outlets, are actively involved in covering environmental issues. These websites cover a wide range of environmental issues as well as newspapers, newsletters and digest. Disseminators of environmental information on the Internet are public organizations and NGOs, as well as periodicals and their websites.

Over the past years, our country has accumulated some experience in environmental education of journalists, which has helped to strengthen ties between the media and environmentalists. The State Committee for Nature Protection of the Republic of Uzbekistan[2] holds various seminars to improve the skills of journalists specializing in environmental issues, media tours to protected areas, extensive media coverage of environmental issues, competitions for the best creative works on environmental issues. Special attention is being paid to improving education.

There is a lack of bouquets in different languages that provide information in the field of ecotourism. It is well known that one of the most important aspects of the development of environmental journalism is the access of journalists to environmental information, the provision of information to the public about the state of the environment, the public's ability to make decisions on environmental issues. involvement in the discussion process,

The media coverage of the results of the work carried out in our country on environmental protection and rational use of natural resources. In order to solve these problems at a professional level, the country has established the necessary system of training journalists. In this direction, the Public Fund for Support and Development of Independent Print Media and News Agencies of Uzbekistan[1] is implementing a number of projects in cooperation with partners - the National Association of Non-Governmental Organizations, the Creative Union of Journalists of Uzbekistan.

Project participants will be trained in the country's leading central publications and news agencies, for which seminars and roundtables will be organized

in the Ecological Movement of Uzbekistan, where they will get acquainted with the activities of the Ecological Movement, medical and environmental NGOs. Another important project of the Public Fund is to provide journalists in many directions, including specialization in environmental issues.

To increase the level of knowledge of journalists in the field of ecology, including the main directions of state policy in the field of environmental protection, to acquaint them with the legislation and draft laws being developed in this area. Acquaintance of media with environmental issues, professional development and development of new approaches to the preparation of materials will serve to cover the topic of ecology in a more complete, comprehensive and thoughtful way in the print media in the future.

In their work, our journalists not only inform our people about the main directions of state policy in the field of ecology, including environmental protection, but also about the ecological innovations in the changing state systems, their legislation and draft laws in this area. to serve as a bridge of gratitude to government agencies and the general public.

REFERENCES:

1. <http://www.goldenpages.uz>
2. <http://www.uznature.uz>

GOSPODARKA ROLNA

USING WATERSAVING IRRIGATION TECHNOLOGIES IN IRRIGATED FARMING

Jo'raev A. Q

Associate Professor of "Water Management and Land Reclamation" Bukhara branch of TIQXMMI, Candidate of Agricultural Sciences.

Jo'raev U. A

Associate Professor of "Water Management and Land Reclamation" Bukhara branch of TIQXMMI, (Ph.D)

Sanoev X.A

Bukhara branch of TIQXMMI is a student of "Water Management and Land Reclamation"

Annotation: The drying up of the Aral Sea in our region, the occurrence of frequent water shortages, the increase in arable land and the growing demand for food from year to year require the rational use of irrigated water. Therefore, the goal is to conduct research and advocate for the introduction of water-saving irrigation technologies, including: drip irrigation, portable flexible pipe irrigation, black polyethylene film between rows, and the introduction of effective aspects into production.

Key words: drip irrigation, technics, technology, fertilizer, droplet, productivity, mineralization, cotton, efficacy, tider, cocoon, weight, polythene pipe, soil.

Based on the results of research on drip irrigation, the following can be explained by the use of water-saving irrigation technology: up to a percentage of water savings and yields were observed to be higher than the control of 7.4–10.6 ts / ha. It also saved equipment, fuel and lubricants, labor services.

When irrigating cotton with black polyethylene film, it was observed that the yield increased by 9.7-20.4 ts / ha, along with the saving of water resources, mineral fertilizers, technical resources.

During the growing season, portable flexible hose irrigation can save up to 20.5% of water per hectare, facilitate irrigation, increase the growth and development of cotton due to the short-term supply of water to the field, and increase yields by 3.0 t / ha compared to traditional irrigation.

The drying up of the Aral Sea, frequent shortage of water, and an increase in the area of crops, and the rising demand for foodstuffs every year imply the use of irrigated water. Therefore, the aim is to promote and promote water efficient irrigation technologies, including: drip irrigation, irrigation using portable flexible pipes, placing a black polyethylene film on a row and introducing effective ingredients into production.

According to the findings of drip irrigation studies, using the technology of water-efficient irrigation, the surface soil layer does not have a density of solid or relatively light weight compared to conventional methods, improved soil water permeability, and absence of mineral deposits, with soil moisture content of 70X80X65 up to 100% water savings and crop yields were higher than that of 7.4-10.6 ts / he. We have also been able to save on services like technology, fuel oil, and labor

When placing a black polyethylene film on a row of cotton seeds, yields rose to 9.7-20.4 c / ha, with the saving of water resources, mineral fertilizers, and technical resources.

During the vegetation season, the growth of cotton growth and development will be favorable due to the saving of water up to 20.5% of the area, facilitating irrigation, and short supply of water to the area, and the increase in crop yields by 3.0 t / he in traditional yield irrigation by means of mobile flexible pipes it was.

Our government pays great attention to raising the culture of irrigation in our country, accelerating reforms in water management, strengthening the material and technical base of the sector, modernization and desertification. Extensive work is being carried out on the introduction of advanced methods of irrigation, including drip irrigation, black polyethylene film irrigation, irrigation using portable flexible pipes, irrigation with the introduction of hydrogel crystals into the soil. In particular, the Cabinet of Ministers "On measures to improve the reclamation of irrigated lands and further improve the rational use of water resources in 2013-2017" and "On measures to effectively organize the introduction and financing of drip irrigation and new water-

saving irrigation technologies." Decisions are made and measures are taken accordingly.

At the meeting dedicated to the Day of Agricultural Workers of Uzbekistan on December 9, 2018, the following was stated in the reports of President Sh.M.Mirziyayev. We need to plant export-oriented crops in cotton and grain-free areas, which are in high demand in the domestic and foreign markets, in other words, we need to reconsider the specialization of each farm and district, make appropriate decisions, strengthen our efforts to increase the efficiency of diversified farms. We must focus on the creation of sustainable, early, high-yielding varieties of agriculture, the improvement of breeding in animal husbandry, the efficient use of land and water resources, the development of seed production.

This year, 6 million 124 thousand tons of grain, 2 million 300 thousand tons of cotton, 8 million 661 thousand tons of vegetables, 2 million 411 thousand tons of potatoes, 1 million 607 thousand tons of melons, 2 million 100 thousand tons of fruits, 1 million 314 thousand tons of grapes, 18 thousand tons of cocoons, 1 million 789 thousand tons of meat, 7 million 830 thousand tons of milk. In short, a total of 58 trillion 181 billion soums worth of agricultural products were grown.

In order to improve the reclamation of irrigated lands in 2019, it is planned to allocate about 1.7 trillion soums from the state budget to international financial institutions in the amount of \$ 84 million.

Special attention was also paid to the development of dry lands due to the expansion of the network of reservoirs. For this purpose, a total of 45 million cubic meters of water will be collected in Tashkent region, Parkentsoy, Qizilsoy, Toshtepa, Karaman in Forish district of Jizzakh region, Guldara in Kashkadarya region, Ayaqchisoy in Samarkand region.

Bulungur reservoirs will be built. Over the next two years, 1.7 billion cubic meters of water will be saved and the reclamation of 600,000 hectares of land will be improved.

The most important task for us is to radically improve the system of training higher and secondary special education personnel with high knowledge and skills for agriculture. In this regard, the establishment of additional faculties together with leading foreign universities, the recent launch of the "El Yurt Umidi" Foundation

requires special attention to the training of agro-specialists, young professionals in developed countries.

The fact that next year it is planned to implement investment projects in agriculture in the amount of 1 billion 870 million US dollars testifies to the high volume and responsibility of our work in this area.

Increased demand for water resources, mitigation of the negative effects of the expected water shortage, high yields of crops and the implementation of food programs to date require the efficient and rational use of water resources. Especially considering that agriculture cannot develop without water resources, there has been research for centuries on how to get high yields from farming with low water consumption. To date, our scientists have been conducting a number of studies on the development of new advanced irrigation technologies by conserving water resources for many years and have achieved high results in practice. Cotton care technology in drip irrigation system includes the following key indicators: Suitable for different soil climatic conditions use of high-yielding and fast-ripening varieties, rational system of tillage, drive and inter-row tillage, high quality sowing of cotton, stratification of mineral fertilizers, application of a system that fully automates the irrigation process, helps to use water efficiently and effectively, a system of protection of plants from diseases, pests and weeds, mechanized weeding and defoliation of cotton, mechanical harvesting of cotton . The main difference between the drip irrigation system is that during the growing season it is possible to apply a certain amount of mineral fertilizers and herbicides to the plant along with irrigation water, and cotton is treated between rows until the first water, and then absolutely no intercropping (cultivation) until the end of the growing season.

In order to thoroughly study and introduce drip irrigation technology on a scientific basis, scientific research was conducted at the training and research center of the Bukhara branch of TIQXMMI. The soil of the experimental area is medium sandy, the depth of groundwater is 2.2-2.5 meters, and during the growing season of cotton is 1.9-2.2 meters, low salinity. According to the results of the experiment, the drip irrigation system has some advantages over drip irrigation, saving 45-50% of irrigation water, fuel and lubricants and 40-50% of mineral fertilizers. It was also found that the number of inter-row tillage was reduced by 6 times, and 85 m³ / ha of water was used to grow 1 ts / ha of cotton.

Using the traditional method in drip-irrigated plots, we can observe a positive change in the water-physical properties of the soil compared to the irrigated field, including: lightening of the volume weight, improved water permeability of the soil. Yield was found to increase by 7.4-10.6 ts / ha with drip irrigation. In addition, due to the constant maintenance of moisture in the drip-irrigated area, the process of salinization in the soil was observed in very small quantities and was not affected by diseases and pests, especially wilt disease. The mechanical composition of the soil of the experimental fields was medium sand, medium-fiber cotton Bukhara-6 cotton was planted with a row spacing of 60 cm. In the topsoil (0-30 cm) the bulk density of the soil is 1.38-1.41 g / cm³, while in the subsoil (30-50 cm) this figure increases slightly to 1.49-1.58 g / cm³, comparable. weight and total porosity in these layers were 3.14–3.21 g / cm³ and 51.3–47.1%, respectively.

The water-physical properties of the soil are as follows, the limited field moisture capacity (ChDNS) in the 0-100 cm part of the soil layer is 20.3-21.4, the natural moisture in the driving layer is 17.2-18.5%, and in the subsoil 18.3-20. , 8%, the irrigation regime of cotton was formed on the basis of the amount of pre-irrigation moisture and the calculated layer of soil 0-50 cm determined in the experimental system. The data obtained during the growing season indicate the high efficiency of drip irrigation compared to drip irrigation. In particular, 5200 m³ / ha of gross water was used for seasonal irrigation, 2280 m³ / ha was used for drip irrigation in options 2 and 3, and a total of 2760 m³ / ha was used in the fourth option (70-80-65). Thus, 53% of water was saved when drip irrigation was used in the order of 70-75-70% of the irrigation system, and 47% was saved when drip irrigation was used in the order of 70-80-65% of the irrigation system.

The new technology of agro-techniques for the care of cotton and its complex crops in drip irrigation systems in the conditions of alluvial soils of the old irrigated meadows are described above. The high efficiency of water conservation in these experiments has also proved to be environmentally friendly. Grassy alluvial soils are obtained by preventing widespread irrigation erosion and leaching of mineral fertilizers in the region. With this method, the root layer of the crop is constantly supplied with moisture, creating a good opportunity to absorb water and nutrients. The advantage of drip irrigation is, first of all, in saving water resources. This is due to the specificity of the irrigation regime, low evaporation, the fact that the water does not flow in vain. Most importantly, in drip irrigation, water is delivered to the plant

through pipes, so the surface of the field soil does not harden, resulting in no need for inter-row tillage.

When cotton is irrigated in the traditional way, ie by intermittent sowing, some of the water is absorbed in the soil layers in the furrows and some is wasted as a result of evaporation. Studies have shown that 1.5-2.0 thousand / m³ of water per hectare is wasted due to evaporation and absorption of water. One of the urgent problems is the development and implementation of modern agro-technical methods of irrigation of cotton and other crops to prevent adverse events. Irrigation technology with polyethylene film between the rows of cotton is a factor that reduces the demand for irrigation water and energy costs, as well as increases soil fertility.

Irrigation of black polyethylene film between rows of cotton in the fields of the Bukhara branch training center and advanced farms of the region, water savings amounted to an average of 42%, and additional cotton yield increased by 9.7-20.4 quintals per hectare or 23-43%. In non-traditional irrigation technology, the plant is able to fully absorb nutrients as a result of a uniform wetting of the soil in the fields, a decrease in evaporation of soil moisture after irrigation, non-washing of mineral fertilizers with water under pressure. Weeds are killed due to lack of sunlight, soil is not compacted due to untreated intercropping, and favorable chemical and water physical properties of the fertile layer of the soil as a result of normal irrigation create favorable conditions for the rapid development of the root system. increase was found. Irrigation technology with a black polyethylene film between the cotton rows is a technological direction that reduces the demand for irrigation water, reduces the cost of fuel and lubricants and equipment, and increases soil fertility.

Irrigation of cotton fields using portable flexible polyethylene pipes instead of ditches saves 15-20% of water compared to conventional irrigation, even distribution of water to farmers and increase of useful crop area by 1.5-2.5%. relief and a 2-fold decrease in manual labor. The modern portable flexible pipes provided to agriculture are adapted to an area of 4 hectares of land, and at the same time 4 hectares of land are irrigated using hoses. Because the land area is irrigated in the short term, tillage occurs uniformly throughout the field. Before and after processing between the rows, the portable flexible pipes are removed and reassembled. Due to the regular and short-term supply of water to the area, the growth and development of cotton is positive, and the yield is increased by 2.5-3.0 quintals compared to the traditional irrigation method.

REFERENCES

1. Reports of the Bukhara branch of the Scientific Research Institute of Cotton Breeding, Seed Production, Growing Technologies.
2. "Recommendations for the care of cotton and its complex crops in drip irrigation" Tashkent 2009.
3. Internet information.

ВОДООБМЕННЫЕ СВОЙСТВА РАСТЕНИЙ СОИ

Кадиров З.З., Абдуллаева С.А., Саксонов У.С.

E-mail: SaksonovUmidjon@mail.ru

Бухарский филиал Ташкентского института инженеров ирригации и механизации сельского хозяйства (Республика Узбекистан, город Бухара)

Annotation. This article is mainly about soy plants, as well as the water exchange properties of soy plants. This article also provides information on the natural conditions of the Bukhara region.

Key words: water, plant, irrigation, leaf, soil, transpiration, climate, agricultural.

В настоящее время в Республике Узбекистан, как и во всех сферах, большое внимание уделяется развитию сельского хозяйства. Основной причиной этого является рациональное использование сельскохозяйственных земель и водных ресурсов, существующих в республике. 28 миллионов гектаров земли были выделены для сельского хозяйства в стране, из которых 4,3 миллиона были выделены для сельского хозяйства. орошаемых для ведения сельского хозяйства. В 1989 году население республики составляло около 20 миллионов человек, а в начале 2020 года население составляло 34 миллиона человек. Это означает, что существует повышенный спрос и спрос на экологически чистые органические продукты. Как известно, большая часть сельскохозяйственной продукции, выращенной в нашей стране, поступает из орошаемых земель. Культуры дают несколько факторов. Одним из основных факторов является вода. В большинстве районов страны влажность, необходимая для посевов, недостаточна, поэтому проводится полив. В случае нехватки воды каждая капля воды равна золоту. Сегодня в Республике изучаются растения с высокими урожаями, а научные исследования по адаптации к климатическим условиям нашей страны проводятся учеными. Цель научных исследований - направить каждую каплю воды на свое предназначение. Один из этих видов растений - затененная фабрика. Богатые бобовыми растениями бобовых являются

уникальными для удовлетворения потребностей населения в питании. В бобовых особенно ярко выражен тень. Чтобы вырастить сою на сельскохозяйственных землях республики и поддержать тень, был принят ряд решений:

-Указ Президента Республики Узбекистан № 2832 от 14 марта 2017 года дополнен Указом Президента Республики Узбекистан № 3144 от 24 июля 2017 года о дальнейшем развитии тени в Республике. Было также отмечено, что с 2017 по 1950 гектаров будет высажено 18 975 га, 1950 га - в 2018 году, 19 400 га - в 2019 году, 19 700 га - в 2020 году и 20 000 га - в 2021 году, чтобы выращивать сою в качестве вторичной культуры после зерна. [1] [2]

По этой причине сегодня наши ученые проводят множество исследований для разработки оттенков, то есть для создания сортов, подходящих для климатических условий республики, или для выбора сортов, подходящих для климатических условий республики. Примером этого являются эксперименты, проведенные учеными Ташкентский институт инженеров ирригации и механизации сельского хозяйства и Бухарский филиал Ташкентского института инженеров ирригации и механизации сельского хозяйства, в которых различные сорта сои выращиваются в качестве эксперимента в Бухарской области. Мы провели эксперименты на территории фермы Абзор Саховати (3 га) в Вобкентском районе Бухарской области.

Соевое растение с его обилием урожайности улучшает рекультивацию почвы и тень не требует, оно растет и развивается при pH 5-8, со средним значением pH 6,5. Когда почвенная среда равна pH 7, тень цветет хорошо, но количество кустов очень низкое. Когда pH почвы составляет 8, развитие тени становится слабым, а коза вообще не развивается. Когда почва была pH 8,5-9,0, теневое растение имело три сложных листа, развилось и развивалось, и завод умер. Тень также уступает на неоплаченных почвах. Он хорошо растет на всех других почвах, кроме соли, ноздрей и водно-болотных угодий. Тень требуется для аэрации почвы. Когда капиллярная пористость почвы составляет не менее 20-22%, а общая порея составляет около 52%, существуют альтернативные условия для роста и развития тени. Критический аэрозоль почвы составляет 9% для тени. [3]

В Бухарской области большинство засоленных почв увеличило соленость солевого раствора, так что вода может быть использована для воды, и поэтому водный обмен воды имеет особое значение, и были получены следующие

результаты. Вот несколько примеров соевых сортов, которые были испытаны во время эксперимента. Среднее среднесуточное содержание воды в исследуемых соевых бобах составляло 76,3% в генетике. В конце июля этот показатель составлял 66,7% в категории Orzu. Максимальный показатель этого показателя также был обнаружен в изученных соевых майях майской генетики на уровне 80,3%, а самый низкий - в 59,7% в конце июля. Количество воды, содержащейся в листьях затененных сортов, уменьшается во время растительности. Максимальное количество воды в травянистой растительности составляет около 78,6 процента, а минимальная сумма составляет 71,3 процента в течение 14 часов. В конце июня максимальная доходность этих сортов составляет 74,2% в течение максимум 18 лет и минимум 69,2% при 14%, самая высокая - 73% в конце июля, в 14 часов и 58,6% соответственно. Суточные изменения объема воды в листьях растений составили 7,3% в мае, 5,0% в июне и 15% в конце июля. Было установлено, что максимальное количество воды в гене сои составляет 80,3% в мае и 10,0% для минимального количества воды в мае. Было установлено, что в июне максимальная сумма составила 74,2%, а минимальная сумма составила 14% - 68,2%. Таким образом, количество воды в изученных разновидностях тени уменьшается во время растительности. Стоит отметить, что количество листьев в сезонах было высоким в утренние и вечерние часы, и его снижение наблюдалось в середине дня. Бухарская область, лугово-аллювиальные почвы, солевой раствор и соли имеют тенденцию к условиям, в результате научных исследований, борозды черных полиэтиленовых пленок, измельченной соломы, орошения и использования для орошения в водороде. Орошение позволит сэкономить до 20-30% воды на 1 га соевых культур, сократить потребление воды в 1,5-2,0 раза, сократить потребление минеральных удобрений на 25-30% экономия и повышение производительности тени на 7-10 с/га и выработка научной рекомендации по этому вопросу.

Высокие показатели интенсивности транспирации в листьях сои наблюдались в летние месяцы (июнь и июль), непосредственно зависящие от температуры и биологических свойств сортов. На начальном этапе теневой растительности интенсивность транспирации была относительно низкой, в период валовых соцветий и плодов, а интенсивность транспирации уменьшалась в последний период растительности. Это изменение было записано в разное время, в зависимости от разновидностей оттенков. Максимальная интенсивность

транспирации наблюдалась в конце июня в ранних разновидностях соевых бобов (Orzu и Genetics) среднесуточный средний показатель составлял 1964,3-2038,9 мг/г. Согласно полученным данным, интенсивность изменения разновидностей соевых сортов варьируется в зависимости от сортовых характеристик и температуры. Интенсивность транспирации во всех изученных сортах сои была низкой с утра, самая высокая во второй половине дня, а нижняя - вечером. Следует отметить, что сезонная амплитуда вод сберегающих свойств раннеспелых сортов сои варьировала от 13,5 до 15,6%, а в средних сортах - 19,1-20,1% . Средний дневной дефицит воды в листьях теневых сортов, выращенных в Бухаре, в течение сезона составил около 11,1-18,2%.

Таким образом, следует отметить, что теневой урожай отличался от результатов экспериментов в других провинциях Бухарской области, 85,6% почвы региона было засолено на разных уровнях, близость грунтовых вод и пустыни и из-за того, что он состоит из грубых пустынных зон. Также важно отметить, что поток сои во время растительности увеличился, и основной причиной этого является засоление солей.

СПИСОК ИСПОЛЬЗОВАННЫХ ЛИТЕРАТУР:

1. Постановление Президента Республики Узбекистан от 14 марта 2017 года №-2832 и Постановление Президента Республики Узбекистан от 24 июля 2017 года № -3144;
2. Атабаева Н., Кодирхожаев Х. книга Растение – Ташкент - 2006;
3. www.google.ru

TECHNICZNE NAUKI

PERSPECTIVE OF THE TEXTILE INDUSTRY IN JIZZAKH REGION

KAYUMOV AA., student, DONIYAROV BB., DONIYAROVA MA.

Candidate of Technical Sciences, Jizzakh Polytechnic university.

Annatation: This article discusses the current work on the implementation of the project “Ilg’or Hudud” in the Jizzakh region, based on the Decree of the President of the Republic of Uzbekistan “On the development of an effective model of state regulation and management of the integrated development of the Jizzakh region”. There is also information about existing and projected textile enterprises in the Jizzakh region.

Key words: Jizzak region, textile enterprise, export, fiber, thread, fabric, knitwear, carpet, wearable, import, higher education

Today, Uzbekistan is an integral part of the international community and the global financial and economic market. This is evidenced by the expansion of our relations with the outside world, the implementation of programs for the development, modernization, technical and technological re-equipment of economic sectors with the help of developed countries, the integration of Uzbekistan into the international trade system, the growth of imports and exports. is expressed. In particular, the volume of production and export of competitive and high quality finished goods in the textile industry is growing from year to year.

In accordance with the Decree of the President of the Republic of Uzbekistan dated January 3, 2019 on the development of an effective model of state regulation and management of Jizzakh region, including the Strategy of Action on the five priority directions of development of the Republic of Uzbekistan It is planned to implement the pilot project “Advanced Zone”. Ultimately, the creation of conditions for the improvement of living conditions and increasing incomes of the population, as well as the production of high-demand goods under the principle of "One Village - One Product", stimulating economic activity, and developing new industries in Jizzakh

region. creation of conditions for enhancing the competitiveness of products and services. [1-4]

During the processing of textile materials (fiber), turning into yarn, cloth or finished goods, and achieving competitive, export-oriented goods is a pressing issue. Currently, Jizzakh region has over 40 textile enterprises. The leading companies in the world include **Truetzschler, Rieter, Marzoli, Oerlikon Schlafhorst, Murata, Terrot, Uster, Van DE Wiele, Juita, Typical**, and others. **Brother** and others are equipped with modern machines and machines. About 20 new businesses are planned to be commissioned by 2020 and equipment has already been launched. Regional textile enterprises produce 37.41 thousand tons of yarn, including cotton yarn (32,800 tons), acrylic yarn (250 tons), jute yarn (360 tons) and synthetic polyester yarn (4,000 tons). at the expense of businesses. Table 1 shows the capacity of the regional enterprises to produce textile products. [5]

Table 1

№	Type of textile product	Unit of measurement	Production capacity	
			in the action	in the project
1.	Rope, including: Cotton Fiber Silk Jute Acrylic thread Polyester	Thousand tons	32,8 0,25 0,36 4	26,5
2.	. Fabrics, including: Threads Rug	млн.пог.метр минг кв.метр	3,8 2900	33,7
3.	Knitted fabrics	thousand tons	10,31	5,5
4.	Production of socks	Thousand pairs	7500	
5.	Finished sewing and knitted products	thousand units	9161	
6.	Finished sewing products	mln. units	13,806	2,5
7.	Paint sewing thread	million reels	10	

The capacity of the knitwear production enterprises is 10310 tons per year. There are also 7,500 pairs of socks products. 3.8 million of cotton yarn For example, we can see the positive trend of turning the yarn into weaving products, the textile

enterprises producing pogmeter yarn and 2900 square meters of carpets per year using silk, jute and chemical yarn. Besides, Zomin Textile Export is developing and financing synthetic and mixed fabrics from polyester fibers and threads.

Successful satisfaction of industrial products and demand for them depends not only on the conditions of production, but also on the skills and experience of existing professionals.

Timely preparation of highly qualified personnel for social and economic development of the Republic of Uzbekistan in accordance with the needs of industries and sectors of the economy in accordance with the specialties, formation of content of higher education directly in accordance with technical, technological, industrial relations and perspective development programs; to solve a number of pressing issues related to the employment of professions and occupations, the President of the Republic of Uzbekistan "improving the quality of higher education and training sectors of the economy and the participation of PD-3151" On measures to expand the decision. It is emphasized the need to strengthen effective cooperation with educational institutions in order to broaden the involvement of economic sectors and sectors in the system of higher education for the purpose of eliminating disruptions and integration between higher education and science and production.

At the Department of Technology of Light Industry of the Jizzakh Polytechnic Institute prepares bachelors in the direction of "Design and technology of light industry products (spinning, textile and sewing products)". A number of decrees and resolutions issued by our government play an important role in ensuring effective cooperation in science and industry, as well as in enriching the theoretical knowledge of the region's specialists with practical skills. The branches of the department opened at the majority of industrial enterprises provide the organization of practical and laboratory classes in the conditions of production. Scientific-research works and scientific articles prepared by gifted students of the department are aimed at solving existing problems in enterprises.

References

1. Statement of the President of the Republic of Uzbekistan Shavkat Mirziyoev to the Oliy Majlis on December 28, 2018

2. The Decree of the President of the Republic of Uzbekistan № PD-5609 "On the development of an effective model of state regulation and management of integrated development of Jizzakh region".

3. The President of the Republic of Uzbekistan 12.02.2019 Resolution PD-4186 "On measures to further deepen the textile and clothing industry and expand its export potential".

4. National database of legislation of the Republic of Uzbekistan, 04.01.2019, № 06/19/5609/2453

5. [www. jizzax.uz](http://www.jizzax.uz) (Official website of Jizzakh Region Authority)

STUDY OF TECHNOLOGICAL INDICATORS OF AUTUMN (TRITICUM AESTIVUM) VARIETIES IN THE CONDITIONS OF THE TERMEZ DISTRICT.

AZIMOVA NOZANIN TO'YMURODOVNA

Annotation: in the territory of Termez district of the Surkhandarya region, research work is being carried out on the control of the amount of protein, gluten contained in them.

Keyword: gluten, natura, transparency.

Today, as a result of a sharp increase in the number of inhabitants of the world from year to year we know that the population is also increasing which is the food of the inhabitants of sha70% want bread and bakery products make beef. Also in this regard the food industry is leading.

That's exactly the same bread we have from wheat grain, which we can say more precisely it is prepared. Increasing the yield of steam do, technological in it is composition control of the amount of protein and gluten, which is one of the indicators, as well as qualitative the cultivation of wheat grain is a pressing problem in alliances.

Wheat (*triticum aestivum*) is the main cereal crop in the category of herbaceous plants belonging to the family of cereals. Wheat millod was known in the 7-6 thousand years before. There are varieties that can be harvested even when planted in the spring, half-autumn and autumn, as well as in the spring. Biologically different from the autumn spring. It is resistant to frost and drought, sprouts even when the soil temperature is in 4-5°C. Especially demanding on wet during the spike. When the vegetative organs of autumn are examined, the amount of nitrogen in young lawns is more, in adult plants less, that is, up to 1-1.3%. If it is well fed with nitrogen fertilizer, then the content of protein and gluten in the liquid will be high. Papere, cardboard, baskets, lids are used as raw materials for weaving, silage suppression from blue mass, alcohol, groats, starch products of different varieties from cereals, and valuable feed industry. Therefore studying the

composition,nature,transpare,protein and gluten content of this unique plant,the quality of bread and bakery products is associated with its caloric content digestion.

In the conditions of Termez distric, ''Yaksart'',G'azg'on'', ,,Bunyodkor'', varieties of autumn soft willow are planted.Currently ''Yaksart'' varieties of these varieties have a special place.We see that the amount of protein and gluten in this variety is slightly higher.On account of the 1mln units fertile seed is envisaged to be higher yields as 250kg seed is planted on 6 hectare area.In addition the ratio of protein and gluten in the ''Bezostaya-1'' variety is in the 1:2.19 ratio in the 1:2.02 ratio in the wild varieties.

In conclusion,we can say that the amount of protein and gluten contained in wheat depends on the variety of wheat the applied agrotechnics,the weather and the fertility of the seed.

List of used literature.

1. R.N.Khalilov "Plant science".Tashkent-2007.20-22 page.
2. X.Atabayeva.A.Alimov.The text of the lecture "Grain growing".Tashkent-2003.35-38 page.
3. M.Murtazayev.A.Mamarakhimov."Plant science".Tashkent-2012.67-74 page.
4. Internet information:
[www ziyonet.uz](http://www.ziyonet.uz).

WAYS OF IMPROVING THE QUALITY OF RAIL PASSENGER TRANSPORTATION

Marina Gennadevna Kim,

Student of the faculty of Economics,

Norboboev Javokhir Lazizovich,

Student of the faculty of Economics.

Scientific adviser: Kholbutaeva Shakhnoza Abduvalievna,

Assistant of the Department of Economics and Management,

Tashkent Institute of Railway Engineering.

Annotation: The article considers the problem of unprofitable passenger transportations by rail in Uzbekistan. Based on the analysis of the income and expenses of the service provider, the main ways to increase the profitability of the services provided are formulated.

Key words: transit potential, quality of transportation, passenger complex, profitability, wagon fleet, subsidies.

Improving the level of service quality in passenger transportation, including at railway stations, today and in the long term is the basis for attracting passengers to the railway transport. Today, large-scale reforms are underway in the railway industry. Effective work carried out by “Uzrailpass” JSC aimed at increasing transport, communication and transit potential contributes to the sustainable development of the national economy and an increase in the standards of living of the population. In order to improve the quality level of transport services provided by “Uzrailpass” JSC, special attention is paid to updating and modernizing rolling stock, equipping the fleet with modern, highly efficient locomotives and comfortable wagons.

One of the most important tasks facing the passenger transportation complex at present is the elimination of unprofitable passenger transportation, ensuring their profitability.^[1] In a competitive environment, the level of demand for transport services is determined primarily by the quality of service. To obtain the desired effect, it is

necessary to solve complex problems to improve the level of transport services provided to cargo owners and passengers.

“Uzrailpass” JSC, established in 2002, is the only supplier in the field of passenger rail transportation in Uzbekistan, today. One of the most important tasks of “Uzrailpass” JSC is to ensure the safety of passenger transportation, complete timely, high-quality satisfaction of the needs of the population in transport services and the development of services to passengers at the stations and along the route of passenger trains.^[2]

The quality of the activity of “Uzrailpass” JSC is directly reflected in financial indicators:

The dynamics of income from core activities for 2018, million soums ^[3]

Name of indicator	Report 2017y.	Report 2018y.	% to the 2017y.	+/- to the 2017y.
Income Total	394 391,2	447 396,8	113,4%	53 005,6
Revenues from transportation activities, including:	302 489,4	330 860,7	109,4%	28 371,4
interstate communication	123 179,0	121 186,3	98,4%	-1 992,7
local traffic	169 555,1	198 820,1	117,3%	29 265,0
commuter traffic	9 755,2	10 854,3	111,3%	1 099,0
auxiliary activities	91 901,9	116 536,1	126,8%	24 634,2

An increase in income by 53,005.6 million soums to the 2017 report developed due to:

- Increases in income from transportation activities, by 28,371.4 million soums (due to the running of the high-speed Afrosiob trains, increased by 18,652 million soums, due to trains running to the Ferghana Valley by 2,787 million soums);

- The application in mutual settlements with other railway administrations of the state rate of the Swiss franc since September 2017, an increase in revenues from the reserved seats by 14,769.3 million soums. It should be noted that this course is applied to tariffs for investigations on the territory outside the Republic of Uzbekistan.

- Organisation of passenger trains Andijan-Termez and Termez-Kungrad, 3,526 million soums.

- Increases in income due to the auxiliary activities of the Company by 24,634.2 million soums.

Expenses of “Uzrailpass” JSC for 2018 amounted to 445,463.8 million soums, which is 34.3% or 113 694 million soums more than the 2017 report.

The dynamics of expenses for 2018, million soums ^[3]

Expenses Total		Report 2017y.	Forecast 2018y.	Report 2018y.	% to the forecast	% to the report 2017y.	+ / - to the 2017y.
Salary fund		71 744,1	89 843,6	92 162,2	102,6	128,5	20 418
Social payment		17 949,3	22 576,9	23 034,1	102,0	128,3	5 085
Materials		32 021,2	44 623,0	48 644,8	109,0	151,9	16 624
Fuel		3 246,3	5 030,6	4 066,2	80,8	125,3	820
Electric power		1 333,2	1 908,0	1 989,1	104,3	149,2	656
Depreciation		44 025,4	68 707,7	67 100,9	97,7	152,4	23 076
Repair fund, including:		26 785,9	27 094,4	40 764,8	150,5	152,2	13 979
Wagon overhaul	Number of wagons	85	169	137	81,1	161,2	52
	Price, mln.	138,8	84,6	198,5	234,5	143	60
	Sum, mln.	11 797,0	14 304,4	27 188,9	190,1	230,5	15 392
Capital repairs of buildings		14 988,9	12 790,0	13 575,9	106,1	90,6	-1 413
Other expenses		134 664,6	171 565,1	167 701,6	97,7	124,5	33 037
Total		331 770,0	431 349,6	445 463,8	103,3	134,3	113 694

Thus, an analysis of the current state of passenger transportation in Uzbekistan shows that transportation costs are covered by auxiliary support activities and not from transportation in particular.^[4] This dynamics arises in connection with a number of problems in the development of rail transportation:

1. In many regions of the country, railroads are dominated by low-comfort passenger wagons. The passenger experiences great inconvenience due to the lack of passenger wagons of a modern type. These are, first of all environmentally friendly toilets and air conditioning, which are equipped with 58% of the rolling stock.

Alongside today the issue of improving the quality of service is still relevant, this is due to the fact that in these wagons, in particular in the Tashkent-Kungrad direction, which is on the road for 20 hours, there are no sockets for recharging the phone (when almost each passenger has a mobile phone), broadcasting does not work.

The existing fleet of passenger wagons provides the required modern level of comfortable travel and is worn out by an average of 50%. Currently, the domestic wagon-building industry has begun production of new-generation passenger wagons. However, the factories have a problem of lack of funding. As a result the wear of the fleet of wagons is much faster than the upgrade.

To solve this problem, it is advisable to co-finance state and commercial organizations with the infrastructure of the railway and the modernization of the rolling stock.

2. Insufficient quality of the provided service and services.

To improve the quality of service, it is necessary to fundamentally change the concept of catering for passengers along the route. Its main goal is not to obtain super-profits of carriages - restaurants, but to attract passengers to rail transport due to comfort and an increase in the range of services provided.

The problem of selection of conductors also remains relevant.^[5] When serving passengers, the role of conductors is very large. They are the direct link between the railway company and the passenger, but this fact is not taken into account properly. Certain selection criteria could improve the situation on the railway. Criteria such as: age (20-35 years), knowledge of foreign languages, psychological qualities, manners and culture of communication, knowledge of first aid and fire safety regulations.

3. Excess demand for outbound tourism.

In order to increase the demand for inbound tourism and, accordingly, for rail services, it is necessary:

- improve the quality of the provided service and services;
- attract highly qualified specialists to service tourists on railway tours;
- develop specialized programs with animation elements to attract tourists.

4. Lack of coordination between railway and travel agencies selling tickets.

It is advisable to work on the convergence of the interests of both parties in the formation of agent relations based on flexible systems of commission fees, etc.

5. The loss of passenger traffic in local and suburban directions. Due to the great social importance of transport on domestic lines, the tariff for transportation remains underestimated. Since these types make up a large part of the total transportation volume, the enterprise as a whole remains unprofitable. These types of social benefits are not compensated by the state budget, but are covered by cross-subsidization, due to the profit from freight transportation of “Uzrailpass” JSC.^[6]

Thus, the range of services for the transportation of passengers, on the one hand, creates favorable conditions for work, leisure, treatment, study, etc., which affects the productivity of workers, increases the cultural level and quality of life of the population. On the other hand, increasing the range of services, railway transport provides an increase in revenue from passenger transportation by improving the quality of transportation and attracting additional customers. To ensure the high quality of service in the transportation of passengers, appropriate technical equipment and infrastructure are required. Without comfortable modern wagons, without appropriate technical and technological services, competition with other types of transport is unthinkable.

References:

1. Big Encyclopedia of Transport: In 8 vol. T. 4. Railway Transport / Editor-in-Chief N.S. Konarev. - M.: Big Russian Encyclopedia, 2003.
2. Newspaper “Railroader”, Tashkent - 2016
3. <http://uzrailpass.uz/>
4. <http://gazeta.uz/>
5. Ways of elimination of losses and reserves of saving MTR / Magazine railway transport.
6. Magazine for managers and financial and economic workers: “Economics of Railways”, Moscow – 2016

TRANSPORT LOGISTICS: CURRENT PROBLEMS AND DIRECTIONS OF DEVELOPMENT

Turopov Sardorjon

Tashkent institute of railway engineering

Annotation: Current state of the world transport logistics. The modern trend of development and improvement of the transport system has become the spread of logistics, logistics management, i.e. the entire range of services for fast and high-quality delivery of goods. The increased cost of factors of production, in particular labor and infrastructure, in many countries leads to inefficiency of production at the national level and contributes to its transfer to other countries. The defining strategy of activity on the world markets is the clarity and high speed of transaction processing. In other words, the increasing role of logistics becomes a key point of activity in developed societies.

Keywords: infrastructure, role of logistics, transport chain, terminal services

Among the factors that determine the competitiveness of products, in addition to price, is the organization of fast deliveries, and this is often more important than price. The absence of a guarantee for timely delivery of products leads to the rejection of transactions regardless of other conditions, including pricing. There was a change of emphasis in market demand from lower prices and significant product inventory to the time factor, a wide range of products, and quality indicators. The competitive advantages of companies are provided by logistics management, i.e. a full package of services for accompanying the product, which also includes information about the condition and location of the product at a real time. At the same time, the cost of the service (product) increases due to the lack or delay of information.

The exhaustion of the efficiency potential of many industries is explained by the significant time interval between the extraction of raw materials and the sale of products. So, in the industry of Western Europe, it makes up about 2% of the total production time, in transport-5, the remaining 93% are at various stages of storage and processing [1]. The logistics chain allows you to bridge the gap by integrating the transport and purchasing function into the overall production process.

Companies that provide services to save capital, reduce risks and losses are finding new forms of relationships with clients. The practice of attracting external suppliers is expanding, which allows you to get quick access to new markets anywhere in the world, and better adapt to local specifics related to customs regulation and national legislation. The recent trend is determined by the formation of a stable client base with a predictable flow of products, the establishment of strategic relationships with a smaller number of partners. However, commercial and industrial companies prefer to cooperate with global logistics service providers.

A logistics transport chain, i.e. a product delivery scheme, can take the form of direct transit, sales of goods through a warehouse system, or the creation of an Assembly plant in the country where the product is sold. The estimate includes not only direct transport costs for delivery options, but also sales costs, costs of intra-industry competition and areas of duplication of operations, and costs of the Assembly plant. A number of ports and domestic terminals apply local regional tariffs: for cargo storage, terminal services for vehicles and containers, and forwarding services.

Literatures:

1. Levikov G. A. Globalisation of the world economy and logistics / / Byull. transport information (BTI). 2002. No. 8.
2. Pluzhnikov K. I., Y. A. Chantalova Transport contracts transport of products and the price of goods // BTI. 2002. No. 7.
3. Makhlin E. M., Chertkov A. S. Priority directions for attracting transit cargo to the TRANS-Siberian railway / / BTI. 2002. No. 6.
4. Pekhterev F. S. International transport corridors on the territory of Russia / / Railway transport. 2001. # 4.
5. Pekhterev F. S. rod transport system of the country / / Railway transport. 2001. No. 7.

АВТОМАТИЗИРОВАННАЯ СИСТЕМА КОНТРОЛЯ УСТРОЙСТВ СИГНАЛИЗАЦИИ, ЦЕНТРАЛИЗАЦИИ И БЛОКИРОВКИ

Баратов Дилшод Хамидуллаевич,

доктор технических наук, доцент,

Мухиддинов Обиджон Омонжон ўғли,

ассистент,

Жуманов Хасан Холбаевич

ассистент

кафедра Автоматики и телемеханики на железнодорожном транспорте,

Ташкентский институт инженеров железнодорожного транспорта;

Узбекистан

e-mail: baratovdx@mail.ru

В статье рассмотрены функциональные особенности автоматизированной системы учета и контроля устройств сигнализации, централизации и блокировки, показан интерфейс автоматизированной системы учета и контроля устройств железнодорожной автоматики и телемеханики, представлены системные требования и проведение тестирования автоматизированной системы.

Ключевые слова: железнодорожная автоматика и телемеханика, устройства сигнализации, централизации и блокировки, технологический процесс, автоматизированная система учета и контроля устройств.

The article describes the functional features of the automated system of accounting and control of signaling, centralization and blocking devices, shows the interface of the automated system of accounting and control of railway automation and telemechanics devices, presents the system requirements and testing of the automated system.

Key words: railway automation and telemechanics, signaling devices, centralization and blocking, technological process, automated system of accounting and control of devices.

Введение

На современном этапе развития информационных систем АО «Ўзбекистон темир йўллари» создание систем сигнализации, централизации и блокировки (СЦБ) необходимо вести с использованием новейших методов проектирования, организации взаимодействия, контроля качества выполнения работ и автоматизации ввода и получения информации [1-4]. Поэтому единственным выходом на современном уровне развития железнодорожной автоматики и телемеханики представляется создание комплексной системы мониторинга и управления проектированием, строительством, пусконаладочными работами, поставками приборов, материалов, оборудования и анализа качества выполняемых работ на основе автоматизированных систем.

В настоящее время часть технических средств выработала срок службы или приближается к этому (в устройствах СЦБ это примерно четверть действующих). Чтобы не допустить дальнейшего старения устройств, работникам хозяйства сигнализации и связи в ближайшие годы предстоит значительно поднять темпы модернизации технических средств [5-9]. При этом должны вводиться вновь разрабатываемые и разработанные отечественные и зарубежные системы электрической централизации, автоматической блокировки, диспетчерской централизации на микропроцессорной основе. Одновременно с этим необходимо переходить на новые современные технологии обслуживания. Задача заключается в том, чтобы за счет технического прогресса максимально автоматизировать обслуживание устройств, свести до минимума вероятность негативного влияния человеческого фактора на процесс обеспечения безотказной работы технических средств и, как следствие, на состояние безопасности движения поездов. Учитывая то, что в настоящее время невозможно полностью укомплектовать производство высококвалифицированными и ответственными исполнителями, ставится задача обеспечить централизацию контроля за состоянием технических средств и правильностью действий исполнителей [10,11]. Специалистам сигнализации и связи принадлежит особая роль в повышении эффективности работы отрасли и обеспечении безопасности движения поездов.

Данный технологический процесс, основой которого является ведение технической документации формально представлен в работе [12], логический

уровень формальной модели электронного ведения технической документации реализован с использованием аппарата теории графов [13], и стали основой разработанной автоматизированной системы контроля и учета устройств железнодорожной автоматики и телемеханики (АСУ-КЖАТ).

1. Архитектура оконного интерфейса автоматизированной системы

Архитектура окон автоматизированной системы состоит из трех уровней: программное окно, вход в систему и виды окон (рис. 1).

В программном окне отображается в основной форме. Вход в систему осуществляется через форму входа. Работа в автоматизированной системе осуществляется через окна «Новые данные», «Просмотр данных» и «QR-код», которые в свою очередь разделяются на подокна. От основных существует переход на функциональные подокно системы.

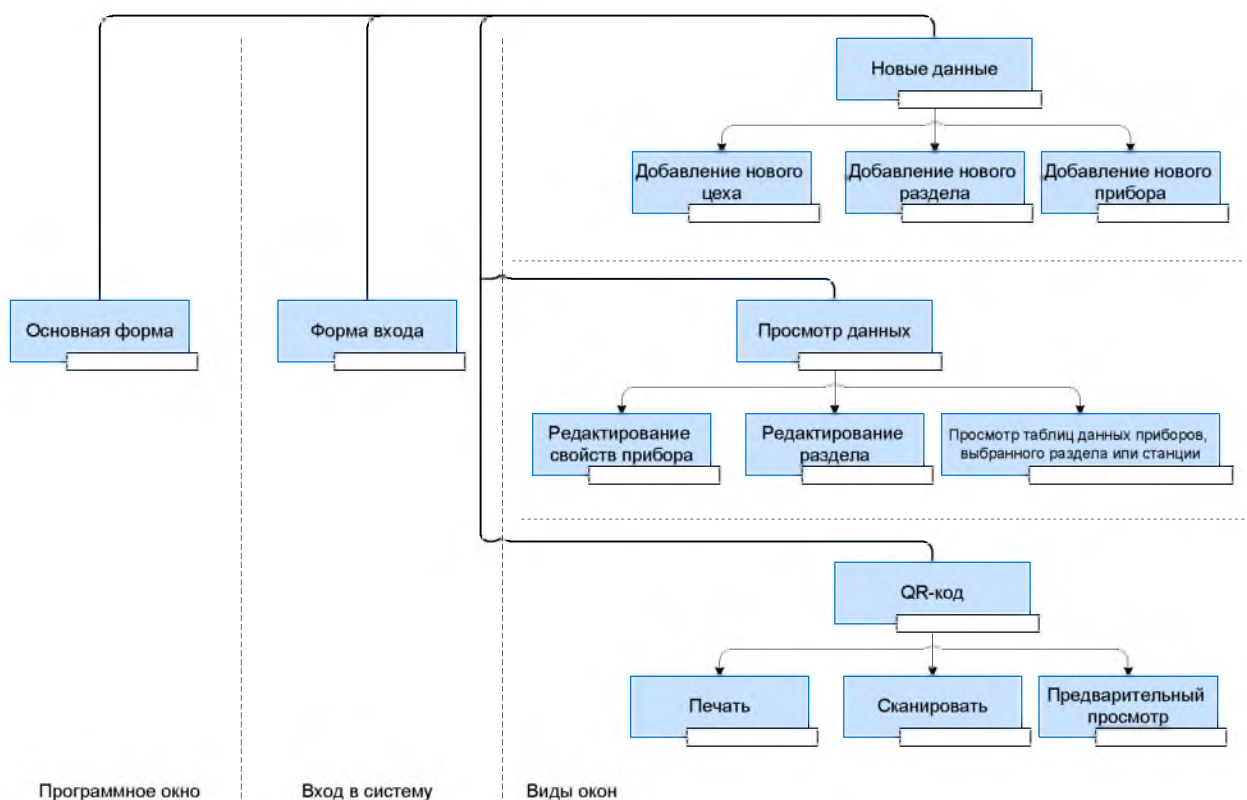


Рис. 1. Архитектура окон системы

2. Вид и функции автоматизированной системы учета и контроля устройств СЦБ

Пользовательская часть системы является важным звеном в этом проекте. Она выполняет роль средства ввода, вывода, поиска и группировки информации

о приборах. Пользовательские окна должны быть простой, понятным, а также эргономичной.

Рассмотрим подробнее основное окно системы, которое представлено на рис.2. Это окно логически разделено на 5 частей: 1) главное окно программы, 2) главное меню программы, 3) панель инструментов, 4) главное поле программы и, наконец, 5) поле отображения устройств (СЦБ), разделенным по категориям.

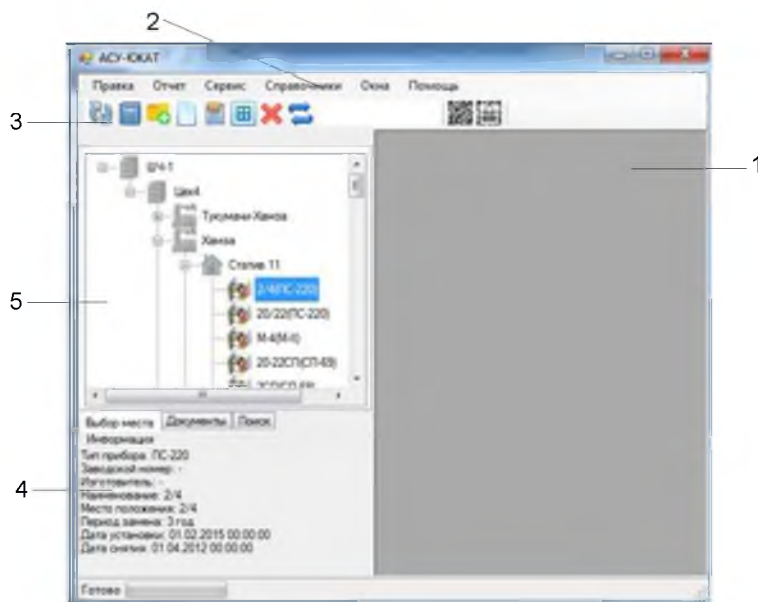


Рис.2. Главное окно

Добавление нового цеха и станции для дистанции сигнализации и связи предусмотрен соответствующими функциями. Ввод (добавление новых) приборов и мест их установки осуществляется в списке приборов (приборов и мест установки). Вызвать список можно из контекстного меню дерева объектов.

Возможен просмотр списка всех приборов станции, отдельного пункта. Существует окно просмотра приборов с истекшим сроком годности.

Просмотр основных, заменяемых приборов идентифицируется, используя следующие значки:

Значок  - показывает все приборы отдельного пункта.

Значок  - показывает основные приборы отдельного пункта.

Значок  - показывает заменяемые приборы (до истечения 30 дневного срока).

Значок  - показывает просроченных (оборудование с истекшим сроком годности) приборов.

Замена просроченного прибора осуществляется в окне «Замена приборов», в котором указываются раздел, место, тип, номер, наименование по схеме, дата проверки, срок годности, дата снятия, оставшийся срок службы и признак прибора (рис.3).

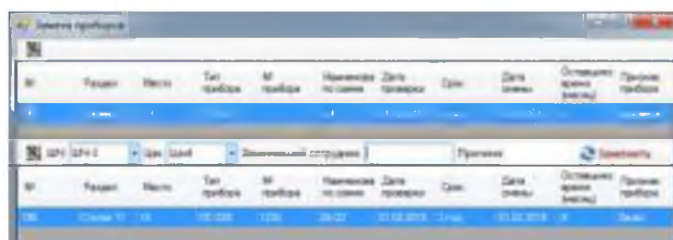


Рис.3. Окно замены приборов

В общем диалоговом окне при выборе из раздельного пункта конкретного прибора в панели показывает информацию о приборе (тип, заводской номер, изготовитель, наименование по схеме, место положения, период замены, дата установки, дата снятия прибора).

В этом окне возможен поиск прибора, которые хранятся в базе данных. Например, для того чтобы найти прибор, выбираем вкладку «Поиск», в текстовом поле пишется марка прибора. После нажатия кнопку «Найти» окно показывает результаты поиска.

Отчетную информацию о приборах можно распечатать в диалоговом окне «Печать». В этом окне можно настроить параметры печати, осуществить предварительный просмотр.

Отчетную информацию об учете приборов выбранной станции возможно экспортировать в Excel.

3. Описание меню

В главном меню АСУ-КЖАТ предусмотрены меню «Правка», «Отчет», «Сервис», «Справочники», «Окна» и «Помощь».

Описание элементов меню «Правка»:

элемент меню «Создать цех» позволяет новый цех дистанции сигнализации и связи.

элемент меню «Создать раздел» позволяет создать новый раздел в выбранном цеху.

элемент меню «Создать прибор» позволяет создать новый прибор для ввода информации о нем.

элемент меню «Удалить» позволяет удалить выбранный объект (раздел, станция, прибор).

элемент меню «Просмотр» позволяет просматривать выбранный объект (раздел, станция, прибор).

элемент меню «Редактировать» позволяет изменять данные выбранного прибора.

Меню «Отчет» позволяют получить отчеты по выбранным критериям.

Меню «Сервис» состоит из элементов «QR-код» и «Планирование».

Элемент меню QR-код позволяет:

найти прибор по QR-код;

генерация QR-кода прибора;

печать QR-кода выбранного раздела.

Элемент меню «Планирование» - позволяет распределить новых покупаемых приборов по заводам-изготовителям на основе разработанной математической модели [14].



а)



б)

Рис.4. а) Окно чтение QR-кода; б) окно печатание QR-кода

Меню «Справочники» позволяет получить информацию о приборах СЦБ и инструкцию по пользованию АСУ-КЖАТ.

Меню «Окна» позволяет работать с несколькими рабочими окнами.

Меню «Помощь» позволяет получить инструкцию по пользованию АСУ-КЖАТ.

Заключение

Электронный документооборот для контроля и учета устройств железнодорожной автоматики и телемеханики в виде АСУ-КЖАТ позволяет существенно повысить эффективность работы хозяйства автоматики и телемеханики, и предприятий, связанных с этим документооборотом.

Представленная система контроля и учета устройств автоматики и телемеханики с применением системы QR-кодирования целесообразно использовать для автоматической идентификации приборов СЦБ с целью сбора данных об установленных приборах, проверки правильности замены приборов, ввод данных о выполнении ремонта и приемки, автоматизированный ввод данных о новых приборах, поступивших в ремонтно-технологических участках.

Список литературы:

- [1]. Баратов Д.Х., Арипов Н.М. Разработка системы учета и контроля электротехнических комплексов железнодорожной автоматики и телемеханики //Фундаментальные и прикладные научные исследования: актуальные вопросы. – 2018. – С. 64.
- [2]. Арипов Н.М., Баратов Д.Х. Методика построения математической модели электронного документооборота технической документации железнодорожной автоматики //Автоматика на транспорте. – 2017. – Т. 3. – №. 1.
- [3]. Ефанов Д. В. Становление и перспективы развития систем функционального контроля и мониторинга устройств железнодорожной автоматики и телемеханики //Автоматика на транспорте. – 2016. – Т. 2. – №. 1.
- [4]. Седых Д.В., Суханов С.А. Применение отраслевого формата технической документации на устройства железнодорожной автоматики и телемеханики для интеграции приложений //Известия Петербургского университета путей сообщения. – 2005. – №. 3.
- [5]. Денисов Б. П. и др. Автоматизация проектирования систем железнодорожной автоматики и телемеханики на базе АРМ-ПТД версии 6 //Актуальные вопросы развития систем железнодорожной автоматики и телемеханики. – 2013. – №. 1.
- [6]. Aripov N. et al. Features of Construction of Systems of Railway Automatics and Telemechanics at the Organization of High-Speed Traffic in the Republic of Uzbekistan //Procedia Engineering. – 2016. – Т. 134. – С. 175-180.
- [7]. Baratov D. K., Aripov N. M. Formalization of electronic technical document management of railway automatics and telemechanics //Europäische Fachhochschule. – 2016. – №. 8. – С. 33-35.
- [8]. Василенко М.Н. и др. Принципы организации электронного документооборота технической документации //Транспорт Российской Федерации. Журнал о науке, практике, экономике. – 2006. – №. 7 (7).
- [9]. Булавский П.Е. и др. Формализация алгоритмического описания

- систем обеспечения жизненного цикла железнодорожной автоматики и телемеханики //Автоматика на транспорте. – 2015. – Т. 1. – №. 4.
- [10]. Shamanov V. I. The magnetic properties of rail lines and level of interferences for the apparatus of automatic control and telemechanics //Russian Electrical Engineering. – 2015. – Т. 86. – №. 9. – С. 548-552.
- [11]. Насонов Г. Ф., Василенко М. Н., Булавский П. Е. Автоматизированная система мониторинга проектирования, производства, строительства и проведения пуско-наладочных работ по системам СЦБ //Транспорт Российской Федерации. Журнал о науке, практике, экономике. – 2010. – №. 3 (28).
- [12]. Арипов Н. М., Баратов Д. Х. О документообороте в хозяйстве автоматики и телемеханики и внедрение безбумажной технологию ведения технической документации //Вестник ТашИИТ. – 2015. – №. 2. – С. 77-81.
- [13]. Арипов Н. М., Баратов Д. Х. Перспективы развития высокоскоростного движения и вопросы внедрения электронного оборота технической документации на железных дорогах Узбекистана //Инновационный транспорт. – 2016. – №. 2. – С. 10-14.
- [14]. Baratov D., Aripov N. The problems of electronic document management technical documentation on the basis of the hierarchical formalization //Proc. of VII International Scientific Conference and IV International symposium of young researchers: Transport problems. – 2015. – Т. 22. – С. 620.

ОСОБЕННОСТИ ЖЕЛЕЗНОДОРОЖНОГО СТРОИТЕЛЬСТВА.

**к.т.н., доцент Мамуров Ислон
Назиров Боходир Дилмурод огли**

*(Ташкентский институт инженеров железнодорожного транспорта,
Узбекистан)*

Ключевые слова: строительство, монтаж, транспорт, проектирование, технология, железная дорога, строительство.

В период независимости Республика Узбекистан уделяет большое внимание на процветании страны. Строительство железных дорог является одним из них. Работы по строительству железной дороги включают в себя: строительство новой железной дороги, строительство второй колеи, электрификацию железной дороги, строительство и расширение железнодорожных станций и т. д.

«Технология и механизация строительно-монтажных работ» - подготовка квалифицированных бакалавров по технологии и механизации строительства железнодорожных объектов в сфере транспортного строительства. В частности:

- одноэтажные и многоэтажные производственные здания;
- малые объекты водоснабжения;
- Укладка железнодорожного балластного слоя и железнодорожной колеи шпальной решетки;
- работы по электрификации железных дорог;

автоматизация производственного процесса в строительстве и обучение других. Технология строительно-монтажных работ при производстве, проектирование, организация, последовательность выполнения работ, землеройные машины и механизмы, краны, бетонные работы в различных условиях, использование действующих нормативно-технических документов и

охраны окружающей среды, техническая безопасность в строительстве и строительстве. состоит из других.

Технология - это набор методов, связанных с подготовкой, обработкой и модификацией продукта в процессе производства с использованием машин и механизмов. Технологические производственные процессы имеют определенную последовательность. Постоянная связь технологических процессов называется работой. По строительству он делится на земляные, каменные, бетонные и другие.

Во время строительства готовое изделие остается неподвижным во время производства, и инструмент перемещается. В строительстве слово «технология» представляет собой совокупность взаимосвязанных методов, которые приводят к созданию строительных конструкций и изделий, зданий и сооружений для различных целей.

Результатом технологического процесса при строительстве железной дороги является участок готовой железнодорожной линии, составляющими которого являются:

- молотая ткань;
- объекты водоснабжения;
- железнодорожные пути;
- здания различного назначения и т. д.

Технология строительства состоит из отдельных трудовых процессов. Рабочий процесс может быть: простым, продвинутым, сложным. Простой трудовой процесс - это совокупность технологически взаимосвязанных трудовых операций. Например, работа каменщика или сварка железобетонных конструкций и т. д. Продвинутый трудовой процесс: состоит из нескольких простых процессов. Например, установка кровельной плиты локомотивного депо. Простые процессы включают укладку кровельной черепицы, ее сварку и бетонирование швов. Как сложный процесс: относится к сумме простых и сложных процессов, которые выполняются одновременно, и они организационно взаимосвязаны при подготовке конечного продукта. Например, установка колонн, балок, строительных ферм, кровельной черепицы.

Изготовитель и продукт строительных работ в строительстве. Основные понятия технологии строительного процесса включают вопросы

качества строительных изделий, строительных материалов, материалов и технических средств, а также технологических особенностей строительных процессов.

Типы конструкции делится на секции - Здание с отсеком является одной из самых простых и распространенных функций набора номера для строительства. Купе - это система взаимосвязанных пространств, которые закрыты со всех сторон и связаны друг с другом только через определенные отверстия (двери, окна).

Организационно-технологическая подготовка к основным работам железнодорожного строительства осуществляется в период подготовки. Он заключается в своевременном выполнении необходимых работ по подъему и вводу в эксплуатацию объектов. Подготовительные работы по строительству железной дороги включают в себя следующие работы: восстановление и усиление оси пути, расчистка выделенного коридора от лесов, веток и кустарников, рытье тоннелей, строительство дренажных канав, строительство грунтовых дорог возле пути. , выкапывание плодородного (растительного) слоя на основе подъема.

Наряду с повышением технического уровня строительства и совершенствованием технологии строительства, требования к качеству строительных работ постоянно возрастают. Главным признаком качества является обеспечение прочности и долговечности здания.

Литература.

1. Ахмедов Ш.А. Лесов К.С. Технология и механизация строительного-монтажных работ Ташкент 2011
2. Лесов В.С., Гаксоров З.В. Технология и механизация строительного-монтажных работ Ташкент. 2012

ОБСЛУЖИВАНИЕ ЭНЕРГЕТИЧЕСКОГО СПРОСА И ТЕПЛОСНАБЖЕНИЯ В ЗДАНИЯХ

Рустамова Дилбар Бахадировна,

преподаватель кафедры “Здания и сооружения”

Носирова Собира Алимовна,

преподаватель кафедры “Здания и сооружения”

Ғойибназарова Мафтуна Шакар кизи

Студентка группы 301- Сфера услуг

*Самаркандского государственного архитектурно-строительного
института имени Мирзо Улугбека; Узбекистан, Самарканд. Телефон:
+998973916054*

rustamova-198181@mail.ru

Аннотация: В научной статье приводятся рекомендации по сохранению энергоснабжения и теплоснабжения зданий и сооружений. Информация об использовании энергоэффективных строительных материалов в строительных работах также предоставляется.

Ключевые слова: Энергия, тепло, ресурс, сбережения, строительство, строительство, стройматериалы, хранение, эффективность, экономика.

Abstract : The scientific article provides recommendations on the conservation of energy supply and heat supply of buildings and structures. Information on the use of energy-efficient building materials in construction work is also provided.

1 ВВЕДЕНИЕ

Поддержание спроса на энергию и теплоснабжение зданий и сооружений. В практике архитектуры и строительства большое внимание уделяется проблеме экономии тепловых и энергетических ресурсов, используемых для отопления зданий и сооружений. Во многих экономически развитых странах есть прекрасная возможность повысить энергоэффективность зданий и сооружений. Растущие определения стоимости энергоресурсов для зданий и сооружений становятся серьезным экономическим бременем. Вот почему поддержание спроса на энергию и теплоснабжение зданий и сооружений стало важной темой в программах развития многих стран ^[1].

Современные здания и сооружения имеют огромные запасы для повышения тепловой эффективности. В прошлом потребность в энергии зданий и сооружений не была определяющим показателем и была доминирующим критерием качества проекта. Со временем изучение энергоэффективности зданий и сооружений изменилось и расширилось. До начала 1990-х годов изучение мер по энергосбережению представляло первостепенный интерес с самого начала строительства энергоэффективных зданий и сооружений.

Однако в середине 1990-х годов важность энергосберегающих решений, которые помогли одновременно улучшить качество микроклимата, была придана важность.

2 ИСПОЛЬЗОВАНИЕ ЭНЕРГОЭФФЕКТИВНЫХ МАТЕРИАЛОВ В ЗДАНИЯХ И СООРУЖЕНИЯХ

В строительстве возникли микрорайоны, спроектированные и построенные на основе различных концепций энергоэффективных и экологически чистых технологий, и даже архитектурные строительные площадки, а также большое количество зданий и сооружений. Эти понятия определяются по их названию. Наиболее известные из них:

- ☐ эффективный энергоэффективные здания и сооружения;
- ☐ здания и сооружения с низким потреблением энергии;
- ☐ здания и сооружения с крайне (крайне) низкими потребностями в энергии;
- ☐ здания и сооружения с нулевым потреблением энергии;
- ☐ слабые здания и сооружения;
- ☐ биоклиматическая архитектура;
- ☐ энергичные здания и сооружения;
- ☐ «умные» здания и сооружения;
- ☐ интеллектуальные здания и сооружения;
- ☐ высокотехнологичные здания и сооружения;
- ☐ Экологически чистые здания и сооружения.

В литературе предпринята попытка прояснить каждое из этих понятий. Сложность состоит в том, что, как правило, несколько разных концепций могут быть реализованы одновременно на одной строительной площадке. Здесь, основываясь на данных литературы, мы пытаемся определить

энергоэффективные и экологически чистые здания и сооружения на основе вышеуказанных концепций.

Эффективное использование энергетических ресурсов в зданиях и сооружениях достигается за счет применения технически осуществимых, экономически обоснованных, социально и экологически обоснованных и инновационных решений, которые не меняют образ жизни. Энергоэффективные здания и сооружения могут включать здания и сооружения с низким и нулевым потреблением энергии.

Здания и сооружения с низким энергопотреблением. Эти здания и сооружения предусматривают специальные меры по использованию нетрадиционных (возобновляемых) источников энергии, которые оказывают значительное влияние на снижение спроса на энергию из традиционных источников.

Правила для низкоэнергетических зданий и сооружений: использование нетрадиционных (солнечных, наземных и др.) Источников энергии, сверхизоляция барьерных конструкций, рекуперация тепла из всасываемого воздуха и тепла из сточных вод, общая площадь энергопотребления не более 15 Вт / м². Одним из направлений архитектуры является использование ярко выраженных зеркальных деталей. Биоклиматическая архитектура относительно молода в строительстве. Основным правилом биоклиматической архитектуры является взаимодействие с природой и стремление приблизить жилые здания к природе.

Мощные здания и сооружения. Важность этих зданий и сооружений состоит в том, чтобы помочь улучшить микроклимат и защитить окружающую среду зданий, построенных с использованием технических решений, то есть одновременного использования экологически чистых строительных материалов при выборе энергосберегающих технологий.

Ментальные здания и сооружения. Уровень важности этих зданий и сооружений - создание систем теплоснабжения и климата, оптимизация потоков тепла и массы в помещениях и барьерных конструкциях на основе применения компьютерных технологий.

Высокотехнологичные здания и сооружения. Энергоэффективность, качество микроклимата и экологическая безопасность в этих зданиях и

сооружениях достигаются за счет использования строгих правил мышления и технических решений, основанных на ноу-хау.

Жилые здания и сооружения. Эти здания и сооружения будут находиться в экологическом равновесии с окружающей средой и человеком. Описания жилых зданий и сооружений приведены на рисунках 1-2.

Жилые здания и сооружения включают в себя возможность использования экологически чистых возобновляемых источников энергии, оптимальное использование требуемой энергии, сохранение водных ресурсов, использование перерабатываемых строительных материалов, улучшение качества окружающей среды человека.



Энергетически нейтральные здания и сооружения

- 1) Энергоэффективные здания и сооружения - количество и качество необходимой энергии не вызывают значительного ухудшения состояния окружающей среды.



Здания и сооружения из нейтральных строительных материалов

2) Нейтральные строительные материалы: производство не вызывает значительного ухудшения окружающей среды; влияние помещения на соотношение микроклимата является экологически чистым; можно использовать повторно.

Тем не менее, изучение конкретных аспектов этих проблем не представляется достаточным. В частности, необходимо всесторонне изучить здания и окружающую среду, а также их экологическое и энергетическое состояние. Это основная теоретическая и практическая цель строительства.

3 ВЫВОДЫ

В результате этого исследования могут быть идентифицированы некоторые «граничные условия», которые могут нарушить строительную сеть при любых обстоятельствах. Эти «граничные условия» включают спрос и загрязнение водных ресурсов, выбросы «парниковых газов», строительных и бытовых отходов и так далее. Эти показатели будут определяющим фактором при оценке экологической и энергетической эффективности проектов жилых кварталов.

В основе концепции проектирования современных зданий и сооружений лежит идея о том, что окружающая среда, которая непосредственно влияет на

качество жизни человека, - это качество, которое окружает человека как дом и основу городов и районов. Разделение таких социальных аспектов является признанием развития архитектуры и строительства на основе духовных и материальных потребностей людей.

Основная идея архитектуры и строительства XXI века - понять, что природа не является пассивной средой в человеческой деятельности. В результате можно создать новую природную среду с наивысшими показателями комфорта для строительства и в то же время стать источником энергии для климатической системы зданий и сооружений.

Список литературы.

1. Charles J. Kibert, Jan Sendzimir, and G. Bradley Guy (Edited by 2003) Construction ecology: nature as the basis for green buildings. London and New York - p. 303.

2. David C. Coleman (2010) Big ecology: the emergence of ecosystem science. University of California Press. Berkeley, Los Angeles, London - p. 236.

3. <http://www.blackwellpublishing.com>

Материалы информационного семинара «Энергоаудит зданий в Узбекистане» и «Норвежская программа развития человеческих ресурсов - итоги и состояние» в рамках узбекско-норвежского сотрудничества в области энергоэффективности зданий. Ташкент, 05.03.2014.

CONTENTS

EKONOMICZNE NAUKI

Hafizov A.A.ugli ,Khasanova M. M. VIOLATION OF GRICE'S MAXIMS IN BUSINESS COMMUNICATION	3
Yusupova Sh. A., Gazieva S. S. JAPAN IN DIGITAL REALITY	6
Makhmasobirova Yu. U. FRIENDSHIP SOCIETIES AS AN IMPORTANT INSTITUTION FOR STRENGTHENING INTERSTATE TIES: THE EXAMPLE OF UZBEK-FRENCH RELATIONS	11
Маткабулова Д. Х. СОБЫТИЙНЫЙ ТУРИЗМ КАК ВАЖНЕЙШИЙ ФАКТОР РАЗВИТИЯ РЕГИОНА	14
Азизова Назира , Ибрагимов Шахзод , Сагдуллаев Кувончбек ОСНОВНЫЕ НАПРАВЛЕНИЯ ПРИВЛЕЧЕНИЯ ИНОСТРАННЫХ ИНВЕСТИЦИЙ В СВОБОДНУЮ ЭКОНОМИЧЕСКУЮ ЗОНУ «НАВОИ» (НА ПРИМЕРЕ КИТАЙСКИХ ИНВЕСТИЦИЙ). 20	
Абдуллаева С.С., СТРАТЕГИЯ РЕСПУБЛИКИ УЗБЕКИСТАН ПО ОБЕСПЕЧЕНИИ ПРОДОВОЛЬСТВЕННОЙ БЕЗОПАСНОСТИ	25
Эшмаматова Мадина ПРОБЛЕМЫ РАЗВИТИЯ БУХГАЛТЕРСКОГО УЧЕТА В СОВРЕМЕННОЙ ЖИЗНИ	29

FILOZOFIA

Ra'nokhon Sultonova, Kamolakhon Sultonova CONDITIONS WHICH NEED IN ORDER TO PREVENT PUPILS' STRESS AND DECLINE	37
---	----

FILOLOGICZNE NAUKI

Atayeva O. M. HISTORY OF ENGLISH LITERATURE.....	40
Azamjon Ixtiyorov, INFLUENCE OF LEXICAL GRADUONYMY AND GRADUONYMIC RESEARCH ON SYNONYMOUS VIEWS.....	42
Bayjanova O. I. PROBLEMS OF TRANSLATION OF DIPLOMATIC LANGUAGE	47
Karimova Z.G. SPEECH ACT AND SENTENCE-WORDS IN UZBEK AND ENGLISH LINGUISTICS.....	50
Khafiza Nishonova THE LATEST TERMS IN THE VOCABULARY OF TOURISM: UNDERSTANDING AND INTERPRETATION	53

Masharipova Nargiza , CLASSIFICATION OF POLYSEMOUS WORDS IN TERMS OF THEIR FIGURATIVE MEANINGS	56
Mohira Sadullayeva WAYS TO INCREASE THE EFFECTIVENESS OF TEACHING THE LIFE AND WORK OF ALISHER NAVOI (ON THE EXAMPLE OF 5TH GRADE LITERATURE TEXTBOOK).....	60
Mukaddas A.N. ТОН И УДАРЕНИЕ КАК СУПРАСЕГМЕНТНЫЙ ПРИЗНАК СЛОГА В РАЗНОСИСТЕМНЫХ ЯЗЫКАХ	63
Nasrullaev Ja. R., Bobojonova M. M. qizi , THE ANALYSIS OF THE WRITTEN SPEECH.....	67
Yarmatov R. B., Ahmedova M.X. THE SIGNIFICANCE OF PSYCHOLOGICAL MECHANISMS OF INTELLECTUAL GAMES IN THE FORMATION OF POSITIVE MOTIVATION IN THE TEACHING OF ENGLISH LANGUAGE.....	72
Rakhmatullayeva N.B. kizi THE ROLE OF OUT OF CLASS ACTIVITIES FOR IMPROVING THE SPEECH OF PUPILS.....	77
Rasulova Gulnoza EASY METHODS FOR LEARNING ANOTHER LANGUAGE.....	80
Raykhona Gulomova , Shakhriyor Djahangirov THE EFFICIENCY OF TEACHER-MADE MATERIALS	82
Ruziyev A.G. Ugli THE ROLE OF COMPUTER TELECOMMUNICATIONS IN SECONDARY EDUCATION	86
Shergoziyeva G. A. REVIEW OF WEDDING CEREMONIES IN THE WORK OF MO`MINJON TOSHQIN "TURMUSH URUNISHLARI"	90
Tairova M. B. METHODS OF ORGANIZING THE DEVELOPMENT OF THE FIRST MATHEMATICAL IMAGINATION OF CHILDREN OF PRESCHOOL AGE IN FUTURE EDUCATORS.....	93
Turdiqulova S.F. UNIVERSAL IDEAS OF NAKSHBANDIYA SECT	97
Khasanov Z.Kh., Toshboyeva H.J. METHODS OF TEACHING FAIRY TALES.....	100
Zokhida T. Sh., Orunbaeva U.Sh. TEACHING SPEECH ACTS IN DEVELOPING STUDENTS' PRAGMATIC COMPETENCE IN ENGLISH.....	103
Гайратова З. Д. Кизи ТЕНДЕНЦИИ ИССЛЕДОВАНИЙ ЯПОНСКОГО «ОТКАЗА» «В СЛУЧАЕ ЗАПРОСА».....	107

Мирсагатова Д.У. ПРИНЦИПЫ ПЕРЕВОДА ХУДОЖЕСТВЕННОГО ТЕКСТА В ЖАНРЕ-ФЭНТЕЗИ	113
Орипов Э. Ш., ВИРТУАЛЬНЫЙ МИР: ИДЕАЛИСТИЧЕСКАЯ И РЕАЛИСТИЧЕСКАЯ ДИАЛЕКТИКА.....	116
Abdusamadov Z. N. ugli ONOMASTICS AS A MODERN DIRECTION IN LINGUISTICS.....	123

CHEMIA I CHEMICZNE TECHNOLOGIE

Тўхтаев Хуршид, Саидова Нодира СПОСОБ ПЕРЕРАБОТКИ УРАНОВЫХ РУДЫ	126
--	------------

HISTORIA

Максетова М.К Л.С.ТОЛСТОВА О ЗНАЧЕНИИ УСТНОГО НАРОДНОГО ТВОРЧЕСТВА В ИЗУЧЕНИИ ИСТОРИИ КАРАКАЛПАКСКОГО НАРОДА.....	131
Умаров Б. Б. угли О БОЛЬШОЙ ПАТРИАРХАЛЬНОЙ СЕМЬЕ В ХОРЕЗМСКОМ ОАЗИСЕ И ЕЕ ИЗУЧЕНИИ	136

MEDYCYN

Rustamova D. S. kizi, Khudayberdieva D. A. LIVER AND ITS DANGEROUS DISEASES	139
Sharifova F. R., Ashurova D. T. PROSPECTS FOR STUDYING AN IMMUNE STATUS IN CHILDREN WITH IRON DEFICIENCY ANEMIA	142
Tashmatova G. A'. THE STATE OF LEUKOTRIENE RECEPTORS IN CHILDREN WITH BRONCHIAL ASTHMA AND THE EFFECTIVENESS OF NEOCLAST THERAPY	146
Tulaboeva G.M., Kamolov B.B., Abdukodirova N.M. DESCRIPTION OF PATIENTS WITH CONTROLLED ARTERIAL HYPERTENSION IN AN OUTPATIENT SETTING	149
Usmanova Cohiba ULTRASOUND DIAGNOSIS OF PSEUDOARTHROSIS	151
Zubaydilloeva Z. X., Rayimjanova K. F. STOMACH. GASTRITIS	153
Утегенова С.К., Байжанов А.К. НЕЙРОКОГНИТИВНЫЕ РАССТРОЙСТВА У ВИЧ-ИНФИЦИРОВАННЫХ БОЛЬНЫХ.....	156

Шахноза Зуфарова, Дилноза Эгамбердиева ВЛИЯНИЕ ВИТАМИНА D НА ДИСМЕНОРЕЮ У ДЕВОЧЕК-ПОДРОСТКОВ	158
---	-----

MUZYKA I ŻYCIE

Abdirahimova Z. A. qizi AVLONI AND THE ART OF MUSIC	161
Abdurahmanova K.E. qizi YOUTH OF UZBEKISTAN AGAINST DESTRUCTIVE IDEAS	165
Himoyeva S. Ja. KEY FACTORS AFFECTING SCHOOL PREPARATION.....	167
Kilichova O. Z.kizi,Uroqova M.U. ,Sharipov T.S. WAYS TO PROMOTE ETHNOGRAPHIC TOURISM IN UZBEKISTAN.....	169
Magdieva M. E. THE ROLE AND IMPORTANCE OF EMBROIDERY IN UZBEK CULTURE.	172
Nishonova U. N. qizi, THE ROLE OF MASS MEDIA IN THE DEVELOPMENT OF PUBLIC RELATIONS	175
Rajabova D. A. THE TECHNOLOGY OF IMPLEMENTATION A MODULAR CREDIT SYSTEM IN THE TECHNOLOGY OF EDUCATION IN HIGHER EDUCATION.....	178

PEDAGOGICZNE NAUKI

Abdurahmonova Maxfuzaxon THE FORMATION OF THE CHILD THROUGH MATHEMATICS (PRESCHOOL AND ELEMENTARY EXAMPLE)	181
Alisherov A. A. Ugli ANALYSIS OF POTENTIAL LISTENING COMPREHENSION PROBLEMS.....	183
Azhiev A. B., Almenova G.P., P. Kamilova LEARNING SPECIESOF CROP WILD RELATIVES PLANTSOF THE REPUBLIC OF KARAKALPAKSTAN	187
Gulbakhar Sratdinova,Sakhbijamal Iskenderova TEACHING FOREIGN LANGUAGE ONLINE: ADVANTAGES AND DISADVANTAGES	194
Ismanova G.G. PROBLEMS OF DEVELOPING ELEMENTARY MATHEMATICAL CONCEPTS.	199
Mamadjonova D.B.qizi DEVELOPMENT OF STUDENTS' CREATIVE ACTIVITY IN THE PROCESS OF ENVIRONMENTAL EDUCATION.....	202

Mukaddaskhon Ogay LITERATURE REVIEW: THE ROLE OF MULTIMEDIA IN FORMATION OF COMMUNICATIVE COMPETENCE	205
Nargiza Zairova, Jansaul Sarsenova, TEACHING WRITING TO FOREIGN STUDENTS AT INITIAL STAGE	208
Ogulnur A.M. KNOWING FIELD-RELATED TERMS - AS A TOOL FOR PROFESSIONAL GROWTH OF STUDENTS.....	211
Otaniyazova Mukhabbat NEGATIVE AND POSITIVE TRANSFER BETWEEN LANGUAGES.....	213
Ахмедова Н. Я. ТАМОЖЕННАЯ ТЕРМИНОЛОГИЯ КАК ОБЪЕКТ ИЗУЧЕНИЯ И ОСНОВА ПРОФЕССИОНАЛЬНО-РЕЧЕВОЙ КОМПЕТЕНЦИИ ВЫПУСКНИКОВ ТАМОЖЕННОГО ИНСТИТУТА ГТК.....	216
Жолдасбаева Д.Б., Урумбаева А. Н. ПЕДАГОГИЧЕСКИЕ СПОСОБНОСТИ И ПРОФЕССИОНАЛЬНО ВАЖНЫЕ КАЧЕСТВА УЧИТЕЛЯ.....	223
Турдибаева Ф.О. ИЗУЧЕНИЕ ФЕНОМЕНА «ЖЕНСКОЙ ПОЭЗИИ».....	228
Шухимардонова Б.Х.,Эргашева Ф.И. кизи ОСОБЕННОСТИ ФОРМИРОВАНИЯ ВЗАИМООТНОШЕНИЙ ДЕТЕЙ СТАРШЕГО И СРЕДНЕГО ДОШКОЛЬНОГО ВОЗРАСТА.....	231

PRAWO

Khabibullaeva D. K. qizi THE RELATIONSHIP BETWEEN THE MEDIA AND ENVIRONMENTAL LAW	235
--	-----

GOSPODARKA ROLNA

Jo'raev A. Q Jo'raev U. A Sanoev X.A USING WATERSAVING IRRIGATION TECHNOLOGIES IN IRRIGATED FARMING.....	238
Кадиров З.З ., Абдуллаева С.А., Саксонов У.С. ВОДООБМЕННЫЕ СВОЙСТВА РАСТЕНИЙ СОИ.....	245

TECHNICZNE NAUKI

Kayumov AA., Doniyarov B.B., Doniyarova M.A. PERSPECTIVE OF THE TEXTILE INDUSTRY IN JIZZAKH REGION.....	249
--	-----

Azimova N.T. STUDY OF TECHNOLOGICAL INDICATORS OF AUTUMN (TRITICUM AESTIVUM) VARIETIES IN THE CONDITIONS OF THE TERMEZ DISTRICT.	253
Kim M. G. , Norboboev Ja. L. WAYS OF IMPROVING THE QUALITY OF RAIL PASSENGER TRANSPORTATION	255
Turovov Sardorjon TRANSPORT LOGISTICS: CURRENT PROBLEMS AND DIRECTIONS OF DEVELOPMENT	260
Баратов Д.Х., Мухиддинов О.Ом. Ўғли, Жуманов Х.Х. АВТОМАТИЗИРОВАННАЯ СИСТЕМА КОНТРОЛЯ УСТРОЙСТВ СИГНАЛИЗАЦИИ, ЦЕНТРАЛИЗАЦИИ И БЛОКИРОВКИ.....	262
Мамуров Ислон , Назиров Б.Д.огли ОСОБЕННОСТИ ЖЕЛЕЗНОДОРОЖНОГО СТРОИТЕЛЬСТВА.	270
Рустамова Д.Б., Носирова С. А., Ғойибназарова М.Ш. Қизи ОБСЛУЖИВАНИЕ ЭНЕРГЕТИЧЕСКОГО СПРОСА И ТЕПЛОСНАБЖЕНИЯ В ЗДАНИЯХ	273
CONTENTS	279