ACTUAL PROBLEMS OF MODERN SCIENCE, EDUCATION AND TRAINING

KHOREZMSCIENCE.UZ

CONTENTS

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MIND MAPPING IN TEACHING ENGLISH AS A MEDIUM OF INSTRUCTION (EMI)

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Аннотация - В статье содержится много информации о том, как использовать интеллект-карту в качестве руководства при обучении английскому языку. Он также предоставляет краткий обзор того, как отображать идеи в преподавании английского языка. Существует также мнение ученых о том, как использовать карту идей в качестве руководства.

Ключевые слова: культурные, общие, эффективные, педагогические, специальные, познавательные, образовательные, концептуальные.

Annotatsiya – Maqolada ingliz tilini o'qitishda fikrlar xaritasini yo'riqnoma sifatida berish haqida ko'plab ma'lumotlar keltirilgan. Shu bilan bir qatorda ingliz tilini o'qitishda fikrlar xaritasini qay tarzda tuzish kerakligi haqida qisqacha ma'lumot berilgan. Bundan tashqari fikrlar xaritasini yo'riqnoma sifatida berish haqida olimlar fikri keltirilgan.

Kalit so'zlar: madaniyat, umumiy, samarali, pedagogik, o'ziga xos, bilim, ta'lim, kontseptual.

Abstract - The article provides a lot of information on how to provide a mind map as a guide in teaching English. It also provides a brief overview of how to map ideas in English teaching. There is also a scholarly opinion on how to provide a map of ideas as a guide.

Key words: culture, general, effective, pedagogical, specific, cognitive, education, conceptual.

Introduction. Nowadays, the problem of formation of creative abilities in adolescents in the process of teaching English is especially relevant. In the modern conditions of the pedagogical process of secondary schools, this is an important scientific problem of historical, ethnic, cultural and socio-pedagogical significance.

The development of creative abilities of school students is not possible without generalizing the experience of using English lessons in the system of education and upbringing. The study of English, its history of development, folk culture and everyday life is one of the conditions not only for students to learn English, but also for teaching a foreign language and developing the creative abilities of schoolchildren on specific life material should be considered as.

Literature review. Students 'creative activity areas are reflected in their hobbies. They make something out of natural and other metals, they love literature, they keep diaries, they take photos, they collect collections, they communicate with nature, they correspond with foreign friends, they are unusual from ordinary and everyday things. looking for things and so on. Such hobbies can be used to increase cognitive activity. student activity in foreign language classes[1] . At the request of the teacher, the children bring to the lessons photos, postcards, letters, objects from their collections that enliven the communication in a foreign language, which will be more meaningful, close and interesting for its participants. The task of the teacher is to study and know in depth the hobbies of the school students, to use them for the creative expression of the students in the classroom[2] .

Currently, the project method is widely used in the practice of teaching foreign languages in Russian schools, which introduces students to research activities, develops their creativity, independence, independence, originality of thinking. Project activities significantly expand and deepen students 'knowledge in the process of working on a project, teaching them to interact with each other. Dandost, develops general education intellectual skills to work with information in English to master the ability to use language[3] .

Analysis. The prospects for socio-economic and spiritual development are determined by the existing system and the quality of education, in particular, how accurately the role of each subject is addressed in solving the most important problems of modern society. A foreign language that is objectively of public value is no exception[4] . Its inclusion in the high school curriculum is a unique social order of society, as our society today requires more people to speak foreign languages than ever before. The practical goal of language acquisition is to deepen one's knowledge in various fields of science, technology, social life, personal development, to use knowledge to deepen the knowledge of being able and willing to engage in dialogue in the target language at the level of free communication. should be done[5] .

In recent decades, there has been a tendency to overemphasize the role of grammar, which has led to a significant increase in the number of errors in student speech due to its use of a communicative approach in foreign language teaching - a topic that needs to be addressed. Thus, the problem will be the search for ways to increase the effectiveness of mastering the grammatical material of a foreign language (especially English) in the context of this work communicative-oriented education[6] . As an object of research, we have highlighted the process of teaching English grammar at an intermediate level. The research topic is to study, select and apply in the practical part the most effective methods and techniques in teaching foreign language (especially English) grammar. The aim of this work is to study a sufficient amount of methodological literature that will allow us to select the optimal methods and

techniques of presentation of grammatical material on this problem, the effectiveness of which will be tested in the experimental part of this work[7] .

Discussion. In the early 60s of the last century, attempts were made to define the methodology as a set of teaching methods in foreign language teaching methods. Methods of getting acquainted with language materials, teaching methods, and the like have emerged. In this regard, there was ambiguity in the understanding of this term. Before considering methodological guidelines, some clarifications regarding the term "method" should be made[8] .

In the local methodological literature, the term has two meanings: method as a methodological direction and method as a method - a set of teaching methods. The ambiguity of the meaning of this term is related to the following cases. Initially, the first meaning of this term came from the methodological literature: natural method, direct method, and so on . The term meant a set of special teaching principles, i.e. a special learning system characterized by basic guidelines. It should be noted that in this sense, the method is distinguished by a set of principles, because in different methodological systems, individual principles can overlap[9] . The review of stylistic directions begins with the oldest method that has existed for two centuries and has not been used since the beginning of the twentieth century - grammatical translation. Representatives of this trend believed that the study of a foreign language in secondary education has a general enlightenment value associated not only with the gymnastics of the mind and the development of logical thinking, which is achieved as a result of systematic study of grammar. The formation of thinking based on the study of grammar originated in Latin, and the study of its grammar was considered to be the best means of developing logical thinking.

In the general methodology of foreign language teaching, the method is considered as a method of orderly interaction of teacher and students (within the system). In this sense, the method is carried out by technical means, the choice of which is determined by the basics of the education system[10] .

Conclusion. In conclusion, techniques are the specific content of the actions with the teaching material, which vary greatly depending on the direction and system of teaching the subject in school. The specific content of the techniques is determined by the methodological principles based on the teaching within the system in which the teaching of foreign languages is carried out directly. In this study, the methods and techniques of teaching grammar to students in English have been studied taking into account the communicative direction of teaching, first of all, to the conceptual principles of "communicative teaching technology" and modern conceptual teaching of communicative foreign languages. attention should be paid.

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PSYCHOLOGICAL BASIS OF WORKING WITH TALENTED CHILDREN

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Abstract - the article gives a broad definition of the concept of talent. Methods of working with talented children, possible changes in the psychology of children during the application of new methods, information about the psyche of the educator when working with talented children. At the same time, the psychological basis of working with talented children has been extensively analyzed in detail.

Key words: talent, talented children, psychology, child psychology, ability, psychodiagnostics, intellectual perception, attention, imagination, memory, speech.

Аннотация - в статье дается широкое определение понятия таланта. Методы работы с одаренными детьми, возможные изменения психологии детей при применении новых методик, сведения о психике воспитателя при работе с одаренными детьми. При этом детально проанализированы психологические основы работы с одаренными детьми.

Ключевые слова: талант, одаренные дети, психология, детская психология, способности, психодиагностика, интеллектуальное восприятие, внимание, воображение, память, речь.

Annotatsiya – maqolada iqtidor tushunchasiga keng ta'rif berilgan. Iqtidorli bolalar bilan ishlash usullari, yangi metodlarni qo'llash davomida bolalar psixologiyasida yuz berishi mumkin bo'lgan o'zgarishlar, iqtidorli bolalar bilan ishlash davomida tarbiyachining psixikasi haqida ma'lumotlar keltirilgan. Shu bilan birga iqtidorli bolalar bilan ishlashning psixologik asoslari har tomonlama keng tahlil qilingan.

Kalit so'zlar: iqtidor, iqtidorli bolalar, psixologiya, bolalar psixologiyasi, qobiliyat, psixodiagnostika, intellektual idrok, diqqat, xayol, xotira, nutq.

Introduction. Talent is a lifelong systematic quality of the human psyche that is determined by a person's ability to achieve high results in one or more areas compared to other people. The concept of "talent" in the psychological dictionary is defined as follows: 1) talent is a specific combination of abilities that ensure the successful implementation of the activity; 2) talent is a general ability that determines the scope of a person's capabilities, level of activity and identity; 3) talent is a whole individual characteristic of mental potential, ability to learn and cognitive abilities; 4) talent is the ability given by nature, the specificity of the natural basis of abilities and the degree of their manifestation; 5) talent is talent, the availability of internal opportunities and conditions to achieve high results in business. Based on these descriptions, it can be argued that nature-endowed abilities, which determine the general intellectual and cognitive abilities of a person on the basis of talent, are the key to success in any activity (e.g., educational, creative, professional, scientific) lies in the special abilities that make up.

Literature review. When working with gifted children, psychologists need to know the key factors that determine the structure of talent. These are:

high level of general intellectual or mental abilities;

dominance of the cognitive motive - superiority over other types of motives;

creative activity in problem-solving and problem-solving when faced with new objects, tasks, and events.

Early onset of talent occurs between the ages of two and six. Such children tend to read at the age of two or three, learn to read and count at the age of three or four, and can write words and small sentences at the age of five or six. In the preschool years, talented children are distinguished from others by the level of development of intellect [1].

They are very active, ask a lot of questions, are curious, can easily remember and retell information from adults, and have a rich imagination. Talented children are often interested in various calculations, weaving poems or fairy tales, playing musical instruments, playing chess, drawing, singing, and dancing [2].

Analysis. Between the ages of seven and ten, children often collect collections (stamps, medals, pictures of favorite cartoon and movie heroes, etc.), projects of various objects from paper, wood and other materials. Talented children between the ages of 3 and 5 are proactive in their independent search for answers to all the unknowns and news, and ask adults a variety of questions [3]. Through the answers to these questions, they will be able to understand the world around them, the causes and effects of events, and be able to consciously control their personal actions [4].

Characteristics of a 3-year-old child:

1. Speech is made up of words that are semantically connected.
2. Role in the game [5].
3. Can draw a ball, an apple and other objects.
4. She can undress and dress herself.
5. Can put cubes on top of each other [6].
6. Can climb and descend stairs without support.

And 4-year-olds can realistically assess their potential. However, 4-5 year olds are not yet able to understand and evaluate their personal characteristics, nor are they able to draw any definite conclusions about themselves [7]. Self-awareness develops at an early age and they try to think about what it was like before and what it will be like in the future. According to the formation of the personality of children of kindergarten age, this period can be divided into 3 stages:

- The first period - from 3 to 4 years, is associated with the strengthening of emotional self-control [8];

- The second period - 4-5 years, is associated with moral self-government;

- The third period is characterized by the formation of personal entrepreneurship and entrepreneurial characteristics.

This is why researching a preschooler's personality is a very complex process, as many personality research methods are designed for adults and are not based on the child's ability to self-analyze. In addition, psychodiagnostic personality traits are not fully formed and unstable in preschool age [9]. Child psychodiagnostics has only special projective methods at its disposal, such as methods for studying a child's motives for success and anxiety, or expert methods for assessing personality traits. In this case, adults, educators, parents who know the child well, will act as experts. Only in this way will we be able to assess the child's personality.

We know that intellectual tests are used to assess a person's level of development of mental activity and their specific cognitive processes (attention, imagination, memory, speech) [10]. Below are a series of tests to determine the cognitive processes, creative abilities and abilities of children in preschool age, as well as exercises for the development of cognitive processes in children of this age, as well as tips for parents.

Discussion. It is possible to observe the development of mental capacity in children as they grow older. The first 10 years of life are the most difficult period of a child's mental activity, the period of learning a lot of new things, the period of emotional death. And for some as a baby gets older, he or she will outgrow this. Even simple situations can have a profound effect on their ability to respond quickly [11].

Children's talents are manifested at different ages. If a child's specific developmental time is missed, it will increase his or her ability to develop in the future [12]. Parents and teachers who are aware of a child's talent should not ignore such a child, because in the future he may show some talent. It is a misconception that students who are ahead of their peers will not face difficulties, and such children will face many challenges at home and at school [13].

Often, children's mental activity causes parents fear and anxiety, but the main thing is not to tell children. In other families, the talent given to their children provides them with a better future. They encourage children and make them proud. Such children may develop high self-esteem and low self-esteem. Care should be taken when teaching gifted children. They are very sensitive to the support and criticism of others. Even in a family environment, talented children can be considered "weird" [14].

Thus, talented children face problems in the early stages of their mental potential. They may not be understood not only at home but also at school. They are bored at school with other children, and sadly, they are taught topics they already know and are no longer interested in [15]. From 1st grade, they learn to read, write, and do arithmetic, and until other students learn the alphabet and arithmetic, talented children become idle. Of course, it all depends on the skills of the teacher, but no matter how much the teacher takes a special approach to the whole class, it is difficult to focus only on strong students [16]. A smart and active student can reduce the burden on the teacher and peers by focusing the teacher's attention on completing the assigned tasks quickly and easily. Such students are less likely to be asked to teach, and when a student sees that they are not active, he or she may be distracted by other subjects, leading to teacher dissatisfaction. Gradually, an active child who loves to read will feel overwhelmed at school and will not need school [17]. The problem is that a talented child wants to learn more and learn more because of his thirst for knowledge, and the high school curriculum is not able to provide the knowledge he wants.

Conclusion. If talented children are not treated in a special way, they will eventually meet the requirements of high school. As a result, his independent thinking, thirst for knowledge, and real potential are neglected. Talented children are usually required more than other children. Such children have difficulties with their peers during this period, and when they finish primary school, other children alienate them and even give them offensive nicknames, in which case talented children do not show more knowledge and mobility than they do in order not to be left out of the community.

One of the main indicators of gifted children being hindered in high school is that they do not perform the simple tasks assigned to them and have no interest in learning. Such children do not want anyone to control the activities they are comfortable with, and even get upset when they are controlled. The only way to educate talented children is to set up gifted classes or schools. Only then will talented children be able to finish school faster and get into the universities of their choice. This will allow them to reach their goals faster. Achieving the goals set by talented children will be a significant contribution to the future and prosperity of our country.

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ACTUAL PROBLEMS OF EDUCATION AND TRAINING

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Аннотация - эта статья полностью объясняет важную роль образования в жизни человека. Он также освещает текущие проблемы в образовании. Статья направлена на обеспечение того, чтобы все компоненты педагогической системы были взаимосвязаны, последовательны и ориентированы на будущее, на каждом этапе образования, чтобы интегрировать современное непрерывное образование личности.

Ключевые слова: педагог, образование, воспитание, демократический, международный, научный, системный, преемственность, стратегия, национальный, зрелый, институт, информация, психологический, новаторский, проблема.

Annotatsiya- ushbu maqolada ta'lim tarbiyaning inson hayotidagi muhim o'rni to'liq yoritib berilgan. Bundan tashqari ta'lim tarbiyaning dolzarb muammolari xam ko'rsatib o'tilgan. Maqola zamonaviy uzluksiz ta'lim shaxsni uzviy rivojlantirish maqsadida har bir ta'lim bosqichida pedagogik tizimning barcha tarkibiy qismlarining o'zaro aloqadorligi, muvofiqligi hamda istiqbolga yo'naltirilganligi ta'minlashga qaratilgan.

Kalit so'zlar: pedagog, ta'lim, tarbiya, demokratik, xalqaro, ilmiy, tizim, uzluksiz , strategiya, milliy, yetuk, muassasa, axborot, psixologik, innovatsiya, muammo.

Abstract - this article fully explains the important role of education in human life. It also highlights current issues in education. The article aims to ensure that all components of the pedagogical system are interconnected, coherent and forward-looking at each stage of education to integrate modern lifelong learning of the individual.

Key words: teacher, education, upbringing, democratic, international, scientific, systemic, continuity, strategy, national, mature, institutional, informational, psychological, innovative, problem.

Introduction. No matter how much the material base, standards, curricula, programs and textbooks are improved in education, the achievement of the expected main result, deep and thorough knowledge, the achievement of high quality mastery is the responsibility of the teacher who conducts direct theoretical and practical training, creativity, inquisitiveness, skills, pedagogical skills, and in the educational center requires a student body.

Any education should be focused on the personality of the student, his interests, desires and needs. That is, it is necessary to focus on the individualization of education.

Literature review. President of the Republic Shavkat Mirziyoyev: "The most important task of the government, relevant ministries and departments and the entire education system, our esteemed teachers and professors is to thoroughly educate the younger generation, to bring them up as physically and spiritually mature people" consisted of The Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021, developed under the leadership of the President, has become an important factor in creating a new, effective national model of training qualified personnel in our country [1]. The training of the new generation in our country is carried out in accordance with the process of large-scale reforms and modernization to build a democratic state based on the rule of law, taking into account the current and future needs of society.

Analysis. During the years of independence, the scientific community of the university to ensure the continuity and continuity of the educational process, comprehensive education of young people, systematization and integration of pedagogical disciplines, informatization of education, introduction of innovations in education, science, education and its enormous contribution to ensuring the continuity between productions should be emphasized. Modern lifelong learning aims to ensure that all components of the pedagogical system are interconnected, relevant and forward-looking at each stage of education in order to integrate the individual. Especially today, the special attention paid to the radical reform of the preschool education system in our country is an important factor in educating future heirs to a healthy and intellectual potential. Gradual reforms are also underway in general secondary education, secondary special education, vocational education and higher education. In particular, the widespread use of the achievements of science and innovation is an important factor in the consistent and sustainable development of all spheres of society and state life, building a decent future for the country [3]. After all, innovative activity is considered to be the creation of a new technological process or a new improved product based on scientific research, development, and experimental work, the use of scientific and technical achievements [4].

It is possible to show the development of the following features in students during the teaching process in interactive methods.

• The student is not taught, he is taught to read independently, to study, to work.

• At the same time, students are taught to master through independent analysis, to think creatively, to think freely on the basis of personal conclusions. We develop the ability to think against foreign ideas, to defend their position.

• The ability to acquire knowledge is formed by searching, finding, processing knowledge in textbooks, the Internet, and various other sources, without imparting knowledge to the student. Through the acquired knowledge, the opportunity to think creatively is created. Students are taught to work with textbooks, to read, to study, to write notes, to acquire the skills of independent study using additional literature, reference books [5].

Now what is the individualization of education? Let's answer the question:

- Individualization of the educational process is a method of teaching that takes into account the fact that each student actively participates in the learning process and makes a personal contribution to the learning process;

- The methodological approach, speed, personal characteristics of the student are taken into account in the organization of the educational process;

- In carrying out educational-methodical, psychological, pedagogical-organizational management work, the student is in the personal educational center [6].

Discussion. Principles of individualized education:

- Individualization is the main strategy of the educational process.

- Personal development is ensured through the individualization of the learning process.

- Implementation of each subject through individualization of teaching guarantees the expected result.

Conditions are created for the integration of forms of teaching with individualization.

- Individual education ensures the quality and efficiency of the educational process.

- In individualized education, skills, qualifications, knowledge are based on the interests of the student.

- Ability to work independently develops the student's general reading skills [7].

It is possible to show the development of the following features in students during the teaching process in interactive methods.

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• The ability to acquire knowledge is formed by searching, finding, processing knowledge in textbooks, the Internet, and various other sources, without imparting knowledge to the student. Through the acquired knowledge, the opportunity to think creatively is created. Students are taught to work with textbooks, to read, to study, to write notes, to acquire the skills of independent study using additional literature, reference books [8].

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Conditions are created for the integration of forms of teaching with individualization.

- Individual education ensures the quality and efficiency of the educational process.

- In individualized education, skills, qualifications, knowledge are based on the interests of the student [10].

- Ability to work independently develops the student's general reading skills.

Conclusion. Thus, the quality and effectiveness of education depends on the effective engagement of students in independent reading, independent thinking and thinking activities aimed at mastering the content of learning. At the same time, students are taught to master through independent analysis, to think creatively, to think freely on the basis of personal conclusions. We develop the ability to think against foreign ideas, to defend their position.

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PEDAGOGY AS THE MAIN TOOL FOR THE FORMATION OF A WELL-BEHAVIORED PERSONALITY

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Аннотация - в статье представлены сведения об изучении закономерностей, структуры и механизмов образовательного процесса, содержания, принципов учебно-воспитательной деятельности, формы, методов и средств их организации. При этом подробно освещается значение воспитания детей в педагогике и педагогические методы.

Ключевые слова: педагогика, методология, педагогический подход, образование, мировоззрение, терминология, просвещение.

Annotatsiya- maqolada tarbiya jarayonining qonuniyatlari, tarkibi va uni tashkil etish mexanizmlarini tadqiq etish, tarbiyaviy va oʻquv ishlarining mazmuni, tamoyillari, ularni tashkil etish shakl, usul hamda yoʻsinlarini belgilab berishi haqida ma'lumotlar keltirilgan. Shu bilan birga bola tarbiyasining pedagogika fanida qay darajada muhimligi, pedagogik metodlar haqida ham batafsil yoritilgan.

Kalit soʻzlar: Pedagogika, metodika, pedagogik qarash, tarbiya, dunyoqarash, atama, ma'rifiy.

Abstract - the article provides information on the study of the laws, structure and mechanisms of the educational process, the content, and principles of educational and training activities, the form, methods and means of their organization. At the same time, the importance of child rearing in pedagogy and pedagogical methods are described in detail.

Key words: Pedagogy, methodology, pedagogical approach, education, worldview, terminology, enlightenment.

Introduction. The term pedagogy (gr. 'Paîs', paída - child, gr. 'Ágō', gogos - leader) is ancient and is derived from the Greek word "paydogogos", which means "child leader". Historical sources show that in ancient Greece, slaves were called "educators" because they taught their master's children to walk, to be careful, and to teach military skills. Later, people who were specially trained and trained in pedagogy were called educators.

Literature review Pedagogy (Greek paidagogike) is a set of disciplines that study the theoretical and practical aspects of upbringing, education, and teaching. In pedagogical institutes and some other educational institutions, the subject studied on the basis of the specialization program is also called Pedagogy. Pedagogy as a science deals with the theoretical foundations of child rearing. Modern pedagogy involves the educational, cultural and spiritual education of children as well as adults. In the Republic of Uzbekistan, pedagogy is approached as the main tool for the formation of a well-rounded personality.

Analysis. From the beginning of the 20th century, the science of comparative pedagogy was born as a separate branch of pedagogy. It compares the pedagogical views of different peoples of the world and the educational system in a comparative and genetic way. This branch of pedagogy allows comparing the most advanced methods and approaches in the field of education, to apply their goals to a specific national pedagogical science and practice. Although comparative pedagogy has not yet been formed in our country as a separate discipline, serious research has been conducted in this area.

Pedagogy is the oldest type of human activity. It is the science and practice that came into being with man and ensures his humanity, his existence as a family, community, and society. It has existed since the beginning of humankind, from the inception of pedagogy to the study of existing experiences and the teaching of them to others. Originally purely practical, it was intended to teach young people in a short period of time the life experiences that mankind has gained over the years. This pedagogy was manifested in the form of customs, traditions. That is why folk pedagogy was born before.

With the increase of human life and mental experience, the diversification of lifestyles, the division of labor, and the emergence of various disciplines, pedagogy has become a separate field of human activity. A system of views on education and upbringing has been formed. However, they did not immediately appear as pedagogical theoretical systems, but in the form of views, beliefs, and wisdom related to the education of national thought. With the advent of writing, pedagogical views began to be transcribed. At the heart of the fiqh of ancient thinkers on education was the desire to form a mature person. Various cultural and educational monuments in Sumer, Egypt, China, India and Central Asia are not only examples of material culture, but also a great pedagogical heritage of their time. Although the pedagogical views that emerged in ancient times were more practical, they later made a significant contribution to the formation of pedagogy as a separate discipline. Because pedagogy has a decisive influence not only on the moral and spiritual development of mankind, but also on its intellectual development, its level of development has been in line with the development of society. Both the development of some countries and the backwardness of others are largely due to the state of pedagogy in that country [1]. In particular, the peoples of the East, despite the creation of the most ancient and advanced system of pedagogical views in their time, did not improve this system in accordance with modern requirements, and later fell behind in the development of science.

Discussion. It should be noted that Marxist philosophy, like all social phenomena, has tried to interpret pedagogy in accordance with its own socio-economic patterns [2]. Pedagogy was seen as partisan-class in nature, explaining that the pedagogies of different classes were significantly different and contradictory. Also, according to the Marxist approach, pedagogy is in line with socio-economic formations, that is, with the change of the system, the previous pedagogical system is completely rejected [3]. However, science has shown that human history does not consist of the five formations mentioned in Marxism. Consequently, it became clear that the conclusions drawn accordingly were artificial and unsubstantiated.

Uzbek pedagogy has a very long history; its first roots go back to the Avesta, Urhun-Yenisei inscriptions, Selungur culture [4]. The views of the Avesta on virtue, virtue, and virtue, and on enlightenment, are the earliest examples of written national pedagogical thought, and are aimed at the formation of a mature person. Islam and mysticism play a key role in the development of national pedagogy. This is because the formation of a moral, perfect human spirituality was at the heart of the teachings of the Qur'an, Hadith, and Sufism. The perfect man could be formed through education, that is, through pedagogy. Farobi's noble people, Beruni, Ibn Sino's philosophical views, Yusuf Khas Hajib, Ahmad Yugnaki's flawless people, Abdukholik Gijduvani, Ahmad Yassavi, Bahauddin Naqshband, Alisher Navoi, Babur, and Mashrab dream of a perfect man at the center of Uzbek pedagogy [5]. From the 17th century onwards, the national pedagogy focused on the external rather than the essence of education, and there was a disconnection from the realm of life, without taking into account the requirements of life. As a result, the development of society slowed down, and socio-political life also declined. The rigidity of pedagogy has shifted to the psyche of the people, from it to social order and political structures. The whole state was divided into khanates. Disagreements and quarrels arose within each of the khanates [6]. Because the spiritual role models of society and the people who live in it were not well defined.

During the Russian invasion and the Soviet era, national pedagogy experienced a period of severe decline. It is true that at the same time it became a separate branch of science. However, Soviet-era Uzbek pedagogy was a science based entirely on Western principles. It did not take into account the spiritual experience of the nation, its centuries-old traditions and spiritual values [7]. Therefore, foreign pedagogy, based on complete atheism, did not achieve the desired results.

As a result of Uzbekistan's independence, the national consciousness has been freed from strangulation, ideological stereotypes, and the tyranny of dictatorship [8]. This allowed pedagogy to be based on common sense, national spirit and traditions. Today's Uzbek pedagogy is developing on the basis of the latest achievements in world pedagogy, taking into account the subtleties of the nation's psyche. In modern Uzbek pedagogy, the formation of a well-rounded person is officially set as the main goal [9]. This pedagogy implies the active participation of students and pupils in the educational process. Particular attention is paid to the fact that children and youth are not only the object of the pedagogical process, but also the subject, ie the executor [10]. At the same time, all pedagogical activities are organized in such a way as to ensure the independent participation of students, to arouse in them the need for education and training. For today's Uzbek pedagogy, the child's personality has become the main value, not a set of specific knowledge. Therefore, in national pedagogy, the main focus is not only on the training of educated students, but also on the formation of an inquisitive, enterprising person [11].

In the development of modern Uzbek pedagogy E. Kadyrov, S. Dolimov, Q. Akhmedov, D. Shodiyev, A. Zunnunov, F. Musayev, J. Ikramov, K. Hoshimov, J. Yuldashev, Y. Abdullayev, N. Shodiyev, The work of such scientists as M. Quronov, L. Muminova, B. Kadyrov plays an important role.

The first ideas about pedagogy developed in the system of philosophy, religious sciences, political science, jurisprudence and literature. At the beginning of the 12th

century, a separate branch of science emerged. The books of F. Bacon and J. Comenius made a great contribution to the development of pedagogy. Following in their footsteps are D. Locke, Jean-Jacques Rousseau, I. Pestalozzi, I. Gerbard, and A. Disterverg. In the middle Ages, the education and upbringing of young people was in the hands of religious centers.

Conclusion. First of all, through the research in the article, we came to the conclusion that the study of the laws, structure and mechanisms of the educational process plays an important role in our lives. Secondly, we have come to the conclusion that one of the important principles of pedagogy is to determine the content, principles, forms, methods and approaches of educational and training activities. At the same time, we learned about the importance of child rearing in pedagogy and pedagogical methods.

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NEW WAYS OF USING INNOVATIVE TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

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Аннотация - в этой статье подчеркивается важность иностранных языков и инновационных технологий, необходимых для их изучения. Существует ряд технологий и методик обучения иностранным языкам. Использование разных таблиц в процессе обучения иностранному языку также оказалось очень эффективным.

Ключевые слова: развивающая, педагогическая, интерактивная, инновационная, современная, графическая, смена, иностранный язык, игра, инновационные технологии, технологические инструменты, методы.

Annotatsiya- ushbu maqolada chet tillariga berilgan katta ahamiyat hamda ularni o'rganish uchun zarur bo'lgan innovatsion texnologiyalar yoritilgan. Chet tillarini mukammal o'rgatishning texnologiyalari hamda bir qator usullari ko'rsatib o'tilgan. Chet tilini o'qitish jarayonida turli xil jadvallardan foydalanish ham juda samarali ekanligi isbotlangan.

Kalit so'zlar: taraqqiyot, pedagogik, interfaol, innovatsion, zamonaviy, grafik, o'zgarishlar, chet tili, o'yin, innovatsion texnologiya, texnologik vositalar, usullar.

Abstract- this article highlights the importance given to foreign languages and the innovative technologies needed to study them. There are a number of technologies and methods for teaching foreign languages. The use of different tables has also been proven to be very effective in the process of teaching a foreign language.

Key words: development, pedagogical, interactive, innovative, modern, graphic, change, foreign language, game, innovative technology, technological tools, methods.

Introduction. In today's fast-paced world, science and technology are also growing rapidly. Development in every field is moving forward. In particular, great changes are taking place in science. Delivering each subject to students using new innovative pedagogical technologies is one of the main requirements of today's education. Especially after the adoption of the Resolution of the First President of the Republic of Uzbekistan Islam Karimov dated December 13, 2012 No. PP 1875, the attention to the teaching and learning of foreign languages in our country has increased. A new stage, a new era in the teaching of foreign languages has begun in our country. The use of advanced pedagogical technologies, interactive, innovative methods, and communicative media is required in the process of teaching foreign languages.

Literature review. New methods and requirements for teaching foreign languages in the country have been developed in accordance with the recommendations

of the Pan-European Framework for Assessment of Knowledge and Skills of Foreign Language Teachers (CEFR). According to him, textbooks have been created for students of secondary schools and vocational colleges. In accordance with these requirements, classrooms are equipped with stands and new information and communication technologies. The demand for learning a foreign language is growing day by day. Foreign language science is divided into four aspects (reading, reading, listening comprehension, and speaking), each of which provides specific concepts and skills. Educational technology is the effective use of modern information technology in the educational process [1]. It also aims to improve the quality and effectiveness of education through the introduction of modern innovative technologies in the educational process. In particular, there are several advantages to using such information and communication technologies in learning a foreign language. The role of modern technology in language learning and teaching is invaluable. The use of technology is useful in every aspect of learning a foreign language (reading, reading, listening and speaking). For example, to listen and understand, of course, it is impossible to do this process without a computer, player, CD. Listening is one of the most important parts of language learning [2]. This requires the student to pay attention to the speaker's pronunciation, grammatical rules, vocabulary, and meanings at the same time.

Analysis. An important factor in the use of modern technologies in education is the ability of students to know and use information and communication technologies. Teaching and learning a foreign language using modern technology is one of the most effective ways. In this process, including:

- When using computers, the student can watch and listen to videos, demonstrations, dialogues, movies or cartoons in a foreign language [3];

- It is possible to listen and watch radio broadcasts in foreign languages and TV programs;

- Use of tape recorders and cassettes, which are more traditional methods; - CD players are available. The use of these tools will make the process of learning a foreign language more interesting and effective for students. In the process of globalization, it is hard to imagine our lives without the internet [4].

It is one of the most effective ways to learn and teach a foreign language. You will be able to communicate with foreign speakers through the Internet. Writing exercises can be improved by writing a letter via e-mail. The most important issue is the introduction of modern communication technologies in the educational process, their targeted and correct, effective use, through which the student's interest in a foreign language, to increase the effectiveness of teaching. This will create opportunities for the use of innovative educational technologies and increase demand. There are several types of innovative educational technologies available today. When they are used extensively and in a variety of ways to cover a topic in the classroom, the effectiveness of the lesson is high and the interest of the students in the lesson is increased. It is intended to increase the effectiveness of education by bringing innovations into the educational process and their implementation [5]. The use of a variety of role-playing, action-packed games in foreign language teaching will increase the interest in both the lesson and the language learning. Students work in pairs or small groups to help them

communicate with others. The use of graphic organizers in the educational process is one of the most important visits in the coverage of the topic and its delivery to students. It is also possible to use several different graphic organizers to illuminate a theme. When teaching a foreign language, it is advisable to use graphic organizers to explain new words and grammar rules. These can be easily memorized by graphic organizers [6].

The use of different tables in the process of teaching a foreign language is also very effective. Using tables in the learning process, students can follow a specific grammatical rule, such as composing sentences using tenses and placing new words.

Discussion. Conditions of communication in a foreign language show that it is a requirement of the time to know many types of speech, additional professional texts. Without discriminating against other languages, especially in communicating in English, reading comprehension, writing practice, speaking practice, reading extensive and professional literature on the specialty, specialty, annotations, theses, as well as in the process of written information exchange the importance of information and communication technologies is clearly demonstrated and defined. As our Methodist scholars have pointed out, in addition to expressing the content of the text in the form of images, the reality reflected in the text, the opinions of the characters involved in it, students also express their opinions in addition to the topic of conversation. The increase helps to think correctly in English [7]. Properly used in the learning process, this method can be used to achieve positive results in terms of mastery, duration of study, and excellent learning of English.

The use of additional text-oriented curricula is one of the methodological approaches that provide a good solution to the problem of teaching English. Approaches to teaching based on this methodology are now widespread in the national methodology.

All of these approaches are not in pure form, but are used in various combinations. It is important to note that such an approach should not be overlooked in English teaching; as such an approach can solve a number of learning problems more successfully than other technologies. In English language classes in professional colleges, it is easier to receive information, text content on the basis of various programs, using computer hardware, magnetic disks for speech development [8].

Depending on the nature of the additional text, it may be suggested to write or narrate a composition created by means of various computer-generated educational language game programs, or by using pre-selected pictures. It is important to create a situation and then use the narration of that composition [9].

Conversations about parts of the text or the content of the text are also helpful in developing speech. This will allow students to expand their vocabulary and participate in research activities so that they can put their knowledge into practice.

Conclusion. At a time when the need for learning a foreign language is high, the effective use of modern information technology, innovative educational technologies in the learning process makes this process more effective. The effectiveness of innovative educational technologies lies in their correct and effective use in the educational process. In conclusion, one of the conclusions of the research is that it is important to pay more attention to these foreign languages today, to create conditions

for the use of innovative technologies necessary for their study. Second, when we look at the technologies and a number of ways to teach foreign languages perfectly, we can see their impact on the learning process. The use of different tables in the process of teaching a foreign language has also been proven to be very effective.

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THE USE OF SCIENCE INTEGRATION IN THE TEACHING OF CHEMISTRY

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Аннотация. Мақолада олий таълим муассасаларида кимё фанига доир билим, кўникма ва малакаларни шакллантиришда фанлар интеграциясидан фойдаланиш имкониятлари баён этилган. Мақолада кимё, экология, биология, физика ва математика фанлари (табиий ва аниқ фанлар) интеграциясидан фойдаланиб билим ва кўникмаларни шакллантириш бўйича баъзи бир маълумотлар тавсия этилган.

Калит сўзлар: кимё, фан, интеграция, ички интеграция, ташқи интеграция, фанлараро алоқадорлик, таьлим, биология, экология, география.

Аннотация. В статье описаны возможности использования интеграции дисциплин в формировании знаний, навыков и компетенций по химии в высших учебных заведениях. В статье предлагается информация по формированию знаний и умений с помощью интеграции химии, экологии, биологии, физики и математики (естественные и точные науки).

Ключевые слова: химия, наука, интеграция, внутренняя интеграция, внешняя интеграция, междисциплинарная связь, образование, биология, экология, география.

Annotation. The article describes the possibilities of using the integration of disciplines in the formation of knowledge, skills and competencies in chemistry in higher education institutions. The article offers some information on the formation of knowledge and skills using the integration of chemistry, ecology, biology, physics and mathematics (natural and exact sciences).

Key words: chemistry, science, integration, internal integration, external integration, interdisciplinary connection, education, biology, ecology, geography.

Introduction. Implementing integration in education is important both economically and pedagogically, as well as hygienically and physiologically. In addition, the integration of disciplines increases the efficiency of the learning process.[6] It is clear that increasing the number of subjects in the curriculum in accordance with the requirements of the State Education Standard (SES) will not have a positive effect on improving the level of knowledge of the student. The following factors are reflected in this:

1) as the number of academic subjects increases, the subjects offered to students are dispersed;

2) the amount of repetitive materials in textbooks and manuals will increase;

3) knowledge and concepts that are not included in the student's social experience increase.

Literature review. Integration (from the Latin word integratio - restoration, addition, integer - from the whole word) is the process of convergence and interaction of disciplines, accompanied by differentiation;

Integration in education is not a one-way, but a comprehensive development of the student's knowledge and imagination of the world.

Interdisciplinary connection (integration) is the basis for the formation of a scientific worldview, teaches students to understand nature correctly, to think logically, to use information technology in practical activities for the development of science and technology.[2]

Integration is an interdisciplinary connection.

External integration - mathematics, biology, chemistry, geography, history, literature, computer science, physical education…

Internal integration - interdisciplinary connection, interconnectedness and interdependence of topics

The results of the integrated lesson are reflected in the development of creative disciplines of teachers. Interdisciplinary integration is not about showing the interrelated areas of several subjects, but about giving students an idea of the integrity of the world around us through integrated teaching. Researchers say that integration accelerates the formation of students' worldviews.

The following levels of integration can be defined.

1. Thematic (thematic) integration
2. Problem integration
3. Conceptual integration
4. Theoretical integration

Research Methodology. In thematic integration, two or three different subjects reveal a single theme. This level can be called illustrative - descriptive.

Solving one problem with different subject possibilities is problematic integration.[1]

In conceptual integration, a single concept is considered using the tools and methods of different subjects.

Theoretical integration is the mutual philosophical assimilation of different theories.

The education system faces the task of forming and developing a culture of information retrieval and processing by students. In the successful conduct of this process, the teacher himself becomes a consultant, guide, manager of the learning process. The teacher assigns the functions of the source of information, the distributor to the information technology. The main issue is access to the world of knowledge, the use and assimilation of the resources of this world.

It is necessary for the student to learn new rules in the field of information, to receive information in all disciplines, to be able to process it.[5]

Analysis and results. Chemistry is an integral part of the natural sciences and is closely related to mathematics, physics, biology, geography, and economics. Each subject is presented in a sequential order of development from simple to complex, but

in some cases the interdisciplinary interrelationships are not sufficiently taken into account.

Chemistry and biology

1. What is the name of the life process in plants, which is reflected in the reaction $6CO_2 + 6H_2O = C_6H_{12}O_6 + 6O_2$? (photosynthesis)

2. What is the toxic gas released into the atmosphere as a result of the decomposition of proteins? (H_2S)

3. What plant cannot be green without metal? (magnesium)

4. What is the name of a substance that is saturated with venous blood? (CO_2)

5. Starch is converted into this substance by enzymes in the oral cavity. What is it? (glucose)[7]

Chemistry and ecology

1. A metal that contains air emissions from a car, polluting the air? (lead)

2. What are ozone depleting substances? (substances containing chlorine, fluorine compounds - freons)

3. Silver is not as valuable today as it was in the 19th century, because it darkens quickly in the air. What is the reason for this? (the concentration of hydrogen sulfide in the air increased compared to the XIX century)

4. What do ecologists say about the accumulation of carbon dioxide in the atmosphere? (hot effect)

5. Environmental problems caused by the accumulation of sulfur and nitrogen oxides in the atmosphere (acid rain)[4]

When teaching using science integration, special attention should be paid to the following:

1. Preparation of methodical developments for teachers of general and specialized sciences for teaching on the basis of integration of disciplines, taking into account the peculiarities of lectures, seminars, laboratories and practical classes.

2. Selection, generalization, systematization of integrated materials on the basis of logical sequence, taking into account the development of science and technology in the teaching of general and specialized disciplines.[8]

3. Study of lesson plans based on the integration of disciplines, teaching aids, visual illustrative didactic materials, technical means for demonstration experiments, the pros and cons of visual aids.[10]

As a result of pedagogical experience, the following positive aspects of the integration of disciplines were identified:

1. There is a wide range of opportunities to teach general vocational subjects using integrated knowledge of specialized disciplines.

2. Teaching general and special subjects with the help of integrated knowledge will be more interesting and understandable for students.

3. General and special sciences are to some extent integrated with other natural and human sciences.

Conclusion. In conclusion, it can be said that teaching the exact and natural sciences using the integration of disciplines increases the effectiveness of the course several times. In particular, with the formation of sufficient knowledge and

understanding of an event or process, it becomes possible to fully understand, comprehend, and study their essence in a relatively clear and comprehensive way.[3]

As a result of using the integration of sciences in the lessons:

- Students' interest in science increases;

- Students understand that the material unity of the universe, harmony in nature, the complex problems of society can be easily identified and solved;

- Students have the opportunity to synthesize and generalize the knowledge acquired in other disciplines;

- Conditions are created for students to work independently, to develop their creative abilities;

- students' knowledge deepens, lesson efficiency increases.[9] This means that if students are taught in higher education institutions on the basis of the integration of disciplines, students will have "complex" knowledge within the subject they are studying.

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THE ROLE OF BRAIN FUNCTIONAL ASYMMETRY IN UNDERSTANDING OF THE PERSON INDIVIDUAL-PSYCHOLOGIC FEATURES ORGANIZATION

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Annotatsiya. Ushbu maqolada funksional assimetriyaning emotsional holatlar bilan o'zaro bog'liqligi va inson jinsiga qarab atrof-muhit o'zgarishiga odamning moslashishi jarayonida miya assimetriyasining roli ko'rib chiqilgan. Funksional assimetriya va shaxsning motivatsion tuzilishi korrelyatsiyasi natijalari bilan alohida qiziqish mavjud. Olingan ma'lumotlar shuni ko'rsatadiki, miya funksional assimetriyasi mexanizmlari odamning taxminiy predmetlarini - psixologik xususiyatlarini va turli sohalar faoliyatining samaradorligini anglatadi.

Аннотация: В статье рассматривается взаимосвязь функциональной асимметрии с эмоциональными состояниями и роль асимметрии мозга в процессе адаптации человека к изменению окружающей среды в зависимости от пола. Особый интерес представляют результаты функциональной асимметрии и соотношения мотивационной структуры человека. Полученные данные показывают, что механизмы функциональной асимметрии мозга представляют собой приблизительные объекты человека - психологические характеристики и эффективность деятельности разных сфер.

Abstract: In this article the interrelationship of functional asymmetry with emotional states and the role of brain asymmetry in the process of human adaptation to environmental change depending on gender. Of particular interest are the results of functional asymmetry and the correlation of a person's motivational structure. The data obtained show that the mechanisms of functional asymmetry of the brain represent the approximate objects of man - the psychological characteristics and the effectiveness of the activities of different areas.

Kalit so'zlar: miya yarim sharlari funksional assimetriyasi, miyaning funksional assimetriyasining individual profili, hissiy holatlar, individual xususiyatlar, xulq-atvor, o'z imkoniyatlarini anglash motivi.

Ключевые слова: функциональная асимметрия полушарий головного мозга, индивидуальный профиль функциональной асимметрии мозга, эмоциональные состояния, индивидуальные особенности, поведение, мотив понимания собственных возможностей.

Key words: functional asymmetry of the cerebral hemispheres, individual profile of functional asymmetry of the brain, emotional states, individual characteristics, behavior, motive for understanding one's own capabilities.

Introduction. Last years the urgency of contents, diagnostics of the person individual distinctions problem for a variety of causes has considerably increased, because individually psychological features are efficiency factors of the person activity in various spheres. This factor is of particular importance for the perception of educational material by students - athletes. Finding out of concrete people individual features development has various strategies and results in psychology. The special value in this respect belongs to the brain functional asymmetry. [3,4]

The brain interhemispheric asymmetry is the brain complex property reflecting distinction in allocation of psychological functions between its right and left cerebral hemispheres.

The hemispheres functional asymmetry is one of the causes of person certain lateral phenotype (lateralization) existence.

Lateralization - process by means of which various functions and processes contact one or other brain side. The brain functional asymmetry individual profile (profile of the lateral organization) - an individual combination of the cerebral hemispheres functional asymmetry, motor and sensory asymmetry. [1,2,3]

By now the psychology and psychophysiology has stored significant amount of data concerning the brain functional asymmetry. Analysis of the conducted scietific researches shows, that natural connections of lateral profiles with some mental processes (cognitive, regulatory, styles of emotional reacting) [6,7] are established. The individual profile of the functional asymmetry of the brain is of particular importance for students who are actively involved in sports activities and strive to achieve high results in sports.

Nevertheless, till now it is not worked out the unified approach to lateral specialisation studying. The data obtained by different authors frequently are inconsistent and narrow directed and consequently do not use in the field of study and organization of the educational process. This issue has not been sufficiently studied depending on the specialization of educational activities, professional orientation Little research has been done on students who, in addition to learning activities, also lead sports activities.

Study of the brain asymmetry with the person individually-psychological features correlation was **the aim** of our research.

Object of research: The research involved 240 students. Of these: 80 students - athletes of the Uzbek state university of physical culture and sports, 80 students of the Polytechnic institute and 80 students studying the humanities at the National university of Uzbekistan.

Subject of research: the relationship between the profile of brain asymmetry and the individual psychological characteristics of students – athletes.

Research methodology and methods. The problem of person functional asymmetry features research is actual for differential psychophysiology, psychology and pedagogics [1,4,8]. Knowledge of the hemispheres structurally functional organization, regularities of their interaction in the brain activity promote understanding of complex mental processes organization and individually-psychologic distinctions [3,9,10]. The functional asymmetry plays a role in the process of adaptation to environment fluctuations process, predilection to diseases, ratio of

objective and subjective health parameters, organization of effective labour and educational activity. [1,8,11]

The methodology of this research was based on such concepts as:

✓ Bilateral model of psychics structure Bogomaz S.A.

✓ The concept of psychological mechanisms of adaptation and functional asymmetry of the brain Leutin E.N.

✓ Raymond Cattell's structural theory of personality traits.

✓ the concept of the hierarchy of motivation by A. Maslow.

The methods applied in research:

1. V.E.Milman's method «The person motivational profile» V.E.Milman;

2. A.Alekseeva and L.Gromova's method for of examinees's thinking style definition;

3. The personal scale of alarm display (J. Taylor)

4. The method of health state operative assessment, activity and mood diagnostics.

5. The method of social-psychological adaptation diagnostics of K.Rogers and R.Dimond.

6. Questionnaires for interhemispheric asymmetry type definition:

a) The method of visual asymmetry definition .

b) The test of hands cross definition (Napoleon's poses);

c) The test of fingers cross definition.

d) M.Annet's test;

e) The assessment of the functional sensomotor asymmetry profile by means of assays combination.

Results and discussion. Study of the functional asymmetry and emotional states correlation showed, that both hemispheres make contribution to emotional experiences (tab. 1).

Table 1

Correlation of the functional asymmetry with emotional states

Cerebral hemisphere	Depression predilection
Right	$r^* = 0,46$; $p^{**}=0,02$
Left	$r = 0,22$; $p = 0,02$

r^*- correlation coefficient
p^{**}- data validity

The point of view according to which the right hemisphere in a larger degree is bound to negative emotions is represented to the most probable. Our results showed that students with a predominance of the left hemisphere have a low tendency to depression, low anxiety, and they are more emotionally stable. With the predominance of the right hemisphere of the brain, signs of depression are more often observed. The study of the relationship between lateral specialization and stress resistance parameters revealed a relationship with introversion; it is determined by the signs of psychopathological depressive syndrome, which manifests itself in the emotional state, behavior, attitude towards oneself and the social environment. Data refer to study participants who showed activity in the right hemisphere. Respondents with high left hemisphere activity are mainly extroverts, and defined by low anxiety, high emotional lability, that speaks about high stress tolerance.

So, experimental data lets us to conclude about presence of the individual distinctions in mental and emotional activity, and also in feature of reacting on stress.

We found out, that right hemisphere dominance determines emotional strategies of coping behavior. Dominance of the left hemisphere is bound to selection of the behavior directed to the problem solution

Analizing these data, we clarified, that left hemisphere is bound to a high adaptability, emotional comfort and internality. Students with a dominance of the left cerebral hemisphere are more stress tolerant, more optimistic, balanced enough, assured of themselves. The high level of subjective control over any significant situations is inherent to them.

It was revealed that the success of the socio-psychological adaptation of female students involved in sports is significantly influence renders approval of oneself in whole and in essential particulars, self-confidence and positive self-rating, comprehension of oneself as independent of people opinion, attractive, intellectually educed. And the success of the socio-psychological adaptation of male students involved in sports is related to leader qualities exhibition, comprehension of oneself as self-assured person, vigorous, active, courageous, enterprising, judicious, inclined to self-checking, self-discipline.

On results of indexes correlation on social-psychologic adaptation diagnostics method depending on respondents educational profile revealed - students with an shadow educational profile are rationalized, responsible, inclined to abstraction, for them high need for constant cerebration, the need for mind self-improvement and strong-willed qualities is expressed. For students with humanitarian educational profile the creative thinking emerges, solving the problem they try to find maximal alternatives of its solution, the high need for self-realization emerges. Further researches of this parameter showed, that it is possible to observe the system of hemispheric specialization natural fluctuations in the process of of sports activities and to reveal the influence of systems of training sports activities organization features on this or that cerebral hemisphere development.

Thus, researching the level of adaptation for students with different predominant hemisphere, was shown, that higher level of adaptation is for people with a dominance of the left hemisphere, and for students with a leading right hemisphere adaptation level is lower. It was found out, that students with a dominance of the right hemisphere are defined by higher anxiety of emotionally vegetative type. Dominance of the left hemisphere shows return processes, i.e. high health self-rating.

Study of training features, thinking style and motivational frame of students person also allowed to make some important conclusions. The received results allowed to assume, that left hemisphere uses analytical strategy of information processing, supplies the rational-logic, inductive thinking related to verbally-symbolical functions, while the right hemisphere uses global synthetic strategy, supplies space-intuitive, deductive, figurative thinking. Thus, verbal intelligence related to a dominance of the left hemisphere, and nonverbal intelligence - with a dominance of the right hemisphere.

Functional asymmetry is connected to knowledge acquisition motives and motive of own possibilities comprehension in reaching of assigned objects - the more left hemispheric specialisation is expressed, the more importance of knowledge aquisition

motive (0,43; p <0,01) and the less comprehension of own possibilities (r =-0,42; p <0,01) and on the contrary, students with a dominance of the right hemisphere functions aspire to knowledge less, but realize their own possibilities in object reaching more.

Study of sensory, motor, and mental asymmetries fluctuations reflecting functional brain asymmetry, also are important for understanding of person psychophysiological development mechanisms. The particular interest is represented by comparative characteristic of hemispheres functional asymmetry at representatives of different sexes, and also at persons with various professional directedness.

Conclusion. Research of correlation of functional asymmetry, person motivational structure, thinking styles and success of students training showed, that functional asymmetry is interdependent to motives of the future activity success, motives of the grant and knowledge aquisition.

The particular interest is represented by comparative characteristic of the brain functional asymmetry individual profile (BFAIP) at representatives of different sexes, and also at persons with various professional directedness. The majority of explorers tends to the point of view, that there are more persons with right hemisphere type among female students, and the admixed type, on the contrary, is found more often at men, than at women. Male students, as a rule, solve space tasks better than women. They execute tests in which it is required to rotate subject mentally or somehow manipulate it better. They exceed women in the tests requiring mathematical reasoning.

Also it was shown, that brain asymmetry is more accurately expressed at male students, as on verbal, and on nonverbal functions. The author considers, that social factors are at the basis of sexual differences: male students attended to hunting and administered over movements that has led to the best development of their space capabilities, and verbal superiorities of women are caused by that they brings up children, and it requires verbal dialogue.

We found positive correlation of success in job realization with BFAIP in male students. Female students have no such accurate correlation, but mediately through connection of functional asymmetry and motives, authentically significant indexes of success with the left hemisphere functions dominance emerge.

Summing up research, we can conclude that brain functional asymmetry mechanisms represent factors of the person individually - psychologic features and effectiveness of different fields activity.

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CRITERIA FOR EVALUATING THE EFFECTIVENESS OF THE EDUCATION SYSTEM

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Annotatsiya. Ushbu maqolada ta'lim tizimi samaradorligini baholash mezonlari haqida so`z yuritilgan. Ta`lim-tarbiya jarayonida zaruriy darajadagi natijani olish uchun ta`limning sifat va natijalarini, samaradorligini aniqlashni takomillashtirish va yangilash davr talablaridan biridir.

**Kalit so`zlar:** ta'lim tizimi, samaradorlik, baholash mezonlari, tarbiya, pedagog, monitoring, kasbiy bilim, ko`nikma, modernizatsiya, sifat.

Аннотация. В данной статье рассматриваются критерии оценки эффективности системы образования. Одним из требований периода является совершенствование и актуализация определения качества и результатов, эффективности обучения с целью достижения необходимого уровня результатов в образовательном процессе.

Ключевые слова: система образования, эффективность, критерии оценки, образование, педагог, мониторинг, профессиональные знания, навыки, модернизация, качество.

Annotation. This article discusses the criteria for evaluating the effectiveness of the education system. One of the requirements of the period is to improve and update the definition of quality and results, effectiveness of education in order to achieve the required level of results in the educational process.

Key words: education system, efficiency, evaluation criteria, education, pedagogue, monitoring, professional knowledge, skills, modernization, quality.

Introduction. Teachers are responsible for the correct and objective assessment of each student in the system of continuing education. The quality of education is an important indicator of the successful operation of the educational institution, the creator of the system of tasks of internal management of the educational institution. Much attention is paid to strengthening the professional training of future teachers, teaching them to apply the topic of assessment of knowledge, skills and abilities in practice through in-depth study of specialties and specialties.[5]

The quality of education is a set of important aspects and features of educational outcomes that are able to meet the needs of students themselves, society, customers of education. The results of the required level of quality education can be achieved through a certain social pedagogical system. This system consists of the following part systems:

• State Educational Standards (SES);

• Normative model of future specialists;

• Criteria and indicators for assessing the quality of education

• Monitoring of quality indicators

In addition to imparting new scientific knowledge to the subject, the teacher monitors the level of mastery of students' knowledge in the classroom, as well as manages the learning process according to the plan. develops knowledge and skills, thinking skills, the ability to apply knowledge in practice.[3]

Nowadays, the assessment of students' knowledge (professional knowledge) and skills is one of the necessary parts of the educational process, which is closely linked to the degree to which the educational process is properly organized. Because the assessment of the knowledge and skills of students at each stage of the educational process, the achievements and shortcomings in the preparation of students as students (prospective professionals), monitoring the effectiveness of the teaching staff allows you to carry.[10]

For example, how the process of assessing students' professional knowledge and skills is organized - their attitude to the process of education and training, motivation to learn, interest in learning and cognitive activity, as well as the formation of important qualities such as discipline and diligence. In this case, the importance of pedagogical assessment is determined by the complex activities of teachers who assess the professional knowledge and skills of students. Assessment of students' professional knowledge and skills is one of the most difficult tasks for teachers.

Literature review. It is known that the effectiveness of the formation of knowledge, skills and abilities of students depends on the use of modern (through modernization) information technology in education, the quality of textbooks, manuals and methodological developments and the understanding of the content of education. is organically dependent. Because an objective assessment of knowledge, skills and abilities provides the information necessary for the organization and effective management of the educational process.[2]

Unfortunately, in recent years, the assessment of students 'knowledge and skills has become more subjective, and in practice, students' answers to written or oral questions are used in the performance of their practical tasks in relation to the professional knowledge and skills they develop. There are a number of differences in

the requirements for determining the significance of errors. For example, a student's answer to a question and his / her practical work are evaluated by different teachers.

The simplification of the current scale of scoring has a negative impact on the cognitive activity of students, forming in them an unhealthy attitude to the process of learning and learning, reducing their responsibility for learning. . Because formal, meaningless, and worthless assessments do not require a diagnosis of student achievement, they result in results that are achieved in ways that are far removed from pedagogical tools and only "reminiscent" of success in appearance.[6]

"The relative subjectivity of the assessment of students' knowledge and skills is due to the fact that the methods of control of this system are not sufficiently developed. In some cases, the control of the level of formation of students' knowledge and skills can be done by examining the elements that have little to do with mastery, in particular, often reflect secondary information. The quality, complexity and sequence of questions are often intuitively determined by the teacher. The question of how many control questions to ask students to objectively assess their knowledge and skills on a topic, how to control what exercises to perform, how to compare exercises and tasks on the basis of diagnostic weights has not yet been developed in depth, "said researchers NGulyamova, D .Makhmudova and F. Kuchkarova.

Research Methodology. According to experienced teachers, the use of new technologies for assessing the professional knowledge and skills of students, the use of new modifications of tests, computer technology and control curricula ensure the effective implementation of pedagogical monitoring of the educational process.[7] For example, the criteria for determining the theoretical knowledge of students are:

• Number of correctly completed tasks;
• The ratio of assignments given and solved;
• Independence in the process of completing the task;
 • Linking theoretical knowledge with practice;
 • Relate the result to the given task;
• Comparison, generalization of individual processes, identification of general and specific aspects, similarities and differences;

In addition, as a criterion for assessing the professional knowledge of students can be classified as systematic, generalized, consistent and robust, on the basis of which general and special skills meet the technical requirements for the quality of professional activities of young professionals in mastering production methods. , is manifested in compliance with the rules of occupational safety.[1]

The correct definition of the criteria for assessing the knowledge and skills of students reflects the quality of the educational process and the development that has taken place in this area, as well as the content of knowledge acquired by students, interdisciplinary relevance It helps them to understand, to strengthen the emerging professional skills and abilities, to understand that this knowledge and skills are important for students to succeed in their future careers.

In the assessment process, criteria can be set through the meaning and content of the information that students acquire as knowledge and skills in order to ensure that students take an active approach to the learning process. Psychologist BG Ananyev informs about the application of two types of criteria for assessing students' knowledge

in practice: quantitative and qualitative criteria, and explains them conditionally as follows:

1. Quantitative criteria are applied on the basis of interval scales, which help to analyze and draw conclusions using statistical methods. The coefficient of strength of the mastered educational material can be taken as these criteria.

2. Qualitative criteria can not be measured directly on the scale of intervals, but are used in the analysis of the content of pedagogical events on this scale. Explains that the quality criteria are applied on the basis of the level of knowledge of the student, the level of understanding of the material, the level of mastery of the material and intellectual skills.

Analysis and results. The effectiveness of the educational process, the consideration of the criteria for assessing the quality of professional knowledge and skills acquired (or acquired) by students, indicates that the general approach to this problem in education is not sufficiently developed. At the same time, its effectiveness can be increased by measuring (evaluating) one or another component of the educational process. Measurements are made in a timely manner, only when the criteria are available.[4]

Assessment of students' knowledge and skills can also be done through didactic analysis of teaching materials in special subjects. To do this, appropriate levels of mastery and study of the material should be determined, which should include, on the one hand, the content of the educational material and, on the other hand, the results obtained in the educational process. On the basis of such an approach, students' knowledge and skills are assessed relatively objectively, based on the results obtained during the performance of the task (or task) in the direct testing process.[9]

It is advisable to assess the quality of knowledge and skills acquired by students based on their performance in the field of specialization. In this case, "task" or "assignment" means the achievement of a goal under certain conditions, the product of a particular professional activity, the result of the activity. As a result of such an approach to the problem, the level of mastery of students can be determined only by solving special tasks that correspond to a certain level of mastery. This, in turn, requires that the preparation of didactic tests used in the assessment of students be carried out in accordance with the requirements of international standards. At the same time, tests require not only questions, but also a variety of exercises, tasks and assignments, the complexity of which corresponds to certain assessments.

Conclusion . At present, a positive solution to this problem allows to regularly monitor the level of formation of professional knowledge and skills of students, as well as to make some necessary adjustments to this process, taking into account the requirements and needs of the labor market.[8]

The quality of education and the effectiveness of education is one of the main factors determining the quality of life in society. The more the state and society spend on general and vocational education and the results meet the highest international standards, the higher the quality of life. Determining the effectiveness of education requires achieving high quality education at the optimal cost.

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METHODOLOGY AND METHODS OF LINGUOMA'NAVIYATSHUNOSLIC AS A SUBJECT

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Аннотация – В статье приводится информация о том, что лингвомаънавиятшунослик как предмет основываются на общих и частных методологических принципах. При этом подробно описывается, что составляет методологическую основу исследования. Лингвистический духовность методы широко проанализированы.

Ключевые слова: духовность, просвещение, словари, дух нации, лингвистика, концептуальный подход.

Аннотация – мақолада лингвомаънавиятшунослик тадқиқотлари фан сифатида умумий ва хусусий методологик тамойилларига асосланганлиги ҳақида маълумотлар келтирилган. Шу билан бирга тадқиқотларнинг методологик асосларини нималар ташкил этиши ҳақида батафсил ёритилган. Лингвомаънавиятшунослик методлари кенг таҳлил қилинган.

Калит сўзлар: маънавият, маърифат, луғатлар, миллат руҳи, тилшунослик, *концептуал ёндашув.*

Abstract – the article provides information on the fact that linguoma'naviyatshunoslik as a subject is based on general and specific methodological principles. At the same time, the methodological basis of the research is described in detail. Linguistic spirituality methods have been extensively analyzed.

Key words: spirituality, enlightenment, dictionaries, the spirit of the nation, linguistics, conceptual approach.

Introduction. Linguistic spirituality research is based on general and specific methodological principles. The methodological basis of the research can be summarized as follows. Law of the Republic of Uzbekistan "On State Language", Law of the Republic of Uzbekistan "On Education", "National Program of Personnel Training", decrees and resolutions of the President of the Republic of Uzbekistan on education and upbringing, reading culture, speeches, opinions, Cabinet of Ministers of the Republic of Uzbekistan Decisions on the approval of state educational standards, normative documents on improving the quality of education, the principles of harmony of science and education will serve as a basis for strengthening the theoretical and practical significance of research in the field. The views of the first President of the Republic of Uzbekistan Islam Karimov on the issue of common language, spirituality

and culture, in particular, to highlight the accumulative function of language recognized in the book "High spirituality is an invincible force" serves as a basis for directing the results of linguistic-spiritual analysis to the goal of increasing the effectiveness of practical use in education.

Literature review. The doctrine of the dialectic of the system, element and relation of nature in general approaches the linguistic category of "spirituality" as a system and helps to explain the problems of the laws of existence of this system.

The doctrine of linguistics, norms, integrity and individuality of speech serves as a theoretical basis for the study of the interaction of linguistic and non-linguistic factors in the formation of this system, looking at this category in the mirror of the system of communication, attitudes and activities [1].

In linguistic spirituality research, in addition to purely linguistic research methods, cultural and sociological methods - conceptual analysis, framework, narrative analysis, classification and description, methods of linguistic reconstruction, effective macro component and micro component model of meaning, psychosocial cultural experimentation of psycho socio cultural problems serves as an important tool for [2].

Analysis. Linguistic spirituality research forms the linguistic-spiritual base of an integrated system that serves for education and upbringing, working for a clear result. Solving the problem of the spirituality of the person, which is deepening and sharpening day by day, creates the scientific and practical basis for the upbringing of a highly spiritual young generation, the creators of the future [3]. In fact, linguistics, which is the science of anthropology, ensures that it makes its worthy and pure, natural contribution to the upbringing of the individual. Linguistics, acting only on the principle of "research for research", leads to the development of individual spirituality, the personal development of the younger generation, and, if necessary, to a leading position in the flow of related fields [4].

Linguistic spirituality is free from imitation and adherence, and will be a practical and effective national science, such as gradual linguistics, which is formed in our country and enters the world linguistics scene, and substantial-pragmatic linguistics, which is developing rapidly. "Spirituality" is a comprehensive and complex phenomenon, and today dozens of aspects of it are engaged in various areas of social science. Research in the fields of philosophy, ethics, aesthetics, sociology, psychology, literature, history, ethnography / ethnology, religion is quite significant. But the deeper the essence of the problem, the more complicated it becomes, and at the same time, the deeper it becomes [5].

Linguistic research is central and central to all research. The beginning or end of any research is connected with the linguistic essence [6]. After all, just as the interpretation of an event begins with an analysis of the meaning of its representation, so in the end the essence of the event is fully reflected in the real meaning of the word - defined. Therefore, in a view that "before and after is the word," the doctrinal expression is distinguished in this sense by its richness of content [7]. As long as the meaning of a word is not fully understood and clearly understood, the level of understanding of the underlying phenomenon remains so weak and the perceptual outcome remains so weak [8].

In defining the essence of the concept of "spirituality" and its components, we rely on the popular interpretation in the "National Encyclopedia of Uzbekistan". It is interpreted that a spiritual person has a clear purpose in life, seeks a meaningful way of life, acquires **a culture of communication**, and approaches every issue from the point of view of **honesty** and **justice [9]**. What is **conscience**, what is **false** and **true**, what is **honor**, what is **honest** and what is **impure** - all of these can be distinguished from each other, to renounce **bad deeds** in life, to do **good deeds**. **Patriotism** is glorified as one of the main factors determining human spirituality. In a highly spiritual society, talented people are the face, the pride, the prestige of that society, the nation [10].

Discussion. In a spiritual society, **mind, common sense, justice, and good behavior** will take precedence. Separated words and combinations form the environment of the concept of spirituality. They and other concepts included in this series can be summarized as follows, and each of them forms an internal categorical structure of the category of "spirituality" [11]:

- *category of personal development;*
- *category of intelligence;*
- *category of sincerity;*
- *category of abstinence;*
- *category of relationship;*
- *category of enlightenment;*
- *category of zeal;*
- *category of conscience;*
- *category of moral;*

Linguist B. Mengliev classifies and emphasizes that each of these elements forms a separate micro system, which can contain hundreds of concepts. For example, the broad category of "relationship" is divided into three categories: "love", "neutrality" and "hatred", which represent the attitude of the individual to himself and others, to the being [12]. The category of "love" expresses a positive attitude of an individual and includes internal divisions such as love for homeland, history, nation, family, parents, ancestors, children, teachers, husband / wife, nature. In order to reveal the essence of the category of relationship, it is important to branch out in relation to the relevant objects and to reveal the content of these networks directly, to describe the characteristics of these objects and their essence on this basis [13]. Of course, the categories of "hate" and "neutral attitude" themselves play a role in revealing the essence of the category of "love" as adjacent elements in the system. Also, in clarifying the essence of the category of "love", along with its hyponymic series, its synonymous series is also noteworthy [14].

It seems that the analysis of the category of "spirituality" continues with a conceptual approach. The lexical meaning of the category expression, the content of the concept and the conceptual relationship reflect the dialectic of general-specific. The analyzes are infinitely condensed, and the generalizations are abstracted upwards. But this abstraction represents a generality based on certainty, not uncertainty [15].

Conclusion. It should be noted that in Uzbek, there are no alternatives, such as the term ideology, which is an alternative to this concept in English. In addition, as in

the Uzbek language, the method of studying various elements of the conceptual sphere of "spirituality" in terms of national values creates a number of difficulties in the English language. For example, the fact that English is recognized as the main state language in some countries, and the second state language in a number of countries, as well as the growing number of speakers of this language as a foreign language, affects the cultural roots of this language. Given that English culture and national identity in the world are increasingly influenced by globalization and synthesized with other cultural strata, it is natural that any concept should face a number of problems in the study of the national factor. For this reason, the study of the historical origins of concepts, the requirements for their formation, and the reasons for them ensures the consistency of scientific research and increases its effectiveness. Clearly, spirituality is not only a concept with a religious or personal meaning, but also a term of social significance. Indeed, its occurrence, as noted above, can lead to social harmony and solidarity.

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BORROWINGS FROM ENGLISH INTO RUSSIAN AND UZBEK IN THE USE OF MEDICAL TERMINOLOGY

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Аннотация - В статье рассказывается, что медицина является одной из древних наук человечества, поэтому медицинская терминология отличается рядом качественных особенностей, связанных с историей ее становления и развития. Есть информация о приобретении медицинских терминов с других языков и об изменениях, которые могут произойти в процессе приобретения. При этом учитывалась морфологическая система терминов.

Ключевые слова: медицина, терминология, развитие, терминология, терминология, медицинская терминология, заимствования, морфологическая система.

Annotatsiya – maqolada tibbiyot insoniyatning qadimiy bilimlaridan biri ekanligini, shuning uchun tibbiy atamashunoslik uning shakllanishi va rivojlanish tarixi bilan bog'liq qator sifat xususiyatlarini ajralib turishini tavsiflangan. Tibbiyot terminlarining boshqa tillardan o'zlashishi va o'zlashish jarayonida yuz berishi mumkin bo'lgan o'zgarishlar haqida ma'lumotlar keltirilgan. Shu bilan birga terminlarning morfologik tizimi haqida ham fikr yuritilgan.

Kalit so'zlar: tibbiyot, atamashunoslik, rivojlanish, atama, terminologiya, tibbiyot terminologiyasi, o'zlashgan so'zlar, morfologik tizim.

Abstract - The article describes that medicine is one of the ancient sciences of mankind, so medical terminology is distinguished by a number of qualitative features related to the history of its formation and development. There is information about the acquisition of medical terms from other languages and the changes that may occur during the acquisition process. At the same time, the morphological system of terms was considered.

Key words: Medicine, terminology, development, term, terminology, medical terminology, borrowing words, morphological system.

Introduction. In each terminological system, along with the terms created by the means of the national language, there are various borrowings from other languages, in particular, terms formed from Greek and Latin morphemes. Russian medical terminology in this regard is no exception, since it was also created mainly with the

help of borrowed Greek-Latin vocabulary. Modern medicine originates from ancient Greece (and even in the Roman Empire, medical knowledge was improved mainly by the Greeks) and, accordingly, the Greek language made the main contribution to medical terminology. Greekisms of anatomical and physiological content are found sporadically already in the early monuments of ancient Russian writing. These are the terms recorded primarily in the "Hippocratic collection" ("Corpus Hippocratum"), in excerpts from the works of Aristotle, Galen and Byzantine doctors.

Literature review. Direct borrowings from Latin and Greek are, for example, the names of diseases of a different nature (caries, caries - from Greco-Lat.caries; diabetes - from Greco-Lat. Diabetes), as well as the names of anatomical formations (artery - from greek-lat.arteria; capsule - from greek-lat. spsula). It should be noted that a number of Greek-Latin names were borrowed with truncation: for example, the names of inflammatory diseases or diseases of a non-inflammatory nature (cholecystitis, inflammation of the gallbladder - from Greek-Latin cholecystitis; mastitis, inflammation of the mammary gland - from Greek- lat.mastitis).

Analysis. Several groups of terms are distinguished in the Russian medical terminology:

1) primordial Russian names belonging to the common Slavic layer: thigh (diminutive "thigh, tibia"; hence "tibia"), thorn, side, eyebrow, hair, inflammation (smallpox), head, throat, chest, hernia, lip, tooth, face, forehead, urine, nose, nail, fetus, kidney, cancer, hand, spleen, heart, crown, ear, etc. You can consider Old Russian words common to Church Slavonic and Old Russian languages, as well as words that belonged to one of them, but which have steadily entered the Russian literary language, for example: pregnant woman, infertility, twins, illness, pain, sick, pus, shin, larynx, thirst, stomach, bile, conception, health, vision, intestine, skin, bone, medicine, medicinal, treatment, treat, brain, callus, muscle, nostril, smell, touch, edema, poisoning, groin, liver, hymen, shoulder, sole, lower back, navel, erysipelas, mouth, spasm, body, jaw, skull, neck, ulcer, etc.;

2) borrowed classicisms, which are internationalisms, but adapted to the sound and morphological system of the Russian literary language: abortion, appendicitis, bronchitis, bacillus, vagotomy, vaccine, gingivitis, infection, lymph, retina, rectoscopy, exudate, etc .;

3) borrowed from Western European languages, Western Europeanisms, also assimilated to varying degrees:

a) English: blockade, doping, clearance, site, shunt, shock, etc.;

b) French: midwife, bandage, bougie, flu, drainage, cretinism, migraine, chancre, etc.;

c) German: clasp, clasp, resort, paramedic, spatula, syringe, etc. Borrowings from other languages are rare, for example, malaria (Italian), mosquito (Spanish).

4) latin termini technici. Direct borrowings from Latin and Greek are, for example, the names of diseases of a different nature (anemia - from the Greek-Latin anaemia; agony - from the Greek-Latin agonia), as well as the names of anatomical formations (aorta - from the Greek-Latin aorta; capsule - from the Greek-Latin spsula) [1]. It should be noted that the borrowing of a number of Greek-Latin names was

truncated: for example, the names of inflammatory diseases or diseases of a non-inflammatory nature (cystitis, inflammation of the urinary bladder - from the Greek-Latin cystitis; gastritis, stomach inflammation - from the Greek-Latin gastritis). Russian translators had to overcome significant difficulties in conveying by means of their native language the names of abstract concepts developed by Western European languages, including the classicisms and neoclassicisms they had mastered. The shortcomings of the terminology were especially acutely felt by Russian medical teachers. Teaching medical disciplines in Russian was possible only on condition that Russian terminology was developed [2]. Therefore, many outstanding Russian doctors became both translators and philologists. Among them, first of all, we should mention the chief physician of the St. Petersburg Admiralty Hospital M.I. Shein (1712–1762), who created the earliest summary of Russian anatomical terms in Russian literature [3].

Discussion. Russian medical vocabulary was presented in the first academic dictionary of the Russian language - "Dictionary of the Russian Academy" (1789-1794) - more than 600 words. Commonly used Russian names were included, as well as borrowed scientific terms of Greco-Latin origin. The words were accompanied by very complete, carefully worded definitions [4]. The medical part of the dictionary was composed by the leading Russian scientists, doctors A.P. Protasov and N.Y. Ozertskovsky (1750–1827). Translators found it easier to cope with the names of diseases and symptoms, since for them there were often equivalent designations that existed in the language of traditional medicine [5]. The situation with scientific anatomy was more difficult, since many anatomical formations, for example, pleura, pancreas, tro-chanter, had no Russian analogues at all. In such cases, it was not uncommon to create descriptive compound terms instead of a single Latin (or Latinized Greek) word. So, M.I. Shein created for the word diaphragma the Russian equivalent "abdominal barrier" [6].

In the terminological system, in addition to direct borrowings, semantic and derivational tracing papers and literal, etymological translations from Latin and Greek languages are also distinguished (for example, macrocephaly, big-headedness - from Greek-Latin macrocephalia; favorable prognosis - from Latin prognosis bona) [7].

In the medical vocabulary of the Russian language, in addition to complete cripples, there are also half-calques - terms consisting partly of the original material, partly from the material of a foreign word and corresponding in morphological structure to similar words of the source language (upper-medial - from Latin supramedialis) ... Along with this, the translators also resorted to tracing. A.P. Protasov introduced the name "clavicle", which is a tracing paper from the Latin word clavicula (from clavis key) [8].

The term "inflammation", created by Shein in 1761 as a tracing paper from the Latin word inflammatio (from flamma flame) was first recorded in the dictionary [9]. Calci represent a hidden borrowing: a word or expression is created from the original linguistic material that reproduces the structure of a foreign language sample. Translations of borrowed medical terms into Russian have several ways: direct borrowing, which is a transfer from one language to another of ready-made material

units - words, morphemes - and their semantics (in whole or in part in accordance with the borrowing conditions, examples above), and hidden , or internal, borrowing [10].

Conclusion. In addition, Latin influenced the English language to a greater extent, and to a lesser extent, the Russian language. The role of Latin in the enrichment of medical terminology lies not only in its direct impact on terminological systems, but also in the fact that Greek borrowings and terminological elements penetrated through it into terminological systems, in the formation of neolatinisms - terms created on the basis of Greek-Latin terminological elements in national languages. In modern society, Latin is extremely necessary not only for doctors, but also for entrepreneurs, lawyers, lawyers and representatives of other professions. Persona non grata, status quo, terra incognita - these are just a tiny fraction of those Latin expressions and catchphrases that we meet almost every day. Moreover, without minimal knowledge of Latin, without understanding well-known Latin expressions, proverbs and catchphrases, it is already impossible to imagine a modern intelligent person.

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SYNTACTICAL STRUCTURE OF BINARY TAUTOLOGISMS

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Abstract - This article is about the comparison of structural-morphological features of binary tautologies in two languages and they are given with examples. Types of nominative phraseological units are also given and discussed. The analysis of the syntactic structure of binary tautologisms, the grammatical and lexical level of words is given. Conclusions were drawn from the analyzes obtained during the study.

Key words: verbal tautologism, tautologisms, phraseological unit, binary tautologism, syntactic structure, grammatical and lexical level.

Аннотация: Данная статья посвящена сравнению структурно-морфологических признаков бинарных тавтологий в двух языках и приводится с примерами. Приводятся и обсуждаются типы номинативных фразеологизмов. Дан анализ синтаксической структуры бинарных тавтологизмов, грамматического и лексического уровня слов. Выводы были сделаны на основе анализов, полученных в ходе исследования.

Ключевые слова: словесный тавтологизм, тавтологизмы, фразеологизм, бинарный тавтологизм, синтаксическая структура, грамматико-лексический уровень.

Annotatsiya - Ushbu maqola ikki tilda ikkilik tavtologizmalarning struktura-morfologik xususiyatlarini taqqoslash haqida va ular misollar bilan keltirilgan. Shuningdek, nominativ frazeologik birliklarning turlari berilgan va muhokama qilingan. Binar tavtologizmalarning sintaktik tuzilishi tahlili, so'zlarning grammatik va leksik darajasi haqida ma'lumotlar keltirilgan. Izlanishlar davomida olingan tahlillardan xulosalar chiqarilgan.

Kalit so'zlar : og'zaki tautologizm, tautologizmalar, frazeologik birlik, binar tavtologizma, sintaktik struktura, grammatik va leksik daraja.

Introduction. From the syntactical point of view the BT are subdivided into BT – phrases and BT – sentences. BT-phrases or word-combinations (substantive, adjectival, adverbial and verbal). This chapter deals with the study of only BT sentences which belong to communicative phraseological units and are mostly sayings and proverbs in structure and meaning. We distinguish BT-simple sentences and BT compound sentences. Binary Tautologisms (BT) of simple sentences structure. The simple sentences with BT phraseological components have special stylistic coloring and belong to colloquial or literary style. The main characteristic feature of simple sentences BT is their original form, structure and meaning. The linking function in such BT does the verb "to be", for example: What is lost is lost- yiqilgan narsa yo'qoldi;

Literature review. Bargain is a bargain – savdolashish - bu savdolashish; Fools will be fools- ahmoq ahmoq bo'lib qoladi; Man is to man a wolf- odam odam uchun bo'ri. Is this type of BT the repeated word is often expressed by a noun? One of the nouns is the subject of the simple sentence and the second is the predicative. As the subject of the sentences a noun expresser the general nomination of a notion following the second noun forms the semantic structure of the repeated word and denotes the quality of object described. The role of context is of great importance as it helps to define the semantic structure of the word-noun [1]. The function of predicate in BT- simple sentences can play not only the verb "to be" with predicative, but also many other finite verbs, for example: Little things amuse little minds - kichik narsalar faqat kichik onglarni iste'mol qiladi; Diamond cut diamond - tosh ustida o'roq topdi; Like cures like - olov bilan kurashish. The repeated words—nouns in simple sentence BT take the first and third positions, and function as subject of the sentences and the predicative BT- simple sentences can be classified into [2]:

a) Declarative simple BT sentences,

E.g.: Diamond cut diamond - tosh ustida o'roq topdi ; Fools will be fools - ahmoq ahmoq bo'lib qoladi [3].

b) Negative simple BT sentences,

E.g. Dog doesn't eat dog- qarg'a qarg'aning ko'zini tortib olmaydi; Hawk will not pick hawk's eye out - qarg'alar qarg'alarning ko'zlarini uzib ololmaydi; Crow do not pick crow's eye out - qarg'a qarg'aning ko'zini yulib tashlamaydi. All negative sentences form the synonymic group [4];

c) Imperative simple BT sentences, e.g.; Let the deal bury the dead— o'liklar o'liklarni dafn qilsinlar ; Let bygones be bygones— eskisini eslaydigan, ko'z tashqarida. All the given above simple BT sentences are unextended Binary Tautologisms of Complex Sentences Structure [5]. BT of complex Sentences Structure are subdivided into two types: the Complex Sentences BT and Compound Sentences BT,

E.g.: 1. A syntactical Compound BT Sentence denoting (reason and consequence) Nothing venture, nothing have- urinish qiynoq emas; Graps all, lose all- ko'rmaslik uchun yaxshilik tilash [6]; All covert, all lose - siz ikkita quyonni ta'qib qilasiz - bittasini ushlamaysiz; Nothing seek, nothing find - dumaloq tosh mox yig'maydi [7].

Analysis. Complex BT sentences with a subordinate clause introduced by the relative pronoun" who" for example: He laughs best who laughs last - oxirgi marta kulgan kishi yaxshi kuladi [9, 8]. Complex BT with a subordinate clause introduced by the conjunction "if", If you can't have the best make the best of what you have- agar sizda eng yaxshisi bo'lmasa, bor narsangizdan foydalaning [11, 10]; If the blind lead the blind both shall fall into the ditch - agar ko'r ko'rni etaklasa, ikkalasi ham xandaqqa tushadi [12]; Complex BT sentence with a subordinate clause introduced by the conjuction "when", for example [13]: When greek meets Greek then comes the tug of war - tosh ustida o'roq topdi; When three know it all know it - uchga ma'lum bo'lgan narsa hammaga ma'lum.Complex BT sentence with a subordinate clause introduced by "What", What is lost is lost - yiqilgan narsa yo'qoldi; What is sauce for the goose is sauce for the gander – nimaga mos keladigan narsa boshqasiga mos kelishi kerak [14].

Discussion. Special group of BT is presented by the elliptical sentences, which are very laconic in structure, form and meaning, Over shoes, over boots— etti muammo, bitta javob ; Easy come, easy go— u kelgan va ketgan kabi ; First come, first served— kimning vaqti bo'lsa, u ovqatlanardi [15]. Nothing can be changed or added to the structure of such sentences as in elliptical sentences, but still we consider such BT sentences to be the predicative ones and equal to a sentence type. Such sentences allow not the omission of some of the parts of the sentences but its real absence. We have determined the following types of BT –complex sentences [16]: 1.Declarative, affirmative sentences, e.g.: When Greek meets Greek then comes the tug of war— tosh ustida o'roq topdi ; All covert, all lose— yaxshilikni ko'rmaslik uchun emas, balki juda ko'p tilayman .Many BT complex sentences belong to the imperative ones, it is natural and absolutely clear as they have the didactical meaning [17]. If you can't have the best, make the best of what you have-- agar sizda eng yaxshisi bo'lmasa, bor narsangizdan foydalaning; Don't trouble trouble till trouble troubles you— jimgina va jimjitlik bilan uyg'onmang [18]; Do in Rome as the Romans do— bo'rilar bilan yashang, bo'ridek uvillang. The repetition in BT plays the function of emphasis. Syntactical structure of BT—sentences is presented and expressed by the lexical means, that is by the repetition of one and the same word twice within BT [19].

Conclusion. The study of the syntactical structure of BT allowed us to distinguish the two main sentences structure –BT simple sentences and BT—complex sentences. The phraseological BT sentences can be subdivided into the nominative BT and interceptive BT. Most of the BT sentences structures belong to sayings or proverbs. The BT—complex structures are divided into BT—complex sentences and BT—compound sentences. BT—sentences possess the same characteristic features, as the simple sentences of the English language. They can be declarative, negative, interrogative, exclamatory, and imperative. The simple sentences of BT can be extended and unextended. The fact of existence of BT—sentences is the language coloring and linguistic potential of different language levels interrelation (in our case it is grammatical and lexical level). Repetition of one word twice—gives so much coloring to the meaning of phrase.

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COMMONWEALTH AND SPECIFICITY - CHARACTERISTICS OF FICTION

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Abstract - This article shows the similarities and peculiarities of Uzbek and Azerbaijani literature with the story of Shukura Holmirzayeva "Moon covered by clouds" and the novel of Anor "The Sixth Floor of a Five-Story House". It also analyzes the problems of man and society, the ability of writers to express the human spirit on the basis of everyday life and family relationships.

Key words: comparative literature, comparative analysis, story, novella, plot, similarity and originality in fiction, writing.

Аннотация – в данной статье представлен сопоставительный анализ сходства и своеобразия узбекской и азербайджанской литературы на примере рассказа Шукура Холмирзаева «Облачное препятствие» и романа Анора «Шестой этаж пятиэтажного дома». Мастерство писателей отражать проблемы человека и общества, способность выражать и отобразить силу человеческого характера на фоне событий повседневной жизни и семейных отношений.

Ключевые слова: сравнительная литература, сопоставительный анализ, рассказ, повесть, сюжет, сходство и своеобразие в художественной литературе, писательское мастерство.

Аннотация – мазкур мақолада ўзбек ва озарбойжон адабиётидаги ўхшашлик ва ўзига хослик масаласи Шукур Холмирзаевнинг "Булут тўсган ой" ҳикояси ҳамда Анорнинг "Беш қаватли уйнинг олтинчи қавати" романи мисолида қиёсий ўрганилган. Шунингдек, инсон ва жамият муаммоси, ёзувчиларнинг инсон руҳиятини маиший ҳаёт ва оилавий муносабатлар фонида ёритиш маҳорати масалалари таҳлилга тортилган.

Калит сўзлар: қиёсий адабиётшунослик, қиёсий таҳлил, ҳикоя, қисса, сюжет, бадиий адабиётда ўхшашлик ва ўзига хослик, ёзувчи маҳорати.

Introduction. There are many similar works in world literature in terms of plot, content and ideological direction. Such features in the examples of word art are caused by commonalities in the spiritual world of people, the evolution of the way of thinking, while the differences are determined by the mentality, lifestyle, traditions and customs of each nation, the peculiarities of their worldview.

The comparative study of the literature of different peoples - comparative comparative studies - serves to enrich the science of literature with interesting information. In this direction, issues such as the plot and composition of the work of art, art, language, motifs, writing skills are involved in scientific analysis; the

conclusions enriched the science of literature with new scientific views, approaches and methodologies; contributes to the development of national literature. As Gaybullo as-Salam points out, "Just as nations can never live in complete isolation from each other, so their material and cultural monuments, literature and art have never been preserved" purely "within a single national boundary." [1]

Literature review. The first theoretical views on comparative literature were formed in Europe in the early XIX century, in Russia in the second half of the XIX century, and in its development as a science German scientists I.G. Gerder, I.V. Goethe, Russian scientists A.N. Veselovsky, V.M. .Jirmunskiy, A.Dima, D.Dyurishin, N.I.Konrad, I.G.Neupokoeva, M.B.Khrapchenko, A.Kokorin, M.Bogatkina, V.R.Amineva, Yu.I.Mineralov, American The services of such scientists as W. Frederick and R. Wellek are great.

In Uzbek literature N.Vladimirova, A.Hayitmetov, H.Hamraev, S.Babaeva, M.Kholbekov, Sh.Shamusarov, A.Qosimov, M.Bakaeva, S.Kamilova, T.Sultanov, S.Matkarimova, B.Khalikov, There are researches carried out by N.Toirova, F.Khajieva, N.Kobilova.

The roots of the literature of the Turkic peoples go back to ancient times and went through stages of development as a whole. A comparative study of Uzbek and Azerbaijani literature, which has a common past, language, customs and religion, will be the basis for drawing interesting conclusions.

Analysis. "National, regional and world literature is constantly evolving and enriching each other. No literature in the world develops not only in its own shell, within its own literary traditions, but also determines its own development based on the best practices of other literatures" [2]. In this sense, Shukur Kholmirzaev's story "Moon covered by clouds" and Anar's novel "The Sixth Floor of a Five-Story House", which made a significant contribution to the development of Uzbek prose, are written in different genres. has a number of similarities in terms of the style of illuminating the psyche.

It is known that Shukur Kholmirzaev's stories are rich in psychological conditions, bright colors of the human psyche through the depiction of small details. The author's story "Moon covered by clouds", created in 1996, can easily compete with works of the genre of short stories.

Pomegranate's "The Sixth Floor of a Five-Story House" was created in 1974-1978 and belongs to the genre of compact novels. The images of Zaur created by Tavakkal and Anar, which are the product of Shukur Kholmirzaev's creative thinking, are close to each other in terms of their attitude to life and women, their worldview. The protagonist of both works wins the love of beautiful and proud women, but cannot understand them. The same thing leads to the tragic end of the life of Gulsara ("Moon covered by clouds") and Tahmina ("The Sixth Floor of a Five-Story House"), which are characterized by a tendency to put spiritual freedom and human freedom above everything else [2].

He met him by chance - Gulsara, who saw the masculine courage in Tavakkal, fell in love with him. The writer has skillfully created this image, which is a typical representative of modern people. Tavakkal has a number of qualities, but it is also free from the vices inherent in human nature; selfishness, domination over the weak, which

is peculiar to the male sex, is no stranger to him; sometimes he puts his desires above his conscience and therefore loses Gulsara for life. In the course of events, this image embodies a complex person who grew up in the society of the Soviet period, formed under the influence of its positive and negative aspects [3].

The reader who reads the story will have a difficult feeling about Tavakkal: he will try to find enough grounds to condemn or defend him completely; at the same time it penetrates deep into the content of the work. In this image, the writer skillfully embodies a father who lost his wife but loved his children, a master who left nothing to achieve his goal, a left-handed and tantalizing man, a tanti friend worthy of reliance, as well as a person devoted to lust and pride.

The image of Gulsara in the story is revealed through the eyes of journalist and writer Quvvatjon (the story is told in the language of this image). While reading the scene of their random meeting, Gulsara impresses the reader as a light-hearted woman [4].

The fact that she met a stranger in a restaurant the day before due to an attack by thugs, and the fact that the Uzbek women in the conversation were not so open, give the reader the reason to think so. She went to the dacha with two strangers in the middle of the night, suddenly decided to go to Georgia with a new acquaintance, and months later came back to the writers' house with a bag of food and drink to relieve the pain. A woman who has not found happiness in her marriage because of her excessive pride, who has found the strength in herself to reject the love of the person she loves, cannot withstand the blows of life, faces spiritual and spiritual depravity [5].

Discussion. In general, the Uzbek society's acceptance and understanding of women like Gulsara is a complex issue. It is difficult to find a place for happiness in a society where the national mentality, as well as the role of women in the family for centuries, first in the footsteps of parents, then in the footsteps of her husband, a woman must remain faithful to her family in any situation. "In The Sixth Floor of a Five-Story House", Zuar's concern for Tahmina, a married woman, provokes strong protests from her parents, relatives, and teammates. A woman who is dissatisfied with her family life responds with love to this courage of the young man. Desiring to live with human feelings, to be truly happy, Tahmina sacrifices herself in the way of love despite the opposition of those around her. This episode reminds us of the image of Anna Karenina by the famous Leo Tolstoy in world literature [6].

The author also provides an in-depth analysis of the psychological grounds that led Tahmina to abandon her family. Happiness, the love of two souls, the pursuit of each other is not enough to achieve spiritual freedom. Man is a member of society. Therefore, he is obliged to obey the written and unwritten rules, regulations, moral norms of the society. Zaur cannot completely get rid of the influence of his parents, relatives and others around him, causing Tahmina a lot of pain due to his weakness. The fact that Tahmina is comfortable with men, is obsessed with the latest fashion, luxury, and does not fully open up to men around her, also causes a number of frustrations in her life. Unfounded jealousy, distrust of the woman he loves, undermines love [7].

In addition, the threats of Zevarkhanim, the pitching of his teammates, the distrust in Zaur gradually provoke internal revolts in Tahmina. Evaluating love by

socially established criteria, recognizing it as an unequal love, and, most importantly, the fact that the protagonists of the work cannot prevail over such views, leads to tragedy [8].

In the women of the Tahmina and Gulsara categories, the qualities of disobedience, self-respect, and pride take precedence over everything else. This is not accepted by men who consider themselves strong by nature and are accustomed to dominating the weak, but is seen as a transgression.

Zaur marries Farangiz, the sister of his fierce rival Spartacus, and tries to hurt Tahmina, thereby satisfying his grief. But he was sorely mistaken [9]. A woman who cannot bear the separation puts on an alcoholic lipstick and dies. Years later, most of those who are aware of the love of two souls leave the world. Elderly Zaur suddenly meets Tahmina on the street. He ran after her. The woman enters a house, climbs to the sixth floor, and disappears. Zaur goes up to the fifth floor and realizes that the house does not have a sixth floor. Pomegranate is one of the unique ways to reveal an artistic idea and excite the reader through the use of imaginative-mystical plot elements in the play [10]. The similar title and conclusion of the novel arouse interest and various questions in the reader, forcing him to think, to draw conclusions.

The novel "The Sixth Floor of a Five-Story House" is not just about love conflicts and domestic problems. In particular, it reflects the widespread corruption in society, such as bribery, extortion, nepotism [11].

Conclusion. There are different types of images of women in the world literature. Among them, the bright images of women who fought for their freedom, their rights, who could not reconcile with the laws of society, who were stubborn, fearless, treacherous and suffering, and who eventually became avengers, will be remembered for their emotional richness and sensitivity.

It should be noted that there are many similarities between the images of Tahmina and Gulsara. Both women are proud, self-respecting, tragic characters who have not been able to achieve happiness because of these qualities. In many respects, the works analyzed in the same way are reminiscent of such immortal works as Gustave Flaubert's Lady Bovary, Leo Tolstoy's Anna Karenina, and The Resurrection, which have extensively and deeply studied women's psychology in world literature.

Gulsara and Tahmina are reminiscent of mature characters in world literature, such as Emma Bovary, Anna Karenina, Katyusha Maslova, with a thirst for manhood, a courageous striving for him, the recognition of his rights and the ability to resist social order in order to be happy. When we compare these images, we come to the conclusion that in any society, the pride of the weak, the disobedience of people to religiously conceived and established rules, bigotry and internal rebellion lead to the tragedy of women.

The similarities and differences between "Moon covered by clouds" and "The Sixth Floor of a Five-Story House" are as follows:

1. Both works have a number of common themes in terms of theme and idea, as they are written from the way of life of peoples with similar language, religion, customs and values.

2. The similarity of the problems raised is determined by the fact that the events in both works took place at almost the same time and in the same social system.

3. There are similarities in the creative worldview, as both writers were formed as creators in the same period and social system.

4. In the story "Moon covered by clouds" the events of the work are revealed through the eyes of the author-hero. This, in turn, allows us to shed light on this or that event, the heroic experiences from the author's point of view. The sixth floor of a five-story house uses a narrative style.

5. Both artists have remained true to their style: Shukur Kholmirzaev has a realistic image, and Anar has a combination of mystical and realistic images.

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DIFFERENT VIEWS ON THE CONCEPT OF THE ARTISTIC IMAGE

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Abstract – the article provides theoretical information about the artistic image, the authors discuss where the artistic image can be used. It is said that an artistic image is artistic not because it is taken out of nature and resembles a real object or event, but because it changes reality through the author's imagination.

Key words: artistic image, author's fantasy, reality, truth, symbolic images, portrait, emotional feeling, emotional expression, art, emotion.

Аннотация – В статье приводятся теоретические сведения о художественном образе, авторы обсуждают, где может быть использован художественный образ. Говорят, что художественный образ является художественным не потому, что он взят из натуры и напоминает реальный предмет или событие, а потому, что он меняет действительность посредством воображения автора.

Ключевые слова: художественный образ, авторская фантазия, реальность, действительность, символические образы, портрет, эмоциональное переживание, эмоциональное выражение, искусство, эмоция.

Annotatsiya – maqolada badiiy obraz haqida nazariy ma'lumotlar, mualliflar tomonidan badiiy obrazdan qaysi o'rinlarda foydalanish mumkinligi haqida fikr yuritiladi. Badiiy obraz tabiatdan chiqarib tashlangani va haqiqiy obyekt yoki hodisaga o'xshaganligi uchun emas, balki muallif fantaziyasi yordamida voqelikni o'zgartirganligi uchun badiiy bo'lishi haqida ma'lumotlar keltirilgan.

Kalit so'zlar: badiiy obraz, muallif fantaziyasi, voqelik, haqiqat, ramziy obrazlar, portret, hissiy tuyg'u, hissiy ifoda, san'at, tuyg'u.

Introduction. An artistic image is any event that is creatively recreated by an author in a work of art. It is the result of the artist understands of the event, the process. At the same time, the artistic image not only reflects, but, above all, generalizes reality, revealing eternity in a single, transient way. The uniqueness of the artistic image is determined not only by the understanding of reality, but also by the creation of a new, imaginary world. The artist seeks to portray such events in such a way as to express his idea of life, his understanding of its tendencies and laws.

Thus, "an artistic image is a concrete and at the same time generalized picture of human life created with the help of fiction and having aesthetic significance" (L.I. Timofeev).

An image is often understood as an element or part of an artistic whole, a piece that, as a rule, seems to have an independent life and meaning (e.g., a character in literature, symbolic images such as the "sail" in M. Y. Lermontov).

Literature review. An artistic image becomes artistic not because it is removed from nature and resembles a real object or event, but because it changes reality using the author's imagination. The artistic image not only copies the truth, but also strives to convey the most important and important things. Thus, one of the protagonists of Dostoevsky's novel The Teenager said that photographs can very rarely give a true picture of a person because the human image does not always express the main character traits [1]. So, for example, Napoleon, photographed at a certain moment, may seem absurd. The artist, on the contrary, must find the basic and characteristic in man. In Leo Tolstoy's novel Anna Karenina, amateur Vronsky and artist Mikhailov painted a portrait of Anna. Vronsky knows Anna better, understands her more and more deeply [2]. But Mikhailov's portrait was distinguished not only by its resemblance, but also by its peculiar beauty, which only Mikhailov could detect and which Vronsky could not perceive. "To find her most pleasurable emotional feeling, you had to know and love her as I loved her," Vronsky thought, even though he admitted from this portrait that "this is her most pleasurable emotional expression" [3].

Analysis. At different stages of human development, the artistic image takes different forms. This happens for two reasons: the image itself changes - the person, its forms of reflection in art also change. Realist painters, sentimentalists, romantics, modernists, and others have their own peculiarities in their reflection of the world (and therefore in the creation of artistic images), and the relationship between reality and fiction, reality, and the ideal as art develops, general and individual, rational and emotional changes, and so on [4].

For example, in the descriptions of classicist literature, the struggle between emotion and duty comes to the fore, and positive characters always choose in favor of the latter, sacrificing their personal happiness in the interests of the state. Romantic artists, on the other hand, elevate a rebellious hero, a lonely man who has been rejected or rejected by society [5]. Realists sought to understand the world rationally by identifying the cause-and-effect relationship between things and events. And modernists have declared that the world and man can only be known by illogical means (intuition, inspiration, etc.). At the heart of realistic works is the relationship with man and the world around him, with romantics and then modernists first interested in the inner world of their protagonists [6].

Although the creators of artistic images are artists (poets, writers, painters, sculptors, architects, etc.), in a sense, their co-authors are also those who perceive these images, i.e. students, spectators, listeners and others. Thus, the ideal reader not only passively perceives the artistic image, but also fills it with his or her own thoughts, feelings, and emotions [7]. Different people and different eras reveal different aspects of it. In this sense, the artistic image is as endless as life itself.

Artistic means of depiction

Speech typical of the hero:

- dialog box;

- a conversation between two, sometimes more people;

- monologue;

- speech of one person;

- internal monologue;

- statements of a person who has taken the form of internal speech [8].

Subtext is the author's unexplained, implicit, implicit, but presumptive attitude. Portrait - the image of the appearance of the protagonist as a means of characterizing him [9]. Details are expressive details, carrying a meaningful and emotional burden on the work. A sign is an image that represents the meaning of an event in an objective form. Interior - the interior of buildings, people's living quarters [10].

Discussion. In the theory of aesthetics, art occupies the most important place. He studies his role in life, the laws and features of development. Aesthetics sees art as a form of aesthetic exploration of the world. Art is a means of depicting life and thought in the form of artistic images. The source of artistic images is reality. The artist thinks figuratively and emotionally, reflecting the world, and seeks to evoke similar feelings and thoughts in people by influencing their feelings and consciousness with his works [11]. The peculiarity of art is that it influences a person because of its aesthetic services due to the influence of the system of artistic images.

The artistic image is associated not only with images of emotionally concrete thinking, but also with abstract concepts, which include the depth and originality of meaningful art. Certain levels can be distinguished in the essence of the artistic image. An abstract level of artistic thinking is ideal when the realization of an artistic idea occurs and when image creation is an intellectual operation [12]. The next level is mental when the role of unconscious mechanisms of artistic creation is great. This is the level of artistic feelings and emotions, which leads to the experience of the images of the work in the process of perception.

The artistic image is related to the aesthetic attitude towards it, feelings, evaluations, needs [13]. Finally, the third level of artistic image existence is material, i.e. the image in which the material is presented in the "shell": in color, in tone, in a word, in their combinations. All of the above levels must be taken into account when studying an artistic image: ideal, mental, material.

The correctness of the self-depiction of nature in artistic creation does not yet create a work, only that it appears when the image becomes an artistic image, in which this or that thing or event is illuminated by the thought and feeling of the artist [14].

The artistic image is the result of a certain creative direction of the author and is related to the nature of his talent. Art is based on an emotionally perceived depiction of reality, but its level of artistic generalization is different [15].

In order to properly understand the essence of the artistic image, it is necessary to take into account such important points as the individuality of the artist's point of view and his aesthetic ideal. These two points are interrelated and at the same time relatively independent. The aesthetic ideal serves as a guide for the author, guiding his views, conditioned by the specificity of a particular historical time [16]. And at the same time, each artist sees the world in a unique way, and the individuality of the author's artistic vision enriches the aesthetic view as a whole, expanding the scope of perception of the world [17]. The artist's visual individuality may be almost imperceptible or, conversely, obvious, but in any case it is a must in a talented work of art.

Conclusion. The means and form of mastering life through art; a way of being a work of art. The artistic image is dialectical: it combines living thinking, its subjective

interpretation, and its evaluation by the author (as well as the performer, listener, reader, spectator). An artistic image is created on the basis of one of the means: image, sound, language environment or a combination of several. It is integral to the material substrate of art. For example, the meaning, internal structure, clarity of a musical image is largely determined by the natural matter of music - the acoustic qualities of the musical sound. In literature and poetry, the artistic image is created on the basis of a specific linguistic environment; all three instruments are used in the theater. However, the meaning of an artistic image is revealed only in a certain communicative situation, and the end result of such communication depends on the personality, goals and even instantaneous mood of the person encountered, as well as the specific culture to which he belongs.

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LINGUISTIC CULTUROLOGY IN MODERN LINGUISTICS

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Annotatsiya: Ushbu maqolada madaniyatlararo aloqa sohasidagi milliy ongni kontseptualizatsiya qilish xususiyatlari masalalari hamda lingvokulturologiya va kognitiv tilshunoslikdagi eng dolzarb muammolari tahlil etilgan. Tahlil davomida zamonaviy tilshunoslikda inson ongining tarkibiy qismlari sifatida tushuniladigan tushunchalar, dunyoning ayrim hodisalari haqidagi inson bilimlarining yig'indisini saqlaydigan va milliy madaniyatning tarkibiy qismi bo'lgan qiziqishlarga aniqlik kiritilgan.

Kalit so'zlar: kognitiv ong, lisoniy ong, nisbiylik, determenizm.

Аннотация: В данной статье рассмотрены вопросы особенностей концептуализации национального сознания в области межкультурной коммуникации и наиболее актуальные проблемы в лингвокультурологии и когнитивной лингвистике. В ходе анализа были уточнены понятия, понимаемые в современной лингвистике как составные части человеческого сознания,

представляющие собой совокупность человеческих знаний о тех или иных явлениях окружающего мира и представляющие интерес как составляющие национальной культуры.

Ключевые слова: познавательное сознание, языковое сознание, относительность, детерминизм.

Abstract: This article analyzes the most pressing issues in linguoculturology and cognitive linguistics as well as the features of the connotation of national consciousness in the field of culture and communication. During the analysis, the concepts that are understood in modern linguistics as components of human consciousness are clarified to the interests that maintain the sum of human knowledge about certain phenomena of the world and are part of national culture.

Key words: cognitive consciousness, linguistic consciousness, relativity, determinism.

Introduction: Cognitive linguistics is a school of modern linguistic thought that first emerged in the 1970s due to dissatisfaction with formal approaches to language. The first research was conducted in the second half of the 70s by the founders of cognitive linguistics: Ronald Langaker, George Lakoff, and Leonard Talmi. In the 1980s, under the influence of G. Lakoff, his colleagues at the University of Berkeley, Charles Fillmore and Eleanor Rosch, new approaches to categories, in particular prototype theory, began to be used to model linguistic representation in the minds of language users. By the early 1990s, there was an increase in research in this area and among so-called "cognitive linguists". In 1989-90, the International Society of Cognitive Linguistics was established together with the journal Cognitive Linguistics.

Literature review: The issue of language and cultural relations is studied in different directions by scholars from different countries. This problem has been solved by linguists V. fon Humboldt, E. Sepir, B.L. Whorf, R. Jacobson, G.D. Gachev, V. Telia, A. Vejbiskaya, philosophers G. Brutyan, E. Markaryan and others, psychologists J. Piaget, P. Dasen, P. Tulveste. As well as philosophers, psychologists, ethnographers, cognitologists A.E. Gurevich, L.S. Vigotsky, A.R. Luriya, V.F. Petrenko and others note that the perception of being is carried out through various knowledge structures.

Research Methodology: The research used a comprehensive approach to the use of modern linguistic methods and techniques: *conceptual method, analytical method, method of linguistic and comparative description, method of semantic identification.*

Analysis and Results: The problem of the national and cultural features of perception and knowledge of reality has long been of interest to researchers, and the views expressed on this issue are also diverse, and sometimes completely contradictory. Some of them even try to emphasize that the perception of existence by different peoples is not completely consistent:"All peoples have different ideas and images of the same reality."[2] This idea, expressed by G.D. Gachev almost thirty years ago, was not new to linguists and other scientists. I. Kant once said that it is possible to distinguish categories of consciousness without any experiment (it is not necessary to collect facts). Since then, philosophers, psychologists, ethnographers, cognitologists A.Y. Gurevich, L.S. Vigotsky, A.N. Leontev, A.R. Luria, V.F. Petrenko and others note that the perception of being is carried out through various structures of knowledge

and that in this structures the knowledge accumulated in previous experience - the information is reflected in an orderly, generalized way.

The cultures of different nations differ from each other primarily in the material and spiritual assimilation of reality. It is not the object or the product of the activity that is being mastered, but how or in what way this process of material and spiritual acquisition is taking place. Therefore, culture is divided into material and spiritual, subjective and objective, internal and external, personal culture and national culture. Culture should never be interpreted as a frozen phenomenon, it evolves, moves from one state to another, blends with other cultures. It is also important to remember that no human is born with a culture, which is achieved through social activity, through communication.

The relationship between language and culture is a complex, very difficult and multi-faceted one. V.N. Telia sees this commonality in the following: a) culture, like language, is a form of consciousness that reflects the human worldview; b) language and culture interact; c) the subject of language and culture is always the individual or social group-community person or society; d) norm is a common feature of language and culture; e) historicity is an important feature of language and culture; f) the "dynamics-statics" contrast between language and culture is the same. [9]

The determinism between language and culture, that is, interdependence, is a real contradiction. This problem is attracting the attention of linguists Y. Sorokin, V. Telia, Y. Vereshagin, A. Vejbiskaya, V. Kostomarov, D. Olford, D. Himes, philosophers G. Brutyan, E. Markaryan and others, psychologists L. Vigotsky, A. Leontev, V. Petrenko, P. Gulviste. This issue is important in the study of speech culture. Linguists Wilhelm fon Humboldt and Edward Sepirs were the first to try to scientifically substantiate the cultural-national features of categorization activity, its aspects directly related to the cultural environment. V. Humboldt tries to prove that the perceptions of different nationalities and cultures about reality do not match. "Different languages see and perceive a single object differently than they name it variously."[3] Different "seeing" and categorization of reality is especially evident in the comparison of grammatical systems. According to E. Sepir's figurative description, "language is sometimes absurd and stubborn in its classifications... it wants to have its own strict boundary pigeons and does not allow pigeons to fly from one hive to another. Any concept that wants to express itself must obey the rules of classification." [8] According to E. Sepir, when we observe an object falling from the sky, which falls into the category of "stones", we divide this phenomenon into two concepts (the concepts of "stone", "fall"). As a result, in English, this phenomenon is called by the phrase the stone falls. In German and French, the word "stone" also refers to the category of sex, but in one of these languages it is a masculine and in the other a feminine. In the Chippeva language, the category of animate / inanimate is more important than the concept of sex. In composing the phrase "the stone is falling", the representative of the Quatiutl tribe pays attention to whether the speaker sees the stone or not, and whether the stone is near or far. It is not necessary to use the word "stone" in the speech of another redskins' language, they express this sentence in the form of a single verb (the Uzbek form is "toshlamoq").

R. Jacobson, a former member of the Prague Linguistic Circle, put forward a unique hypothesis:"Languages should differ from each other not in that they can express something, but in the condition that they express it".[4] But the most basic hypothesis on the subject under discussion is known as "linguistic relativity". Known in science as Sephir-Whorf, this hypothesis was formulated in the 1930s by B.L. Whorf based on the ideas of his mentor E. Sephir. The content of the methodological ideas put forward by B.L. Whorf can be summarized as follows: people who speak different languages and belong to different cultures do not perceive reality in the same way. "We divide nature in the direction indicated by our language. We do not distinguish between events, categories, and species in the universe in relation to their exact existence, but on the contrary, the universe is organized on the basis of impressions that revolve in our minds like a water wheel. So, this order is provided by the language system that is stored in our minds... Thus, we encounter a new form of the principle of relativity, and its content is as follows: a homogeneous picture of a universe composed of the same physical phenomena can only be acheived if the language systems are the same or at least similar".[10]

Linguists and psychologists have been conducting research for a number of years to re-examine the direct lexical and grammatical aspects of Sephir-Whorf hypotheses. Of course, languages can vary in the number of vocabulary units involved in expressing a single concept. For example, in the language of the Eskimos, the concept of a single "snow" can be called "falling snow", "dry snow", "melted snow", or all flying objects except birds in a single word can be called planes, insects, pilots and How can it be explained?! The distinction of snow is probably not directly related to vocabulary. The same is true of grammatical systems. Consequently, in the Kpelle dialect, the language of one of the peoples living in Liberia, this object, which represents the content of comparison, then has a special structure of large size, the object being compared is always mentioned. However, there is no structural element in the grammatical structure of one object, which is smaller than another, and children of the Kpelle ethnic group do not confuse these structures in the process of mastering them. This means that the presence of certain types of grammatical structures in a language system does not directly affect their ability to think.

Cognitive stereotypes, models, frames, scripts, sceanario, gestures, etc. are all related to the cultural environment in which a person is brought up. Because cognitive units are formed on the basis of the perception of reality that exists in culture. For example, the Uzbek horse game "ko'pkari" is a foreign concept to the peoples of the West, just as the "cricket" game is unfamiliar to Uzbeks. The concept of "sleeping on the roof", once known in Uzbek culture, has become unfamiliar to today's youth and has become an archaic concept.

Anna Vejbiskaya, a well-known figure in modern cognitive linguistics, is a consistent advocate of the nationality of cognitive models. She believes that primary emotions cannot exist in the same way in all cultures and languages. She advocates a unique description of the category of emotions. A. Vejbiskaya compared the German angst "fear" and the Russian "strax", as well as the Russian words "grust", "gnev" with the English "sadness", "anger", and makes sure that the emotional states through which they are named does not express the same situations in all cultures.

Conclusions: We have analyzed all the features and as a conclusion, we have come to the following point of views: 1) cognitive processes are common to all people, regardless of their ethnicity or culture; 2) consciousness is closely related to cognitive consciousness; 3) the principle of relativity is a homogeneous picture of a universe composed of the same physical phenomena can only be acheived if the language systems are the same or at least similar; 4) language and consciousness do not exist without culture, they are the result of our social experience, the traditions we have inherited from our ancestors.

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THE SEMANTIC DESCRIPTION AND ANALYSIS OF THE SYSTEM OF ENGLISH TOURISTIC TERMS

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Annotatsiya: Ushbu maqolada hozirgi kunda dunyodagi juda ham ko'p davlatlarda iqtisodiyot va xizmat ko'rsatishning ajralmas sohasiga aylanib ulgurgan Turizm sohasida amalda bo'lgan va Ingliz tilida mavjud turistik terminlarning leksik jihatlari haqida so'z borgan va ularning semantik xususiyatlari orasidan sinonimlik hodisasi tanlab olinib bu borada ilmiy tahlillar olib borilgan. Tahlil davomida Medlikning "Turizm, Sayohat va Mehmondo'stlik terminlari lug'atidan" foydalangan holda tahlil qilingan har bir so'zga ta'rif berilgan.

Kalit so'zlar: Sinonimlik hodisasi, absolut sinonimlar, shartli sinonimlar, dubletlar, kompozit variantlar, elliptical variantlar.

Аннотация: В данной статье термины используются в сфере туризма, которая уже была создана как неотъемлемая часть секторов экономики и услуг во многих странах мира, описаны лексические характеристики английских туристических терминов и феномен синонимии среди других семантических характеристик выбран для научного анализа. В ходе анализа определения каждого термина были взяты из «Словаря путешествий, туризма и гостеприимства» Медлика.

Ключевые слова: Синонимия, абсолютные синонимы, условные синонимы, дублеты, составные варианты, эллиптические варианты.

Abstract: In this article the terms are in usage in Tourism sphere that has already been founded as an inseparable part of Economy and Service sectors in many countries in the world and the lexical characteristics of English touristic terms are described and the synonymy phenomenon among other semantic features is chosen to analyze scientifically. During the analysis the definitions to each terms were taken by Medlik's "Dictionary of Travel, Tourism and Hospitality".

Key words: Synonymy, absolute synonyms, conditional synonyms, doublets, composite variants, elliptical variants.

Introduction: The term "tourism" emerged as the result of fulfilling human kind's needs meanwhile men began to become aware of the opportunities of recreation. Evenly, people added one more demand to their "need's list", like traveling to another states or continents so as to have a rest or desire to face with completely unknown, also new culture and experience of others. Then, the people who were occupied with rendering a service to visitors seemed to have a need for particular "terms" to express uncommon concepts relating to recreational activities. Later, terminology sphere enriched with new terms belong to "tourism". Touristic terms differentiate from other terminological systems with the peculiarities of fast enrichment and clear character.

Literature review: Many lexicographers and linguists have conducted an in-depth research on touristic terms and terms' systems in their languages. S.Medlik, P.Collin,[5] A.Beaver, R.Harris, J.Howard, M.B.Birzhakov and V.I.Nikiforova compiled dictionaries and glossaries contain terms of Travel, Tourism and Hospitality. J.Simmons, H. Cabellos-Lascurain, Akhmanova O.S., Vinokur G.O., Grinev S.V., Golovin B.N., Zorin I.V., Kaperina T.P., Kvartalnov V.A., Ilina O.K., and Lotte D.S have conducted terminological researches on a number of fields, namely in Tourism and analyzed the terms and terms' systems in Tourism, Hospitality, Travel and Recreation.

Research Methodology: The study mainly analyzes and examines the semantic characteristics of touristic terms and terms' systems in modern English. Therefore, the study used data collection and data analysis methods.

Analysis and results: The analysis of the semantic structure of a word clearly shows the degree of independence of its meaning and its boundaries, it describes systematic relations at the level of one word, and synonymy is a bright and convincing proof of systemic lexical relations in groups of words with similar meanings. The

possibility of synonymy of exactly two or more lexical units makes it possible to talk about the power of their semantic connection with each other.

"Synonymy of terms is considered to be one of the types of concepts of terms and incompatibility of terms, there is a redundancy of means of formal expression of the concept. The problem of synonymy of terms, say, the use of several specific lexical units to name a concept, remains one of the main and most important problems of terminology." "Synonymy of terms usually noted as a shortcoming of many modern terminologies. The presence of several synonymous terms makes it difficult for professionals to use them to find the difference between them (often this difference is not serious) (this is explained by the fact that different words have become accustomed to having different meanings), which leads to their meaning changing and distortion" [10]

The problem of synonymy in the English terminological group

In this study, the analysis of synonymous terms was based on the following definitions: *absolute synonyms* - synonyms that have exactly the same meaning; *conditional synonyms* - synonyms with similar meanings (used as absolute synonyms in certain conditions). S.V. Grinev-Grinevich divides absolute synonyms primarily into variants - absolute synonyms formed by changing the form of the term, and doublets - absolute synonyms with different forms. In the variants of English touristic terminological groups, following examples are researched:

1. The terms' pairs which are differentiated only with word-forming affixes are included in word-forming variants: *"airside" – "landside" – airport terminal area beyond the passport and security checks, used by departing passengers; "campground" – "camping site" - an area used for camping;*

2. Morphological variants which distinguished only by word-changing suffixes: *"chartered flight" – "charter flight" – the hire by contract of the whole or part capacity of an aircraft, ship, train or bus.*

3. Lexical units which are distinguished by graphical (in its writing) appearance of terms. *air terminal- airterminal; round trip ticket – round-trip ticket; return ticket – return-ticket; air hostess - air-hostess; guide interpreter - guide-interpreter; jeep safari – jeep-safari; baggage room – baggage-room; baggage man – baggage-man; boarding house - boarding-house; round trip – round-trip; half pension – halfpension; guide book – guidebook; self drive tour – self-drive tour; sex tour – sextour;*

4. Composite variants - morphological-syntactic variants formed by adding words or adding multi-component term bases. *"tour conductor" – "tour leader" – "tour guide" – "tour manager" – "courier" – a person employed by a tour organizer and escorting a group tour, who may also act as a guide; "cabin crew" – "cabin attendant" – "flight attendant" – staff responsible for on-board safety and comfort for passengers on an aircraft; "day visitor" – "same-day visitor" – "excursionist" – a visitor who does not stay overnight in the country or place visited;*

5. Elliptical variants, which formed by ellipsis (abbreviation) without changing the meaning of the multi-component term, it can also be example of morphological-syntactic variants: *"Pullman coach" – "Pullman" or "coach" – named after the designer G.M. Pullman, term applied to a railway carriage providing seating and sleeping accommodation of high standard on American as well as European trains,*

described in North America as parlor car; "double room" – "double" – room with double bed; "tour voucher" – "voucher" – an all purpose voucher issued by a tour operator to another person or organization to cover prepaid elements of a package tour; "all-inclusive tour" – "all-in" – a tour includes transportation, accommodation and possibly other specified items for an inclusive price;

6. The truncated variant formed by cutting off the end of a one-word full variant is also a type of short variant. For example: *cancellation – canx; return-ticket– return; air-hostess – hostess; railroad – road; railway – rail; all-inclusive tour – inclusive tour; camping - camp; luncheon – lunch; passenger – pax; familiarization trip – fam trip; tourleader – leader.*

2. Variants can be considered as one of two basic types of absolute synonyms which with the same meaning. Doublets are their second type. If we consider the variants as absolute synonyms obtained as a result of a change in the form of the term, the doublets are described as absolute synonyms having different forms. Analyzing the doublets identified within the studied terminology, the following can be noted:

1. Area of distribution - areal doublets that differ in area (commonly used abbreviations were used in this study: US – USA – АҚШ; UK - United Kingdom – Бирлашган қироллик; Can – Canada - Канада): *Pullman* (US) – *sleeping car* (UK); *diner* (US) – *restaurant car* (UK); *one way ticket* (US) - *single ticket* (UK); *railroad* (US) – *railway* (UK); *baggage room* (US) – *luggage office* (UK); *baggage check* (US) – *luggage receipt* (UK);

2. Doublets distinguished by chronological status: *stewardess –flight attendant; hostelry – hotel; hostel – hotel.*

3. Doublets in various languages: *alpinist(fr.) – cragsman; abolition(fr.) – cancellation; round way ticket – round trip(fr.) ticket; guide(fr) – tour manager; hotel(fr.) – inn; pension(fr.) – boarding-house; full pension(fr.) – full board; quay(fr.) – wharf; quay(fr.) – pier; demi-pension(fr.) – half board; half pension(fr.) – half board.*

It should be noted that during the analysis, multi-word doublets one of the elements of which belonged to another type according to their origin were identified. Synonyms of this type are included in a group of different language doublets.

Conclusion. We have analyzed semantic features of a number of English touristic terms which are being actively used in related sphere, and we have come to the following point of views. Firstly, the English language is considered as the main lexical recourse for creation of new terms and provision for the people who act as the crew of Tourism. Secondly, the lexical base of touristic terms in English is very rich that one may find many synonymous words in related area. Thirdly, it was recommended to analyze the synonymy of touristic terms dividing them into absolute synonyms and conditional synonyms that contain several variants.

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MODERN PROBLEMS OF TOURISM AND ECONOMICS

FOREIGN EXPERIENCE OF DEVELOPMENT OF PUBLIC-PRIVATE PARTNERSHIP MECHANISMS

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Аннотация: Ушбу мақолада, давлат-хусусий шериклиги (ДХШ) дунё мамлакатларида инвестиция жараёнларини ташкил этиш ва ижтимоий-иқтисодий ривожланишни таъминлашнинг энг истиқболли шаклларидан бири эканлиги баён этилган. Шунингдек, чет элнинг ДХШ лойиҳаларни қўллаб-қувватлаш ҳамда амалга ошириш бўйича ноёб тажрибалари тўғрисида фикр юритилган. ДХШ лойиҳаларини давлат томонидан қўллаб-қувватлаш усуллари Европанинг Буюк Британия ва Франция.

Калит сўзлар: давлат-хусусий шериклиги, молиялаштириш, хорижий тажрибалар.

Аннотация: В статье отмечается, что государственно-частное партнерство (ГЧП) во всем мире признается одной из наиболее перспективных форм организации инвестиционного процесса и обеспечения социально-экономического развития. За рубежом накоплен богатый опыт поддержки и реализации проектов через механизм ГЧП. Он может быть полезным для России. Проанализированы методы государственной поддержки проектов государственно-частного партнерства на примере трех европейских стран – Великобритании и Франции.

Ключевые слова: государственно-частное партнерство, финансирование, зарубежный опыт.

Annotation: The article notes that public-private partnership (PPP) is recognized worldwide as one of the most promising forms of organizing the investment process and ensuring socio-economic development. Abroad, a wealth of experience has been accumulated in supporting and implementing projects through the PPP mechanism. It can be useful for Russia. Methods of state support for public-private partnership projects are analyzed on the example of three European countries - Great Britain and France.

Keywords: public-private partnership, financing, foreign experience.

Introduction: World history is rich in examples of the organization of public-private projects. Some countries of the world have long ago fully appreciated the possibilities that public-private partnerships (PPPs) have. In many states, there are international institutions for studying the specifics of PPP, its promotion and improvement. These include:

– European PPP Expertise Centre;

–The National Council for Public-Private Partnerships.

In addition, there are many development institutions that deal with the problems of entrepreneurship development both at the international level and at the level of individual regions. They also pay significant attention to the problems of PPP development. The largest international development institutions are:

– International Bank for Reconstruction and Development (IBRD);
– European Bank for Reconstruction and Development (EBRD);
– Islamic Development Bank (ISDB);
– International Development Association (IDA) and etc.

At the national level, in most market economies, development institutions are also being created:

– Industrial Development Bank of India (IDBI);
– China Development Bank (CDB);
– German Development Bank (KfW);
– Overseas Private Investment Corporation (OPIC), etc.

The main efforts of such structures are aimed at supporting projects in the field of transport, special and power engineering. Particular attention is paid to the projects of aircraft construction and the rocket and space complex. Some institutions finance projects in the fields of agriculture, shipbuilding, metallurgy, etc. [1]

Literature review: Foreign experience, theoretical and methodological problems of PPP and its development have been studied by foreign scientists and CIS scientists, who have made a significant contribution to the development of scientific, theoretical and methodological bases of management development, including: Varnavsky V.G., Klimenko A.V., Korolev V.A. [2], Molchanova O.P. [3], Belyy E.M, Romanova I.B. [4] and others have studied approaches to the classification of forms of STDs, Trunova O.D., Silin M.V. Authors such as [5] have conducted research on the implementation of PPP mechanisms.

Taking into account national characteristics, economists in Uzbekistan N. Yusupov and F. Karabaev studied some theoretical and methodological issues of the formation and development of the PPP in the framework of the UN Development Program [6]. U. Djumaniyazov also conducted research aimed at improving corporate governance mechanisms in the field of housing construction on the basis of PPP [7]. One of the urgent tasks is to develop scientifically based recommendations and proposals for the introduction of international standards in higher education on the basis of effective PPP.

Research methodology: The methodology of our research is the decrees and resolutions of the President of the Republic of Uzbekistan in this area, as well as other normative legal acts. Including: 2017 of the President of the Republic of Uzbekistan Decree of the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2019 "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan", Law of the President of the Republic of Uzbekistan No. PP-537 of May 10, 2019 "On Public-Private Partnership" of October 20, 2018 Resolution PQ-3980 "On priority measures to create a legal and institutional framework for development" and other normative legal acts constitute the methodology of our research work on our scientific article.

Experimental results: World experience shows that the more developed a country is, the more socially oriented spheres play a role in the structure of PPP projects. And in countries with a less developed level of social protection, a shorter life expectancy of the population, poorly developed infrastructure, the main attention is paid to projects in the field of road construction, electricity, etc. Such a structure is understandable in principle - a state with an insufficient level of economic development is most often the main The emphasis in its strategy is on the development of various spheres of the national economy.

In general, a decrease in the number of PPP projects can be noted. Moreover, the European PPP Expert Center notes the reduction of projects in terms of funding. This situation is partly due to the unstable economic situation in many European countries after the 2008 crisis. International practice in the implementation of PPP projects shows that the main areas in which they are most used are:

- transport infrastructure, including the construction, maintenance and operation of roads, including roads, airports, railways;

- the sphere of housing and communal services - water disposal, garbage disposal, organization of public services and repair of housing stock; - environmental facilities - water treatment facilities, mining and processing of minerals;

- construction and maintenance of real estate, including housing, public and social infrastructure;

- organization of public services in the field of public order protection;

- communications, including the creation of telecommunications infrastructure and the provision of services to consumers;

- education, including the construction and maintenance of schools, equipment with the necessary communications, as well as participation in joint educational projects;

- healthcare - participation in the implementation of measures in the field of health protection, development and implementation of new technologies in this area, development of medical products.

Thus, in general, world practice indicates three main directions for the implementation of PPP projects:

- education;
- healthcare;
- road construction.

The above data show that public-private partnership is perceived throughout the world as one of the most promising and productive areas for the implementation of state functions. However, it should be understood that the very development of PPP, as well as its further fate, largely depends on the reality of the goals that the participants set for themselves, the accuracy of forecasts and the state's desire to develop mechanisms for such a partnership.

For the effective implementation of public-private partnership projects, it is necessary to create clear "rules of the game" (i.e., legislative regulation of PPPs) and a system of interaction between the state and business. In many countries, such interaction is provided by federal government bodies in conjunction with specialized bodies. As international experience shows, most failures in the implementation of

public-private partnership projects are associated with errors in project structuring [8]. Formation of a clear structure of interaction between state bodies and private structures, advice from a specialized body on PPP will help to solve this problem [9].

The creation of a specialized body makes it possible to establish clear interaction between the state and business. A number of countries have such specialized bodies, but their tasks and functions may differ. In general, the functions of these bodies can be grouped in the following areas:

- coordination of actions of state bodies involved in the preparation and implementation of PPP projects;

- financing (co-financing) of the project;

- Consultation of participants in PPP projects on the development and management of projects;

- participation in the development and discussion of draft laws in the field of public-private partnership;

- expert analysis of planned PPP projects. A few examples of the functions of such specialized bodies are given in table. one.

Table 1.

**Functions of special bodies for public-private partnership
in a number of states [10]**

Country and name of the PPP authority	Information and advice		Consulting support and financing				Analysis and approval of the project
	Resource center	PPP recommendations	Consulting on specific projects	Financing projects	Project developer	Monitoring the implementation of contracts	
United Kingdom: Partnership UK (since 1996), now Infrastructure UK	+	+	+	+	+	+	+
Australia, Victoria: Partnership Victoria (since 1999)	+	+	+	-	-	+	-
Canada, British Columbia: Partnership BC	+	+	+	-	+	+	-
South Africa: department within the Ministry of Finance (since 2000)	+	+	+	+	-	-	+

Note: "+" - availability; "-" - absence

Whatever functions are assigned to such specialized bodies, it should be understood that significant development of PPPs is possible only when government structures provide serious support to projects, seek to strengthen the economy, and ensure social development through PPP mechanisms. Consider the features of the implementation of PPP projects in different countries and the role of the state in their development. In Europe, the UK has historically been the leader in terms of the volume and number of PPP projects. The most significant development of partnerships was also obtained in France, which are characterized by a rich tradition of implementing PPP projects in various fields. For example, the UK accounted for 48% of all projects concluded in Europe in 2012. This country was the first to assess the possibilities of PPP. She realized her first serious project in 1981. Its essence was to rebuild the London docks. Following the successful completion of the project, the Private Finance Initiative (PFI) program was created. This program provides for the financing of infrastructure projects with the involvement of private capital. A private investor is

engaged in the construction and operation of the facility intended for the provision of public services. Often, he also provides financing, reimbursing his costs either through the right to operate the facility for a certain period, or through payments from the budget. PFI projects are implemented in areas such as roads, railways, schools, military barracks, hospitals, etc.

The projects of the military-industrial complex are of great importance. The UK government uses PFI to supply arms, military equipment, and provide training and accommodation services for military personnel.

During the existence of the program, the headquarters of the Ministry of Defense in London was refurbished, the cost of which amounted to 430 million pounds, as well as the design and creation of military landing tanker aircraft and the launch of the Skynet satellite system: 2.7 and 1.08 billion pounds sterling respectively.

In the context of the crisis, the UK has revised its attitude to the projects being implemented under this program. The fact is that the experience of their implementation has shown that some features of the program itself lead to ineffective solutions associated with a slow and long financing process, insufficient flexibility of contracts, as well as the receipt of excess profits by private partners due to insufficiently transparent calculations in the formation of projects. In addition, in recent years, one can observe a steady upward trend in the average contract price. Excluding the largest projects (construction of the Channel Tunnel and the London Underground), the average contract value over the past 15 years was 50 million pounds [11].

The main claims related to the implementation of projects under the PFI program relate to the economic feasibility of attracting private partners in the construction. After a number of critical remarks in the UK Parliament, a number of calculations were carried out on the example of existing projects. It turned out that due to payments that the state will pay to the private partner within the framework of the concession, there is a significant rise in the cost of the real cost of the project. For example, the calculation of the construction of the Royal Liverpool University Hospital and the hospital in Brodgreen (a suburb of Liverpool) showed that over 30 years of the concession, the state will incur additional costs in the amount of 175 million pounds sterling relative to the initial government costs [12]. Such examples show that it is sometimes cheaper for the state to finance a project entirely at its own expense, having received the necessary funds in the financial market.

Many scandals were associated with the reconstruction of the London metro, when the Metronet consortium failed to carry out the modernization - the company went bankrupt, and the project itself was transferred to government authorities for implementation. During the crisis, the situation became even more aggravated: due to lack of liquidity, many projects were frozen, and the state was forced to allocate funds from the budget to support companies participating in PPP projects.

After lengthy debates in parliament, assessments of the prospects and problems of the implementation of the PFI program, it underwent modification. As a result, a whole package of documents appeared, regulating the procedure for the formation of projects within the PFI. The procedures for concluding and evaluating contracts were formalized. The main focus is currently on the economic feasibility of the project, the benefits and risks that it carries.

Thus, the UK experience cannot be unequivocally evaluated. Of course, there are many positive examples - the creation of an integrated waste management system on the Isle of Wight, the construction of a nursing home in Surrey. However, in recent years, criticism of the private initiative support program is associated with the higher cost of such projects for the state.

France also has a rich tradition of public-private partnerships. She is one of the global leaders in PPP, has significant experience in project management and attracting investors, including in regional and municipal infrastructure.

The peculiarity of the French model of PPP development is that the state, in order to attract private investors to public projects, creates the so-called communities of mixed economy (Societe d'Economie Mixte, SEM), which are joint ventures. A prerequisite for the formation of such an enterprise is the share of the state or local governments in the authorized capital from 50 to 85%. According to the Federation of State Enterprises (FedEpl), there were 1,001 SEMs in France in 2012, with the majority of the authorized capital held by local authorities.

SEMs have the right to:
- carry out activities in the field of construction and reconstruction;
- manage industrial facilities;
- to carry out the functions assigned to them for the provision of public services.

The peculiarity of using the SEM mechanism is that private capital is not limited geographically, that is, investors outside the region or municipality in whose territory the enterprise was established can take part in the implementation of the project. This approach has determined the entry of French companies into the ranks of the leaders among foreign firms using public-private partnership mechanisms in their activities.

In addition, France actively uses concessions in PPP practice, which differ significantly from the "basic" Anglo-American model in a number of essential features. For example, according to French laws, privatization by the concessionaire of municipal or state property transferred to him in concession is prohibited, and also provides for the complex nature of the concession, when the concessionaire is simultaneously entrusted with both the development of the concession and the implementation of measures necessary for the creation or modernization of infrastructure facilities and their operation [13].

In this country, several types of contracts are used in accordance with local legislation:
- partnership contracts;
- long-term lease agreement with the administration;
- long-term lease agreement with hospitals;
- permission for the temporary use of state property;
- permission for the temporary use of state property with the right of redemption until the expiration of the contract, i.e. leasing.

Thus, the experience of the countries most advanced in the development of public-private partnerships - France and the UK - shows that Europe has a fairly rich tradition of attracting private business to state-building objects. The trend of recent years has become the implementation of projects with the participation of representatives of small and medium-sized businesses. Such opportunities are provided

mainly at the municipal level, since the cost of projects here is relatively low. The sufficient level of freedom afforded to private partners in the UK has led to a rethinking of parliament's attitude towards the PPP project support program. France is characterized by a higher efficiency of projects, since the state here is much more involved in the implementation of projects, monitoring the progress of their implementation at each stage, as well as conducting a voluminous analysis of the prospects for concluding contracts [14].

Conclusions and Suggestions:

In conclusion, it is necessary to clearly define the types and forms of PPP projects in the country and to select the most appropriate forms of PPP implementation in the UK and France, taking into account the specifics of the country and to limit PPP to the following features. suitable:

- creation of social infrastructure facilities with the provision of public services and / or joint action of public and private business;
- Contractual relations (agreements) between the parties;
- distribution of mutual costs and benefits;
- Risk distribution of joint projects in different areas;
- Conformity of the strategy of the regions of the Republic of Uzbekistan, sectors of the economy to the priority strategic directions of socio-economic development of the country;
- Ensuring the stability of the terms of the project and the rights of private investors;
- selection of private sector entities involved in public-private partnerships on the basis of the principles of fair and transparent competition.

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TAX ANALYSIS IN MICRO-LEVEL TAX PLANNING

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Annotatsiya: Soliqni rejalashtirish tizimini tashkil etishning moliyaviy-xo'jalik faoliyatiga ijobiy ta'sir ko'rsatishning mohiyati, mazmuni va yo'nalishlari, mikro darajadagi soliq rejalashtirishning yagona tizimiy jarayonining o'ziga xos printsiplari va tarkibiy qismlari. undagi soliq tahlili aniqlanadi. Kontseptual elementlar yoritilgan va soliqlarni rejalashtirish tizimini amalga oshirishda asosiy bo'g'in sifatida soliqlarni tahlil qilish bosqichlari, shu jumladan vazifalarni shakllantirish, soliq yukini aniqlash, soliq to'lovlarini tahlil qilish, shuningdek tanlov soliqlarni optimallashtirish usullari va ularni qo'llash samaradorligini hisoblash.

Kalit so'zlar: soliqni tahlil qilish, soliqni rejalashtirish, mikro darajadagi soliqni rejalashtirish tizimi, korxonaning moliyaviy-xo'jalik faoliyati, mikro darajadagi soliq rejalashtirishning yagona tizimli jarayoni, soliq byudjeti, soliqni rejalashtirish samaradorligi.

Аннотация: Расскрыта сущность, значение и направления положительного влияния на финансово-хозяйственную деятельность организации системы планирования налогообложения, специфические принципы и структурные составляющие единого системного процесса

налогового планирования на микроуровне, а также определено место налогового анализа в нем. Выделены концептуальные элементы и предложены этапы проведения налогового анализа как основного звена реализации системы планирования налогообложения, включающего постановку задач, определение налоговой нагрузки, анализ налоговых платежей, а также выбор способов налоговой оптимизации и расчет эффективности их применения.

Ключевые слова: налоговый анализ, планирование налогообложения, система планирования налогообложения на микроуровне, финансово-хозяйственная деятельность предприятия, единый системный процесс налогового планирования на микроуровне, налоговое бюджетирование, эффективность планирования налогообложения.

Abstract: The essence, significance and directions of the positive impact on the financial and economic activities of the organization of the tax planning system, the specific principles and structural components of the unified system of tax planning at the micro level, and the place of tax analysis in it are revealed. Conceptual elements are identified and stages of tax analysis are proposed as the main link in the implementation of the tax planning system, which includes setting goals, determining the tax burden, analyzing tax payments, as well as choosing tax optimization methods and calculating the effectiveness of their application.

Keywords: tax analysis, tax planning, tax planning system at the micro level, the financial and economic activities of the enterprise, a unified system of tax planning at the micro level, tax budgeting, tax planning efficiency.

Introduction. A necessary condition for the effective functioning of enterprises of the Republic of Uzbekistan in a competitive environment, an important factor in ensuring their economic security, is the construction of a tax planning system that takes into account all the peculiarities of the financial and economic activities of the enterprise, and in the use of which the taxpayer could regularly analyze the tax consequences of the transactions carried out by him.

At the same time, a competent system of tax analysis will contribute to the rapid and effective management of available resources and cash flows of the organization, forecasting tax liabilities in the short and long term, preventing tax sanctions, reducing financial risks.

The relevance of the topic of this scientific article to the study of the conceptual basis of tax analysis is due to the fact that the current system of forecasting and planning of taxation at the micro level in most cases has a narrow fiscal orientation and does not take into account the constantly changing economic conditions.

Literature review. Components of process of tax planning are the directions of detailed researches of A.N. Akzhigitova, S.V. Barulin, I.S. Bolshukhina, M.V. Vasilyeva, N.G. Varaks, E.N. Yevstigneyev, E.A. Ermakova, E.V. Ilyicheva, I.A. Korostelkina, N.A. Mamedova, I.A. Maslova, V.I. Mishin, O.P. Ovchinnikova, A.B. Paskachev, I.A. Samsonov, N.N. Seleznyova, I.V. Sergeyev, V.B. Sirotkin, I.N. Solov • va, V.V. Stepanenko, T.Yu. Tkachyova, Zh.S. Fomina, D.G. Chernik, etc.

In the studies of M.I. Bakanov, I.S. Batalov, N.V. Bondarchuk, M.E. Gracheva, A.F. Ionova, S.G. Karakhanyan, Z.M. Karpasov, V.V. Kovalev, R.A. Sahakyan, G.V. Zhovskaya, etc.

Many researchers, studying tax analysis, forecasting and planning, only address individual areas of operation of this extensive process. However, questions relating to the definition of the role of tax analysis in the tax planning and forecasting system require scientific reflection and further elaboration.

Thus, insufficient development of theoretical and scientific-methodological approaches, as well as issues arising in the application of tax analysis in the system of tax planning at the micro level, defined the topic of this scientific article, its purpose, tasks.

The purpose of this scientific article is to develop theoretical and methodological provisions on the application of tax analysis in the system of tax planning at the micro level taking into account the change of the budget and tax policy, which affects the process of making management decisions in the internal tax environment of the enterprise.

The realization of the goal required a consistent solution of the system of interrelated tasks:

- Clarify the essence and importance of the system of tax planning at the micro level;

- Define and scientifically substantiate the role of tax analysis in the system of forecasting and planning of taxation at the micro level;

- Reveal conceptual elements and methodology of tax analysis as the main stage of tax forecasting and planning system implementation;

- Structure the system of performance indicators of the economic entity for the purposes of tax analysis;

- Develop scientific and methodological recommendations for the formation and implementation of tax budgeting based on tax analysis;

- To propose a methodology for the implementation of a forward-looking tax analysis taking into account the variability of fiscal policy.
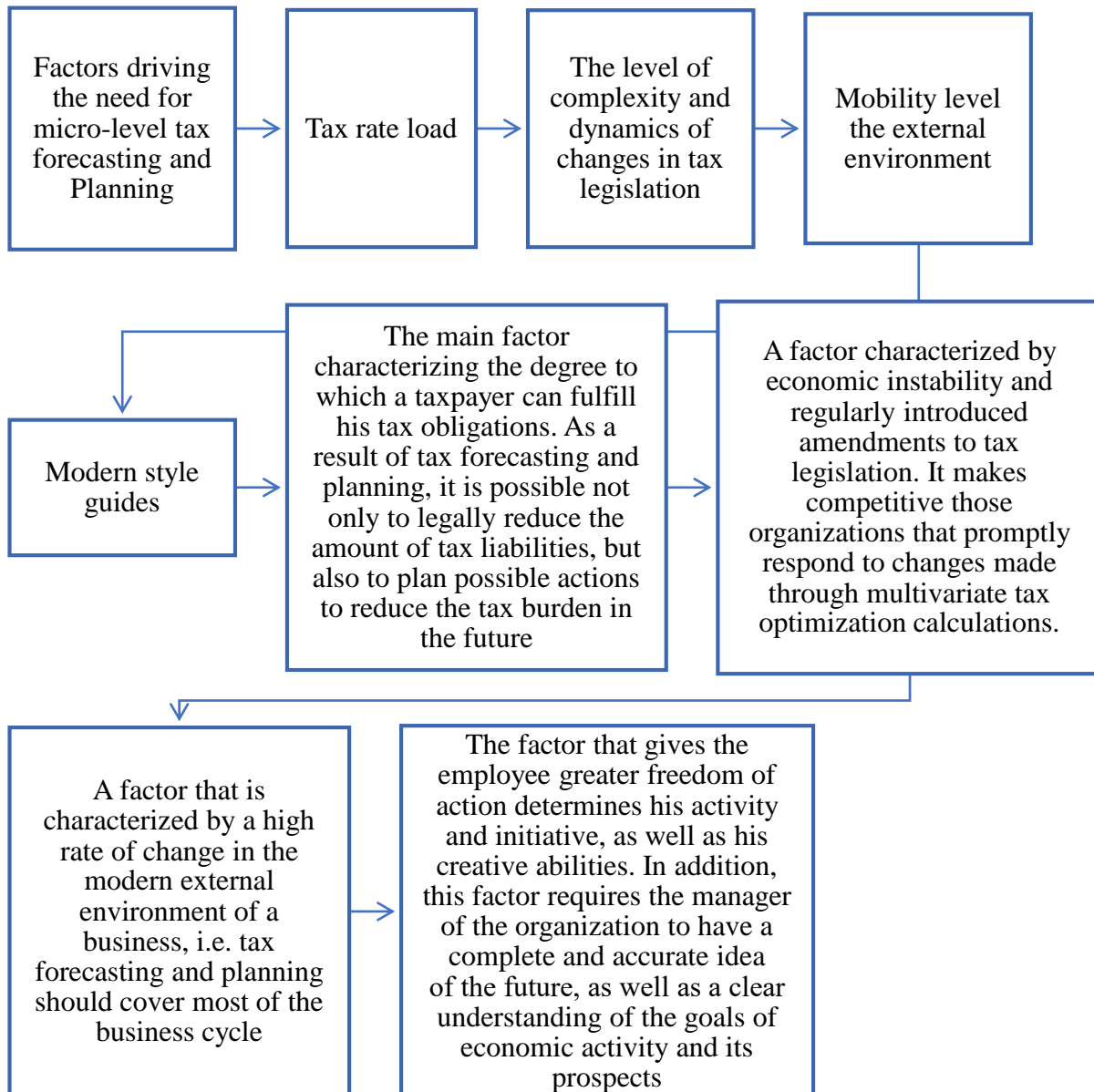
Research methodology. The methodological basis of the study is a specific application of the theory of scientific knowledge to the topic of this scientific article. Empirical and theoretical methods of research are used in the process of research, collection and processing of information. The reasoning of the obtained provisions is based on the results of research obtained by dialectical-synthetic and abstract-logical methods.

Analysis and results. In the existing theoretical model of tax policy, planning cycles after forecasting, while in reality these processes are carried out simultaneously. In view of this, the forecasting and planning of taxation at the micro level should be considered from the perspective of a systemic approach, in which periodic adjustments are made to the results presented as indicators, a reassessment of measures to achieve them, based on continuous monitoring of dynamic events.

The relationship between forecasting and tax planning makes it possible to set limits on the functioning of the most important elements of the tax process, while ensuring the stability of the tax system, since tax forecasting is probabilistic, involving alternative directions of development of the tax system and having policy qualities, and tax planning is characteristic of adopting a certain option for the development of the tax system, which provides for a system of quantitative indicators that are mandatory.

Thus, at the micro level, the forecasting procedure is reduced to tax planning as a system of measures aimed at determining the planned amount of tax payments that are due in future periods.

Figure 1 presents the factors that require the use of forecasting and tax planning tools in micro-level management decision-making.

Fig. 1. Description of factors determining the need for a tax forecasting and planning system

It has been established that the use of forecasting and tax planning positively affects the financial and economic activities of any organization and creates the following important advantages for the business:

- Analysis and utilization of the future enabling environment in the activities of the organization;

- Preparation of the organization for changes in the external environment;

- Encouraging tax forecasting and planning participants to make decisions that they implement in future work;

- Providing a more reasonable allocation and use of the various types of resources of the organization;

- Increasing the economic importance and sustainability of the organization.

In order to fully realize the full benefits of forecasting tax planning, it is necessary to develop a system that is appropriate to all the characteristics of the activities of a particular organization. Tax planning and forecasting cannot be carried out without tax analysis, as a huge number of calculations using different methods of analysis precede an effective management decision.

Application and implementation of the concept of formation of the system of forecasting and planning of taxation allows to form the most acceptable structure of tax expenses, determining their total volume and reasonable distribution by aggregated sources of income . In the tax planning process, the organization focuses on the highest possible level of sources for calculating taxes, which is linked to objective and subjective reasons for ever-increasing needs.

Since the principles of tax planning and forecasting are fundamental postulates, we believe that in order to determine the place and role of tax analysis, it is advisable to add specific principles to the basic principles:

-The principle of systemicity, which is to require a clear consideration in the relationship and interaction of all elements of forecasting and planning;

- The principle of consistency, which defines the requirement to harmonize forecasts of different nature and plans drawn up for specific periods;

-Application of variants, embodies the requirement to develop a large number of forecasts, outgoing and corresponding to all variants of prepared plans;

- Continuity is reflected in the requirement that the forecast be adjusted as new data on the forecast object becomes available and adapted to future plans;

-The principle of verifiability consists in the requirement to follow the reliability, accuracy and validity of the forecast;

-The cost-effectiveness principle is reflected in the requirement to comply with economic efficiency in the process of obtaining planned and forecast information.

It is common knowledge that tax analysis is part of tax planning . At the same time, its mandatory presence is necessary when increasing the tax burden of the economic entity (more than 45%), as it helps to optimize profit

- To respond to the objectives of the tax system as a whole.

Tax analysis is a link between accounting and management decision-making, and plays an important role in preparing information for tax forecasting and planning. The effectiveness of the tax planning system, and as a result, the improvement of tax discipline and the strengthening of the financial well-being of the organization, depends more on the extent to which the tax analysis has been fully and reliably carried out. In turn, the well-conducted tax analysis, being a key element of the tax management system, contributes to the development of an optimal model of tax planning, which will correspond to the peculiarities of financial and economic activity of a particular enterprise**.**

Discussion. The theoretical analysis of the categorical apparatus made it possible to consider tax analysis as a set of techniques and methods that allow to characterize the amount of use of existing benefits for each particular tax, as well as to

analyze changes in legislation, assess tax policy and the amount of tax exemptions in dynamics for their subsequent optimization.

The result of the tax analysis is information that influences management decisions regarding current and subsequent tax liabilities. Tax analysis is characterized by the distance and exclusion of research from industry tax features and tax amounts paid by the organization are often "impersonal" in nature.

In order to carry out a comprehensive analysis of taxes paid by the organization, to identify the most significant factors that caused changes in the dynamics and structure of tax liabilities, stages of tax analysis are proposed, including setting tasks of tax analysis, determination of tax burden, analysis of tax payments, as well as selection of tax optimization schemes and calculation of their efficiency.

In order for the tax analysis to be effective, appropriate accounting and analytical support is required, which includes the collection of information data necessary for the tax analysis. The accounting and information base used in the tax analysis includes information obtained during the analysis by the organization itself and from third parties and necessary to verify the correctness of the calculation and payment of taxes. Since all processes taking place in the organization are interrelated, the data obtained from the analysis of the accounting and information base are then used as analytical support for the developed system of forecasting and planning of taxation at the micro level.

The systematic approach in identifying the relationship between micro-level tax planning and analysis is to build functional dependencies in the following sequential actions:

1) a set of tax factors affecting the level of financial and economic activity of the organization is determined, in particular the elements of taxes;

2) the relationship between the parameters of forecasting and tax planning and the selected factors is established;

3) quantitative measurement of influence of factors on planned (forecast) values of tax payments to the budget is carried out.

By determining the impact of tax factors on financial and economic performance, it is possible to form a mechanism for their impact on these factors.

In order to identify factors affecting tax parameters and to assess the effectiveness of tax forecasting and planning, it is advisable to calculate tax indicators of the micro-level:

1) absolute:

- Resulting, characterizing the level of taxation (tax costs, cash flows of the organization arising from taxation, tax balance sheet balances);

- Factor, affecting the levels of the resulting indicators (tax bases for each of the accrued taxes, tax rates);

2) relative:

- General (economy factor, tax efficiency factor, tax intensity);

- Private (profit tax ratio, price tax ratio, tax burden).

In determining the level of tax burden, economic actors can use techniques that are proposed in theory and practice. A group of scientists proposes different models of mathematical calculation of tax burden, which can be combined into two main groups:

1) sum (D.A. Kozlov, M.I. Litvin);

2) multiplicative (TK Ostrovenko, A.E. Vikulenko, E.A. Kirov).

In order to obtain more accurate calculations in carrying out tax analysis it is advisable not to limit itself to one method, but to use several methods in such a way that the results obtained with their help sufficiently fully describe the current or retrospective tax situation.

We believe that the calculation of tax indicators can be implemented by means of information technologies built according to some specified rules of determination of tax system coefficients of a specific organization. The calculation calculator can be constructed taking into account more complex relationships, for example, changes in tax legislation. In our view, tax budgeting is an effective part of tax planning at the micro level, as well as a way to combine measures to optimize tax payments. The sequence of the tax budget can be represented as follows.

1. Analysis of objects of taxation, tax legislation of obligations on payment of taxes, tax incentives and conditions of their application is carried out.

2. Dependent budgets are formed and taxable indicators (sales budget, labor, material resources, investment budget, cash flow budget) are determined on the basis of them.

3. The calculated parameters for each type of tax paid (accrued tax amounts, in which the initial information is the legislation on taxes and fees and the values of planned taxable indicators, tax payments, tax debt) are determined.

4. The degree of execution of the tax budget is estimated, for this purpose deviations of actual values from planned indicators are detected, their evaluation is given, as well as reasons for deviations are determined, taking into account the relationship of the tax budget with other budgets of the organization.

Tax budgeting is based on the choice of optimal decisions on tax revenues and expenditures, the purpose of which is to obtain the maximum possible tax profit and then make a decision for its effective use. As a result, the ultimate goal of tax budgeting is to ensure the long-term financial stability of the enterprise. The results of corporate tax budgeting should be reflected in the tax budget developed by the enterprise.

The process of building tax payment models of the organization can be implemented with different level of detail of payment composition and/or Mechanisms for their collection and payment. Figure 7 shows the structure of the tax budget and its management decisions.

The need to organize the tax budget is reduced to the optimization of taxes and the formation of the tax calendar, as well as to the subsequent optimization of financial indicators, effective management of them and reduction of tax risks.

The possibility of tax planning arises in the case of operational and investment budgets that have already been drawn up. The revenue and expenditure budget is formed after determining the amount of taxes and fees included in the cost price of products. Next, the net profit of the enterprise is determined and a schedule of settlements with suppliers and buyers is drawn up, on the basis of which the cash flow budget is formed, and VAT payments are calculated. After the tax budget is drawn up, the forecast balance is formed. The tax budget reflects the planned tax accruals, taxable base and planned debt of the organization to the budget, as well as the results of tax

optimization. Extrapolation is the easiest way to make a tax budget. In order to draw up a tax budget, it is necessary to calculate the forecast value of taxes paid by the organization, as well as debts to the budget.

The preparation of the tax budget will allow the economic entity to determine in advance the actual availability of the necessary amount of funds of the organization, and in case of lack of them - to find additional sources of payment of taxes, which will exclude or minimize possible financial losses from payment of penalties and penalties for late settlements with the budget.

Conclusion. As a result of the study of tax analysis in the system of tax planning at the micro level, the following conclusions can be drawn. In theoretical terms, theoretical and methodological provisions of the system of tax planning at the micro level have been formed, as well as advantages of using the system, which positively affect the financial and economic activity of the organization, conceptual elements and methodology of carrying out tax analysis as the main stage of implementation of the system of tax forecasting and planning have been revealed.

In practical terms, a system of indicators of activity of an economic entity for the purposes of tax planning has been proposed, as well as scientific and methodological recommendations for the introduction of tax budgeting based on tax analysis as the final stage of the process of tax forecasting and planning at the micro level have been developed.

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LEGAL AND REGULATORY FRAMEWORK FOR THE RECOVERY OF PROBLEM LOANS IN BANKS

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Аннотация. Ушбу мақолада тижорат банкларидаги муаммоли кредитларни ундириш билан боғлиқ бўлган, мамлакатимиздаги мавжуд ҳуқуқий – меъёрий хужжатлар кўриб чиқилган. Муаммоли кредитларни камайтириш ва ундиришдаги энг самарали механизмлар ёритилган ва қонунлар билан тартибга солинган воситалар очиб берилган.

Таянч сўз ва иборалар: Банк, банк фаолияти, кредит, кредитлаш, қарз олувчи, муддати ўтган қарз, муаммоли кредит, кредит мониторинги, кредит қайтмаслик хавфи.

Аннотация. В данной статье рассматриваются существующие в нашей стране нормативно – правовые документы, связанные с взысканием проблемных кредитов в коммерческих банках. Выделены наиболее эффективные меры по сокращению и взысканию проблемных кредитов, выявлены инструменты, регулируемые законодательством.

Ключевые слова: банк, банковская деятельность, кредит, кредитование, заемщик, просроченная задолженность, проблемный кредит, кредитный мониторинг, риск невозврата кредита.

Abstract. This article examines the existing legal documents in our country related to the recovery of problem loans in commercial banks. The most effective measures to reduce and recover problem loans are identified, and the tools regulated by the legislation are identified.

Key words: bank, banking, credit, lending, borrower, overdue debt, problem loan, credit monitoring, Non-performing loan.

Introduction. In the Decree of the President of the Republic of Uzbekistan dated September 12, 2017 No. PP 3270 "On measures to further develop and increase the stability of the banking system of the republic" It was noted that strict adherence to deadlines and approved schedules, to prevent the formation of overdue loans, taking measures, setting deadlines and interest rates interest rates on loans based on the bank's solvency and the termination of the practice of lending to unprofitable organizations is one of the priority directions of the country's banking development. [1].

For effective management of problem loans by commercial banks, a developed legal framework is needed to regulate the organization of the bank's work with problem loans.

One of the most urgent tasks of commercial banks today is to reduce the share of existing problem loans in the loan portfolio of commercial banks, eliminate the factors of their occurrence and the need for legal regulation to improve NPL, as well as strengthen the legal protection of financial market participants.

Literature review. With the formation of market relations in the economy, it becomes necessary to conduct research in the field of problem loans in commercial banks. The study of the analysis of problem loans in the banking system by various methods is associated with the names of foreign researchers as Y.S.Lavrushin, O.A.Nurzat, N.M.Lykova, A.A. Kovanyev, M.V.Yashin, A.V.Slavyansky, S. V. Kuznitsov.

A number of foreign studies in the field of problem loans management are devoted to the choice of the optimal strategy for problem loans management, these studies are reflected in the works of Western researchers such as R.Dj. Herring, Dj.M. Greppet, G.V. Karele, T.Dj Riddou, S.B.Wyatt, R Greaves.

The credit risk in commercial banks and the problems associated with managing problem loans and minimizing their number were analyzed by domestic scientists such as T.M. Karaliev, Yu.A. Tukhtabaev, K.A. Mukhamedzhanov and others.

In the study of the researcher S.V. Kuznitsov (2008) states: - A problem loan is a loan for which the borrower cannot fully fulfill its obligations under the agreements and arrangements with the bank, therefore, late payments on the borrower's loan obligations mean that the bank is at risk of partial or complete loss [2].

Yu.Yu.Platonov and S.E. Zaychenko (2011) noted that an increase in the number of problem loans can lead to a deterioration in the quality of the bank's loan portfolio, additional costs, low profit or loss, as well as the need to organize the management of problem assets using the most effective tools [3].

According to the researcher in the field of problem loans A.V. Slavyansky (2009), a "problem loan" is a loan for which the borrower does not fulfill the conditions of the loan agreement for the timely and full repayment of the loan, and the bank has sufficient grounds to assert that that the borrower does not comply with the terms of the contract [4].

O.A. Yusupova (2016) argued that arrears arise not only due to difficult financial or unforeseen circumstances, but also due to distraction of the client's attention, as a result of which he forgets to make payments on time, while having the means and opportunities [5]. As a rule, in such cases, the overdue debt is repaid within a maximum of five to seven working days by sending an SMS notification to the borrower by the credit officer or by phone.

V.V. Mazurin (2016) notes in a scientific article that an overdue loan does not allow the borrower to fully and on time repay the debt under the current contract. However, he noted that the concept of problem loans is mainly associated with a high level of financial losses for the bank due to the borrower's wrong approach to lending, and this situation is often associated with a deterioration in the financial condition of the borrower [6].

According to the Basel Committee, a problem loan is a loan with a significant breach of the borrower's obligations to the bank, a significant deterioration in the

borrower's financial condition and a significant decrease or even loss of the quality of collateral [7].

Research Methodology. The article examines the regulatory documents on the registration of existing problem loans in commercial banks, and also identifies the factors that affect the stability of the bank's loan portfolio. The analysis used the methods of scientific abstraction, expert assessment, induction and deduction, comparison, systematic analysis.

Analysis and results. Currently, the main legislative acts governing credit relations are:

➢ Constitution of the Republic of Uzbekistan;

➢ Civil Code of the Republic of Uzbekistan;

➢ Law of the Republic of Uzbekistan on amendments and additions to the Law of the Republic of Uzbekistan "On the Central Bank of the Republic of Uzbekistan" dated November 11, 2019 No. URQ-582;

➢ Law of the Republic of Uzbekistan "On Amendments and Additions to the Law of the Republic of Uzbekistan" On Banks and Banking Activities "No. URQ-580 dated November 5, 2019;

➢ Law of the Republic of Uzbekistan No. URQ-572 dated October 22, 2019 "On Amendments and Additions to Certain Legislative Acts of the Republic of Uzbekistan in Connection with Strengthening the Legal Protection of Creditors and Improving the Mechanisms for Financing Entrepreneurial Activities";

➢ Resolution of the Board of the Central Bank of the Republic of Uzbekistan dated July 2, 2018 No. 3030 "On approval of the Regulation on minimum requirements for the activities of commercial banks when interacting with consumers of banking services";

➢ Regulation No. 905 of March 2, 2000 "On requirements for the credit policy of commercial banks", approved by the Board of the Central Bank of the Republic of Uzbekistan;

➢ Resolution of the Board of the Central Bank of the Republic of Uzbekistan dated February 23, 2011 No. 2201 "On approval of the Regulation on the procedure for granting refinancing loans by the Central Bank of the Republic of Uzbekistan to commercial banks";

➢ Resolution of the Board of the Central Bank of the Republic of Uzbekistan dated July 14, 2015 No. 2696 "On approval of the Regulation on the classification of the quality of assets of commercial banks and the procedure for the formation and use of reserves to cover possible losses on assets" and others.

Also, the collection of problem loans in commercial banks is based on the following regulatory documents.

Table 1

Legal and regulatory documents

Document's name	Content
Article 63 of the Law of the Republic of Uzbekistan dated 05.11.2019 URQ -580 "On Amendments and Additions to the Law of the	*"Banks provide loans against collateral, guarantees, sureties, obligations and other methods of ensuring the fulfillment of obligations stipulated by law. In case of violation by the borrower of contractual obligations, banks have the right to collect loans and*

Republic of Uzbekistan" On Banks and Banking Activities ".	*interest accrued on them in the manner prescribed by the contract, as well as to send foreclosure on the pledged property in the manner prescribed by law "[8].*
Civil Code of the Republic of Uzbekistan, part one, article 259 - "Satisfaction of creditors' claims at the expense of property transferred to secure the performance of the debtor's obligations."	*If the debtor fails to fulfill its obligations, the creditor's claims for the obligations secured by property are satisfied on a preferential basis from the value of the property to other creditors of the person who owns the property. The creditor's preemptive right also applies to income, products and other income from the use or sale of property transferred by the debtor to secure the performance of obligations, unless otherwise provided by the contract [9].*
Resolution of the Board of the Central Bank of the Republic of Uzbekistan dated June 13, 2015 No. 14/5 "On approval of the Regulation on the classification of the quality of assets of commercial banks and the procedure for the formation and use of reserves to cover possible losses on assets."	*The commercial bank has the right to collect the loan from the supply account without restriction and freely. All documents submitted for delivery must be drawn up in the manner prescribed by law [11].*

Organization of work with problem loans is one of the most important aspects of a commercial bank's activities. Effective handling of problem loans depends not only on the successful resolution of a specific conflict situation, but also on the stability and reputation of the bank.

Each bank independently determines the criteria for identifying problem loans, ways to reduce and monitor them, as well as ways to work with borrowers to collect debt.

An increase in the number of problem loans can lead to a deterioration in the quality of the bank's loan portfolio, additional costs, low profit or loss, and can also lead to bankruptcy. Therefore, it is necessary to organize the management of problem loans using the most effective instruments.

The main objectives of the bank's problem debt management system are:

✓ Determining the likelihood of problem loans in the directions of lending;

✓ Quantification of the "problem" level of the loan portfolio, analysis and monitoring of its impact on the financial stability and performance of the bank;

✓ Selection of sources of repayment of problem loans and assessment of their adequacy;

✓ development, implementation and evaluation of methods for reducing the level of problem loans;

✓ Monitoring and control of the share of problem loans in the credit portfolio.

Depending on the information obtained during the monitoring and the problem loans management policy, one of the following methods of dealing with problem loans will be selected.

Figure 1. Tools for working with problem loans

Based on the content and essence of the article, we can conclude that the more perfect the regulatory and legal legislation in the banking sector, the lower the share of overdue, problem loans in the loan portfolio of banks.

Based on international experience, problem loans in commercial banks of the country can be collected and transferred to specially created financial structures or collection agencies to improve their quality (the activities of collection agencies in our country are not regulated by law).

Collection agencies are legal entities operating in the United States, Russia and Europe, and acting as intermediaries between commercial banks and the borrower, that is, to pay off debt for a fee.

The concepts of collection activity, collection agency are absent in the current legislation of our country. Debt collection is carried out by the Executive Bureau only if there is a court decision or other executive document of a state body after the claim of the plaintiff.

In our country, it is possible to create collection agencies, first of all, as a special structure for commercial banks, and to ensure that this structure works only with problem loans belonging to the parent bank.

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UDK: 004.8

APPROACHES OF REFLECTION OF KNOWLEDGE IN INFORMATION RESOURCES

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Annotatsiya. Axborot tizimlarida hosil qilingan elektron axborot resurslari bilimlar bazasini tashkil etish orqali tizim samaradorligini oshirish masalalari qarab o'tilgan. Intellektual elementli axborot tizimlarida bilimlarni aks ettirishning umumiy tuzilmasi hamda xulosalashni semantik tarmoq va produktsion ko'rinishda ifodalanishi nazariy asoslangan. Axborot resursining semantik-produktsion modeli ishlab chiqilgan bo'lib, model samarali faoliyatini ta'minlashda qaror muqobillari ishonchlilik darajasini oshirish uchun noravshan xulosalash modeli qo'llanilgan. Taklif etilgan yondashuv uchun algoritm blok sxemasi ishlab chiqilgan bo'lib, ushbu algoritm uchun produktsion qoida shakllantirilgan. Bulardan tashqari taklif etilayotgan yondashuv asosida ishlab chiqilgan model va algoritmlarning ishlash tartiblari bayon etilgan.

Kalit so'zlar: axborot tizimlari, axborot resurslari, ma'lumotlar bazasi, bilimlar bazasi, produktsion model, inellektual agent, mantiqiy xulosalash, produktsion qoida.

Annotation. Considered to improve the efficiency of the system by creating a knowledge base of electronic information resources in information systems. Theoretically based General structure for knowledge extraction in intelligent information systems and its representation in the semantic network of production. Developed semantic production model of the information resource. The model used fuzzy inference to improve the efficiency of decision-making when working with semantic production rules model. For the proposed approach was developed, the proposed block diagram of the algorithm, which gives the rule for this algorithm. It also describes the models and algorithms developed on the basis of the proposed approach.

Key words: information systems, information resources, data base, knowledge base, production model, intelligent agent, logical inference, production rules.

Аннотация. Рассмотрены вопросы повышения эффективности системы путем создания базы знаний электронных информационных ресурсов, созданных в информационных системах. Теоретически основывается общая структура извлечения знаний в интеллектуальных информационных системах и её представление в семантической сети продукционного вида. Разработана семантическая продукционная модель информационного ресурса. Использовано модель нечеткого вывода для повышения эффективности принятия решений при работе семантической продукционной модели. Для предлагаемого подхода была разработана предложенная блок-схема алгоритма, которая дает продукционное
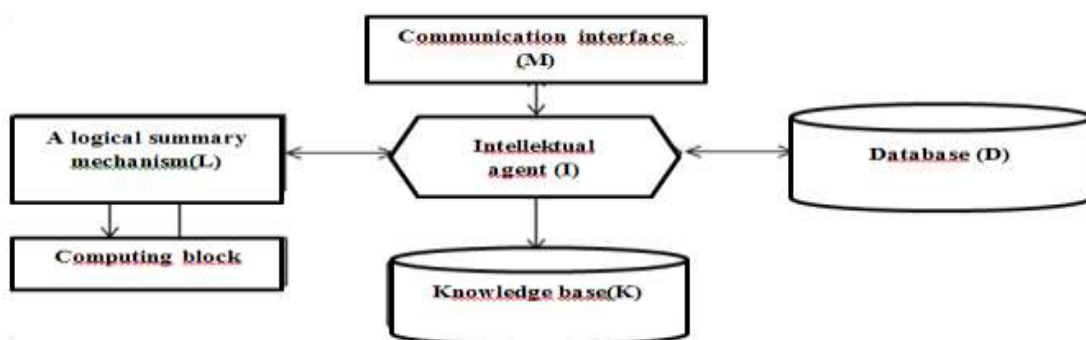
правило для этого алгоритма. Кроме того, описываются модели и алгоритмы, разработанные на основе предлагаемого подхода.

Ключевые слова: информационные системы, информационные ресурсы, база данных, база знаний, продукционная модель, интеллектуальный агент, логический вывод, продукционные правила.

Introduction. The 21st century, as the information age, provides humanity with electronic information resources with large amounts of information, as well as information systems that organize their use. It is known that the formation of global information resources, the creation of a global information space creates the need to develop information systems in different countries that serve their interests. This, in turn, is a constant increase in the efficiency of computer production, and in recent years there is a growing need for large-scale intelligent systems with a knowledge base of hundreds of thousands and millions of facts. At the same time, information systems lead to the formation of different types of databases (DB).

Literature review. Currently, there are information systems with large data (Big Data) that work with a knowledge base (KB). There are usually two reasons why information systems have less success than the workload: a lack of basic knowledge in the database and the combinatorial complexity of logical reasoning issues. As an example, the most popular method of accelerating rule resolutions is the RETE algorithm, developed in 1982 by Ch. Forge [5], which is used in CLIPS, JESS, SOAR expert systems. A weak (narrow) feature of the RETE algorithm is manifested in the need to modify the addition, modification or deletion of the prefix tree database facts in electronic information resources. This DB raises new issues that need to be addressed in the creation of information resources at the state level or in the field space [6].

Research Methodology. Firstly, it is appropriate to formulate a management blog based on expert knowledge in information systems, and secondly, to build a model based on the reflection of knowledge in the organization of effective use of information resources. The formation of the apparatus for working with knowledge in information systems serves to increase the effectiveness of the formation of decision alternatives that help decision-making in the system [1]. This allows a complete picture of the controlled object or process to be created using the generated knowledge. This research considers the formation of knowledge on the basis of semantic-production models of KB in electronic information resources, taking into account the urgency of increasing the efficiency of the process in the implementation of the above knowledge.

Figure 1. The structure of the information system of the intellectual element

Reflection of knowledge in information systems. Let us be given an information element information system of the following form (Figure 1). In this case, the production reflection is performed as in Table 1.

Table 1

A B	M	D	K	L	I
M	+				+
D		+			+
K			+		+
L				+	+
I	+	+	+	+	+

Here *I* regulates the relationship between the blocks of information systems using special agents, i.e. the information about the arbitrary blocks (MKDL) *A* is taken from *x* and the product *V* is written to it.

Analysis and results. It is reasonable to use a network model of knowledge reflection, it can be observed that it is appropriate to draw conclusions if they are expressed in the form of semantic network and production [7]. In the knowledge base, the corresponding a three is found for *A* (*A*-concept, sentence, and other form of information) sought, and its side edges are searched.
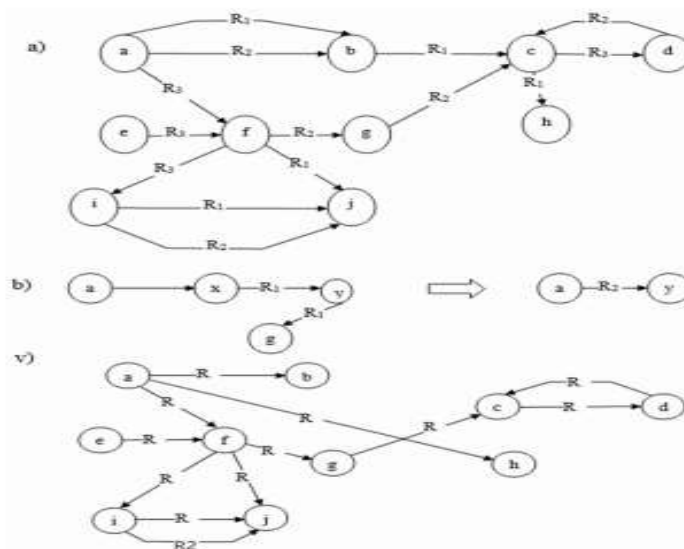

Figure 2. Transformational network of knowledge expression

The relations R1, R2, R3 given below allow you to determine the area of the side edges of the required ends, organizing the search according to a rule. Figure 2 shows a transformed network of knowledge representation in this way.

An approach to increase the effectiveness of knowledge reflection. The fact that knowledge is expressed in the form of fragmented evidence makes it easier to work with information or concepts. Improving the efficiency of the process is important in the implementation of knowledge reflection [10]. To this end, an increase in the reliability of decision alternatives is achieved by using an ambiguous inference model to reinforce the semantic-production model.

Conclusion. The problem of generating knowledge in an information system requires the formation of information or a set of information resources with maximum

accuracy. This is a key factor in determining the efficiency of the system. Using the above model and algorithm, the system summary block provides an opportunity to increase work efficiency. The research work was carried out within the framework of the research project A-5-29 "Electronic Ministry" on the principles of intelligent analysis of data from the target automated information system software and algorithmic software.[2]

The rapidly growing needs of our society for the introduction of information technology in the educational process include the use of electronic manuals, virtual stands, remote access to the Internet in classrooms and extracurricular activities in higher education institutions. training, as well as the implementation of consistent theoretical and practical measures related to the introduction of distance learning. The analysis of existing scientific publications on distance learning based on information technology shows that the issue of using such a method of education in the educational process is considered as a problem of transition to new pedagogical technologies in the world. focused and significant results have been achieved in this regard.

The ever-increasing flow of information in modern society, the diversity of information technologies, the complexity of the problems that can be solved on the computer, set a number of tasks for the user of these technologies. There is a problem of transferring the choice of options and decision-making from human to computer. One way to solve this problem is to create and use expert systems. The expert analyzes the situation on his own and identifies relatively useful information, creating the most optimal way to make a decision, giving up hopeless ways.[8]

The problem of generating knowledge in an information system requires the formation of information or a set of information resources with maximum accuracy. This is a key factor in determining the efficiency of the system.

The issues of increasing the efficiency of the system through the creation of a database of electronic information resources created in information systems were considered. The general structure of the reflection of knowledge in information systems of the intellectual element and the expression of the conclusion in semantic network and production form are theoretically based. A semantic-production model of the information resource has been developed, and an ambiguous summary model has been used to increase the reliability of decision alternatives in ensuring the effective operation of the model.[9] An algorithm block diagram was developed for the proposed approach, and a production rule was formulated for this algorithm. In addition, the operating procedures of the models and algorithms developed on the basis of the proposed approach are described.

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ACTUAL PROBLEMS OF HISTORY, PHILOSOPHY AND SOCIOLOGY

THE PLACE AND MAIN FUNCTIONS OF SOCIAL PHILOSOPHY IN SOCIETY

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Аннотация. Ушбу мақолада фалсафа ва ижтимоий фалсафа, улар ўртасидаги умумийлик ва алоқадорлик, ижтимоий фалсафанинг баҳс мавзуси, мақсад ва вазифалари, ижтимоий фалсафанинг жамиятдаги ўрни ва асосий функциялари, ижтимоий фалсафанинг ижтимоий – гуманитар фанлар орасидаги ўрни ҳақида фикрлар билдирилган.

Калит сўзлар: фалсафа, ижтимоий фалсафа, антропология, гносеология, методология, онтология, диалектика, метафизика, синергетика.

Аннотация. В этой статье обсуждаются философия и социальная философия, общие черты и отношения между ними, тема, цели и задачи социальной философии, место и основные функции социальной философии в обществе, социальных и гуманитарных науках.

Ключевые слова: философия, социальная философия, антропология, эпистемология, методология, онтология, диалектика, метафизика, синергетика.

Annotation. This article discusses philosophy and social philosophy, the commonalities and relationships between them, the topic, goals and objectives of social philosophy, the place and main functions of social philosophy in society, the social sciences and the humanities.

Key words: philosophy, social philosophy, anthropology, epistemology, methodology, ontology, dialectics, metaphysics, synergetics.

Introduction. The creation of a comprehensive scientific system of social philosophy is one of the most pressing scientific problems. Although some research is being conducted in this area, it is not considered to be in demand. Various events and processes in social life take place on the basis of certain laws and as a interaction of socio-philosophical categories. The basic concepts and categories of social philosophy play an important methodological role in the knowledge of social phenomena and processes.[6]

The present is one of the turning points in human history. This can be clearly seen in the world today, especially in the democratic changes taking place in the life of our country. A correct understanding of the social events and processes taking place in the world and in the life of our country at the present time, the formation of the right attitude to them, their correct assessment based on the peculiarities of modern science, and so on. must have a deep knowledge of social philosophy. It is well known that in

order to acquire a true knowledge of social existence, one must first dwell on the essence and content of the concept of social philosophy. This concept is sometimes used in the form of philosophy of society, social philosophy, human philosophy. The concept of social philosophy is inextricably linked with the concepts of social, social phenomenon and social process, and plays an important role in its composition and content. These concepts refer to the events and processes that take place in society.[10]

Literature review. The laws of formation and development of social processes, which have the ability to express the biosocial nature of man, are the subject of debate as a science of social philosophy. Is society developing as a whole? What are its driving forces? What is the social being that is the beginning of the manifestation of the human norm?

What are its intricate facets of worship? What is the origin of man, what are his secrets? What is the role of the individual in the development of society? Is it possible for a person to know the essence of social existence in advance? What are the universal problems and ways to solve them? Is the threat of terrorism preventable? An important task of social philosophy is to answer the above questions and to form a scientific and philosophical worldview in people.

Social philosophy performs a number of functions. First of all, it shapes people's perceptions of social reality, helps to solve the problem of the relationship between people's social existence and their consciousness. It discusses the role of man in society, the meaning of human life.[7]

The methodological function of social philosophy is evident in the development of the social sciences, in the definition of general directions in the study of events and processes, and in the use of its rules as a guide. The prognostic function of social philosophy is manifested in the fact that its rules help to anticipate the prospects for the development of society, to know the activities of people; and human activity determines the content of society's development.

One of the most important tasks is to clarify the place, role and topic of debate in the system of philosophical knowledge and social sciences. In particular, it has become vital to define the relationship between social philosophy and sociology, the philosophy of history, and social philosophy.[1] The fact is that historical materialism, which for many years was taught in the former Soviet society, was considered at the same time as both a social philosophy and a sociology. However, social philosophy differs from sociology in its subject matter, concepts, and methods of cognition: social philosophy is an integral part of universal philosophy, the doctrine of the whole of society;

Based on the achievements of social philosophy and sociology, as well as other social sciences and humanities, it is possible to get the most general idea of the general picture of society, the specific laws of development of social existence. Social philosophy, in general, discusses the emergence of human society, the essence of society, the social nature of man, his place and role in society. Social philosophy pays special attention not only to the study of society, but also to the formation of a socio-philosophical worldview based on the achievements of the social sciences. The concepts of knowledge of social philosophy (society, social existence, social relations, industrial society, post-industrial society, people, nation, person, etc.) are widely used in life.[4]

Research Methodology. Social philosophy is distinguished by its universality and deep meaning. Sociological concepts, on the other hand, are distinguished by their concrete and scientific nature. For example, sociological concepts (social structure, social stratification, social movement, social role, social space, mobility, deviant behavior, social process, social unity, social institution, etc.) are a separate system of social society (social). provides scientific knowledge about In other words, while social philosophy allows us to know the most general aspects of society in its entirety, sociology provides a solution to the pressing problems of a particular society, anticipates its development prospects, and creates social cataclysms (crises). If sociology, as a science, aims to solve practical problems, then social philosophy solves problems of worldview, such as "What is society in general?", "What is the basis of social development?" aims to answer the same questions. The relationship between social philosophy and sociology is a synonym for generality and individuality.[8]

Each individual has something in common and something unique. Social philosophy focuses all its attention on the individual in particular. The development of any nation, country or society, no matter how unique, unique and unique, embodies the essential features of universality, commonality. The more these commonalities become clearer and clearer, the better the opportunities for the formation of the world community and the establishment of general peace and harmony will be.[2]

Social philosophy serves as a methodological basis for all social sciences and humanities, especially sociology. Social philosophy pays special attention to the material, spiritual, political, legal, cultural, artistic-aesthetic, ecological, ethnic, national, demographic aspects of society.

Analysis and results. If society did not produce material goods, it would inevitably condemn itself to destruction. The production of material goods is the means of attaining that perfection.

Today, the distinction between social philosophy and sociology is of great theoretical and methodological importance. It is necessary to take into account the following cases:

1) Sociology as a specific discipline develops the scientific theory of a particular society by summarizing and analyzing the results of specific sociological research; helps to solve existing social problems rationally;

2) Social philosophy is not about research, but about science, social practice, art, politics, and so on. based on their conclusions, it creates a holistic doctrine about society; creates the most general system of perceptions and views on the nature of social problems;

3) sociology deals with scientific concepts and categories specific to other social sciences; uses unique methods of collecting scientific facts;

4) Abstraction, imagery, and concepts of social philosophy at the same time it is distinguished by its popularity;

5) Social philosophy, according to its content, is scientific, religious, political, artistic. may be;

6) Sociology is distinguished by its scientificity. Noilmiy sociology (for example, historical materialism) loses its value;

7) the methods of scientific knowledge of sociology are very close to the methods of scientific knowledge of natural sciences;

8) Social philosophy uses general philosophical methods in the study of social existence: induction and deduction, abstraction, analysis and synthesis, modeling.

Conclusion. In determining the attitude of social philosophy to the social sciences, it is expedient to take into account the following factors.[5]

First, social philosophy not only describes social life as a whole, but also defines the place and role of social institutions in public life. Second, in social philosophy, the question of the relationship between the individual and society is important. Thirdly, social philosophy defines the foundations of society, the conditions of its existence, and focuses on the problems of ensuring social stability. Finally, social philosophy solves the methodological problems of scientific knowledge of social life.

Social philosophy plays a methodological role in the development of scientific theories of other disciplines. Any social science is based on the development of society and the philosophical doctrine of man.[9]

The object of knowledge of social philosophy is social life and social processes. Social philosophy focuses on the study of social life, rather than on the natural, individual, and personal aspects of society. Social life includes economic, political and spiritual spheres. The main subjects of social movement and social relations are: social groups or society as a whole. Social philosophy is a system of philosophical views on the general laws and trends of the interaction of social phenomena.[3]

Social philosophy, by its very nature, is a science that can see the future of society on a scientific basis. Its main task is to identify historical events and the decisive factors of the laws and directions (trends) of development of the social system. Social philosophy is the philosophical knowledge of society.

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ISMAIL SOMONI MAUSOLEUM - THE HEART OF BUKHARA HISTORICAL MONUMENTS

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Abstract – The article provides information about the history of Bukhara, its historical monuments, the structure of historical monuments, the history of their construction. It also tells about the rulers who lived in the history of Bukhara, the changes that took place during their time and the buildings that were built. The article also details the history of the Samanid mausoleum and what was used in its construction.

Key words: history of Bukhara, historical monuments, mausoleum of Ismail Somoni, government, rulers, politics, historical works.

Аннотация: В статье представлена информация об истории Бухары, ее исторических памятниках, строении исторических памятников, истории их строительства. В нем также рассказывается о правителях, которые жили в истории Бухары, изменениях, произошедших в их время, и построенных зданиях. В статье также подробно рассказывается об истории мавзолея Саманидов и о том, что было использовано при его строительстве.

Ключевые слова: история Бухары, исторические памятники, мавзолей Исмаила Сомони, правительство, правители, политика, исторические труды.

Annotatsiya – Maqolada Buxoroning tarixi, unda joylashgan tarixiy yodgorliklar, tarixiy yodgorliklarning tuzilishi, bunyod etilishi tarixi haqida ma'lumotlar keltirilgan. Shu bilan birga Buxoro tarixida yashagan hukmdorlar, ular yashagan davrda yuz bergan o'zgarishlar va qurilgan inshootlar haqida yoritilgan. Maqolada Somoniylar maqbarasining tarixi, uning qurilishida nimalardan foydalanilgani haqida ham batafsil ma'lumotlar keltirilgan.

Kalit so'zlar: Buxoro tarixi, tarixiy yodgorliklar, Ismoil Somoniy maqbarasi, hokimiyat, hukmdorlar, siyosat, tarixiy asarlar.

Introduction. Ismail Somoni was a talented, energetic and extremely intelligent statesman of the Middle Ages. When he united Movarounnahr, he sought to establish a strong feudal state. He used all the subtleties of his sovereignty to ensure and strengthen lasting peace in his homeland. First, he gathered a large army and sent troops

to the nomadic steppe. In 893 he conquered the city of Taraz and dealt a severe blow to the steppes. This was the last major march against the nomads during the Samanid period. As a result, the continuous invasions of the steppe tribes into the Movarounnahr provinces ceased, and the settlers were now forced to work hundreds of kilometers around the oases to build defensive walls and countless fortresses and to repair them on a regular basis. From the same period, the usual annual hashar of the Kampirak wall, an ancient defensive structure that surrounded the Bukhara oasis for more than 300 km, was stopped and left unattended. According to Narshahi, Amir Ismail, referring to his powerful army, said, "As long as I live, I will be the wall of Bukhara region."

Literature review. The independence of the people of Movarounnahr and the rise of the Samanid state in this land undoubtedly frightened the Arab Caliphate, which was deprived of the great wealth that was constantly being extracted from the eastern provinces. Therefore, the Khilafah seeks to confront the Saffarids and the Samanids, weakening both states and regaining some influence in these rich provinces. The war between them, which began in 900, ended in Ishmael's victory. The whole of Khorasan fell to the Samanids. Out of desperation, the caliph was forced to recognize Ishmael's vast state and send him a certificate of authority. Thus, at the end of the ninth century, Movarounnahr was permanently freed from the tyranny of the Arab Caliphate. Ismail Somoni united the whole of Movarounnahr into a strong state under his rule. He abolished the Saffarid state in Khorasan and annexed it. As a result, the largest independent feudal state of its time, with its capital in Bukhara, was formed. The state was ruled by Samanid rulers until the end of the tenth century [1]. This historical monument, one of the rarest examples of Samanid architecture in Central Asia, was built by Ismail Somoni. As for Ismail Somoni, he is a major political figure who founded the Samanid state in Bukhara. Ismail Somoni was born in Bukhara in 848, was the viceroy of the Samanids in Bukhara in 874, and ruled the whole of Movarounnahr from 888. Ismail Somoni pursued a policy of strengthening the central government, gathering scholars, writers, craftsmen and artisans from various places in Bukhara. He made a great contribution to the development of culture. Following the example of the caliphs of Baghdad, he built a huge mausoleum for himself. In 893 he fortified the northern frontiers by marching on Taraz. In 900 he united Movarounnahr and Khorasan.

During the construction of the monument, local states independent of the Arab Caliphate began to form in Central Asia. The Tahirid state was established in Khorasan and the Samanid state in Movarounnahr. Indigenous states were united around a single center, and science flourished.

In 874, Ismail was appointed deputy of Bukhara. At that time, his brother Nasr was ruling in Movarounnahr. The relationship between Nasr and Ishmael broke down in 888, leading to war. After winning the war, Ishmael became the ruler of the whole of Movarounnahr. In 893 he marched on Taraz and fortified the Northern Frontiers.

Analysis. The mausoleum of Ismail Somoni was built during the Middle Ages (IX-X centuries), between 864-868, in the old part of present-day Bukhara. Because the building served as a tomb, its interior was a one-room square with three steps (four - four walls, eight - the passage from the wall to the roof and the dome - the roof). It is made of baked bricks, stone and wood. As for the design of the mausoleum, the quiet

brick ornaments are reminiscent of a barbed wire fence or reed, wicker fabric. Wall thickness - 1.8 m., History - 10.80 × 10.70 m on the outside, 7.20 × 7.20 m on the inside. The top is covered with a dome. The four corners are columnar, with 4 domes around the dome. At the top of the wall is a sunken window (40). Each window is framed. The canopy at the top of the porch is bordered by a pearl necklace [1].

There are small brick chords on both sides. The interior of the building is inextricably linked to the building outside and is similar in style. The inner wall is supported by columns on top of each other at the base of the dome. The arches form the base of an 8-sided dome. At the corners of the edges there are columns supporting the dome. During archeological excavations (1927) it was discovered that there were 2 wooden sagas on the stage of the room. The mausoleum of Ismail Somoni is in the form of a four-sided chordara, the structure of which is a great architectural masterpiece, which preserves the traditions of ancient Sogdian architecture [2].

The mausoleum of Ismail Somoni is a unique work of the world's schools of architecture and construction. Architects and builders are proud of this unique architectural monument, historians' study its creation and artists love to depict its images on various objects.

The mausoleum of Ismail Somoni shows the rise and development of architecture and construction techniques in Bukhara in the IX century. Since that time, high-quality baked bricks and albastar mixtures have been used in construction [3].

Prior to the restoration of this unique monument, mathematical knowledge, especially geometry, was well developed in Bukhara.

It is no coincidence that Professor M. Bulatov wrote his doctoral dissertation based on the study of the rules and laws of handasa used in its construction. There are still many unexplored aspects of the structure, laws, rules, and methods of construction [4].

It is no secret that this highly professionally built historical monument equipped the most experienced builders of that time, the most talented architects, with design and construction methods, and greatly enhanced their knowledge and skills [5].

The mausoleum of Ismail Somoni is a centralized structure, the main volume of which consists of a cube and a space dome, which are slightly inclined as the four walls rise. One of the features of the structure is the structure that connects the dome with the wall squares [6]. All the facades of the mausoleum are done in the same way. The walls are decorated on the inside and outside with high-quality baked bricks, and carvings are used in the construction [7].

Discussion. The collection of decorative bricks gave the building a sense of relief. The entrance door openings are made in the form of an arched arch. These solutions, especially arched arches and domed roof constructions, have been widely used in recent times not only in the architecture of Bukhara, but also in the architecture of Central Asia as a whole [8].

There are many benefits to using dome coverings when needed. One of them is that at that time, there were almost no reinforced concrete-like objects and structures that worked well even in the bending parts of long-lasting structures [9]. That's why the roof is made in such a way that any structure built on it is mainly compressed. As

a result, the projections of the buildings are made of brick in the form of arches, and the roofs are made of bricks in the form of domes [10].

On the other hand, in arid and hot climates, a domed solution is effective in conditions where large amounts of solar radiation fall to the ground. Sunlight falls vertically on only a part of the domed roof and heats up only that part; at this time the radiation does not fall vertically on the rest of the dome and the roof does not heat up much [11]. The third aspect of the domed roof is that the heat dissipates quickly from such a surface and the roof cools quickly. When the wind blows, the process intensifies.

The architectural monument of Ismail Somoni has been well preserved for more than XI century. It is also known as the "Architectural Pearl of the Orient", a masterpiece of world architecture [12]. Although the monument is based on pre-Arab traditions, it marked the further development of a new style, new form and new solutions not only in Bukhara, but also in Central Asian architecture.

In the middle of the dome of the building there is a drum structure covered with a dome for light and hot air, and on its sides there are arched openings [13]. The outer corners of the walls are made of patterned columns, and the backs of the walls and entrance doors are skillfully made of decorative, polished bricks. A closer look at the interior of a domed building reveals that the art of creating it dates back to ancient times and has become a tradition [14]. An architectural analysis of the monument shows that it is genetically related to the architecture of Iran, Mesopotamia.

There is no denying that several tectonic solutions have been developed in this structure as a whole [15]. The confident use of the foundations of housing and cultural architecture in the example of this building shows that the Bukhara School of Architecture was highly developed at that time.

Conclusion. Thus, the size of the mausoleum of Ismail Somoni - the celestial and structural structure - determined the development of the domed buildings built after him. Architectural patterns, beautiful silent decorative elements, and extremely beautiful and elegant artistic expressions testify to the flourishing of the art of bricklaying at that time. The brickwork in the mausoleum is made with a high degree of artistic taste, which makes it one of the masterpieces of world architecture.

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